THOMAS CARR
COLLEGE

YEAR 7
SUBJECT INFORMATION

They will shine

2025

For more information about the Year 7 Program please contact Ashley Saliba (Head of Learning and Teaching – Middle School).

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 and Religious Education.

Compulsory Subjects

Year 7 students study the following subjects. Some of these year-long subjects and provide a depth of learning experiences across each of these key learning areas including Religious Education. Some are studied for one semester only.

- Religious Education
- English
- Art
- Design and Technologies - Food
- Design and Technologies - Wood
- Digital Technologies
- Health and Physical Education
- Humanities
- Languages
- Mathematics
- Music
- Science

Single Semester Subjects

Year 7 students will study the following subjects for ONE semester in 2024.

- Art
- Design and Technologies (Wood)
- Design and Technologies (Food)
- Digital Technologies

Magis Program

The College MAGIS program was introduced in 2018 and aims to provide an enhanced learning pathway for students who wish to extend their learning through an extended 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 Chinese as one of their language selections.

Note: Chinese is offered by application and to students approved as part of the College MAGIS Program.

Languages

The study of Languages forms an essential element of a holistic education. At Thomas Carr College, students following the Year 7 Mainstream Program will undertake a semester of Indonesian and a semester of Italian and will then choose the language that they will complete in for the full year in Year 8. Students will continue this language in Year 9, and can continue with the study of their chosen language through to Year 12.

Students in the Magis Program will complete Chinese for the full year at Year 7 and continue into Year 8 and 9.

Learning Support

Students who have been identified as needed additional support in English and Mathematics, will be part of Learning Support classes. These students are selected based on their data and information provided by Primary schools, Allied Health professionals and discussions with parents. Students who received learning support will have these classes instead of learning a Language in Year 7.

Other students who have been identified as needing additional support, will be supported by Learning Support Officers (LSOs) in classes across a range of subjects. In addition to this, adjustments will be made by all teaching staff across all subject areas in consultation with students, families and Learning Diversity.

Important Contacts

To learn more about the Year 7 curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts or refer to the other Handbooks on the College Website.

ROLE	NAME	EMAIL
Deputy Principal: Learning and Teaching	Damian Bernardo	damian.bernardo@thomascarr.vic.edu.au
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Head of Learning and Teaching: Middle School	Ashley Saliba	ashley.saliba@thomascarr.vic.edu.au
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Learning Area Leader: Mathematics	Robert Peszko	robert.peszko@thomascarr.vic.edu.au
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Learning Area Leader: The Arts	Jacob Levy	jacob.levy@thomascarr.vic.edu.au
Learning Area Leader: Health and Physical Education	Brad Gilham	brad.gilham@thomascarr.vic.edu.au
Learning Area Leader: Languages	Sugarti Febrinaldi	sugarti.febrinaldi@thomascarr.vic.edu.au
Learning Area Leader: Technology	Peter Murray	peter.murray@thomascarr.vic.edu.au
Careers and Pathways	Anne Laba	anne.laba@thomascarr.vic.edu.au

COMPULSORY FULL YEAR SUBJECTS

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 I 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 deep dialogue between the Catholic tradition, the issues of the day and a student's understanding of self. Students will have several formative tasks and at least one summative task per topic.

Contribution to Overall Score

All tasks for each topic will contribute to the Overall Score for each semester.

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.

English

Course Overview

The Year 7 English course provides students with a solid foundation in the English language and essential literacy skills. English encompasses key areas of study, including reading, writing, listening, and speaking. Students will explore various literary genres, including fiction, non-fiction, and drama, in verbal and written modes to foster appreciation for literature and its influence in their world. Students will learn to analyse texts, identify literary techniques, and express their interpretations effectively. Student will be introduced to the production of essay writing. They will delve into the art of organizing thoughts, conducting research, and expressing ideas coherently through written communication. They will learn various essay structures, such as argumentative, expository, and persuasive, while also developing critical thinking abilities to support their arguments.

The Year 7 English course strongly focuses on improving grammar, vocabulary, and sentence structure, enabling students to communicate with clarity and confidence. Through collaborative projects and class discussions, students will enhance their public speaking and presentation skills. Students will be equipped with the necessary skills to engage with a wide range of texts and express themselves fluently and creatively.

