



Waverley Christian College

NARRE WARREN SOUTH CAMPUS

2017

YEAR 7 CURRICULUM GUIDE



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INTRODUCTION

The Curriculum Guide has been produced to enable parents and students to gain a better understanding of the courses of study offered at the College in Year 7.

It is the College's aim to help students understand the relationship between God and His Word in everything they are learning and doing in the classroom. Ruth Haycock, author of 'Encyclopaedia of Bible Truths for School Subjects' writes:

"If we actually believe that the Bible is authoritative in every subject it addresses, in history and science as well as in Christian doctrine, we are obligated to find out what it says about every topic we teach. If we fail to present what God says but teach other aspects of a subject, we shelter pupils from the truth and give them only part of the story.

What we do teach may be purely humanistic and opposed to the truth found in the Bible, or it may be true as far as it goes, but incomplete. In either case, pupil thinking is being shaped according to the world's pattern. God asked instead for transformed lives, not conformed to the world, but based on renewed minds able to prove what is the good and acceptable and perfect will of God."

We believe that all the truth originates from God, and that all the truth He created was designed to lead people to know and respond to Him. Each academic subject is a part of the truth He created to help people know and understand Him better. We know more about God because of the truth revealed in science and mathematics. He made writing and reading an important part of His creation because He chose to reveal Himself to us in writing. We learn to think and express our thoughts in writing so that we can praise and glorify Him. We study history so that we can understand how He has directed the course of man through the years of time. Every academic truth in every academic area is a revelation of God.

All efforts to separate God and His truth from the school curriculum only serve to emasculate an academic education. It is not possible to truly understand any academic area apart from a knowledge of God.

"The fear of the Lord is the beginning of knowledge..." (Proverbs 1:7)

Waverley Christian College endeavours to provide students with topics of study which are both stimulating and challenging and which will lead each student to realise the God-given potential within. We believe the courses of study provided prepare students most thoroughly for successful participation in Victorian Certificate of Education, apprenticeship, or work place.

It is our prayer that students attending Waverley Christian College will experience success and the blessing of our Lord Jesus Christ.

STEPHAN MUNYARD
HEAD OF SECONDARY

*"And all your children will be taught by the Lord, and great
will be the peace of your children."
Isaiah 54:13*

THE CURRICULUM FOR YEARS 7 TO 10

Each day consists of 6 periods of 50 minutes each (60 lessons over a 10 day cycle)

The tables below set out the number of lessons per cycle for each subject and elective offered in the Secondary School.

<i>Year 7-10 Core Subjects</i>	<i>Lesson Allocations per 10 day cycle</i>			
	Year 7	Year 8	Year 9	Year 10
English	8	8	9	9
Mathematics	8	8	9	8
Geography	6*	6*	-	5*
History	6*	6*	3	5*
Science	6	6	8	8
Biblical Studies	3	3	2	2
Physical Education	3	3	3	3
Chapel	2	2	2	2
Sport	2	2	2	2
Personal Development	2	2	1	1
LOTE (French/Mandarin)	4	5	-	-
Career Education	-	-	-	2
Drama	4*	-	-	-
Art	4*	-	-	-
Design Technology (Fabrication Lab)	4*	-	-	-
Design Technology (Wood)	4*	-	-	-
Food Studies	4*	-	-	-
Textiles	4*	-	-	-
Music	4*	-	-	-
Visual Communication	4*	-	-	-
Commerce	-	-	6	-
Year 8, 9 and 10 Electives and Year 10 Acceleration	-	15 ⁱⁱ	15 ⁱⁱ	18 ⁱⁱⁱ

TABLE NOTES:

- (i) In the Year 7-10 columns, one asterisk (*) means that students undertake these subjects for one semester only.
- (ii) In Year 8 & 9 students undertake 3 electives for 5 periods per cycle, per semester.
- (iii) In Year 10 students undertake electives for 4 or 5 periods per cycle, per semester, as well as approved accelerated VCE subjects for 9 periods per cycle for the whole year.

CHAPEL

Secondary Chapel services are held on Thursday, before lunchtime. Secondary Chapels are student focused in their leadership and presentation style. At Chapel, students experience a time of worship, with various student bands leading worship. Students hear from a variety of speakers who present the Word of God in relevant and creative ways.

