



Mansfield Secondary College

Year 7 Curriculum Handbook

2022



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GENERAL INFORMATION

INTRODUCTION

Mansfield Secondary College is an isolated rural Secondary College with approximately 430 students across years 7-12. We are committed to all students achieving excellence in both academic and vocational streams of education and have achieved consistently strong academic outcomes.

At Mansfield Secondary College we value:

- Respect: for self, others and the environment
- Persistence: doing your best all the time
- Curiosity: an interest in the world and our learning

This booklet includes details of the subjects available for Year 7, the structure of the curriculum, support services and general school requirements.

Year 7 is a time for consolidation, development and preparation for Year 8. The curriculum structure at this level ensures that all students are exposed to a broad range of subjects. Students will have one teacher for English and Humanities (totaling 8 periods) and one teacher for Mathematics and Science (totaling 7 periods) so that there is a smooth transition into the secondary school environment.

ACADEMIC EXCELLENCE

Each student is encouraged to achieve their personal best and to develop a sense of pride in themselves, the College and their community. As well as enhanced in-class learning opportunities, students have the opportunity to pursue areas of individual interest and to develop a high level of competency by participating in a range of activities provided by the College and by external providers such as tertiary institutions and professional associations.

All classes provide differentiated activities and tasks, enabling students to work at their level and to aspire to complete extension work.

STUDENT PROGRESS AND TRACKING

The 'progressive reporting' system that is used at Mansfield Secondary College allows parents to know how their child is progressing with their studies and participate in discussions with their child and teachers about their learning. 'Progressive reporting' is a report that builds throughout the year and provides students and parents with ongoing assessment of student learning, easily accessed online. Parents are able to access results and feedback throughout the semester rather than waiting for an 'End of Semester Report' for indications on how their child is progressing.

Note: The College is moving to the Compass portal (from XUNO) and reports will be accessible from this platform.

Progressive Reporting

Progressive Reporting will allow the parent and the student to see:

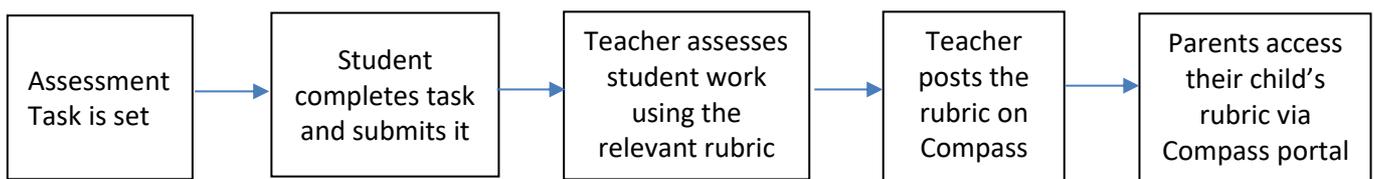
- ✓ What they have achieved
- ✓ What they need to improve and
- ✓ Suggested paths for improvement

Assessment Rubrics posted throughout the semester (Years 7-10)

Each semester parents will receive a minimum of two assessment rubrics per subject. An assessment rubric is how teachers assess a student's learning against the Victorian Curriculum. The rubric outlines a continuum of development. Students are assessed against the selected criteria and placed on the continuum. A comment accompanies the rubric that outlines what the student did well, areas for improvement, and how to achieve that improvement.

Rubrics will be posted on the Compass parent portal when they become available rather than at set times throughout the semester.

The Assessment and Feedback Process



Progress Report twice a term

Twice a term (around every 5 weeks depending on term length), a Progress Report will be available on the Compass portal. These are a good way to monitor whether the student is completing homework regularly, meeting deadlines, putting in enough effort, and if the quality of their work is suitable.

Summary Report at the end of each semester

At the end of each semester a summary report of student achievement will be posted on the Compass portal.

Parent Teacher interview sessions each semester

Parent Teacher Interviews will be held twice a year for all students.

STUDENT SUPPORT

Wellbeing

Mansfield Secondary College is committed to building a secure learning environment where all students feel safe and supported. MSC recognises the importance of developing students' resilience and social and emotional capabilities so that they can achieve their full academic potential. The College values of Respect, Persistence, and Curiosity are supported by both the student and teacher behavior matrix which provide a basis upon which appropriate programs and procedures are developed across the college. The School Wide Positive Behaviour Support Program (PBS) influences the implementation of all programs and procedures which are designed to: develop a culture that does not tolerate bullying and/or harassment; while providing an effective framework within to restore positive relationships.

