



  
freshwater  
CHRISTIAN COLLEGE

# YEAR 9 & 10 HANDBOOK

Freshwater Christian College  
Administered by Cairns Christian  
College Ltd  
CRICOS Number: 01033E

## Mission Statement

At Freshwater Christian College, we believe in the unique gifting of each individual within our community and exist to provide a safe and empowered learning environment that promotes caring relationships and authentic Christian Values.

Jeremiah 32:38-39

“And they shall be my people, and I will be their God. I will give them one heart and one way, that they may fear me forever, for their own good and the good of their children after them.”

2 Samuel 22:33

“This God is my strong refuge and has made my way blameless.”

## Subject Information

The proportion of time dedicated to English and Mathematics reflects the guidelines laid down in the National Curriculum.

The course provides the core subjects required to lead on to both Overall Position (O.P.) and Vocational Education and Training (VET) senior subjects.

Year 10 is a transitional year from Junior Secondary School to Senior Secondary School. This means that Year 10 students will be considered Senior High School students.

Students are required to complete 4 core subjects:

- English
- Mathematics
- Science
- History/Geography

### Electives:

Electives have been broken up into Semesters, covering both Year 9 and 10 in order to prepare students for Senior. Note that students may choose to swap an elective subject at the beginning of the year or semester, but not mid-semester.

Subjects in italics are by invitation.

Students also participate in Chapel, Christian Living (2 lessons), Careers (1 lesson) and PGP (2 lessons of sport and/or enrichment activities). These subjects are not assessed.



## Christian Living

Christian Living endeavour's to provide the academic learning of the College Values. In Year 10 students are involved in a survey of both the Old and New Testaments. Care is taken to link the historical events chronologically and include an investigation of the inter-testamental period. This survey gives students clarity as to the historical authenticity of the Bible. It also allows the connection between differing parts of the Bible to be revealed.

We also examine the events of the early church culminating in the establishment of the Biblical Canon. Over the year students are encouraged to reinterpret seemingly difficult parts of the Bible and the context in which they were written.

During Year 9, our girls also participate in the “*Shine*” program, a personal development course which is approached from a Christian perspective.

## Mission

Students also have the opportunity to serve by being involved with Chapel, G-Force (reaching out through drama), WeCare4U (helping the elderly) and other mission activities for example raising funds for various missions.

Every second year students they have the opportunity of being directly involved with a mission organisation either in Australia or overseas.

## Careers

Careers helps prepare students for work in the real world by assisting them with information regarding the different career paths along with preparing students to be ready for work experience during Term 3.

Students are required to ring employers for interviews as they would if they were attending a real job interview, they are given a set of questions for the interview to assist them which helps prepare them for their placement. Students are followed up at the placement by staff and once complete, employers are asked to evaluate their student. After placement students are required to follow-up with thank you letters.



## Core Subjects

### ENGLISH

English is the subject area in which students learn to make and share meaning and come to appreciate Godly principles for communication and relationships. They will have the opportunity to experience enjoyment of our language through a variety of media while promoting 'real' language for 'real' purposes.

Year 9 Units of Work:

- The Pearl-Shell Diver (Indigenous Literature)
- Science Fiction
- Romeo and Juliet
- Animal Farm (Novel Study)

Year 10 Units of Work:

- Peace Child
- Comedy (Analyse, Construct, Perform)
- Macbeth (Play Study)
- Lord of the Flies (Feature Article)

### MATHEMATICS

Mathematics is a tool that can be used at personal, civic, professional and vocation levels. Students will develop their problem-solving skills and enhance their cognitive thinking which prepares them for when challenges arise. They will not only improve their abilities to identify patterns and solve puzzles, but will communicate their understanding through verbal and written means.

Mathematics is organised into three sections known as strands:

- Statistics and Probability
- Measurement and Geometry
- Number and Algebra



## SCIENCE

The study of Science aims to provide students with an opportunity to investigate ways scientists approach problems which pertain to the living world, and the process, which may lead to the discovery of new knowledge and understanding.

Science can provide students with a deeper knowledge and an enhanced aesthetic appreciation of God's created world. Science is taught not just to gain knowledge but to gain wisdom.

Year 9 Units of Work:

- Important Materials
- Matter Chemical Change
- Biological Systems and Body Coordination
- Energy, Electricity, Force and Machines (Light, Heat and Electromagnetic Radiation)
- Earth's Atmosphere, Structure and Space Science
- Disease.

Year 10 Units of Work:

- Biological Systems (DNA and Genetics, Forensic Sciences, Creation Vs Evolution),
- Chemical Systems (The Periodic Table, Chemical Reactions),
- Physical Sciences (Motion and Energy, Structures),
- Earth and Space Sciences (Geological Time, The Universe, Global Systems).