General Aims and Objectives

- To provide an opportunity for students to feel a degree of ownership of a Chapel service
- To give all our students an opportunity to connect with God as a student body on a weekly basis
- To give the students another opportunity to grow in their relationship with God each week
- To help our students grow in their understanding of the Christian faith and strengthen their daily walk with God
- To give as many students as possible an opportunity to lead, contribute to and be involved in a Chapel service
- To provide an environment that is conducive for students to connect with God at a deeper level
- To provide contemporary worship that gives the opportunity for a high degree of student involvement
- To have speakers who will deliver age appropriate messages dealing with issues that are relevant for our students

SPORT AND ACTIVITIES PROGRAM

BIBLICAL FRAMEWORK:

In 1 Corinthians 6, Paul shows us the importance of keeping our body healthy, pure and holy. *“Or didn’t you realize that the body is a sacred place, the place of the Holy Spirit? Don’t you see that you can’t live however you please, squandering what God paid such a high price for? The physical part of you is not some piece of property belonging to the spiritual part of you. God owns the whole works. So let people see God in and through your body.”* (The Message)

God has given us the responsibility to take care of both our physical body and our spiritual part, for this is where the Holy Spirit lives – inside of us. This emphasis, which God places on looking after our physical body, provides the framework around which this course is structured.

Aims

The Sport and Activities Program recognises that all students need to be active; however their interests and motivation to be active will vary. Through regular involvement in a wide range of physical pursuits, the aim is for students to develop a positive attitude towards physical activity and for each student to remain active throughout their life.

Research indicates that involvement in regular physical activity has many benefits including:

- Reduced risk of cardiovascular disease, arthritis, osteoporosis, diabetes and other diseases
- Enhanced memory and learning
- Improved concentration
- Improved sleep
- Helping to achieve and maintain a healthy body weight
- Reducing feelings of depression, anxiety and stress
- Helping build and maintain healthy bones, muscles and joints
- Enhanced self-esteem and confidence with reduced isolation and loneliness

Sports and Activities Program

Waverley Christian College is part of the Christian Schools Sports Network (CSSN) which provides opportunities for Christian schools to compete together in various sports. There is a Junior (Year 7/8) Division as well as an Intermediate (Year 9/10) Division. Students try out and teams are put together to compete against other schools. Students who are not part of a particular team participate in various school-organised activities at the same time that team sports compete. This happens during Terms 2 and 3 as the swimming program runs in Term 1 and Term 4. In addition, CSSN run a number of Rally Days in Term 4 in which the College also participates. There are Rally Days for each Year Level from Years 7-10. On a particular Rally Day, all students in a certain Year Level are divided into various sports teams to compete against other schools in a one-day event. The specific sports, activities and rally day events are listed below:

Fortnightly Sports	
Year 7-10 Boys	Year 7-10 Girls
Basketball	Basketball
Soccer	Soccer
	Netball

Year 7-10 activities
Aerobics
Ball Sports
Swimming
Water and Surf Safety (Year 9-10)

Term 1 & 4 Sports Rally Days	
Year 7-10 Boys	Year 7-10 Girls
5-a-side-Soccer	5-a-side-Soccer
Badminton	Badminton
Basketball	Basketball
Netball	Netball
Table Tennis	Table Tennis
Tennis	Tennis
Volleyball	Volleyball
Super 8's Cricket	

YEAR 7



The Year 7 curriculum is designed to give students basic experience in all subjects. Because of time constraints, some practical subjects are taught for one Semester only. At half-year there is a changeover, so that, during the course of the year, every Year 7 student has the opportunity to experience every subject.

The curriculum is written with the Primary Courses of Study being taken into account. Students build on the English and Mathematics foundations laid in Primary School. In other areas (such as Science and in practical areas), the experiences and skills learned in Primary years are used and developed. In the new Secondary school subjects such as Food Studies, Technology and Visual Communication, students learn the basics, to provide opportunity for further study later on.

YEAR 7

ART

"If God made the flowers, they are worth painting and writing about. If God made the birds, they are worth painting. If God made the sky, the sky is worth painting. If God made the ocean, indeed it's worth writing poetry about. It is worth man's while to create works upon the basis of the great works God has already created."
- Francis A. Schaeffer

Brief Description of Course

Year 7 Art covers three main areas: drawing, painting and printmaking. Media explored includes progressio pencil, pen and ink, charcoal/ pastel and watercolour. Students are taught to render textures using a variety of marks and learn to work with increased accuracy and expression. For the printing unit, students originate a suitable design for a linocut print. This is developed into a carved block and printed first in black and white, then in colour. Students are encouraged to print on a variety of surfaces and use a range of media to embellish the print. Colour theory and painting techniques are also explored when an acrylic painting is imaginatively undertaken.

