

St Margaret's



# Curriculum HANDBOOK

YEAR 7 2025



# Table of Contents

MISSION STATEMENT .....	2
ENGLISH .....	4
HEALTH & PHYSICAL EDUCATION.....	5
HUMANITIES .....	6
HUMANITIES LEARNING ENHANCEMENT (HumLE) .....	7
LANGUAGES – FRENCH.....	8
LANGUAGES – CHINESE (MANDARIN).....	9
MATHEMATICS .....	10
RELIGIOUS & VALUES EDUCATION (RVE).....	11
SCIENCE .....	12
DIGITAL DESIGN .....	13
THE ARTS .....	14

# MISSION STATEMENT

In a supportive Christian environment, reflecting the philosophy of the Sisters of the Society of the Sacred Advent, St Margaret's Anglican Girls School aims to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by other school activities; preparing confident, compassionate and capable young women able to contribute in a global community.





A local school with a global outlook

April 2024

Dear Parents / Guardians

Year 7 is a pivotal time for learning. The transition to Secondary School provides fertile ground for intellectual, social and emotional development. Our curriculum is designed to foster positive attitudes to learning and promote productive strategies. As such, the focus is on balance across the range of subject disciplines. It is important that we take the opportunity at this time to engage students in conversations about what learning involves and how it is best facilitated.

This book outlines the subjects which your daughter will undertake in 2025. These are reflective of the Australian Curriculum and current trends in pedagogy. Students will study: English, Mathematics, Science, Humanities or Humanities Learning Enhancement (HumLE), The Arts (Music – full year, Drama and Visual Art – one semester each), Religious and Values Education, Health and Physical Education and Digital Design. As well as this, your daughter will be able to choose one language from a choice of: French or Chinese (Mandarin). Further, in Form Class time, students will learn various study and organisational techniques through Science of Learning lessons, which will help ease their transition to Secondary School.

If you have any questions in relation to the information contained in this Handbook, please contact the Dean of Studies, Mr Chris Dunn or the relevant Head of Faculty. Contact numbers are recorded at the back of this Handbook.

We look forward to sharing the learning journey in Year 7 with you and your daughters.

Regards

A handwritten signature in black ink, appearing to read 'Ros Curtis', written over a horizontal line.

Ros Curtis  
**Principal**

# ENGLISH

## COURSE OVERVIEW

At St Margaret's Anglican Girls School, students employ imagination, creativity and their appreciation of world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities.

The Year 7 English program therefore provides our students with repeated opportunities to engage with the capabilities outlined in the Australian Curriculum. The study of English is central to the learning and development of students in Australia, and although Australia is a culturally diverse nation, the ability to communicate effectively and precisely in the English language is integral to participation in all areas of Australian life. English will allow students to develop their skills and knowledge in the area of English, as ethical and thoughtful members of Australian society, and they will be presented with opportunities to engage imaginatively and critically with literature.

## TOPICS OF STUDY

English at St Margaret's is organised according to the three interrelated content strands laid out by the Australian Curriculum - Language, Literature and Literacy. These strands are interrelated and their content is taught in an integrated way, and collectively they describe the skills learnt in English, as well as important areas of knowledge and understanding.

Throughout the year, students will consider a variety of topics which involve them exploring the ways in which texts offer persuasive and reflective viewpoints and how language can be used for emotive and aesthetic impact on readers.

Students will explore a variety of literary and non-literary texts, including:

- Contemporary novels such as *Harry Potter*
- a selection of contemporary short stories and poems
- a selection of persuasive texts
- contemporary films about the hero's journey

## LEARNING EXPERIENCES

In English, students learn to speak, listen to, read, view, write and shape texts. They develop their ability to analyse how texts are constructed for particular purposes and to suit different contexts. Students are also expected to make deliberate choices when constructing their own texts in order to achieve different purposes.

