Daramalan College

YEAR OF FAITH

GUIDE TO COURSES

Years 7 and 8

2016
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Introduction
The purpose of this booklet is to provide information for parents and students about the courses of study which are offered at Daramalan College in Years 7 and 8. As in all high schools in the ACT, Daramalan College writes its curriculum in accordance with the Australian Curriculum and the ACT Curriculum Framework, Every Chance to Learn.

In 2012, Daramalan College commenced our implementation of the Australian Curriculum in the learning areas of English, History, Mathematics and Science. The Australian Curriculum in other learning areas will be implemented in subsequent years. This may require adjustments to the structures and curriculum that are currently in place. Any such changes will be communicated to students and their parents.

Explanation of Terms
Curriculum
all the learning experiences planned and organised by the school

Program of Study
a combination of courses and course units taken by a student within the curriculum of the school

Subject
the traditionally separate areas of learning: English, Mathematics, Studies of Society and the Environment, etc

Course
a series of related units within an area of learning

Unit
a combination of lessons, assignments, excursions, tests, etc. organised around a particular theme or within a particular discipline and taken over a set period of time, normally a semester (20 weeks)

The Academic Program
The academic program of students in Years 7 and 8 provides for core and elective units of study. In Year 7, students will study eleven core (or compulsory) subjects, with the choice of a language to be studied. Year 8 students will study nine subjects, seven of which will be core. Students will also study a language and at least one performing or visual arts subject over the course of Year 8.

The program of studies in Years 7 and 8 is arranged in a system of semester length units. This enables students and their parents, together with their teachers, to have regular opportunities to assess the progress of the students relating to standards, motivation and interests and, where necessary, to review and revise their programs.

Students are allocated to classes in Year 7 on the basis of primary school reports, results of external testing such as NAPLAN, consultation with Year 6 teachers and performance in entrance placement tests conducted at the College in September of the previous year.

The pattern of study for students in Years 7 and 8 for 2016 is indicated on the Curriculum Structure flow chart (see page 5). With the introduction of further Australian Curriculum courses there may be adjustments made to this structure over the next few years.

The structure is designed so that students are exposed to a variety of educational experiences during Years 7 and 8.
Core Subjects
English, Mathematics, Science, Religious Studies, Languages, Health and Physical Education, Performing and Visual Arts, Social Science (History in Year 7; Geography in Year 8) and Design & Technology are compulsory subjects across Years 7 and 8.

In all subjects, students are extended and supported according to individual needs in order to meet learning goals and demonstrate the achievement of skills outlined in the Australian Curriculum and Daramalan College course documents.

Elective Subjects
In Year 7 students elect to study one of three languages: French, German, or Japanese. Elective selection in Year 8 is made from the Performing and Visual Arts courses (Art, Dance, Music, Drama). Students also choose whether to continue their language from Year 7 for one semester or two in Year 8.

To complement the formal academic program, students in Years 7 and 8 will also participate in Careers seminars and workshops.
## Curriculum Structure Years 7 – 10, 2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Whole Year</th>
<th>Semester</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>English</td>
<td>History</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Languages</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>– French,</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>German or Japanese</td>
<td>Design and Technology</td>
</tr>
</tbody>
</table>

### Core

- **Whole Year**
  - Religious Education
  - English
  - Mathematics
  - Science
  - Health and Physical Education

### Electives

- **Whole Year**
  - Performing/Visual Arts – Art
    - Dance, Drama or Music
    - or continue Language study

### Core (4 semesters in total)

<table>
<thead>
<tr>
<th>Year</th>
<th>Whole Year</th>
<th>At least 1 semester of:</th>
<th>and choose from</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>English</td>
<td>Technology - Design and Technology</td>
<td>Performing/Visual Arts - Art</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Food Technology</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Graphics Technology</td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Education</td>
<td>Metal Technology</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Textiles Technology</td>
<td>Languages - French</td>
</tr>
<tr>
<td>9</td>
<td>Religious Education</td>
<td>Wood Technology</td>
<td>German</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>Computing</td>
<td>Japanese</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E-Publishing</td>
<td></td>
</tr>
</tbody>
</table>