Learning Focus

In Year 7 English students focus on the following

- Reading and Exploring Texts – Literacy and Grammar
- Reading and Responding – Film Analysis
- Exploring Argument – Persuasive Language
- Reading and Exploring Text – Novel Analysis

Assessment

In Year 7, students are assessed by a variety of methods including:

- Oral Presentations such as a persuasive speech or a debate
- Visual Presentations such as an annotated poster or a digital presentation
- Topic Tests
- Text Response
- Creative Responses
- Writing Folio
- Semester Examinations

Contribution To Overall Score

All assessments tasks and the semester examinations contribute to the Overall Score for each semester.

Future Pathways

The study of the subject English is regarded as a priority throughout secondary schooling and is a compulsory subject at every year level. After completing Year 8 English students continue to build and refine knowledge and skills in Year 9 English as a core subject.

English – Magis

Course Overview

The Year 7 English Magis course follows the Year 7 Mainstream English course and while providing students with a solid foundation in the English language and essential literacy skills, it also provides opportunities for extension and enrichment.

English encompasses key areas of study, including reading, writing, listening, and speaking. Students will explore various literary genres, including fiction, non-fiction, and drama, in verbal and written modes to foster appreciation for literature and its influence in their world. Students will learn to analyse texts, identify literary techniques, and express their interpretations effectively. Student will be introduced to the production of essay writing. They will delve into the art of organizing thoughts, conducting research, and expressing ideas coherently through written communication. Students will learn various essay structures, such as argumentative, expository, and persuasive, while also developing critical thinking abilities to support their arguments.

The Year 7 English Magis course strongly focuses on improving grammar, vocabulary, and sentence structure, enabling students to communicate with clarity and confidence. Through collaborative projects and class discussions, students will enhance their public speaking and presentation skills. Students will be equipped with the necessary skills to engage with a wide range of texts and express themselves fluently and creatively. Students engage in a rigorous English learning program with attention to developing critical and creative capabilities.

Learning Focus

Year 7 English Magis is designed to foster advanced linguistic proficiency, critical analysis, and refined literary appreciation of various texts. Students will engage with texts in detail and depth, explore complex ideas and themes, hone their writing and speaking skills with precision and creativity, while cultivating a deep understanding of literary devices and their nuanced implementation.

In Year 7 English Magis, students focus on the following:

- Reading and Exploring Texts – Literacy and Grammar
- Reading and Responding – Film Analysis
- Exploring Argument – Persuasive Language
- Reading and Exploring Text – Novel Analysis

Assessment

In Year 7, students are assessed by a variety of methods including:

- Oral Presentations such as a persuasive speech or a debate
- Visual Presentations such as an annotated poster or a digital presentation
- Topic Test
- Text Responses
- Writing Folio
- Semester Examinations

Contribution To Overall Score

All Assessments Tasks and the Semester Examinations contribute to the Overall Score for each semester.

Future Pathways

After completing Year 7 English Magis, students who maintain the expected standard will continue to build on this knowledge in Year 8 English Magis.

Health and Physical Education

Course Overview

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, 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.

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.

Learning Focus

- Safety
- Mental health and wellbeing
- Games and sports
- Lifelong physical activity
- Rhythmic and expressive movement activities

Assessment

Students are assessed by a variety of methods including:

- a survey and report on sun safety
- a presentation on game design
- participation in lifelong physical activities
- a dance performance

Contribution to Overall Score

All assessments tasks contribute to the Overall Score for each semester.

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.

Humanities: History and Geography

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

Humanities: History and Geography – Magis

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.

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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.

In MAGIS, students are extended through their personal capabilities and are expected to apply their knowledge to more complex learning outcomes.

Assessment

In Year 7, students will complete the following:

- Civics and Citizenship Identity Task
- Ancient Australia and Historical Skills Test
- Ancient Greece Portfolio Task
- Ancient China Extended Response
- Sims City Virtual Experience
- Water in the World Group Research Task

Contribution to Overall Score

All assessments tasks contribute to the Overall Score for each semester.