## HISTORY & GEOGRAPHY

This subject is composed of History, Geography, Civics and Economics. History is viewed as God's story in which we play a vital role, and Geography, Civics and Economics as ways in which to be trustworthy stewards in God's creation.

Year 9 Units of Work:

- The Industrial Revolution
- World War I
- Biomes and Food Security
- Geographies of Interconnections

Year 10 Units of Work:

- World War II
- The Globalising World: Migrant Experiences
- Environment, Change and Management (Reef Study)
- The Geographies of Human Well-Being



## Elective Subject Information

### HEALTH AND PHYSICAL EDUCATION

HPE is made up of both theoretical and practical units. Practical units include Volleyball, Fitness, Touch Football, Basketball and Flag Football (American Football without the helmets and pads). Theoretical units include 'My social Responsibility', Fitness Training Programming, Biomechanics and Cultural connections.

Practical units are student-led where students learn to coach, captain, referee and manage their own teams and competitions. Students learn to become active members within their community and investigate the role that sport and physical activity have in a healthy society.

### DIGITAL TECHNOLOGIES

**Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the Senior Secondary years.**

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.



## DRAMATIC ARTS

Two of the most important skills sought after by employers are communication skills and teamwork. These two skills are taught, as well as problem solving and the ability to improvise. Drama is a great confidence-builder and is a 'transference' subject as many of the skills learnt in Drama can be transferred to other subjects.

Year 9 Units include:

- Creative and Dramatic Movement
- Scriptwriting and Playbuilding
- Political Theatre
- Shakespeare
- Realism
- Collage Drama.

In Year 10 Drama, students will continue to develop their skills of performance, using their body language and voices to present plays and other dramatic pieces to an audience. We also learn a number of skills by playing drama games.

Units include:

- Comedy - comparing characters from modern sitcoms to Commedia characters, Melodrama, improvisation, stand-up comedy and stock characters.
- Realism in modern movies and theatre-presenting a group piece from a script.
- Verbatim Theatre - writing plays on various issues which impact the students' lives and then performing them to an audience
- Children's Theatre - preparing a play to perform to a children's audience.



## MUSIC

A certain level of prerequisite musical experience is needed to succeed at this level so prior musical experience will be taken into account.

Year 9 Units of Work:

- Very vocal - Students will discover the amazing capabilities of the human voice and study vocal music through the ages. They will develop singing skills in a group performance and listen to and analyse many different styles of singing.
- Exploring film music - Students will uncover the powerful role and function of music in movies. They will compose music for a movie character and perform a theme out of a movie on an instrument of their choice.
- Jazzin' around - In this unit students will study the development of jazz and its various styles and learn to recognise jazz characteristics and techniques in music. They will compose a jazz melody and perform jazz chords and progressions.
- Pioneers of rock - Rock music has a fascinating history and involves a kaleidoscope of styles. How these developed will be the focus of this unit, as well as the artists who led the way. Students will learn teamwork in a rock band setting and analyse different repertoire.

Freshwater Christian College recognises that music is an integral part of life and society. Students are encouraged to enjoy and participate in music in their school, community and personal endeavours.

Enjoy a variety of musical experiences including developing skills on the instrument of your choice, creating your own music, exploring music technology and being involved in solo and group performances in a whole range of styles. You will delve into many topics including musical theatre, music from around the world, the Aussie music scene, and music from ages past. Assessment requires performance, composition and written tasks.

Prerequisite: Students should have private tuition on their instrument of choice.





## JAPANESE

Japanese aims to build on student's prior knowledge of the language to enable them to communicate in Japanese in a variety of situations. Students will participate in activities that will improve their ability to comprehend and compose Japanese while learning about the Japanese culture. The fundamental aim of Japanese Language study in Year 9 and 10 is communication. This is achieved through equal practice of the four macro skills of Listening, Speaking, Reading and Writing.

Assessment:

Students will be assessed in the four areas of listening, speaking, reading comprehension and writing. This will be done by dialogue performances, tests in listening comprehension, reading comprehension, and writing tasks including designing either a multimedia game or a creative board game.

Prerequisite for Year 9: Students must have completed and passed Year 8 Japanese.

Prerequisite for Year 10: Students must have completed and passed Year 9 Japanese

The study of Japanese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

Units within this subject will include expressions related to special occasions, descriptions of people, appearance, anime, school, and aches and pains. The focus in these units turns to learning detailed grammatical expressions for everyday conversations.

Students will increase their knowledge of the writing systems and develop their speaking and listening skills in rehearsed and unrehearsed situations. I-Pads will be frequently used to enhance student's ability to communicate in the language and create friendships with native students of Japan.

