Overview

The Timetable

The Senior School operates on a 10-day timetable cycle with six 50-minute periods a day. The 10 days are organised within a Week A/Week B structure. The timetable is not the same in Week B as it is in Week A.

Students are provided with a hard copy of their timetable at the beginning of the year as well as an electronic copy that they can access from their iPads.

Where a day or days are missed for long weekends or public holidays, these are skipped in the timetable. A boy’s timetable therefore completes a cycle every two weeks.

With the exception of Thursday, each day begins at 8.30am with a 20-minute tutorial prior to the first period of the day. On Thursdays, the period from 8.30am until 9.45am includes Chapel, Assembly, House meetings, etc. There are therefore only five periods on a Thursday.

The academic timetable on Friday concludes after Period 4 with Year 7 students being involved in a sports programme for Periods 5 and 6.

Academic Administration

The Director of Studies is responsible for curriculum implementation and curriculum policy from K to 12. The Director of Studies and the Assistant Director of Studies organise the day-to-day and long-term academic programme. In particular, the Assistant Director of Studies is responsible for the timetable.

Questions relating to a course of study should be directed initially to a boy’s tutor or Head of House. However, where a boy is new to the School, such queries may be directed to the Director of Studies.

If there are any concerns about the electives chosen by a boy, the matter should be discussed with the tutor or Head of House. The issue may then be referred to one of the School Counsellors or to the Studies Office. If there are good reasons for a change of course, the School will do everything possible to accommodate this, though it may not always be possible to solve every problem.

Homework Policy

The School supports the view that homework is an integral part of a student’s education. Homework encourages the skills and study habits that are essential for intellectual growth and academic achievement. It is developmental and therefore increases in amount and complexity as the student progresses through the Senior School. The nature of homework can vary from simple reading of text or reference material, formal written work and preparation for a test or classroom exercise, to involved research assignments that may take many weeks to complete. It is also expected that the student will take some responsibility for the allocation of time for revision and review of subjects in the absence of homework that is specifically set. The School
encourages the development of independence in determining the type and amount of homework necessary to sustain the day-to-day academic programme.

Whilst homework is set in all subjects, not all homework is due to be submitted in the following lesson. Teachers will give advice on the timing of homework. As such, there will be some days when more homework is required than others. It is therefore up to the student, teacher, tutor and parents to manage an organised programme of homework time to meet the specific demands of the following day. Students are encouraged to use the School Diary as an organiser and planner for homework and similar activities. For many students, the development and management of such skills will be critical for future academic endeavour.

Students are often required to attach a bibliography to assignments and incorporate in-text referencing. The School uses the American Psychological Association (APA) Referencing System.

Assessments and Reports
Specific details about subject assessments can be found in the subject descriptions later in this booklet. The information gathered from the in-class assessment programme is provided in reports to parents four times a year. The first report at the end of Term 1 provides a broad overview of progress. Since different classes may be involved in different assessment programmes at this stage, the information relates to the class group, not the year group.

Reports at the end of Terms 2, 3 and 4 include information about current grade, percentage and effort. Academic grades are provided on an A - E scale. Each report represents the current status of the student in that subject.

Individual report comments for each subject are provided at the end of each semester.

Together with these formal reports, there is ongoing communication between the student’s classroom teacher and tutor. Thus tutors and the Head of House can provide parents with early warning of any problems or difficulties. Parents should direct any specific concerns or questions about classwork to the tutor in the first instance. Tutors will then arrange interviews between parents and teachers, if such a request is made.

Use of the School Diary
The School Diary is a key link in the communication between school and home. It provides essential information about the School’s activities and its rules and routines. It also lists staff names and responsibilities as well as study hints and space for recording results from tests and assignments. The use of the Diary encourages the development of sound organisational and planning skills. If used to record daily obligations, activities, homework and/or work requirements it will instil sound working habits for Years 11 & 12 and beyond. Parents and tutors are expected to monitor the diary each week.