The College has a group of experienced staff members who support students in their learning and participation in school life. These include:

- A team of Year Level Coordinators who monitor overall student progress and provide support to students when required
- A Wellbeing Coordinator provides support to students, staff and parents of the College community and is an integral part of the counselling and support services.
- A School Counsellor provides counselling and assessment support. Students and parents/guardians are welcome to access our counsellors by appointment.
- Adolescent Health Nurse provides general health-related information and advice to students and is available by appointment.

Specialist Services

To support student progress and development, Mansfield Secondary College has access to various onsite and visiting educational specialists. Your permission for referral, testing or support will be sought where a teacher considers that your child would benefit from these services. You may also request support through the class teacher if you have a specific concern regarding your child's social, emotional or educational needs.

- An Educational Psychologist is available to support students in a range of areas.
- Learning Support Staff are engaged in designing programs of enrichment or learning support as required and working with students within classrooms and in small groups.

These specialists work in partnership with parents, classroom teachers, teacher aides and specialist agencies to ensure that we provide our students with a diverse, responsive and supportive College environment.

JUNIOR SECONDARY CURRICULUM

Mansfield Secondary College's Year 7 curriculum represents a sequence of carefully planned and balanced learning experiences designed to meet the current and future needs of our students. At the core of our curriculum is the focus on literacy, numeracy and ICT. All subjects are aligned with the Victorian Curriculum.

Students will participate in mandated subjects (i.e. there are no elective subjects) and will participate in learning experiences in the core areas of Mathematics, English, Science, Humanities, Health and Physical Education and Indonesian as well as completing subjects from Technology and The Arts areas.

CO-CURRICULA ACTIVITIES

Mansfield Secondary College provides a number of different avenues for students to pursue interests outside of the formal classroom. The College provides a range of camps and leadership programs, such as:

- Student exchange programs
- School for Student Leadership China program
- Bi-annual trip to Venilale in East Timor
- School camp to New Caledonia (when numbers permit)
- School trip to Central Australia

We have embedded programs that utilize community partnerships to extend the learning environment and experiences beyond school grounds. Programs include:

- Australian School Based Apprenticeships (ASBA)
- Agribusiness program that has a large farm placement component
- Project 109, which is an enterprise/business course that relies on students working with local businesses to achieve set targets
- Year 10 Work Experience program
- Year 10 mock interviews with local employers

Our strong sporting tradition is supported by our involvement in:

- Mt Buller Annex during Term 3
- Snowsports program during Term 3
- Interschool Snowsports competition
- Round Robin sports during Terms 1, 2 & 3
- Adventure Challenge (Years 9 & 10) & Outdoor & Environmental Studies (Years 11 & 12)

SUBJECT INFORMATION

ENGLISH

Length of course: Yearlong / 5 periods per week

Brief Description / Outline:

The Year 7 English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

The students read texts that explore the challenges of being a teenager in different social and historical contexts. They compile personal responses that reflect their level of understanding. Students complete oral tasks designed to develop confidence when speaking in front of an audience. In the compilation of their writing folio, students continue to develop the mechanics of writing such as structure and word use. The key skills covered in this unit are: reading, writing, listening and speaking.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Semester 1	<ul style="list-style-type: none"> a) Text Studies b) Presentation Skills c) Language Analysis 	<ul style="list-style-type: none"> a) Text Response b) Writing Folio c) Oral Presentation d) Classwork
Semester 2	<ul style="list-style-type: none"> a) Text Studies b) Presentation Skills c) Language Analysis 	<ul style="list-style-type: none"> a) Text Response b) Writing Folio c) Oral Presentation d) Classwork

Materials: 4 x 48 Page Exercise/Binder Book 8mm with holes punched on side, glue stick, scissors.

MATHEMATICS

Length of course: Yearlong / 5 periods per week

Brief Description:

The Year 7 Mathematics program has been developed to take into account that different students develop at different rates. The provided written work and activities cover a wide range of abilities, enabling extension opportunities for students as well as ensuring all students acquire the basic skills and concepts involved.

At the beginning of a topic, students will sit a pre-test that will determine where they need to start in the topic. The worksheets, exercises and activities will be selected so that individuals will be working at their level. A post-test will determine the progress made by the student.

