

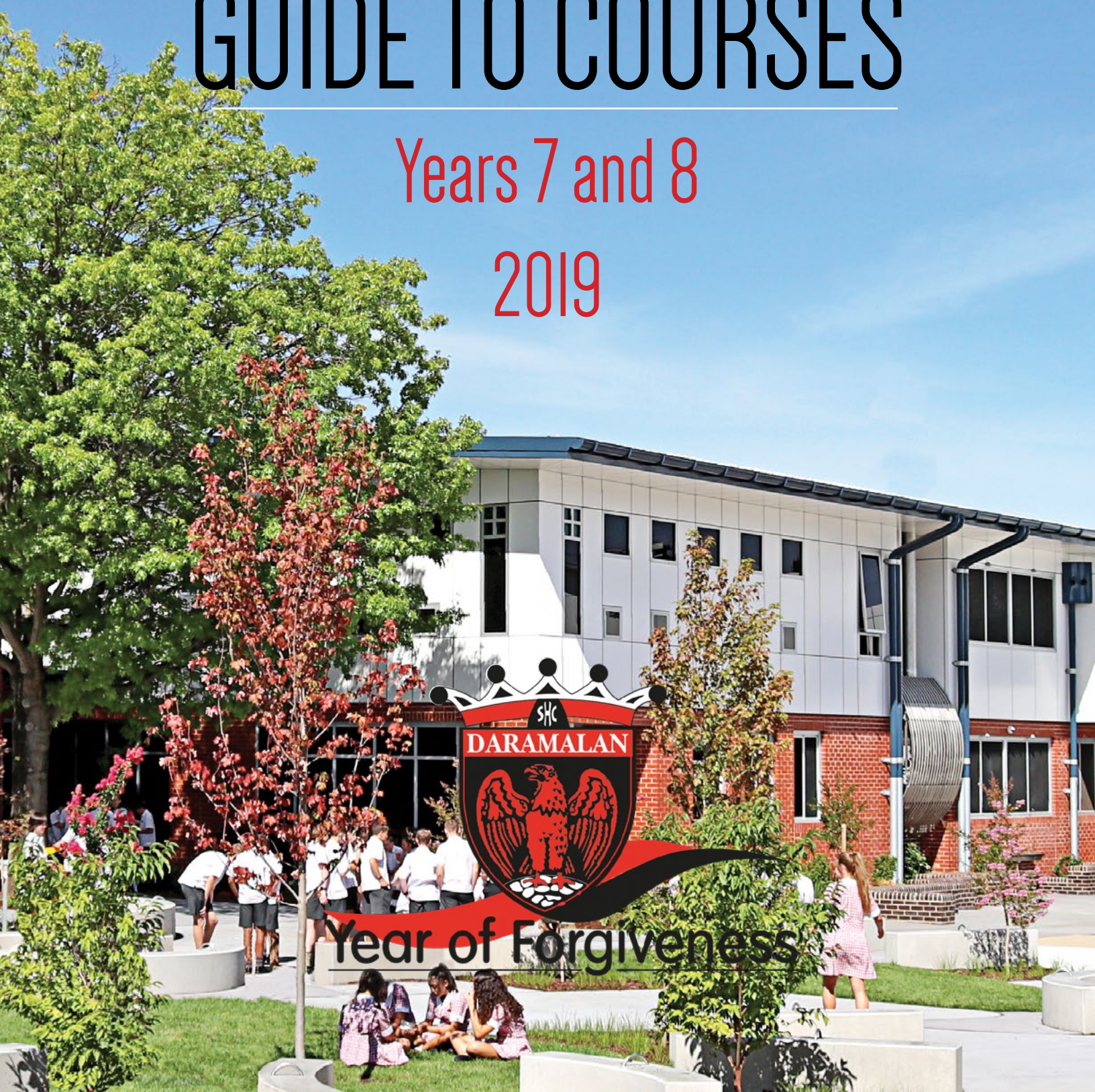


DARAMALAN COLLEGE

# GUIDE TO COURSES

Years 7 and 8

2019



Year of Forgiveness



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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.

