Year 7 Handbook 2011

The aim of this publication is to introduce parents and students to the subjects undertaken at Year 7. An overview of each subject is provided including assessment links to the Victorian Essential Learning Standards (VELS). If parents require more detailed information, they are welcome to contact the staff member holding the relevant responsibility position at the College (refer to page 6).

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INTRODUCTION

The transition from Primary School to Secondary College is a critical stage of a student’s academic life. We understand the importance of this transitional phase and work tirelessly with all feeder schools to provide a rigorous and relevant program which focuses on developing learning outcomes. Features of our transition program include an Information Evening, a full Transition Day, Meet and Greet sessions, feedback sessions with all current Grade 6 teachers, an Orientation Day in December and a Parent/Guardian BBQ in February.

Daylesford Secondary College is committed to providing balanced and comprehensive programs across all learning domains as outlined in the (VELS). Building the necessary breadth and depth will provide for students’ individual learning needs and aspirations.

Assessment is a continuous process at Daylesford Secondary College and contributes positively to learning. Assessment also encourages students to reflect on, and assume responsibility for, their own learning.

Reporting is a process of communicating assessment and other information to parents/guardians and students. Interim reports are distributed at the end of Term 1 and Term 3. More detailed end of Semester reports are distributed at the end of Term 2 and Term 4.

Pastoral Care

All students meet each morning with a section teacher. Section teachers are part of an important team, which includes the Junior Sub-school Assistant Principal, Year 7 Coordinator, Student Welfare Coordinator, School Nurse, School Chaplain and Guidance Officer. This team is dedicated to monitoring the welfare of Year 7 students and assisting students to cope with the challenges at the Secondary College.

Sport

Year 7 students will become members of one of the College’s four sporting houses. These sporting houses are named after famous explorers and are aptly named Flinders, Sturt, Hume and Burke. Students represent their sporting house to compete in college swimming, athletics and cross-country championships. The College competes against Mt. Clear Secondary College, Ballarat High School, Beaufort Secondary College, Sebastopol Secondary College and Ballarat Secondary College in Interschool championships with successful students then going on to the Western Zone and State competitions.

Students have the opportunity to compete in other Interschool sports including tennis, volleyball, hockey, cricket, football, netball, badminton, soccer, table tennis and squash. Training is during lunchtime with an emphasis on good sportsmanship.
Planner
All students are issued with a Daylesford Secondary College planner at the start of each year. The planner outlines the majority of school policies relating to uniform, the code of conduct, mobile phones and internet use. The aims and beliefs of the college, in addition to general school information, are also outlined in the planner. It is an expectation that students use their planner as a reference to school policies and to enter assignment deadlines, homework tasks, assessment dates, training days, rehearsals, meetings and other academic commitments. The planner can also be used for parents/guardians and teachers to communicate with each other. It is an expectation that students replace their planner if they lose it during the year.

Homework
Homework complements and reinforces classroom learning, and fosters good lifelong study habits. General guidelines suggest that a Year 7 student should be doing approximately 45 minutes of homework per day.

At Daylesford Secondary College, all Year 7 students are expected to complete an English and Maths homework task each week. Other subject areas set small amounts of homework sometimes associated with finishing off work not completed in class. At other times during each semester a major assignment may be set and these are typically worked on both at school and at home over several weeks.

Parents can help keep their sons and daughters on track with their homework by:
• encouraging a regular daily session to examine and complete homework;
• discussing key questions or suggesting resources to help with homework;
• helping to balance the amount of time spent between homework and recreational activities such as watching television or playing computer games;
• asking how homework and class work is progressing, and acknowledging success;
• attending school events, productions or displays their child is involved in;
• talking to teachers to discuss problems with homework;
• for upper primary and secondary students, checking whether homework has been set and ensuring that their child keeps a homework diary;
• reading texts set by teachers;
• discussing their child’s responses to set texts and asking to see work they complete in relation to these texts.
## YEAR 7 CURRICULUM

