



Rosehill
Secondary College

SEVEN
2026

COURSE SELECTION HANDBOOK



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CURRICULUM STRUCTURE

Overview Years 7-9

Year 7 Units of Study	Year 8 Units of Study	Year 9 Units of Study
Core English Mathematics Science Literacy / Numeracy	Core English Mathematics Science Literacy / Numeracy	Core English Mathematics Science Interdisciplinary Studies
Semester Core Units Humanities Languages - Italian - Japanese Physical Education and Health The Arts - Art - Visual Communication Design - Classroom Music - Drama - Dance Technology - Food Technology - Materials Technology - Systems Technology - Fashion and Design Technology	Semester Core Units Humanities Languages - Italian - Japanese Physical Education and Health The Arts - Art - Visual Communication Design - Classroom Music - Drama - Dance Technology - Food Technology - Materials Technology - Systems Technology - Fashion and Design Technology - Jewellery Making	Semester Core Units Humanities Languages - Italian - Japanese Physical Education and Health The Arts - Art - Visual Communication Design - Classroom Music - Drama - Dance - Media Studies 1 Technology - Food Technology - Materials Technology - Systems Technology - Fashion and Design Technology - Computer Applications
Semester Elective Units Money, Markets and Society 3D Art Ceramics Performance Studies Band of Beginners Active for Life Sports Bag	Semester Elective Units Enterprise, Economics and Legal 3D Art Ceramics Performance Studies Junior Band Footy Codes Good Sports Advanced Food Technology Advanced Materials Technology	Semester Elective Units Finance, Economics and Civics Studies 3D Art Ceramics Performance Studies Band Class Media Studies 2 Boot Camp Thrills and Spills Advanced Food Technology Advanced Materials Technology Advanced Systems Technology Computer Programming Web Design and Interactive Multimedia

Number of Periods
 All units of study run for 3 periods per week, with the exception of Literacy, Numeracy and Interdisciplinary Studies which run for 2 periods per week.

ENRICHMENT

At Rosehill Secondary College, we offer a range of opportunities for enrichment where we deliver differentiated curriculum for rapid learners.

STEP (Selective Talent Enrichment Program)

STEP is designed for intellectually and academically capable students. This program runs from Years 7 to 9 where students study the core subjects together and embrace the social nature of learning. To balance the strong academic focus of STEP, our students are provided with opportunities to engage in a number of workshops each year which aim to develop skills in resilience, collaboration and leadership. Students apply and are selected for entry into STEP in Grade 6, however it is a flexible program and students may also apply for entry in Year 8 or Year 9.

Cost: \$150 annual levy fee to be paid at the beginning of each school year.

RAMP (Rosehill Accelerated Mathematics Program) - Years 7-9

RAMP is an accelerated Mathematics program designed for high achieving students who wish to enhance their mathematical skills. Students extend their skills in problem solving, and logical and critical thinking by completing work which complements and extends the program followed in their Mathematics classes. Students are encouraged to express their interest in RAMP. Final selection for the program will be made by the Enrichment Program Leader based on a review of the student's academic progress through various sources of data. With a solid foundation in junior school Mathematics, students have the opportunity to explore accelerated pathways for future mathematical studies.

REAP (Rosehill English Accelerated Program) - Years 7 & 8

REAP is an accelerated English program in which students are introduced to more advanced concepts in Literature, such as close passage analysis, creative interpretations and literary critical lenses. REAP encourages students to think deeply about the construction of language and provides opportunities for analytical argument and individual critical thinking tasks. Students are encouraged to express their interest in REAP. Final selection for the program will be made by the Enrichment Program Leader based on a review of the student's academic progress through various sources of data.

RASP (Rosehill Accelerated Science Program) – Year 8

RASP is a specialised Science initiative designed to extend and enrich the learning of high-achieving students. The program provides opportunities to deepen scientific understanding through the advanced exploration of key concepts. Students will engage in hands-on projects, collaborative investigations, and activities that foster inquiry skills, critical thinking, and a passion for STEM. Final selection for the program will be made by the Enrichment Program Leader, based on a review of each student's academic progress using various data sources. RASP offers a challenging and stimulating environment to support future success in Science.