Brief Course and Assessment outline:

	Course Outline*	Assessment Summary
Term 1	Topic 1: Decimals & Number Skills Topic 2: Measurement & Perimeter Topic 3: Time	Pre & post tests
Term 2	Topic 4: Angles & Direction Topic 5: 2D Shapes & Area Topic 6: Problem Solving	Pre & post tests Written report
Term 3	Topic 7: Integers & Co-ordinates Topic 8: Number Patterns Topic 9: Algebra	Pre & post tests
Term 4	Topic 10: 3D Shapes & Volume Topic 11: Chance & Data	Pre & post test Project

*Order of topics can be subject to change

Homework Program:

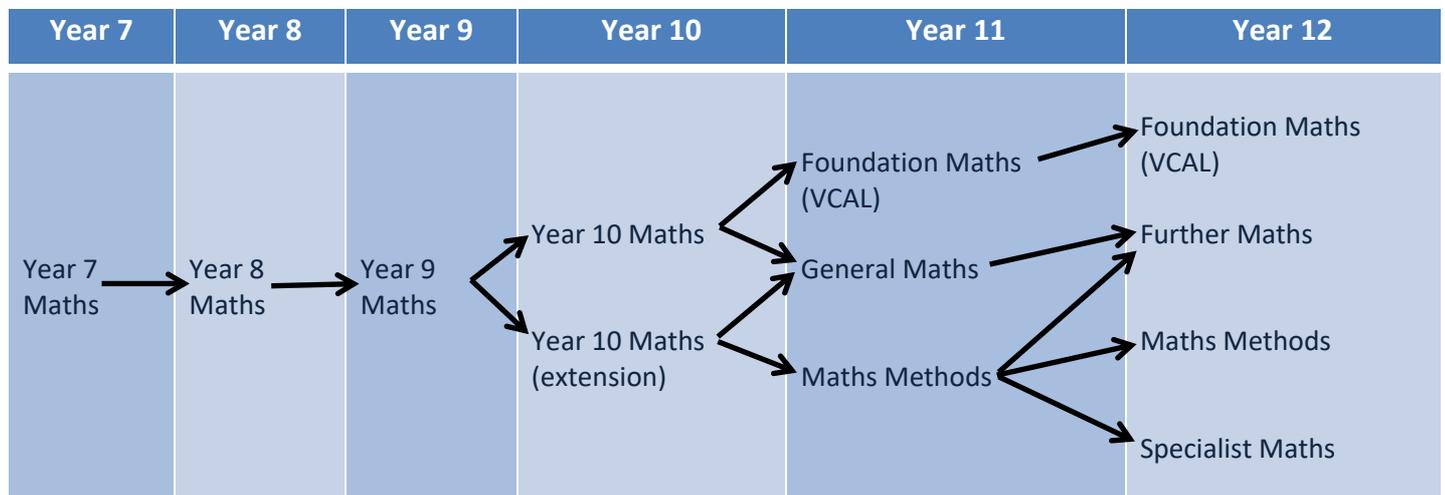
Weekly homework sheets are assigned in Year 7 that consolidate work covered in class as well as revising skills from past topics. The homework sheets are designed so that questions involve the same topic area every week (eg. Question 1 might always be about rounding decimals). Progress sheets indicate questions that are areas of concern and students are encouraged to seek help for these questions in class or at Maths Help.

There are three levels of homework sheets:

- Level B provides questions at a basic level
- Level A sheets would be completed by the majority of students, with questions being set at Year 7 standard
- Level C sheets contain extension topics as well as challenging questions and is designed for students with strong maths skills

Materials: 4 x 48 Page GRID Exercise/Binder Book 10mm squares with holes punched on side
Ruler, 180 degree protractor (basic), compass (basic).

Future Pathways:



MATHEMATICS EXTENSION & SUPPORT

Numeracy Tutor

At Mansfield Secondary College we have a Numeracy Support Program to assist Year 7 students who are below the expected learning level. Students with Numeracy needs are identified at the beginning of the year through targeted testing. The program includes in-class support and withdrawal sessions once a week that focus on developing skills and confidence. We have a dedicated Numeracy Tutor and a Numeracy Co-ordinator who deliver this personalised program and monitor student progress.

Maths Help

Once a week, teachers volunteer their time to run Maths Help, a 1 hour session available to all students from Years 7 to 12. Students are encouraged to ask questions about work from class, get assistance with their weekly homework sheets or just use the productive environment to work on tasks.