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<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Time Allocation</th>
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</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td>Drama</td>
<td>2 periods/week, one semester</td>
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<tr>
<td></td>
<td>Music</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td></td>
<td>Visual Art 2D</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td></td>
<td>Visual Art 3D</td>
<td>2 periods/week, one semester</td>
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<tr>
<td></td>
<td>Visual Communications</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td><strong>Instrumental Music</strong></td>
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<tr>
<td></td>
<td>The College offers an extensive Instrumental Music Program which operates on a rotating timetable. Participation in the program is optional.</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>5 periods/week</td>
</tr>
<tr>
<td><strong>Health &amp; PE</strong></td>
<td>Health</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>2 periods/week</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Humanities</td>
<td>3 periods/week</td>
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<tr>
<td><strong>Languages Other Than English</strong></td>
<td>Italian</td>
<td>2 periods/week</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics</td>
<td>5 periods/week</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science</td>
<td>3 periods/week</td>
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<tr>
<td><strong>Technology</strong></td>
<td>Food and Textiles</td>
<td>2 periods/week, one semester</td>
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<td>Information Technology</td>
<td>2 periods/week, one semester</td>
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<td></td>
<td>Systems</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td></td>
<td>Woodwork</td>
<td>2 periods/week, one semester</td>
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</tbody>
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**Focus**

In this year the focus is on the transition from Grade 6 to Year 7 with the aim of developing social competencies, teamwork, communication, problem solving and organisational skills. This is supported by a Year 7 camp and a range of year level enrichment activities.

Diagnostic testing of all Year 7 students for Maths and English is held at the start of each year to identify students who are functioning at high, intermediate and foundation levels. This enables the teachers to develop differentiated lessons and work collaboratively in catering for the individual needs of the new students. The students will also do the Australia-wide Year 7 NAPLAN testing in May.

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**Year 7 Student Management Team**

Teachers from a range of key learning areas meet regularly to introduce, analyse and evaluate student progress and attainment.

The Year 7 Student Management Team gains an understanding of how each student in Year 7 learns and aims to engender a greater student ‘connectedness’ with the school and the wider community.

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**Features**

Additional support in Literacy and Numeracy.

Well resourced and ICT rich Library environment.

Emphasis on new and emerging technologies.

Extension opportunities are offered throughout the year in all Key Learning Areas.

Extra-Curricular opportunities in instrumental music, annual musical production, Westpac Maths Competition, sport, SRC, Swiss-Italian Festa, Words In Winter and debating.

Excursions (e.g. Zoo) in addition to the Year 7 Camp.
Parents should feel free to contact any of the people mentioned below should they have any queries about Daylesford Secondary College, its policies and programs.

**Principal:**
- Anthony Avotins

**Assistant Principal:**
- Carol Gleeson – Junior School
- Phil White – Senior School

**DSC Student Services:**
- **Guidance Officer:** Peter Gallagher
- **SWO:** Sue Bosch
- **Chaplain:** Elaine Anderson

**Office Personnel:**
- **Business Manager:** Lisa Brewer
- **Student Attendance and Accounts Receivable:** Tania McKay
- **Accounts Payable:** June Stanley
- **Newsletter/EMA:** Irene Worthington

**Year level co-ordinators:**
- **Year 7:** Roger Gooding, Shayna Williams
- **Year 8:** Martin Hogan
- **Year 9:** Maria Mazzitelli
- **Year 10:** Bob Grisdale
- **Year 11:** Trish Matthews
- **Year 12:** Bromley King

**Key Learning Area leaders:**
- **The Arts:** Wayne Pickering
- **English:** Julie Hill
- **Health & PE:** Aaron Bones
- **Humanities:** Shayna Williams
- **Italian:** Manuela Felicetti
- **Maths:** Karel Amdt
- **Science:** Elizabeth Woodroofe
- **Technology:** Paul Campbell

