INTRODUCTION

At Irene McCormack Catholic College, we recognise that students entering secondary school find themselves at a formative and sometimes overwhelming stage of their life. Developmentally, there are significant physical, emotional, social and intellectual changes. Added to this are the changes associated with attending a new school and with it many and varied expectations and organisation requirements. We offer a holistic program where the staff work with students to accommodate this period of time with the deliberate organisation of structures and curriculum within an environment that reflects the College motto of Prayer, Service and Justice.

This booklet seeks to provide relevant information to assist students and their parents in making informed decisions about their future education and goals. It provides an overview of the key pathways that students have open to them and the entry requirements for each of those pathways. In addition, it includes descriptions of possible courses offered by Irene McCormack Catholic College.
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The Curriculum in Year 7 builds on student learning, with a focus on skill and concept development, critical thinking and problem solving. Harnessing the concept of ‘self’ as learners and the skills required, form the cornerstone of the students’ educational journey. These are embedded in a well-balanced process of learning that transcends across all courses.

The College timetable consists of 6 teaching and learning periods a day, 30 for the week.

### COMPULSORY COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Students will study all year</th>
<th>Students will study for a semester</th>
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<tbody>
<tr>
<td>Religious Education</td>
<td>3 Periods per week</td>
<td>Art</td>
</tr>
<tr>
<td>English</td>
<td>4 Periods per week</td>
<td>Design and Technology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 Periods per week</td>
<td>Foods and Textiles</td>
</tr>
<tr>
<td>Science</td>
<td>4 Periods per week</td>
<td>French</td>
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<tr>
<td>Social Sciences</td>
<td>4 Periods per week</td>
<td>Information Technology</td>
</tr>
<tr>
<td>*Physical Education</td>
<td>2 Periods per week</td>
<td>Music</td>
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<td></td>
<td></td>
<td>Performing Arts</td>
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<td></td>
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<td>Physical Education</td>
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</tbody>
</table>

* Football and Soccer Academy - Students undertake this instead of the full year Health and Physical Education class.

### DIFFERENTIATED COURSES

The College has differentiated learning approaches and course levels in Years 7, 8, 9 and 10.

In Year 7, students begin with prior evaluation of their achievement in Literacy and Numeracy, informed by various sources including a College Placement Test, their upper primary academic record, NAPLAN results and consultation with individual primary schools in certain individual cases in late Year 6. This process and approach to in-class placement applies for Religious Education, English, Mathematics and Science and Social Science.

Religious Education, English, Mathematics, Science and Social Science have the following course levels:

**Academic Extension:** This pathway is allocated to high achieving students who are most likely to follow a pathway to a course in the senior secondary years that will lead to higher entrance level at university.

**Course 3:** This pathway is undertaken by high ability students who, given good performance in Years 7-10, will study courses in Years 11 and 12 that will lead to university study.

**Course 2:** This pathway is for those students who are approaching average academic performance. They generally focus their study on senior secondary courses that will lead to tertiary and further education, and the possibility of lower entrance level university courses.

**Course 1:** This pathway provides students with smaller-sized classes and places great emphasis on support for literacy and numeracy. These students work towards Year 11 and 12 courses that lead to tertiary and further education, traineeships and apprenticeships.

In Years 7, 8, 9 and 10, at the end of each semester, student performance is reviewed and changes to course levels may be necessary to enable us to best meet the learning needs of each student.
College Grade Description
At Irene McCormack Catholic College, the assessment and reporting of student achievement is communicated by marks and grades for all courses. The reporting standard for each course is:
A  Excellent achievement.
B  High achievement.
C  Satisfactory achievement.
D  Limited achievement.
E  Very low achievement.

WA Curriculum Grade Description
All Western Australian schools are required to report according to the School Curriculum and Standards Authority Assessment and Reporting Policy. In their learning areas, student achievement is reported in relation to the range of performance for all students in the year level.

Grade Descriptions:
A  Excellent  The student demonstrates excellent achievement of what is expected for this year level.
B  High  The student demonstrates high achievement of what is expected for this year level.
C  Satisfactory  The student demonstrates satisfactory achievement of what is expected for this year level.
D  Limited  The student demonstrates limited achievement of what is expected for this year level.
E  Very low  The student demonstrates very low achievement of what is expected for this year level.