### Core (4 semesters in total)

<table>
<thead>
<tr>
<th>Year</th>
<th>Whole Year</th>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Art</td>
<td>Business Studies – Computing, E-Publishing and Law, Politics and Society</td>
<td>German</td>
</tr>
<tr>
<td></td>
<td>Design and Technology</td>
<td>Dance</td>
<td>Graphics Technology</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Design and Technology</td>
<td>History (elective unit)</td>
</tr>
<tr>
<td></td>
<td>Food Technology</td>
<td>Drama</td>
<td>Japanese</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>Technology</td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Technology</td>
<td>Metal Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology</td>
<td>Textiles Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology</td>
<td>Wood Technology</td>
</tr>
</tbody>
</table>
Student Assessment and Reporting Procedures

Assessment Overview
Assessment at Daramalan College is designed to reflect students’ academic achievement and their application towards learning.

Academic achievement is assessed continuously by using a range of assessment instruments which may include projects and research assignments, home study exercises, bookwork, tests, examinations and seminars. Student learning may be assessed informally through teacher observation of class participation, responses to direct questions, active listening, general study skills, and by peer and self-evaluation exercises.

A student’s application and study skills are assessed by class teachers’ observations of students within subject areas.

Assessment Requirements
To be awarded an academic grade, a student must present sufficient work as determined by the teacher and Head of Department to allow a judgment to be made on the degree of achievement of the unit learning goals.

Non-submission of sufficient work to allow a valid assessment will result in the student receiving an E grade for the unit.

Teachers use a range of procedures to encourage students to complete assessment items by the due date and to notify parents of late submission. These procedures include a note in the student’s diary, telephone or email contact with the family, Study Support sessions and notification through the Late Submission of Assessment letter for parents. The Late Submission of Assessment letter is completed when the assessment item is more than two days late. The form is a notification to the Assistant Principal Curriculum (Years 7-10) who, in turn, notifies the relevant Pastoral Care Advisor or House Coordinator and the student’s family.

Assessment is adjusted for a student who has been absent for a significant period due to illness or special circumstances. Usually the student is credited as having done the unit and is assessed on work completed. A grade of Status (S grade) may be given in special cases and is authorised by the Assistant Principal Curriculum in consultation with the Head of Department.

Plagiarism
Plagiarism is the presenting of someone else’s work as one’s own and includes use of words or ideas from the Internet, books, films, newspapers or other resource materials without acknowledging the source. It also includes using directly the work of a person helping with an essay or an assignment, and the submission of another student’s work (previously or presently enrolled at the College) as one’s own. Students must acknowledge all sources of information they use when preparing and presenting assessment items.

The College requires students to carefully acknowledge all sources of information in their work using the Harvard system of referencing. Students should complete and attach a Declaration of Original Work form to all assessment items for which any component is completed outside of the classroom. These forms are available electronically and as hard copies from the Uhr Information Centre.
Students who plagiarise work will be penalised according to the extent of the plagiarism. A serious case of plagiarism or a repeated offence will result in penalties such as the cancellation of the unit or substantial reduction of the grade allocated for the assessment item.

A full copy of the College’s Plagiarism Statement is available electronically.

**Appeals Procedure**

Students have the right to:

- be informed of the criteria for assessment
- the return of marked assessment items before the end of each unit
- appeal against grades using the procedures outlined below and in the student diary.

In the case of an appeal, the following steps must be followed:

1. the student must consult with the class teacher within five (5) days of the return of the assessment item
2. if the matter is not resolved, the student may then consult with the Head of Department within two (2) days of speaking to the class teacher
3. if there is still no resolution, the student may lodge a written appeal with the Assistant Principal Curriculum together with the relevant work within two (2) weeks of the return of the assessment item. The appeal must outline the grounds on which the student is seeking a review of the grade and/or assessment and must detail the anticipated outcome.

