



KINGSWAY
CHRISTIAN COLLEGE

**SUBJECTS/ELECTIVES
INFORMATION
YEARS 7 - 10
2018**



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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 2018, 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 two 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.

Both 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	HASS	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 two 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 see Mrs. Robertson.

ONE-TO-ONE PROGRAM

At the start of 2018 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

From 2018 there will be a change to the way students in Years 7 & 8 can choose electives. This is due to requirements set out by the School Curriculum and Standards Authority.

YEAR 7

Students in Year 7 will be required to choose at least one subject from each of the following four lines:

PERFORMING ARTS:

DRAMA	DANCE	MUSIC
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VISUAL ARTS:

VISUAL ARTS	MEDIA
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DESIGN & TECHNOLOGIES:

FOOD	WOOD	TEXTILES
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DIGITAL TECHNOLOGY:

COMPUTING	GARAGEBAND
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They will be allocated to these options in either Semester One or Two. Students will then be able to choose other options as usual.

YEAR 8

Students in Year 8 will be required to choose at least one subject from each of the following four lines:

PERFORMING ARTS:

DRAMA	DANCE	MUSIC
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VISUAL ARTS:

VISUAL ARTS	MEDIA
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DESIGN & TECHNOLOGIES:

FOOD	WOOD	TEXTILES
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DIGITAL TECHNOLOGY:

COMPUTING	MECHATRONICS	GARAGEBAND
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YEAR 9 GRIDLINE 2018

Option 1 (3 periods)	MECHATRONICS	SPORT & RECREATION	HEALTH & PHYSICAL EDUCATION	DRAMA	MUSIC		
Option 2 (3 periods)	DRAMA	WOODWORK	MECHATRONICS	COMPUTER SCIENCE	HEALTH & PHYSICAL EDUCATION	SPORT & RECREATION	SPORT SCIENCE
Option 3 (3 periods)	VISUAL ART	FOOD & NUTRITION	TEXTILES	GARAGEBAND	HEALTH & PHYSICAL EDUCATION	SPECIALIST SPORT GOLF	
Option 4 (3 periods)	VISUAL ART	FOOD & NUTRITION	FRENCH	MEDIA	HEALTH & PHYSICAL EDUCATION	DANCE	CHILDCARE

YEAR 10 GRIDLINE 2018

Option 1 (3 periods)	FRENCH	HEALTH & PHYSICAL EDUCATION	SPORT SCIENCE	CHILDCARE	MEDIA	ENVIROCARE	
Option 2 (3 periods)	FOOD	VISUAL ART	ROBOTICS	HEALTH & PHYSICAL EDUCATION	DRAMA	BUSINESS	SPECIALIST SPORT GOLF
Option 3 (3 periods)	VISUAL ART	ROBOTICS	SPORT & RECREATION	FOOD	COMPUTER SCIENCE	DANCE	HEALTH & PHYSICAL EDUCATION
Option 4 (3 periods)	TEXTILES	SPORT AND RECREATION	WOODWORK	MUSIC	HEALTH & PHYSICAL EDUCATION		

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 Brianne Burn

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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 2018. 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. Basketball | 3. Soccer | 5. Swimming |
| 2. Athletics | 4. Softball | |

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

- | | | |
|----------------------|------------------|----------------------|
| 1. Myself and others | 4. Bullying | 7. How my body works |
| 2. Values | 5. Resilience | 8. Basic Nutrition |
| 3. Relating Skills | 6. Fit & Healthy | |

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

Year 7 will run for 1 semester for three periods per week.

Year 7 Computer Science focuses on further developing skills in computational thinking and engaging students with a wider range of information systems.

Students will:

- learn about the basic principles of Networks and Digital Citizenship
- have the opportunity to create digital solutions using software packages such as Microsoft OneNote 2016 and Microsoft Word 2016.
- learn the basics of pseudocode and flowcharts and then expand on their programming knowledge with Scratch 2.