Future Pathways

- Year 8 Humanities

Languages: Chinese Mandarin – Magis

**When studying a language in the Magis program, this is a full year commitment for both Semester 1 and 2.*

Course Overview

Chinese Mandarin is offered as a part of the Year 7 Magis Program..

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

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

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

Contribution to Overall Score

All assessments tasks contribute to the Overall Score for each semester.

Future Pathways

Students continue with the study of Chinese Mandarin in Year 8 and 9. Students may choose to continue to study Chinese in Year 10, 11 and 12. Languages studies at VCE attract bonus points for candidates facilitating higher education entry. Students of Chinese Mandarin also have the opportunity to engage with our VCE in China Schools exchange visits.

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.

Mathematics

Course Overview

The study of mathematics is central to the learning, development and prospects of all young Victorians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, measurement, space, statistics and probability. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them. The Mathematics curriculum provides the foundation for all students to develop the numeracy capabilities that they need in their personal, work and civic lives, as well as the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Learning Focus

Mathematics is presented in 11 levels, from Foundation to Level 10.

Level 10 also includes Level 10A, which provides opportunities for students to extend their exploration of mathematical notions and further their mathematical studies.

The curriculum is organised into 6 interrelated strands. The strands provide a focus and a clear sequence for the development of related concepts and skills across levels.

The 6 strands are:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning and problem-solving skills.

Number

By the end of Year 7, students represent natural numbers in expanded form and as products of prime factors, using exponent notation. They solve problems involving squares of numbers and square roots of perfect square numbers. Students solve problems involving addition and subtraction of integers. They use all four operations in calculations involving positive fractions and decimals, choosing efficient mental and written calculation strategies. Students choose between equivalent representations of rational numbers and percentages to assist in calculations and make simple estimates to judge the reasonableness of results. They use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios in spatial, financial and other applied contexts, justifying choices of representation.

Algebra

Students use algebraic expressions to represent situations, describe the relationships between variables from authentic data and substitute values into formulas to determine unknown values. They solve linear equations with natural number solutions and verify their solutions through substitution. Students create tables of values relating to algebraic expressions and formulas and describe how the values change.

Measurement

Students apply knowledge of angle relationships and the sum of angles in a triangle to solve problems, giving reasons. They establish and use formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems. They describe the relationships between the radius, diameter and circumference of a circle.

Space

Students classify polygons according to their features and design an algorithm to sort and classify shapes. They represent objects two-dimensionally in different ways, describing the usefulness of these representations. They use coordinates to describe transformations of points in the plane.

Statistics

Students plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays. They interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers. They decide which measure of central tendency is most suitable and explain their reasoning.

Probability

Students list sample spaces for single-step experiments, assign probabilities to outcomes of events and predict relative frequencies for related events. They conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results.

Assessment

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

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

Contribution To Overall Score

All Assessments Tasks and the Semester Examinations contribute to the Overall Score for each semester.

Future Pathways

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

Mathematics - Magis

Course Overview

The Year 7 Magis Mathematics course is central to the learning, development and prospects of all young Victorians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, measurement, space, statistics and probability. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them. The Mathematics curriculum provides the foundation for all students to develop the numeracy capabilities that they need in their personal, work and civic lives, as well as the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Learning Focus

Mathematics is presented in 11 levels, from Foundation to Level 10.

Level 10 also includes Level 10A, which provides opportunities for students to extend their exploration of mathematical notions and further their mathematical studies.

The curriculum is organised into 6 interrelated strands. The strands provide a focus and a clear sequence for the development of related concepts and skills across levels.

The 6 strands are:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning and problem-solving skills.

Number

By the end of Year 7, students recognise irrational numbers as numbers that cannot develop from the division of integer values by natural numbers and terminating or recurring decimals. They apply the exponent laws to calculations with numbers involving positive integer exponents. Students solve problems involving the four operations with integers and positive rational numbers. They use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts.

Algebra

Students apply algebraic properties to simplify, rearrange, expand and factorise linear expressions. They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. Students plot linear and non-linear relations on the Cartesian plane, with and without the use of digital tools. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. They make and test conjectures involving linear relations by developing algorithms and using digital tools.