In the event that the appeal reaches the third stage an adjudication panel will be formed. The panel will comprise the Assistant Principal Curriculum, a Head of Department and one other staff member. The student may have an advocate (usually a parent) in attendance at the meeting with the panel. The student will be informed of the outcome of the appeal.

**Reporting System**

**Frequency and type of reporting**

Reporting formally to parents occurs four times a year. The reports take two forms: Progress Reports and Semester Reports.

Progress Reports, issued at the end of Terms 1 and 3, indicate the student’s progress and conduct to the date of issue.

Semester Reports give details of the student’s studies for the full units studied in all courses. Standard items on all reports are an academic grade, indicators of the level of achievement attained for learning goals and application and study skills, commendations for achievements during the semester and recommendations for improvement and comparative data showing the percentage of students who scored each grade (A to E) in that unit. Parents may request in writing not to have comparative data appear on their child’s Semester Report.

**Home Study**

The aims of home study are to:

- develop and encourage the positive attitudes and skills of independent study and research
- develop a habit of self-directed learning at home in preparation for future studies
- support, extend and review activities begun in the classroom.
Types of Home Study
The types of home study are:

- consolidation and practice of techniques taught in lessons - short in length and usually marked by the student prior to or in the next class
- revision of concepts and essential facts - often involving summary sheets, flow charts etc - possibly set as a weekly task; for Languages this means five to ten minutes learning vocabulary on a daily basis
- assignments/projects involving individual research from a number of sources completed as a written or oral report, usually submitted as a formal part of a unit’s assessment and possibly encompassing several weeks’ work and development during which progress is monitored
- reports from excursions or practical work
- catch up homework following an absence
- reading and reviewing class texts and notes in preparation for the next day’s work.

Frequency and Length of Time
All students should be involved in regular homework. It is recommended that the following be used as a guide to appropriate time allocation:

Year 7: 1 hour per night, 4 nights a week
Year 8: 1.5 hours per night, 4 nights a week
Year 9: 2 hours per night, 4 nights a week
Year 10: 2-2.5 hours per night, 4 nights a week

Where regular homework is not set to fully utilise these time allocations, the student is expected to do revision or summary work, or to use the time to prepare and organise assignments. An equivalent time should always be used for home study. Private reading should be encouraged in such situations. It should be remembered that in Years 9 and 10 the above times are minimum recommendations.

Whilst the College places a strong emphasis on family life and is reluctant to encroach on the limited leisure time afforded a family, students should be encouraged to spend some time on weekends engaged in quiet reading or examination preparation. This is valuable preparation for Years 11 and 12 when students will have to organise their study habits to include a greater percentage of their "free" time.

All students should use the Daramalan College Student Diary to plan and record:

- a home-study timetable
- the homework set
- due dates of major assignments and tests on a semester plan
- preparation time for tests and assignments as homework
- comments for parents from teachers and vice versa
- dates for excursions and their reports
- dates of school events.

Homework Help
Homework Help is held after school three days per week. Volunteer teachers are rostered on these sessions in the Uhr Information Centre. Students attend these sessions on a ‘drop in’ basis.

Maths Tutorials are held every second lunchtime, usually in L6.
**Incomplete Home Study**

On occasion circumstances may prevent a student from completing homework or home study. The following process should then be followed:

- The parent/guardian writes a note in the diary to the teacher concerned explaining the reason. Two days grace may then be granted for the student to catch up on the home study.
- If there is no diary note from the parent/guardian the student will be expected to complete the home study at the earliest possible opportunity, ie during the next lunch break. The teacher will also make a note in the diary for the parent/guardians’ benefit.
- When home study is not completed without good cause on three occasions for a particular subject in any term the student will be expected to attend Thursday afternoon detentions to complete the missing home study. These instances will be reported by the classroom teacher to the parents/guardians, the Head of Department and the Pastoral Care Advisor via the Assistant Principal Curriculum.

