THOMAS CARR
COLLEGE

YEAR 7
SUBJECT INFORMATION

They will shine

2023

CONTENTS

INTRODUCTION

At Thomas Carr College we are committed to achieving improved learning outcomes for all students and establishing a learning and teaching program that incorporates breadth, balance, and depth across the key eight learning areas including Religious Education.

COMPULSORY SUBJECTS

Year 7 students study the following subjects for Semester 1 and 2. These are all year-long subjects and provide a depth of learning experiences across each of these key learning areas including Religious Education.

- English
- Health and Physical Education
- Digital (Information) Technology
- Languages (Indonesian or Italian)
- Mathematics
- Music
- Religious Education
- Science

Year 7 students study the following subjects for ONE semester in 2023.

- Art
- Design Technologies
- Digital (Information) Technology
- Food Technology
- Geography
- History

MAGIS PROGRAM

The College's MAGIS program was introduced in 2018 and aims to provide an enhanced learning pathway for students who wish to extend their learning through a gifted and talented pathway. New students may apply to participate in this program and entry is based on their current academic results and overall approach to learning with students undertaking testing prior to Year 7.

A key outcome of the MAGIS program is for students to experience and extend their learning across all their subjects with a strong focus on literacy, numeracy as well as the opportunity to study a Language. For selected students this may also include studying Chinese in Year 7.

Note: Chinese is offered by application only and to approved students as part of the College's MAGIS program.

IMPORTANT CONTACTS

To learn more about the Year 7 curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts. For all subject-specific questions please contact the relevant Learning Area Leader.

For all the other questions related to the subjects offered at Years 7 please contact Mr Stephen Manitta (Head of Learning and Teaching – Middle School).

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Deputy Principal: Staff and Learning Operations	Mr Andrew Bryson	andrew.bryson@thomascarr.vic.edu.au
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Learning Area Leader: Technology	Mr Peter Murray	peter.murray@thomascarr.vic.edu.au

SUBJECT: ART

COURSE OVERVIEW

The study of Visual Art equips students in Year 7 with the skills to explore and use a variety of sources and ideas that draw upon their experiences of direct observation and imagination. The course consists of art production (art making and art appreciation) and art response.

LEARNING FOCUS

Students undertake a series of rotating practical workshops of one semester's duration, which cover two and three-dimensional activities. The main areas to be covered are two-dimensional drawing & painting and three-dimensional collage or ceramics/sculpture. Each unit is broken down into a series of smaller studies related to a common theme. Themes studied in Year 7 consist of Abstract Art, European art movements, Asian Arts and Indigenous Arts. In Art Appreciation and Art response students extend their understanding of art by analysing and interpreting artworks and challenging their perception of art through the understanding of the history of art and the big ideas associated around art concepts and their relevance in Australian culture.

ASSESSMENT

Visual Art Folio – Mixed Media and Ceramics

Art Analysis Assignment

FUTURE PATHWAYS

Year 8 Art

Year 9 Art Forms

Year 9 at the Movies (media)

Year 10 Art – Drawing & Painting

VCE Studio Arts and Visual Communication and Design

SUBJECT: DIGITAL (INFORMATION) TECHNOLOGY

COURSE OVERVIEW

Students completing Digital Media in Year 7 will focus on skills to utilise devices effectively and gain skills to support them in using technology within their other classes.

Students focus on cyber safety, how computers connect and problem solving using Digital Technologies.

LEARNING FOCUS

Semester One:

- Learning Focus will be on the following areas:
- Office Software: Word, PowerPoint, Outlook, OneNote and Excel
- File Management and using Cloud Storage effectively

Cycle One:	File Management and Cloud Storage: Using OneDrive to effectively manage files
Cycle Two:	Outlook: Calendar/ organising homework, emailing, managing emails
Cycle Three:	OneNote: Using existing OneNote Class Notebooks and creating personal Notebooks
Cycle Four:	MS Word: Formatting, creating bibliographies and templates, layout and design
Cycle Five:	PowerPoint: formatting, design, presentation tools and templates
Cycle Six:	Excel: Basic skills and formulas

Other areas include:

- Cyber safety
- Computer Networks

ASSESSMENT

Students will complete various assessment tasks including:

Digital Portfolio of student activities

FUTURE PATHWAYS

Year 8 Digital (Information) Technology

SUBJECT: ENGLISH

COURSE OVERVIEW

Language shapes our understanding of the world in which we engage. The study of English encourages students to experiment with ideas as well as create engaging and original texts. English studies develop in students the skills to become active and independent learners, to work with one another and to be reflective learners. Responding and composing texts helps students understand the power, value and art of language.

