

Year 7 in 2012 and 2013

Advice on implementing the Australian Curriculum P–10

Introduction

In 2012, Queensland schools will use the Australian Curriculum in English, Mathematics and Science to plan, teach, assess and report across P–10. The Queensland *Essential Learnings and Standards* will be maintained for all other learning areas.

In 2013, Queensland schools will use all Phase 1 Australian Curriculum learning areas, including Australian Curriculum: History, to plan, teach, assess and report across P–10. The Queensland *Essential Learnings and Standards* will be maintained for all other learning areas.

Information about the implementation timelines for the other Australian Curriculum learning areas will be available in 2012.

The implementation of the Australian Curriculum is an opportunity to strengthen students' transitions from primary to secondary schooling in preparation for 2015, when Year 7 will become the first year of secondary school.

This paper addresses the Phase 1 Australian Curriculum learning areas of English, Mathematics, Science and History. It provides advice for teachers and curriculum planners to inform Year 7 programs and includes:

- the key differences in how the Australian Curriculum and the Queensland *Essential Learnings and Standards* are structured and highlights the main differences between the two curriculums
- a list of the content that is not included in the Queensland curriculum to show how existing school programs will need to be adjusted or changed for each learning area
- time allocations to inform decisions about timetabling
- a list of the curriculum planning documents that will assist teachers to work with the two curriculums and links to QSA planning and assessment resources.

Further details about History are provided in the advice paper *Australian Curriculum: History and Studies of Society and Environment: Advice on implementing the Australian Curriculum P–10*.

Year 7 curriculum expectations

In general, the Australian Curriculum for English, Mathematics, Science and History and the Queensland *Essential Learnings and Standards* share many similarities. However, the Australian Curriculum is a new curriculum and, as with all new curriculum documents, teachers will need to review their current programs and make adjustments if necessary.

There are some key differences in how the Australian Curriculum and the Queensland *Essential Learnings and Standards* are structured, including:

- The *Essential Learnings and Standards* learning statements are described broadly and contain multiple aspects within each statement, whereas the Australian Curriculum content descriptions are more specific. In some instances, the Australian Curriculum contains more content, new content and more complex skills and processes.
- The internal framework and structure of the Australian Curriculum learning areas are unique to each learning area. Teachers need to be familiar with these differences and how this impacts on their planning. For example, some elements of the curriculum are presented in two-year bands and other elements are presented year-by-year. See the sections on each learning area for specific details.
- The Australian Curriculum content in Year 7 has been developed to highlight increasing specialisation and discipline-specific approaches in the learning areas.

Queensland Studies Authority resources for Year 7

Queensland Studies Authority (QSA) resources to assist teachers to implement the Australian Curriculum can be found at <www.qsa.qld.edu.au/13648.html> and include:

- Year 7 audit tools, which assist in mapping current programs to the Australian Curriculum
- Year 7 curriculum mapping for English, Mathematics, Science and History, which indicates where there may be similarities and differences in content between the Australian Curriculum and the Queensland curriculum
- Year 7 templates and exemplar year plans and unit overviews for English, Mathematics Science and History
- multiple Year level templates and exemplar year plans and unit overviews for English, Mathematics and Science
- standards and assessment advice
- Assessment Bank packages aligned to Australian Curriculum content descriptions for English, Mathematics and Science
- online professional development (PD), which covers learning area specific information and standards and assessment advice.

Phase 1 Australian Curriculum learning areas

The Australian Curriculum sets out what all young people should be taught through curriculum content and achievement standards. Each learning area includes:

- a rationale and aims
- an overview of how the learning area is organised
- Year level descriptions
- content descriptions supported by content elaborations
- achievement standards supported by annotated student work samples
- a glossary.

Although the Australian Curriculum has these common elements across the learning areas, the organisation of each learning area is unique. The considerations for Year 7 teachers of English, Mathematics, Science and History are outlined below.