**Integration:**
- **Leader:** Helen Robertson
- **Team Member:** Wendy Hogben
- **Team Member:** Jenny Gee

**Program co-ordinators:**
- **Careers and work experience:** Bronwyn Barlow & Marg Cattanach
- **Student management and wellbeing:** Marg Cattanach
- **Curriculum:** Phil White
- **Performance and development:** Carol Gleeson
- **Timetable:** Roger Dunn
- **Daily Organiser:** Marg Cattanach
- **Library:** Janise Slater
- **Numeracy:** Nick Pethica
- **Literacy:** Rebecca Anderson
- **School bus travellers:** Peter Geddes
THE ARTS: DRAMA

VELS Domains: The Arts
Interpersonal development

The Aims of Drama

- To give students the opportunity to collaboratively and individually generate, develop and express ideas in dramatic form.
- To develop a range of expressive skills, processes and techniques for developing and presenting drama works.
- To develop skills in reflecting on their own and others’ performance works and processes with the view to future improvements and development.
- To develop understanding of the ways in which drama is made in particular cultural and historical contexts.

The Course

Students participate in a variety of activities to develop skills for creating, developing and refining works for presentation to a live audience. They explore ideas through the use of mime, improvisation, role and character development. Some script work is also used. They use technologies, acting and other stagecraft such as sound, props, lighting and costume to develop and present their works. Students record all activities in a journal and reflect on the creative processes they use, as well as evaluate and suggest improvements for their own and others’ works. They also complete assignments on different performance styles as well as develop an understanding of the history of theatre in various cultural contexts.

Assessment

Students are assessed in two broad areas in accordance with the VELS guidelines. Under Creating and Making, students are assessed on their ability to work co-operatively to generate, develop and express ideas in dramatic form. They are also assessed on their use of expressive skills and technologies and stagecraft to enhance performances. Under Exploring and Responding, they are assessed on their ability to maintain an accurate record of activities, reflections on their own and others’ performances and their understanding of cultural and historical contexts of performance.
VELS Domains: The Arts
Communication

The Aims of the Instrumental Music Program
The Instrumental Music program at Daylesford Secondary College is based on the major aims and ideals of the Victorian Essential Learning Standards for The Arts. These components are designed to develop students' technical abilities and knowledge in a wide range of musical experiences, specifically in the learning of a musical instrument.

The Course
Involvement and Participation

It is expected that students attend a weekly lesson and ensemble rehearsals regularly and commit themselves to consistent home practice on their chosen instrument.

Students are expected to advance their technical ability through one or more methods.

Students are to prepare two works to performance standard for presentation at a Performance Seminar.

Students will have Group performance opportunities during the year in school concerts as well as local and community events where the school provides musical performances. Students will prepare music stylistically and culturally appropriate for these special events.

Students are expected to be able to name and understand the musical concepts and styles used in all their solo and group performance pieces.

Students will undertake improvisation as part of their group and solo performances.

Students will learn to develop, write, and perform, their own compositions using traditional, graphic or improvisational means.

Important Note

In order to develop their technical ability, students are expected to practice their instrument at least 4-5 times per week for twenty to thirty minutes each time.

Parents provide a very valuable support to their children by regular listening, and encouragement during practice sessions, and enthusiastic attendance at performances.

See the Music Brochure for further details.
THE ARTS: MUSIC

VELS Domains: The Arts
Information and Communications Technology

The Aims of Music
1. To develop students imagination and creativity when making and presenting music.
2. To develop students skills in composing music using a variety of techniques and performing in front of an audience.
3. To develop students understanding of the music elements when composing their own works and playing and listening to those of others.
4. To develop an understanding of the ways in which music is made in other cultures as well as past and present periods.

The Course
The curriculum has been designed to develop the skills described in level 5 of the VELS framework and will follow on from work presented in Grade 6.

1. Rehearse, interpret and present music in a range of different styles and forms.
2. Work within given musical structures and styles to produce individual and group compositions.
3. Developing skills necessary to improvise and compose music using given structures.
4. Listening to a wide variety of musical styles from different times and cultures.
5. Understanding the different purposes of music in past and present societies.

Assessment
Students are assessed in accordance with the VELS framework and are expected to:
1. Participate and become involved in all set tasks
2. Develop ideas and compositions
3. Be involved in class and group performances
4. Complete written and practical tasks and assignments.

