KINGSWAY
CHRISTIAN COLLEGE

SUBJECTS/ELECTIVES INFORMATION YEARS 7 - 10 2022

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STUDENT SUPPORT TEAM

We are here to help …

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FROM THE PAST TO THE FUTURE

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

WESTERN AUSTRALIAN CURRICULUM

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

STREAMS (IN CORE SUBJECTS)

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

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

ENGLISH

Years 7 to 9 English is offered at a standard year level in line with the Western Australian Curriculum with mixed ability classes. Activities and assessments will be open ended and allow for students to access the learning programme at different levels. Extension activities will be made available for highly competent students and scaffolding for students experiencing difficulty. We believe that having a wide range of abilities allows students of all levels to benefit through collaboration, group work and individual tasks.

Year 10 English is offered in two courses. Class One is an extension course designed to prepare students for the study of Literature in Years 11 and 12. Class Two, Three and Four are mixed ability. All students cover the requirements of the Year 10 West Australian English curriculum

MATHEMATICS

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

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

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

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

The **Structured Stream** will provide a course for students that require step by step explanations and hence the course operates at a slower pace. There is an emphasis on the foundations of Mathematics, as well the provision for greater scaffolding for problem solving.

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

In Year 7 students start the year in classes of mixed ability. During Term 1, students will be placed in streamed classes based on the ability and understanding that they have demonstrated from diagnostic testing.

Content in the Australian Curriculum: Mathematics is organised under six interrelated strands:

- **Number**
- **Algebra**
- **Measurement**
- **Space**
- **Statistics**
- **Probability.**

Natural connections exist between the content of these strands. It is important that students develop the capability to identify and use the many connections that exist within and across all strands of the Australian Curriculum: Mathematics. This will help

them to develop a deeper understanding of the core concepts of Mathematics. The Australian Curriculum: Mathematics focuses on the development of a deep knowledge and conceptual understanding of mathematical structures and fluency with procedures. Students learn through the approaches for working mathematically, including modelling, investigation, experimentation and problem solving, all underpinned by the different forms of mathematical reasoning.

SCIENCE

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

Years 8, 9 and 10 Science is offered on two levels:

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

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

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

HUMANITIES AND SOCIAL SCIENCES

Years 7 to 10 Humanities and Social Sciences (HASS) is offered at the standard year level with mixed ability classes. Through the use of a variety of teaching techniques, lesson activities, and investigation tasks that engage a broad range of skills and approaches, all students are provided with the opportunity to develop their higher order thinking skills and conceptual understandings. There is a focus on developing the core skills and knowledge within the four HASS disciplines of Civics & Citizenship, Economics, Geography and History.

TIMETABLE

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

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

COMPULSORY SUBJECTS

English	6 periods	HASS	6 periods
Mathematics	6 periods	Christian Studies	2 periods
Science	6 periods	Assembly & Study Skills	2 periods

CHANGING SUBJECTS/ELECTIVES

Where subject/elective choices are involved, changes to subject/elective may only occur in the first two weeks of the subject/elective being taken. Subsequent to that date students must remain in that subject/ elective for the remainder of the programme. To change subjects/electives students must see the Associate Dean of Secondary.

ONE-TO-ONE PROGRAMME

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

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

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

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

ELECTIVES

YEAR 7

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

PERFORMING ARTS:

DRAMA	**DANCE**	**MUSIC**

VISUAL ARTS:

VISUAL ARTS	**MEDIA ARTS**

DESIGN & TECHNOLOGIES:

FOOD	**WOOD**	**TEXTILES**

DIGITAL TECHNOLOGIES:

DIGITAL TECHNOLOGIES

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

YEAR 8

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

PERFORMING ARTS:

DRAMA	**DANCE**	**MUSIC**

VISUAL ARTS:

VISUAL ARTS	**MEDIA ARTS**

DESIGN & TECHNOLOGIES:

FOOD	**WOOD**	**TEXTILES**

DIGITAL TECHNOLOGIES:

DIGITAL TECHNOLOGIES

For both Year 7 and Year 8, students will also be able to select:

SPORT & RECREATION, SPECIALIST BASKETBALL, or MUSIC PRODUCTION.

Students in Year 7 will have a compulsory French course. Year 8 students can choose French and Mechatronics as an elective.

MUSIC INSTRUMENT TUITION

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

Piano	Violin	Viola	Cello
Oboe	Clarinet	Saxophone Tenor and Alto	Trumpet
Trombone	Flute	Lower Brass	Guitar – Electric and Acoustic
Bass Guitar	Drums and Percussion	Voice – Contemporary and Classical	

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

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

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

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

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

CHAPLAINS

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

DEAN OF CHRISTIAN EDUCATION

Mr Graham Irvine
Contact: Graham.Irvine@kcc.wa.edu.au

COLLEGE CHAPLAIN

Mr Luke Wiseman
Contact: Luke.Wiseman@kcc.wa.edu.au

COLLEGE CHAPLAIN

Ms Lisa Luce
Contact: Lisa.Luce@kcc.wa.edu.au

CAREERS ADVISOR

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

Ms Karen Theunissen
Contact: Karen.Theunissen@kcc.wa.edu.au

COLLEGE NEWSLETTER

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

LOCKERS

Lockers will be allocated to all students from Year 7-12 in 2022. Students should provide their own locks and locker allocation will be made via Form teachers on the first day of the school term.

PARENT CONTACT DETAILS

Please ensure that you submit updated email addresses through Consent2Go using the following link https://www.mcbschools.com/kingsway/StudentUpdate and entering the e-mail address that you have submitted to the school. E-mails regarding excursions and important parent attention is emailed on a regular basis.

SEQTA

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

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

To log into SEQTA ENGAGE, click on the link SEQTA in the Parent Resources section of the Kingsway website http://www.kingsway.wa.edu.au, please use your username and password provided at the beginning of the year. If you have any difficulties please notify the College on seqta@kcc.wa.edu.au.

YEAR 7 COURSE DESCRIPTIONS

YEAR 7 CORE SUBJECTS

YEAR 7 ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, are influenced by context, purpose and audience.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

YEAR 7 MATHEMATICS

As students engage in learning mathematics in Year 7 they:

- Develop their understanding of integer and rational number systems and their fluency with mental calculation, written algorithms, and digital tools and routinely consider the reasonableness of results in context
- use exponents and exponent notation to consolidate and formalise their understanding of representations of natural numbers and use these to explore conjectures involving natural numbers by experiment and computational thinking with the assistance of digital tools
- explore the use of algebraic expressions and formulas using conventions, notations, symbols and pronumerals as well as natural language. They interpret algebraic expressions and formulas, use substitution to evaluate and determine unknown terms given values for other terms
- use variables, constants, relations and functions to express relationships in real life data and interpret key features of their representation in rules, tables and graphs
- classify shapes in the plane and use tools to construct shapes, including two-dimensional representations of prisms and other objects. They investigate spatial patterns involving repetition created with transformations and line and point symmetry
- they apply the statistical investigation cycle to obtain numerical data related to questions of interest, choose displays for the distributions of data and interpret summary statistics for determining the centre and spread of the data in context
- conduct simple experiments involving chance events, construct corresponding sample spaces and explore related frequencies, comparing expected and experimental results.