Student reports provided to parents/carers each semester, with an Interim Report in Term 1.

Students are also rated on their learning attributes:
Academic progress  – This reflects how well students are achieving in their respective subjects.
Focus towards achievement  – This outlines how actively a student engages with the learning process. Students who achieve Consistently are positive in answering teachers’ questions and are involved responsibly in the class and group discussions. The student listens attentively to teachers’ explanations and directions and to the questions and comments of other students, utilises good research skills and apply themselves when tasks are difficult.
Completion of tasks  – This refers to students completing homework and assessment tasks by the required date to the best of their ability.
Effective organisation  – Students who receive Consistently are always punctual to class, have the correct texts and materials for class and record homework correctly in the planner.
Responsible behaviour  – Students receiving Consistently are those who always act with respect to teachers and other students, follow directions of teachers and show consideration for all others in the classroom.

If a student achieves Consistently in all or most courses, it is an indication that the student is working to capacity both at school and with the follow-up homework and study. The student is achieving their potential. If a student achieves indicators that are regularly below Consistently, improvement and communication is required with teachers.
PEER SUPPORT
All Year 7 students partake in the Peer Support Program with selected Year 11 students to facilitate an effective transition process to the College. These Year 11 students dedicate themselves to mentoring small groups of Year 7 students throughout the year, thereby establishing positive relationships and contributing to a more comfortable and safe environment. The Year 11 students prepare for this role by attending a Peer Support Leader’s Training Day prior to the commencement of the school year to give them the skills and knowledge to work effectively with their mentor groups.

IRENE’S SERVICE LEARNING PROGRAM
Irene’s Service Learning Program motto is act, love, walk. The program reflects the College Mission Statement, Respect for Self, Care for Others and Skills for Life. It is a program that encourages students to actively live the Gospel values. In Year 7, students are required to act and undertake a minimum of 10 hours of service. Students must complete a minimum of 5 hours in service at home and 5 hours in service to the College. “Not to just think what is right but to do what is right.” In this way, our students gain an authentic experience of service in the spirit of the Gospel.

COASTAL ASSOCIATED SPORTS
Year 7 students are invited to partake in after school sporting activities as part of the Coastal Associated Sports (CAS) program. The sports that are usually on offer for Year 7 CAS sport are:
Girls – Netball and Soccer.
Boys – Football (AFL), Soccer and Basketball.

ACC INTERSCHOOL CARNIVALS
Students have the opportunity to represent the College in Swimming, Cross Country and Athletics Carnivals throughout the year. There are trials set for the qualification for the carnivals, then training will occur to prepare students for their events.
**YEAR 7 – 12 CURRICULUM PATHWAY**

### Year 7, 8 and 9 Compulsory Courses

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>English</th>
<th>Social Sciences</th>
<th>Mathematics</th>
<th>Science</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
<td>Academic Extension</td>
<td>Course 3</td>
</tr>
</tbody>
</table>

### Year 10 Compulsory Courses

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
<td>Academic Extension</td>
</tr>
</tbody>
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### Year 10 Non-Compulsory Courses to be selected – based on Year 9 performance

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<tbody>
<tr>
<td>The Arts</td>
<td>Dance</td>
<td>Drama</td>
<td>Art General</td>
<td>Art Specialist</td>
<td>Music</td>
<td>Art Specialist</td>
<td>Music</td>
<td>Specialist</td>
<td>Dance</td>
<td>Dance</td>
<td>Drama</td>
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<tr>
<td>Home Economics</td>
<td>Childcare</td>
<td>Food Technology</td>
<td>Childcare</td>
<td>Food Technology</td>
<td>Childcare</td>
<td>Food Technology</td>
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<tr>
<td>Health and Physical Education (Selection)</td>
<td>Outdoor Education</td>
<td>Football Academy Physical Education Physical Ed Studies Soccer Academy Outdoor Education</td>
<td>Football Academy Physical Education Physical Ed Studies Soccer Academy Outdoor Education</td>
<td>Football Academy Physical Education Physical Ed Studies Soccer Academy Outdoor Education</td>
<td>Football Academy Physical Education Physical Ed Studies Soccer Academy Outdoor Education</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics Specialist</td>
<td>Mathematics Specialist</td>
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<tr>
<td>Science</td>
<td>Biological Sciences Physical Science</td>
<td>Biological Science Physical Science</td>
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<tr>
<td>Social Science</td>
<td>Commerce and Law Global Leadership</td>
<td>Commerce and Law Global Leadership</td>
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### Years 11 and 12 – Courses selected are based on achieving prerequisites