Australian Mathematics Competition

The AMC is for students of all standards and year levels and is conducted in Term 3. Students are asked to solve thirty problems in 75 minutes. The problems get progressively more difficult and the last few are challenging to the most gifted student.

The aims of the competition are threefold:

- To highlight the importance of mathematics as a curriculum subject
- To give students an opportunity to discover talent in mathematics, by applying their problem solving skills
- To provide resources for the classroom and to stimulate discussion about methods of solution

Mathematics Challenge for Young Australians

The Maths Challenge targets the top 20% of secondary students and Mansfield Secondary College has been involved in this problem solving task for the last 15 years, with students achieving consistent excellent results. The Challenge (held during a consecutive 3-week period in Term 2) comprises six challenging problems.

The aims of the Challenge include:

- Encouraging students to attempt interesting and unfamiliar problems
- Fostering a greater interest in and awareness of the power of mathematics
- Allowing the discovery of the joy of solving problems in mathematics
- Identifying talented young Australians, recognising their achievements and providing support that will enable them to reach their own levels of excellence

Enrichment Program for Young Australians

The Enrichment Program, written and organised by the Australian Maths Trust, is a six-month program that commences in April. It comprises comprehensive student and teacher support notes. The materials are designed to be a systematic structured course over the duration of the program and which students are intended to keep for on-going reference.

The Enrichment Program is not run in formal classes but is available to interested students who wish to study areas of mathematics outside the normal curriculum.

SCIENCE

Length of course: Yearlong / 2 periods per week

Brief Description / Outline:

Year 7s investigate the biological areas of habitats and interactions between living things in addition to classification. Fieldwork is conducted with a focus on macro invertebrates and data collection. Chemistry and properties of substances and mixtures, using particular techniques to separate mixtures, is also studied. Laboratory safety and the use of specialised equipment is integrated within the content of the course. The physical science areas of forces and simple machines is explored including the six simple machines, how they are adapted and used in everyday life and in the construction of more complex machines. Critical thinking and problem solving is incorporated through a 4 week robotics program where students construct and program simple robots. Students also explore how the relative positions of the Earth, sun and moon affect daily life on Earth.

Assessment is based on key criteria and progression through these criteria can be tracked from year to year. Knowledge and skills are demonstrated across a range of differentiated tasks.

These include topic tests, maintaining a practical logbook, scientific posters, extended investigations and oral presentations.

Brief Course and Assessment outline:

	Course Outline *	Assessment Summary
Term 1	Separating Mixtures Extended Investigation: Water	<ul style="list-style-type: none"> • Science Understanding • Planning and Conducting Investigations • Analysing and Evaluating information • Communication • Collaboration
Term 2	Classification of Living Things Field Studies Introduction to Ecology	
Term 3	Forces and Simple Machines Robotics	
Term 4	Extended Investigation: Simple Machines Our Place in Space	

*Order of topics can be subject to change

Materials: 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side

Excursion: Year 7 students attend a Humanities/Science excursion in Term 2 to the Melbourne Museum & IMAX.

Future Pathways:

Year 7	Year 8	Year 9	Year 10	VCE
All students complete the same course.	All students complete the same course.	Life Science A	Life Science B	Biology Chemistry Physics Psychology
		Physical Science A	Physical Science B	
		Applied Biology	Applied Engineering	
			Applied Chemistry	

Note

- Choose 4 units during Years 9 and 10
- Physical Science B is **required** for VCE Chemistry and Physics
- Life Science A or Applied Biology/Chemistry plus Life Science B is **recommended** for VCE Biology

SCIENCE EXTENSION

Big Science Competition

This international competition tests critical thinking and problem-solving skills as well as science knowledge. The competition is organised by Australian Science Innovations, a not-for-profit organisation committed to providing high quality science extension programs that inspire, challenge and raise the aspirations of students in science. The results of this competition are often used to offer students other opportunities and residential programs and camps. Information regarding registration is advertised in the Parent Bulletin.

Website: www.asi.edu.au/site/programs_bigscience.php

HUMANITIES

Length of course: Yearlong / 3 periods per week

Brief Description / Outline:

The Year 7 Humanities curriculum is based around the History and Geography Victorian Curriculum.

Change over time is examined, along with how this concept shapes communities and ways in which people interact with their environment. The unit seeks to explain the physical character of different environments and how this impacts on the distribution of people. The focus topic is the study of water resources.