Academic Extras

Study Lab
After-school academic support is available for all students. Study Lab is held in the CLC on Mondays, Tuesdays, Wednesdays and Thursdays, from 3.05pm to 4.45pm. English and Mathematics specialists are available on some of these afternoons, whilst organisational support is provided for work in other subjects. A number of current and former students volunteer their assistance, too. Some boys attend these sessions simply to complete homework, knowing that help is available if they encounter difficulties. For other students, these sessions provide a time to go over work that may have been missed in class. Contact your son’s tutor for further details.

Information Technology
The School actively encourages teachers and departments to integrate the use of information technologies into the curriculum. Students are exposed to a huge range of information technology experiences by applying
the computing resources to subject-based tasks. Extensive use is made of the internet as a research tool with the Library staff running sessions for students on Information Literacy and the proper use of the World Wide Web. The library also has a wireless network of iBooks for students to use.

Year 7 students are expected to bring their iPad to all their classes (except Physical Education). It will be utilised by teachers as a tool for connected learning in their classrooms. Students are provided with their own email account. Many students use email as a means of transferring files between home and school and for working on collaborative projects. The use of both the internet and email is governed by the School’s Internet Acceptable Use Policy, which is published in the School Handbook and the School Diary.

Students develop word processing skills by producing reports in a variety of subject areas as well as producing reports on investigations using a variety of media.

Various subjects also require students to present some of their work as a slide show. Most activities necessitate the student’s use of a wide variety of applications and the development of a range of skills. A newspaper, for example, involves the creation of text and graphics. To create and edit these graphics students will need to use a scanner and a digital camera as well as image manipulation software, such as PhotoShop. A multi-media presentation involves the creation of graphics, sounds, and movies as well as text.

All activities require students to engage in the Technology Process and plan their project carefully and to ensure that they manage their time efficiently as well as promoting group work and cooperation.

**Textbooks**

A Subject Outline may occasionally refer to the use of course textbooks. Christ Church operates a book-hire scheme with a charge being made each term. Textbooks and are provided for students at the beginning of the year and are to be returned at the end of the year. Unless otherwise stated, there is no necessity to purchase texts mentioned in the following pages.
Year 7 Curriculum

The Year 7 curriculum is made up of core subjects and a choice of Chinese, French, German or Japanese Language courses. All units are offered over the whole year and are listed in this document.

All boys will study the core subjects of English or ESL, Humanities, Mathematics, Science, Physical Education & Health, Design & Technology, Art, Music and Drama. Students also undertake Personal and Spiritual Development, details of which can be found as a separate document on the School’s website.

Boys may apply to take the Elective Music course in Year 7. These students will *not* take the general Music course.

Core Subjects

**English**

Year 7 English is taught by subject specialist teachers who enjoy sharing their passion for language with their students. The course is designed around the requirements of the Australian Curriculum, using a textbook to guide aspects of this new approach. We explore a number of themes, an approach that is familiar from primary school, with the aim of easing the boys’ transition. They begin with consideration of their own experiences and reading of extracts of autobiography and biography, then move on to studying ancient and modern myths from a range of cultures and learning about the evolution of the English language itself. A “Murders and Mystery” unit gives them exposure to an intriguing range of written and viewed texts, followed by a research project on “Inspirational People”. The Year 7s finish with study of a full-length novel as they consider “Conformity and Challenge”.

All boys are expected to work hard to build and refine their spelling, vocabulary and grammar throughout the year, with teachers using a range of strategies to assist them. Reading fluency and comprehension are a further consistent focus. The stages in the writing process are reinforced in Year 7, with students being encouraged to plan, draft, and edit their work before submitting it for assessment. When possible, there are excursions to museums, plays and films, and from time to time, visiting speakers. The boys are encouraged to enter a range of internal and external creative writing competitions and a number will see their writing published in the annual anthology of students’ work, *Impressions*.