Further information
The music program offers students the opportunity to participate in the instrumental music program as well as classroom music. Students can choose from a vast range of instruments and may then join one or more of the school bands.
THE ARTS: VISUAL ART 2D & 3D

VELS Domains: The Arts
Thinking Processes

The Aims of Visual Art
1. To help students develop a frame of reference in regard to materials, media, methods and processes.
2. To help students achieve personal solutions by developing flexibility and originality.
3. To develop students’ capacity to decide why, when and how to use the skills at their command and effectively apply those that are required within the particular art discipline.
4. To encourage the students to acquire such information and abilities that will enable them to realise their intentions and to help develop an appreciation for materials, sound craftsmanship and creative concepts.
5. To enable students to draw upon experiences through knowledge and observation, expressing these in a personal mode.
6. To familiarise students with major movements in art history through discussion of art works, artists and alternative approaches. Students’ responses include ‘specialised language’.

The Course
An introduction to the basic components of art that delivers a variety of media experiences and production methods. The course addresses the requirements of the Victorian Essential Learning Standards at Level Five and further develops the skills and knowledge students bring with them.
Opportunity and instruction is provided for the exploration of works using a variety of drawing, painting and printing methods including meanings, forms and styles.
In two dimensional art this includes: ELEMENTS such as line, tone, colour, shape, texture and form and the PRINCIPLES of balance, harmony, movement, contrast, proportion, rhythm and repetition.
Students participate in developing ideas individually and may work within groupings that require collaborative behaviours.
A range of introductory points is given that enable students to make written and or other appropriate responses toward their own and other works of art.

Assessment
Student work is assessed in accordance with the new VELS guidelines, which involves CREATING AND MAKING and EXPLORING AND RESPONDING. These dimensions include: originality and inventiveness of the work; whether the student has shown improvement; ability to solve artistic problems; skill development; control of processes and techniques; art vocabulary; use of design elements and the completion of any written and assignment requirements.

Further Information:
A number of opportunities exist for students to be included in school and or community based exhibitions.
THE ARTS: VISUAL COMMUNICATION

VELS Domains: The Arts
Design, Creativity and Technology

The Aims of Visual Communication
- To give students opportunities to explore, design and produce responses to visual and design problems.
- For students to gain an understanding of design elements and principles.
- To expose students to an evaluative process that enables them to apply a range of materials, methods and processes to achieve success as they respond to the requirements of design briefs.
- To apply a framework for responding to and analysing the visual communication of a range of cultures and contexts.

The Course
Students have opportunities to work on:
- Developing solutions to design tasks in areas such as fashion, packaging, symbols, architecture, illustration, technical drawing, cartooning.
- They learn to apply a range of materials, methods and processes to achieve solutions and desired outcomes such as rendering, collage, colour application, technical drawing, computer graphics and using 3D modelling processing. They also learn to apply traditional graphic design applications such as mapping, tracing, lettering and layout techniques.
- Use and develop 2D and 3D drawing skills to facilitate communicating solutions.
- To observe, analyse and report on visual communications produced for a purpose and a specific target audience.

Assessment
Students are assessed on:-
- The process and production of visual communications that respond to specified design briefs.
- Their examples of skill based learning tasks.
- Their use of design elements and principles
- Group based or collaborative responses to projects
- Written and/or presentations of analysis of visual communications
ENGLISH

VELS Domains: English
Communication

The Aims of English
To foster an interest in language and encourage students to develop their reading, writing, speaking and listening skills.
To assist students to become more independent learners who are able to locate information and identify ideas.
To develop confident writers and speakers who can convey ideas and information clearly and express opinions.
To foster an understanding of audience, purpose and style.
To encourage reading for enjoyment.

The Course
READING
1 The study of literature. Students study two class novels, “Boy” and “Parvana” as well as short stories, plays, poetry and film.
2 The study of genre – fairy tales, fantasy, autobiography and biography among others.
3 Library and research skills.