LEARNING FOCUS

In Year 7, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face environments. Students create and engage with a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions and are beginning to create literary analyses and transformations of texts.

Texts are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non- stereotypical characters. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

ASSESSMENT

In Year 7, students complete a variety of in-class and out-of-class assessments including:

- writing genres and the introduction to essay production
- Text Responses
- Oral Presentations
- Semester Examinations

FUTURE PATHWAYS

Students continue with English as a core subject throughout the Middle and Senior School.

The study of the subject English is regarded as a priority through- out secondary schooling and is compulsory at every level. At the VCE, students can select English or English Literature.

SUBJECT: FOOD TECHNOLOGY

COURSE OVERVIEW

The study of Food Technology gives students a broad understanding of the integral role of food in our lives. Through food preparation, planning and design, students gain essential practical skills as well as an understanding of the cultural, social and environmental impacts of commercial food production. Through study of nutrition and diet, students develop an awareness of the health impact of food consumption.

LEARNING FOCUS

Students develop an understanding and knowledge of the importance of breakfast, aspects of snack foods and their link to general wellbeing. Students investigate various breakfast and snack food choices and their nutritional implications using the healthy eating pyramid as a guide.

Working independently and in pairs, students design, produce and evaluate the various ingredients used in a variety of breakfast and snack foods. They use simple and complex tools and equipment in producing recipes. This enables students to gain experience and confidence in basic kitchen skills and preparing simple but healthy recipes.

Students examine and reflect on the range of influences on personal food intake such as peers, advertising, mass media, mood, convenience, cultural beliefs and values, and access to food products and services. They explore topical issues related to eating and identify personal and community factors that influence food selection.

ASSESSMENT

Students studying Year 7 Food Technology will be expected to complete the following assessment tasks:

- Safety poster
- Breakfast/ snack bar
- Sweet muffin
- Fruit survey
- Recipe scrap book

FUTURE PATHWAYS

Year 7 Food Technology is a compulsory semester subject. Students then have an option to study Food Technology in Year 9 as an elective.

SUBJECT: HUMANITIES

COURSE OVERVIEW

Humanities provides students with the opportunity to explore the factors that have shaped the world around them. Students begin to understand their place in the community and investigate responses to different challenges, including their interaction with people and the environment. In Civics and Citizenship, students explore the systems that shape society, the idea of democracy and how they actively contribute to the world around them. In History and Geography, students explore the processes that have shaped, and which continue to shape, different societies and cultures. Students also explore the impact human activity has on our environment and the impacts this has on the changing world.

LEARNING FOCUS

In Civics and Citizenship, students study the features, principles, and ideas that shape Australia's democracy. They explore their own personal rights and responsibilities and freedoms they have as citizens of Australia. They look at how they contribute to a diverse society with shared values and examine what it means to be Australian.

In History, students develop knowledge and understanding of ancient societies including Ancient Australia, Ancient Greece and Ancient China. Students explore the concepts of governance, religion and culture. They investigate the daily life of these civilisations and examine the way their culture was expressed through art, music, and literature. Students learn about key events, significant individuals and the influence of trade and contact with other cultures.

In Geography, students are introduced to geographical skills and geographical vocabulary. Students focus on the use, access and purpose of water as a renewable environmental resource around the world. Students develop an understanding of the way renewable resources support and enrich human life in different ways and how to best sustain these resources.