English

The Australian Curriculum: English content descriptions are written year-by-year and are organised by the three strands of Language, Literature and Literacy. These strands are interrelated and are designed to be taught in an integrated way.

The Year level descriptions for the Australian Curriculum: English are written across a two-year band and include important information for teachers, including:

- the interrelated nature of the strands
- the learning contexts appropriate at each year of learning across the strands
- an overview of the range of texts to be studied
- the differences in texts that students create.

In the Years 7 and 8 Year level description, the types of texts students create are outlined. The range of text types is broad and therefore teachers of Years 7 and 8 will need to ensure that students have opportunities to create a range of informative, persuasive and imaginative texts. Examples in the Year level description include narratives, procedures, performances, reports and discussions, literary analyses and transformations of texts.

The Literature strand of the Australian Curriculum will be an additional consideration for some Year 7 teachers as this strand has a different focus to the learning statements of the *English Essential Learnings and Standards by the end of Year 7*. Teachers will need to provide opportunities for students to engage with a range of texts drawn from different historical, social and cultural contexts. As the Year level description addresses the texts covered across Years 7 and 8, opportunities may exist for Years 7 and 8 teachers to collaborate in planning for teaching and learning and making decisions about resources.

Table 1 is a summary of the Year 7 Australian Curriculum: English content that is not included in Queensland's *English Essential Learnings and Standards by the end of Year 7*. Existing school programs will need to be adjusted or changed to ensure students have opportunities to learn the content listed below. For more detailed analysis of the differences, refer to the Year 7 curriculum mapping, available at: www.qsa.qld.edu.au/13648.html#mapping

Table 1: Year 7 English

Strand	Specific content in the Year 7 Australian Curriculum that is not included in the <i>Essential Learnings by the end of Year 7</i>
Language	<p>The following content is not explicitly addressed:</p> <ul style="list-style-type: none"> • Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating • Understand how accents, styles of speech and idioms express and create personal and social identities • Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors • Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts

Strand	Specific content in the Year 7 Australian Curriculum that is not included in the <i>Essential Learnings by the end of Year 7</i>
	<ul style="list-style-type: none"> • Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information • Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns • Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance • Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language
Literature	<p>The following content is not explicitly addressed:</p> <ul style="list-style-type: none"> • Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage • Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels • Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition • Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour
Literacy	<p>The following content is not explicitly addressed:</p> <ul style="list-style-type: none"> • Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas

Mathematics

The Australian Curriculum: Mathematics content descriptions are written year-by-year and are organised by the three content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The curriculum is organised around the interaction of these three content strands and four proficiency strands: Understanding, Fluency, Problem Solving and Reasoning.

The Year level descriptions for Mathematics are also written year-by-year and provide an overview of the relationship between the proficiencies and the content for each Year level. While not exhaustive, the Year level description examples give ideas of ways to implement the proficiencies into school Mathematics programs. The proficiencies, although not necessarily unfamiliar to Year 7 teachers, require consideration when planning for teaching and learning.

The Australian Curriculum: Mathematics provides greater specificity in the curriculum than the learning statements of the *Mathematics Essential Learnings and Standards by the end of Year 7*, so it gives the perception of an increased amount of content and a greater expectation. Although content is generally very similar to what teachers may have already included in their programs, some new content must now be included in programs.

Table 2 is a summary of the Year 7 Australian Curriculum: Mathematics content that is not included in Queensland's *Mathematics Essential Learnings by the end of Year 7*. Existing school programs will need to be adjusted or changed to ensure students have opportunities to learn the content listed below. For more detailed analysis of the differences, refer to the Year 7 curriculum mapping, available at: www.qsa.qld.edu.au/13648.html#mapping