YEAR 7 SCIENCE

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

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

YEAR 7 HUMANITIES AND SOCIAL SCIENCES

History

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

Depth Study 1: Investigating the Ancient Past
How historians and archaeologists investigate history, including excavation and archival research; The range of sources that can be used in an historical investigation, including archaeological and written sources; The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples

Depth Study 2: Investigating One Ancient Society (Egypt, Greece, Rome, India, China)
The physical features and how they influenced the civilisation that developed there; Roles of key groups in the ancient society, and the influence of law and religion; the significant beliefs, values and practices of the ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs; the role of a significant individual in the ancient society's history.

Economics and Business

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

Geography

There are two units of study in the Year 7 curriculum for Geography: **Water in the World** and **Place & Liveability.**

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

Place and Liveability explores the factors that influence the decisions people make about where to live and their perceptions of the liveability of places. Students study the influence of accessibility to services and facilities on the liveability of places; the influence of environmental quality on the liveability of places; and the strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.

Civics and Citizenship

The Year 7 Civics and Citizenship course is entitled '**Designing our Political and Legal System'.** It explores the purpose and value of the Australian Constitution; the concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power; the division of powers between state/territory and federal levels of government in Australia; the different roles of the House of

Representatives and the Senate in Australia's bicameral parliament; the process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999; how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial, and right to legal representation; how citizens participate in providing justice through their roles as witnesses and jurors.

YEAR 7 HEALTH AND PHYSICAL EDUCATION

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

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

1. Ultimate Frisbee
2. Touch Rugby
3. Athletics
4. Soccer
5. Sofcrosse

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

1. Myself and Others
2. Values
3. Relating Skills
4. Bullying
5. Resilience
6. Fit & Healthy
7. How my Body Works
8. Basic Nutrition

YEAR 7 ELECTIVES

YEAR 7 DANCE

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. In Year 7, students develop and improve planned, movement-based exercises to develop a variety of technical dance skills and performance skills through practical lessons in the Jazz, Street, and Contemporary Dance styles. Students create their own dance that has meaning through completing task-based activities that engage in the use of the elements of Dance, choreographic structures and devices. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts. Through viewing, exploring, responding to, analysing and interpreting dance, students appreciate its meaning and identifies how Dance develops personal, social, and cultural identity. All students are welcome, experienced and beginner. Prior dance experience is not a requirement.

YEAR 7 DIGITAL TECHNOLOGIES

Digital Technologies focuses on the development and understanding of skills in computational thinking such as decomposing problems and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. This course contains practical and theoretical elements where students engage in programming tasks using Scratch and Excel while building mechatronic devices using robotic devices.

YEAR 7 DRAMA

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

YEAR 7 FOOD AND NUTRITION

Year 7 Foods is a semester-long course. This practical course teaches students the basics of

cooking and preparation in the kitchen. The students will:

- Cook and prepare a range of delicious dishes
- Learn about healthy eating and why it is good for our bodies to eat healthily
- Use the technology process to develop their own recipe
- Learn about hygiene and safety in the kitchen

Parents, please be aware that while we endeavour to meet specific dietary requirements of students we may not be able to cater for all food preferences/allergies.

YEAR 7 FRENCH

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

Students starting French in Year 7 can continue to Year 12. It is a beginner's course accessible to all students whether they have studied French at Primary School or not.

The students work with cutting edge task based methodology. This includes; collaborative learning activities, digitally enhanced student eBook, multimedia resources, access to an online platform with interactive activities as well as videos on the life of French middle school students. Students become immersed in authentic French language and culture.

Themes and skills covered:

- Recognizing our linguistic and cultural knowledge in French.
- Getting acquainted
- Music fans
- One big family
- Let's move it!

Students are also encouraged to communicate with French students from our sister school via letters and/or emails.

Students will take part in a French Breakfast, using their language skills to order and taste French food. They will also take part in Language Week Activities; feast of food and special events.

Students will be introduced to the French film industry as well as audio books. Students will learn how to use the internet to expand their knowledge of vocabulary and grammar.

YEAR 7 MUSIC PRODUCTION

In this Music Production course, students will become familiar with Apple's GarageBand software. Through this software, you will learn how to remix and arrange existing music, compose your own music and record music using MIDI keyboards. You will also have the opportunity to work in a collaborative setting through group projects. This course will teach you about the basics of Music Production theory and will develop your listening skills. Most of all, you will learn to develop your own creativity and appreciation for music.

YEAR 7 MEDIA ARTS

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

YEAR 7 MUSIC

In this course, students will develop their aural (listening), music theory and practical skills through a hands-on approach. You will learn about rhythmic and pitch elements through singing, listening and performing music. You will have the opportunity to read and arrange music, learn the basics of improvisation, as well as develop your skills as an ensemble musician. You will also learn how to play the ukulele, among other classroom and contemporary instruments, and incorporate this into your performances.

YEAR 7 SPECIALIST BASKETBALL

Basketball is a popular team sport played by many of our current students. Our programme aims to develop the skills required for success in the game, and the strength and conditioning required to increase fitness levels and reduce the risk of injuries. We work on developing teamwork, interpersonal skills and the theoretical concepts behind the game. Kingsway is in partnership with Coach Andy Stewart and his team from Coaching Hoops and provide expert coaching as an option that can be taken within a student's regular timetable.

Head coach of the Perth Lynx, Andy Stewart is one of Australia's finest basketball coaches, specialising in communication skills and elements of the game to both young and old. He has had experience coaching at a State, National and International level, coaching men,

women and juniors.

SUBJECT OUTLINE

The students will complete studies in both the theoretical and practical components of the game of Basketball. Coaching sessions will be run at either Warwick Stadium or on the College's basketball facilities.

Students will get three sessions a week of basketball, two of which will be practical sessions with Coach Andy. One of these will be on a Thursday morning before school and the other will be set during their timetabled double period. The single allocated period will be at school where students will cover aspects such as sports nutrition, strength and conditioning, as well as personal skills practice sessions.

Please note that this course incurs an additional cost of $450 for the full year.