<table>
<thead>
<tr>
<th>All Learning Areas</th>
<th>WACE Courses for University Entrance</th>
<th>WACE Courses for University and TAFE Entrance</th>
<th>WACE Courses for TAFE Entrance, Apprenticeships and employment</th>
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<tr>
<td>Year 11</td>
<td>ATAR courses</td>
<td>ATAR courses General courses and Vocational Education programs</td>
<td>General courses Vocational Education programs</td>
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<tr>
<td>Year 12</td>
<td>ATAR courses</td>
<td>ATAR courses General courses and Vocational Education programs</td>
<td>General courses Vocational Education programs</td>
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</table>
The Year 7 Religious Education program at Irene McCormack Catholic College is based on the mandated curriculum presented by the Bishops of Western Australia. It reflects the gospel values exemplified by Irene McCormack during her life. The Religious Education course is differentiated to cater for individual differences giving all students the opportunity to develop socially, culturally, academically and spiritually. All students at the College, regardless of their religious background, participate in Religious Education classes.

Other Religious Education and faith formation experiences include: Reflection days, Masses, Reconciliation, Liturgies, Guest Speakers, traditional prayers and a variety of multi-media educational experiences.

RELIGIOUS EDUCATION EXTENSION

Course Description
This course caters for the students who excel academically. These students are exposed to content at a greater depth and are required to submit work that indicates a high level of understanding. Students engage in critical and creative thinking, problem solving and analysis. They are given the opportunity to reflect upon Catholic teaching and how this links into their daily lives. Self-motivation and the pursuit of excellence and a positive approach to study are expected.

Assessment.
- Assignments.
- Quizzes.
- Oral presentations.
- Exams.

RELIGIOUS EDUCATION COURSE 3

Course Description
Course 3 students are expected to demonstrate a higher level of learning. This course is designed to extend students and encourage them to develop their knowledge, skills and understandings of Religious beliefs and practices. Students are encouraged to think broadly about key issues and link them to their understanding of Catholic teaching.

Assessment.
- Assignments.
- Quizzes.
- Oral presentations.
- Exams.

RELIGIOUS EDUCATION COURSE 2

Course Description
This course reflects the needs of general students enabling them to grasp key Religious ideas and concepts and apply them to daily living. Students are guided by explicit instruction and scaffolded tasks to help facilitate real and relevant understandings of the Catholic Church teaching.

Assessment.
- Assignments.
- Quizzes.
- Oral Presentations.
- Exams.
RELIGIOUS EDUCATION COURSE 1

Course Description
Course 1 is tailored to the specific needs of students. It encompasses an array of literacy and learning-how-to-learn strategies that assist students to grasp essential concepts in their learning. Under the guidance of a step-by-step learning approach, students are able to engage in discussions about key ideas and perspectives of the Church and are given an array of opportunities to share their understanding with their peers and through clearly set activities and assessments.

Assessment.
- Assignments.
- Quizzes.
- Oral Presentations.
- Exams.

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.
1. **Language**: focuses on knowledge of the English language and how it works.
2. **Literature**: focuses on understanding, appreciating, responding to, analysing and creating literature.
3. **Literacy**: focuses on interpreting and creating a range of texts with accuracy, fluency and purpose.

Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry, films and stage drama.

Students study a range of literary texts comprising of Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. They are given opportunities to create a range of imaginative, informative and persuasive types of texts, for example, narratives, speeches, performances, persuasive texts, analytical essays, and are beginning to create literary analyses. There is also a strong focus on grammar and spelling to equip students with solid literacy skills, which they continue to develop over time.

ENGLISH ACADEMIC EXTENSION

Course Description
This course caters to students who have outstanding skills in English. The course seeks to extend those students to their full potential by stimulating higher-order thinking through exposure to more challenging concepts. Students study the same texts as the Course 3 students, but have slightly varied assessments that aim to extend them and prepare them for the rigours of ATAR and Literature courses in Senior School. The expectation for students is high, and we hope to develop their ability to learn and think critically and independently.