When assignments, projects and oral presentations which contribute directly to the unit assessment are not completed, the following process will be implemented:

- Two days after the due date the teacher completes the Late Submission of Assessment letter for parents and sends this to the Assistant Principal Curriculum. A copy is passed to the Pastoral Care Advisor.
- Parents/guardians should receive notification, by mail, of outstanding work shortly after this.
- The student will be required to attend up to two Study Support sessions to complete the work. These may be held before the due date, if the teacher has perceived that the work is unlikely to be finished on time. Study Support sessions may occur at lunchtimes with the teacher or at Homework Help in the Uhr Information Centre on Mondays, Tuesdays or Thursdays after school.
**Brief Description of Courses**

The content outlined in the course descriptions should be viewed as a guide only. Students will be issued a unit outline each semester that will contain specific details of the content to be studied and the assessment to be completed.

**Design and Technology**

All students in Years 7 and 8 study Design & Technology. Students are taught technical skills and how to use the design process to solve a range of technical and design-related problems. This is done through project work in which students learn by designing, making and evaluating a project that they can usually take home on completion.

**Year 7**

Year 7 Design and Technology is a half-semester course in which students are introduced to the design process along with skills in working with timber, textiles and/or plastics with hand tools and machinery such as the pedestal drill and sanders. There is a strong focus on technology safety. Examples of projects include plastic key tags, timber bookends, cushions, pencil boxes and small working toys.

**Year 8**

Students study Design & Technology for one semester to further develop their understanding of the design process in both practical hands-on projects and lateral thinking challenges. Students produce a CO2 Racer using the design process - design, make and appraise - and then have the excitement of racing against other Year 8 students. Teachers also select from technology areas such as Electronics, Textiles, Metal Technology and Graphics to produce up to two other projects during the semester. The emphasis throughout the semester is on a practical application of the design process and safety within the workshop.

**English**

A unit of English is completed each semester and follows the Australian Curriculum: English. Students study a range of topics in order to develop their skills in Language, Literature and Literacy. In all classes teachers use strategies that encourage students to achieve their learning goals. Strong student participation, self-regulation and student-centred learning characterise the teaching and learning of English courses. Progress is carefully monitored and students are extended and supported according to their needs.

English units are sequential and each builds on previously acquired skills. The modes of speaking, listening, reading, viewing and writing are the focus for skills development and common assessment tasks are conducted as a means of reporting on a student’s progress in relation to the year cohort.

Some of the skills students are expected to acquire include imagining, identifying, clarifying and organising thought and feeling using text as a basis. In particular, students explore the structure of common text types and use scaffolds and models to help write their own texts. Learning about vocabulary, language structures and the use of language for different purposes will develop students’ knowledge about the functions of language.

**Health and Physical Education**

**Health Education**

Health Education is part of the core curriculum in Years 7 and 8. It is run in conjunction with Physical Education. Various topics combine to make up a semester’s work. Material is presented in various ways
including guest speakers (where applicable), discussion sessions, video and other media material as well as the traditional classroom style presentation.

The aims and objectives of this course are to:

- develop the ability to formulate well-informed and well-balanced attitudes towards personal health
- display these attitudes in socially responsible ways
- develop skills that will enhance a fuller life for students as they pass through various life stages
- develop an appreciation of the differences in others
- apply knowledge of practical concepts in a way that may benefit others.

**Year 7 Semester 1**
The topics are:

- **Healthy Habits** – describes the nature of health issues and analyses how health issues may impact on young people. It also classifies the benefits of regular physical activity into physical, social, mental, emotional and spiritual categories and analyses individual physical activity levels.
- **Adolescence and Change** – describes the qualities of positive relationships and analyses their influence on a sense of self. It also identifies the stages of growth and development and the challenges associated with this.

**Year 7 Semester 2**
The topics are:

- **Risky Business and Drug Use** – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them. This topic also identifies the different types of drug effects on the body.
- **Body Systems** – explores the systems that make up the human body with an emphasis on the skeletal, muscular, circulatory and respiratory systems.