Students investigate the ancient past looking at civilisations from the Asian and Mediterranean world. They develop research questions about the past to inform an historical inquiry and in doing this they study physical features of a country, the social structure of its communities and the timeframe of significant events.

Brief Assessment outline:

	Assessment Summary
Semester 1	Task on Change Over Time Research assignment on Water Resources
Semester 2	Assessment task on Ancient Civilisations Research Assignment on an Australian Environment

Materials: 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side ^[L]_[SEP]
Glue stick, scissors ^[L]_[SEP]

Excursion: Year 7 students attend a Humanities/Science excursion in Term 2 to the Melbourne Museum & IMAX.

Future Pathways: Geography and History to Victorian Curriculum Level 10 and related VCE subjects.

HUMANITIES EXTENSION

National History Challenge, which is a research-based competition that requires students to engage with primary sources and challenge themselves, with a particular focus on sources and stories that are directly connected to their lives.

All assessment tasks for Humanities are differentiated, meaning that students will always have an option available to them that is appropriately challenging without being overwhelming. The curriculum and content are also differentiated, such as having the opportunity to extend the core requirements of the curriculum to a level that is suited to them, such as creating physical models of a topic.

HEALTH

Length of course: One semester / 4 periods per week

Brief Description / Outline:

Students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan, and the factors that influence their own health development. They take part in activities to develop personal identity and values, and are able to identify risk-taking behaviours and harm-minimisation strategies. Students identify the health concerns of young people and the strategies and health resources that are designed to improve their health. They also analyse influences on personal and family food selection, and identify major nutritional needs for growth and activity.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
1 st Term	Stages of human development and changes in adolescents	Bookwork
	Values and risk taking – why we act the way we do	Poster on “Who am I?”
2 nd Term	Drug Ed and relationships	Advertisement poster/ PowerPoint
	Nutrition and Family Influences.	Assessment on nutrition

Materials: 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side

PHYSICAL EDUCATION

Length of course: Yearlong / 4 periods per week

Brief Description / Outline:

In this unit, the following skills and knowledge are covered –

- Development of fundamental skills through sport
- Students perform complex movement and manipulative skills, measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active.
- Students combine the use of skills, strategies and tactics to improve sports performance.

Brief Course and Assessment outline:

	Course Outline		Assessment Summary	
Term 1	Swimming Athletics	Game Sense Fitness Training	Vic Life Saving standards Sports day	Participation/Skills Testing Uniform
Term 2	Netball Aussie Rules Soccer	Korfball Games	Understanding of rules Skill development Feedback	Participation Uniform
Term 3	Badminton Table Tennis Basketball	Indoor Hockey Games	Understanding of rules Skill development Feedback	Participation Uniform
Term 4	Cricket Handball Softball	Game Sense Swimming	Understanding of rules Skill development Feedback	Participation Uniform

INDONESIAN

Length of course: One semester / 4 periods per week

Brief Description / Outline:

Students learn greetings, numbers, colours, terms of address, how to introduce themselves, say where they live and general knowledge about Indonesia. Classroom activities included songs, games, listening comprehensions, written exercises, role-plays, short story writing and tests. Cultural understanding is taught through these activities as well as traditional Indonesian children’s stories.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
1 st Term	Introduction to Indonesia; its location, climate, natural environment, native animals, food, history of the Indonesian language, the coat-of-arms, greetings, numbers, colours, traditional stories and songs.	Weekly homework sheets Workbook assessment Role play in Indonesian
2 nd Term	How to show respect when addressing others, introducing yourself, saying where you live, traditional stories and guided short story writing in Indonesian.	Listening test Cultural knowledge test Written test Short story project

Materials: 2 X 96 page Exercise/Binder Book 8mm with holes punched on side

Future Pathways: Year 8 Indonesian

INDONESIAN EXTENSION

- Time permitting, students undertake a research project on an Indonesian animal of their choice.
- Participation in on-line language learning activities and competitions.

Assessment tasks for Indonesian are differentiated, so students have appropriately challenging tasks.