Boys spend one period per fortnight in the Senior Library, where the Teacher Librarians run a range of activities to complement the classroom programme. These include research assignments, with structured note-taking and summary writing; use of *Inspiration* software to analyse characters and conflict; small-group reading of picture books; and interactive reviews of novels. Each boy receives a list of suggested reading and a log to chart his progress, and is encouraged to extend his wider reading.

The formal assessment programme is reviewed on an annual basis but is likely to approximate the following schedule. Common Assessment Tasks, which require the whole cohort to sit the same in-class assessment on the same day, are set three times a year to assist grading comparability.

**Assessment schedule includes tasks such as**

**SEMESTER ONE**  
Anthology of autobiographical writing  
Oral presentation of research  
Comprehension of autobiographical story  
Performance in short play  
Creative writing (short story)  
NAPLAN preparation

**SEMESTER TWO**  
Comprehension of film/documentary  
Oral presentation of major research project  
Book review

In addition, there will be a number of less formal opportunities to assess levels of understanding and competency over the course of the year.
English as a Second Language (ESL)
Students recommended for, or eligible to study ESL, will be placed in an English set. Where numbers permit, students will be taught by an ESL specialist who will cover the genres, processes and strategies studied in other English classes, using resources geared to ESL students and at a pace to cater for the needs of these students.

English Support
Students identified as requiring support will be placed in an English set with a smaller student-teacher ratio than other English sets, allowing for more intensive support. These students will cover the genres, processes and strategies studied in other English classes but use resources suited to their stage of development and at a suitable pace for their needs.

Contact
Mr Neil Walker
HEAD OF ENGLISH

Humanities
The course in Year 7 endeavours to ensure all the boys are equipped with the skills and understandings to make the most of a wide variety of investigations into issues at a local, national and international scale. There will be regular practical opportunities to explore our environment, history and the role of money in our lives. The history and geography component includes all the topics required in the Australian Curriculum.

• **Investigation, Communication and Participation**
  Students are given the opportunity to use a range of primary and secondary information sources in their research and investigation and are encouraged to make decisions on the forms employed to present their work. All students are encouraged to develop sound research and investigative skills. There will be a particular focus on developing excellent organisational skills in terms of note-taking and file management.

• **Place and Space**
  Students are provided with the opportunity to develop basic skills in geography that are then used when investigating the Claremont area.

• **Culture**
  Students consider the customs and values of communities in both colonial Australia and an ancient civilisation; how and why these customs and values were adopted and any impact that they may have on contemporary attitudes.

• **Time, Continuity and Change**
  Students investigate the role of the past in determining aspects of the present. Change in the local community is incorporated into a study of the local area pre-1829, in the 1860s and the present day. Links and contributions from the past to the present will be identified. Throughout, the boys are introduced to the basic skills of historical investigation and analysis.

• **Natural and Social Systems**
  Students focus on the impact of urbanisation and business growth on the local natural environment as well as developing an appreciation of the broad patterns of global systems. Aspects of the school as a community will be investigated.

• **Active Citizenship**
  Students reflect on the role of the individual in influencing rules at the school, local community and global level.

Contexts
The following themes are covered in Year 7 and the Learning Outcomes identified above are covered in several of them.

• What is History?
• Studies of Early Asian, European and Australian Civilisations
• Study of the School Archives
• Skills in Geography
• The Local Area
• Global Patterns
• Democracy in Australia
• Current Events

Assessment
All boys are expected to complete a range of assessments that incorporate the following elements:
• Research and Investigation
• Fieldwork
• Historical document analysis
• In class written work
• A practical piece/model/poster
• Cognitive tests
• Mapping skills assessment
• Oral presentation
• The use of Information Technology

Contact
Mr David Proudlove
HEAD OF HUMANITIES

Languages
In recognition of the need for a broad range of skills for Australian students in a competitive global environment, the study of French, German, Japanese or Chinese is compulsory at the Year 7 level. In Language Courses, boys will acquire basic competency in Speaking, Reading, Listening and Writing in a Language other than English. Through immersion-based learning and topics of particular interest to boys, students will improve their competency in their own language and how it functions, gain a deeper understanding of linguistic conventions, and critically reflect on their own and other cultures and values.