ASSESSMENT

In Year 7, students will complete the following:

- Civics and Citizenship Identity Task
- Ancient Greece Portfolio Task
- Ancient Australia Short Answer Test
- Ancient China Extended Response
- Water in the World Group Research Task

FUTURE PATHWAYS

Year 8 Humanities

SUBJECT: HEALTH & PHYSICAL EDUCATION

COURSE OVERVIEW

Health and Physical Education expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing as they examine the nature of their relationships and factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games, and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities.

LEARNING FOCUS

Students focus on the development of movement skills and strategies through a variety of games and sports to build on learning in active play, minor games and fundamental movement skills. Students focus on how movement can be composed and performed in response to stimuli such as equipment, beats and sounds, images, words or themes and includes creative movement, movement exploration and dance. Students focus on how participation in physical activity can enhance health-related fitness and wellbeing across the lifespan and includes individual and group fitness and active recreation activities.

Students address the safety issues they may encounter in their daily lives to make safe decisions and behave in ways that protect their own safety and that of others in situations and places such as: school, home, on roads, outdoors, near and in water, parties, online, first aid, relationships and dating, personal safety and uncomfortable situations. Students address how mental health and wellbeing can be enhanced and strengthened at an individual and community level to manage their own mental health and wellbeing and to support that of others.

ASSESSMENT

Students are assessed by a variety of methods including:

- a written report, such as a media analysis, a research task or a case study analysis
- an oral presentation, such as a debate or a podcast
- a visual presentation such as an annotated poster or a digital presentation
- structured questions, including data analysis.

FUTURE PATHWAYS

After completing Year 7 Health and Physical Education students will continue to build on this knowledge in Year 8 Health and Physical Education.

SUBJECT: LANGUAGES: CHINESE MANDARIN

COURSE OVERVIEW

In learning a language, students develop communication, skills and knowledge and come to understand social, historical, relationships and other aspects of Chinese language and culture. Students learn tools to understand Chinese language, culture, pronunciation and tones. In this way, language learning contributes to the development of intercultural aware citizens, of increasing importance at a time of rapid globalisation in a fun and engaging manner.

LEARNING FOCUS

Students learn why there are similarities and differences between Chinese and English languages and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains. They participate in activities where they practice exchanging simple personal information on topics such as self, friends, family, animals and time. They talk about themselves in response to questions and learn to ask questions.

ASSESSMENT

Students studying Chinese Mandarin will be expected to complete:

- Listening, reading, speaking, writing and viewing tasks
- Vocabulary, characters and grammar tests
- Family writing task
- Animal story book
- Role Play
- Oral Presentation.

FUTURE PATHWAYS

Students continue with the study of Chinese in Year 8. Students may choose to continue to study Chinese in Year 9, 10, 11 and 12. Languages studies at VCE attract bonus points for candidates facilitating higher education entry.

Second language study can be a good predictor of a student's ability to pursue a demanding post-compulsory program of study. This is because a second language requires sustained effort over time.

SUBJECT: LANGUAGES: INDONESIAN

COURSE OVERVIEW

In learning a language, students develop communication, skills and knowledge and come to understand social, historical, relationships and other aspects of Indonesian language and culture. Students learn tools to understand Indonesian language, culture and pronunciation. In this way, language learning contributes to the development of intercultural aware citizens, of increasing importance at a time of rapid globalisation in a fun and engaging manner.

LEARNING FOCUS

Students learn why there are similarities and differences between Indonesian and English languages and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains. They participate in activities where they practice exchanging simple personal information on topics such as self, friends, family, time, clothing and colours. They talk about themselves in response to questions and learn to ask questions

ASSESSMENT

Students studying Indonesian will be expected to complete:

- Listening, reading, speaking, writing and viewing tasks
- Vocabulary and grammar tests
- Diary entry story book
- Role Play
- Oral Presentation

FUTURE PATHWAYS

Students continue with the study of Indonesian in Year 8. Students may choose to continue to study Indonesian in Year 9, 10, 11 and 12. Languages studies at VCE attract bonus points for candidates facilitating higher education entry.