General Aims and Objectives

- To experience and develop skills in handling a variety of media
- To develop skills and competence in linocut carving and printing
- To know and apply the elements of Art
- To develop appreciation of other artworks
- To stimulate enthusiasm and participation in this subject

Topics

- Mixed Media
- Printmaking
- Painting

Time Allocation

- 4 periods per cycle for one semester

Special Requirements to be supplied by student

- Booklist items

Assessment

- Classroom assignments
- Practical activities

"I am sending you Hiram-Abi, a man of great skill. He is trained to work in gold and silver, bronze and iron, stone and wood, and with purple and blue and crimson yarn and fine linen. He is experienced in all kinds of engraving and can execute any design given to him."

2 Chronicles 2:13,14

YEAR 7

BIBLICAL STUDIES

*"A thorough knowledge of the Bible is worth more than a college education."
- Theodore Roosevelt*

Brief Description of Course

In Year 7 Biblical Studies, students complete two units of work; The Bible: The Big Picture and Heroes of the Faith. These foundational studies are designed to help students master the Bible's storyline and the significant events and developments that occur within it.

General Aims and Objectives

- To develop a love and appreciation for God's Word.
- To help students master the Bible's storyline.
- To provide students with the knowledge and skills that are needed to be able to engage in a deeper study of the Bible.
- To teach students how to identify and explain the significance of the major events in the historical storyline of the Bible.
- To introduce students to the reality that all of God's revelation points to Christ.
- To help students have a thorough knowledge of the book of Genesis and the foundational place that it has in God's revelation to us.
- To build the discipline of Bible reading in the life of the student.

Topics

- Semester One:
The Bible: The Big Picture
- Semester Two:
Heroes of the Faith

Time Allocation

- 3 periods per cycle

Special Requirements to be supplied by students

- Any full translation of the Bible

Assessment

- Bible Reading Plans
- Research Assignments
- Oral Presentations
- Tests

*"But in your hearts set apart Christ as Lord. Always be prepared to give an answer
to everyone who asks you to give the reason for the hope that you have."*

1 Peter 3:15

YEAR 7

DESIGN AND TECHNOLOGY: (Fabrication Lab)

*Then David gave his son Solomon the plans for the portico of the temple, its buildings, its storerooms, its upper parts, its inner rooms and the place of atonement. He gave him the plans of all that the Spirit had put in his mind for the courts of the temple of the Lord and all the surrounding rooms, for the treasuries of the temple of God and for the treasures for the dedicated things. "All this is in writing," David said, "because the hand of the Lord was upon me, and he gave me understand in all the details of the plans."
1 Chronicles 28:11-12, 19*

Brief Description of Course

Fabrication lab is a space where students use state-of-the-art equipment to design, build and test almost anything. Students develop technological, problem-solving and hands-on practical skills. Students will experiment, take risks, and play with their own ideas, giving them permission to trust themselves. While inventing we need to acknowledge that there is more than one right answer and that gives students permission to feel safe while learning and problem solving. The goal of the FabLab is for students to see themselves as learners who have good ideas and can transform those ideas into reality. The FabLab also teaches students critical skills in computing, electronics, programming and CAD (computer-aided design) fabrication techniques – a set of industry recognised skills. Students will explore many interrelated career fields, including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics, and entrepreneurship.

General Aims and Objectives

- Provide students with opportunities to apply math, geometry and reasoning skills in practical, relevant and contextualised ways.
- Students will explore computational skills through coding, programming, electronics and robotics
- Develop Technological, problem-solving and hands-on practical skills
- To solve an engineering problem, the students would need to design parts, build them, write code and then evaluate their success. This problem solving process will allow them to be inventors of both hardware and software in creative and exciting ways.
- Explore many career fields; including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics.
- CAD drawing and designing: Using the 3D printer software
- Workshop safety and tools

Topics

- Problem Solving Simulations – Real world scenarios
- Makey Makey – Shark Tank invention challenge
- 3D printed – USB housing design
- 3D Printed Jewellery design – Using CAD software

Time allocations

- 4 periods per cycle for a whole year

Pre requisites

- Nil

Special requirements to be supplied by student

- Estimated Levy \$70

Assessment

- Use of technology and equipment
- Prototype
- Research and Idea Generation
- Oral Presentation
- Classroom Participation

The Lord said to Moses, "See I have chosen Bezalel and I have filled him with the Spirit of God, with skill, ability and knowledge in all kinds of crafts – to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood, and to engage in all kinds of craftsmanship. Moreover, I have appointed Oholiab to help him. Also I have given skills to all the craftsmen to make everything I have commanded you."