French/German
Boys are assessed in Speaking, Reading, Listening and Writing each term, as well as in an end of year test in Term 4.

Language in Action (grammar) tests are set at least twice a term.

Chinese/Japanese
In Chinese boys are assessed in Speaking, Listening, Reading and Writing each term, as well as in an end of year test.

Chapter tests of new grammar, characters and vocabulary are set at least twice a term.

In Japanese, students will study the Preliminary 1A/1B Course of Study. They will be introduced to the Japanese writing scripts of Hiragana, Katakana and Kanji as well as the four basic sentence patterns. Students will be expected to have mastered the Hiragana script by the end of the course. Students will be assessed in Speaking, Reading, Listening and Writing each term as well as in an end of year test.

To allow for differentiation, less formal, continuous assessment will be carried out during the year.

Homework
Regular practice, reviewing words and grammatical concepts learned, is fundamental to the acquisition of a language and forms an integral part of the course. In Year 7, we expect boys to spend 10-15 minutes each evening reviewing words and grammatical concepts covered in class, in addition to any specific homework set by the teacher.

Contact
Mr Henning Holzheuer
ACTING HEAD OF LANGUAGES
Mathematics

The Year 7 Mathematics Course is fully aligned with the Australian Curriculum. It thus covers the three content areas Number and Algebra, Measurement and Geometry, and Statistics and Probability while developing mathematical understanding, fluency, reasoning and problem solving skills.

The textbook in use will be Oxford Big Ideas Mathematics 7: Australian Curriculum Textbook.

The following units are studied during the year:

- Whole numbers
- Fractions and ratios
- Decimals and percentages
- Integers and the Cartesian plane
- Algebra and equations
- Lines, angles and location
- Shapes and objects
- Time, mass and temperature
- Length, area and volume
- Statistics and probability

The course will provide each boy with a wide range of activities that will allow him to discover and explore new concepts and then connect key ideas to achieve deeper understanding.

Problem solving is a most important part of this course and Year 7 students will be taught specific problem solving skills and participate in the Australasian Problem Solving Mathematical Olympiads and the Australian Mathematics Competition.

Class work and formal testing will be used to assess learning. There will be seven Unit Tests, three extended pieces of work and a final examination.

Contact
Mr Jan Honnens
HEAD OF MATHEMATICS

Physical Education & Health

The Health and Physical Education programme in Year 7 is based on five outcomes in the Health and Physical Education learning area, which are all interrelated and contribute to the development of healthy, active lifestyles for students. They are:

- **Knowledge and Understandings**
  Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.

- **Attitudes and Values**
  Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.

- **Skills for Physical Activity**
  Students demonstrate the movement skills and strategies for confident participation in physical activity.

- **Self-Management Skills**
  Students demonstrate self-management skills that enable them to make informed decisions for healthy, active lifestyles.

- **Interpersonal Skills**
  Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.
The Physical Education programme in Year 7 focuses on the acquisition of skill in a variety of activities with a particular emphasis on the students developing an understanding of their own health and fitness. There is a strong focus on gaining the necessary skills and attitudes to allow them to continue to improve and develop their fitness. It is also a time where students are introduced to the large array of sports that are available in the PSA system.

Individual activities include athletics, gymnastics, fitness assessment, swimming, rowing and athletics. Team activities include cricket, football, soccer, softball and basketball. The course operates over the whole year for four periods per ten day cycle. Aspects such as skill, game performance, fitness, attitude and behaviour, dress and punctuality will be commented on in each semester’s report.