SPECIAL REQUIREMENTS

The Arts

Classroom Music

Due to the hands on approach in all music units, students are required to enrol in instrumental music classes at the beginning of the year and to continue learning the instrument for the entire year.

Dance, Drama, Performance Studies and Band

Students may be required to attend afternoon and school holiday rehearsals in preparation for school musicals.

Visual Communication Design

Due to the digital nature of this subject, students will need to have the Adobe suite of programs loaded onto their laptop at the beginning of the semester. This will be provided free of charge by the College IT Department. Students are also required to have printing credit on their PaperCut accounts.

Languages

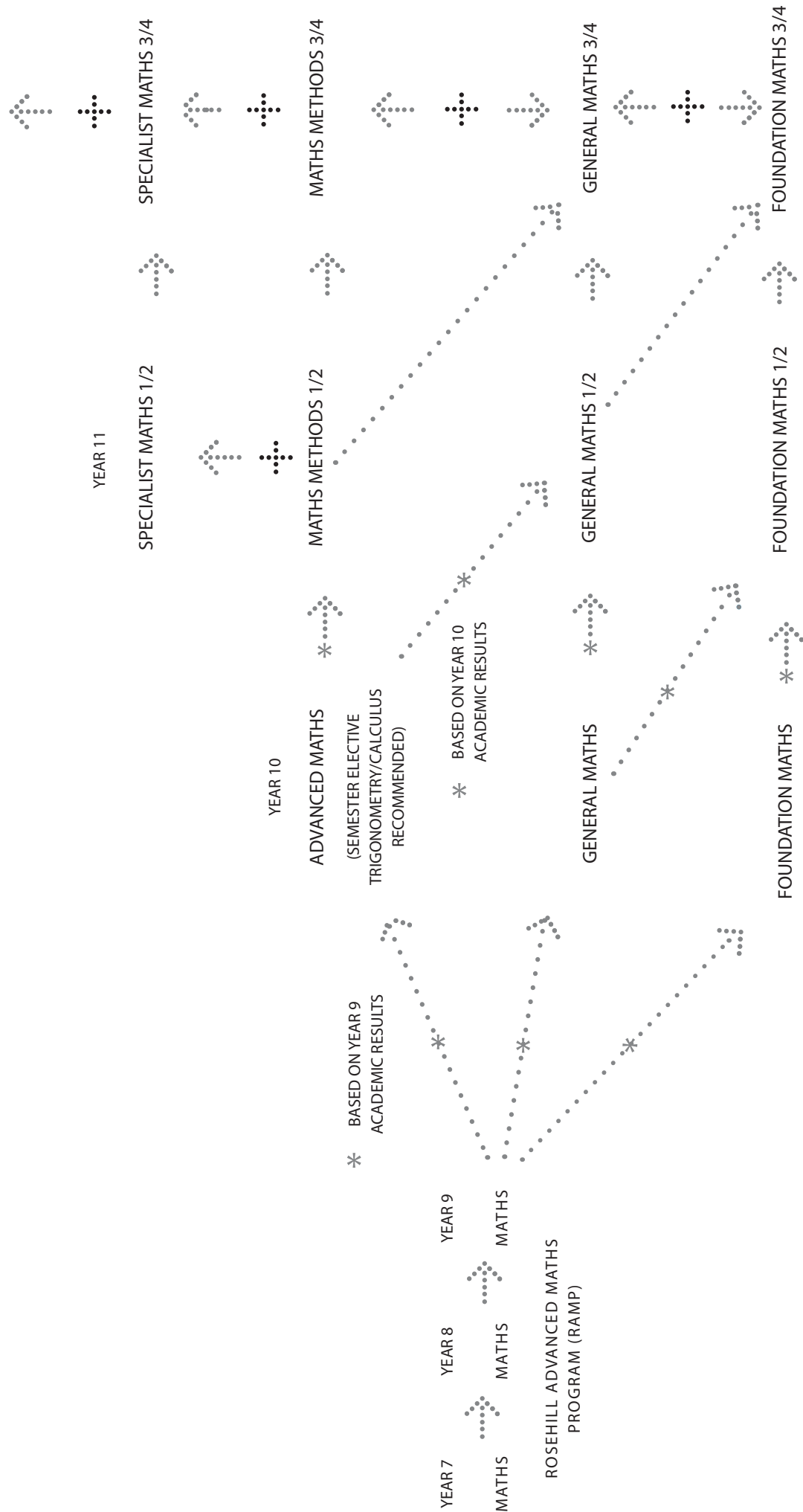
The languages offered at Rosehill Secondary College are Italian and Japanese. Students study a languages unit each year from Year 7 to Year 10.