GRAPHICS

Length of course: One semester / 4 periods per week

Brief Description / Outline:

In this unit students are introduced to basic visual communication language and the design elements. They apply this knowledge when exploring and responding to designs in class discussions and written activities. Students also respond to design briefs, using appropriate skills and techniques to communicate a number of ideas for a specific purpose or audience. Each design task requires students to follow a design process of brainstorming, exploring and refining in order to produce final designs. There is a particular focus on media such as pencil and fine liner, and competent use of rulers and compasses.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
Design Elements	Workbook Cover Design Tasks on Design Elements
Using media	Compass Task Creative Word Task
Single Point Perspective	Single Point Perspective Drawing Task
Design Briefs	Package Design Analysis Tasks

Materials: Set of 12 coloured pencils
1 x Sketch Pad Spiral 20 pages

VISUAL ARTS

Length of course: One semester / 4 periods per week

Brief Description / Outline:

In Year 7 Art, students learn basic Art terminology and apply this knowledge when exploring and responding to artworks from different times, places and cultures.

Students participate in a variety of practical tasks aimed at exploring the art elements and how they can be applied to their own artworks. There is a particular focus on tone, line, shape and colour, explored through a variety of mediums and techniques. Students use annotation to show their understanding of the processes they use to manipulate the art elements in their work, with a focus on constructive self-critiquing as a motivator for continual artistic development.

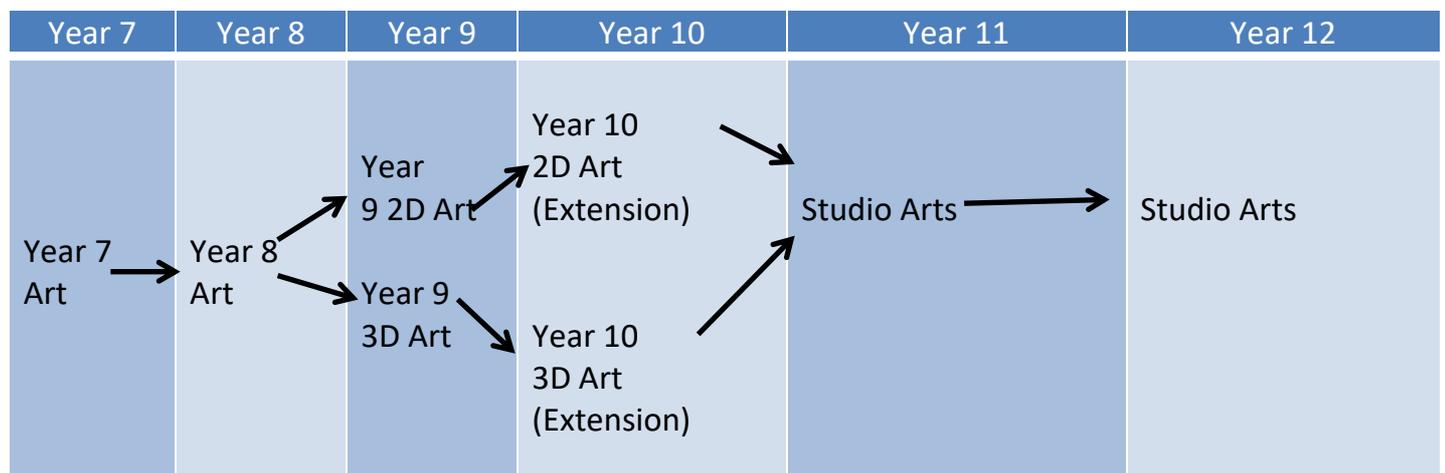
Brief Course and Assessment outline:

	Course Outline *	Assessment Summary
Topic 1	Tone	Practical Task
Topic 2	Drawing	Practical Task
Topic 3	Colour	Practical Task
Topic 4	Art Analysis	Written Reports
Topic 5	Glossary	Written Reports
Topic 6	Portraiture	Practical Task

*Order of topics can be subject to change

Materials: Set of 12 coloured pencils, 1 x Sketch Pad Spiral 20 pages

Future Pathways:



MUSIC

Length of course: One semester / 4 periods per week

Brief Description / Outline:

In Year 7 music students learn a wide range of skills through the following:

- music theory and aural development,
- keyboard and guitar performances
- listening and analysis of varying music styles and instruments
- exploration of music cultural/historical features
- creative sound composition
- creating & making own instrument

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
1st Term	Practical assessment performances on keyboard & guitar. A written assessment project on instruments composers and/or style of music. Sequential theory and aural testing to develop music literacy and listening.	Class and individual assessments. Project format with specific criteria. Worksheets, tests and ICT music programs.
2nd Term	Listening and analysis tasks on selected program music excerpts. A creative assessment task combining elements of musical skills & processes. Creating and making own instrument	Sequential listening activities. Original composition performances and evaluations. Demonstration and display of inventions.

