

**Rationale**

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The Australian Curriculum: Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom. In science, for example, understanding sources of error and their impact on the confidence of conclusions is vital, as is the use of mathematical models in other disciplines. In geography, interpretation of data underpins the study of human populations and their physical environments; in history, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative and spatial information is an important aspect of making meaning of texts. The curriculum anticipates that schools will ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

**Year 7 Achievement Standard**

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

**Aims**

- The Australian Curriculum: Mathematics aims to ensure that students:
- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
  - develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*
  - recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

**Key Ideas**

In Mathematics, the key ideas are the proficiency strands of understanding, fluency, problem-solving and reasoning. The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.

**Understanding**

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the ‘why’ and the ‘how’ of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

**Fluency**

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

**Problem Solving**

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

**Reasoning**

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

**Year 7 Level Description**

The proficiency strands *Understanding*, *Fluency*, *Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

**At this year level:**

*Understanding* includes describing patterns in uses of indices with whole numbers, recognising commonalities between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions

*Fluency* includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms

*Problem Solving* includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments

*Reasoning* includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

**Year 7 Content Descriptions**

**Number and Algebra**

**Number and place value**

Investigate index notation and represent whole numbers as products of powers of prime numbers. Investigate and use square roots of perfect square numbers. Apply the associative, commutative and distributive laws to aid mental and written computation. Compare, order, add and subtract integers.

**Real numbers**

Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line. Solve problems involving addition and subtraction of fractions, including those with unrelated denominators. Multiply and divide fractions and decimals using efficient written strategies and digital technologies. Express one quantity as a fraction of another, with and without the use of digital technologies. Round decimals to a specified number of decimal places. Connect fractions, decimals and percentages and carry out simple conversions. Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. Recognise and solve problems involving simple ratios.

**Money and financial mathematics**

Investigate and calculate ‘best buys’, with and without digital technologies.

**Patterns and algebra**

Introduce the concept of variables as a way of representing numbers using letters. Create algebraic expressions and evaluate them by substituting a given value for each variable. Extend and apply the laws and properties of arithmetic to algebraic terms and expressions.

**Linear and non-linear relationships**

Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point. Solve simple linear equations. Investigate, interpret and analyse graphs from authentic data.

**Measurement and Geometry**

**Using units of measurement**

Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving.

Calculate volumes of rectangular prisms.

**Shape**

Draw different views of prisms and solids formed from combinations of prisms.

**Location and transformation**

Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries.

**Geometric reasoning**

Classify triangles according to their side and angle properties and describe quadrilaterals.

Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral.

Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal.

Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning.

**Statistics and Probability**

**Chance**

Construct sample spaces for single-step experiments with equally likely outcomes.

Assign probabilities to the outcomes of events and determine probabilities for events.

**Data representation and interpretation**

Identify and investigate issues involving numerical data collected from primary and secondary sources.

Construct and compare a range of data displays including stem-and-leaf plots and dot plots.

Calculate mean, median, mode and range for sets of data.

Interpret these statistics in the context of data.

Describe and interpret data displays using median, mean and range.