COURSE RECOMMENDATIONS

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

School Liaison – Mr Paul Whitby / Mr Matthew Elliott
External Provider – Coach Andy Stewart (Coaching Hoops)

YEAR 7 SPORT AND RECREATION

Sport and Recreation is a semesterised subject that is available for selection in either Semester 1 or Semester 2. It is 3 x 40 minute periods each week and students will be introduced to a variety of outdoor and recreational pursuits. This course will cover activities such as rock climbing, self-defense, ten pin bowling and orienteering.

YEAR 7 TEXTILES

Year 7 Textiles is a semester-long course. This practical course teaches students the basics of sewing. The students will make a sewing bag and a pair of boxer shorts and some other small projects. Textiles is a subject where students can be creative and learn valuable life skills.

In the course the students will learn:

- How to use a sewing machine and iron
- Basic sewing construction techniques
- How to use the embroidery machines to write their name on fabric
- How to sew on a button

YEAR 7 VISUAL ARTS

This creative elective provides students with opportunities to use and apply visual art language and artistic conventions in their design and production process. They create 2D artworks including drawings and prints and/or 3D artwork through projects which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual art practices, and present their artwork for display. Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artwork/art style which, in turn, allows them to link their own production to a given context. They consider how to present artwork to enhance audience interpretation. Students are introduced to a critical analysis framework to analyse artwork and use visual art terminology when responding. Studio areas explored include: Drawing Design, Printmaking and Ceramic Sculpture.

YEAR 7 WOODWORK

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

YEAR 8 COURSE DESCRIPTIONS

YEAR 8 CORE SUBJECTS

YEAR 8 ENGLISH

The English curriculum is built around the three interrelated strands of language literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedure, performances reports and discussions, and are beginning to create literary analyses and transformations of texts.

YEAR 8 MATHEMATICS

As students engage in learning mathematics in Year 8 they:

- Extend computation with combinations of the four operations with integers and positive rational numbers, including the extension of exponent laws to numerical calculations involving positive, zero and negative exponents and solve a broad range of practical problems, using mental methods, written algorithms and digital tools
- explore the relationship between fractions and their terminating or infinite recurring decimal expansions. They convert between fraction and decimal forms of rational numbers and locate them on the real number line
- model problems in a broad range of contexts that involve ratios with two or more terms, percentage increase and decrease, proportions with decimal values, and rates in measurement contexts
- explore and explain proofs of Pythagoras' theorem and investigate irrational numbers from certain measurement contexts involving right-angled triangles, squares and circles, their infinite non-recurring decimal expansion and their approximate location on the real number line
- manipulate linear and other simple algebraic expressions and model situations using linear and simple non-linear relations (doubling, halving, squaring, square root and product of two factors), and solve related equations using tables, graphs and algebra

- select metric measurement units fit for purpose, convert between units, explore the effects of different levels of measurement accuracy on the results of computations and relate these to interval estimates for measurements in various contexts. They establish sets of congruency and similarity conditions for common shapes in the plane, discuss examples and counterexamples, and use digital tools to construct and locate objects with reference to three-dimensional coordinates
- consider a variety of situations involving complementary and mutually exclusive events, combinations of two events, represent these using tables and diagrams, and calculate corresponding probabilities. They examine experimental and observational data and identify populations and samples with respect to context, explore variation in summary statistics across samples, investigate the effect of outliers on these summary statistics and discuss their findings.

YEAR 8 SCIENCE

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

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

YEAR 8 HUMANITIES AND SOCIAL SCIENCES

History

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

Depth Study 1: Investigating Medieval Europe (c.590–c.1500)
The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society; significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music; Continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce; The role of significant individuals in the medieval period (e.g. Charlemagne).

Depth Study 2: Investigating the Black Death in Asia, Europe and Africa (14th century plague).
Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God; the role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease; the causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries; the effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague.

Economics and Business

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

Geography

Students will undertake two units of study in the Year 8 curriculum for Geography: **Landforms and Landscapes, and Changing Nations. Landforms and Landscapes** focuses

on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and Landscapes develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world. **Changing Nations** explores the way in urbanisation and migration are impacting on countries. This is done through a study of the causes and consequences of urbanisation in Australia and one other country from the Asia region. It also looks at the reasons for, and effects of, internal migration in Australia, and the reasons for, and effects of, international migration in Australia.

Civics and Citizenship

The Year 8 Civics & Citizenship course focuses on 'Democracy and Law in Action'. Students will investigate: the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement; how citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action; how laws are made in Australia through parliaments (statutory law); how laws are made in Australia through the courts (common law); the types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law; and different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian.

YEAR 8 HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a compulsory key learning area that all students from Years 7 to 10 will study for 3 x forty minute periods each week. The focus for Year 8 Health and Physical Education is personal awareness and ownership. The subject should provide the student with the opportunity to consider decisions relevant to leading physically active and healthy lives as they move from childhood to adulthood.
The practical content will cover the following sports, however other sports may be included depending on the availability of facilities:

1. Cricket
2. Netball
3. Athletics
4. AFL
5. Basketball

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

1. Stress
2. Mental Health
3. Personal Safety
4. Cybersense
5. Active Lifestyles
6. Smoking
7. Changing and Growing
8. Disability in Sport

YEAR 8 ELECTIVES

YEAR 8 DANCE

People have always danced, and dance continues to evolve as a form of expression, fulfilling a variety of functions in society. Through viewing, investigation and response, students become familiar with historical, social and cultural contexts in which dance exists. Students further develop skills to ensure that they develop confidence to become competent practitioners who communicate meaning through body awareness, technical dance skills and performance skills. Genres studied include Jazz, Street, or Contemporary relevance to class needs. As an art form, dance encourages artistic creativity and the active use of the imagination and dance making includes learning about and using knowledge, skills, techniques and processes to explore dance practices and make dance works that communicate ideas and intentions. All students are welcome, experienced and beginner. Prior dance experience is not a requirement.

YEAR 8 DIGITAL TECHNOLOGIES

Digital Technologies focuses on the development and understanding of skills in computational thinking such as decomposing problems and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Digital Technologies is an expanding field used in a wide range of real-life situations, including applications such as mining, drones, and remote rovers. This course contains practical and theoretical elements where students engage in programming tasks using Scratch, Python and Lego Mindstorms and Excel while building mechatronic devices using Lego NXT, Lego EV3 and other robotic devices.

YEAR 8 DRAMA

In Year 8, Drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles (Note: students will have an opportunity to present a scripted drama and improvisation performance at least once over Years 7 and 8). Student work in devised and/or scripted drama is the focus of informal reflective processes using more detailed drama terminology. Topics covered include: Mime performance and Realism Drama performance styles.

