

# Edinburgh College

## Year 7 Subjects Overview



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# Message from the Principal

Mr Tim Borgas



At Edinburgh College, our team of caring, talented and dedicated staff and volunteers endeavour to be the best educators and support possible for your child. We strive to understand each student's learning journey; their learning preferences, what inspires them, and how they can turn failure or disappointment into a growing opportunity.

From Early Years right through to Secondary, Edinburgh College provides Christian education with a focus on nurture, service, and the development of character for each student. We instil the core values of our college, demonstrating what it means to be Respectful, Responsible, Resilient and Willing to Learn.

Our Year 7-12 Curriculum offers a balanced education from the core subjects of English, Maths and Science to the Arts and Health, providing your child with the opportunity to further refine their interests and capabilities through elective subjects in Years 9 and 10.

Our Secondary Campus is a safe and wholesome environment where each student has the opportunity to flourish. Upon completion of their journey at Secondary our students graduate with confidence and are ready to meet the needs of a challenging world.

Welcome to Edinburgh College.



# Message from the Head of Secondary



Mrs Anastazya Ferry

Secondary students at Edinburgh College benefit from a deep and broad education. Deep, in the sense of deeper learning of the existing disciplines, but also broad knowledge in areas such as entrepreneurship and technology. Students will be able to use this knowledge in terms of creativity, critical thinking, communication, and collaboration. Success is anchored in positive engagement with the world outside school, and beyond, via character, values, resilience, ethics and the ability to have a positive influence. A growth mindset and the ability to reflect, adapt, learn, unlearn, relearn and continue to learn is pivotal to ongoing success in the workplace and further studies.

In addition to the core subject offering, we offer a range of extra-curricular programs available for secondary, including an elite Basketball and expanding sports program, a Science service program, VET options beginning in Year 9, Music and Creative Arts program and Food Sustainability and Horticulture as part of Geography.

Working in partnership with our parent community, Edinburgh College is proud to produce changemakers, innovators, and disruptors, who are balanced and prepared, ready to take on any new challenge with confidence.



# College Support and Services



## Student Wellbeing

Student wellbeing is a priority at Edinburgh College. We know that how a student feels both physically and mentally affects their ability for optimal learning. Our Positive Behaviour for Learning model (PB4L) encourages students to respond to their environment in four focus areas:

### **Respectfully, Responsibly, with Resilience and a Willingness to Learn.**

We have a Wellbeing Officer who leads this area and responds to any needs amongst the student body. A Counsellor and Ministerial Pastor are also available three days a week for counselling.

To further support our student wellbeing, we have incorporated within our Health subjects across all year levels, (which includes extra-curriculum incursions), the Keeping Safe: Child Protection curriculum. It has four focus areas; The right to be safe; Relationships; Recognising and Reporting abuse; Protective strategies. The knowledge and skill sets learned within this program contribute to our student's wellbeing, and prepares them for life in and beyond the school community.

## Library

The library is the learning hub of our campus. It boasts a lecture theatre and discussion room with a welcoming environment of small group spaces and work areas. We have a Teacher Librarian who is available to help locate resources for research assignments or general borrowing.

The library also has an easy-access online platform to help students locate information, as well as tutor them in general skills such as referencing.

## Careers

Edinburgh College offers career advice to students and their parents. Mrs Kristen Hokin is available by appointment to discuss career options and future study.

## Learning Support

This support seeks to consolidate the curriculum covered in English and improve basic literacy skills. This may involve an Education Support Officer in some classes, on an 'as needs' basis, or timetabled '1 on 1' or small group out-of-class support. The small class sizes enable differentiated teacher instruction to target each student's specific needs.

# Subjects Overview 2024



## Consider All Options

While some students have an idea of what they would like to do when they leave school, others remain uncertain of their career path. Subject selection in Year 10 allows students to take steps towards aligning subject selection with career outcomes. Talking about subject choice with others at this key stage is critical. We encourage each student to discuss their ideas with parents, educators, and staff from the Careers Office on campus.