## **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, for example English, Mathematics, Religious Education

### **Course**

a series of related units within an area of learning

### **Unit**

a combination of lessons, assignments, excursions, assessment tasks, 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 eight core (or compulsory) subjects, along with their choice of a language and an Arts subject. Year 8 students will study a similar program.

The program of studies in Years 7 and 8 is arranged in a system of semester length units. This provides students, along with their parents, and their teachers, regular opportunities to assess and evaluate their progress in relation 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 tests conducted at the College in September of the previous year.

The pattern of study for students in Years 7 and 8 for 2018 is indicated on the Curriculum Structure flow chart (see page 5).

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, Humanities and Social Sciences (HASS) and Technologies 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.

## 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.

### Elective Subjects

In Year 7 students elect to study French, German, or Japanese and one semester unit from Performing and Visual Arts (Art, Music, Drama). Students in Year 8 continue their language from Year 7 for one semester and also select a different Performing or Visual Arts unit.

To complement the formal academic program, students in Years 7 and 8 will participate in Careers seminars and workshops.

### Curriculum Structure Years 7 – 10

<b>Y</b>	<b><u>Whole Year</u></b>	<b><u>1 Semester</u></b>	<b><u>1 Semester Elective</u></b>
<b>E</b>	Religious Education	History	Art
<b>A</b>	English	HASS (Geography & Civics & Citizenship)	Drama
<b>R</b>	Mathematics	Technologies 7	Music
<b>7</b>	Science	Health and Physical Education	
		Languages – French, German or Japanese	

<b>Y E A R  8</b>	<b><u>Whole Year</u></b>	<b><u>1 Semester</u></b>	<b><u>1 Semester Elective</u></b>
	Religious Education English  Mathematics Science	Health and Physical Education HASS (History, Civics & Citizenship) Geography Technologies 8 Languages – French, German or Japanese (continuing from Year 7)	Art Dance  Drama Music

<b>Y E A R  9</b>	<i>Core</i>	<i>Electives (4 semesters in total)</i>	
	<b><u>Whole Year</u></b> English Mathematics Science Health and Physical Education	<b><u>1 semester or whole year of:</u></b> Technology - <i>Engineering Technology</i> <i>Food Technology</i> <i>Graphics Technology</i> <i>iSTEM</i> <i>Textiles Technology</i> <i>Timber Technology</i>	Performing/Visual Arts - Art Dance Drama Media Music
	<b><u>1 Semester</u></b> Religious Education History	Business Studies - <i>Business Computing</i> <i>Journalism and Desktop Publishing</i> <i>Introduction to Computer Programming</i>	Languages - <i>French</i> <i>German</i> <i>Japanese</i>  Advanced Inquiry - <i>project unit</i>

<b>Y E A R  10</b>	<i>Core</i>	<i>Electives (5 semesters in total)</i>	
	<b><u>Whole Year</u></b> English Mathematics Science	<b><u>1 semester or whole year of:</u></b> Technology - <i>Engineering Technology</i> <i>Food Technology</i> <i>Graphics Technology</i> <i>iSTEM</i> <i>Textiles Technology</i> <i>Timber Technology</i>	Performing/Visual Arts - Art Dance Drama Media Music
	<b><u>1 Semester</u></b> <b>Religious Education</b> Health and Physical Education History	Business Studies - <i>Business Computing</i> <i>Journalism and Desktop Publishing</i> <i>Introduction to Computer Programming</i> <i>Law, Politics and Society</i> <i>Economics, Business and Entrepreneurship</i>	Languages - <i>French</i> <i>German</i> <i>Japanese</i>
	<b><u>1 semester only</u></b> - <i>Elective</i> Advanced Inquiry - <i>project unit</i> Health and PE - <i>Sport, Lifestyle and Recreation</i> <i>Multi-Sports</i>		

# 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 Subject Coordinator 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 to 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. (See page 10 for further information.)

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 Subject Coordinator.

## Academic Integrity

**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 current or former student's work as one's own. Students must acknowledge all sources of information they use when preparing and presenting assessment items.

**Cheating** involves copying another student's work, either in a test situation or in a task completed outside the classroom.