Assessment
- Text analysis.
- Written responses.
- Examinations.
ENGLISH COURSE 3

Course Description
This course caters to students who have proficient skills in English. The course seeks to develop students' skills for ATAR courses in Senior School by exposing them to challenging texts, and offering assessment tasks that refine their analytical and creative skills. Assessment tasks may be slightly less challenging and more scaffolded than the Academic Extension course, whilst still ensuring a strong skill set is developed in students.

Assessment
- Text analysis.
- Written responses.
- Examinations.

ENGLISH COURSE 2

Course Description
This course caters to students who demonstrate under-developed skills in English and who would benefit from slightly smaller class sizes and more scaffolded learning experiences. Students study the same texts as the Course 3 and Academic Extension students, but move through the course at a slower pace and have modified, more scaffolded assessment tasks. There is an extensive focus on refining students' literacy, especially spelling, grammar, comprehension and writing. Students at this level may eventually develop their skills enough to move into a higher stream.

Assessment
- Text analysis.
- Written responses.
- Examinations.

ENGLISH COURSE 1

Course Description
This course caters to students who find English challenging. The course is tailored to their specific needs and focuses on improving students' basic literacy competency in typically smaller classes. These students move through the course at a much slower pace, and engage in modified tasks suited to their skill level. These students also study less challenging texts than the other courses. We seek to develop students' confidence and focus particularly on basic spelling, grammar, reading comprehension and writing skills.

Assessment
- Text analysis.
- Written responses.
- Examinations.

HEALTH & PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

Course Description
In Year 7 Health and Physical Education, students develop knowledge, understanding and skills to help them achieve successful outcomes in personal, social, movement and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills.

Students continue to develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. They have opportunities to analyse their own and others' performance using feedback to improve body control and coordination.
They learn about health-related and skill-related components of fitness and the types of activities that improve individual aspects of fitness. The application of fair play and ethical behaviour continues to be a focus for students as they consider modified rules, scoring systems and equipment, which allows participants to enjoy physical activities and experience success. They begin to link activities and processes to the improvement of health and fitness.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Sports may include: Netball, Softball, Futsal, Athletics, Modcrosse and Touch Rugby.

Assessment
Students are assessed during the course of the year under three main areas:
- Skills for Physical Activities.
- Interpersonal skills.
- Self-management.

LANGUAGES

FRENCH

Course Description
In an increasingly globalised world we need to ensure our young people are equipped to participate and compete in a global society and economy. The study of a second language makes it easier to travel, live and enhance future job opportunities in the countries where that language is spoken. Language learning not only provides students with a more enriched cultural awareness, it is also an intellectual challenge to learn to communicate with others in a language that may be unfamiliar.

In Year 7, students are required to study French for one semester with the option to continue with the language in Year 8. Course elements focus on the four language skills: listening, speaking, reading and writing. These skills are taught through a range of activities including role-plays, games, songs, interactive technologies and stories that engage students in using the language from day one. Topics covered include: Self, Family, Friends, Home, School and Timetables.

Assessment
- Writing basic texts.
- Listening.
- Reading.
- Speaking.

MATHEMATICS

MATHEMATICS ACADEMIC EXTENSION

Course Description
In this course, students solve problems involving the comparison, addition, subtraction, multiplication and division of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students solve problems involving percentages and all four operations with fractions and decimals and their equivalences. They express one quantity as a fraction or percentage of another and compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. Students solve simple linear equations using algebraic techniques and evaluate algebraic expressions after numerical substitution.
Students use formulas for the area and perimeter of rectangles, triangles and composite shapes, and calculate volumes of rectangular prisms. They classify triangles and quadrilaterals and describe different views of three-dimensional objects and represent transformations in the Cartesian plane. Students solve simple numerical problems involving angles formed by a transversal crossing two parallel lines and name these types of angles. Students calculate mean, mode, median and range for data sets and describe the relationship between the median and mean in data displays. They determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. Students also develop their ability to problem solve through the use of a number of resources.

**Assessment**
- Workbook tasks.
- Tests.
- Assignments.
- Examinations.

**MATHEMATICS COURSE 3**

**Course Description**
In this course, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students solve problems involving percentages and all four operations with fractions and decimals and their equivalences. They express one quantity as a fraction or percentage of another and compare the cost of items to make financial decisions.