Semester 1 2024		Semester 2 2024	
Term 1	Term 2	Term 3	Term 4
Religious Studies: Encounter Chapel Peer Support	Religious Studies: Encounter Chapel Peer Support	Religious Studies: Encounter Chapel Peer Support	Religious Studies: Encounter Chapel Peer Support
English	English	English	English
Maths	Maths	Maths	Maths
Advanced Science	Advanced Science	Advanced Science	Advanced Science
Humanities	Humanities	Humanities	Humanities
LOTE: Chinese	LOTE: Chinese	LOTE: Chinese	LOTE: Chinese
PE/Sport/Health	PE/Sport/Health	PE/Sport/Health	PE/Sport/Health
The Arts: Visual Media Performing	The Arts: Visual Media Performing	The Arts: Visual Media Performing	The Arts: Visual Media Performing
Technologies: Design Tech Food Studies Digital Tech	Technologies: Design Tech Food Studies Digital Tech	Technologies: Design Tech Food Studies Digital Tech	Technologies: Design Tech Food Studies Digital Tech



# Religious Studies



## Encounter

"Whatever is good and perfect comes down to us from God our Father, who created all the lights in the heavens. He never changes or casts a shifting shadow." James 1:17 (NLT) Some extraordinary expressions of this verse are seen in the beauty, the intricacy, and the perfect functioning of even the smallest details in the natural world. All the good and perfect things we see in the world come from God's hand. Students will begin the year by investigating the amazing intricacies of God's creation, and what we can learn about Him as the artist, through his creations.

They will investigate the beginning of evil in the world and see paradise lost in the story of The Great Controversy - God's big, powerful story that gives our small ones meaning and context. Each of our dramas and battles emerge from this momentous one. Our personal heroes and villains simply echo the Hero, Jesus, and villain, Satan, who dominate the larger story. Understanding this can bring ultimate meaning into our lives.

They will understand Jesus and his role as our saviour from evil and our role model in life and understand that all people are redeemed, accepted and loved by God. Through his example, they will be inspired to serve and share their blessings in life with those around them.

## Areas of Study

- God Transforms:  
T1: Creation and the Fall;  
T2: War in Heaven; The Cross; My Response  
T3: Seeing Jesus; Transforming Whoever  
T4: Learning to Serve, Serving to Learn

## Assessment

- Discussion within and contributions to group assignments
- Oral presentation
- Bible Verse Quizzes

## Relevance to Further Study

Students who would like to continue to follow this strand through to VCE can pick up the subject of Religion and Society 1 & 2 at the Year 10 level, continuing into Year 11 completing Religion and Society 3 & 4, which would leave one less subject to complete during Year 12. Or, alternatively, students can continue the Encounter strand into Year 11 and Year 12.

## Chapel

Chapel services are at the very heart of our school community. With a dedicated period set aside for chapel each week, the program enables the school to follow the year through and celebrate the flow of events together. Our Chapel service programs are inclusive and participatory, and all students are encouraged to be a part of the program.

# English



The English curriculum is built around the three interrelated strands of language, literature, and literacy. Together, the strands focus on developing students' knowledge, understanding, and skills in listening, reading, viewing, speaking, writing and creating.

The main areas of focus at the Year 7 level in English are building on their current capacity within reading comprehension, genre writing and grammatical development through the multimodal pathways of book, film and poetry.

Teachers facilitate the learning within the English classes and students study the units at a level of complexity and depth suitable to their individual language and literacy needs.

## Using the texts

- Little Brother
- Boy Overboard
- Stars and Cars

## Assessment

- Comprehension
- Analysis of persuasive language
- Persuasive Writing
- Narrative
- Essay: novel analysis
- Speech
- Spelling
- Film Studies

## Relevance to Further Study

All aspects of English are designed to prepare students for VCE English which is a prerequisite for University entrance.



# Mathematics



In Year 7, students consolidate their proficiency with the four arithmetic operations, and combinations of these, for general computation involving natural numbers, integers and rational numbers, with and without the use of technology. The curriculum consists of three sub-strands of knowledge and understanding: Number and Algebra, Measurement and Geometry, Statistics and Probability. Mathspace is used as a supplementary program to further facilitate differentiated instruction.

## Assessment

- Formative assessment during class
- Summative assessments:
  - Tests
  - Assignments
  - Projects

## Relevance to Further Study

The study of Mathematics at the Year 7 level builds pathways to Further Mathematics, Maths Methods and Specialist Mathematics in VCE.

## Relevance to Further Study

The study of Mathematics builds a pathway into General Mathematics Units 1 & 2 or Mathematics Methods Units 1 & 2 offered from as early as Year 10.