YEAR 8 FOOD AND NUTRITION

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

YEAR 8 FRENCH

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

Students starting French in Year 8 can continue to Year 12. Year 8 French will focus on consolidating skills and concepts taught in Year 7.

Students work with cutting edge task-based methodology. This includes: collaborative learning activities, digitally enhanced student eBook, multimedia resources, and access to an online platform with interactives activities as well as videos on the life in a French middle school. Students become immersed in authentic French language and culture.

Themes and skills covered:

- School life
- Fashion and You
- At home
- The Travel Bug

Students are also encouraged to communicate with students from our sister school, with whom we have an exchange programme in Year 10 and 11, via letters or emails.

Students will be part of a French café, will use their language skills to order and taste some French food and will be part of a Language Week; yet another feast of food. They will explore the regions of France.

Students will continue their studies of the French film industry and audio books.

YEAR 8 MUSIC PRODUCTION

In this course, students will continue to develop their music production skills through Apple's GarageBand software. You will learn how to remix and arrange existing music, compose your own music and record music using MIDI keyboards. You will also learn how to record using microphones and how to work in teams to create audiobooks. This course will teach you about the basics of music production theory, as well as developing your listening skills and appreciation for music.

YEAR 8 MECHATRONICS

Mechatronics is an expanding field used in a wide range of real life situations, including applications such as mining, drones, and remote rovers. This course contains practical and theoretical elements where students engage in programming tasks using Scratch, Python and Lego Mindstorms while building mechatronic devices using Lego NXT, Lego EV3 and other robotic devices. Individual projects are encouraged.

YEAR 8 MEDIA ARTS

Year 8 Media provides the students the opportunity to develop photography, their critical thinking and analysis skills, their application of media codes, conventions and use of the media language. Students have the opportunity, through the unit of introduction to DSLR photography, to develop competencies which equip them with important foundation media techniques. These include composition, lighting, use of Adobe Photoshop and an

introduction to Adobe Premiere editing software.

YEAR 8 MUSIC

Students will continue to develop their aural (listening), music theory and performance skills in this course. You will learn about rhythmic and pitch elements through listening, performing and singing activities. You will also have the opportunity to work collaboratively in groups to create and perform your own compositions in a safe setting. You will develop your ensemble playing skills as you learn how to practice and perform covers of songs to an audience. You will also develop your music literacy and apply this knowledge in practical ways.

YEAR 8 SPECIALIST BASKETBALL

Basketball is a popular team sport played by many of our current students. Our programme aims to develop the skills required for success in the game, and the strength and conditioning required to increase fitness levels and reduce the risk of injuries. We work on developing teamwork, interpersonal skills and the theoretical concepts behind the game. Kingsway is in partnership with Coach Andy Stewart and his team from Coaching Hoops and provide expert coaching as an option that can be taken within a student's regular timetable.
Head coach of the Perth Lynx, Andy Stewart is one of Australia's finest basketball coaches, specialising in communication skills and elements of the game to both young and old. He has had experience coaching at a State, National and International level, coaching men, women and juniors.

SUBJECT OUTLINE
The students will complete studies in both the theoretical and practical components of the game of Basketball. Coaching sessions will be run at either Warwick Stadium or on the College's basketball facilities.
Students will get three sessions a week of basketball, two of which will be practical sessions with Coach Andy. One of these will be on a Thursday morning before school and the other will be set during their timetabled double period. The single allocated period will be at school where students will cover aspects such as sports nutrition, strength and conditioning, as well as personal skills practice sessions.
Please note that this course incurs an additional cost of $450 for the full year.

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

School Liaison – Mr Paul Whitby / Mr Matthew Elliott
External Provider – Coach Andy Stewart (Coaching Hoops)

YEAR 8 SPORT AND RECREATION

Sport and Recreation is optional for students in Year 8. It is 3 x forty minute periods each week. This course will introduce students to a variety of outdoor and recreational pursuits. The course will cover activities such as swim and survive lifesaving, water awareness in different environments, frisbee, squash, trampolining, gymnastics and surfing. This course will lead towards a pathway of Sport Science or Sport & Recreation in Year 9 and 10. **A prerequisite of this course is that students MUST be able to swim at least 300m in a pool and 50m in the ocean.**

YEAR 8 TEXTILES

In Textiles classes, the students will learn a variety of skills that will help them to develop their creativity while making fun textiles products. Both beginners and students with experience in sewing are welcome.

They will learn the following through their sewing projects and theory lessons:

- How to use a sewing machine and iron to make quality products
- Sewing construction techniques
- How to read a pattern

Studying Textiles will help students to develop: creativity, eye-hand coordination, and the ability to visualise projects in 3D. These are essential skills for occupations such as engineering, medicine (surgery), as well as dressmaking, fashion design, interior design, etc.

YEAR 8 VISUAL ARTS

This creative elective provides students with opportunities to use and apply visual art language and artistic conventions of more complexity in their design and production process. They use a range of engaging media to create 2D and/or 3D artwork with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artwork for display. Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artwork. Students apply knowledge of techniques used by other artists and consider audience interpretation in

the production of their own artwork. Students are provided with critical analysis frameworks to analyse artwork and use visual art terminology when responding. Studio areas explored include: Drawing, lino printing and painting.

YEAR 8 WOODWORK

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

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YEAR 9 CORE SUBJECTS

YEAR 9 ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programmes should balance and integrate all three strands. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade, These include various types of media texts, including newspapers, film, and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

YEAR 9 MATHEMATICS

As students engage in learning Mathematics in Year 9 they:

- Apply scientific notation in measurement contexts, routinely consider accuracy in measurement and work with absolute, relative and percentage error in a range of different measurement contexts
- work with the real number line as a geometric model for real numbers that provides a continuous measurement scale. They locate different fractions exactly on the common scale of the real number line using scale and similarity and locate some irrational square roots of natural numbers using Pythagoras' theorem
- use linear and quadratic functions to model a broad range of phenomena and contexts, make predictions, and represent these using tables, graphs, and algebra, including with the use of digital tools
- manipulate algebraic expressions involving variables, exponents, and the expansion and factorisation of simple quadratic expressions using a variety of techniques including combinations of tables, diagrams, algorithms and digital tools
- formulate and solve related equations exactly or approximately using a combination of numerical, graphical, and algebraic approaches

- solve measurement problems about the surface area and volume of objects and apply formulas and inverse operations to solve problems calculating these and related dimensions of objects as required. They use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem to solve practical problems given sets of information and investigate planar graphs and Euler's formula for planar graphs and polyhedrons
- investigate probabilities of compound events from two-step experiments and solve related problems. They explore the use of a variety of representations such as Venn diagrams, tree diagrams, two-way tables, and grids to assist in determining the probabilities for these events, design experiments to gather empirical data about relative frequencies and use these to check their reasoning
- compare multiple numerical data sets in context and analyse their distributions with consideration of symmetry and skew. They justify their choice of data representation with respect to data types and context and critically review the statistical presentation of data and related arguments of others.