Students are required to study languages in a sequence from Year 7 to Year 10, so may not change their chosen language after Year 7, unless they are approved as having the required language skills by an appropriate language teacher.

Students who wish to study a VCE Language at Year 11 and 12 must complete two units of Language in Year 10. Students who do not wish to continue on to VCE Language may select either one or two units of Language at Year 10.

Languages Overview Year 7 - 10

Year 7	Year 8	Year 9	Year 10
7 Italian	8 Italian	9 Italian	10 Italian 1 10 Italian 1 + 10 Italian 2 (leads to VCE Italian)
7 Japanese	8 Japanese	9 Japanese	10 Japanese 1 10 Japanese 1 + 10 Japanese 2 (leads to VCE Japanese)



* YEAR 9 ACADEMIC RESULTS IN TESTS, EXAMS AND NAPLAN WILL BE USED TO DETERMINE ENTRY INTO YEAR 10 MATHEMATICS CLASSES.

* YEAR 10 ACADEMIC RESULTS IN TESTS, EXAMS AND APPLICATION TASKS WILL BE USED TO DETERMINE ENTRY INTO YEAR 11 MATHEMATICS CLASSES.

STUDENTS MAY ELECT TO STUDY NO MATHS AT YEAR 11

STUDENTS MAY ELECT TO STUDY NO MATHS AT YEAR 12



TECHNOLOGY OVERVIEW YEAR 7-9

Technology Core Units

Technology Elective Units

Year Level

Students must select one unit each year.

Students may select one elective unit in addition to a core unit. Elective units marked with an asterisk* may only be selected if the pre-requisite core unit is completed.

Students choose 1 from:

7

- Food Technology
- Materials Technology
- Systems Technology
- Fashion and Design Technology

Not applicable

Students choose 1 from:

8

- Food Technology
- Materials Technology
- Systems Technology
- Fashion and Design Technology
- Jewellery Making

- Advanced Food Technology*
- Advanced Materials Technology*

Students choose 1 from:

9

- Food Technology
- Materials Technology
- Systems Technology
- Fashion and Design Technology
- Computer Applications

- Advanced Food Technology*
- Advanced Materials Technology*
- Advanced Systems Technology*
- Computer Programming
- Web Design and Interactive Multimedia

UNIT DESCRIPTIONS

ENGLISH 1 & 2

In Year 7 English, students practise writing in a range of styles and explore how structures influence texts and are dependent on audience, purpose and context. Students learn to use language to position various audiences to agree on certain issues. Students learn to listen to others' views respectfully and contribute to class discussions, as well as present to the class more formally. They develop creative and analytical responses to set texts, which include fiction, short stories and film, analysing the characters, themes, language, and perspectives. They are expected to present their analysis in clearly structured paragraphs, supporting their interpretations with evidence from the text. Students are assessed on the Victorian Standards: Reading and Viewing, Writing, Speaking and Listening.