# Advanced Science Program



In Year 7 students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. They consider the effects of multiple forces when explaining changes in an object's motion. Students make accurate measurements and analyse relationships between system components. They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

Science learning intertwines 3 strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Within these strands students study the areas of :

- Biological sciences
- Earth and space sciences
- Physical sciences
- Chemical sciences
- Nature and development of science
- Use and influence of science
- Questioning and predicting
- Planning and conducting
- Processing, modelling and analysing
- Evaluating
- Communicating

By the end of Year 7 students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and predict the effects of environmental changes. They model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. They represent and explain the effects of forces acting on objects. They use particle theory to explain the physical properties of substances and develop processes that separate mixtures. Students identify the factors that can influence development of and lead to changes in scientific knowledge. They explain how scientific responses are developed and can impact society. They explain the role of science communication in shaping viewpoints, policies and regulations.

Students plan and conduct safe, reproducible investigations to test relationships and aspects of scientific models. They identify potential ethical issues and intercultural

considerations required for field locations or use of secondary data. They use equipment to generate and record data with precision. They select and construct appropriate representations to organise data and information. They process data and information and analyse it to describe patterns, trends and relationships. They identify possible sources of error in methods and identify unanswered questions in conclusions and claims. They identify evidence to support their conclusions and construct arguments to support or dispute claims. They select and use language and text features appropriately for their purpose and audience when communicating their ideas and findings.



### **Assessment**

- Weekly homework task
- Summative topic testing
- Scientific report written tasks

### **Relevance to Further Study**

The study of Science at the Year 7 level builds pathways to Biology, Chemistry, Physics and other Sciences.

# Humanities



The main aim of the Humanities and Social Sciences (HASS) course is to develop the skills, understandings and values that will enable students to participate in a more informed and effective manner in today's society.

Within the Humanities strand are the subjects: Geography, History, Civics and Citizenship and Economics and Business.

## History

The content taught at this level is an overview of the historical period. It is not an in-depth study, but rather a snapshot of the important features of the period from the beginning of earth's history to c.650 AD (CE). This helps students to understand broad patterns of historical change.

- Evidence from our Ancient Past
- Ancient Egypt
- Ancient Greece
- Ancient Rome

## Geography

These two units look at people's reliance on places and the environment, the effects of uneven distribution of resources and services, and the improvements and approaches used to create fairer access. Whilst much of this study is focused on Australia, referencing is made to many other areas around the globe.

- Water in the world
- Place and Liveability

## Civics and Citizenship

Students look at the features of the Australian Government and how it has been shaped by the 'Constitution'. They also learn about the judicial system and how citizen's rights are protected.

Focus areas of study will be:

- Australia's System of Government
- Democracy
- The Law and how it is made

## Economics and Business

This subject gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups.

Focus areas of study will be:

- Australia's economy
- Small business
- Entrepreneurial behaviour

## Relevance to Further Study

The study of Humanities builds pathways to Legal Studies, Business Management, Accounting and Australian History.

# Health & Physical Education



This subject is broken into two major areas of study: Health and Physical Education. Both of these subjects have theory and practical elements.

## Health

This subject has several focus areas:

- You, me, I and us!
- Getting to know you
- Take care out there
- Food glorious food

In conjunction with Health, we teach The 'Keeping Safe' program. This program is interwoven among the focus areas. It engages students to understand more about their mental and physical health and wellbeing, and helps them to understand appropriate ways of engaging with others. Skills and strategies are also taught to help keep themselves safe.

## Physical Education

Students have participated in various physical activities and sports, in varied and changing contexts. This has given the students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

This subject has several focus areas:

- Smart Moves
- Let's Move
- Active Living
- Game Plan

### Assessment

- Practical assessment of performance and fundamental sport skills
- Theory covering Health topics - which combines written tests, workbook tasks, presentations and assignments
- Athletics

### Relevance to Further Study

The Health and Physical Education Units studied can serve as a basis for the VCE subject of Sport, Health and Recreation Units 1-4, Certificate III in Sport and Recreation and Certificate III in Fitness. Career options include Pool Lifeguard, Sports Retail, Sports Trainer, Swim Teacher, Recreation Officer, and Leisure Services Officer.

# Languages - Chinese



## Mandarin

This is a second-language course designed for those students who do not have a background in Chinese. Students who had some previous learning will find themselves an advantage in this class.

Students are taught the language through various topics. The various elements of the program include; Chinese craft and culture games, online programs, typing Chinese, travel language and intercultural competence awareness and development etc.