Students represent numbers using variables and connect the laws and properties for numbers to algebra. They solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students interpret simple linear representations and model authentic information. They use formulas for the area and perimeter of rectangles and triangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They describe different views of three-dimensional objects and represent transformations in the Cartesian plane. Students solve simple numerical problems involving angles formed by a transversal crossing two parallel lines and name these types of angles.

Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. Students also develop their ability to problem solve through the use of a number of resources.

**Assessment**
- Workbook tasks.
- Tests.
- Assignments.
- Examinations.

**MATHEMATICS COURSE 2**

**Course Description**
In this course, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students use all four operations with fractions, decimals and percentages and their equivalences. They express one quantity as a fraction or percentage of another and compare the cost of items to make financial decisions. Students represent numbers using variables and connect the laws and properties for numbers to algebra. Students solve simple linear equations by observation and evaluate algebraic expressions after numerical substitution. Students interpret simple linear representations. They use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals and describe different views of three-dimensional objects and represent transformations in the Cartesian plane. Students solve simple numerical problems involving angles formed by a transversal crossing two parallel lines and name these types of angles.
Students identify issues involving the collection of continuous data and construct stem-and-leaf plots and dot-plots. They calculate mean, mode, median and range for data sets. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. Students also develop their ability to problem solve through the use of a number of resources.

**Assessment**
- Assignments.
- Problem Solving.
- Test.
- Examinations.

**MATHEMATICS COURSE 1**

**Course Description**
Students work through the Elementary Math Mastery program. This occurs on a daily basis throughout the year. In addition, students solve problems involving the comparison, addition and subtraction of integers. Students use all four operations with fractions, decimals and percentages. They express one quantity as a fraction or percentage of another and compare the cost of items to make financial decisions. Students represent numbers using variables and solve simple linear equations by observation and evaluate algebraic expressions after numerical substitution.

Similarly, they assign ordered pairs to given points on the Cartesian plane. Students interpret simple linear representations. They use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals and describe different views of three-dimensional objects and represent transformations in the Cartesian plane. Students solve simple numerical problems involving angles formed by a transversal crossing two parallel lines and name these types of angles. They collect continuous data and construct stem-and-leaf plots and dot-plots as well as calculate the mean, mode, median and range for data sets. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes.

**Assessment**
- Workbook tasks.
- Tests.
- Assignments.
- Examinations.

The Science Curriculum is divided into three interrelated Strands:
- **Science Understanding**: which has sub-strands of Biological Science, Chemical Science, Earth and Space Science, and Physics Science.
- **Science as a Human Endeavour**: which focuses on the pursuit of Scientific knowledge and understanding.
- **Science Inquiry Skills**: involves identifying questions, testing predictions, and communicating findings.

In Year 7, Science students at Irene McCormack Catholic College 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 such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object’s motion. Students explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.
SCIENCE EXTENSION

Course Description
This course caters to students who have outstanding skills and understanding in Science. It aims at developing critical and creative thinking and problem solving skills through investigation and exploration of the Year 7 Australian Curriculum Science content. Students are taught with an open ended pedagogy and an increased focus on abstract concepts. There is a high expectation of students to be able to work efficiently and at times independently.

Assessment
- Investigations and validations.
- Presentations.
- Tests.
- Exams.

SCIENCE COURSE 3

Course Description
This course caters for students who have proficient skills and understanding in Science. Like the Science Extension Course, Course 3 Science aims at developing problem solving and critical and creative thinking skills, and does so in a more practical manner. Students are able to learn and apply their understanding of concrete and abstract concepts and are able to engage in an array of discussions that reflect this process.

Assessment
- Investigations and validations.
- Presentations.
- Tests.
- Exams.

SCIENCE COURSE 2

Course Description
This course caters for students who are still developing the inquiry skills and scientific understanding to a level that is proficient. Content is taught in a more highly structured environment, with independent work scaffolded in order to assist students to complete work to a satisfactory standard. With a focus on concrete concepts, the course enables students to explore an array of scientific ideas and apply their knowledge using their understanding of the real world.

Assessment
- Investigations and validations.
- Presentations.
- Tests.
- Exams.