Second language study can be a good predictor of a student's ability to pursue a demanding post-compulsory program of study. This is because a second language requires sustained effort over time.

SUBJECT: LANGUAGES: ITALIAN

COURSE OVERVIEW

In learning a language, students develop communication, skills and knowledge and come to understand social, historical, relationships and other aspects of the Italian language and culture. Students learn tools to understand Italian language, culture, pronunciation and gestures. In this way, language learning contributes to the development of intercultural aware citizens, of increasing importance at a time of rapid globalisation in a fun and engaging manner.

LEARNING FOCUS

Students learn why there are similarities and differences between Italian and English languages and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning with some topics drawn from other domains. They participate in activities where they practice exchanging simple personal information on topics such as family, animals, classroom objects, telling time and weather. They talk about themselves in response to questions and learn to ask questions.

ASSESSMENT

Students studying Italian will be expected to complete:

- Listening, reading, speaking, writing and viewing tasks
- Vocabulary and grammar tests
- My family animation task
- Animal picture storybook
- Cultural task: Italian geography
- Role Play
- Oral Presentation

FUTURE PATHWAYS

Students continue with the study of Italian in Year 8 as their language of preference. Students may choose to study Italian in Year 9, 10, 11 and 12. Languages studies at VCE attract bonus points for candidates facilitating higher education entry.

Second language study can be a good predictor of a student's ability to pursue a demanding post-compulsory program of study. This is because a second language requires sustained effort over time.

SUBJECT: LANGUAGES: INDONESIAN (MAGIS)

COURSE OVERVIEW

In learning a language, students develop communication, skills and knowledge and come to understand social, historical, relationships and other aspects of Indonesian language and culture. Students learn tools to understand Indonesian language, culture and pronunciation. In this way, language learning contributes to the development of intercultural aware citizens, of increasing importance at a time of rapid globalisation in a fun and engaging manner.

LEARNING FOCUS

Students learn why there are similarities and differences between Indonesian and English languages and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains. They participate in activities where they practice exchanging simple personal information on topics such as self, friends, family, time, school, likes, dislikes, foods, daily routines and pastimes. They talk about themselves in response to questions and learn to ask questions.

ASSESSMENT

Students studying Indonesian will be expected to complete:

- Listening, reading, speaking, writing and viewing tasks
- Vocabulary and grammar tests
- Diary entry story book
- Family tree writing task
- Role Play
- Oral Presentation

FUTURE PATHWAYS

Students continue with the study of Indonesian in Year 8. Students may choose to continue to study Indonesian in Year 9, 10, 11 and 12. Languages studies at VCE attract bonus points for candidates facilitating higher education entry.

Second language study can be a good predictor of a student's ability to pursue a demanding post-compulsory program of study. This is because a second language requires sustained effort over time.

SUBJECT: LANGUAGES: ITALIAN (MAGIS)

COURSE OVERVIEW

In learning a language, students develop communication, skills and knowledge and come to understand social, historical, relationships and other aspects of Italian language and culture. Students learn tools to understand Italian language, culture, pronunciation and gestures. In this way, language learning contributes to the development of intercultural aware citizens, of increasing importance at a time of rapid globalisation in a fun and engaging manner.

LEARNING FOCUS

Students learn why there are similarities and differences between Italian and English languages and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning with some topics drawn from other domains. They participate in activities where they practice exchanging simple personal information on topics such as family, animals, classroom objects, telling time and weather. They talk about themselves in response to questions and learn to ask questions.

ASSESSMENT

Students studying Italian Magis will be expected to complete:

- Listening, reading, speaking, writing and viewing tasks
- Vocabulary, and grammar tests
- My family animation task
- Welcome to Italy cartoon
- Cultural task: Famous Italian
- Role Play
- Oral Presentation

FUTURE PATHWAYS

Students continue with the study of Italian in Year 8. Students may choose to continue to study Italian in Year 9, 10, 11 and 12. Languages studies at VCE attract bonus points for candidates facilitating higher education entry.