YEAR 7 DANCE

In Year 7, Dance students build on their understanding of improvising and experimenting with the elements of dance and choreographic devices to create dance that communicates an idea. They continue to improve their dance skills, focusing on developing technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, balance and coordination. They are provided with opportunities to present dance to an audience, developing their performance skills of expression, projection and focus. As they make dance and respond to it, they reflect on the meaning, interpretations and purposes of dance. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. Students will not be required to have previous formal dance experience. The specific genres or styles of dance to be taught in Year 7 will not be finalised until a Dance teacher is appointed.

YEAR 7 DRAMA

In Year 7, Drama students will be given an opportunity to plan, develop and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be improvised, or taken from appropriate, published script excerpts (e.g. Australian or world drama), using selected drama forms and styles (Note: students will have an opportunity to present a scripted drama and improvisation performance at least once over Year 7 and Year 8). Student work in devised and/or scripted drama is the focus of informal reflective processes using generalised drama terminology and language. Please note that this class is available as both a year-long and a semester long course. Topics covered: Reader's Theatre and Greek Theatre performance styles.

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. Parents please be aware that while we endeavor to meet specific dietary requirements of students we may not be able to cater for all food preferences. For example 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

Contrary to popular belief, this program does not involve playing in an actual band, but it involves being all the members of a band using technology. Explore how music is made in a teacher-facilitated, student-directed program within this course. Learn how to create and arrange music in new ways, and create your own compositions using Apple's GarageBand software. Examine how sound can be manipulated and used for certain effects, and research how sound production and recording has evolved over time. Make new friends and work with each other through various group projects in a creative and collaborative setting, and learn how to play keyboard as part of the course. Most of all, students will learn to develop their own creativity and their appreciation for music.

YEAR 7 MEDIA

The Year 7 Media course encourages students to engage in making and responding to the influence of media in the context of advertising. Students will be involved in producing a marketing campaign for a new product concept. Within this context they are introduced to the basic communication model, explore different viewpoints in contemporary media, plan and create representations in media work and respond to their own work and the work of others. Students work as a team, follow timelines, and use processes and strategies to ensure safe and responsible use of media equipment.

YEAR 7 MUSIC

Learn the fundamentals of music with a hands-on approach. Explore and enjoy the world of music making 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, analyse music, and learn how to write songs! Students will also learn how to play the ukulele, among other contemporary instruments, and incorporate these 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 and Lakelands Country Club 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 three periods of coaching at either the Marangaroo Course, Lakelands Country Club or Kingsway Golf facilities, and there is an expectation that students will play a minimum of one competition round of golf per week at Lakelands Country Club, or another designated Golf Club. To be in the Kingsway Golf Academy all students are to be members of a Golf Club. If students do not have membership, the College has arranged a deal at the Lakelands Country Club providing full membership for an annual fee of \$250.00.

Within the academy students will participate in an induction program after which they will be allowed to use the course, make bookings for guests, receive free coaching and participate in tournaments or pennants play.

As well as the standard Golf Academy program, golfers who display excellence and superior skills will be asked to join the "pro" pathway providing additional coaching and tournament play. This pathway may attract additional costs.

COURSE RECOMMENDATIONS

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

All students need to be a member of a Golf Club. *NOTE – This is catered for within the program through our relationship with Lakelands.*

ORGANISATIONS INVOLVED

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

School Liaison – Mr. Matthew Elliott / 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 and orienteering. 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 unit is for students to have opportunities to use and apply visual art language and artistic conventions in their design and production process. They create 2D and/or 3D artwork through projects which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual art practices, and present their artwork for display. Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artwork/art style which, in turn, allows them to link their own production to a given context. They consider how to present artwork to enhance audience interpretation. Students are introduced to a critical analysis framework to analyse artwork and use visual art terminology when responding.

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.

YEAR 8 COURSE DESCRIPTIONS

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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 HUMANITIES AND SOCIAL SCIENCES 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. Cricket | 4. AFL |
| 2. Athletics | 5. Swimming |
| 3. Netball | |

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

- | | |
|------------------|-------------------------|
| 1. Stress | 5. Active Lifestyles |
| 2. Mental Health | 6. Smoking |
| 3. Cybersense | 7. Changing and Growing |
| 4. Disability | |

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

Year 8 will run for 1 semester for three periods per week. Year 8 Computer Science focuses on further developing skills in computational thinking and engaging students with a wider range of information systems. Students will:

- learn about Digital Citizenship and the Internet
- have the opportunity to create a range of digital solutions using Microsoft Excel 2016.
- broaden their programming experiences with Alice 3. Alice is a 3D programming environment which lets students learn the fundamental programming concepts of creating animation.