School Assessed Coursework

- Text Response
- Writing and Language Development
- Oral Communication

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Secondary EAL students enter school in Australia with a diverse range of educational backgrounds and prior experience with English. Many will be encountering English for the first time. Others will have studied English in their primary or secondary schooling in their country of origin.

Some may have had no schooling related to their first language in written form. These students first need to acquire oral English and basic literacy in English and will be assessed in Level C1 before moving to Level C2, C3 and C4. EAL teachers report that many of these students acquire oral English very quickly, because of the different aural and memory capacities they have developed through growing up without access to the written word.

School Assessed Coursework

- Text Response
- Writing and Language Development
- Oral Communication

MATHEMATICS 1

Students explore practical areas of Mathematics within the framework of the Victorian Curriculum. They develop and practice skills for solving open-ended problems. At Year 7 they focus on:

Whole Number – Students explore factors, multiples, prime and composite numbers and index notation.

Algebra – Students identify and describe patterns, represent relationships algebraically and graphically on a Cartesian plane.

Fractions, Decimals and Percentages – Students explore equivalence and compare, add, subtract, multiply and divide fractions and decimals, including within practical contexts. They connect fractions, decimals and percentages and carry out simple conversions.

Ratio – Students are introduced to the concept of a ratio and its connection to fractions.

School Assessed Coursework

- Topic Tests
- Application Tasks

MATHEMATICS 2

This unit covers content from the 'Number and Algebra', 'Measurement and Geometry' and 'Statistics and Probability' strands of the Victorian Curriculum. Students will complete the following topics:

Measurement - Students determine the perimeter and area of common shapes and investigate the volume of rectangular prisms.

Angles and Shapes - Students investigate the properties of angles and shapes and use geometric reasoning to determine missing angles.

Algebra – Students use backtracking to solve simple equations.

Probability - Students investigate and assign probabilities to single-step experiments.

School Assessed Coursework

- Topic Tests
- Application Tasks

During Year 7, students will undertake two semester units that aim to enhance Literacy and Numeracy skills. They will also be involved in a number of activities that focus on their personal development.

NUMERACY

Numeracy involves recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. At Rosehill, students undertake Numeracy for one semester at Year 7 and Year 8. This is in addition to their study of Mathematics.

Year 7 Numeracy is conducted in Semester 1. It comprises one term of the Scaffolding Numeracy in Middle Years (SNMY) program, a program developed by RMIT University in conjunction with the Victorian Department of Education, and one term studying statistics and calculations involving time.

Scaffolding Numeracy in the Middle Years - An initial assessment identifies any potential gaps in students' learning and understanding of number. Students then work collaboratively through a series of numeracy tasks that are designed to address their specific learning needs.

Time - Students read and interpret calendars, timetables, digital clocks and analogue clocks. They explore how to determine start time, end time and duration of everyday activities and events. They investigate the conversion between 12-hour and 24-hour time, and compare time across different time zones.

Statistics - Students formulate a survey to collect informative data on an area of interest. They learn how to display, analyse and draw conclusions from their data.

School Assessed Coursework

- Topic Test
- Application Tasks

LITERACY

Literacy is a subject specifically designed to improve all students' skills in literacy. The study will cater to the needs of students, enabling all students to develop their skills in reading comprehension, writing, speaking and listening. Students read a variety of text types and gain practice using reading comprehension strategies such as summarising, visualising, inferring, questioning and making connections. Tasks are designed to improve their ability to interpret and analyse ideas and information. Students respond to texts in creative and analytical ways and enhance their writing by improving their grammar, punctuation and language choices. The course also aims to develop students' ability to read and write for enjoyment, as well as with purpose and confidence in a wide range of contexts.

School Assessed Coursework

- Reading and Responding Folio
- My Reading Life Assessment

SCIENCE

In Year 7 Science, students will study four topics per semester across four different disciplines of Science. These disciplines include Biological sciences, Chemical sciences, Earth and Space sciences and Physical sciences.