YEAR 9 SCIENCE

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

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

The subject focuses on the following four Sciences:

1. **Physical** – the student will examine the different forms of energy.
2. **Chemical** – the student will extend their knowledge on energy transfer and chemical reactions in living and non-living systems.

3. **Biological** – the student will examine multi-cellular organisms and how they rely on co-ordinated and interdependent internal systems to respond to changes in the environment.

4. **Earth and Space** – the student will examine the theory of plate tectonics in terms of geological activity and continental movement.

YEAR 9 HUMANITIES AND SOCIAL SCIENCES

Economics and Business

The Year 9 course focuses on **Australia and the Global Economy.** It explores the role of the key participants in the Australian economy, such as consumers, producers, workers and the government; Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded; Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy; Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types; The ways consumers can protect themselves from risks, such as debt, scams and identity theft; The nature of innovation and how businesses seek to create and maintain a competitive advantage in a market, including the global market; The way the work environment is changing in contemporary Australia and the implication for current and future work.

Geography

There are two units of study in the Year 9 curriculum for Geography: **Biomes and Food Security and Geographies of Interconnections.**

Biomes and Food Security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it

possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

History

The Year 9 course is entitled **'The Making of the Modern World'.** Having briefly explored the important features of the modern period (1750–1918), students undertake the following Depth Studies:

Depth Study 1: Investigating the Industrial Revolution (1750–1914)
The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia; the population movements and changing settlement patterns during the Industrial Revolution; the experiences of men, women and children during the Industrial Revolution, and their changing way of life; the short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.

Depth Study 2: Investigating World War I (1914–1918)
The causes of World War I and the reasons that men enlisted to fight in the war; the places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign; the impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate; the commemoration of World War I, including debates about the nature and significance of the ANZAC legend.

Civics and Citizenship

The Year 9 unit is entitled 'Our Democratic Rights'.
Its focus is on: the role of political parties, and independent representatives in Australia's system of government, including the formation of governments; how citizens' choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, political party campaigns); how social media is used to influence people's understanding of issues. The course will then shift to the key features of Australia's court system and the role of a particular court (e.g. a supreme court, a magistrates' court, the Family Court of Australia) and the types of cases different courts hear; how courts apply and interpret the law, resolve disputes, and make law through judgements (e.g. the role of precedents); the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal; and the factors that can undermine the application of the principles of justice.

YEAR 9 HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a compulsory key learning area that all students from Years 7 to 10 will study for 3 x forty minute periods each week. Year 9 Health and Physical Education will include both practical and theoretical components of learning. The student will learn the movements/skills required to be actively involved in sports. Theoretical components include all aspects of health. The student will examine how lifestyle impacts the physical, social, mental, emotional and spiritual components of health.

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

1. European Handball
2. Gaelic Football
3. Kickball
4. Indoor Hockey (floorball)
5. Flag Belt Rugby

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

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

YEAR 9 ELECTIVES

YEAR 9 COMPUTER SCIENCE

Year 9 Computer Science is a challenging, varied course, with a focus upon practical skill development and problem solving, using. The Python and /or Blockly languages. The course runs for one semester. Over the course of the semester, students will:

- Learn the importance of coding skills
- develop skills in Python and/or Blockly
- develop their knowledge of how computerised systems function (storage devices, binary numbers, PC hardware and memory)

YEAR 9 DANCE

Dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. Through practical lessons in the Jazz, Street and Contemporary Dance styles, students use safe dance practices and improved physical competencies (strength, flexibility, coordination, muscular, endurance and cardio-respiratory fitness) to acquire genre-specific techniques. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. The study of Dance also acknowledges the interrelationship between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. It allows student s to make and present dance relevant to their lives. All students of Dance are welcome, experienced and beginner, and perform physically within their own capability. Prior dance experience, though beneficial, is not a requirement.

YEAR 9 DRAMA

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

YEAR 9 FOOD AND NUTRITION

This elective builds on the skills established in Year 7 and 8. Food and Nutrition aims to provide the student with cooking skills they will be able to use to maintain a healthy lifestyle throughout life. The elective focuses on assisting students through the myriad of choices for a well balanced diet. There is a large practical element to provide the student with essential skills in food preparation and cooking a variety of delicious foods. The elective comprises the following topics:

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

Parents please be aware that while we endeavor to meet specific dietary requirements of students we may not be able to cater for all food preferences/allergies. For example in Years 7-9 the recipes do not contain any nuts, however there will be some ingredients containing traces of nuts. Nuts and products containing nuts are used in the adjoining rooms.

YEAR 9 FRENCH

Year 9 French aims to prepare students for Year 10 French and travel overseas.

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

Students work with cutting-edge task based methodology. This includes: collaborative learning activities, digitally enhanced student eBook, multimedia resources, and access to an online platform with interactives activities as well as videos on the life in a French middle school. Students become immersed in authentic French language and culture.

This elective is very practical and designed to equip students with useful phrases and expressions for use on visits to France and Francophone countries.

Themes and skills covered:

- Let's hit the town
- Yum! Yum!
- Friends and loved Ones
- Stay Informed

Other topics covered include: French Poetry competition, French connections, French

cuisine and a visit to a French Restaurant during Language week.

Students will also take part in the Alliance Française examination.

They will enhance their appreciation and understanding of French cinema as well as French Music, leading in to the Upper School learning outcomes. They will get an insight into the culture and lifestyle of French speaking communities through examples in film and music.

YEAR 9 MUSIC PRODUCTION

Students will continue to develop their music production skills on Apple's GarageBand software. Through this software, you will learn how to create your own music using loops, MIDI tracks and audio recordings. You will also learn how to record using MIDI instruments and even real instruments if you so choose! You will develop and record your own radio show podcast in groups, exploring the inner workings of sound production and recording. Through all these activities, you will develop a better understanding of Music Production theory and develop your listening skills.

YEAR 9 MECHATRONICS

Mechatronics is an expanding field used in a wide range of real life situations, including applications such as mining, drones, and remote rovers. This course builds on the Year 8 course and contains practical and theoretical elements where students engage in programming tasks using Python and Lego Mindstorms while building mechatronic devices using Lego EV3 and other robotic platforms. Individual projects are encouraged with students able to experiment with electronics and 3D design and printing.