Table 2: Year 7 Mathematics

Strand	Specific content in the Year 7 Australian Curriculum that is not included in the <i>Essential Learnings by the end of Year 7</i>
Number and Algebra	The following content is not explicitly addressed: <ul style="list-style-type: none"> • index notation • square roots • addition and subtraction of fractions with unrelated denominators • the Cartesian coordinate system • simple linear equations
Measurement and Geometry	The following content is not explicitly addressed: <ul style="list-style-type: none"> • construction of 3-D objects • description of translations, reflections and rotations as coordinates on the Cartesian plane • classification of triangles according to their side and angle properties • demonstration that the sum of the angles inside a triangle (180°) can be used to find the sum of the angles inside a quadrilateral • identification of corresponding, alternate and co-interior angles
Statistics and Probability	The following content is not explicitly addressed: <ul style="list-style-type: none"> • stem and leaf and dot plots

Science

The Australian Curriculum: Science content descriptions are organised by the three content strands of Science Understanding, Science as a Human Endeavour (SHE) and Science Inquiry Skills (SIS). The Science Understanding content descriptions are written year-by-year, but the SHE and SIS content descriptions are written in two-year bands. Therefore, Years 7 and 8 have the same content descriptions for these two strands.

Considerations for Year 7 teachers in planning for teaching and learning across the three strands of Science include that:

- content in the SHE strand is generally a source of context. It is broad and therefore can be contextualised to the local area (or with another learning area if appropriate)
- although the content descriptions for the SIS and SHE strands are the same across the two years, the complexity in the Science Understanding strand increases from Year 7 to Year 8
- although the content elaborations are not mandatory, they are different for Years 7 and 8 for SIS and SHE and the Year 8 elaborations are of a slightly higher complexity
- content descriptions allow content to be contextualised to meet the learning needs of the students.

As the content descriptions for the SIS and SHE strands are the same across Years 7 and 8, opportunities may exist for Years 7 and 8 teachers to collaborate in planning for teaching and learning and making decisions about resources.

Additionally, there is a perception that the teaching of some Year 7 content requires specialist Science spaces. All Science Understanding content can be taught in a general primary classroom and teachers can use an inquiry model to teach Science without access to a laboratory. Practical work can be accommodated within a general classroom space, providing access to electricity and safety equipment, such as running water, is available. When teaching the Chemical sciences content description that involves the separation of mixtures, teachers can use an electric hotplate rather than plumbed-in gas.

Much of the content in the Australian Curriculum: Science is similar to the *Science Essential Learnings by the end of Year 7*. However, teachers will require background information on the Chemical sciences content description “Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques” to inform effective planning and delivery of this content.

Table 3 is a summary of the Year 7 Australian Curriculum: Science content that is not specifically included in Queensland’s *Science Essential Learnings by the end of Year 7*. Existing school programs will need to be adjusted or changed to ensure students have opportunities to learn the content listed below, including the necessary thinking and processing skills. For more detailed analysis of the differences, refer to the Year 7 curriculum mapping, available at: www.qsa.qld.edu.au/13648.html#mapping

Table 3: Year 7 Science

Strand	Specific content in the Year 7 Australian Curriculum not included in the <i>Essential Learnings by the end of Year 7</i>
Science Understanding	<p>The following content is not explicitly addressed:</p> <ul style="list-style-type: none"> • Human activity affects interactions between organisms in an ecosystem • A range of techniques can be used to separate mixtures • Water cycles through the environment • Predictable phenomena on Earth has causes, including seasons and eclipses • Unbalanced forces have an effect on the motion of an object
Science as a Human Endeavour	<p>The following content is not explicitly addressed:</p> <ul style="list-style-type: none"> • Some scientific discoveries have changed people’s understanding of the world • Science knowledge can develop through collaboration and connection across the disciplines of science • Science understanding influences areas such as industry, agriculture, marine and terrestrial resource management • Science understanding and skills from across the disciplines of science are used in occupations
Science Inquiry Skills	<p>The Australian Curriculum: Science has a different focus to the <i>Science Essential Learnings Ways of working</i>:</p> <ul style="list-style-type: none"> • Identify questions and problems rather than formulate testable questions • Make predictions • Plan and conduct investigations both individually and collaboratively while taking into account ethical considerations • Have the opportunity to engage in fieldwork • Construct and use a range of data representations including graphs, keys and models • Summarise data from own investigations and secondary sources • Evaluate methods used in investigations rather than scientific understandings