Exodus 31:1

YEAR 7

DESIGN AND TECHNOLOGY (Wood)

*Then David gave his son Solomon the plans for the portico of the temple, its buildings, its storerooms, its upper parts, its inner rooms and the place of atonement. He gave him the plans of all that the Spirit had put in his mind for the courts of the temple of the Lord and all the surrounding rooms, for the treasuries of the temple of God and for the treasures for the dedicated things. "All this is in writing," David said, "because the hand of the Lord was upon me, and he gave me understand in all the details of the plans."
1 Chronicles 28:11-12, 19*

Brief Description of Course

Technology involves the use of tools, machines, materials, techniques, and sources of energy to make work easier and more productive and to make leisure more enjoyable. A wide variety of learning activities will be called upon to focus student attention upon the topics selected. Considerable time will be given to developing student skill in the use of common hand tools. Technology (Wood) uses furnishings as a theme to explore the rich history of wood as a natural material with many uses.

General Aims and Objectives

- To develop basic skills in using tools for forming materials into useful articles.
- To reflect upon the requirements of the design process and to practice creative ingenuity
- To understand that God gives a variety of specialized creative abilities.

Topics

A range of topics selected from:

- Materials Technology: Natural and Processed Materials
- Safety in the workshop
- Design and creativity
- Woodwork projects: A variety of projects to develop and establish the competent use of woodworking tools e.g. dice, puzzles, boxes, trays and toys

Time Allocation

- 4 periods per cycle for one semester

Special Requirements to be supplied by student

- Booklist items
- Levy

Assessment

- Workshop Skills
- Projects
- Design Folio

The Lord said to Moses, "See I have chosen Bezalel and I have filled him with the Spirit of God, with skill, ability and knowledge in all kinds of crafts – to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood, and to engage in all kinds of craftsmanship. Moreover, I have appointed Oholiab to help him. Also I have given skills to all the craftsmen to make everything I have commanded you."

Exodus 31:1-6

YEAR 7

DRAMA

"Thinking cannot be clear till it has had expression. We must write, or speak, or act our thoughts, or they will remain in a half torpid form. Our feelings must have expression, or they will be as clouds, which, till they descend as rain, will never bring up fruit or flower. So it is with the inward feelings; expression gives them development."
- Henry Ward Beecher, 1813-1887

Brief Description of Course

This course incorporates both whole class and small group activities. The students participate in verbal and non-verbal exercises in the form of skits, play extracts and theatre games.

General Aims and Objectives

- To build confidence to stand alone or work with others
- To learn the art of storytelling and how good stories can impact lives for positive change
- To develop flexible thinking, creative thinking and problem solving
- To build the skill of empathy for others through role play
- To participate as a valued member of a group
- To extend experience and methods of presentation of thoughts and feelings
- To develop the ability to think quickly and act appropriately during improvisations
- To develop listening skills
- To develop the ability to follow specific instructions
- To understand the ability to speak, is given to us by God. He will guide our choice of words and the organisation of what we say, as we permit Him to do so.

Topics

- Characterisation
- Improvisation
- Scripted performance
- Character development
- Theatre Games

Time Allocation

- 4 periods per cycle for one Semester

Special Requirements to be supplied by student

- A Drama folder to store handouts and scripts as per the booklist

Assessment

- Written Assessment –Drama Journal
- Group Performance
- Class Participation and Performance

"No-one ever spoke the way this man does."
John 7:4

YEAR 7

ENGLISH

"We must contemplate the import of ignoring the printed word. If you cannot read, you can do only what you are told."
- Joseph P. Bean

Brief Description of Course

The Year 7 English course aims to build students' confidence in all areas of language study – reading, writing, listening and speaking. Organisation, research and reporting skills are emphasised to build foundations for future effective study. This course includes an introduction to the study of relevant topical issues.

General Aims and Objectives

- To develop skills to acquire knowledge by reading
- To develop an enjoyment of literature
- To adopt reading strategies for different purposes
- To write effectively to communicate thoughts, feelings, etc.
- To ask and answer questions orally
- To share experiences orally
- To interpret and evaluate the spoken word
- To use the God-given gifts of creativity and discernment

Topics

- Study of novels and films
- Public Speaking
- Poetry
- Study of Issues
- Essay writing
- Letter writing
- Newspaper articles
- Persuasive writing
- Narrative writing
- Screenplays

Time Allocation

- 8 periods per cycle

Special Requirements to be supplied by student

- Booklist items

Assessment

- Spelling and Grammar
- Reading and Studying Texts
- Craft of Writing
- Oral Communication Skills
- Presentation of an Issue
- Examinations

"They read from the Book of the Law of God, making it clear and giving them meaning so that the people could understand what was being read."