Students are encouraged to reflect on other cultures and compare it to their own.

Students learn about the Chinese language and its use in a wide range of authentic contexts which reflect the Chinese culture as it is today.

They actively use the Chinese language in a variety of ways, designed to develop their listening, speaking, reading and writing skills.

### Assessment

- Chinese culture quizzes
- Worksheets and workbooks
- Chinese typing competition
- Online test

### Relevance to Further Study

Chinese is now considered an important language worldwide because of its increase in its presence in the business world. Learning this language would be the best way to open the doors to many business opportunities. The LOTE- Mandarin study is a foundation for students to further progress to VCE Chinese second language, or Chinese Language, Culture and Society.

# The Arts - Visual



In this subject, students have the opportunity to develop their creative expression. They undertake small exercises and projects associated with the Elements of Art and Design, which include line, tone, texture, colour and shape.

They complete a variety of larger artworks including: a title-page design; compositional tone drawings; vessels using clay hand-building techniques and marine paintings using acrylics.

The students will keep a sketchbook where all of their work is arranged and presented. As they are introduced to inspirational artists and artworks, they gain insight into the breadth and meaning of art. They evaluate how they are influenced by artworks from different cultures, times and places.

## Media Arts

Students create and respond to multi-media and learn to analyse the media of film and television.

Students create story-boards to develop their understanding around character, setting and point of view.

## Assessment

- Critique, compare, analyse and evaluate art work
- Visual Diary
- Skills based assessment
- Famous Artist research and analysis major assignment
- Story Board
- Folio tasks

## Relevance to Further Study

As a subject, Art provides general educational benefits, vocational possibilities and recreational interests for all people. Studying Art is advantageous for students selecting Art and Visual Art Studies in Years 11 and 12. It is also a useful subject for entering a variety of University and TAFE courses, apprenticeships and employment situations.



# The Arts - Performing



## Music and Drama

The Year 7 Music program involves each student learning a wind instrument to participate in a concert band. Students can choose from woodwind or brass selections, including flute, clarinet, saxophone, trumpet and trombone. Percussion students are decided at the discretion of the band director. The band program includes music from various styles and genres and covers a great deal of music theory. The Year 7 Band will take part in the Term 4 Edinburgh Tattoo Concert. They will have an opportunity to also play at assemblies and chapel. Those students who would like to develop their skills further can have private lessons with our tutors.

Year 7 students can also audition for the School Production as either cast, extra or band member.

Finally, those students who are learning at a sufficient pace and are committed to after-school rehearsals may also wish to join the Senior Band and attend the Music Tour and other performance opportunities.

### Assessment

- Playing music
- Reading music
- Writing music
- Aurally and visually responding to music
- Performances
- Written tasks as applicable

### Relevance to Further Study

This course provides a number of pathways for students interested in all aspects of music whether vocational, for future tertiary study or to enjoy as recreational pursuits.

# Technologies



## Design Technologies

Students follow the product design process to produce:

- A 3D printed dice
- A small wooden box
- A spatula

By the end of Year 8, students explain how people design, innovate and produce products, services and environments for preferred futures. For each of the 4 prescribed technologies contexts they explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities. Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. They independently and collaboratively document and manage production processes to safely produce designed solutions.

### Assessment

- A completed folio showing progress through the technology process of:
  - Investigating and defining - analyse needs or opportunities for designing, and investigate and select materials, components, tools, equipment and processes to create designed solutions.
  - Generating and designing - generate, test, iterate and communicate design ideas, processes and solutions using technical terms and graphical representation techniques, including using digital tools.
  - Producing and implementing - select, justify and use suitable materials, components, tools, equipment, skills and processes to safely make designed solutions.
  - Evaluating - develop design criteria collaboratively including sustainability to evaluate design ideas, processes and solutions.
- Safety training completed through a website called OnGaurd.

### Relevance to Further Study

This subject begins to prepare students for success in subjects such as VCE Product Design and Technology or Systems Engineering. It also provides skills to continue into TAFE courses such as *Certificate II in Building and Construction Pre-apprenticeship* (Specialising in Carpentry).

## Home Economics

Students follow the product design process to produce:

- A patchwork cushion cover
- A range of increasingly complex dishes that utilise different types of cooking methods and equipment.

This subject enables students to develop their textile and cookery skills. Students use

the sewing machine. They also learn handwork skills such as sewing on buttons, correct use of the iron and applying optional decorative stitch features to their cushions. Students will learn how to cook in a school kitchen with a focus on developing increasingly complex skills suitable for the home kitchen.