First Semester

Introduction to Science – Students learn how to collect and analyse data, formulate a hypothesis and carry out scientific investigations.

Forces and Gravity – Students study how forces interact in the world around us.

States of Matter – Students examine how the properties of the different states of matter relate to the motion and arrangement of particles in a substance.

Ecosystems – Students outline reasons for classifying organisms for identification and communication, group organisms based on similarities and differences, creating dichotomous keys and use scientific conventions to name different species.

Second Semester

Earth, Moon and Sun – Students investigate how the Moon and Sun are responsible for predictable phenomena on Earth, and model the location of the Earth, Moon and Sun for solar and lunar eclipses.

Natural Resources – Students distinguish between Renewable and Non-renewable resources, analyse how humans have become dependent on them and explain how water is recycled on our planet.

Elements, Compounds and Mixtures – Students are introduced to the idea of elements, compounds, mixtures, and the periodic table. Through investigation, students will be able to describe different separating techniques for isolating soluble and insoluble substances.

School Assessed Coursework

- Assignments
- Unit Tests
- Practical Work

HUMANITIES

This unit includes the study of both Geography and History.

In Geography, students study Place and Liveability. They examine how environmental, economic, social and other measures are used to evaluate places for their liveability, and the influence of liveability on where people live. Students develop their geographic knowledge, understanding and skills through the inclusion of key inquiry questions and the interpretation of geographic data such as maps, photographs and satellite imagery.

In History, students explore the characteristics of ancient societies, beginning with an examination of the historical significance of Aboriginal and Torres Strait Islander Peoples' histories and cultures from Deep Time. They focus on aspects such as the development of technologies, agriculture, trade, social structures, belief systems, and laws. Students then examine the structure and key features of Ancient Egypt. They investigate its social structure, the influence of the physical environment on the society's development, and explore significant beliefs, values, places and practices including everyday life, worldviews, warfare, and death and funerary customs. Students develop their application of key historical skills, including sequencing chronology, developing historical questions to inform historical investigations, using historical sources of evidence, recognising continuity and change, analysing cause and effect, evaluating historical significance and constructing historical interpretations.

School Assessed Coursework

- Graphic Organiser Task - Investigating early Aboriginal and Torres Strait Islander life
- Sustainable Cities Project
- Ancient Egypt Test

ITALIAN

Year 7 Italian is a beginner's course and compulsory for students who choose to study Italian. The unit will commence with simple introductions, greetings and everyday language. Students will interact using the language through role-plays and speaking activities. The main objective is communication. This unit will incorporate the four areas of speaking, listening, reading and writing. The course is also based on themes such as Greetings, Countries and nationalities, Numbers, Describing friends and family, and Tourist attractions. Students will be expected to practise the Italian language through listening and speaking activities, viewed and multimodal texts, reading simple texts and writing simple dialogues and short letters. Research and mapping will be covered in the cultural component – 'Introduction to Italy'. Other cultural aspects will include, Name days, Festivals, Immigration to Italy, Italian dialects and foreign words in English and Italian.

School Assessed Coursework

- Listening and Reading Comprehension Tests
- Speaking Tasks
- Writing Folio

JAPANESE

Year 7 Japanese is a beginner's level course that will commence with simple introductions, greetings and everyday language. Self-introductions will be further expanded to include the topics of Numbers, Ages, Telephone numbers and Nationalities. This unit will incorporate the four areas of speaking, listening, reading and writing. Students will also enhance their skills through viewed and multimodal texts. Activities such as role-plays, language games, simple reading and beginning writing with the Japanese scripts of hiragana, katakana and kanji will be utilised to practise the Japanese language. By the end of this unit students will be able to introduce themselves through speech and by writing simple sentences. They will be able to operate in a Japanese classroom successfully.