WRITING
1 Identifying different audiences and purposes for writing.
2 Writing in a range of styles: personal, imaginative, informative, instructional and persuasive.
3 The drafting process: planning, drafting and revising written work.
4 Grammar and mechanics of writing: parts of speech, tense, paragraphs, spelling, agreement of subject and verb and so forth.

SPEAKING AND LISTENING
1 Learning to plan and organise an oral presentation.
2 Choosing appropriate language for a range of purposes. Students will respond orally to texts, engage in discussion, critically evaluate the views of others, read plays and study the way language is used in a variety of settings.

Assessment
1 Text Response Portfolio: a collection of student work relating to reading.
2 Writing Portfolio: a collection of writing in various styles.
3 Speaking and Listening Portfolio: a collection of student work relating to speaking and listening.

Homework
The weekly homework program is based on “English Rules” (booklisted) and focuses on the reinforcement of language skills – punctuation, grammar and the conventions of standard English. Students are expected to complete one sheet per week. They may additionally be required to complete some tasks begun in class.
HAPE: HEALTH

VELS Domains: Health and Physical Education
Interpersonal Development

The Aims of Health
At Year 7, there is a particular emphasis on assisting students in a smooth transition from Primary schooling to Secondary. This can be a time of personal and individual confusion with the transition from childhood to adolescence.

The aim of health education is to provide students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. Learning in health supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. There is a particular focus on developing the capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.

The Course
- Starting Secondary school.
- Communication and coping with change.
- Bullying
- Interpersonal skills.
- Smoking
- Dealing with health issues at DSC.
- Puberty/Sex Education.

Assessment
- Up to date work book.
- Topic tests and assignments.
- Participation in a positive manner in class.
HAPE: PHYSICAL EDUCATION

VELS Domains:  
Physical Education  
Interpersonal Development

The Aims of Physical Education
The Year 7 Physical Education program aims:
- To promote an extensive understanding physical activity and movement.
- To give students a knowledge of safety, health, human development and human relations.
- To encourage students to value the benefits of fitness and participation.

The Course
The following are some of the activity areas covered: athletics, gymnastics, netball, hockey, softball, football, soccer, cricket, and swimming as well as lesser known sports including tchoukball and pateka.

Each unit examines physical skills and basic concepts of movement to help develop highly co-ordinated movement patterns necessary for effective performance.

The program also covers safety, sportsmanship, fitness and developing a positive attitude towards peers. The program is in line with the Victorian Essential Learning Standards.

Uniform
All students are expected to change prior to all sessions, for health and safety reasons. Uniform includes a school PE shirt, black shorts, skirt and/or tracksuit pants and runners or sneakers, not school shoes. During winter a long black sleeve top can be worn under the PE top. The PE uniform is compulsory at Daylesford Secondary College.

Assessment
Students are expected to:
- Participate fully in all practical classes.
- Show an ability to improve performance after coaching and practice.
- Show an ability to incorporate skills, rules and tactics efficiently into game situations.

Further information
Within the school program there are plenty of opportunities for students to participate in extra sports activities as part of the Inter-house and Inter-school competitions as well as specific lunchtime activities throughout the year.
The Aims of Humanities

1. To develop students' interest in, and respect for, the humanities.
2. The extension of students' knowledge of society.
   Students will extend their knowledge and understanding of their world.
   An appreciation of the historical underpinnings of our beliefs and institutions is integral to this knowledge.
3. The development and clarification of values.
   Students will be encouraged to clarify, reflect upon, and articulate their own, values which are based upon a respect for the rights of others and the need to act in a socially responsible manner.
4. To develop geographical knowledge of the world.
   Students develop geographical skills to support their studies of a range of local, national and globally oriented topics.
5. Development of students' skills.
   Students will develop skills related to the demands of further education; the acquisition, processing, and application of information; and skills related to an individual's successful participation in society.