Nehemiah 8:8

YEAR 7

FOOD STUDIES

"Look to your health; and if you have it, praise God and value it next to a good conscience; for health is the second blessing that we mortals are capable of – a blessing that money cannot buy; therefore value it, and be thankful for it."
- Isaak Walton

Brief Description of Course

Food Studies is designed to give students an introduction to kitchen procedures, equipment and basic food preparation. Students become familiar with kitchen safety and hygiene principles. They learn correct technique for measuring ingredients and are exposed to recipe terminology and foundational cooking techniques. Students have the opportunity to apply their learning in weekly practical cooking activities and tests. Students will also focus on time management, elementary nutrition and serving of food.

General Aims and Objectives

- To foster confidence in the use of equipment and recipe reading
- To encourage enjoyment in the handling and use of food
- To develop an appreciation of food in relation to health and hygiene
- To develop the students' skills in preparing, cooking and serving food
- To assist in the development of students' character, both individually and as part of the group, by enabling them to organise themselves and their resources to their best advantage
- To understand God cares about our need for food.

Topics

- Equipment in the kitchen
- Safety
- Hygiene
- Five food groups
- Healthy diet pyramid
- Understanding recipes
- Measurement of ingredients
- Cookery terms

Time Allocation

- 4 periods per cycle for one semester

Special Requirements to be supplied by student

- Suitable containers to transport food
- Levy to cover food costs - \$60.00
- Display folder

Assessment

- Practical cookery
- Classwork
- Tests

"Then God said, 'I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit will seed in it. They will be yours for food.'
Genesis 1:29

"Everything that lives and moves will be food for you. Just as I gave you the green plants, I now give you everything."
Genesis 9:3

YEAR 7

GEOGRAPHY

God left His fingerprints all over creation.
- Byron Snapp

Brief Description of Course

There are two units of study in the Year 7 curriculum for Geography: *Water in the world* and *Place and 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, space, and its scarcity. ***Place and liveability*** focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

General Aims and Objectives

- To enable students to develop geographic skills such as using an atlas, understanding mapping conventions and an ability to observe, organize and record data.
- To develop students' understanding of the concept of environment.
- To recognise the interdependence and interconnections between people, places and environments.
- To recognise the reliance of humans upon the natural environment and its processes, as well as how people change places and the impact of these changes.
- To understand that natural resources such as water belong to God and we are stewards of the earth and responsible to care for it.
- To be able to describe geographical processes that influence the characteristics of places and how places are perceived and valued differently.
- To develop students' ability to evaluate the livability of their own place and to investigate whether it can be improved through planning.

Topics

- Geographic skills, mapping and countries of the world
- Water in the world – in nature, human uses, management and hazards
- Place and livability

Time Allocation

- 6 periods per cycle for one semester

Special Requirements to be supplied by student

- A display folder for organizing worksheets would be useful
- Textbook (Pearson Geography 7)

Assessment

- Mapping test
- Data analysis task
- Research task
- Examination

"The earth is the Lord's, and everything in it, the world, and all who live in it."
Psalm 24:1

YEAR 7

HISTORY

*"What are all histories but God manifesting himself,
shaking down and trampling under foot whatsoever he hath not planted."
- Oliver Cromwell*

Brief Description of Course

The Year 7 History course lays foundations for the continuing study of this subject. Within the framework of the chosen topics, students will learn about the many Primary and Secondary resources available to the historian. An important part of the course is to teach students that historical data is open to interpretation and thereby to teach them to evaluate evidence for themselves. The course also looks deeply into a number of Ancient Civilisations and compares them with the current world, analysing changes and continuities.

General Aims and Objectives

- To enable students to think chronologically
- To give students access to a variety of research skills and methods
- To enable students to critically evaluate data
- To present a world-wide overview of history
- To help students understand the continuing influence of past history on today's society
- To understand that God wants us to know history and expects us to learn from a knowledge of history
- To enable students to notate and list resources accurately.

Topics

- Historical concepts, researching skills and timelines
- Timelines
- Ancient Rome
- Ancient Greece
- Ancient China

Time Allocation

- 6 periods per cycle for one semester

Special Requirements to be supplied by student

- Booklist items

Assessment

- Assignments
- Research and reporting
- Oral reports
- Group work
- Short factual tests
- Semester examinations

"Write on a scroll what you see and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea."

"Write, therefore, what you have seen, what is now and what will take place later."