Measurement

Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angled triangles. Students use formulas to solve problems involving the area and circumference of circles. They solve problems of duration involving 12- and 24-hour cycles across multiple time zones.

Space

Students use three-dimensions to locate and describe position. They identify conditions for congruency and similarity in triangles and other common shapes, and design and test algorithms to test for congruency and similarity. Students apply the properties of quadrilaterals to solve problems.

Statistics

Students conduct statistical investigations and explain the implications of obtaining data through sampling. Students analyse and describe the distribution of data. They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range.

Probability

Students represent the possible combinations of two events with tables and diagrams, and determine related probabilities to solve practical problems. They conduct experiments or simulations using digital tools to determine related probabilities of compound events.

Assessment

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

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

Contribution To Overall Score

All Assessments Tasks and the Semester Examinations contribute to the Overall Score for each semester.

Future Pathways

After completing Year 7 Magis Mathematics, students who maintain the expected standard will continue to build on this knowledge in Year 8 Magis Mathematics.

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. They 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.

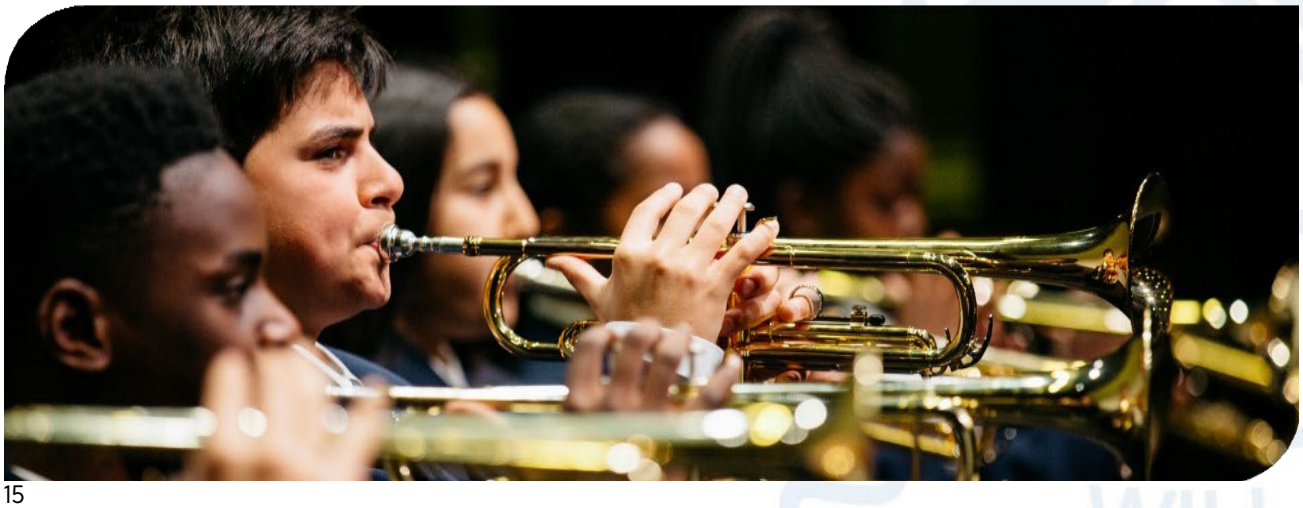
Students may perform as part of Performing Arts Showcase.

Contribution to Overall Score

All assessments tasks contribute to the Overall Score for each semester.

Future Pathways

- Year 8 Music
- Year 9 Music
- Composition and musical genres are explored, together with production software such as 'Sibelius'
- VCE Music.



Science

Course Overview

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity.

Learning Focus

- Science inquiry skills – Students engage with the nature of science. They learn practical skills to safely conduct their own scientific investigations including using Bunsen burners, making observations and inferences, making measurements and using data.
- Biological sciences – Students learn about food chains, food webs and ecosystems. They discover how disruption to a food chain or food web can impact an entire ecosystem.
- Chemical sciences – Students engage with many activities to explore the states of matter. They look at the implications of frozen water on Mars and how this will impact a future mission to the planet. Students also engage with different types of mixtures and look at examples of mixtures in everyday life. They focus on suspensions, colloids and solutions as well as investigating the concentration and separation of mixtures.
- Earth and space sciences – Students engage with the Solar System and how the Earth, Sun and Moon interact. They look at how models of space have changed over time with increasingly sophisticated technology and at Earth's tilt and orbit and how this affects seasons, daylight hours, phases of the Moon and tides.
- Physical sciences – Students investigate how people, including First Nations Australians, have utilised forces for thousands of years. They explore how cultural perspectives can influence people's world views and the development of science.