YEAR 8 DANCE

In Year 8, Dance students use improvisation skills to build on their movement vocabulary. They choreograph dances using the elements of dance and choreographic devices for a purpose. They further develop their dance skills to explore the technical aspects of different dance styles. Students are given opportunities to present dance to an audience, further developing their performance skills of retention and clarity of movement, projection, focus and expression. They discuss how dance can communicate meaning and how dance genres/styles differ. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. The specific genres or styles of dance to be taught in Year 8 will not be finalised until a Dance teacher is appointed.

YEAR 8 DRAMA

In Year 8, Drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based

on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles (Note: students will have an opportunity to present a scripted drama and improvisation performance at least once over Years 7 and 8). Student work in devised and/or scripted drama is the focus of informal reflective processes using more detailed drama terminology. Please note that Year 8 Drama is a year-long course. Topics covered include: Mime performance and Restoration Comedy performance styles.

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. Parents please be aware that while we endeavor to meet specific dietary requirements of students we may not be able to cater for all food preferences. For example 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 using Apple's GarageBand software! Create original compositions, arrange pieces (by creating remixes and mashups), learn how to make music of different genres throughout the year, use found sounds and sampling to create atypical music, and work together in teams to create audiobooks. Create characters and write music to accompany these characters, and work at a relaxed but focused pace within a community of creative people.

YEAR 8 MECHATRONICS

Robotics, also often known as Mechatronics, is an expanding field used in a wide range of real life situations such as mining, drones, medical applications and remote rovers. This course contains practical and theoretical elements where students engage in programming tasks, basic electronics and building and programming mechatronic devices. Skills such as soldering and breadboarding will also be covered and individual projects are encouraged.

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. These include composition, lighting, use of Photoshop and an introduction to iMovie.

YEAR 8 MUSIC

Build on the fundamentals of music in this more rigorous course by exploring less-typical music-making methods. Understand how music is found everywhere and anywhere, not just in a concert hall or a music classroom, but also in nature and in inanimate objects. Learn how to play different instruments, and develop and refine current instrumental skills. Continue studying how music works in theory and in the practical. Cover songs in groups, create soundscapes, arrange music with different instruments, and use household objects to make music!

YEAR 8 SPECIALIST SPORT GOLF

Kingsway Christian College is pleased to offer its Golf Academy, working alongside dedicated professionals from the Marangaroo Golf Course and Lakelands Country Club 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 three periods of coaching at either the Marangaroo Course, Lakelands Country Club or Kingsway Golf facilities, and there is an expectation that students will play a minimum of one competition round of golf per week at Lakelands Country Club, or another designated Golf Club. To be in the Kingsway Golf Academy all students are to be members of a Golf Club. If students do not have membership, the College has arranged a deal at the Lakelands Country Club providing full membership for an annual fee of \$250.00. Within the academy students will participate in an induction program after which they will be allowed to use the course, make bookings for guests, receive free coaching and participate in tournaments or pennants play.

As well as the standard Golf Academy program, golfers who display excellence and superior skills will be asked to join the "pro" pathway providing additional coaching and tournament play. This pathway may attract additional costs.

COURSE RECOMMENDATIONS

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

All students need to be a member of a Golf Club. *NOTE – This is catered for within the program through our relationship with Lakelands.*

ORGANISATIONS INVOLVED

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

School Liaison – Mr. Matthew Elliott / 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, frisbee, squash, 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 elective unit is for students to have opportunities to use and apply visual art language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artwork with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artwork for display. Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artwork. Students apply knowledge of techniques used by other artists and consider audience interpretation in the production of their own artwork. Students are provided with critical analysis frameworks to analyse artwork and use visual art terminology when responding.

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 HUMANITIES AND SOCIAL SCIENCES

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 databases using Microsoft Access. There is a short component on computer hardware. In Semester Two, students will learn principles of computer programming, using the Python computing language. Students have the option of selecting either semester or both semesters.