To complement the units on offer, the Year 7 English course embeds the explicit teaching of literacy skills through the Literacy Boost Program which focuses on spelling, punctuation, grammar and reading comprehension, with activities being completed on a weekly basis. The emphasis of the Literacy Boost program is on students mastering their ability to apply their explicit literacy learning to their own writing.

## ASSESSMENT

Assessment in English at St Margaret's Anglican Girls School allows for the collection of evidence of student learning over time to allow for an on-balance judgment about the quality of student achievement, as well as to assist students to achieve success in their English studies through the provision of effective feedback, careful monitoring, and a balanced coverage of the English content descriptions outlined in the Australian Curriculum. Over the course of the year, students will prepare persuasive and narrative responses to stimulus, short responses to poetry, a spoken reflection and an analytical essay.

# HEALTH & PHYSICAL EDUCATION

## COURSE OVERVIEW

The Year 7 Health and Physical Education program provides students with opportunities to develop the knowledge, processes, skills and attitudes necessary for making informed decisions about personal, social and community health. It also focuses on the concepts/skills required for lifelong participation in movement and physical activity. Students have three HPE lessons per week – two concentrating on the practical elements and one on the theoretical component. The following table illustrates the foci areas Year 7 students may participate in during the year.

## TOPICS OF STUDY

Semester	Theory Elements	Practical Elements
1	Approaching Adolescence Sport for All – Inclusivity, Collaboration and Fair Play	Swimming Track and Field
2	Summer Safety	Team sports – Basketball Lifesaving

## LEARNING EXPERIENCES

- Proposing strategies for how they can maintain and enhance their health, fitness and general wellbeing
- Analysing different perspectives on a range of issues related to young people
- Exploring a range of decisions, they will be confronted with and analysing the factors that will influence the choices they make
- Collaborating with peers to suggest strategies they could use in case of emergency
- Identifying and demonstrating complex movement sequences and movement strategies in a range of physical activities

## ASSESSMENT

On-going assessment occurs throughout each term in all practical subjects. Students complete the following listed assessment tasks for the theory component of Health and Physical Education:

- Exam
- Project

# HUMANITIES

## COURSE OVERVIEW

The Year 7 Humanities course is divided into two semester units and comprises one semester of History and one semester of Geography.

The study of History in Year 7 will focus on ancient civilisations. In Term 1, students study the Ancient Egyptians, and in Term 2 the Ancient Greeks. In both units, students investigate how the geographical location of these civilisations influenced their development. They investigate their social and political structures, their attitudes to warfare and their religious beliefs. Students will compare the two civilisations and analyse their legacy. Australia's Indigenous past will also be explored in the context of human migration and ancient people's use of resources. In all these learning experiences students will reflect upon the way history is made and recorded, and the way in which past societies have shaped our modern world.

Within the Geography course students will examine how people's reliance on places and environments influences their perceptions of them. They will investigate how water can both enrich and destroy life on Earth through case studies in Australia, Asia and North Africa. They will discover that the uneven distribution of the world's resources and the provision of services impacts on the lives of individuals. Students will consider various approaches to sustainability, equity and access to resources and services. The concepts of planning spaces and places to improve liveability and quality of life will be discussed with examples from Europe and across Australia.

## TOPICS OF STUDY

### History

- Ancient Mediterranean civilisations – the Egyptians and the Greeks
- Deep Time History of Australia

### Geography

- Water in the world
- Place and liveability

## LEARNING EXPERIENCES

- Analysing evidence to draw reasoned conclusions
- Developing research questions and applying appropriate methodologies and approaches to an investigation
- Collecting and recording primary and secondary evidence in a range of contexts
- Constructing and analysing tables, graphs, maps, diagrams, models and evidence
- Developing reasoned and logical arguments to support a line of questioning or a hypothesis
- Reflecting on personal values and attitudes and how these influence our responses to activities and events

## ASSESSMENT

- Short Response tests
- Field reports

Within this subject, students in need of learning support will participate in a modified curriculum with a focus on developing literacy skills in the context of the topics of study.