Second language study can be a good predictor of a student's ability to pursue a demanding post-compulsory program of study. This is because a second language requires sustained effort over time

SUBJECT: MATHEMATICS

COURSE OVERVIEW

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

LEARNING FOCUS

The curriculum is organised by the three strands.

- Number and Algebra,
- Measurement and Geometry,
- Statistics and Probability.

Each strand is organised into sub strands. Sub-strands are content descriptions to provide both a focus and a clear sequence across year levels.

Number and Algebra

Students solve problems involving the order, addition and subtraction of integers (whole numbers). They make the connections between whole numbers, index notation and perfect squares with square roots. They solve problems with fractions, decimals and percentages. Students compare the cost of items to make financial decisions, with and without the use of digital technology.

In algebra, students connect the laws and properties of number to algebra and substitute numbers into algebraic expressions. They analyse graphs and develop linear models for situations, make predictions, solve equations and check their solutions.

Measurement and Geometry

Students use formulas for the area and perimeter of rectangles. They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane. Students name the types of angles formed by transversals crossing parallel lines and solve numerical problems involving these lines and angles. They describe different views of three-dimensional objects, use models and sketches to represent these views. Students calculate volumes of rectangular prisms.

Statistics and Probability

Students identify issues involving the collection of discrete and continuous data from primary and secondary sources. They construct stem-and-leaf plots and dot-plots. Students identify or calculate mean, mode, median and range for data sets, using digital technology for larger data sets. They describe the relationship between the median and mean in data displays. Students determine the sample space for simple experiments and assign probabilities outcomes.

