



KINGSWAY
CHRISTIAN COLLEGE

**SUBJECTS/ELECTIVES
INFORMATION
YEARS 7 - 10
2017**



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We are here to help ...

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FROM THE PAST TO THE FUTURE

The academic curriculum at Kingsway Christian College is structured to provide students with the best practice of education. This will meet the needs of students, the aspirations of parents, the legitimate demands of the community and address the expectations of State and Commonwealth Governments' educational requirements.

AUSTRALIAN CURRICULUM & CURRICULUM FRAMEWORK

The curriculum at Kingsway Christian College is based on the mandated Australian Curriculum. This curriculum sets out what all young Australians are to be taught and the expected quality of that learning as they progress through schooling. At the same time, it provides flexibility for teachers and schools to build on student learning and interests.

STREAMS (IN CORE SUBJECTS)

When students commence Year 7 at Kingsway Christian College they are placed in unstreamed classes except for Mathematics and English.

Each faculty meets the needs of their students taking into account their specific requirements for the subject area.

ENGLISH

In 2017, all Year 7 to 10 English subjects will be based on the new Australian Curriculum.

Year 7 to 10 English will be offered on two levels; Class 1 (Advanced) and classes 2, 3 and 4 will not be streamed. Allocation of classes will be based on the student's previous year's academic performance and where appropriate, NAPLAN results will also be used. Students will be assessed against the three strands of learning of the Australian Curriculum; Language, Literature and Literacy (Reading, Responding and Composing).

The Year 7 to 8 programmes will focus on consolidating skills and concepts taught in primary school. Initial focus is placed on comprehension skills, across a range of text types, including fiction, non-fiction as well as film and image analysis.

Years 9 and 10 English will require the student to study the English language, how it works and how to use the language effectively. It will enable the student to access knowledge and actively contribute to society through personal growth and self-development.

Year 7 to 10 English is offered on two levels:

Class 1 - Advanced

Classes 2, 3 and 4 will not be streamed

MATHEMATICS

Year 7, 8, 9 and 10 students are placed into streamed classes so that all students can be catered for at their level of ability. These courses are offered on four levels:

The **Extension Stream** is an academically rigorous course suitable for students who have demonstrated a strong ability, as well as a genuine interest in Mathematics. Typically this class will be working at a higher level than the other streams, with the aim of providing gifted/talented students the opportunity to be enriched as well as providing an excellent platform for their senior school mathematics studies. In this stream, little time is spent on the basics of each topic, with students spending the majority of their time with the more complex aspects.

The **Advanced Stream** is suitable for students who have demonstrated a fluency with the basics of Mathematics. Typically this class will be working at a higher level than the standard stream, with the aim of providing students the opportunity to spend more time on the complex aspects of each topic. This class will provide students with the opportunity to continue into Year 11 with Mathematics Methods.

The **Standard Stream** will provide a course that is at the standard year level. This class will provide students with the opportunity to continue into Year 11 with Mathematics Applications.

The **Modified Stream** will provide a course for students that find Mathematics difficult and hence the course operates at a slower pace. There is an emphasis on the basics of mathematics, as well the provision for greater scaffolding for problem solving.

All four streams are designed to allow maximum flexibility. This enables students not to be fixed at a particular stream, however they may move between streams according to need and performance.

SCIENCE

All Year 7 to 10 Science subjects are based on the new Australian Curriculum.

Years 8, 9 and 10 science is offered on three levels:

The **Advanced Stream** is an academically rigorous course suitable for students who have shown a strong ability in science. Typically this class will be working at a higher level than the standard year level, with the aim of providing gifted/talented students the opportunity to be enriched as well as providing an excellent platform for their senior school Physics and Chemistry studies.

The **Standard Stream** will provide a course that is at the standard year level. Students in this stream will be expected to continue into senior Biological Sciences.

All three streams are designed to allow maximum flexibility. This enables students not to be fixed at a particular stream, however, they may move between streams according to need and performance.

HUMANITIES AND SOCIAL SCIENCES

Years 7 to 9 Humanities and Social Sciences is offered at the standard year level with mixed ability classes. Through the use of open ended research questions, the more able students will be provided the opportunity to extend their research and conceptual understanding.

Students who struggle are provided the opportunity to complete assessments at their own level and benefit from the presence of more able students in the class.

Year 10 Humanities and Social Sciences is offered on two levels: the **Extension Stream** aims to extend students in their research skills and increase their capacity to cope with more complex concepts across the humanities subjects.

The **Standard Stream** for the other three classes is offered at the standard year level in mixed ability classes. Whilst the Extension Stream covers the same curriculum as the other classes, those students have the opportunity to explore the units covered in greater depth and complexity.

TIMETABLE

The Secondary School day is divided into eight (8) teaching periods. The school day commences at 8.50am and concludes at 3.20pm.

	Time
Form	8.50am to 9.00am
Period 1	9.00am to 9.40am
Period 2	9.40am to 10.20am
Recess	10.20am to 10.40am
Period 3	10.40am to 11.20am
Period 4	11.20am to 12.00pm
Period 5	12.00pm to 12.40pm
Lunch	12.40pm to 1.20pm
Period 6	1.20pm to 2.00pm
Period 7	2.00pm to 2.40pm
Period 8	2.40pm to 3.20pm

COMPULSORY SUBJECTS

English	6 periods	Society & Environment	6 periods
Mathematics	6 periods	Christian Life Studies	2 periods
Science	6 periods	Assembly & Study Skills	2 periods

CHANGING SUBJECTS/ELECTIVES

Where subject/elective choices are involved, changes to subject/elective may only occur in the first three weeks of the subject/elective being taken. Subsequent to that date students must remain in that subject/ elective for the remainder of the programme. To change subjects/electives students must obtain a Change of Subject Form from Student Services. Changes are subject to the approval of teachers involved and are dependent on the availability of space in the respective class.

ONE-TO-ONE PROGRAM

At the start of 2017 Kingsway Christian College will be extending its One-to-One program to include Year 5 and 6. The College will maintain the One-to-One program as applying to Years 5 to 12, and it will not be extending beyond those year groups.

What is One-to-One at Kingsway Christian College?

A One-to-One program is where a student brings a specified device to school for use in their learning. Schools like Swan Christian College, Mandurah Baptist College, St Stephens etc. have been operating a Bring Your Own Device (BYOD) or One-to-One program for some time.

The term One-to-One is used for a number of different programs in different schools. At Kingsway Christian College we view One-to-One as meaning that:

1. Students will bring in a device to use in their learning which meets the required specifications.
2. Teachers may provide opportunities for these devices to be used in the classroom or allow these devices to be used alongside other classroom technologies.
3. The school will permit limited, controlled and monitored access to the school wireless network for these devices.

Details of the program, including required specifications and answers to frequently asked questions can be found at www.kingsway.wa.edu.au/learning/one-to-one-technology

ELECTIVES

Students select one elective from each of the four grid lines of which Health and Physical Education studies must be one. For 2017, Gridlines are indicated as follows:

YEAR 7 GRIDLINE 2017

Option 1 (3 periods)	FRENCH	MEDIA	GARAGEBAND	DRAMA	HEALTH & PHYSICAL EDUCATION	SPORT & RECREATION
Option 2 (3 periods)	FOOD & NUTRITION	WOODWORK	VISUAL ART	COMPUTER SCIENCE	MEDIA	SPORT & RECREATION
Option 3 (3 periods)	FOOD & NUTRITION	WOODWORK	COMPUTER SCIENCE	DRAMA	HEALTH & PHYSICAL EDUCATION	
Option 4 (3 periods)	TEXTILES	VISUAL ARTS	MUSIC	ENVIROCARE	HEALTH & PHYSICAL EDUCATION	SPECIALIST SPORT GOLF (Fees \$600 per annum, scholarships available)

YEAR 8 GRIDLINE 2017

Option 1 (3 periods)	FRENCH	ROBOTICS	GARAGE BAND	HEALTH & PHYSICAL EDUCATION			
Option 2 (3 periods)	VISUAL ARTS	FOOD & NUTRITION	WOODWORK	COMPUTER SCIENCE	HEALTH & PHYSICAL EDUCATION		
Option 3 (3 periods)	TEXTILES	MUSIC	MEDIA	VISUAL ART	HEALTH & PHYSICAL EDUCATION	SPORT & RECREATION	SPECIALIST SPORT GOLF (Fees \$600 per annum, scholarships available)
Option 4 (3 periods)	FOOD & NUTRITION	DRAMA	WOODWORK	ROBOTICS	SPORT & RECREATION	COMPUTER SCIENCE	