The Health Education course aims to develop each student’s knowledge, skills, values, and processes for caring for themselves and others, and to take an active role in making responsible life decisions. The main topics covered throughout the year include units on Fitness Testing, Nutrition, Sunsmart, Puberty, Smoking and Road Safety (riding to School). The Health Education course focuses as much on positive health as it does on the negative impacts of poor health decisions. The course operates over the whole year and students attend one class in a two-week cycle.

**Assessment**

Various assessment opportunities are provided for boys to achieve the outcomes of the course. These include:

- Observation of Skill Development - performance in a controlled environment
- Projects - on health related topics, incorporating the use of ICT
- Oral Presentations - allowing the use of ICT and digital media
- Homework - minor health related pieces set once per cycle.

**Contact**

Mr Luke Farmer
HEAD OF HEALTH & PHYSICAL EDUCATION

**Science**

The Year 7 Science course has a strong emphasis on practical work as the preferred learning style of many boys. Students build on their understanding through observation, hypothesis construction and testing and evaluation of data. The course aims to stimulate curiosity and promote logical and analytical thinking. During Year 7, boys study Biology, Chemistry and Physics with the same Science teacher. Assessment for each subject is via two tests, an investigation write-up and a working scientifically test designed to assess students’ scientific skills.

**Working Scientifically**

Skills involved in working as a scientist are learnt in the context of the three main subject areas of Physics, Biology and Chemistry. Students learn to carry out investigations that require them to plan experiments, collect, process and interpret data and to draw conclusions and evaluate their findings. They start to understand that there are many ethical considerations involved in scientific research and realise that science is a human activity.

**Biology**

What makes us classify something as living? What makes an organism belong to the Plant Kingdom as opposed to the Animal Kingdom? How do humans affect the ecosystems in which we live? What can fossils tell us about time gone past? All these biological questions and many more will be studied in the Year 7 Biology course. The course focuses on the areas of living organisms, classification and ecology, incorporating as much practical work as is possible.

**Chemistry**

Students will be introduced to the concept that matter is made up of smaller particles. This concept will be used to explain the properties of solids, liquids and gases, as well as the meaning of the terms element, compound, pure substance and mixture. Through a variety of practical activities, students will develop their laboratory skills and investigate the difference between physical and chemical changes and the ways that properties such as solubility and boiling point can be used to separate the components of mixtures.
Physics
The study of Physics is concerned with understanding the nature of forces and motion, and matter and energy. In the Year 7 Physics course, students will focus on developing an understanding of forces they encounter in everyday life. They will investigate how these forces affect the behaviour of objects and apply this knowledge to explain the function of simple machines. Students will also investigate how the relative positions of the Sun, Earth and Moon cause familiar phenomena on Earth, including tides, seasons and eclipses. There will be a strong emphasis on discovery through practical work and investigation and students will use both qualitative and quantitative techniques. Contexts covered may include extreme sports and simple machines in the home.

Contact
Mr Michael Masterton
HEAD OF SCIENCE

Design & Technology
Design and Technology is a subject area within the Technology and Enterprise learning area that provides students with the opportunity to develop skills in the use of technology in a practical setting. The Year 7 course in Design and Technology is one semester in duration and aims to develop an understanding of the materials, information and systems that are appropriate to the design and manufacture of products to meet human needs. The underlying focus is the technology process, of which the elements of investigating, devising, producing and evaluating are fundamental components. Particular consideration is given to occupational health and safety in the workshop.

Assessment of achievement of the outcomes (shown in bold type) takes the following forms:

- **Design (20%)** – development of design folios using Information Technology and including freehand and Computer Aided Drawing
- **Production (70%)** – manufacture of practical projects in resistant materials using hand tools, power tools and machinery
- **Response (10%)** – completion of theoretical assignment and written testing of understanding.

Contact
Mr Geoff McGillivray
HEAD OF DESIGN & TECHNOLOGY

The Arts
Art
The Year 7 Art Course is designed to provide students with an introduction to a variety of media, skills and processes with an emphasis on creative problem solving.

Participation and enjoyment in the creation of finished artworks are priorities at Year 7 level.