YEAR 9 MEDIA ARTS

Year 9 Media provides the student with the opportunity to develop key competencies which will equip them with more advanced analysis, digital, film, sound and production skills. The elective focuses on developing the student's critical understanding of film genre and making them more aware of some of the many processes, institutions, value systems and decisions that contribute to the global film industry. Students will extend media skills by scripting, filming, editing and producing a scene of a suspense film. These include video filming, sound recording, lighting, use of Adobe Photoshop and an introduction to Adobe Premiere editing software.

YEAR 9 MUSIC

This course is designed for students who are interested in pursuing Music in upper school. Through this course, students will develop their music literacy (reading and writing), music theory, aural (listening) and performance skills. You will develop your group and solo performance skills in a safe setting, and learn about reflective performance practice. You will continue to build upon your music theory and aural skills, preparing for entrance into Year 10 Music. You will discover more about musical styles, and their development through the ages.

YEAR 9 SPECIALIST BASKETBALL

Basketball is a popular team sport played by many of our current students. Our program aims to develop the skills required for success in the game, and the strength and conditioning required to increase fitness levels and reduce the risk of injuries. We work on developing teamwork, interpersonal skills and the theoretical concepts behind the game. Kingsway is in partnership with Coach Andy Stewart and his team from Coaching Hoops and provide expert coaching as an option that can be taken within a student's regular timetable.

Head coach of the Perth Lynx, Andy Stewart is one of Australia's finest basketball coaches, specialising in communication skills and elements of the game to both young and old. He has had experience coaching at a State, National and International level, coaching men, women and juniors.

SUBJECT OUTLINE

The students will complete studies in both the theoretical and practical components of the game of Basketball. Coaching sessions will be run at either Warwick Stadium or on the College's basketball facilities.

Students will get three sessions a week of basketball, two of which will be practical sessions with Coach Andy. One of these will be on a Thursday morning before school and the other will be set during their timetabled double period. The single allocated period will be at school where students will cover aspects such as sports nutrition, strength and conditioning, as well as personal skills practice sessions.

Please note that this course incurs an additional cost of $450 for the full year.

COURSE RECOMMENDATIONS

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

School Liaison – Mr Paul Whitby / Mr Matthew Elliott
External Provider – Coach Andy Stewart (Coaching Hoops)

YEAR 9 SPORT & RECREATION

Sport & Recreation is optional for students in Years 9. It is 3 x forty minute periods each week. This course will target students interested in outdoor pursuits and is **predominantly water based**. The course will cover activities such as Bronze Star lifesaving qualification, triathlon, cross-fit and surfing. This course will lead towards a pathway of Sport and Recreation in Year 10. **A prerequisite of this course is that students MUST be able to swim at least 300m in a pool and 50m in the ocean. Students must have access to a road or mountain bike and helmet for the triathlon unit.**

YEAR 9 SPORT SCIENCE

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

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

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

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

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

YEAR 9 TEXTILES

Year 9 Textiles builds on the skills that the student has learnt in previous years while providing opportunity for students who have had no prior experience in sewing to be able to learn key skills. The student should develop a wide range of sewing skills including the use of patterns and sewing machines to make fashionable garments. They will sew articles such as a hoodie and a backpack and will also explore the key elements and principles of

design, commercial pattern use and fibre classification. Students will be expected to purchase materials, patterns and other items specific to their chosen garments. Specific fabric requirements for each individual task will be given to students prior to the commencement of each task.

YEAR 9 VISUAL ARTS

This creative elective provides students with opportunity to experience, adapt and manipulate materials, techniques, art styles/processes to produce 2D and/or 3D artworks. The emphasis of this elective unit is for students to use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They apply techniques used by other artists in the production of their own work and analyse traditional and contemporary artwork using frameworks and art language. Studio areas explored include: Drawing, Design and Sculpture.

YEAR 9 WOODWORK

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

YEAR 10 COURSE DESCRIPTIONS

YEAR 10 CORE SUBJECTS

YEAR 10 ENGLISH

The English curriculum is built around the three interrelated stands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapter, headings and subheading, tables of contexts, indexes and glossaries. Language features included successive complex sentences with embedded clauses a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported b various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

YEAR 10 MATHEMATICS

As students engage in learning mathematics in Year 10 they:

- Investigate the accuracy of decimal approximations to irrational real numbers, consider the accuracy of computation with real numbers in context and explore the use of

logarithmic scales to deal with phenomena involving small and large quantities and change

- apply numerical and graphical and algebraic approaches to analyse the behaviour of systems of two linear equations in two variables, and solve linear inequalities and represent solution sets as intervals on the real number line
- generalise and extend their repertoire of algebraic techniques involving quadratic and simple exponential algebraic expressions, model situations exhibiting growth or decay using linear, quadratic and simple exponential functions, and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable
- solve measurement problems involving the surface area and volume of common objects, composite objects, and irregular objects, and use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems in two and three dimensions and manipulate images of their representations and images using digital tools. They apply geometric theorems to deduce results and solve problems involving plane shapes and use planar graphs and networks to investigate and model relations involving sets of points, connections, paths, and decisions
- investigate conditional probability and its relation to dependent and independent events, including sampling with and without replacement. They devise and use simulations to test intuitions involving chance events which may or may not be in dependent
- compare different ways of representing the distribution of continuous data including cumulative frequency graphs, and interpret key features of the distribution. They explore association between pairs of variables, decide the form of representation, interpret the data with respect to context and discuss possible conclusions. They use scatterplots to informally discuss and consider association between two numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations.

In Year 10, students will consider possible pathways to senior secondary Mathematics study. Preparation for subsequent study of Units 1 and 2 of Mathematical Methods and Specialist Mathematics can be strengthened by further exploring some aspects of Mathematics content in Year 10 as a basis for building understanding that underpins formal treatment in Mathematical Methods and/or Specialist Mathematics subjects in senior secondary.

YEAR 10 SCIENCE

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

1. **Physical and Chemical** – the student will further their knowledge of physical properties of substances, the nature of matter, chemical reactions and processes.

2. **Biological** - the student will further their understanding of the human anatomy, genetics, DNA and gene technology applications as well as examine the theory of evolution and explore socio-scientific issues such as greenhouse effect.

3. **Earth and Space** – the student will examine further the universe and key astronomical features like galaxies, stars and the solar system. The Big Bang Theory will be investigated in how some scientists explain the origin of the universe with the biblical evidence.