YEAR 9 GRIDLINE 2017

Option 1 (3 periods)	FRENCH	CHILDCARE	HEALTH & PHYSICAL EDUCATION	DRAMA	MUSIC	SPORT & RECREATION	
Option 2 (3 periods)	DRAMA	WOODWORK	TEXTILES	COMPUTER SCIENCE	HEALTH & PHYSICAL EDUCATION	SPORT & RECREATION	SPORT SCIENCE
Option 3 (3 periods)	VISUAL ART	FOOD & NUTRITION	ROBOTICS	GARAGEBAND	HEALTH & PHYSICAL EDUCATION	SPECIALIST SPORT GOLF <small>(Fees \$600 per annum, scholarships available)</small>	
Option 4 (3 periods)	VISUAL ART	FOOD & NUTRITION	ROBOTICS	MEDIA	HEALTH & PHYSICAL EDUCATION	COMPUTER SCIENCE	

YEAR 10 GRIDLINE 2017

Option 1 (3 periods)	FRENCH	ENVIROCARE	SPORT SCIENCE	CHILDCARE	SPORT & RECREATION	HEALTH & PHYSICAL EDUCATION	
Option 2 (3 periods)	FOOD	VISUAL ART	ROBOTICS	HEALTH & PHYSICAL EDUCATION	DRAMA	BUSINESS	SPECIALIST SPORT GOLF <small>(Fees \$600 per annum)</small>
Option 3 (3 periods)	VISUAL ART	ROBOTICS	HEALTH & PHYSICAL EDUCATION	FOOD	COMPUTER SCIENCE		
Option 4 (3 periods)	TEXTILES	SPORT AND RECREATION	WOODWORK	MUSIC	HEALTH & PHYSICAL EDUCATION	MEDIA	

MUSIC INSTRUMENT TUITION

Instrumental tuition on a fee-for-service basis is available on the following instruments:

Piano	Violin	Viola	Cello
	Clarinet	Saxophone	Trumpet
Trombone	Euphonium	Tuba	Guitar – Electric and Acoustic
Bass Guitar	Drums and Percussion	Voice – Contemporary and Classical	

Individual tuition is conducted during school hours for a 40 minute lesson and at the convenience of the relevant tutor.

A student may enrol for Music instrument tuition at any time during the year; however, lessons generally begin at the commencement of each term. Parent/Guardian pays a flat term fee which is required prior to the commencement of each term. For further information, refer to the Music Department Handbook which can be obtained from the Administration Reception.

The Music student is released from a different subject/elective each week to allow for the minimum academic impact on any given subject/elective. Any student who has a mastery of their instrument will be required to participate in at least one of the College ensembles. The student will be encouraged at the discretion of the Tutor and Director of Music to sit Music examinations and competitions where appropriate. The Music tuition is designed for the student who is motivated and who wishes to attain nationally accredited qualifications.

Weekly attendance as well as regular practice and progress are required to fulfil the requirements of tuition. Music Bursaries may be available to families to meet some of the costs of tuition, however, certain criteria need to be met. For further information, contact Mr Ray Vine (Director of Music).

A range of instruments are available for hire, however, there are options to hire externally. Please contact the Director of Music for information on external hire or even for the purchase of an instrument.

CHAPLAINS

Chaplains are available for prayer support at all times and particularly during exam preparation time when stress levels can be increased. Referrals for students to engage in formal one to one pastoral care appointments come via teachers, parents or the students themselves. All appointments are made through the College Chaplains Mrs Janine Rule or Mr Luke Wiseman.

COLLEGE CHAPLAIN

Mr Luke Wiseman

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COLLEGE CHAPLAIN

Mrs Janine Rule

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CAREERS ADVISOR

The Head of Students Years (11-12) also performs the role of Careers Advisor. Services that will be available include a one on one interview with students on request and also with the whole Year 10 cohort. Year 10 will be doing the Career Voyage online assessment to assist them in career choices and ultimately with their subject choices for Year 11 and 12. The results of this will be discussed with them and parents will be informed. Information regarding the different careers and different tertiary institutions (TAFE and Universities) will also be available.



Mrs Carin Havinga

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COLLEGE NEWSLETTER

Please ensure that you are subscribed to the College newsletter as information is included in the newsletter which relates to upper secondary students. The link to subscribe is <http://kingswaycc.schoolzinewalletters.com/subscribe>

LOCKERS

Lockers will be allocated to all students from Year 7-12 in 2017. Students should provide their own locks and locker allocation will be made via Form teachers on the first day of the school term.

PARENT CONTACT DETAILS

Please ensure that you have submitted updated email addresses to the Administration office as information requiring parent attention is emailed on a regular basis.

SEQTA

This is an online service which provides parents of students in Years 3 to 12 up-to-date information on assessment results.

Assessment Feedback

In Years 3 to 12 all formative assessment results are available for you to view through the learning management system, SEQTA ENGAGE. In this way you are kept informed of when assessments are scheduled, and also the results as they occur.

To log into SEQTA Engage, click on the link **SEQTA** in the current parents column at the bottom of the Kingsway website <http://www.kingsway.wa.edu.au>, please use your username and password provided at the beginning of the year. If you have any difficulties please notify the College on seqta@kcc.wa.edu.au.

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YEAR 7 COURSE DESCRIPTIONS

YEAR 7 CORE SUBJECTS

YEAR 7 ENGLISH

Year 7 English will focus on consolidating skills and concepts taught in primary school. A strong emphasis will be placed on the receptive (listening, reading and viewing) and productive modes (speaking, writing and creating) across the three strands of learning of the Australian Curriculum.

- ***Language***: knowing about the English language
- ***Literature***: understanding, appreciating, responding to, analysing and creating literature
- ***Literacy*** (ACARA): Apply their English skills and knowledge to read, view, speak, listen and write.

Initial focus is placed on comprehension skills, across a range of text types, including fiction, non-fiction as well as film and image analysis.

Students :

- **learn to** listen, read, view, speak, write, create and reflect on texts
- **understand** how Standard Australian English works in its spoken and written forms
- **develop** interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature
- **create** a range of imaginative, informative and persuasive types of texts

Texts and Text Types

- novel, poetry, film and image analysis, drama, non-fiction and traditional stories.

YEAR 7 MATHEMATICS

Year 7 Mathematics is designed to revise and reinforce all primary school mathematics learning, regardless of the student's primary background. It is a year to 'close gaps', as well as to introduce the student to the secondary school mathematics teaching/learning environment. The subject focuses on the following areas:

1. **Number and Algebra** – students use mathematical language and processes to apply concepts of number and algebra to develop mathematical models, solve practical problems and explain and justify relationships. Students will focus on numerical accuracy for numbers in the form of integers, fractions, decimals and percentages, as well as the basic skills of algebra.
2. **Space and Measurement** – students use mathematical language and processes to apply the concepts of space and measurement to develop mathematical models, solve

practical problems and explain and justify relationships. Students will work with common two-dimensional shapes and work with both direct and indirect measure.

3. **Chance and Data** – students conduct chance experiments, represent outcomes, quantify chance and interpret chance, and collect, organise, represent, summarise, interpret and report data. Students will focus on graphical representation of data, as well as summarising data through the use of averages.

YEAR 7 SCIENCE

Year 7 Science aims to provide a transition from primary science into Year 7 science, thus providing adequate preparation for secondary school studies. Scientific invention and exploration by their very nature play a significant role in our society and affect our scientific thought processes and decisions. Year 7 science is an interactive and practical subject. The student will have the opportunity to engage in scientific projects, discussion, constructing scientific models and engage in laboratory experiments which may be undertaken independently and co-operatively with others. The subject focuses on the following four sciences:

1. **Physical** – change to an object's motion is caused by the effect of unbalanced forces acting on the object. Earth's gravity pulls objects towards the centre of the Earth.
2. **Chemical** – the student will learn mixtures, including solutions contain a combination of pure substances which can be separated using a range of techniques.
3. **Biological** – the student will classify and investigate the differences between groups of organisms. The student becomes more aware that human activity can affect these interactions.
4. **Earth and Space** – the student will learn how the Sun, Earth and Moon effect the seasons, eclipses and other phenomena. The student further investigates renewable and non-renewable resources.

YEAR 7 HUMANITIES AND SOCIAL SCIENCES

HISTORY

The focus of the Year 7 course is the Ancient world. Having briefly looked at the location and timeframe of the ancient civilisations, students then engage in two depth studies:

Depth study 1: Investigating the ancient past

How historians and archaeologists investigate history, including excavation and archival research; The range of sources that can be used in an historical investigation, including

archaeological and written sources; The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples

Depth study 2: Investigating one ancient society (Egypt, Greece, Rome, India, China)

The physical features and how they influenced the civilisation that developed there; Roles of key groups in the ancient society, and the influence of law and religion; the significant beliefs, values and practices of the ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs; the role of a significant individual in the ancient society's history.

ECONOMICS AND BUSINESS

The Year 7 course focuses on **'Producing and consuming'**. Students will explore how consumers rely on businesses to meet their needs and wants; how businesses respond to the demands of consumers (e.g. responding to preference for healthy options); Why businesses might set a certain price for a product and how they might adjust the price according to demand. Students will look at the characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses. They will study why individuals work (e.g. earning an income, contributing to an individual's self-esteem, material and non-material living standards, happiness); different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer), how people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service), as well as investigating the ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings).