Projects will be selected from: Painting, Printmaking, Textiles, Ceramics, Graphic Design or Sculpture.

Drawing is an integral part of each project.

The course operates for a semester for six periods in each 10-day cycle.
Assessment
Each project will be assessed with an emphasis on:

- Communicating art ideas
- Using art skills, techniques & processes
- Responding to the Arts
- The role of Arts in society.

Contact
Ms Pam Yordanoff
HEAD OF ART

Drama
The word ‘drama’ comes from the Greek ‘dromenon’ meaning ‘a thing done’ and this course in Year 7 consists of exploring story and character through ‘doing’ drama. As we explore various dramatic conventions, boys will bring their own experiences of life and re-tell stories in ways that humanity has for millennia.

Tasks undertaken will involve activities derived from the following areas:

- Creating – recognising and using the elements of drama to create roles and action within given frameworks (movement to music and character driven drama)
- Interpreting – retelling familiar and traditional narratives and texts
- Exploring
- Developing
- Presenting
- Evaluating

Assessment will be through task-based activities in which creating, performing and responding to drama are considered.

Those boys who have a keen interest in drama should audition for roles in school plays with Midnite Youth Theatre Company. Midnite is the school’s co-curricular theatre company.

Contact
Mr Drew Stocker
HEAD OF DRAMA

Music
This course is designed as an introduction to Music and assumes no prior knowledge or experience in Music Theory or instrumental playing. Students are taught the rudiments of music note reading (rhythm/pitch) on keyboards, and then apply this knowledge to a variety of assessments in performing simple one and two handed pieces.

The use of music in the commercial arena is also studied (advertising/movie soundtrack) and students are taught to compose simple backing tracks to three-minute films and documentaries. For these tasks garage-band (computer software) is taught and employed. Homework is not set during the course. Students may wish, however to practise keyboard pieces for end of term assessments and are welcome to use the Music Department facilities for this.

Contact
Mr Kevin Gillam
DIRECTOR OF MUSIC

Music Extension
This course is designed for students currently studying an instrument (piano and voice included).

The course is broken into four areas as follows:

1. Ensemble Music / Solo Performance
Students are placed in mixed instrumental ensembles and/or duets/trios, depending upon skill level. Each group rehearses a repertoire for performance to the class each half term. Students are also assessed in performance on their instrument at the conclusion of each term.

2. Aural
Skills developed here include melody writing, interval recognition, rhythmic perception, aural recognition of instruments and compositional techniques and sight singing.

3. Theory and Musicianship
Students are taught the rudiments of Music Theory (key signatures/clef recognition etc) and assisted in completing AMEB Theory Grade Books to the level appropriate to their skill and knowledge. Aspects of the history of music are covered, including score analysis and listening examples.

4. Composition
Students are taught to compose a series of pieces for solo instrumental performance through to trios and quartets. Sibelius software is used and students compose both score and individual parts for class performance.

Contact
Mr Kevin Gillam
DIRECTOR OF MUSIC

Personal & Spiritual Development

Religious Education
In Year 7 boys are taught for 2 periods per 10-day cycle over the course of a term. The Year 7 Religious Education course seeks to introduce boys to central tenets of the Christian faith. Boys are encouraged to learn about, and from this influential religious tradition in an open, respectful and objective manner.

The course focuses on four key questions:
- What was Jesus?
- What did He claim?
- What do Christians believe about him?
- How did the Church develop?

Reading for Pleasure Programme
The Year 7 programme is designed:
- To strengthen the reading habits and culture amongst year 7 boys;
- To promote wide reading rather than the safety of familiar territory; and
- To encourage boys to share their knowledge and love of reading with others.

The programme therefore is assisting the school to improve standards of literacy amongst the boys, which is one of the major “General Capabilities” of the Australian Curriculum, and a vital determining factor in academic success. The programme also assists English and Humanities in the achievement of some of their curriculum outcomes.

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