# **HUMANITIES LEARNING ENHANCEMENT (HumLE)**

## **COURSE OVERVIEW**

Humanities Learning Enhancement is a supported small-group subject, where assistance is provided on study skills, assistive technology and support for assessment. This subject is offered on an invitation only basis to students who require additional support in their learning.

Students still complete the core work of the Humanities subject, but it is simplified and with a reduced workload, and at least two lessons per week are provided to the students to catch up on homework, get support with difficult subjects and assessment tasks, and learn about different technology and study strategies that may assist them with their academic workload.

This subject was introduced to relieve some of the pressure of the transition to high school. Students in this subject will not be graded in this subject but will receive a comment on their end of semester report cards about their progress and effort.



# **LANGUAGES – FRENCH**

## **COURSE OVERVIEW**

Languages are the medium through which we learn about the world and develop curiosity about new ideas, values, peoples and places. Since knowledge about social relations and cultural identity are dependent on language, the study of a language extends, diversifies and enriches our ways of thinking and stimulates an appreciation of our own language and culture. At St Margaret's, the study of either French or Chinese is compulsory in Year 7.

Learning a language is about communication. It involves the ability to comprehend and compose, and includes the four skills of listening, speaking, reading and writing. Learners communicate with real language for genuine purposes. Students will achieve communicative ability by using various skills and strategies in culturally appropriate ways within realistic contexts.

The benefits of learning a language apply not only to the individual but also to the nation as a whole. Our trade, cultural and tourist links with other countries are enhanced if we have a pool of varied language expertise, including Australians from both English and non-English speaking backgrounds. The ability to use a language other than English can increase students' post-school options in a country with such strong international links. Experience has shown that learning a language contributes to and enriches the educational, intellectual, personal, social and cultural development of learners and has the potential to improve the quality of their participation in a rapidly changing world.

## **TOPICS OF STUDY**

The following topics are explored during the Year 7 French course: greetings, introducing yourself and others, describing friends, family and pets, asking and responding to questions, numbers 1- 9.

## **LEARNING EXPERIENCES**

Language classes are fundamentally interactive. Therefore, as a broad principle of methodology, the focus of language learning experiences is on successful communication. Learning experiences in languages are designed to encourage students to process meaningful portions of language rather than to focus on single words. The language course includes learning experiences such as: performing and viewing role plays; conducting/designing interviews; watching films; reading and listening to simple authentic texts such as advertisements, conversations and letters; making lists and writing, articles and emails. A range of digital technologies are incorporated during many of the learning experiences in languages to allow for direct participation and engagement in the target language and culture.

## **ASSESSMENT**

Students undertake four tests per semester, which cover a combination of the following macro-skills: reading, writing, listening and speaking. The macro-skills are equally weighted and include unpredictable language which gives students the opportunity to respond spontaneously in unrehearsed situations.

# LANGUAGES – CHINESE (MANDARIN)

## COURSE OVERVIEW

The Year 7 Chinese course will put students on the path to learning a language that is spoken by approximately one quarter of the world's population. This course has been designed to cultivate a passion for learning Chinese and exploring differing cultural perspectives. Resources have been carefully selected and created to engage various types of learners and to foster each student's ability to achieve their potential in the subject. Moreover, students will be taught various strategies on how to learn the language and they will be encouraged to devise effective learning techniques. At St Margaret's, the study of either French or Chinese is compulsory in Year 7.

## TOPICS OF STUDY

**Introduction to Chinese** – This unit provides a strong foundation for students as they begin their study of Chinese. Students consider the role of culture in language use as they learn general greetings, how to introduce themselves and others, count to 99 and talk about age. In addition to this, students develop skills in pronunciation and use of tones and gain insight into the nature and history of Chinese characters. They investigate aspects of Chinese characters such as radicals, strokes and stroke order and apply this understanding to reading and writing characters as well as the art of Chinese brush calligraphy.