Revelation 1:11,19

YEAR 7

LOTE FRENCH

A man who is ignorant of foreign languages is ignorant of his own.
- Johann Goethe

Brief Description of Course

This is an introductory course and, as such, it hopes to give the student an opportunity to listen to and to speak another language, as well as an opportunity to develop skills in it. It will give students an understanding of another culture and values and therefore develop a greater understanding of the multilingual and multicultural aspects of our Australian Society. French will be taught through listening and speaking, reading and writing in French.

General Aims and Objectives

- To introduce the students to the structure and flow of French
- To lay a foundation for further studies in French
- To give the students an understanding of one of France, French culture, traditions and values
- To encourage the students to develop a competence in the usage of French in both spoken and written form
- To understand God originated languages, and in heaven, all nations and languages will be represented

Topics

- France; L'Hexagone
- Greetings, Salut!
- French-speaking countries; Lucie, Ohéroine
- Colours, numbers
- At the supermarket; A' la supèrette
- Les voisins – people, places and pets

Time Allocation

- 4 periods per cycle

Special Requirements to be supplied by student

- Booklist items
- Levy

Assessment

- Participation in communication activities (oral, speaking comprehension)
- Completion of set tasks/projects
- Participation in classroom activities
- Ability to understand and follow instructions (listening comprehension)
- Examinations
- Reading and writing simple text

"The Lord said, "If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other." That is why it was called Babel – because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth."
Genesis 11:6, 7 & 9

YEAR 7

LOTE CHINESE

A man who is ignorant of foreign languages is ignorant of his own.
- Johann Goethe

Brief Description of Course

This is an introductory course and, as such, it hopes to give the student an opportunity to listen to and to speak another language, as well as an opportunity to develop skills in it. It will give students an understanding of another culture and values and therefore develop a greater understanding of the multilingual and multicultural aspects of our Australian Society. Chinese will be taught through listening and speaking, reading and writing in Chinese.

General Aims and Objectives

- To introduce the students to the structure and flow of Chinese
- To lay a foundation for further studies in Chinese
- To give the students an understanding of one of China, Chinese culture, traditions and values
- To encourage the students to develop a competence in the usage of Chinese in both spoken and written form
- To understand God originated languages, and in heaven, all nations and languages will be represented

Topics

- Greetings
- Numbers
- Family and Friends
- Pets
- Sports
- Food

Time Allocation

- 4 periods per cycle

Special Requirements to be supplied by student

- Booklist items
- Levy

Assessment

- Participation in communication activities (oral)
- Completion of set tasks
- Participation in classroom activities
- Ability to understand and follow instructions
- Examinations

"The Lord said, "If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other." That is why it was called Babel – because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth."
Genesis 11:6, 7 & 9

YEAR 7

MATHEMATICS

"God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us in this respect."
- Asa Sparks

Brief Description of Course

Mathematics incorporates skills practice, standard applications, extended problem solving, project work and testing. Students are generally expected to complete the coursework designated for their year level; however, although students should utilise their talents faithfully, they have been given different levels of gifting by God. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program which develops a deeper understanding of set topics and extends students to provide access to more complex applications, enabling greater access to advanced mathematics options in senior year levels.

General Aims

- To develop each student to their fullest mathematical potential according to their unique God-given talent.
- To appreciate the historical development of Mathematical concepts
- To appreciate the way in which mathematics reflects the order in God's Creation
- To develop the students' understanding of the concepts of number and space and their interrelationship
- To deepen the students' awareness and understanding of mathematics as a functional tool in solving everyday problems.

Topics

- | | |
|-------------------|-------------------|
| • Algebra | • Fractions |
| • Angles | • Measurement |
| • Chance and Data | • Number patterns |
| • Decimals | • Shapes |
| • Equations | • Whole numbers |

Time Allocation

- 8 periods per cycle

Special Requirements to be supplied by student

- Booklist items
- Calculator

Assessment

- Topic Tests
- Problem Solving and Assignments
- Classwork
- Semester examinations

"He determines the number of the stars and calls them each by name."

Psalm 147:4

"Indeed, the very hairs of your head are all numbered. Don't be afraid; you are worth more than many sparrows."

Luke 12:7

YEAR 7

MUSIC

*"The aim and final reason of all music should be nothing else but the glory of God and the refreshment of the spirit."
- Johann Sebastian Bach (1685 – 1750)*

Brief Description of Course

This course explores the popular instruments used in modern music, including: guitar, bass guitar, drums, keyboard and voice. Students learn skills and concepts on these instruments and learn how to perform in a group. They learn and play a variety of pop songs. Students also use music production software to create music and explore music technology. Other studies include: theory and aural skills, instrument project.