Students should complete and attach a "Declaration of Original Work" form to all assessment items for which any component of the task is completed outside the classroom. These forms are available electronically and from the UHR Information Centre.

## Referencing

The College requires students to carefully acknowledge all sources of information in their work using the Harvard system of referencing.

Students who plagiarise work or cheat will be penalised according to the extent of the compromised work. A serious case of plagiarism or cheating or a repeated offence will result in penalties such as the cancellation or a substantial reduction of the grade allocated for the assessment item.

The College's Academic Integrity document and the Declaration of Original Work are 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 Subject Coordinator 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 Subject Coordinator 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 application to studies 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, 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.

While 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 assessment task 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. Students should ask their teacher for details.

## 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 may 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 may 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 Subject Coordinator 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 or not submitted, 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 or House Coordinator.
- Parents/guardians should receive notification, by email, 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, to avoid a late submission. 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.

## 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

### **Year 7 and 8 Health and Physical Education**

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of **physical** activities confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Physical Education in Years 7 and 8 offers a number of activities and modules. 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 Year 7 course will be on a shared line all year and the Year 8 course will run for one semester. The usual length of a module is three weeks.

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.

### **Physical Education Modules**

#### **Year 7**

Athletics & Cross Country, Catching & Throwing 1 (T-Ball, Cricket), Let's Move! (Dance, Gym Fun, Circus Skills), Striking Sports, (Soccer, Hockey), Aquatics

#### **Year 8**

Fitness and Cross Country, Invasion Games (AFL, Oztag), Catching & Throwing 2 (European Handball, T-Ball), World Sports & Indigenous Games

### **Health Modules**

#### **Year 7**

Health 1 - Eat Well, Live Well

Fitness & Health 2 - Health Benefits of Physical Activity and Enhancing Fitness through Lifelong Physical Activity - (Integrated)

#### **Year 8**

Health 1 - Get Smart about Drugs

Health 2 - Mental Health and Wellness

## Humanities and Social Sciences

The Humanities and Social Sciences 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.

### Year 7

#### **History: The Ancient World**

Students will study one semester of history in Year 7. This semester unit provides a study of 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). The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

#### **Humanities and Social Sciences: Physical Geography; Government, Democracy and Laws; Place and Liveability; Economics and Business**

Students will also study one semester of HASS in Year 7. This unit will investigate the physical geography of Australia and the world and Australia's government, democracy and laws. Also explored will be factors that influence liveability and the idea that place provides us with the services and facilities needed to support and enhance our lives. Finally, students explore what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups.

### Year 8

#### **Geography: Landforms and Landscapes and Changing Nations.**

Students in Year 8 will study one semester of geography. The two units in this semester are 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 Geography 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?

#### **Humanities and Social Sciences: The Ancient to the Modern World; Government, Democracy and Laws; Expanding Contacts; Economics and Business**

Students will also study one semester of HASS in Year 8. This semester unit traces the development of democratic societies from the end of the ancient period to now. Students will then explore the responsibilities and freedoms of citizens and how Australians can actively participate in their society. This includes understanding economics and business concepts by exploring the developments of trading contacts in the medieval world and the ways that markets work in modern Australia.

## Performing Arts

### **Drama**

#### **Year 7 or 8 (Semester Course)**

In this course students develop their knowledge of how ideas and intentions are communicated in and through Drama. They build on and refine their knowledge, understanding and skills through drama practices focusing on Elements of Drama. "How do we use our body as a tool to create characters and move from the page to the stage?" The course introduces new ways to create and present stories on the stage. It involves experimentation with transforming the actor into a wide variety of characters and to expand choices for the actor in presentation.

### **Music**

#### **Year 7 or 8 (Semester Course)**

Music 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.

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 sufficient numbers, completely different ensemble works.

### **Dance**

#### **Year 8 only (Semester Course)**

This unit is designed to investigate what are the origins of dance around the world and how can we use basic composition tools to create and present our own dances? The students will participate in practical classes and explore the role of dance in various cultures such as; Aboriginal and Torres Strait Islander, African, Indian Bollywood, Chinese, Spanish Flamenco, French Can Can and Tinikling from the Philippines.