**Family and home** - Students will learn how to introduce their immediate family members and extended families and talk about their pets and birthdays. They will also learn to talk about dates and ask about and describe birthdays. They begin to use simple sentences to write paragraphs and investigate cultural aspects of Chinese life relating to family, pets, birthday celebrations and courtyard homes.

**Hobbies** – Students will work towards creating a digital presentation to describe their hobbies and interests and express opinions. They discuss music, sports and activities they like and don't like, as well as activities they can and can't do. They begin to use more sophisticated language, incorporating a variety of verbs, question words, time words and intensifiers when constructing sentences in Chinese. Students will also read about the hobbies of well-known figures, and traditional Chinese hobbies such as tai-chi, badminton and table tennis will be explored.

## LEARNING EXPERIENCES

A wide range of teaching and learning methods will be used to cater to various types of learners, incorporating digital technologies where appropriate. Students will apply their learning to the four skills of speaking, listening, reading and writing (including handwriting and typing). They will gain experience using language through a wide range of activities which involve playing games, singing songs, accessing authentic texts, using online tools and platforms, analysing, inferring, creating, collaborating and performing.

## ASSESSMENT

Students will complete four assessments per semester, one in each of the four skills: Listening, speaking, reading and writing. A variety of assessment techniques will be used including both assignments and exams. Students will create typed and handwritten texts, digital presentations and spoken presentations and will access a range of written and spoken texts to demonstrate their comprehension and analysis skills.

# MATHEMATICS

## COURSE OVERVIEW

The Year 7 curriculum focuses on developing and refining mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. The content involved in this subject is organised into the following strands:

1. Number
2. Algebra
3. Space
4. Measurement
5. Probability
6. Statistics

Underpinning the study of Mathematics at St Margaret's are the following general capabilities:

- Literacy Numeracy
- Critical and creative thinking
- Digital Literacy
- Ethical understanding
- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

## TOPICS OF STUDY

1. Number theory
2. Rational numbers
3. Algebraic expressions
4. Algebraic relations
5. Coordinate space
6. Euclidean geometry
7. 2D measurement
8. 3D measurement
9. Chance
10. Experimental probability
11. Measuring data
12. Displaying data
13. Analysing data

## LEARNING EXPERIENCES

- Emphasis on developing and refining core skills and processes
- Introduction and use of a variety of technologies as tools for supporting learning and inquiry.
- Challenging and engaging experiences which promote inquiry and the development of strategic thinking skills required for problem solving in the real world.

## ASSESSMENT

One exam per term on the content covered.

# RELIGIOUS & VALUES EDUCATION (RVE)

## COURSE OVERVIEW

Religious and values Education helps students to explore their own values and beliefs by learning how others see the world. Drawing on the Anglican Schools Commission syllabus, RVE lessons invite students to learn about how people of faith respond to the challenges, joys and questions of everyday life. Case studies from ancient as well as modern times, popular culture alongside the academic world are used to support students in developing and exploring their own values. The ethos of RVE classrooms is one of active listening, respect for others, curiosity, and an open mind.

## TOPICS OF STUDY

- What do Christians believe?
- The Power of Rituals
- World Religions: Sikhism
- Religion around the world

## LEARNING EXPERIENCES

- Reading: excerpts from religious texts, religious and secular stories
- Watching: excerpts from film, documentary and television to learn about faith at home and overseas
- Discussion: pair and small group, whole class discussion
- Writing: personal reflection on the connection between ourselves and others
- Visiting: The School Chapel, the Sisters' Chapel

## ASSESSMENT

There is no formal assessment in Religious and Values Education.

# SCIENCE

## COURSE OVERVIEW

The study of Science at St Margaret's develops the six overarching ideas of the Australian Curriculum in Science: patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy. The curriculum provides opportunities for students to develop an understanding of the important scientific concepts and processes, as well as the practices used to develop scientific knowledge, or science's contribution to our culture and society, and its application to our lives. The curriculum supports students in gaining an understanding of science to develop the necessary skills to make informed decisions, and so to participate in science related careers if they wish.