School Assessed Coursework

- Listening and Reading Comprehension Tests
- Speaking Tasks
- Writing Tasks

PHYSICAL EDUCATION AND HEALTH

In the Movement and Physical Activity dimension, students will be introduced to the skills, tactics and rules of a broad range of physical activities including;

- Soccer
- Basketball
- Volleyball
- Bat Sports
- Athletics

This unit will also enable students to develop leadership and teamwork skills to improve their ability to maintain lifelong participation in sport. They will examine the benefits of participating in physical activity and investigate the various initiatives that encourage people to remain active.

In the health component, students will examine subject matter such as vaping, personal identity, nutrition, decision-making, cyber safety and puberty.

School Assessed Coursework

- Skill Development
- Health Assignment
- Harm Minimisation Test

ART

Students will be introduced to a selection of art-making forms including pencil drawing, charcoal drawing, oil pastel, collage and acrylic painting. They will explore the work of artists and will use this as inspiration when creating their own artworks. In Year 7, students begin to use their folio to document their development of skills and explore how they can manipulate the art elements to produce their own artworks. They also learn to analyse the messages that are communicated within artworks, using art language to describe what they see. A variety of topics are created each year that complement the dynamic nature of this subject.

This subject can be selected in addition to, or instead of, 3D Art.

School Assessed Coursework

- Art Folio
- Art Literacy
- Final Presentations

CLASSROOM MUSIC

In Year 7 Music students investigate the Elements of Music: Melody, Duration, Tone Colour, Dynamics, Articulation, Tempo and Texture through the big question of 'What is Music and What is Sound?' Students demonstrate their understanding of these elements through composition of a Soundscape and through analysis of Australian artists. Students are required to participate in weekly instrumental lessons and be involved in the Band of Beginners (or equivalent) school ensemble where they rehearse, and practice set works throughout the semester for various performance opportunities.

Due to the practical nature of the subject, it is compulsory for students to be enrolled in instrumental lessons either at school or through an external teacher.

School Assessed Coursework

- Theory Tests
- Performance
- Composition

DRAMA

This unit aims to introduce students to many aspects of drama and performance. The unit is a fun introduction to performing and devising student's own work in a supportive and safe environment.

The unit caters for students with different levels of experience and skills; it aims to engage students in active learning and build student confidence. Students will learn about warm-ups, improvisation activities, acting technique, script writing, individual and group performance, technical theatre and journal writing. Students will also have the opportunity to see a professional theatre performance.

School Assessed Coursework

- Mime Performance
- Ancient Greek Theatre
- Group Performance

VISUAL COMMUNICATION DESIGN

Students will be introduced to digital drawing methods as they use Adobe Illustrator to produce communication designs. They will use their folio to document their development of skills as they sketch and create packaging design to a specific brief. At Year 7, students begin to learn technical drawing techniques with a focus on one-point perspective. They learn how elements of design are used to impact and influence target audiences.

A significant amount of work in this subject is undertaken on the computer so sufficient printing credit is an essential requirement.

School Assessed Coursework

- Design Folio
- Design Literacy
- Final Presentations

DANCE

Students are introduced to a selection of dance styles through a series of workshops. These dance styles include ballet, jazz, contemporary, hip hop, lyrical, latin and tap. From here, students develop an understanding of Dance as an art form as they research the history of the different dance styles. The students are encouraged to develop and refine their technique and performance skills through their participation in a range of technique classes. Students will also undertake a group task where they collaborate to choreograph their own dance piece and perform this to an audience. Students will be assessed on how they learn, interpret and perform a learnt dance work, and their understanding of basic dance theory that forms the foundation of Dance.