Assessments will cover the four macro skills of language using IT including listening, speaking, reading and writing.

Practical tasks will include a visit to a Japanese restaurant, cooking, online conversations, calligraphy, origami and conversations with native speakers.



## CONTEMPORARY ART

Objects and Objectives is a pre-Senior Visual Art subject. This subject will equip students with skills and knowledge required for Senior Art. Students begin to learn how to research, appraise and construct art essays. The practical component invites students to manipulate and exploit everyday items to form thought-provoking sculptures. Objects and Objectives' duration is one semester, comprised of three making and two appraising tasks.

The 'Heyday' unit requires students to research and examine contemporary, political or historical events that have influenced societies either locally or globally. This subject will be offered in Semester 2 building on skills acquired in Semester 1. Students will complete an appraising and making task each term.

Years 9 and 10:

- 'Insectimous' - portfolio of insect drawings and sculpture
- 'Patterned Pets' - painting with pattern
- 'Design and Manufacturing' - art for production and sales
- 'Plastic Fantastic' - wearable art.

## BUSINESS AND ECONOMICS

Business and Economics education involves the development of the knowledge, skills, attitudes, beliefs and values that will inform and encourage students to participate in economic and business activities personally, locally, nationally, regionally and globally.

It explores the dimensions of economics and business that infuse daily life. If young Australians are to actively participate in their community, it is essential they develop an understanding of the effects that economic and business decisions have upon daily life.

Students develop technology skills and a capability to develop creative and imaginative solutions to productivity, economic wellbeing, ethical decision-making and global citizenship.

Types of Assessment:

- Written assignments
- Research reports
- Group work (collaborative decision-making, communication, reflection and response)
- Practical reports (based on case studies and real life examples).



## FOOD TEXTILES TECHNOLOGY

### Love Our Country

Cooking and sewing from our cultural heritage. From Irish soda bread to pavlova, from tapestries to soft furnishings, this assessed subject will include design and technology with flare. LOC will bring you frivolity when slurping spaghetti and gelato, and will assist you to see the impact of the world's influence on Australia's cuisine and tourism, to create a room with charm, and discover and prepare the elements of a resort menu. Inspiration from history that's set our nation apart ... and tastes and looks good too, OY!

### Love Our Outdoors

Cooking and sewing for a healthy lifestyle. From BBQs to sports drinks, from camping to picnics, this assessed subject will include design and technology with fresh air. Love Our Outdoors will bring you fun when creating campfire damper and BBQ delights, and will assist you to see the importance of healthy living, diet, exercise and creative solutions to survival in the outdoor environment. Physical fitness for life ... and Man vs Wild eat your heart out!

Year 9 - Units are aimed to integrate the use of food and textiles materials while following the technology process.

- Resort and Menu Design Project (Culture and Travel context)
- Recycling and Environmental Design (Retail context)

## DESIGN AND TECHNOLOGY

In Year 10, students study the use of bandsaw, compound mitre saws and plunge routers. They learn to use Sketch-up Make a 3D computer design tool. They investigate design, critical thinking and conducting trials and tests. Their productions include a bird feeder, a tool box, a truss bridge and a coffee table. Assessment is by assignment and production evaluation.



## RURAL OPERATIONS

### HORTICULTURE

The field of horticulture is playing an increasingly vital role in conserving our environment and developing sustainable solutions to land management, landscape and garden design, and resource and water scarcity. This course will develop specialist knowledge and skills in areas such as:

- Nursery management
- Irrigation
- Soils and plant nutrition
- Plant identification
- Plant propagation, nutrition and health.

A major drawcard of Freshwater Christian College's horticultural courses is our purpose-built horticulture facilities which include:

- Specialist propagation facilities
- Extensive gardens for practical work.

Units of Work:

- Enterprise behaviours and capabilities.
- Standard of living: how is this managed?
- Managing consumer and financial risks.
- The competitive business market. Students will be prepared for senior studies in both Economics, BCT (Business Communications and Technologies) and Legal Studies at the completion of this course.

Types of Assessment:

- Written journal
- Research report
- Field work, eg maintaining a garden
- Practical reports

### AQUAPONICS

Aquaponics is the integration of hydroponics with aquaculture technologies. Aquaponics uses the water from the fish tank to circulate through a grow bed where the plants are grown. Nitrifying bacteria convert fish wastes into plant-available nutrients. The plants use these nutrients as their main nutrient supply.

The great thing about aquaponics is that it can also be used in the backyard by the hobbyist to grow food and fish for the family. The students examine in detail the complete life-cycle from the germination of seeds to the harvesting of the vegetables. They also study the processes involved in optimising the growth rate in fish and the benefits of an aquaponics system.