YEAR 9 DANCE

In Year 9, Dance students are given opportunities to choreograph using the elements of dance (BEST), choreographic devices and structures to develop choreographic intent. They build on and refine technical competence in their dance skills in specific dance styles. Students are given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality. They further discuss the choreographer's use of the elements of dance, choreographic devices and structures, and

design concepts for choreographic intent in the dances they make and view. They investigate the evolution of particular dance genres/styles.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. The specific genres or styles of dance to be taught in Year 9 will not be finalised until a Dance teacher is appointed.

YEAR 9 DRAMA

In Year 9, Drama students will be given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script excerpts (e.g. Australian drama pre-1960 or world drama), using selected drama forms and styles. Student work in devised and scripted drama is the focus of reflective and responsive processes supported through scaffolded frameworks using drama terminology and language. Please note that this class is available as both a year-long and a semester long option. Topics covered include: Commedia dell'arte performance and Theatre of the Absurd performance styles.

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

For example 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. Parents please be aware that while we endeavor to meet specific dietary requirements of students we may not be able to cater for all food preferences.

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, and learn how to create music and sound effects to match a given film clip/animation using Apple’s GarageBand software. Create original compositions using loops and original recorded materials. Learn basic keyboard skills and utilize those skills throughout the semester. Script, plan, record, and create a radio show segment in groups and explore the inner workings of sound production and recording in this course. Anyone is welcome to join, as these skills are easy to pick up!

YEAR 9 MECHATRONICS

Robotics, also known as Mechatronics, is an expanding field used in a wide range of real life situations such as mining, drones, medical applications and remote rovers. This course builds on the Year 8 course, developing further skills in programming and electronics. Participants will have the opportunity to design, build, program and evaluate mechatronic devices.

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 a scene and trailer of a suspense film.

YEAR 9 MUSIC

This more rigorous course is designed for those who are interested in pursuing Music in upper school. Develop musical skills and learn new ones in a relaxed but focused classroom setting with like-minded creative people. Create medleys and mashups, understand the evolution of music throughout the ages as well as how music is currently evolving and shifting as new styles emerge from around the world. Refine listening skills and learn how to identify musical characteristics and analyse them, gain performance experience in solo and group settings in low and high pressure performance environments, and experiment with different instruments.

YEAR 9 SPECIALIST SPORT GOLF

Kingsway Christian College is pleased to offer its Golf Academy, working alongside dedicated professionals from the Marangaroo Golf Course and Lakelands Country Club 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 three periods of coaching at either the Marangaroo Course, Lakelands Country Club or Kingsway Golf facilities, and there is an expectation that students will play a minimum of one competition round of golf per week at Lakelands Country Club, or another designated Golf Club. To be in the Kingsway Golf Academy all students are to be members of a Golf Club. If students do not have membership, the College has arranged a deal at the Lakelands Country Club providing full membership for an annual fee of \$250.00. Within the academy students will participate in an induction program after which they will be allowed to use the course, make bookings for guests, receive free coaching and participate in tournaments or pennants play. As well as the standard Golf Academy program, golfers who display excellence and superior skills will be asked to join the "pro" pathway providing additional coaching and tournament play. This pathway may attract additional costs.

COURSE RECOMMENDATIONS

It is recommended, but not a requirement that students who enter this course have some theory and practical skills in Golf. All students need to be a member of a Golf Club. *NOTE – This is catered for within the program through our relationship with Lakelands.*

ORGANISATIONS INVOLVED

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

School Liaison – Mr. Matthew Elliott / 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, cross fit, sports nutrition and surfing. 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 300m in a pool and 50m in the ocean. Students must have access to a road or mountain bike for the triathlon unit.**

YEAR 9 SPORT SCIENCE

Sport Science 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. Year 9 Sport Science 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 | 3. Badminton |
| 2. AFL | 4. Volleyball |

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

- | | |
|--|--|
| 1. Coaching | 3. Introduction to the Muscular System |
| 2. Introduction to the Skeletal System | 4. Fitness Training Principles |

YEAR 9 VISUAL ARTS

The emphasis of this elective unit is for students to use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapts and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artwork which communicate artistic intention. Resolved artwork are displayed and appraised, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice. Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists in the production of their own work. Students are required to critically analyse traditional and contemporary artwork using various analysis frameworks, incorporating appropriate visual art language, art terminology and conventions.