### **Assessment**

- Drafting and design skills
- Portfolios
- Analysis tasks
- Practical activity skills (sewing and cooking)
- Research assignments
- Workbook tasks

### **Relevance to Further Study**

This subject lays the ground-work for the senior subjects of Food Studies, and Health and Human Development. This course assists students in preparing for a career in any of the following fields: Social Work; Public Relations; Nursing; Teaching; Industry (Food Science, Hospitality, Catering and Food Industries); Tourism; Food Marketing and Food Styling; Fashion Design and Related Industries; Marketing and Consumerism; Textile Science; Health based careers; Retail and Interior Decorating.

## **Digital Technologies**

Students are introduced to the exciting world of digital technology. There are many new skills to learn:

- Basics of a computer language through block programs like Scratch
- Designing and coding their own idea as a game or program.
- Creating a range of different digital solutions using the various applications on their Chromebooks, such as Google Sheets.
- Learning problem solving skills through identifying real world examples of how problems are solved by us and for us, using different components of technology.
- Analysing what a computer does and how it represents the data we see, considering inputs and outputs of a digital system like a computer.

### **Relevance to Further Study**

Edinburgh College continues to recognise the importance of Digital Learning across the curriculum. This course provides a solid grounding for further studies in Informatics, Computing and Software Development.

# Extracurricular Programs



## Duke of Edinburgh Award (Available from Year 9 only)

This Award is a leading structured youth development program, empowering all young Australians aged 14-24 to explore their full potential and find their purpose, passion and place in the world, regardless of their location or circumstance. To earn an Award, each young person must learn a skill, improve their physical well-being, volunteer in their community and experience a team adventure in a new environment. Key elements include:

- Three levels: Bronze, Silver, and Gold – each progressively more challenging.
- Four Sections: Physical Recreation, Skills, Voluntary Service, Adventurous Journey plus Gold Residential Project (Gold Level only).
- Achieving an Award recognises individual goal-setting and self-improvement through persistence and achievement.

Time Requirements:

Bronze – minimum 6 months

Silver – minimum 6 months if completed Bronze otherwise 12 months for direct entrants

Gold – minimum 12 months if completed Silver otherwise 18 months for direct entrants

## Private Tennis Coaching

Private tennis lessons are available each week, (utilising the college tennis courts), for interested students to become involved in. Our excellent coaches help to develop the innate potential of their students to develop players who are strong and resilient. Players who are able to problem-solve in high-pressure situations, show strength of character, self-control, persistence and respect for others.

## Maths and Science Enrichment Classes

Maths enrichment classes are targeted at students with an interest and/or talent for mathematics. These programs will improve student study skills, help develop confidence in their academic abilities and foster enjoyment in mathematics. These classes are offered as an adjunct to their normal classes.

Science enrichment classes are targeted at students with an interest and/or talent for Science. These programs will improve student study skills, help develop confidence in their academic abilities and foster an enjoyment of Science. These classes are offered as an adjunct to their normal classes.

## Band

Edinburgh College boasts its own school band. In Years 7 and 8, students are taught a musical instrument of their choice and may then join the school band. The band practices at various times during the school week. The school's music teacher teaches the fundamentals of music through practical examples, visualisations and performance. The band practices their performances at a variety of venues; local primary schools, school Chapel, Churches, Melbourne city and our school concerts. An

exciting and rewarding component of the school band is touring - taking the band 'on the road'. 2018 saw the band tour New Zealand, and 2019 a tour of Tasmania.



## Drama

Each year, students are given the opportunity to join the Drama team and work toward a Term 3 production. Students are taught elements of dance and dramatic art skills, in an after-school session once a week from the beginning Term 2.

## Basketball Academy

The Edinburgh College Basketball Academy is an optional, fee-based program offering professional coaching on-site after school. The Academy is a partnership between Amelite Hoops and Edinburgh College.

Amelite coaches are highly engaging and professional and motivated to conduct training sessions that incorporate skill development and personal fitness. The academy also has a strong mentoring component and is designed to complement the student's academic activities and goals of the school curriculum.

## Private Music Tuition

Edinburgh College offers private music tuition before, during and after-school hours from Prep to 12. Private tuition is offered in the areas of Voice, Piano, Guitar, Strings, Brass and Flute.