GEOGRAPHY

There are two units of study in the Year 7 curriculum for Geography: **Water in the world** and **Place & Liveability**. **Water in the world** focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. *Water in the world* develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

Place and liveability explores the factors that influence the decisions people make about where to live and their perceptions of the liveability of places. Students study the influence of accessibility to services and facilities on the liveability of places; the influence of

environmental quality on the liveability of places; and the strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.

CIVICS AND CITIZENSHIP

The Year 7 Civics and Citizenship course is entitled '**Designing our political and legal system**'. It explores the purpose and value of the Australian Constitution; the concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power; the division of powers between state/territory and federal levels of government in Australia; the different roles of the House of Representatives and the Senate in Australia's bicameral parliament; the process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999; how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial, and right to legal representation; how citizens participate in providing justice through their roles as witnesses and jurors.

YEAR 7 HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a compulsory key learning area that all students from Years 7 to 10 must study for 3, forty minute periods each week. Health and Physical Education aims to address the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for the student to learn about and practice ways of adopting and maintaining a healthy, productive and active life. It also provides the student the opportunity to learn through movement experiences that are both challenging and enjoyable. This subject should improve the student's capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activities in their lives. The practical content will cover the following sports, however, other sports may be included depending on the availability of facilities:

- | | | |
|---------------|--------------|--------------------|
| 1. Swimming | 3. Athletics | 5. Indoor Hockey |
| 2. Basketball | 4. AFL | 6. Fitness Testing |

In the theory component of the course the students will cover the following topics:

- | | | |
|----------------------|--------------------|--------------------|
| 1. Fit and Healthy | 4. Relating Skills | 7. Basic Nutrition |
| 2. Myself and others | 5. Bullying | |
| 3. Values | 6. Resilience | |

YEAR 7 ELECTIVES

YEAR 7 CLOTHING AND FABRICS

Year 7 Clothing and Fabrics is predominantly a practical elective in which the student will learn basic skills in sewing. The student will learn how to use a sewing machine and an iron safely. They will make a simple bag, boxer shorts and a pencil case. Specific fabric requirements for each individual task will be given to students prior to the commencement of each task.

YEAR 7 COMPUTING

Learning in Computing focuses on further developing understanding and skills in computational thinking and engaging students with a wider range of information systems as they broaden their experiences. Students will learn about the basic principles of computer hardware and software, organising data into files and folders and Computer Security. They will get the opportunity to create a range of digital solutions using different software packages including OneNote 2016 and Microsoft Word 2016. They will broaden their programming experiences to include general-purpose programming languages in their solutions.

YEAR 7 DRAMA

Year 7 Drama introduces the student to the exciting and stimulating world of Drama and dramatic communication. From a Christian perspective, the study of Drama can be profoundly linked to its place in the Christian life, by giving expression to creative thinking and initiative by affirming the validity of each student's God given potential. It is a basic means by which many cultures visually, verbally and physically communicate with each other passing on values of the past and present.

In the context of teamwork, the study of this introductory performing arts elective should develop the student's self-confidence, public speaking and effective verbal and non-verbal communication skills.

YEAR 7 ENVIROCARE

Envirocare is an exciting, hands-on elective which investigates the role of mankind in taking care of Planet Earth. It is our responsibility as Christians to protect the resources that God has created and provided. The student will be provided with the opportunity to learn about consumable and renewable energy resources and the effect of using these resources on our environment. The student will be encouraged to seek solutions to global and local environmental issues. The student will participate in a recycling project in the school and undertake voluntary work in a local wildlife sanctuary and fundraising to help protect threatened species.

YEAR 7 FOOD AND NUTRITION

This semesterised practical elective focuses on basic skills in food preparation. The student will be introduced to basic hygiene and safety practices in the kitchen and will have the opportunity to use various technologies as they apply to the food production process. The elective will also cover recipe reading, organizational skills, time management and basic nutritional requirements for health. A variety of delicious foods will be prepared in order to develop a basic range of food preparation skills. Foods suitable for breakfast, lunch and dinner, as well as foods suitable for snacks will be prepared. The student will use the technology process to design, make and evaluate food products to meet specific needs and preferences. Please note that in Years 7-9 the recipes do not contain any nuts, however there may be some ingredients containing traces of nuts. Nuts and products containing nuts are used in upper school classes.

YEAR 7 FRENCH

Through the study of a language other than English, students gain a better knowledge of their own language, increase their self-confidence, learn to understand and appreciate people of a different culture and broaden their career opportunities.

Students starting French in Year 7 can continue to Year 12. This is in line with state and Federal Government policy, which recognises that learning a language other than English should be part of any educational programme. It is a beginner's course accessible to all students whether they have studied French at Primary school or not.

Students will get to know 4 French students living in the Town of Dieppe. The emphasis is on learning about the culture and way of life in France. Students are also encouraged to communicate with French students via letter or email.

Students will be part of a French breakfast and will use their language skills to order and taste some French food and will also be part of language week; another “**feast of food**” and special events.

Students will be introduced to the French film industry and will discover the joy and the adventure of Asterix and Tintin and many others.

Students will deepen their understanding of all French speaking communities around the world. They will find out how the French culture has contributed to history, geography, music Mathematics, transport and inventions, cuisine, Art, Marine Biology, philosophy Physics, sport, dance, literature and even the English language. Students will learn how to use the internet to expand their knowledge of vocabulary and grammar.

The English/LOTE Department is committed to embedding the use of relevant technologies in the teaching and learning programmes to empower students and to enrich their learning experience.

YEAR 7 GARAGEBAND

Explore how music is made using software and technology in a teacher-facilitated program. Learn how to create and arrange music in new ways, and create your own compositions using Apple Garage band. Make new friends and work with each other in various group projects, and learn how to play an assortment of instruments as part of the program. Examine how sound can be manipulated and used for certain effects, and learn how sound production has evolved over time.

YEAR 7 MEDIA

The Year 7 Media course encourages students to engage in discussion, exploration and reflection on the influence of the media, from a Christian perspective.

The Semester One course has a focus upon news and advertising. Students will also develop skills in Photoshop. Practical projects include creating a soft drink label using Photoshop and creating an advertisement according to a client brief.

The Semester Two course has a focus upon software technology used in media. Students will also create a blog, make posts and respond to other student’s posts on a range of topics. They will use Audacity to plan and create an audio podcast to complement their blog, and create an audio bible story.

YEAR 7 MUSIC

Learn the fundamentals of music with a hands-on approach. Explore and enjoy the world of making music by composing, arranging, and performing throughout the program. Study how music works in theory and see how it works in the practical. Develop aural skills, and understand how sound works from a scientific perspective. Students will learn how to play the ukulele, among other contemporary instruments, and incorporate those instruments into their music-making.

YEAR 7 SPECIALIST SPORT GOLF

Kingsway Christian College is pleased to offer its Golf Academy, working alongside dedicated professionals from the Marangaroo Golf Course to equip our students with the knowledge and skills required to advance their competitive ability and course management skills, possibly opening up doors for a career in the vast and exciting sports industry. The Academy will incorporate Golf into the student's regular learning timetable, giving them the opportunity to gain knowledge and understanding in all aspects of the Golf industry which can be used to access a rewarding Golf career or career in recreational or physical education studies at tertiary level. The programme will have a holistic approach to the game of golf developing both physical and mental aspects of the game to enhance a player's competitive ability.

Subject Outline

The students will complete studies in both the theoretical and practical components of the game of Golf. The program consists of two periods of coaching at Marangaroo Golf Course, one period of coaching or theory at the Kingsway Golf facilities, and a minimum of one competition round of golf per week at Lakelands Country Club. Golf academy students are (as part of the course fees) given junior membership of Lakelands Country club. They participate in an induction program after which they are allowed to use the course, make bookings for guests, receive free coaching and participate in tournaments or pennants play.

COURSE RECOMMENDATIONS

It is recommended, but not a requirement that students who enter this course have some theory and practical skills in Golf.

ORGANISATIONS INVOLVED

Golf Professionals: Mr. Robert Farley, Marangaroo and Lakelands Golf professionals
Marangaroo Golf Course, Lakelands Country Club and Golf WA

School Liaison – Teacher in Charge

Mr. Matthew Elliott

School Liaison – Deputy Principal

Mr. Johann Schoeman

YEAR 7 SPORT AND RECREATION

Sport and Recreation is optional for students in Years 7. It is 3, forty minute periods each week. This course will introduce students to a variety of outdoor and recreational pursuits. The course will cover activities such as the Accompanied Rescue lifesaving award, rock climbing, self-defense, ten pin bowling, orienteering, surfing and surf awareness. A prerequisite of this course is that students MUST be able to swim at least 50m in a pool and 50m in the ocean.