**Year 8 Semester 1 or Semester 2**
The topics are:

- **Drug Education** – identifies the effects of specific drugs and investigates strategies to use to make informed decisions
- **Body Systems** – explores systems of the body that are integral to our continued good health

**Physical Education**
Physical Education is a compulsory course in Years 7 and 8.

Physical Education in Years 7 and 8 offers a number of sports. The major emphasis is on participation and performance. Modules will be organised to develop skills through drills and modified activities, which lead into game situations. The focus of each module is to introduce specific skills that can be applied in competitive situations.

The course is run on a semester basis with five modules (sports/activities) per semester. The usual length of a module is three weeks. The level of difficulty changes as students progress through to Year 8 and beyond.

Activities cover all major elements of physical development such as fine/gross motor coordination and eye/hand coordination. Social elements such as teamwork, participation and self-esteem are also emphasised. A typical module consists of introductory skill drills and activities, modified games, tactical analysis, team play and competitive situations. Modules of work come under the following headings:
Year 7
Aquatics, Athletics, Basketball, Cricket, Cross Country, Dance, Gymnastics, Hockey, Netball, Modified Games, Touch and T-Ball

Year 8
Athletics, Cross Country, Modified Games, Oz Tag, Softball and Tennis.

Performing Arts

Dance

Year 8 Elective
This unit is designed to investigate the origins of dance around the world and how we can use basic composition tools to create and present our own dances. Students participate in practical classes and explore the role of dance in various cultures such as African, Indian Bollywood, Chinese Ribbon dance, Spanish Flamenco, French Can Can and Tinikling from The Philippines.

Daramalan Dance Troupe
The Daramalan Dance Troupe provides co-curricular opportunities for talented and committed students from Years 7 to 10. While there is no Year 7 Dance class, the Dance Troupe allows students to explore their interest in Dance and to perform at the Youth Dance Festival at The Canberra Theatre Centre. Students audition for entry into the Troupe and need to be available for all rehearsals and scheduled performances. It provides an excellent opportunity to meet and work with professional dance teachers and choreographers and other students who have similar interests and a passion for dance.

Drama

Unit I – Year 7 Core
The term unit is designed to introduce students to the subject of Drama as a live theatre art form. Students are involved in practical activities and performances designed to develop confidence and focus on stage with the ability to use body and voice effectively to tell stories. Students work individually and in groups to create performance pieces which entertain an audience and demonstrate creativity, focus and the use of imagination.

Unit II - Year 8 Elective
This unit focuses on further skill development in using the body and voice to transform into characters. Students are involved in using improvisation and stimulus to develop characters for individual and group performance pieces. Students also work with scripts and have the opportunity to write, produce and perform in their own group scripted piece.

Daramalan Theatre Company
The Daramalan Theatre Company provides co-curricular opportunities for performing in theatre and for extension of committed and talented Drama students. The Company explores theatrical processes and subject matter of particular relevance for younger people, the Daramalan community and the wider society. Its program varies from group devised productions to classic and contemporary scripts, in-house scripted works and musicals. Each is given a fresh treatment that will be of benefit to the participants and audiences.
Music

Unit I - Year 7 Core
Music is studied for one term in Year 7. Classes revolve around practical exercises involving guitar, keyboard, percussion, movement and song.

Rhythm and melody are studied through listening and performance classes which are designed to encourage creativity.

The aim is to promote an interest in all things musical using many and varied styles of music in the course.

Unit II - Year 8 Elective
This course has been designed to suit both the beginner musician and the more experienced. All course work is based on material from the history of Rock and Roll, through the 1950s, 60s, 70s, 80s and 90s.

To enable any student to enter the course, regardless of his or her previous musical tuition, all students study keyboard and guitar for a term each. The guitar work involves both rhythm and lead playing of modern works. The keyboard modules promote note reading and help students to compose simple melodies and accompaniments with confidence.

Ensemble performance classes also take place allowing inexperienced musicians the chance to try out their newly acquired skills through performing with others. Advanced students are given more challenging parts to play – or, if in enough numbers, completely different ensemble works. As with Year 7 Music the main emphasis is to develop in individual students skills in performance, creating and listening.