YEAR 10 HUMANITIES AND SOCIAL SCIENCES

ECONOMICS AND BUSINESS

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

GEOGRAPHY

There are two units of study in the Year 10 curriculum for Geography: **Environmental Change and Management and Geographies of Human Wellbeing.**

Environmental Change and Management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change

in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of Human Wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programmes designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

HISTORY

The Year 10 course is entitled **'The Modern World and Australia'.** Having briefly explored the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression, students engage in the following Depth Studies:

Depth Study 1: Investigating World War II (1939–45)
The causes and course of World War II; the experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore; the impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (e.g. conscription, manpower controls, rationing, censorship); an examination of significant events of World War II, including the Holocaust and use of the atomic bomb

Depth Study 2: Investigating Rights and Freedoms (1945–the present)
The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration; the background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations; the US civil rights movement and its influence on Australia; the significance of **one** of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations); the Apology; methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of **one** individual or group in the struggle.

CIVICS AND CITIZENSHIP

The Year 10 course looks at "Justice at Home and Overseas"

It includes a study of the key features and values of Australia's system of government (e.g. democratic elections, the separation of powers) compared with one other system of government in the Asia region, such as China, Japan, India or Indonesia; Australia's roles and responsibilities at a global level (e.g. provision of foreign aid, peacekeeping, participation in international organisations such as the United Nations); the role of the High Court, including interpreting the Constitution; the international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples); the threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness, and finally the safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law.

YEAR 10 HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a compulsory key learning area that all students from Years 7 to 10 will study for 3 x forty minute periods each week. Year 10 Health and Physical Education will include both practical and theoretical components of learning. The student will develop a deeper understanding of what they have learnt in previous years. They will learn more complex movement skills required to be actively involved in sports. Theoretical components include all aspects of health. The student will examine how lifestyle impacts the physical, social, mental, emotional and spiritual components of health.

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

1. Volleyball
2. Fitness Testing
3. Netball
4. Soccer
5. Badminton
6. Softball

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

1. Key Areas of Fitness
2. Staying Active

3. Advanced Personal Safety
4. Nutrition and Health
5. Drug Education
6. Advanced Sexual Health
7. Pregnancy

YEAR 10 ELECTIVES

YEAR 10 BUSINESS

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

YEAR 10 CHILD CARE

Childcare is an excellent subject for anyone who is interested in working with children in the future, whether as a teacher, childcare worker, sports coach or even just as a parent. Both girls and boys are welcome in the class.
In first semester, the student will learn about aspects of child development such as physical, cognitive, social, emotional, moral and spiritual development. They will also learn about the importance of play in development and will create a toy as well as interacting with children in the Pre-Primary classes as part of a play and development task.
In second semester, the focus will change to pregnancy and childbirth. Starting from conception, students will investigate the needs of baby and mother during pregnancy. Each student will have the opportunity to care for a virtual baby over a weekend as one of their practical tasks.

YEAR 10 COMPUTER SCIENCE

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

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

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

- Creating flow-charts and algorithms
- Using templates to create apps for Windows
- Database concepts using SQL

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

YEAR 10 DANCE

Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using movement as the medium for personal, social, emotional, physical and cultural communication. Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity. Dance making engages and uses knowledge, imagination, senses and emotions in conceptual and practical ways and involves thinking kinesthetically, critically and creatively. Skills, techniques, processes, materials and technologies are utilised to explore dance practices and make dance works that communicate ideas and intentions relevant to the student cohort. Physical competency is built upon through the practice of planned, movement and genre based exercises and sequences to develop a variety of technical and performance skills. All students of dance are welcome, experienced and beginner, and perform physically within their own capability. Prior dance experience, though beneficial, is not a requirement and Year 10 Dance is a year-long course.

YEAR 10 DRAMA

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

YEAR 10 FOOD AND NUTRITION

Year 10 Food and Nutrition is a full-year course and it covers a few different themes:

- International Foods
- Nutrients and Healthy Eating
- Nutrients and Modern "Diets" eg. Paleo, Plant-based diets, the "No Sugar" revolution
- Working in a Café Environment

In the practical cooking classes for first term, we will cook a variety of different foods such as Risotto, Paella, Minestrone, and Chicken Korma. The students will also cook a meal from another country for their families at home as one of their practical tasks.

In second term, the focus changes to the Nutrients. In theory classes we will be studying the main nutrients that the body needs, and the foods that provide them. Each of the practical lessons will highlight a recipe that is high in a specific nutrient.
The "Nutrients and Modern Diets" part of the course will require students to use their Nutrients knowledge and critical thinking skills to decide whether modern diets such as the Paleo, Plant-based, "Clean-eating" diets can provide the required nutrients. We will also look at some of the latest "fads".

Our final topic will be "Working in a Café Environment". Students will learn how to prepare food to standardised recipes, present it beautifully, and provide excellent customer service.

YEAR 10 FRENCH

In Year 10, French students may have the opportunity to travel overseas and also host a French speaking student the following year through our Sistership program with a French school in the South of France.

Emphasis is placed on listening and speaking skills in order to communicate with native speakers of French.

Students work with cutting-edge task based methodology. This includes: collaborative learning activities, digitally enhanced student eBook, multimedia resources, and access to an online platform with interactives activities as well as videos on the life in a French middle school. Students become immersed in authentic French language and culture.

They will also complete the Alliance Française examination providing an opportunity to win a trip to Reunion Island or New Caledonia.

Themes and skills covered:

- Who am I?
- Everyone's a Hero
- Respect our planet
- All about money
- Look to the future
- Francophonie (French speaking countries)
- French poetry competition

We will be celebrating in style by planning and eating from a Provencal menu, learning more about French food and visiting a French restaurant where students can use their language skills to order a meal in French.

YEAR 10 MEDIA ARTS

This course involves the student making and responding to aspects of both the entertainment and infotainment areas of radio, music video and film. Students will create, view, listen to and examine relevant familiar media texts for both of these areas. The elective is designed to provide the student with knowledge of media language, skills and processes and production controls, constraints and responsibilities. It provides the foundation for production processes and allows students to create their own using film and digital technology media and the Adobe Suite software. Please note that Year 10 Media Arts is a year-long course.

YEAR 10 MECHATRONICS

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

YEAR 10 MUSIC GENERAL

This programme is designed to prepare students for entry into the Year 11 and 12 Music General courses. You will develop your music literacy (reading and writing), aural (listening) and performance skills across a range of activities. You will have the opportunity to explore music production through composing and arranging music using a combination of instruments, electronic instruments and music technology. You will explore the

development of difference musical styles, exploring their contributions to music today. You will also practise and perform a range of solo and ensemble repertoire across several musical styles and contexts, honing your instrumental or vocal skills.