School Assessed Coursework

- Group Work Performance
- Learnt Work Performance
- Research Project
- Theory Assessment

FOOD TECHNOLOGY

This introductory unit of Food Technology adopts both a theoretical and practical approach to learning. Students will become familiar with basic kitchen principles such as, the safe use of equipment, injury prevention, food handling, personal hygiene and food safety. During weekly production sessions, students will produce a range of food items. They will have the opportunity to develop a range of food preparation, cooking and presentation skills. They will develop skills in reading and interpreting a recipe, creating and following a work plan and analysing the sensory properties of food. Students will consider the social, cultural and external factors that influence food choice. They will be introduced to The Australian Dietary Guidelines, The Australian Guide to Healthy Eating, and will apply the recommendations of these food models to generate and evaluate food items. Students will consider sustainability issues associated with food production. Students will use the design process to investigate and define, generate and design, plan and manage, produce and implement and evaluate a range of designed solutions in response to specific design brief scenarios. These can vary in complexity depending on the student's ability.

School Assessed Coursework

- Test: Getting Started in Food Technology
- Test: Food Safety
- Investigation: Organic Farming
- Design Brief: Family Dinner
- Test: Production and Evaluation

MATERIALS TECHNOLOGY

In this unit of work, students will develop the ability to work with a range of materials such as wood, metal and plastics. They will implement a variety of skills relating to the design and investigation of products, which will then be produced in later stages of the unit. During the semester, they will be instructed in the safe use of the tools, equipment and machines required to complete individual production models. On completion of the production tasks, students will be required to evaluate the design features and the processes, tools and equipment used. They will make recommendations for future product modifications and improvement.

School Assessed Coursework

- Safety Test
- Design Folio
- Production Task/s

SYSTEMS TECHNOLOGY

In this unit, students will develop an understanding of simple electrical and mechanical processes and theory. Students will also gain exposure to design and construction methodologies and practices. An understanding of electrical and mechanical processes, will be developed through the investigation, design, production and evaluation of simple, easily built models. Students will develop a range of technological and manual skills and will be encouraged to work with a variety of materials as well as a range of automated and manual tools and equipment.

School Assessed Coursework

- Safety Test
- Technology and Electronics Introduction
- Ecco Desk Lamp Design Brief
- Ecco Desk Lamp Manufacture and Evaluation

FASHION AND DESIGN TECHNOLOGY

Through inquiry and investigation, students identify, select and use a range of textile materials and processes safely and accurately to create a decorated, functional product. They will make informed choices based on material function, decoration suitability and product requirements. Numeracy, sewing terminology and practical skills will be enhanced through a range of focused practical tasks.

Students will be introduced to the design process and will complete a major design brief. They will investigate, generate, plan and manage, produce and evaluate a textile item. This task can vary in complexity depending on the student's ability.

School Assessed Coursework

- Sustainable Fibres Test
- Design and Development Folio
- Finished Product and Evaluation
- Production Skills

ELECTIVE UNITS

MONEY, MARKETS AND SOCIETY

In Year 7 Money and Markets, students consider the factors that influence personal consumer and financial decision-making and explore strategies that can be used to help make informed choices. They investigate the rights and responsibilities of consumers and businesses and develop strategies to become a smart consumer, including dealing with financial scams. Students learn about financial planning, including budgeting and achieving personal financial objectives. They examine the Australian taxation system and investigate how taxation revenue is allocated and utilised. Students examine the ways consumers and producers respond to and influence each other in the market, particularly through the price mechanism. They consider the basic economic problem of scarcity and how it necessitates economic decision-making. In order to give these studies context, students consider what Australian values are and describe the nature of Australian society and how Australians express different aspects of their identity and communities, including cultural and religious diversity. They discuss the values that support cohesion in Australian society.

School Assessed Coursework

- Consumer Literacy Assignment
- Financial Literacy Assignment
- Economics Test

3D ART

Students will be introduced to a selection of art-making forms and may work with materials including paper construction, cardboard construction and papier mache to create a variety of three dimensional sculptures. They will investigate the work of artists from different eras and places and will use their folio to document their development of skills. Students learn to analyse and interpret the messages that are communicated within artworks, using art language to describe what they see. A variety of topics are created each year that complement the dynamic nature of this subject.