YEAR 7 VISUAL ARTS

The emphasis of this elective is to provide the student with the opportunity to expand their enjoyment of the Visual Arts, understanding and use of arts language and the development of crucial thinking and creative skills. The student will be provided valuable opportunities to respond to the aesthetic impact of artists' works, in discussion with other students using simple, subjective, structural and cultural frames. Students will develop their understanding and application of basic art elements and principles. The studio areas of foundation drawing, printmaking, painting and mixed media sculpture ceramics will be introduced to the student.

YEAR 7 WOODWORK

Year 7 Woodwork is an introductory elective for those students who have limited experiences in construction. The student is introduced to principles and practices of design for the manufacturing of a range of products. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for the purpose. The student is introduced to relevant technological process skills while producing simple timber products such as a fruit basket or pencil box.

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YEAR 8 COURSE DESCRIPTIONS

YEAR 8 CORE SUBJECTS

YEAR 8 ENGLISH

Year 8 English will focus on consolidating skills and concepts taught in Year 7. A strong emphasis will be placed on the receptive (listening, reading and viewing) and productive modes (speaking, writing and creating) across the three strands of learning of the Australian Curriculum:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literature
- **Literacy** (ACARA): Apply their English skills and knowledge to read, view, speak, listen and write.

In Year 8, **students communicate** with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. In year 8 focus is placed on reading and comprehension, language and grammar skills as well as figurative and persuasive language. In year 8, students understand how **text structures** can influence the complexity of a **text** and are dependent on **audience**, purpose and **context**. They demonstrate understanding of how the choice of **language features**, images and vocabulary affects meaning.

In addition students:

- **learn to** listen to, read, view, speak, write, create and reflect on texts
- **understand how Standard Australian English works** in its spoken and written forms
- **develop interest and skills** in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature
- **create a range of imaginative**, informative and persuasive texts

Texts and Text Types

- novel, poetry, film and image analysis, drama, non-fiction and traditional stories.

YEAR 8 MATHEMATICS

Year 8 Mathematics is designed to advance the student in all areas of mathematics, with particular focus on skills in the area of Number and Algebra. The student will be encouraged to develop an appreciation of Mathematics and to link its content to other learning areas. The subject focuses on the following areas:

1. **Number and Algebra** – students use mathematical language and processes to apply concepts of number and algebra to develop mathematical models, solve practical

problems and explain and justify relationships. Students focus on a fluency with number skills and a link to some more advanced algebra.

2. **Space and Measurement** – students use mathematical language and processes to apply the concepts of space and measurement to develop mathematical models, solve practical problems and explain and justify relationships. Students will work with common shapes, both in two and three dimensions. Students will focus on direct measurement of shapes and also make links between algebra and indirect measurements.
3. **Chance and Data** – students conduct chance experiments, represent outcomes, quantify chance and interpret chance, and collect, organise, represent, summarise, interpret and report data. Students will continue to develop their understanding of chance and working with data.

YEAR 8 SCIENCE

Year 8 Science provides the student with the foundation for secondary school studies. Scientific invention and exploration by their very nature play a significant role in our society and affect our scientific thought processes and decisions. Year 8 Science is a practical subject. The student will have the opportunity to manipulate materials, use science equipment, interact co-operatively with others and communicate ideas. Enhanced student performance is encouraged as the student becomes more engaged in areas of interest and their own learning. The subject focuses on the following four sciences:

1. **Physical** – the student will further their knowledge of kinetic, heat and potential energy.
2. **Chemical** – the student will examine the properties of different states of matter to explain motion and the arrangement of particles. The student will be provided with the opportunity to engage in chemical experiments involving substances reacting to form new substances.
3. **Biological** - the student should understand their biology and that of other living things and recognise the interdependence of life.
4. **Earth and Space** – the student will learn about sedimentary, igneous and metamorphic rocks. The student also investigates how these rocks were formed over time.

YEAR 8 SOCIETY AND ENVIRONMENT

HISTORY

The focus of this course is the Medieval period. Having briefly studied the key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict), the two depth studies undertaken are:

Depth study 1: Investigating medieval Europe (c.590–c.1500)

The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society; significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music; Continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce; The role of significant individuals in the medieval period (e.g. Charlemagne)

Depth study 2: Investigating the Black Death in Asia, Europe and Africa (14th century plague)

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God; the role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease; the causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries; the effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague.

ECONOMICS AND BUSINESS

The Year 8 course is entitled ‘Participation and influences in the market place’. Students will study the way markets operate in Australia, how the interaction between buyers and sellers influences prices and how markets enable the allocation of resources (how businesses answer the questions of what to produce, how to produce and for whom to produce). They explore how the government is involved in the market, such as providing some types of goods and services that are not being provided for sufficiently by the market (e.g. healthcare), and the rights and responsibilities of consumers and businesses in Australia. Students will also learn about the types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia. Finally, students will explore the Influences on the ways people work (e.g. technological change, outsourced labour in the global economy, rapid communication changes and factors that might affect work in the future).

GEOGRAPHY

Students will undertake two units of study in the Year 8 curriculum for Geography: *Landforms and landscapes, and Changing Nations*. *Landforms and landscapes* focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. *Landforms and landscapes* develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to

people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world. **Changing Nations** explores the way in which urbanisation and migration are impacting on countries. This is done through a study of the causes and consequences of urbanisation in Australia and one other country from the Asia region. It also looks at the reasons for, and effects of, internal migration in Australia, and the reasons for, and effects of, international migration in Australia.

CIVICS AND CITIZENSHIP

The Year 8 Civics & citizenship course focuses on ‘Democracy and law in action’.

Students will investigate: the freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement; how citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action; how laws are made in Australia through parliaments (statutory law); how laws are made in Australia through the courts (common law); the types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law; and different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian.

YEAR 8 HEALTH AND PHYSICAL EDUCATION

The focus for Year 8 Health and Physical Education is personal awareness and ownership. The subject should provide the student with the opportunity to consider decisions relevant to leading physically active and healthy lives as they move from childhood to adulthood.

The practical content will cover the following sports, however, other sports may be included depending on the availability of facilities:

- | | |
|--------------|--------------------|
| 1. Swimming | 4. Netball |
| 2. Handball | 5. Cricket |
| 3. Athletics | 6. Fitness Testing |

In the theory component of the course the students will cover the following topics:

- | | |
|-----------------------------|------------------------|
| 1. Active Lifestyles | 4. Disability in sport |
| 2. Food and the Environment | 5. Stress |
| 3. Smoking | 6. Cyber Bullying |

YEAR 8 ELECTIVES

YEAR 8 CLOTHING AND FABRICS

Year 8 Clothing & Fabrics is predominantly a practical elective in which the student will learn basic skills in sewing. The student will learn how to use a sewing machine and sew a variety of textile articles including a bag and a simple skirt. The focus is to develop the student's use of sewing machines, machine stitching, use of basic patterns, ironing and finishing of garments. A student without prior sewing experience will have the opportunity to learn basic skills and produce wearable clothing items. Specific fabric requirements for each individual task will be given to students prior to the commencement of each task.

YEAR 8 COMPUTING

Learning in Computing focuses on further developing understanding and skills in computational thinking and engaging students with a wider range of information systems as they broaden their experiences. Students will learn about social and ethical practice in IT. They will get the opportunity to create a range of digital solutions using different software packages including Microsoft Excel 2016. They will broaden their programming experiences to include general-purpose programming languages in their solutions.

YEAR 8 DRAMA

Year 8 Drama introduces the student to the vibrant and engaging world of Drama in its many different forms. Drama plays an important role in assisting the student to explore and develop their own identity and to express that identity with confidence communicating creatively and effectively. Drama should contribute to a student's personal development and awareness through role playing, characterisation, verbal and non-verbal communication and body language subtleties. The student will have the opportunity to develop their personal confidence, public speaking skills, awareness of relationship issues and interaction in human society. This interactive elective focuses on the following fundamentals:

1. Theatre Conventions
2. Theatre History
3. Stage Craft
4. Improvisations
5. Components of Production (costume, sets, props, lighting)
6. Script Writing

YEAR 8 ENVIROCARE

God has commissioned us to be caretakers of his creation and active stewards. Envirocare is an elective that allows the student to examine environmental issues and engage in environmental action. The focus of this elective will be on the 3 types of mammals and the exclusivity of monotremes and marsupials. The student will examine the endangerment of indigenous species due to human interference and introduced species. Western Shield is examined as the main programme for the eradication of foxes and cats. The student will be given the opportunity to research animal conservation groups in Australia to ascertain how these groups are endeavouring to save flora and fauna from extinction.

YEAR 8 FOOD AND NUTRITION

This semesterised practical elective focuses on basic skills in food preparation. The student will be introduced to basic hygiene and safety practices in the kitchen and will have the opportunity to use various technologies as they apply to the food production process. The elective will also cover recipe reading, organizational skills, time management and basic nutritional requirements for health. A variety of delicious foods will be prepared in order to develop a basic range of food preparation skills. Foods suitable for breakfast, lunch and dinner, as well as foods suitable for snacks will be prepared. The student will use the technology process to design, make and evaluate food products to meet specific needs and preferences. Please note that in Years 7-9 the recipes do not contain any nuts, however there may be some ingredients containing traces of nuts. Nuts and products containing nuts are used in upper school classes.