History

The Australian Curriculum: History content descriptions are organised by the two interrelated strands of Historical Knowledge and Understanding, and Historical Skills. The Historical Knowledge and Understanding content descriptions are written year-by-year, but the Historical Skills content descriptions are written in two-year bands. Therefore, Years 7 and 8 have the same content descriptions for the Historical Skills strand.

The structure of the History learning area changes in Years 7–10 and includes:

- a description of the content focus
- key inquiry questions
- an overview of the historical period
- depth studies.

The overview is designed to introduce the broad content and contexts for study. The three depth studies provide an opportunity for students to investigate aspects in greater depth and provide scope for the development of historical knowledge, understanding and skills. The curriculum provides opportunities for the content to be taught using specific local contexts.

The study of History in Year 7 focuses on “history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC/BCE – c.650 AD/CE) ... a period defined by the development of cultural practices and organised societies”.*

Considerations for Year 7 teachers in planning for teaching and learning across the two strands of History include that:

- much of the content for this Year level differs from the Queensland *Studies of Society and Environment (SOSE) Essential Learnings and Standards by the end of Year 7*
- although the content descriptions for the Historical Skills strand are the same across the two years, the complexity and quantity in the Historical Knowledge and Understanding strand increases from Year 7 to Year 8
- although the content elaborations are not mandatory, they are different for Years 7 and 8 for Historical Skills, and the Year 8 elaborations are of a slightly higher complexity.

As the content descriptions for Historical Skills are the same across the two years, opportunities may exist for Years 7 and 8 teachers to engage in discussions to assist in planning for teaching and learning.

Table 4 is a summary of the Year 7 Australian Curriculum: History content that is not included in Queensland’s *SOSE Essential Learnings by the end of Year 7*. Existing school programs will need to be adjusted or changed to ensure students have opportunities to learn the content listed below in conjunction with a program based on the other components of the SOSE key learning area. For more detailed analysis of the differences, refer to the Year 7 curriculum mapping, available at:

www.qsa.qld.edu.au/13648.html#mapping

In addition, schools are advised to refer to *Australian Curriculum: History and Studies of Society and Environment: Advice on implementing the Australian Curriculum P–10*, available at www.qsa.qld.edu.au/9188.html#17229

* Year 7 Year level description from Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, <www.australiancurriculum.edu.au/History/Curriculum/F-10>.

Table 4: Year 7 History

Strand	Specific content in the Year 7 Australian Curriculum not included in the <i>Essential Learnings by the end of Year 7</i>
Historical Knowledge and Understanding	<p>The following content is not explicitly addressed:</p> <p>Historical Knowledge</p> <p>Overview</p> <p>Overview content identifies important features of the period, including:</p> <ul style="list-style-type: none"> • the theory that people moved out of Africa around 60 000 BCE and migrated to other parts of the world, including Australia • evidence for the emergence and establishment of ancient societies • key features of ancient societies. <p>Depth Study 1: Investigating the ancient past</p> <ul style="list-style-type: none"> • The methods and sources used to investigate one historical controversy or mystery that has challenged historians or archaeologists • The nature of sources for ancient Australia and what they reveal about Australia’s past in the ancient period • The importance of conserving the remains of the ancient past <p>Depth Study 2: The Mediterranean World</p> <ul style="list-style-type: none"> • Physical features of an ancient society • Roles of key groups in the ancient society • Contacts and conflicts within and/or with other societies • The role of a significant individual <p>Depth Study 3: The Asian World</p> <ul style="list-style-type: none"> • Physical features of the society • Roles of key groups in society • Significant beliefs, values and practices • Contacts and conflicts within and/or with other societies • The role of a significant individual <p>Historical understandings</p> <p>Learning experiences that develop student capacity with historical understandings of:</p> <ul style="list-style-type: none"> • Historical significance • Contestability • Empathy
Historical Skills	<p>The Australian Curriculum: History has a different focus to the <i>SOSE Essential Learnings Ways of working</i>:</p> <ul style="list-style-type: none"> • Use historical inquiry, including forming historical questions, exploring the role of evidence, and interpreting and evaluating evidence • Identify the chronology/sequence of key events and broad patterns of change • Use historical terms and concepts • Develop historical texts, particularly explanations and historical arguments based on evidence