School Assessed Coursework

- Art Folio
- Art Literacy
- Final Presentations

CERAMICS

Students will be introduced to a selection of ceramic processes and practices and the ways in which these can be used in making a range of clay products and artworks. They will develop an understanding of the histories, conventions, traditions, and contemporary applications of ceramics to inform their own practice. The ceramics program will encourage students to explore and develop a wide range of skills and technical knowledge. The Ceramics Studio and workshops will be equipped in line with professional recommendations, including a purpose-built studio, large kiln and glazes.

School Assessed Coursework

- Art Folio
- Art and Design Literacy
- Final Presentations

PERFORMANCE STUDIES

This unit's aim is to introduce students to a wide variety of performance skills. This unit caters for students with different levels of experience and skills; it aims to engage students in active learning and build student confidence. Students will study acting, dancing and singing in preparation for the annual school production which may be a musical or cabaret. Students will get to experience what it means to be in a real production. The main aspect of the class is the rehearsal process for the production but there is also a theory component which is rotated between the history of the musical, the history of performance and the history of technical theatre.

School Assessed Coursework

- Acting Basics
- Choreographic Creations
- Live Performance
- Research Assignment

ACTIVE FOR LIFE

This exciting unit provides students with the opportunity to participate in recreational physical activities while still developing teamwork and leadership skills. This unit aims to improve students' coordination and overall cardiovascular fitness, as well as boosting their confidence and self-esteem.

Students will have an opportunity to participate in:

- Minor Games
- Gymnastics
- Skipping
- Yoga/ Pilates
- Fitness testing
- Circuit training
- Boxercise

Theoretical classes will include:

- The benefits of physical activity
- Body systems
- Components of fitness
- Fitness testing
- Training methods

School Assessed Coursework

- Fitness Development
- Body Systems Test
- Physical Activity Assessment

SPORTS BAG

The objective of this unit is to ensure students actively participate in a variety of minor games and modified sports. The students will work to develop their basic motor skills, game play and tactics. The theoretical component of this unit will focus on two areas, developing leadership through peer teaching and body systems.

Students will have an opportunity to participate in:

- | | |
|-----------------------|-------------------|
| • Minor Games | • Modified Sports |
| • Ultimate dodge ball | • Indoor soccer |
| • Invasion games | • Basketball |
| • Skittle soccer | • Football |
| • Target sports | • Softball |
| • Bocce | • Netball |
| • Carpet / lawn bowls | • Peer Teaching |

School Assessed Coursework

- Skill Development
- Peer Minor Game Teach
- Body Systems Test

BAND OF BEGINNERS (BOB)

In Year 7 Band of Beginners, the main goal is performance and it has been designed with the expectation that all students in this class will be involved in weekly instrumental lessons. Students investigate various families of instruments; Percussion, Brass, Woodwind and String. This is demonstrated through research of various ensembles and in weekly practical lessons. Students explore rhythmic patterns and compose their own Polyrhythm in a group setting.

Due to the practical nature of the subject, it is compulsory for students to be enrolled in instrumental lessons either at school or through an external teacher.

School Assessed Coursework

- Composition (Polyrhythm)
- Research Task
- Performance (Solo)
- Performance (Group)

UNIT COSTS

Year 7

Subject	Unit Charges	
English	\$30	
English as an Additional Language	\$30	
Mathematics	\$30	
Numeracy	\$30	
Literacy	\$30	
Science	\$50	
Humanities	\$30	
Italian	\$20	
Japanese	\$20	
Physical Education & Health	\$30	
Art	\$50	
Classroom Music	\$50	+\$250 Yearly Instrumental Music Lessons
Drama	\$50	
Visual Communication Design	\$50	
Dance	\$50	
Food Technology	\$70	
Materials Technology	\$70	
Systems Technology	\$70	
Fashion and Design Technology	\$70	
Money and Markets	\$20	
3D Art	\$50	
Ceramics	\$50	
Performance Studies	\$50	
Band of Beginners	\$50	
Active for Life	\$30	+ \$10 (booklet)
Sports Bag	\$30	+ \$10 (booklet)