The Course

History

- Local History - a study of the history of the Daylesford area.
- ‘History Challenge’- the investigation of a diverse range of historical events.
  Students can negotiate how they present their assignment. Suggested themes: leaders in history, lost cities, historical turning points, puzzling events from the past, teenagers over time.
- Australian Explorers.
- Ancient Egypt - civilisation and culture, sources of evidence, the pharaohs and the social structure, daily life, religion, the pyramids and mummies
- Ancient and Medieval China - daily life, the social structure, religions and philosophies, the building of the Great Wall, contact with the west, Genghis Khan and the Mongol empire, Marco Polo and contact between east and west. Students may also look at aspects of another culture, such as the Islamic world of the Middle East, by way of contrast to Chinese culture.
Geography

- Our World - the location and some basic information (e.g., capitals, population, language) about some of the major countries, particularly those which are historically, culturally and economically relevant to Australia.

- The Australian Environment - the social and natural environment; climate and vegetation; man's interaction with the natural environment. Using natural energy, in particular, solar energy efficient housing efficiently.

- The Local Environment - the study of an aspect of the flora or fauna of the Daylesford area. The impact of man on the environment - this will include an investigation of organic and traditional farming practices and conservation and salinity (‘Muddy Creek’ landcare topic). The relationship between the preservation of ecosystems and the survival of animal species.

- Mapping - features of maps - title, scale, legend, border, direction, latitude and longitude, scale, understanding basic contour maps. Using a street directory and atlas.

Economics

- Needs and wants.
- Goods and services - Identifying the fundamentals of consumer society.
- Consumer awareness – examining issues related to the purchasing of goods.

Further Information

Teaching strategies: Teaching will be based upon teacher instruction, group work, use of textbooks, library research, use of ICT, class discussion and the use of documentary and narrative film. Students will undertake individual research assignments on topics related to their studies and on topics of their own choosing.

Assessment

Students' work will be graded A to E.
LOTE: ITALIAN

VELS Domains:  Languages Other Than English
               Interpersonal Development

The Aims of the Year 7 Italian program are to assist students to:
• Develop their knowledge of and their skills in the use of the Italian language through listening and speaking, reading and writing and role playing activities.
• Develop an appreciation of the connections between language and culture.
• Develop an awareness and appreciation of the influence of Italian language and culture on their own lives and their own first language.
• Develop a curiosity, an openness and a sense of connectedness to the values, practices and traditions of Italian society.
Most students will be working towards the attainment of VELS level 5.

The Course

The course focuses on developing students’ capacity to:
• Write simple sentences as modelled in set texts or in class oral exercises
• Understand short, simple written and aural texts
• Respond to and construct simple questions and statements in structured reading and writing, speaking and listening activities.
• Use an Italian / English dictionary to locate meanings of nouns, adjectives, pronouns and simple prepositions
• Predict the meaning of new words and phrases in written texts.
• Complete computer based activities to reinforce and introduce new vocabulary and grammar.
• Read aloud and model appropriate Italian pronunciation, intonation and expression according to the students’ audience and purpose.
• Complete computer based activities to research, create and present cultural and historical perspectives on Italy.
• Participate meaningfully in cultural and community activities to enhance students’ sense of connectedness to the local and wider community.

Further Information
Assessment:
Students are assessed both formally, through testing and the completion of a variety of language tasks, and informally, through teacher’s observation of classroom performance.
Homework:
It is recommended that the students undertake at least one half hour of Italian homework per week, which includes the completion of language exercises and projects and frequent revision of grammar and vocabulary.
The Aims of Mathematics
In keeping with the Victorian Essential Learning Standards the goals for all students in Year Seven are:

- Demonstrate useful mathematical and numeracy skills for successful general employment and functioning in society
- Solve practical problems with mathematics, especially industry and workplace based problems
- Develop specialist knowledge in mathematics that provides for further study in that discipline
- See mathematical connections and be able to apply mathematical concepts, skills and processes in posing similar mathematical problems
- Be confident in one’s personal knowledge of mathematics, to feel able to both apply it, and to acquire new skills and knowledge when needed
- Be empowered through knowledge of mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts
- Develop understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline – its big ideas, history, aesthetics and philosophy.