YEAR 8 FRENCH

Through the study of a language other than English, students gain a better knowledge of their own language, increase their self-confidence, learn to understand and appreciate people of a different culture and broaden their career opportunities.

Students studying French in Year 8 can continue to Year 12. This is in line with state and Federal Government policy, which recognises that learning a language other than English should be part of any educational programme.

Year 8 French will focus on consolidating skills and concepts taught in Year 7.

Students will again meet 4 French students living in the Town of Dieppe in a different context. The emphasis is on every-day situations encountered when travelling in France or

one of the French speaking countries with whom we have an exchange program. Students will be part of a French café and will use their language skills to order and taste some French food and will also be part of language week yet another “feast of food” and special events.

Students will continue their studies of the French film industry and be encouraged to communicate with French students via letter or email.

The English/LOTE Department is committed to embedding the use of relevant technologies in the teaching and learning programmes to empower students and to enrich their learning experience.

YEAR 8 GARAGEBAND

Continue developing music-making and sound-mixing skills with this course! Create original compositions, arrange pieces in the form of remixes, and learn how to make music of different genres throughout the course, and work together in teams to create audiobooks and podcasts. Create characters and create music to accompany those characters, and work at a relaxed pace within a community of creative people.

YEAR 8 MEDIA

Year 8 Media provides the student the opportunity to develop their critical thinking and analysis skills, their application of media codes, conventions and use of the media language. Students have the opportunity through the unit of introduction to photography to develop competencies which equip them with important foundation media techniques.

YEAR 8 MUSIC

Build on the fundamentals of music in this course by exploring less-typical music-making methods. Understand how music is found all around, not just in a concert hall or a music classroom. Recreate songs in different genres, create soundscapes, arrange music with different instruments, and use household objects to make music! Develop abilities to play different instruments, and learn how to play new ones. Continue studying how music works in theory and in the practical.

YEAR 8 SPECIALIST SPORT GOLF

Kingsway Christian College is pleased to offer its Golf Academy, working alongside dedicated professionals from the Marangaroo Golf Course to equip our students with the knowledge and skills required to advance their competitive ability and course management skills, possibly opening up doors for a career in the vast and exciting sports industry.

The Academy will incorporate Golf into the student's regular learning timetable, giving them the opportunity to gain knowledge and understanding in all aspects of the Golf industry which can be used to access a rewarding Golf career or career in recreational or physical education studies at tertiary level.

The programme will have a holistic approach to the game of golf developing both physical and mental aspects of the game to enhance a player's competitive ability.

Subject Outline

The students will complete studies in both the theoretical and practical components of the game of Golf. The program consists of two periods of coaching at Marangaroo Golf Course, one period of coaching or theory at the Kingsway Golf facilities, and a minimum of one competition round of golf per week at Lakelands Country Club. Golf academy students are (as part of the course fees) given junior membership of Lakelands Country club. They participate in an induction program after which they are allowed to use the course, make bookings for guests, receive free coaching and participate in tournaments or pennants play.

COURSE RECOMMENDATIONS

It is recommended, but not a requirement that students who enter this course have some theory and practical skills in Golf.

ORGANISATIONS INVOLVED

Golf Professionals: Mr. Robert Farley, Marangaroo and Lakelands Golf professionals
Marangaroo Golf Course, Lakelands Country Club and Golf WA

School Liaison – Teacher in Charge
Mr. Matthew Elliott

School Liaison – Deputy Principal
Mr. Johann Schoeman

YEAR 8 SPORT AND RECREATION

Sport and Recreation is optional for students in Year 8. It is 3, forty minute periods each week. This course will introduce students to a variety of outdoor and recreational pursuits. The course will cover activities such as swim and survive lifesaving, water awareness in different environments, self-defense, squash, cross fit, trampolining, gymnastics and surfing. This course will lead towards a pathway of Specialist Sport or Sport & Recreation in Year 9 and 10. A prerequisite of this course is that students **MUST** be able to swim at least 50m in a pool and 50m in the ocean.

YEAR 8 VISUAL ARTS

The emphasis of this engaging, studio based elective is to provide the student with valuable opportunities to develop their creative self-confidence and capacity for ideas generation, design skills and competent use of the arts elements and principles. The elective will allow students to acquire new studio skills and techniques in drawing, painting, ceramics and mixed media works.

YEAR 8 WOODWORK

Simple projects will be constructed by the student using a range of materials such as wood and plastic. To complete these projects the student will be introduced to and use a wide variety of hand tools. The student will learn about the tools and their different functions and how to select the correct tool for a particular purpose. They will investigate materials that will be used for the purpose of their project and develop safe working habits.

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YEAR 9 COURSE DESCRIPTIONS

YEAR 9 CORE SUBJECTS

YEAR 9 ENGLISH

The overarching themes of *Language and People* and *Language and Culture* allow the student to interpret the world around them through the receptive (listening, reading and viewing) and productive modes (speaking, writing and creating) across the three strands of learning of the Australian Curriculum.

- ***Language***: knowing about the English language
- ***Literature***: understanding, appreciating, responding to, analysing and creating literature
- ***Literacy*** (ACARA): Apply their English skills and knowledge to read, view, speak, listen and write.

The student will be encouraged to develop analytical skills and express ideas in an organized and structured format. The student will be challenged to take increasing personal responsibility for their development in this subject area.

Texts and Text types

Novel, film study, poetry, drama, non-fiction and traditional stories.

YEAR 9 MATHEMATICS

Year 9 Mathematics continues to advance the student in all areas of mathematics, with particular focus on the links between the different areas of Mathematics. The student will be encouraged to regard Mathematics as a completely integrated course, rather than just separate topics. The subject focuses on the following areas:

1. **Number and Algebra** – students use mathematical language and processes to apply concepts of number and algebra to develop mathematical models, solve practical problems and explain and justify relationships. Students focus on algebra skills, including its use in the other areas of mathematics.
2. **Space and Measurement** – students use mathematical language and processes to apply the concepts of space and measurement to develop mathematical models, solve practical problems and explain and justify relationships. Students will focus on indirect measurements such as trigonometry and be encouraged to make links with the use of algebra.
3. **Chance and Data** – students conduct chance experiments, represent outcomes, quantify chance and interpret chance, and collect, organise, represent, summarise, interpret and report data. Students will focus on summarising data and efficient calculations, as well as develop their understanding of the concept of chance.

YEAR 9 SCIENCE

Year 9 Science provides the student with opportunities to develop the skills of working scientifically by engaging them in thinking critically and creatively in problem solving processes. The student will be encouraged to work individually and in teams to plan and conduct investigations. The student will engage in critical analysis of data and information, evaluate science related issues and problems, develop questions for inquiry, investigation and draw conclusions. The student will learn how to apply and communicate their findings, understandings and viewpoints in a scientifically literate way when making decisions about the environment, nature and technological world.

The Science programme takes into account the diverse needs of all students. It identifies essential knowledge, understandings, skills, values and attitudes. It also assists the student to maximise their achievement in science through the acquisition of additional knowledge, understandings, skills, values and attitudes. This knowledge should assist the student to acknowledge that there is a Creator who cares about them. The student is provided with the opportunity to thoughtfully and logically appraise information, whilst approaching new situations with an inventive and Christian perspective.

The subject focuses on the following four sciences:

1. **Physical** – the student will examine the different forms of energy.
2. **Chemical** – the student will extend their knowledge on energy transfer and chemical reactions in living and non-living systems.
3. **Biological** – the student will examine multi-cellular organisms and how they rely on co-ordinated and interdependent internal systems to respond to changes in the environment.
4. **Earth and Space** – the student will examine the theory of plate tectonics in terms of geological activity and continental movement.

YEAR 9 SOCIETY AND ENVIRONMENT

ECONOMICS AND BUSINESS

The Year 9 course focuses on **Australia and the global economy**. It explores the role of the key participants in the Australian economy, such as consumers, producers, workers and the government; Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded; Why and how participants in the global economy are dependent on each other, including the activities of

transnational corporations in the supply chains and the impact of global events on the Australian economy; Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types; The ways consumers can protect themselves from risks, such as debt, scams and identity theft; The nature of innovation and how businesses seek to create and maintain a competitive advantage in a market, including the global market; The way the work environment is changing in contemporary Australia and the implication for current and future work.

GEOGRAPHY

There are two units of study in the Year 9 curriculum for Geography: *Biomes and food security* and *Geographies of interconnections*. *Biomes and food security* focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world. *Geographies of interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

HISTORY

The year 9 course is entitled ‘**The making of the modern world**’. Having briefly explored the important features of the modern period (1750–1918), students undertake the following Depth Studies:

Depth study 1: Investigating the Industrial Revolution (1750–1914)

The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia; the population movements and changing settlement patterns during the Industrial Revolution; the experiences of men, women and children during the Industrial Revolution, and their changing way of life; the short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.