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. Fitness testing
2. Athletics
3. Badminton
4. Sofcrosse
5. Swimming

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

1. Health and Illness in Australia
2. Advanced Cybersense
3. Sexual Health
4. First Aid and Sporting Injuries
5. About Alcohol
6. Party Safe
7. Respecting Diversity

YEAR 10 ELECTIVES

YEAR 10 BUSINESS

The Year 10 Business course focuses on financial and business literacy. The course aims to create an understanding of the systems and processes through which financial practices and decision making are carried out and helps students to analyse and make sound financial judgements about finances. Personal finance and small business finance are covered in this course. Students will gain knowledge and skills in personal finance which they can apply to their everyday lives. This course also includes principles and practices to keep accurate financial records for a small business. Through the preparation of financial documents and records, students will develop an understanding of the procedures and financial concepts of record keeping for a small business. This course caters for students who have an interest in business and finance. The completion of Business Practice is also an excellent preparation for the study of Accounting and Finance ATAR courses in Years 11 and 12.

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 COMPUTER SCIENCE

Computer Science students will develop skills in HTML, CSS and JavaScript coding, in the process of creating webpages, simple games and applications. Students will:

- strengthen their logical thinking, technical skills, creativity and problem-solving capabilities, in the process of diagnosing and solving problems
- increase their understanding of programming skills and techniques
- develop design skills while creating web pages

There will also be a small component of each of the following:

- creating flow-charts and algorithms
- using templates to create apps for Windows
- database concepts using SQL

The course provides an excellent base for ATAR Computer Science and Applied Information Technology.

YEAR 10 DANCE

In Year 10, Dance students continue to extend their use of the elements of dance (BEST) and choreographic processes to expand their choreographic intentions in their choreography. They extend their technical dance skills to include style-specific movement skills. Through performance, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the use of the elements of dance, choreographic processes and design concepts in their own dance and the dance of others. They investigate dance and influences of the social, cultural and historical contexts in which it exists. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. The specific genres or styles of dance to be taught in Year 10 will not be finalised until a Dance teacher is appointed.

YEAR 10 DRAMA

In Year 10, Drama students are given opportunities to develop their knowledge and skills to present drama for purposes and wider external audiences, safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and taken from appropriate, published script excerpts (e.g. Australian drama post-1960 or world drama), using selected drama forms and styles. Students will have opportunities to research devised drama and read selected script excerpts in context. Student work in devised and scripted drama is the focus of reflective and responsive processes. Students are encouraged to develop their use of extended answer forms and interviews, using drama terminology, language and different forms of communication, based on own drama and the drama of others. Please note that Year 10 Drama is a year-long course with an increased theoretical component to Year 9. Topics covered include: Grotowski's Poor Theatre and Contemporary Aboriginal Theatre performance styles.

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 course involves the student making and responding to 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. It is a requirement that students must have at least basic to intermediate skills on an instrument to actively participate and gain from this course.

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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has arranged a deal at the Lakelands Country Club providing full membership for an annual fee of \$250.00.

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COURSE RECOMMENDATIONS

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

All students need to be a member of a Golf Club. *NOTE – This is catered for within the program through our relationship with Lakelands.*

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, mountain biking, surfing, kayaking and expedition planning and preparation. **A prerequisite of this course is that students MUST be able to swim at least 400m in a pool and 50m in the ocean.**

YEAR 10 SPORTS SCIENCE

Sports Science 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. Year 10 Sports Science 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. Volleyball
2. Badminton
3. Touch Rugby
4. Floorball

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

1. How my body works
2. Advanced Body Systems and Energy
3. Biomechanics
4. Sports Psychology
5. Nutrition for Physical Activity
6. Drugs in Sport

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

In Year 10 Visual Arts students use art language and artistic conventions, in both written and practical work. Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials. Students further develop and refine ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork. They extend their knowledge of art practices such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artwork. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience. Students also extend their knowledge and practise of safe and sustainable visual arts practice. Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of critical analysis frameworks, incorporating visual art language, art terminology and conventions.

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.



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