## TOPICS OF STUDY

The topics of study for Year 7 Science include:

- Introduction to Science
- States of Matter
- Separating Mixtures
- Earth in Space
- Forces
- Ecosystems/Classification

## LEARNING EXPERIENCES

Students will develop their scientific skills and understanding through the following learning experiences during Year 7 Science:

- Practical laboratory classes – including student-led experiments
- Kinaesthetic activities
- Multimodal presentations
- Inquiry-based learning activities
- Exercises involving analysis and interpretation of data
- Exercises involving evaluation of data

## ASSESSMENT

The Year 7 Science Assessment Plan includes the following tasks per semester:

- 1 x Student Experiment Task/Multimodal Presentation
- 1 x End of Semester Examination (assessing all three units covered in the semester).

End of Semester Examination will be assessing the following criteria:

- Science Understanding (60%)
- Analysing, Applying and Interpreting Data (40%)



# DIGITAL DESIGN

## COURSE OVERVIEW

Year 7 students study *Digital Design* for one lesson a week. The curriculum of this subject is based on the National Curriculum and packaged so that it is accessible to Year 7 learners. Digital Design provides students with the opportunity to consider how the characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering ethical, economic, environmental and social sustainability factors.

## TOPICS OF STUDY

- Digital systems
- Data representation
- Emerging Technologies
- Innovation and problem-solving
- Designing and creating

## LEARNING EXPERIENCES

Students will be involved in a range of learning experiences relating to the development of their understanding of Digital Technologies. The subject will be highly practical, and students will be required to utilise their school laptops as well as other technologies in every lesson. The students will use innovation and critical thinking skills with increasing independence and collaboration. They respond to feedback from others and evaluate design processes and digital solutions for preferred futures.

## ASSESSMENT

Assessment is not a focus of this subject and as such there will not be any formal tests or assignments. Students will keep a digital portfolio which will reflect their engagement in the subject. This will be collected and reviewed throughout the year.

# THE ARTS

## COURSE OVERVIEW

In Year 7 students experience the Arts via the strands of: Drama, Music and Visual Art. Study in the Arts engages, inspires and enriches our students, exciting the imagination and encouraging them to develop their creative and expressive potential. All students will engage in a full year's study of Music and a semester each of Visual Art and Drama.

## TOPICS OF STUDY

### Drama:

- Dramatic action is interpreted, prepared and shaped through scenarios and scripts to include influences from students' own, and other cultures and times.
- Core content: Elements of Drama, acting techniques, improvisation and conventions of a range of realistic and heightened dramatic styles.

### Music

- Musical skills are developed throughout the year through learning to play the keyboard.
- Students perform a variety of repertoire based on individual skill levels encouraging musical independence.
- Students are empowered to read and write music and develop awareness of the inter-related elements of music.
- Aural skills are fostered throughout the year.

### Visual Art

- Visual Art is built around the two interrelated strands: Making and Responding. Students use skills, techniques, processes and a range of art materials to plan, create, display and reflect on Visual Art works. Practical work is underpinned by research to understand and respond to contemporary and other art works using appropriate terminology.
- Art media and techniques explored include: drawing and mixed media, 3D sculptures, composition and construction.

## LEARNING EXPERIENCES

In the Arts the following learning experiences will occur: acting, devising, viewing and reflecting on performances, singing, playing musical instruments, composing, analysing music, drawing and design, painting, sculpting and printmaking processes.

### The Arts aims to develop students':

- Creativity, imagination, technical ability, aesthetic appreciation, critical thinking and self-confidence
- Skills in research and the use of innovative arts practices and technologies to express ideas
- Aesthetic knowledge and communication: valuing and sharing arts experiences
- Insights into local, national and global cultures and arts traditions.

## ASSESSMENT

- Exploring and responding
- Creating and Making
- Performing and presenting

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