General Aims and Objectives

- To develop student's musical ability
- To foster appreciation of music
- To provide appropriate Music Theory levels for students
- To develop ability to identify and use musical elements
- To be able to evaluate music in terms of a Christian Worldview Perspective
- To learn and demonstrate fundamental techniques on a popular instrument
- To have an understanding of different styles

Study Areas

- Music Theory/ Aural Studies
- Practical music making
- Computer technology
- Individual project

Duration

- 4 periods per cycle for one semester

Special Requirements to be supplied by student

- Booklist items
- Estimated Levy \$50.00

Assessments

- Project
- In class Solo/Group Instrument Performance
- Theory worksheets and Tests
- Music Technology Composition tasks

"Praise the Lord. Praise God in his sanctuary; praise him in his mighty heavens. Praise him for his acts of power; praise him for his surpassing greatness. Praise him with the sounding of the trumpet, praise him with the harp and lyre, praise him with tambourine and dancing, praise him with the strings and flute, praise him with the clash of cymbals, praise him with resounding cymbals. Let everything that has breath praise the Lord. Praise the Lord."

Psalm 150

YEAR 7

PERSONAL DEVELOPMENT

*"All men have their frailties; and whoever looks for a friend without imperfections, will never find what he seeks.
We love ourselves notwithstanding our faults, and we ought to love our friends in like manner."
- Cyrus the Great, founder of the Persian empire*

Brief Description of Course

Personal Development aims to equip students to deal with issues, in line with Christian values. Throughout their time in secondary school, students will be encouraged to maintain a focus on personal reflection, goal setting for growth and making a difference in the world. Personal Development provides support and a forum to discuss and process issues of importance to their age group.

General Aims and Objectives

- To assist students in their spiritual and emotional development
- To promote Christian character development
- To give a Biblical framework for various issues confronting students
- To enable students to grow in confidence through sharing ideas in a group setting
- To develop a biblical Christian worldview
- To see students equipped to make a difference in their world

Topics

- Orientation "Welcome to Secondary"
- Camp Follow-up - "B is for Belonging"
- Who am I
- Character
- Friendship
- Goal Setting (Semester 1)
- Making a difference in the World: Our Local Community
- Community Service
- Bullying
- Study Skills
- Relationships
- Make poverty history
- Goal setting (Semester 2)
- Use of the Internet

Time Allocation

- 1 period per cycle

Assessment

- Students are expected to be actively involved in class discussions and activities
- Community Service participation and follow-up reports.

*"Teacher, which is the greatest commandment in the Law?" Jesus replied: "Love the Lord your God with all your heart and will all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself. All the Law and the Prophets hang on these two commandments."
Matthew 22:36-39*

YEAR 7

PHYSICAL EDUCATION

"The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God."
- Thomas M. Boqdon

Brief Description of Course

Through involvement in Physical Education, students will develop a Christian perspective towards competition with a view to promoting sportsmanship and cooperation. Students will understand the importance of physical fitness and how they can maintain and improve their own fitness. Through a range of physical activities, students will build on fundamental motor skills developed in earlier years.

General Aims and Objectives

- To develop motor skills for successful participation in a range of activities
- To improve their level of personal fitness
- To develop positive attitudes towards involvement in physical activity
- To continue involvement in physical activity throughout their life
- To develop respect for their body as a unique gift of God's creation
- To interact with others in a respectful, considerate and cooperative manner
- To increase knowledge of rules and tactics in a range of activities

Topics

- Athletics
- Badminton
- Cross Country/Fitness
- Netball
- Soccer
- Ultimate Frisbee
- Volleyball
-

Time Allocation

- 3 periods per cycle

Other Sporting Opportunities

- House Sports (Cross Country, Athletics, Swimming, Ball Sports, Bat Tennis)
- Interschool Sports: Basketball, Soccer, Netball, Tennis, Super 8's Cricket, Badminton, Table-Tennis, 5-a-side Soccer, Volleyball
- Interschool Carnivals: Athletics, Cross Country, Swimming
- WCC Activities: Aerobics, Ball Sports, Beach Volleyball, Cycling, Self-Defense, Swimming, Team Building

Special Requirements to be supplied by student

- Physical Education uniform as per College Handbook
- A mouthguard is recommended to be used for activities that involve a higher level of physical contact
- PE/Sport levy is charged via the College Fees for a majority of excursions

Assessment

- Attitude and Application
- Fitness
- Games Performance Assessment

"Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others. I myself will not be disqualified for the prize."