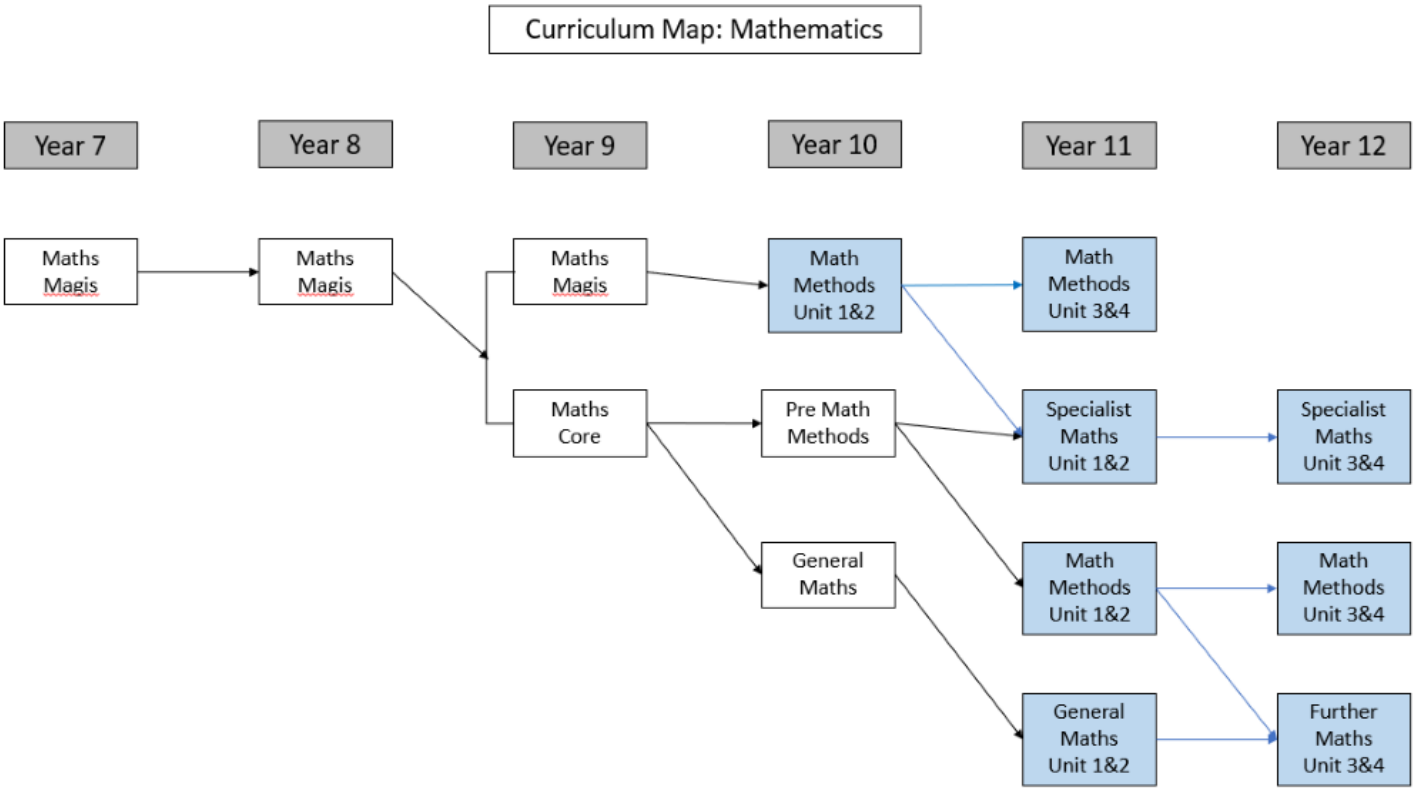
ASSESSMENT

The assessments in the subject will be derived from a combination of

- End of Topic test(s)
- Book work
- Mid topic quiz.

FUTURE PATHWAYS

After completing Year 7 Mathematics, students will continue to build on this knowledge in Year 8 Mathematics.



SUBJECT: MATHEMATICS MAGIS

COURSE OVERVIEW

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

LEARNING FOCUS

The curriculum is organised by the three strands.

- Number and Algebra,
- Measurement and Geometry,
- Statistics and Probability.

Each strand is organised into sub strands. Sub-strands are content descriptions to provide both a focus and a clear sequence across year levels.

Number and Algebra

Students use mental and written strategies to carry out the four operations (add, subtract, divide and multiply) with integers, and apply the index laws to whole numbers. Students estimate answers and solve problems involving profit and loss, ratios and percentages. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students solve linear equations and graph linear relationships on the Cartesian plane.

Measurement and Geometry

Students convert between units of measurement for area and for volume. They find the perimeter and area of parallelograms, rhombuses and kites. Students name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. They make sense of time duration in real applications, including the use of 24-hour time. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals.

Statistics and Probability

Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They generate simple random samples from a population. Students model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities.

ASSESSMENT

The assessments in the subject will be derived from a combination of

- End of Topic test(s)
- Book work
- Mid topic quiz.

FUTURE PATHWAYS

After completing Year 7 Mathematics Magis, students will continue to build on this knowledge in Year 8 Mathematics Magis.

SUBJECT: MUSIC

COURSE OVERVIEW

Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the School. Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people's identity and self-esteem. Music offers unique opportunities for creativity and self-expression.

LEARNING FOCUS

Year 7 Music focuses on introducing and developing the skills and discipline required to play a musical instrument, as well as the enjoyment that can be derived from it. Students are allocated one of the following band instruments based on the results of the Bentley Test for Musical Ability: flute, clarinet, saxophone, trumpet, trombone, bass guitar and percussion, and are provided with opportunities to explore group tuition with specialist teachers. Students create music by playing in both small and large ensemble situations and by participate in a concert at the end of each semester. They explore elements of music notation, rhythm and basic musical terminology. Students experiment with tone production and dynamics and explore how the body works in kinaesthetic movement when playing an instrument. Students respond to aural and ensemble activities with practical and written exercises and tasks.

ASSESSMENT

Students studying Music will be expected to create and make music by playing short solo pieces to demonstrate they have mastered the technique and notes appropriate to their level of performance. Students play their instrumental part accurately within small and large ensembles with attention paid to pitch and intonation (where appropriate), correct rhythms and the ability to explore dynamics and to follow the directions of a conductor.

FUTURE PATHWAYS

Year 8 Music

Year 9 Music

Composition and musical genres are explored, together with production software such as 'Sibelius'

VCE Music.