SCIENCE COURSE 1

Course Description
This course offers a practical understanding and application of scientific concepts and skills. Concepts are taught using a scaffolded approach with an emphasis on developing literacy, numeracy and inquiry skills. Students may be given alternative assessments to accommodate their process and practice of learning.

Assessment
- Investigations and validations.
- Presentations.
- Tests.
- Exams.
The School Curriculum and Standards Authority refer to this learning area as Humanities and Social Sciences.

In Year 7, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

**Civics and Citizenship**
In Civics and Citizenship, students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

**Economics and Business**
In Economics and Business, an understanding of the concepts of making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market and the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success. Students focus on national issues, with opportunities for the concepts to be considered in relation to local community or global issues where appropriate.

**Geography**
In Geography, the concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own place. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

**History**
In History, students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.

**Course Differentiation**
All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: Humanities and Social Sciences. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. In order to cater for the diverse needs of students across Western Australia and to personalise their learning, the skills required in understanding the curriculum content differ in each course. These skills are the focus of lesson activities and assessments in each course.

**Social Science Extension**
In this course, students are provided with opportunities to draw from evidence-based conclusions by evaluating information and or data to generate a range of alternatives and plan for action in response to contemporary events. Students are extended in their learning via critical and creative thinking and engage in exploring high order concepts.

**Assessment**
- Tests.
- Written Assignments.
- Data Source Interpretations.
- Examinations.
Social Science Course 3
This course is designed to expose students to challenging concepts that enable them to identify points of view, attitudes and data. In addition, students are provided with opportunities to translate information and or data from one another and to apply subject specific skills and concepts in familiar and new situations.

Assessment
- Tests.
- Written Assignments.
- Data Source Interpretations.
- Examinations.

Social Science Course 2
In this course, students are able to construct a range of questions and hypotheses as well as use a variety of methods to collect relevant data. They are also able to use criteria to select relevant information and are able to interpret it using a step-by-step guide.

Assessment
- Tests.
- Written Assignments.
- Data Source Interpretations.
- Examinations.

Social Science Course 1
In this course, students follow a level paced style of teaching that enables students to identify current understandings to consider possible gaps in knowledge. They are also able to identify differences between primary and secondary sources and use appropriate plans to conduct and enquiry.

Assessment
- Tests.
- Written Assignments.
- Data Source Interpretations.
- Examinations.

THE ARTS

PERFORMING ARTS (DANCE AND DRAMA)

Course Description
Students study both Dance and Drama in this fun, energetic and practical course. In Dance, students are taught popular cultural and social dance styles across various eras, through enjoyable group activities that encourage students to be creative with their movement. They also study Jazz and Hip Hop techniques which culminate in a dance performance at the end of the year, at the annual Irene McCormack Catholic College Dance Showcase. This course also provides students with a sound background for entry into dance courses offered in the future.

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges students to learn the skills and techniques of improvisation. Improvisation allows students to be spontaneous and think on their feet. Students will also learn vocal communication skills and non-verbal communication skills. The Drama course has a significant focus on play-building skills, collaboration and co-operation.
Dance and Drama promote:
- Creativity and the use of imagination.
- Cooperation and teamwork.
- Confidence and a strong self-image.
- Fun and humour.
- Focus and concentration.
- Acceptance of each student’s uniqueness.

Assessment
- Dance Technique.
- Choreography of dances.
- Dance and scripted drama performances.
- Dramatic improvisation skills.
- Written reflection activities.

MUSIC

Course Description
Year 7 Music is a semester course focusing on practical activities with a hands-on approach. Students enjoy learning to play a number of musical instruments and experience the joy of playing together as a group. The activities are achievable for all levels of music ability, from beginners to the experienced.

Instrumental lessons are offered for a variety of instruments including Clarinet, Saxophone, Flute, Trumpet, Trombone, Guitar, Drums, Piano, and Voice. All students who are enrolled in music courses are strongly encouraged to apply for instrumental lessons at the College. Application forms are available from the Music Department or the College Reception.

Assessment
- Creative Piece.
- Test.
- Performance.

ART

Course Description
The Year 7 Art program introduces students to a range of fun and inventive techniques that enable them to produce a variety of artworks based on a theme. Students begin with developing their drawing skills through observation. This leads to creating paintings based on the theme, conducting research of their ideas and then designing their final work. In Year 7, the focus is on clay, enabling students to engage in a hands-on approach to working. The final result is a 3D sculptural piece that is representative of a semester of hard work.