Depth study 2: Investigating World War I (1914–1918)

The causes of World War I and the reasons that men enlisted to fight in the war; the places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign; the impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate; the commemoration of World War I, including debates about the nature and significance of the ANZAC legend.

CIVICS AND CITIZENSHIP

The Year 9 units is entitled ‘Our democratic rights’.

Its focus is on: the role of political parties, and independent representatives in Australia’s system of government, including the formation of governments; how citizens’ choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, political party campaigns); how social media is used to influence people’s understanding of issues. The course will then shift to the key features of Australia’s court system and the role of a particular court (e.g. a supreme court, a magistrates’ court, the Family Court of Australia) and the types of cases different courts hear; how courts apply and interpret the law, resolve disputes, and make law through judgements (e.g. the role of precedents); the key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal; and the factors that can undermine the application of the principles of justice.

YEAR 9 HEALTH AND PHYSICAL EDUCATION

Year 9 Health and Physical Education will include both practical and theoretical components of learning. The student will learn the movements/skills required to be actively involved in sports. Theoretical components include all aspects of health. The student will examine how lifestyle impacts the physical, social, mental, emotional and spiritual components of health.

The practical content will cover the following sports, however, other sports may be included depending on the availability of facilities:

- | | | |
|------------------|--------------|--------------------|
| 1. Swimming | 3. Athletics | 5. Gaelic Football |
| 2. Indoor Hockey | 4. Soccer | 6. Fitness Testing |

In the theory component of the course the students will cover the following topics:

- | | |
|------------------------------------|------------------------------------|
| 1. Health and Illness in Australia | 4. First Aid and Sporting Injuries |
| 2. Personal Development | 5. About Alcohol |
| 3. Changing and Growing | 6. Party Safe |

YEAR 9 ELECTIVES

YEAR 9 CHILD CARE

This elective introduces the students to the basic needs of young children in the context of a babysitting situation. They will learn about topics such as: age-appropriate activities and toys, healthy nutrition for young children, child safety, and bedtime routines. The students will create a Babysitter's Kit which will include their resource book full of information, as well as a student-made book, toy, puppet and other items that could be used when looking after young children.

YEAR 9 CLOTHING AND FABRICS

Year 9 Clothing and Fabrics builds on the skills that the student has learnt in previous years while providing opportunity for students who have had no prior experience in sewing to be able to learn key skills. The student should develop a wide range of sewing skills including the use of patterns and sewing machines to make fashionable garments. They will sew articles such as a hoodie and a backpack and will also explore the key elements and principles of design, commercial pattern use and fibre classification. Students will be expected to purchase materials, patterns and other items specific to their chosen garments. Specific fabric requirements for each individual task will be given to students prior to the commencement of each task.

YEAR 9 COMPUTER SCIENCE

In Semester One, students will create animations using Adobe Animate and web pages using HTML. Computer hardware will also have a small component.

In Semester Two, students will learn principles of computer programming, using the Python computing language.

YEAR 9 DRAMA

Year 9 Drama develops further the foundation of Year 8 Drama. Drama plays an important role in assisting students to further develop their own identity and appreciate others. It allows them to express their identity with confidence with others and to communicate creatively, emotively and effectively for a variety of audiences and defined purposes. Drama should contribute to a student's personal development and awareness through role playing characterisation, verbal and non-verbal communication and body language subtleties.

This engaging elective seeks to explore in more depth the different forms of dramatic presentation as follows:

1. Verbal Communication
2. Non-Verbal Communication
3. Production Roles
4. Conversation Skills
5. Duologues
6. Improvisation
7. Play Building
8. Characterisation
9. Greek Theatre
10. Melodrama
11. Elizabethan Drama

YEAR 9 FOOD AND NUTRITION

This elective builds on the skills established in Year 8. Food and nutrition aims to provide the student with cooking skills they will be able to use to maintain a healthy lifestyle throughout life. The elective focuses on assisting students through the myriad of choices for a well balanced diet. There is a large practical element to provide the student with essential skills in food preparation and cooking a variety of delicious foods. The elective comprises the following topics:

1. Healthy eating and nutrition
2. Cooking for people with allergies
3. How to adapt recipes to make them healthier
4. Food labelling and packaging

Please note that in Years 7-9 the recipes do not contain any nuts, however there may be some ingredients containing traces of nuts. Nuts and products containing nuts are used in upper school classes.

YEAR 9 FRENCH

Year 9 French aims to prepare students for Year 10 French and travel overseas. There are French excursions which include a forum with 400 other students from Western Australia who are also studying the language. This elective is very practical and designed to equip students with useful phrases and expressions for use on visits to France and French speaking countries. Students will learn about clothes and the French clothing industry, how to shop for clothes in France. They will also learn about TV and cinema still focusing on a group of four friends in a soap story, arranging to go out and of course, French cuisine. Other topics covered include; “Language week” and more film reviews, daily routines, life in town, Paris monuments and tourist sites and directions.

YEAR 9 GARAGEBAND

Explore the role music plays in films and animation with this course, as well as create original compositions using Garage band loops and original materials. Learn basic keyboard skills and utilize those skills throughout the course. Create a radio show in groups and explore the inner workings of sound production and recording in a teacher-facilitated classroom setting. Anyone is welcome to join, as these skills are easy to pick up!

YEAR 9 MEDIA

Year 9 Media provides the student with the opportunity to develop key competencies which will equip them with more advanced analysis, digital, film, sound and production skills. The elective focuses on developing the student's critical understanding of film and television and making them more aware of some of the many processes, institutions, value systems and decisions that contribute to the global film industry. Students will extend media skills by scripting, filming, editing and producing the opening scenes of a film.

YEAR 9 MUSIC

Develop musical skills and learn new ones in a relaxed classroom setting with like-minded creative people. Create medleys and mashups, understand the evolution of music throughout the ages, and how music is currently evolving as new styles emerge from around the world. Develop listening skills with aural development, gain performance experience in a group setting in low and high pressure environments, experiment with different instruments, and learn how it all works theoretically.

YEAR 9 ROBOTICS

This elective provides the student with the opportunity to investigate simple systems that make their lives easier, especially electrical, electronic and mechanical systems. The students follow instructions to create a range of mechanical models and will apply these skills to complete various projects such as simple robots.

YEAR 9 SPECIALIST SPORT GOLF

Kingsway Christian College is pleased to offer its Golf Academy, working alongside dedicated professionals from the Marangaroo Golf Course to equip our students with the knowledge and skills required to advance their competitive ability and course management skills, possibly opening up doors for a career in the vast and exciting sports industry.

The Academy will incorporate Golf into the student's regular learning timetable, giving them the opportunity to gain knowledge and understanding in all aspects of the Golf industry which can be used to access a rewarding Golf career or career in recreational or physical education studies at tertiary level.

The programme will have a holistic approach to the game of golf developing both physical and mental aspects of the game to enhance a player's competitive ability.

Subject Outline

The students will complete studies in both the theoretical and practical components of the game of Golf. The program consists of two periods of coaching at Marangaroo Golf Course, one period of coaching or theory at the Kingsway Golf facilities, and a minimum of one competition round of golf per week at Lakelands Country Club. Golf academy students are (as part of the course fees) given junior membership of Lakelands Country club. They participate in an induction program after which they are allowed to use the course, make bookings for guests, receive free coaching and participate in tournaments or pennants play.

COURSE RECOMMENDATIONS

It is recommended, but not a requirement that students who enter this course have some theory and practical skills in Golf.

ORGANISATIONS INVOLVED

Golf Professionals: Mr. Robert Farley, Marangaroo and Lakelands Golf professionals
Marangaroo Golf Course, Lakelands Country Club and Golf WA

School Liaison – Teacher in Charge
 Mr. Matthew Elliott

School Liaison – Deputy Principal
 Mr. Johann Schoeman

YEAR 9 SPORT & RECREATION

Sport & Recreation is optional for students in Years 9. It is 3, forty minute periods each week. This course will target students interested in outdoor pursuits and is **predominantly water based**. The course will cover activities such as lifesaving, triathlon, lawn bowls, sports nutrition, stand up paddle and surfing. There will be an overnight camp during a weekend in Term 4 as part of this course. This course will lead towards a pathway of Sport and Recreation in Year 10. **A prerequisite of this course is that students MUST be able to swim at least 100m in a pool and 50m in the ocean.**

YEAR 9 SPORT SCIENCE

Specialist Sport is a year long option for students in Years 9 and it is targeting students who may wish to go on and do Physical Education Studies as a subject in Year 11 and 12. It is 3, forty minute periods each week. The Year 9 Specialist Sport will include practical and theoretical components of learning. The aim of the elective is to introduce the students to the concepts that will lead into senior Physical Education Courses of Study.