SUBJECT: RELIGIOUS EDUCATION

COURSE OVERVIEW

Catholic schools were founded to proclaim Jesus' message of God's love for all; Archbishop Thomas Carr himself stated that there could be no true education without a religious basis. Our Catholic faith calls us to embrace the contemporary world with a Catholic lens, and a particular hope-filled view of the human person and all of creation. Thomas Carr College provides a foundation of faith where students develop knowledge and understanding, skills, capabilities, and the dispositions necessary for lifelong learning. Students are invited to discover God's presence in their daily lives as well as be challenged and supported to understand themselves and the world in which they live through the context of the traditions and teachings of the Catholic community – its stories, its worship, its experiences, and its teachings.

LEARNING FOCUS

Church is the community of Jesus' disciples, united in and through the Word of God. Like Jesus' disciples before them, as students grapple with essential questions such as, 'where do we belong?' and 'how do I make a difference?' we look at the importance of belonging to the Church community, including Thomas Carr College.

Students reflect on their contributions to the Church and Thomas Carr College communities as well as what motivates them to make a difference within these. From this reflection students look at their relationship with God, self, others and creation to determine if they are in right relationship with each of these aspects of their lives. Furthermore, they explore ways to hear His call and what He asks of them.

To conclude this course, students continue to develop their interpretive skills in considering both the Old and New Testaments in relation to the coming of Jesus. We investigate Mary's trust in God when she responded to God's call and how Mary is a model to us all.

The Year 7 Religious Education program is enhanced through a Reflection Day and the College's approach to Religious Education and Faith Development which is supported by the prayer, sacramental and liturgical life of Thomas Carr College.

ASSESSMENT

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and a student's self-understanding. Students will have several formative tasks and at least one summative task per Area of Study.

FUTURE PATHWAYS

On successful completion of Year 7 Religious Education, students will continue to build on their knowledge of Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacrament as well as Morality and Justice in the Year 8 Religious Education program.

SUBJECT: SCIENCE

COURSE OVERVIEW

Science provides an empirical way of answering interesting and important questions about the biological, physical, and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social, and economic lives.

Science is a dynamic, collaborative, and creative human endeavor arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions, and solving problems. Science aims to understand large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined, and extended as new evidence arises.

LEARNING FOCUS

In Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organize diverse organisms based on observable differences.

Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on, different groups in society. Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarize data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

ASSESSMENT

Students studying Year 7 Science will complete the following assessments:

- Practical experiments
- STEM problem-solving projects
- Inquiry-led investigations
- Collaborative small group work
- Class and small group discussion
- Variety of theory tasks
- Topic Tests
- Semester Examinations

FUTURE PATHWAYS

After completing Year 7, science students will continue to build on this knowledge in Year 8 Science.

SUBJECT: DESIGN TECHNOLOGY (WOOD)

COURSE OVERVIEW

Students explore technology by applying theoretical and practical outcomes to develop a product produced from timber. Students develop skills in the preparation of design briefs; following the design process (investigating and designing; producing; analysing and evaluating) and its application in Wood Technology.

Students begin to develop an understanding of workshop and personal safety. They make use of Computer Aided Design/Drafting (CAD) to develop production techniques to become skilled in the safe use of tools. They develop skills in the application and use of joints in joining timber. Students develop an understanding of timber and timber products.

LEARNING FOCUS

Students complete 1 semester of Wood Technology in Year 7 with a focus on safety in the workshop. Students use hard materials, hand and power tools to produce products using a range of measuring, marking, joining/combining techniques to alter materials with a focus on safety and hygiene. Students produce and assess a wooden container as well as a polymer key ring. They record their progress for assessment purposes and reflect on their designs as they develop in their Technology workbooks.

ASSESSMENT

Students in Year 7 Design Technology are required to complete the following for assessment. A research Task on 'Safety in the Workplace' as well as a research paper related timber and timber products. Students are also required to produce and evaluate a product to design brief specifications.

FUTURE PATHWAYS

Year 7 Wood Technology is a compulsory semester subject. Students have an option to study Design Technologies – Wood, Metal & Plastics as a Year 9 elective.