Assessment
- Arts ideas.
- Skills and processes.
- Art responses and art in society.

FOOTBALL ACADEMY

Course Description
The Irene McCormack Catholic College Australian Rules Football Academy offers students a specialised Australian Rules Football Development program that allows students to develop fundamental skills, game play and strategies, strength and conditioning and knowledge of rules and regulations required to become an elite player of football. It also provides career pathways connected to the Football Industry.
**Competition**
The male students participate in the Coastal Associated Catholic Colleges Interschool Football Competition in Term 2.

To be eligible for the program, students are required to participate in a selection process.

**Assessment**
- Fundamental Skills Development.
- Game Play.
- Strength and Conditioning Development.
- Knowledge of Rules.
- Self-management, interpersonal and leadership skills.
- Participation in College life.

**SOCCER ACADEMY**

**Course Description**
Students in the Irene McCormack Soccer Academy primarily follow the Football Federation of Australia (FFA) National Football Curriculum, as well as develop some of the best-known practices and training methods from around the world. The FFA National Football Curriculum explains the philosophy behind how we should play football (soccer) and illustrates practical steps that bring the thinking to life in training and matches.

The National Football Curriculum intends to deliver an Australian playing and coaching philosophy based on analysis of top football and scientific research, taking the specific circumstances and characteristics of Australian football into consideration. It is aimed at developing future generations of players and teams that will enable Australia to maintain a leading position in world football.

Students in Years 7 engage in the ‘Skill Acquisition Phase’ of the curriculum. This curriculum is taught as a specialist program.

As well as in-class practical and theory soccer lessons, students participate in CAS and SSWA Football competitions in Terms 2 and 3. The coaches for these teams are experienced and offer a wealth of insight and skill into the game. This program also links to Edith Cowan University’s lecturers and students, particularly their Sports Science Soccer program, as well as various other professional soccer coaching organisations to further develop our students.

Students apply to be a part of the Soccer Academy and undergo trials so that the best squad is selected for both male and female students in each year group.

**Assessment**
- Theory.
- Practical Performance.

**TECHNOLOGIES - BUSINESS & COMPUTING**

**INFORMATION TECHNOLOGY**

**Course Description**
Information Technology is a vital part of our modern society and integral to all that we do within education, the workforce and our private lives. Digital literacy is an essential life skill and in our modern society means a great deal more than being a competent user of technology. This involves effective communication skills, working collaboratively and most importantly staying safe in a digital world. Cyber safety is a major focus of this course, as we empower students to make safe and ethical decisions about their digital footprint and online activities.
Computational thinking is an essential 21st century skill. By programming a virtual robot, students are introduced to logic, automation and technology. Logical thinking is directly connected to solving real world challenges.

Assessment
- E-safety assessment.
- Game Design challenges - Students are introduced to logic, automation and technology.
- Programming (MS Logo) - Computational Thinking and Creativity.
- Storyboarding and creating 2D stick-man animations.

TECHNOLOGIES - DESIGN & TECHNOLOGY

Course Description
The Year 7 Design and Technology course is introductory by nature and provides students with opportunities to design and construct a range of products. Students learn basic design drawing using 3D modelling software. They also practice basic workshop skills to construct small projects using hand tools and some power tools.

Assessment
- Design production.
- Theory.

TECHNOLOGIES - HOME ECONOMICS

FOOD AND TEXTILES

Course Description
This course is an introduction to the wonderful world of food and technology, with particular emphasis on learning safety and hygiene, nutrition, basic techniques and the use of appliances and equipment. These basic fundamentals are all learnt through practical lessons where students enjoy preparing many delicious sweet and savoury foods such as pancakes, bruschetta and pizza scrolls, etc. During the subsequent term, the students undertake textiles developing the skills required to operate a sewing machine and construct simple articles.

This course is designed to give the students the ability to:
- Gain an understanding of the safety and hygiene standards.
- Gain an understanding of the technology skills required in hospitality and operating a sewing machine.
- Understand basic nutrition principles and begin to make healthy food choices.

Assessment
- Safety and hygiene assessment.
- Practical assessment.
- Use of technology.
- Design a simple garment.