Materials: 48 Page Exercise/Binder Book 8mm with holes punched on side

Future Pathways:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Year 7 Music (1 semester)	Year 8 Music (1 term)	Year 9 Music (elective)	Year 10 Music (elective) Unit 1&2 VCE Music	Unit 1&2 VCE Music Unit 3&4 VCE Music	Unit 3&4 VCE Music

DRAMA

Length of course: One semester / 4 periods per week

Brief Description / Outline:

In Year 7 Drama, students learn basic Drama skills and apply this knowledge in the creation and performance of their own work.

The foci for year 7 are three of the major historical eras in the development of the theatre – Greek, Commedia dell Arte and Melodrama, and how each era has influenced theatre as we know it today.

Students participate in a variety of class and practical performance tasks, which are aimed at giving them an understanding of Drama, but also to instil confidence and participation in the individual, and encourage cooperative group-work practices. They also learn how to reflect and constructively evaluate their work and that of others.

Brief Course and Assessment outline:

Course Outline *	Assessment Summary
Topic 1: Greek Theatre	Practical Task – ensemble
Topic 2: Commedia dell Arte	Practical Task- short solo
Topic 3: Melodrama	Practical Task – class performance
	Written analysis for each performance task
	Maintaining a Drama Diary
	Contribution to both playmaking and performances.

*Order of topics can be subject to change

Materials: 48 Page Exercise/Binder Book 8mm with holes punched on side

Future Pathways:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Year 7 Drama (1 semester)		Year 9 Drama (elective)	Year 10 Drama (elective)	Unit 1&2 VCE Drama	Unit 3&4 VCE Drama

TEXTILES

Length of course: One term / 4 periods per week

Brief Description / Outline:

In this unit students develop a range of ideas in response to a design brief for a 'Crazy Critter' developed from a variety of inspirational sources. They follow a design process involving brainstorming ideas, exploring possibilities and refining, to arrive at a final solution for this textiles product. Students learn pattern making and enrichment techniques including fabric painting and printmaking. They learn how to use a sewing machine to construct their product and they negotiate criteria for evaluation. Bookwork records their journey and also includes topics involving fibres and fabrics.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
Design Process	Practical Assessment Task
Pattern Making	Practical Assessment Task
Product Decoration and Construction	Practical Assessment Task
Evaluation	Written Assessment Task
Cotton Assignment	Written Assessment Task

Materials: 46 Page Exercise Book, pens, graphite pencils, coloured pencils, eraser.

Future Pathways:

Year 7	Year 8	Middle School		Year 11	Year 12
Year 7 Textiles (1 semester)	Year 8 Textiles (1 term)	Textiles Basic (Clothing Production)	Textiles Advanced (Fashion Design)	Unit 1&2 VCE Studio Arts	Unit 3&4 VCE Studio Arts

FOOD TECHNOLOGY

Length of course: One semester / 4 periods per week

Brief Description / Outline:

Students are introduced to working in the kitchen while following strict hygiene and safety regulations. The concepts of healthy eating and good food choices are explored and put into practice during cooking sessions. Basic preparation and cooking techniques are introduced, as well as tools and utensils used in the kitchen. Students are encouraged to develop time management, organisational and teamwork skills during their semester in the hospitality centre.

Brief Course and Assessment outline:

Course Outline *	Assessment Summary
Topic 1: Food and personal hygiene in the kitchen	Written test and practical observation
Topic 2: Kitchen equipment	Written test and practical observation
Topic 3: Breakfast	Practical observation
Topic 4: Food groups	Practical observation

*Order of topics can be subject to change

Materials:

Bring a container on prac days to take home leftovers

Future Pathways:

Food studies is an elective throughout middle school and leads to VET Hospitality in Year 11.

WOOD TECHNOLOGY

Length of course: One semester / 4 periods per week

Brief Description / Outline:

Students are introduced to workshop safety and organisation. They use a range of measuring and marking out tools in the construction of basic joints and small projects. The emphasis is on attention to detail and an understanding of basic woodworking practices and design skills.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
Safety in the Workshop	Worksheets
Design Skills	Product design assignment
Woodworking Skills	Woodwork projects
Production of models	Evaluation of models by students & teacher

Materials: 1 x 48 Page Exercise/Binder GRID Book 10mm with holes punched on side