1 Corinthians 9:24-27

YEAR 7

SCIENCE

*"The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honouring Him."
- James F. Jekel*

Brief Description of Course

Science seeks to develop the students' abilities to ask questions and to find answers about aspects of God's creation. The laws which govern Creation have many applications in our daily lives. Students will learn to use different laboratory equipment and develop skills in inferring, prediction, measuring and experimentation. They will learn about forces such as friction, gravity and magnetism. Students undertake a study of the five kingdoms that all living things are categorized into, and learn how Global Systems interact.

General Aims and Objectives

- To retain awe and wonder when contemplating God's marvelous Creation
- To foster and develop curiosity about all aspects of the earth and the universe
- To emphasise both the potential of science as well as its limits
- To help students co-discover many facts, laws and principles that have been previously discovered by earlier investigators of nature and the cosmos
- To increase students' powers of observation
- To develop skills to design and carry out experiments and analyse the resultant data
- To develop skills to evaluate evidence and solve problems

Topics

- Properties of Substances
- Forces
- Classification
- Mixtures
- Matter
- Global Systems
- Practical Skills
- Science skills
- Writing Reports

Time Allocation

- 6 periods per cycle

Special Requirements to be supplied by student

- Booklist items
- Levy

Assessment

- Topic tests
- Practical Investigations and Written Reports
- Assignments
- Student Activity Book
- Semester Examinations

*"In the beginning God created the heavens and the earth."
Genesis 1:1*

YEAR 7

TEXTILES

"In a small way human creative hands imitate this profusion of God, going beyond the minimum requirements of getting the job done. Creative hands are not content to spread on the frosting; they must make a tasteful arrangement of swirls and colour. They don't just apply a coat of varnish; they polish the surface until it glows like satin. Creative hands do more than plant seeds; they place them in a tasteful and eye-pleasing garden arrangement."

- LeRoy Koopman

Brief Description of Course

Design, Creativity and Technology (Textiles) aims to develop creativity and innovation in students.

They imaginatively design, create and evaluate processes, products and systems. Activities may include: designing and producing textile items such as clothing, bags, soft furnishings, softies or embroidery/applique works.

Students are initially required to familiarize themselves with the sewing machine and its parts. They then begin with drawing and designing, considering the materials that they will be working with. Students then go into production, using swatches, sewing samples and their designs in order to sew their products.

They make modifications during production when they encounter technical or inventive challenges. Once their product is successfully completed, they analyse and evaluate performance, function and appearance and suggest modifications that could have been made in order to improve their product.

General Aims and Objectives

- To understand and use the design process.
- To gain knowledge of the properties and characteristics of various fabrics and materials.
- To produce creative projects.
- To develop skills in using tools, sewing machinery and equipment while producing practical work.
- To understand and follow the correct safety procedures in the Textiles room.
- To develop design and sewing skills.

Topics may include:

- Designing and producing items such as clothing, bags, cushions, softies or embroidery/applique works
- Textiles Room safety
- Sewing techniques – hand and machine samples
- Textiles Theory: from technical, historical and sociological perspectives.

Time Allocation

- 5 Periods per cycle
- This unit is offered in both Semesters 1 and 2

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: for materials
- A4 display book

Assessment

- Design work
- Production work
- Written tasks and Assignment

YEAR 7

VISUAL COMMUNICATION

"In a small way human creative hands imitate this profusion of God, going beyond the minimum requirements of getting the job done. Creative hands are not content to spread on the frosting; they must make a tasteful arrangement of swirls and colour. They don't just apply a coat of varnish; they polish the surface until it glows like satin. Creative hands do more than plant seeds; they place them in a tasteful and eye-pleasing garden arrangement."
- LeRoy Koopman

Brief Description of Course

Students explore and design their own creative visual solutions. They are introduced to paraline drawing methods and will learn about the design elements and how they are used in the production of a visual communication.

General Aims and Objectives

- To familiarise students with basic methods and language of Visual Communication
- To develop two-dimensional and three-dimensional drawing and rendering skills
- To design and produce visual communications that use design elements effectively

Topics

- Creative lettering
- Rubik's cube design
- Isometric Constructions
- Elements of Design
- Poster Design

Time Allocation

- 4 periods per cycle for one semester

Special Requirements to be supplied by student

- Booklist items

Assessment

- Practical assignments

"Now son of man, take a clay tablet, put it in front of you and draw the city of Jerusalem on it."
Ezekiel 4:1