Instrumental Tuition
Any student may apply for tuition in brass, woodwind, keyboard, percussion or guitar. Instruments are provided and highly qualified teachers come to the school during school hours. All students are billed by the individual teachers each term.

Instrumental Ensembles
The school runs three bands to cater for all standards and styles including Junior and Senior Concert Bands. Students taking instrumental tuition are normally expected to be in a band after two terms of tuition. Band rehearsals are once a week.

Choir
The school has a choir which rehearses at lunchtimes. Any students from Years 7 to 12 are welcome. Repertoire is from a wide range of styles.

Chamber Group and Orchestra
The school Chamber Group runs with a group of string players playing a range of works from traditional and modern repertoire. The Chamber Group meets once a week to rehearse. The Orchestra meets once a week and players from all disciplines are welcome.
Languages
Daramalan College offers three languages: French, German and Japanese.

Prior to enrolment, students nominate one of these languages to study for one semester in Year 7. In 2016, students will continue to study this language for either one semester or both semesters in Year 8. Students are required to choose to study their language for both semesters in Year 8 if they plan to continue it into Year 9.

All Language courses aim to:
• promote students’ communicative skills using simple language structures
• develop students’ understanding of the systematic nature of language, which in turn enhances their understanding of their own language
• extend students’ general literacy
• encourage students’ enjoyment of language and language learning
• assist students to acquire skills which can be transferred to other learning areas
• increase students’ awareness of other cultures and peoples.

Year 7
Students study their chosen language for one semester. Students who have some background in the language will be catered for with extension work. The courses in all languages cover themes such as greetings, introducing self and others, colours and animals.

Activities
Playing simple games, reciting rhymes and chants, greeting each other, identifying and naming objects, singing, participating in role plays, using language-based computer programs, researching topics related to the country or countries where the language is spoken.

Year 8
Students continue the language they learned in Year 7, for one semester or for the entire year.

The theme-based approach continues, expanding on themes started in Year 7 and adding others such as family, schooling, parts of the body, weather, food and hobbies.

Students may choose to continue the study of their language as an elective subject from Years 9 to 12.

Activities
Playing structured games, exchanging personal details and simple opinions, finding out and giving information on a range of topics, participating in role plays, food-tasting, doing open-ended activities, using language-based computer programs, researching topics related to the country or countries where the language is spoken.

* It is expected that students will have completed an entire year of language study in Year 8 before continuing into Year 9. Any change to this practice is to be negotiated with the Coordinator of Languages.

Mathematics
The Year 7 course in Mathematics is designed to strike an appropriate balance between increasing students’ level of proficiency in core mathematical areas and introducing them to new topics such as
algebra and co-ordinate geometry. Extension is offered in the classroom on a daily basis and also through the Mathematics Challenge for Young Australians run by the Australian Mathematics Trust. Help is available from the Inclusive Education Team for students who need extra assistance.

Three additional features of the program are:

**Enrichment Mathematics**
This is extension work for students who can benefit from exposure to more challenging problems. Such students are encouraged to enroll in the Australian Mathematics Challenge that is organised by the Australian Mathematics Trust. The two stages run through Terms 2 and 3. Students may also participate in the Australian Mathematics Competition held in Term 3.

**Tutorial Mathematics**
A Tutorial Mathematics program is conducted every second day during the lunch hour to provide assistance to students requiring additional help.

**Homework Help**
Mathematics teachers are usually available to assist students during Homework Help sessions after school in the Information Centre.

**Religious Education**
Each year group’s work is based on a theme particular to that year. Students study Religious Education for all four semesters over Years 7 and 8.

**Year 7 – Theme: Beginnings**
- Beginning at Daramalan
- Creation – the Beginning of the Universe
- Scripture, Old Testament – the Beginnings of the Jewish People
- New Testament – the Beginning of Christianity; the Beginning of the Church.

**Year 8 - Theme: Belonging**
- Belonging to the Church, leading to Easter preparation
- Belonging to the World
- World Religions and Christianity
- Advent, leading to Christmas Preparation.

**Science**
While the same core Science course is followed in all classes, different strategies and activities are used to meet the diverse needs of the students in each class. The Science course is based on the three Australian Curriculum strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding.