Time allocations

The QSA, in collaboration with the State, Independent and Catholic schooling sectors, developed advice about time allocations as a starting point for decisions about timetabling. See, *Time allocations and entitlement: Implementing the Australian Curriculum F(P)–10*: www.qsa.qld.edu.au/9188.html#17229

The advice is based on information available in May 2012 and includes indicative times for learning areas that have not been developed. This advice may change as decisions about the Australian Curriculum learning areas are finalised. Schools should seek further advice about time allocations from the relevant schooling sector.

Table 5: Suggested time allocations for Year 7

Learning area	Hours per year over 37–40 weeks per year Schools may decide to timetable more hours for a learning area.
English	111–120
Mathematics	111–120
Science	92–100
History	46–50 Teachers will also need to allocate teaching time for the remaining content in SOSE that has not been subsumed by the Australian Curriculum: History.

Working with two curriculums

From 2012, teachers will plan, teach, assess and report using the P–10 Australian Curriculum and the Queensland *Essential Learnings and Standards*. Most primary school teachers will plan, teach, assess and report in multiple learning areas and possibly across two or more Year levels. No decision has been made about implementation timelines for Phase 2 and 3 of the Australian Curriculum.

The following table lists the curriculum planning documents to be used 2012–13.

Table 6: Dual curriculum

	Australian Curriculum	Queensland <i>Essential Learnings and Standards</i>
2012	English Mathematics Science	SOSE The Arts Health and Physical Education (HPE) Technology Languages
2013	English Mathematics Science History	SOSE (Place and space, Culture and identity, and Political and economic systems) The Arts HPE Technology Languages

The QSA has developed a range of resources to support planning and implementing assessment and reporting in a dual curriculum. Resources and online PD on planning teaching, assessing and reporting can be found on the QSA website: www.qsa.qld.edu.au/13634.html

Catering for diversity

Schools and teachers make decisions about how they plan and deliver challenging and engaging programs of learning that match the learning needs of their students so the students can demonstrate achievement of the learning expectations — that is, the curriculum content and achievement standards.

The needs of students with specific educational needs must be considered in a proactive way, for example through designing inclusive learning and assessment programs, and providing opportunities for alternative assessment arrangements.

The QSA has published a range of inclusive strategies that adjust the delivery or mode of assessment, without changing the way the assessment is judged or marked, to enable learners with disabilities to participate in learning experiences on the same basis as a learner without disabilities. See *Inclusive strategies: What are they?*, available at: www.qsa.qld.edu.au/18307.html

In special educational settings, teachers make decisions about the year level that best suits the learning needs of their students. Programs can be developed that use Australian Curriculum content descriptions and achievement standards. The content descriptions can be used to contextualise learning and used to make the learning meaningful, relevant and challenging; and the level of skills adjusted to match the learning needs of the student.

More information

If you would like more information, please:

- visit the QSA website <www.qsa.qld.edu.au> and
 - search for “Transition to the Australian Curriculum”
 - participate in the Australian Curriculum online forum
 - find out about PD opportunities, including online PD modules
- email the Australian Curriculum Branch at australiancurriculum@qsa.qld.edu.au