The Course
Students in Year 7 study a structured course based on Level 5 of the VELS domains of Number, Space, Measurement, Chance and Data, Working mathematically and Structure. The aim of the course is to build a firm foundation for future studies in mathematics. The work reinforces and extends skills and concepts learned in the primary years. A variety of teaching strategies are used, including the use of computers and graphical calculators, problem solving tasks, both investigative and open-ended, as well as traditional skills practice via carefully graded questions.

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<th>Topics / Areas of study</th>
<th>Dimension</th>
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<td>Plane figures (Shapes)</td>
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<tr>
<td>Weekly homework (Maths Mate system)</td>
<td>All strands covered</td>
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Assessment
There are two assessment tasks (assessed on the E to A+ ten point scale):
1. Topic tests and project report (80% Tests, 20% Projects and problem solving)
2. Homework (‘Maths Mate’ weekly homework: regularity, standard achieved, moderated by results of homework tests)

Further Information

Year 7 students are expected to:
- Complete and correct exercises and class work.
- Keep a separate, neat, binder book of worked examples and theory notes.
- Prepare for topic tests by completing revision tasks.
- Complete topic tests.
- Complete problem solving assignments.
- Carry out mathematical investigations and complete project reports.
- Complete weekly homework sheets honestly and regularly.
- Attend regularly and catch up with all work missed through absences.
- Bring required equipment (textbook, workbook, notebook, calculator, well stocked pencil case) to every class. It is not acceptable to rely on borrowed items.
The Aims of Science
Science and its applications are part of every day life. Science education aims to develop students’ abilities to ask questions and find answers about the natural and physical world. It aims to provide students with insights into the way science is applied and how scientists work in the community, and it helps them make informed decisions about scientific issues, careers and further study. In order to achieve this, a science course must be stimulating and allow students to work at their own level.

The Course
Together with the Year 8 course, this activity based course fulfils the requirements of the Victorian Essential Learning Standards at Level 5. Students will begin to develop laboratory skills. They will carry out experiments of their own design and structured experiments. Experimental findings and ideas will be communicated in a variety of formats, including the “scientific report”. Students are expected to keep a neat written record of all class activities.

Working in a science laboratory: an introduction to working safely in the science laboratory; including how to correctly use basic science apparatus.
Colourful chemistry: an introduction to matter; observing the changes that occur in chemical reactions; the effect of changing reaction conditions; methods of separating mixtures and experimental design.
Magnetism and Electricity: properties of magnets and their uses; magnetic fields; the cause and effects of accumulation of static charge; use of terms such as current and voltage to explain the properties of simple series and parallel circuits.
Geology: the formation, composition and cycling of rocks; properties of rocks relating to the ways in which they are used; identification of local geological landforms.
Animals: identification of the basic differences between plants/animals; simple classification; using keys.
Forensic science: an introduction to some forensic analytical techniques and the use of logical and critical thinking; powder and ink analysis is included.

Homework
This course is a practical course. Homework activities are designed to be interesting and also develop relevant scientific skills.
Students are expected to complete homework in three areas:
• One assignment per unit that is associated with the topic.
• Complete written work not finished in class.
• Prepare for written tests as required.

Assessment
At the beginning of each unit, clear expectations, including assessment procedure, are discussed along with explanations of assignments and homework activities. A variety of assessment tasks are used, depending on the concepts to be tested. These include: formal tests, model building, class discussion/debate, assignments, creative writing, practical work, written reports.
Three assessment tasks are reported on via semester reports:
• Tests
• Assignments
• Science processes

Further information
Students are encouraged to participate and are fully supported if they decide to participate in a variety of science based competitions and extra-curricula activities. These may include the Helix Science Club, SPECTRA Awards, Science Talent Search and BHP Science Awards. A Science Club operates at lunchtimes.
TECHNOLOGY: FOOD AND TEXTILES