In Years 7 and 8, Science concentrates on the development of an understanding of science as a way of thinking critically, applying knowledge and creating explanations for observed phenomena. Today, students must be scientifically literate so they can question and seek evidence to confirm intuition and assess views arising in the popular media. They must develop skills to view change critically in the light of new evidence.

The Year 7 course exposes students to learning within the biological, physical, chemical and Earth and space sciences. The content and skills encountered within these broad areas is best described with reference to the Australian Curriculum Year 7 Level Description (http://www.australiancurriculum.edu.au/Science/Curriculum/F-10).
The Year 8 course also exposes students to learning within the biological, physical, chemical and Earth and space sciences. The content and skills encountered within these broad areas is best described with reference to the Australian Curriculum Year 8 Level Description (http://www.australiancurriculum.edu.au/Science/Curriculum/F-10).

A significant component of studying Science at Daramalan College involves the completion of a Science Investigation, where students learn how to work like a scientist. Students solve problems by designing and experimenting as well as integrating Mathematics and Technology into their projects. They will then be equipped to distinguish between evidence and opinion and to make informed and responsible decisions. Science education can empower students in a dynamic world, enabling them to manage and initiate change.

Students are given the opportunity to participate in numerous Science competitions and activities such as ICAS-Science, Big Science Competition, CSIRO CREST Awards, Australian National Chemistry Quiz and many others. These provide opportunities for students to gain experience in external assessment situations and to discover a talent in Science.

Social Sciences

Overview
The Social Science Department is responsible for a wide range of courses. This discipline focuses on people: their past, their relationships with each other and their use of our world. Students will think critically as they learn about themselves and others while developing skills in reading, writing, oral communication, ICT and research.

Curriculum
Year 7
Students study one semester of History in Year 7. The History unit will enable students to:

• understand the importance of history
• improve critical reasoning, thinking and evaluative abilities
• develop and refine skills in research, writing, reading and oral presentation
• focus on social justice when making evaluations
• respond to events with empathy and concern for others
• use ICT to research, present, communicate and collaborate.

These outcomes will be developed during the semester through the investigation of four focus questions:

• How do we know about the ancient past?
• Why and where did the earliest societies develop?
• What emerged as the defining characteristics of ancient societies?
• What have been the legacies of ancient societies?

Year 8
Students in Year 8 in 2016 will study one semester of Geography.

There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.

Landforms and Landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. Changing Nations investigates the changing human geography of countries, as revealed by shifts in population distribution.
The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

**Visual Arts**

**Art**

**Year 7 Core**

Students learn basic visual art skills in the areas of drawing, design, painting and ceramics/sculpture. Class and home exercises encourage the students to observe their world and to exercise their imaginative powers.

**Year 8 Elective**

Students consolidate the basic skills acquired in Year 7 and extend their application. Art excursions and the use of a wide variety of media help to make the course stimulating and challenging.

While Years 7 and 8 courses are largely practical, both include formal and informal discussion and writing about art criticism, philosophy and history.

**Inclusive Education**

**Overview**

Students differ greatly in interests, abilities and cultural backgrounds. They mature physically, mentally, emotionally and socially at different rates. They vary in rates and styles of learning. Success in their work is necessary for their self-esteem and self-worth.

Through all this they should develop confidence in their ability to grow, to be understood and to be appreciated for who they are, as well as for what they accomplish.

The Inclusive Education Team aims to create and provide the environment, motivation and expertise to enable each student to work towards his or her full potential.

**Structure**

Students are integrated into mainstream classes and their progress monitored by the Inclusive Education Team. Learning programs are differentiated or modified by class teachers, in consultation with the Inclusive Education Team, as appropriate for each student.

**Literacy Focus**

Daramalan College promotes the explicit teaching of literacy in each subject area. The Literacy Focus Teacher works with teachers and Departments assisting them to embed literacy scaffolding strategies into course work and assignments. Individual students may be targeted for literacy assistance, particularly in the areas of reading and writing.