## STUDIO ARTS

### Year 9

#### **Drawing Fundamentals - Semester 1**

Learn the basic techniques of drawing using a variety of materials such as ink, charcoal, pencil and graphite. Discover your ability to draw portraits, still life's and landscapes as well as learning the fundamentals of composition, anatomy, colour, light, tone and perspective. Develop your skills in observation drawing from real life or an image so you can draw with confidence and skill.

#### **Painting Fundamentals –Semester 2**

In this course you will learn to plan, sketch and create a painting on canvas using acrylic paints. Discover colour mixing skills, application techniques including a variety of brush strokes. Create a painting from both a still life arrangement (real life objects) and from a photograph. Learn to compose a painting with tone, texture and perspective while developing your own style.

### Year 10

#### **Ceramics – Semester 1**

This course is a practical introduction to ceramics and is designed for students who have an interest in working with clay. Students will design and create functional and aesthetic ceramic pieces. While learning a variety of techniques, students will be guided through each project with freedom to express their individuality.

Students will:

- Learn 'hand building' techniques using coils and slabs
- Learn surface decoration such as burnishing, carving, and slip painting
- Oxide and glaze their projects, and learn about the method used to fire their works.

#### **Sculpture – Semester 2**

This course introduces students to sculpture by working with a variety of materials including found objects and mixed media. Students will experiment with the sculptural practice called 'Assemblage' and will be given the opportunity to be creative in a hands on studio setting.

## **\*LITERACY SUPPORT**



**(Subject by invitation only)**

This elective will enable students who struggle with various facets of English – reading, writing, comprehension, spelling, grammar and punctuation - to be given intensive support in their areas of difficulty or weakness.

This subject will use guided reading sessions, SRA comprehension exercises, spelling instruction in the more commonly misspelled words (e.g. to, too, two; there, their, they're; principal, principle) including mnemonic devices to facilitate easier memorisation, and the rudiments of correct grammar. Students will be able to bring along current assignments and learn how to self-edit and improve their own work.

**\*ADVANCED MATHEMATICS****(Subject by invitation only)****\*INTRODUCTION TO CHILDREN'S SERVICES****(Subject by invitation only)**

Introduction to the Certificate III in Early Childhood Education and Care will teach students how to care for children, nurture their development and make sure their environment is safe and supportive. Students will learn how to use a national learning framework, regulations and quality standards to support the education and care of children from birth to school age.

This course is the minimum requirement to be able to work in a Childcare setting. Students will have the opportunity to complete practical time in Childcare centres and gain on the job experience. Educating and caring for young children in a variety of early childhood settings including: day care, childcare centres, family day care, kindergartens and preschool all fall under the courses and qualifications in the childcare spectrum. Early childhood education in childcare settings, often referred to as long day care, is an integral part of preparing them for school.

This qualification covers workers who use organisational policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play, enabling them to achieve their developmental outcomes. Depending on setting, workers may work under direct supervision or autonomously.



## Year 9 Subject Choices Form

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_

### Core subjects

All students will participate in:

- English (5 periods per week)
- Mathematics (5 periods per week)
- History and Geography (4 periods per week)
- Science (4 periods per week)

### Elective subjects

Please provide your preferences for each line (1-3). Note that you may not get your first preference dependent upon student numbers and available spaces.

Line 1	Selection	Line 2	Selection	Line 3	Selection
Business and Economics		Art		Food and Textiles Technology	
Health and Physical Education		Digital Technologies		Industrial Design and Technology	
Music		Drama		Japanese	
Rural Operations				Studio Arts	

### Non-assessable subjects

All students will participate in:

- Chapel - weekly praise and worship service with the school worship band
- PGP - 2 lessons of physical activity, sport and/or enrichment activities
- Christian Living – 1 lesson per week
- Pastoral Care – 1 lesson per week

*Subjects are accurate at time of printing however based on student choice, may not be offered as is and are subject to change.*

## Year 10 Subject Choices Form

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_



Parent/Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_

**Core subjects**

All students will participate in:

- English (5 periods per week)
- Mathematics (5 periods per week)
- History and Geography (4 periods per week)
- Science (4 periods per week)

**Elective subjects**

Please provide your preferences for each line (1-3). Note that you may not get your first preference dependent upon student numbers and available spaces.

Line 1	Preference	Line 2	Preference	Line 3	Preference
Health and Physical Education		Art		Digital Technologies	
Business and Economics		Industrial Design and Technology		Food and Textiles Technology	
Japanese		Drama		Music	
Rural Operations				Studio Arts	

**Non-assessable subjects**

All students will participate in:

- Chapel - weekly praise and worship service with the school worship band
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