YEAR 10 MUSIC SPECIALIST

The focus of this elective is on the creation and performance of music. The student will be encouraged to develop an understanding of the musical elements, learn aural and music making skills. The student will listen to, reflect on, create and perform a range of music scores. This will involve a substantial amount of work on theory and compositional activities based on Western Art music notation. It is a requirement that students must have at least basic to intermediate skills on an instrument to actively participate and gain from this course.

YEAR 10 SPECIALIST BASKETBALL

Basketball is a popular team sport played by many of our current students. Our program aims to develop the skills required for success in the game, and the strength and conditioning required to increase fitness levels and reduce the risk of injuries. We work on developing teamwork, interpersonal skills and the theoretical concepts behind the game. Kingsway is in partnership with Coach Andy Stewart and his team from Coaching Hoops and provide expert coaching as an option that can be taken within a student's regular timetable.

Head coach of the Perth Lynx, Andy Stewart is one of Australia's finest basketball coaches, specialising in communication skills and elements of the game to both young and old. He has had experience coaching at a State, National and International level, coaching men, women and juniors.

SUBJECT OUTLINE

The students will complete studies in both the theoretical and practical components of the game of Basketball. Coaching sessions will be run at either Warwick Stadium or on the College's basketball facilities.

Students will get three sessions a week of basketball, two of which will be practical sessions with Coach Andy. One of these will be on a Thursday morning before school and the other will be set during their timetabled double period. The single allocated period will be at school where students will cover aspects such as sports nutrition, strength and conditioning, as well as personal skills practice sessions.

Please note that this course incurs an additional cost of $450 for the full year.

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

School Liaison – Mr Paul Whitby / Mr Matthew Elliott
External Provider – Coach Andy Stewart (Coaching Hoops)

YEAR 10 SPORT & RECREATION

Sport & Recreation is optional for students in Year 10. It is 3 x forty minute periods each week. This course will target students interested in outdoor pursuits and keen on pursuing a career in something in the outdoor or recreation field. The course will cover activities such as the Bronze Medallion lifesaving award, first aid, mountain biking, ice skating and snorkeling, expedition planning and preparation. **A prerequisite of this course is that students MUST be able to swim at least 400m in a pool and 50m in the ocean.**

YEAR 10 SPORTS SCIENCE

Sport Science is a year-long option for students in Year 10 and strongly recommended for students who wish to go on and do Physical Education Studies as a subject in Year 11 and 12. It is 3 x forty minute periods each week. Year 10 Sport Science will include practical and theoretical components of learning. The aim of the elective is to expose the students to the concepts that will lead into the Physical Education Courses of Study in Senior School.

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

1. Badminton
2. Beach Volleyball
3. Touch Rugby
4. Floorball

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

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

YEAR 10 TEXTILES

Year 10 Textiles is a creative sewing course. All students are welcome, however students who have some prior understanding of sewing will find it more accessible.
In Semester One, students will learn:

- A variety of embellishment techniques e.g. free motion quilting, fabric collage, hand and machine embroidery, etc.
- How to do basic fashion drawing.
- How to design their own creative sewing products.
- The products that they will make are embellishment samples and an embellished, sewn product of their own design.
- Fashion design: entry into "Wool4School" competition. (Designs only, these will not be made).

In Semester Two, students will learn about:

- The history of fashion.
- Figure types and colouring.
- Ethics and sustainability in the fashion industry.

Students will be expected to purchase materials, patterns and other necessities specific to their chosen garments.
Studying Textiles will help students to develop: creativity, eye-hand coordination, and the ability to visualise projects in 3D. These are essential skills for occupations such as: engineering, medicine (surgery), as well as dressmaking, fashion design, interior design, etc.

YEAR 10 VISUAL ARTS

Year 10 Visual Arts provide students with the opportunity to work with an exciting range of studio materials. In Year 10 Visual Art students use art language and artistic conventions, in both written and practical work. Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process and explore artistic influences. They are encouraged to express greater individualism in their application of ideas and materials. Students further develop and refine ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork. They extend their knowledge of art practices such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artwork. Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of critical analysis frameworks. They also have the opportunity to attend contemporary excursions such as the

Sculpture by the Sea exhibition at Cottesloe Beach and the Art Gallery of WA Studio areas explored include: Drawing, Design, Mixed-media Sculpture and Painting. Please note that Year 10 Visual Arts is a year-long course.

YEAR 10 WOODWORK

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

ASSESSMENT POLICY

Lower Secondary School Assessment Policy

School Years 7 to 10

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

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

Marks and grades

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

Homework

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

Year 7: 45 minutes per night

Year 8: 1 hour per night

Year 9: 1 ½ hours per night.

Year 10: 2 hours per night

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

Failure to submit Assessments

Students are required to submit assessments on the due date. Where students are unable to do so due to illness or misadventure, a note must be provided by the parent to the HOLA who will make a judgement regarding an extension of time. Where no valid explanation is provided, students will lose 10% of their mark per day for five days. For example, a student who submits an assessment 2 days late and is given a score of 16 out of 20, or 80%, would be adjusted to 14.4 out of 20, or 72%. Beyond that, no mark will be received but students may still

submit assessments for teacher feedback.

Absence from Tests and Examinations

Students who are absent from tests and exams due to family holidays will receive a mark of zero. The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the College. For example:

- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases, the parent/guardian must:

- Contact the College on the morning of the in-class assessment task or due date for submission of an out-of-class assessment and
- provide either a medical certificate or a letter of explanation immediately following the student's return to school.

Where the student provides a reason, which is **acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher will:

- Negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally within two days of the student's return), or
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), or
- in consultation with the Associate Dean of Secondary, not require the task to be completed and re-weight the student's marks for other tasks in that assessment type.

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays, preparation for the College Ball). Whilst every effort will be made to ensure assessment dates do not change, there will be situations in which late changes do occur. Planning family holidays during the school term can therefore run the risk of interfering with school assessments, even when planned around school assessments. In these situations similar penalties will apply. Where a catastrophic event (e.g. a pandemic) affects the delivery of the teaching programme, the completion or submission of one or more assessment tasks and/or completing of the College examination timetable, students will be advised by the College

of adjustments to the task requirements and/or the assessment outline.

Cheating

Cheating in a test or examination will be given a mark of zero for that part of the test/examination or whole. Students who allow another student to access their work during a test or examination will be similarly penalised. This includes sharing information about the content of an assessment. The HOLA will contact the parents/guardians by phone and record the details in Seqta.

As per the Mobile Phone policy, students should not have access to a Mobile Phone or similar device during assessments. Any student who uses a Mobile Phone or similar device during an in-class assessment will be given a mark of zero for that part of the test/examination or whole.

Plagiarism

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

Collusion

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

KINGSWAY CHRISTIAN COLLEGE

CRICOS # 01855M