VELS Domains: Design, Creativity and Technology  
Interpersonal Development

The Aims of Food and Textiles
- **Food:**
  - Introduce students to kitchen routine  
  - Attain basic food preparation skills  
- **Textiles:**
  - To encourage an interest in textiles and clothing  
  - Develop skills to complete simple textile articles  
- **Both:**
  - To understand the use and care of equipment  
  - To understand the importance of safety and cleanliness in the workshop

The Course
- **Research:**
  - The importance of safety in the workshop  
  - Fabric textures and uses
- **Test:**
  - A range of ingredients and food preparation equipment  
  - A range of textile equipment
- **Design:**
  - Menus from a range of food ingredients  
  - Design fabric square for class quilt
- **Produce:**
  - A number of dishes, such as: scones, pita pizza, baked potato, small cakes, hamburger, using a variety of food ingredients and cooking methods and using equipment in a safe and correct manner.  
  - Textile articles, e.g. pillowcase and beanie, covering basic textile procedures and using equipment in a safe and correct manner.
- **Evaluate:**
  - Techniques and processes used  
  - Equipment used  
  - Appeal and satisfaction of the product

**Assessment** is based on:
- Theory work: research and design work.  
- Practical work: product and product evaluation, safe and correct use of tools and equipment, organisation, ability to work in a group and individually.

**Further Information**
- Homework: No regular homework, however, theory work may need to be completed at home if not completed in class time.  
- Cost: There is a cost for both food and textiles which will be determined late 2008.  
- Students are to bring an apron, container and display book to all food practical classes.  
- Appropriate footwear is to be worn at all times.
TECHNOLOGY: INFORMATION AND COMMUNICATIONS TECHNOLOGY

VELS Domains:  Information and Communications Technology
Thinking Processes

The Aims of Information and Communications Technology
• To build on the students skills
• To develop a wider range of ICT skills

The Course
• Students are required to keep track of their learning and to submit work electronically via the college course manager.
• Students are introduced to the college network and File organisation.
• Basic use of the Internet is revised, as is simple searching.
• The eMail system is used for sending work to and from school and students use it to email staff and other students.
• Students use the Kahootz program and develop more complex, interactive 3D animation sequences.
• Use of Word, Powerpoint and Excel is revised and students present assignments from other subjects using these tools.
• 3D drawing techniques are investigated using Google Sketchup. Students develop a 3D representation of their home.
• Image manipulation and photographic reproduction techniques are used to prepare material for print or web purposes.
• Using a variety of software programs the students use of reasoning and inquiry are practised.

Assessment
All assessment is based on completed projects done as part of the learning process.

Homework
Homework is not expected due to some of the software tools used. However, students with up-to-date home computers can finish class projects at home in some circumstances.
TECHNOLOGY: SYSTEMS

VELS Domains:  Design, Creativity and Technology
                The Arts

The Aims of Systems
Students are encouraged to develop competency with a range of tools and logical
sequences of construction techniques using appropriate materials.

The Course
Students are taught to construct a number of basic electronic circuits using a range of
hand tools. Suitability of materials used in the construction of models and assembly
techniques are reviewed on completion of each model. Students are encouraged to
modify the work to their individual designs.

Assessment
Investigation 10%
Evaluation 10%
Design 30%
Construction 50%

Further Information
Homework is not set unless class time is not used effectively.
TECHNOLOGY: WOODWORK

VELS Domains;
Design, Creativity and Technology
Thinking Processes

The Aims of Woodwork
The aim of Year 7 wood is to expand the natural creative, expressive and inquiring instinct of students, and to build confidence with tools and workshop environment.

The Course
Students will be offered a range of technical and artistic problems to solve. They will investigate and research aspects relevant to each problem, eg. different methods of jointing, uses of different woods etc. Elements of design will be explored eg. looking at how things function, and aesthetics of form, texture and finish. Pupils will learn safe and proper use of tools to make products that use a range of processes and materials. All work will be evaluated by pupils to encourage reflection on, the relevance of their research, their use of tools and any modifications, their ideas for improvements to model. Social and environmental impacts of their own and mass produced timber projects will be explored.

Assessment
Investigation 10%
Construction 50%
Design 30%
Evaluation 10%

Further information
Homework is not expected.