The practical content in Year 9 will cover the following sports, however, other sports may be included depending on the availability of facilities:

1. Ultimate Frisbee
2. AFL
3. Handball
4. Badminton
5. Volleyball

In the Year 9 theory component of the course the students will cover:

1. Coaching
2. Introduction to the Skeletal System
3. Introduction to the Muscular System
4. Nutrition and Drugs in Sport

YEAR 9 VISUAL ARTS

Year 9 Visual Arts focuses on the development of students' understanding of physical, emotional, intellectual and cultural intelligence through the investigations of artists' works and their context. Students will begin to refine their selection and use of the arts language, elements and principles in their written analysis and Art History investigations. The student will be provided the opportunity to work in a variety of studio areas which may include drawing, painting, printmaking, sculpture, textiles and ceramics.

YEAR 9 WOODWORK

A major component of this elective is constructing a number of products using wood, plastics, metal and/or fabric. The student will be encouraged to complete their design adopting their own initiative and design preferences based on their level of knowledge and skills. The student will learn by 'trial and error' making their judgements and corrections based on a technology process. Another component of the elective is workshop safety practices and equipment used for the purpose. The student will also learn about forests and the properties of timber.

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YEAR 10 CORE SUBJECTS

YEAR 10 ENGLISH

The Year 10 English programme's overarching themes of *Language and Society* and *Language and Texts* are designed to create an awareness of how language, through text, comments on society, past and present.

Students are encouraged to develop skills through receptive and productive modes. Ever increasing levels of independent study are expected. The development of analytical skill is a focus. This includes:

Observation, insight, contextual understanding and consolidation of ideas. Texts with a variety of contextual information will be presented for study; challenging students to consider the intended purpose of texts. The subject teaches the student how to write in different ways for different audiences, how to structure writing, talks, speeches, selecting an appropriate style and using grammar, punctuation and spelling effectively.

A strong emphasis will be placed on the receptive (listening, reading and viewing) and productive modes (speaking, writing and creating) across the three strands of learning of the Australian Curriculum.

- ***Language***: knowing about the English language
- ***Literature***: understanding, appreciating, responding to, analysing and creating literature
- ***Literacy*** (ACARA): Applying their English skills and knowledge to read, view, speak, listen and write.

Texts and Text types

- novel, film study, poetry, drama, non-fiction, and traditional stories

This level of English adequately prepares students for entry into English ATAR as well as Literature ATAR courses in Year 11.

YEAR 10 MATHEMATICS

Year 10 Mathematics is designed to further enhance the value of the various areas of mathematics across different learning areas. The subject is also designed to provide the student with a clear direction for upper school Mathematics.

The subject focuses on the following areas:

1. **Number and Algebra** – students use mathematical language and processes to apply concepts of number and algebra to develop mathematical models, solve practical problems and explain and justify relationships. Students focus on linear and quadratic relationships and are introduced to further polynomials and functions. Students will also focus on the links that exist with the other areas of mathematics and the usefulness of Number and Algebra in each.
2. **Space and Measurement** – students use mathematical language and processes to apply the concepts of space and measurement to develop mathematical models, solve practical problems and explain and justify relationships. Students focus on indirect measures, such as the use of trigonometry and circle geometry and the usefulness of these techniques.
3. **Chance and Data** – students conduct chance experiments, represent outcomes, quantify chance and interpret chance, and collect, organise, represent, summarise, interpret and report data. Students continue to develop their understanding of chance and the link between uncertainty and small or large samples. There will be a stronger emphasis on interpretation of data, rather than simply calculating summary statistics.

YEAR 10 SCIENCE

Year 10 Science provides students with the opportunity to further continue their investigation into physical, chemical, biological, earth and space sciences. The subject focuses on the following four sciences:

1. **Physical and Chemical** – the student will further their knowledge of physical properties of substances, the nature of matter, chemical reactions and processes.
2. **Biological** - the student will further their understanding of the human anatomy, genetics, DNA and gene technology applications as well as examine the theory of evolution and explore socio-scientific issues such as greenhouse effect.
3. **Earth and Space** – the student will examine further the universe and key astronomical features like galaxies, stars and the solar system. The Big Bang Theory will be investigated in how some scientists explain the origin of the universe with the biblical evidence.

YEAR 10 HUMANITIES AND SOCIAL SCIENCES

ECONOMICS AND BUSINESS

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. It looks at the Indicators of economic performance (e.g. economic growth rates, unemployment trends, inflation rates, human development index, quality of life index) and how Australia's economy is performing; The links between economic performance and living standards, the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt); The distribution of income and wealth in the economy and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments); The ways that governments manage the economy to improve economic performance and living standards (e.g. productivity policy, training and workforce development policy, migration), and to minimise the effects of externalities (e.g. regulation). The course explores the factors that influence major consumer and financial decisions and the short-term and long-term consequences of these decisions; The ways businesses organise themselves to improve productivity; Ways that businesses respond to improved economic conditions

GEOGRAPHY

There are two units of study in the Year 10 curriculum for Geography: *Environmental change and management* and *Geographies of human wellbeing*.

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the

gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

HISTORY

The Year 20 course is entitled ‘**The modern world and Australia**’. Having briefly explored the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression, students engage in the following Depth Studies:

Depth study 1: Investigating World War II (1939–45)

The causes and course of World War II; the experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore; the impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (e.g. conscription, manpower controls, rationing, censorship); an examination of significant events of World War II, including the Holocaust and use of the atomic bomb

Depth study 2: Investigating rights and freedoms (1945–the present)

The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration; the background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations; the US civil rights movement and its influence on Australia; the significance of **one** of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations); the Apology; methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of **one** individual or group in the struggle

CIVICS AND CITIZENSHIP

The Year 10 course looks at “Justice at home and overseas”

It includes a study of the key features and values of Australia’s system of government (e.g. democratic elections, the separation of powers) compared with one other system of government in the Asia region, such as China, Japan, India or Indonesia; Australia’s roles and responsibilities at a global level (e.g. provision of foreign aid, peacekeeping, participation in international organisations such as the United Nations); the role of the High Court, including interpreting the Constitution; the international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the

Declaration on the Rights of Indigenous Peoples); the threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness, and finally the safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law

YEAR 10 HEALTH AND PHYSICAL EDUCATION

Year 10 Health and Physical Education will include both practical and theoretical components of learning. The student will develop a deeper understanding of what they have learnt in previous years. They will learn more complex movement skills required to be actively involved in sports. Theoretical components include all aspects of health. The student will examine how lifestyle impacts the physical, social, mental, emotional and spiritual components of health.

The practical content will cover the following sports, however, other sports may be included depending on the availability of facilities:

1. Swimming
2. Badminton
3. Athletics
4. Volleyball
5. Softball
6. Fitness Testing

In the theory component of the course the students will cover the following topics:

1. Key areas of Fitness
2. Staying Active
3. Australia's Sporting Identity
4. Personal Development
5. Nutrition and Health
6. Drug Education
7. Sexual Health and Pregnancy

YEAR 10 ELECTIVES

YEAR 10 BUSINESS

Please contact the Technology and Enterprises Head of Learning Area, Mrs Jenny Arthur for more information on this subject.

YEAR 10 CHILD CARE

This year long elective teaches students skills and understandings that will help them when working with children, as well as in their future lives as parents. In first semester, the students will learn about aspects of child development such as physical, cognitive, social, emotional, moral and spiritual development. They will also learn about the importance of play in development, and will create a toy as well as interacting with children in the kindergarten or pre-primary classes as part of a play and development task.

In second semester, the focus will change to pregnancy and childbirth. Starting from conception, students will investigate the needs of baby and mother during pregnancy. Each student will take part in the Realcare Baby programme during which they will be responsible for the care of a virtual baby over a weekend. They will record their care for the baby in a journal as part of the task.

YEAR 10 COMPUTING

This course is a hands on course that has a large practical component and a small theory component. It makes extensive use of practical activities to teach students how to use a range of software programs predominantly from the Adobe and Microsoft Office software collections. Students are introduced to some programming languages e.g. Flash and ActionScript, interactive PowerPoints and Dreamweaver. The subject caters for students who have an interest in Computing and students will learn a wide range of computer skills useful for personal and career purposes. This program builds on skills established in years 7, 8 and 9, while at the same time providing opportunity for students who have had no prior experience in Computing to be able to succeed. It also provides students with essential skills in Computing by helping them to acquire the necessary skills required for computer usage and application through an understanding of the technology process.

YEAR 10 DRAMA

Year 10 Drama introduces the student to the use of Drama language and contextual knowledge regarding conventions of theatre, cultural attitudes, experiences and understandings. It also provides the student with an overview of both past and contemporary Drama events and develops individual's historical and social Drama knowledge. This elective introduces the student to the skills, techniques and conventions of narrative and narrative enactment, improvisation and play building; through small scale performance projects. Students develop technical skills in relation to sets, lighting and sound, as well as their skills in public speaking, expression and non-verbal communication.