Assessment

Students studying Year 7 Science will complete the following assessments:

- Open-ended scientific investigations
- Engineering challenges
- Research task
- Topic Tests
- Semester Examinations

Contribution To Overall Score

All Assessments Tasks and the Semester Examinations contribute to the Overall Score for each semester.

Future Pathways

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

Science – Magis

Course Overview

The Year 7 Science Magis Program follows the same topics covered as in the Mainstream Science program and provides for further extension and enrichment activities.

The Year 7 Magis program strongly emphasises developing a deeper comprehension of Science, aiming to provide students with greater opportunities to delve into intricate and abstract problems and explore the diverse solutions that Science offers.

Students are exposed to the three fundamental content strands of the Victorian Curriculum through various teaching and learning techniques, including explicit instructions, regular retrieval practice, metacognitive practices, and ongoing formative assessment. This comprehensive approach ensures that students gain knowledge and develop critical thinking skills and a deep understanding of Science.

SINGLE SEMESTER SUBJECTS

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.

Ideas that draw upon their experiences of direct observation and imagination. The course consists of two components, 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 and painting, as well as 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: Production research, planning, sketching and annotations
- Art Elements and Principles task
- Ceramics Art Piece (clay sculpture)
- Abstract Painting (water colour)

Contribution to Overall Score

All assessments tasks contribute to the Overall Score for the semester.

Future Pathways

- Year 8: Art
- Year 9: Art Forms, At the Movies (Media), Visual Communication – Product Design, Photography
- Year 10: Art Forms / Visual Communication – Product Design / Photography
- VCE: Art – Making and Exhibiting, Visual Communication Design

Languages: Indonesian

In Year 7, students following a Mainstream Program will complete one semester of Italian and one semester of Indonesian. They will then choose the language they wish to continue into Year 8.

Course Overview

In learning a language, students develop communication, skills and knowledge and come to understand social, historical, relationships and other aspects of language and culture. Students learn tools to understand the language, culture and 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 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, classroom instructions, preferences with free time. They talk about themselves in response to questions and learn to ask questions.

Assessment

Students studying Indonesian will be expected to complete:

- Speaking about Oneself Task
- Listening to classroom instructions and items
- Writing about Family
- Reading, viewing and comprehension task on Free Time.
- Vocabulary and grammar tests

Contribution to Overall Score

All assessments tasks contribute to the Overall Score for the semester.

Future Pathways

Students choose to study either Indonesian or Italian in Year 8 and 9. Students may choose to study Languages in 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.

Languages: Italian

In Year 7, students following a Mainstream Program will complete one semester of Italian and one semester of Indonesian. They will then choose the language they wish to continue into Year 8.

Course Overview

In learning a language, students develop communication, skills and knowledge and come to understand social, historical, relationships and other aspects of language and culture. Students learn tools to understand the language, culture and 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 Presentations

Contribution to Overall Score

All assessments tasks contribute to the Overall Score for the semester.

Future Pathways

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Technologies: Design and Technologies – Food

Course Overview

The study of Design and Technologies – Food 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 Design and Technologies – Food will be expected to complete the following assessment tasks:

- Safety poster
- Muffin Design
- Cook at Home

Contribution to Overall Score

All assessments tasks contribute to the Overall Score for the semester.

Future Pathways

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

Technologies: Design Technologies – 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.

In Year 7, 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 one semester of Design and Technologies – Wood 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 and Technologies – Wood 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.

Contribution to Overall Score

All assessments tasks contribute to the Overall Score for the semester.

Future Pathways

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

Technologies: Digital Technologies

Course Overview

Students completing Digital Technologies 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

Cycles

- 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

Contribution to Overall Score

All Tasks for each topic will contribute to the Overall Score for the semester.

Future Pathways

- Year 8 Digital Technologies