## Performing Arts Co-Curricular Activities

**The Daramalan Theatre Company (DTC)** 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.

**Drama Club** offers opportunities for students to practise their skills and enjoy the art-form out of class time. It operates in Terms 2 – 4, usually once a week at lunch times and is led by Year 10, 11 and 12 Drama students.

### **Daramalan Dance Troupe**

The Daramalan Dance Troupe provides co-curricular opportunities for talented and committed dance students from Years 7 to 10. 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.

## **Choir**

The school has a choir which rehearses at lunchtimes. Any students from Years 7 to 12 are welcome. Repertoire is selected from a wide range of styles. Public performance opportunities take place throughout the year at different school and music events.

## **String Ensemble**

The school string ensemble consists of a group of string players playing a range of traditional and modern repertoire. The string ensemble meets once a week to rehearse. Public performance opportunities take place throughout the year at different school and music events.

## **Instrumental Tuition**

Any student may apply for tuition in brass, woodwind, keyboard, percussion or guitar. Instruments are provided and highly qualified music 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 and Jazz Band. Students taking instrumental tuition are normally expected to be in a band after two terms of tuition. Band rehearsals are once a week and take place before or after school hours.

## **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. Students will continue to study this language for one semester in Year 8. Students may choose to continue the same language from Year 9 onwards.

All Language courses aim to:

- create positive relationships in an inclusive environment through understanding that people have different backgrounds and histories
- inspire and support students to leave their comfort zone and dive into new ways of thinking and communicating
- develop students' understanding of the systematic nature of language, which in turn enhances their understanding of their own language
- reinforce literacy and numeracy skills in both the first and target language through comparison and as such develop a new kind of global literacy and numeracy
- foster the love of learning about different peoples, cultures, beliefs and perspectives and the acceptance of alternate viewpoints
- encourage students' enjoyment of experimenting with language and language learning
- assist students to acquire skills which can be transferred to other learning areas

## **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 interactive games, reciting rhymes and chants, 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.

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

Students may choose to continue to study the same language as an elective subject from Year 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, undertaking surveys, food-tasting, doing open-ended projects, language-based computer programs, researching topics related to the country or countries where the language is spoken.

## **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.

## Technologies

The Australian Curriculum: Technologies addresses both. Both Technology courses will be reported concurrently: Design & Technology and Digital Technology. These will be reported as Technologies 7 and Technologies 8. Students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge, practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

### **Technologies - Year 7**

The three specific areas Year 7 students will study are Food and Fibre, Food Specialisation and Coding.

**Food Specialisation** – Food choice, health and wellbeing. In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. They inquire into the various influences on the formation of food habits and beliefs, and investigate the principles of healthy food patterns. Students examine the five food groups and apply these in the development of healthy dietary plans.

The practical component of this unit provides students with the opportunity to develop and apply safe and hygienic food handling practices. Students learn to use food preparation equipment and techniques appropriately, as they prepare, cook and serve a range of healthy household meals.

**Food and Fibre Production** – In this area of study students focus on the production of food and fibre in Australia. Students analyse some of the issues experienced in producing food and fibre and explore how products and services in agriculture have changed over time to manage issues such as climate variability and predict future developments.

In the Year 7 Technologies program students will create solutions to design problems by developing an understanding of digital technologies and coding using software packages.

### **Technologies – Year 8**

The two specific areas Year 8 students will study are Engineering Principles and Systems and Materials and Technologies Specialisations. Students will develop an understanding and knowledge of Robotics using VEX IQ equipment. During this unit students will develop knowledge in coding and programming to eventually manufacture a working robot. Students will use the design process (design, make and appraise) to create their individual CO2 racer. Whilst developing the CO2 racer they will also develop an ePortfolio recording the entire process.

## Visual Arts

### **Year 7 or 8**

In Years 7 and 8, learning in Visual Arts involves students making and responding to visual arts independently and with their classmates, teachers and communities. Students in Year 7 or 8 spend a semester building on technical skills and conceptual thinking skills, making and responding to artwork that reflects a broad range of ideas and techniques.

Throughout the semester students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.