YEAR 10 ENVIROCARE

The students will be provided with the opportunity to study biomes in Australia and worldwide which will be further enhanced by them undertaking a course with Conservation Volunteers and Earth Assist. The students will study diverse biomes across the world, their abiotic and biotic components. In particular students will select the local bush area in the school to identify local species using quadrants and trapping invertebrates for the purpose. The students will also engage in maintaining and replanting this area. The degradation of areas such as rainforests will be researched examining the effects of mankind's influence and the aspect of global warming.

Throughout the year, the student will be escorted to various sites to assist with the Conservation Volunteers programme which is sponsored by Rio Tinto Earth Assist and is recognised by Curriculum Council for WACE. The student also participates in an excursion to AQWA and the Naturaliste Discovery Centre.

YEAR 10 FOOD AND NUTRITION

This year long practical elective focuses on teaching the student to meet their nutritional needs, the hospitality menu and social and environmental influences on food consumption. There will also be an emphasis on values including being good stewards of our bodies and the resources God has given us, serving others through hospitality, considering cultural food customs and traditions.

Students will cook each week and will cook through the menu including starters, entrees, main meals and desserts. They will also learn how to make Barista coffee and prepare foods suitable for a café, which may help them gain employment in the hospitality industry in the future.

Please note that in Years 10-12 nuts and nut products are used in regular cooking classes.

YEAR 10 FRENCH

In Year 10 French, students may have the opportunity to travel overseas and also host a French speaking student. Emphasis is placed on listening and speaking skills in order to communicate with native speakers of French. They will be participating in a French forum with other schools and complete the Alliance Française examination. There is the possibility of winning a free trip to Reunion Island, a French overseas territory (one of its last colonies). During “Language week” students will be celebrating in style by planning and eating from a *Provence* menu learning more about French food. They will be going to a French Restaurant where they can use their language skills to order a meal in French from the menu.

“*The world of Youth*” and ‘*The Francophone World*’ is now part of the ATAR course and will be covered in 3 parts:

The individual: Who am I, my world, your world and my virtual trip to a Francophone Country.

The French speaking Countries: Youth culture in francophone countries, socialising with a French family, my virtual trip to a francophone country, daily life in a French speaking family, regions in France.

The Changing World: Communicating in a modern world: our French connections.

The elective teaches students how to express opinions on a range of topics and to manipulate the language to discuss the past, present and future.

YEAR 10 MEDIA

This elective involves the student examining aspects of both the entertainment and infotainment areas of radio, music video and film. Students will view, listen to and examine relevant familiar media texts for both of these areas. The elective is designed to provide the student with knowledge of media language, form, skills and processes and production controls, constraints and responsibilities. It provides the foundation for production processes and allows students to create their own using film and digital technology media.

YEAR 10 MUSIC

The focus of this elective is on the creation and performance of music. The student will be encouraged to develop an understanding of the musical elements, learn aural and music making skills. The student will listen to, reflect on, create and perform a range of music scores. This will involve a substantial amount of work on theory and compositional activities based on Western Art music notation.

YEAR 10 ROBOTICS

This elective is an introduction to engineering studies for Years 11 and 12. Students will develop a range of prototyping skills, including bread-boarding and making printed circuit boards. They will apply these skills to complete various projects such as simple robots. Students will also investigate some of the technologies used to develop robot systems, i.e. electrical, electronic, microprocessor and mechanical systems.

YEAR 10 SPECIALIST SPORT GOLF

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The programme will have a holistic approach to the game of golf developing both physical and mental aspects of the game to enhance a player's competitive ability.

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The students will complete studies in both the theoretical and practical components of the game of Golf. The program consists of two periods of coaching at Marangaroo Golf Course, one period of coaching or theory at the Kingsway Golf facilities, and a minimum of one competition round of golf per week at Lakelands Country Club. Golf academy students are (as part of the course fees) given junior membership of Lakelands Country club. They participate in an induction program after which they are allowed to use the course, make bookings for guests, receive free coaching and participate in tournaments or pennants play.

COURSE RECOMMENDATIONS

It is recommended, but not a requirement that students who enter this course have some theory and practical skills in Golf.

ORGANISATIONS INVOLVED

Golf Professionals: Mr. Robert Farley, Marangaroo and Lakelands Golf professionals
Marangaroo Golf Course, Lakelands Country Club and Golf WA

School Liaison – Teacher in Charge

Mr. Matthew Elliott

School Liaison – Deputy Principal

Mr. Johann Schoeman

YEAR 10 SPORT & RECREATION

Sport & Recreation is optional for students in Year 10. It is 3, forty minute periods each week. This course will target students interested in outdoor pursuits and keen on pursuing a career in something in the outdoor or recreation field. The course will cover activities such as the Bronze Medallion lifesaving award, first aid, ultimate Frisbee, mountain biking, surfing, kayaking and expedition planning and preparation. **A prerequisite of this course is that students MUST be able to swim at least 100m in a pool and 50m in the ocean.**

YEAR 10 SPORTS SCIENCE

Specialist Sport is a year long option for students in Years 10 and it is targeting students who wish to go on and do Physical Education Studies as a subject in Year 11 and 12. It is 3, forty minute periods each week. The Year 10 Specialist Sport will include practical and theoretical components of learning. The aim of the elective is to expose the students to the concepts that will lead into senior Physical Education Courses of Study.

The practical content in Year 10 will cover the following sports, however, other sports may be included depending on the availability of facilities:

- | | |
|---------------|----------------|
| 1. Badminton | 3. Touch Rugby |
| 2. Volleyball | 4. Lacrosse |

In the Year 10 theory component of the course the students will cover:

- | | |
|-------------------------------------|------------------------------------|
| 1. Functional Anatomy | 4. Nutrition for Physical Activity |
| 2. Advanced Body Systems and Energy | 5. Sports Psychology |
| 3. Basic Biomechanics | 6. Sexual Health |

YEAR 10 TEXTILES

Year 10 Textiles provides the students with the opportunity to apply their design and sewing skills in the production of a dress or outfit for the AATFA (APEX Fashion Awards), as well as a simple garment made out of specialty fabric such as satin or chiffon. Before making these garments, the students will work through a design process to create a simplified version of a fashion designer's portfolio.

Other topics covered in the course will be: the history of fashion, ethics and sustainability in the fashion industry, and figure types and colouring.

Students will be expected to purchase materials, patterns and other necessities specific to their chosen garments. Specific fabric requirements for each task will be given to students prior to the commencement of each task.

YEAR 10 VISUAL ARTS

Year 10 Visual Arts has a dominant art production focus which is complemented by art theory. The student will be provided with opportunity to develop personal imagery, express themselves using their imagination, develop art skills and engage in the creation and presentation of meaningful artworks.

The practical component involves the initial inquiry process which will involve drawing, design and media experimentation through to the production of studio art work.

YEAR 10 WOODWORK

Woodwork is a practical elective which allows the student to design and manufacture a range of products, predominantly from wood. The student is introduced to principles and practices of design. Throughout the process, students learn about materials, including their origins, classifications and technological process skills, while producing articles which may include items such as small personalised furniture, clocks and lathe products.

ASSESSMENT POLICY

ASSESSMENT POLICY

LOWER SECONDARY SCHOOL ASSESSMENT POLICY

SCHOOL YEARS 7 TO 10

At the start of each semester, students will receive a course outline for each subject which details the following:

1. Details of the course/subject assessment structure
2. The type of assessments that will be set
3. The timing and nature of each assessment
4. The work that will be covered by each assessment.

Marks and grades

Years 7-10 students will receive a semester grade and mark out of 100 for core subjects and a semester grade only for options.

Homework

It is recommended that students in Years 7 to 10 fulfil the following homework allocation:

Year 7: 45 minutes per night

Year 8: 1 hour per night

Year 9: 1 ½ hours per night.

Year 10: 2 hours per night

Students are required to submit homework on time and penalties may be enforced where a reasonable explanation for late work is not provided.

Failure to submit Assessments

Students are required to submit assessments on the due date. Where students are unable to do so due to illness or misadventure, a note must be provided by the parent to the HOLA who will make a judgement regarding an extension of time. Where no valid explanation is provided, students will lose 10% of their mark per day for five days. Beyond that, no mark will be received but students may still submit assessments for teacher feedback.

Absence from Tests and Examinations

Students who are absent from tests and exams due to family holidays will receive a mark of zero. Where a student is absent due to illness, a medical certificate must be provided.

Cheating

Cheating in a test or examination will be given a mark of zero for that part of the test/examination or whole. Students who allow another student to access their work during a test or examination will be similarly penalised.

Plagiarism

‘Plagiarism occurs when the work of another person or persons, is used and presented as one’s own, unless the source of each quotation or piece borrowed material is acknowledged with the appropriate citation’. (Curtin Handbook 1999) Any work submitted by a student that is falsely presented as the student’s own, will not be accepted and that student will receive a mark of zero for the assessment item.

Collusion

Collusion is unauthorised collaboration and constitutes joint effort between students or others in preparing material submitted for assessment. Students who collude will be given a mark of zero for their work.



KINGSWAY CHRISTIAN COLLEGE

CRICOS # 01855M