

Student Information

Year 10



THE KING'S COLLEGE
Be exceptional.



THE KING'S COLLEGE

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The King's College recognises the importance of student safety and wellbeing as a prerequisite for effective learning. For this reason, the College has implemented, and will continue to review and update, strategies to build a positive school culture that fosters care and respect between students, and between staff and students.

The King's College offers a safe, caring and positive environment in which a supportive teaching and learning community can flourish. The College promotes student safety, student wellbeing and recognises student diversity. Strategies for the prevention of harassment, aggression, violence and bullying, including cyber-bullying, have been put in place and are continually reviewed and updated, as required.

The King's College implements policies, procedures, practices and strategies for the prevention of grooming and child abuse. These policies, procedures and strategies will be reviewed regularly. An age-appropriate protective behaviours curriculum is delivered from Kindergarten to Year 12 to assist students in understanding appropriate and inappropriate interactions; how and whom to tell if the boundary of appropriate interactions is crossed or violated.

All students have the right to feel safe and valued and, as such, any form of child abuse, corporal punishment or degrading punishment and discrimination on any basis is not allowed by the College in accordance with government legislation and the Australian Human Rights Commission.

The King's College takes all complaints seriously and follows a clearly outlined Complaints Policy available on the College website and incorporated into Information Booklets, the Student Diary and Family Handbook.

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WELCOME

At The King's College, we are genuinely interested in the well-being of each student. Our aim is to see students reach their full potential academically, emotionally and spiritually. It is our hope that every student will be exposed to a wide range of educational experiences whilst at the College. Students will be encouraged to take advantage of every opportunity to develop their skills and talents in a safe and caring environment.

Throughout their time at the College, students will be exposed to new challenges and greater expectations will be placed upon them. It is important for students to receive a well-balanced education and to be challenged both within the classroom academically, as well as be challenged outside the mainstream classroom. These opportunities and challenges are designed to build character and help to develop students for the world outside school.

The information provided in this booklet is designed to inform parents/carers and students about the academic structure and educational opportunities of the College and to assist in further understanding the expectations of secondary school.

It is important for parents/carers to be aware of these changes and expectations. Please encourage your child to participate fully in all aspects of the College life. Encourage your son/daughter to try new things and to persist in their efforts, even when tasks are difficult. Constant encouragement and participation will help every student get the best out of the year and make their continued progress throughout secondary school easier and more enjoyable.

A NOTE TO PARENTS AND CARERS

Year 10 is an important transitional stage in the secondary education of students. By Year 10, students are aware of the routines and expectations of the secondary school and are capable of making informed choices.

In Year 10, students are encouraged to choose their own Elective subjects, however it requires more responsibility on the part of the students. The subjects on offer in Year 10 are often the basis of Year 11 and 12 Courses of Study. For this reason, we strongly urge students and parents to consider their choices carefully. The Specialist Elective curriculum covers a range of learning areas including Design and Technology, Visual Arts, Physical Education and Sport.

Year 10 students are still offered literacy and numeracy support if it is deemed necessary. After school tutoring will be available and it is strongly recommended that students who find certain courses or units of work difficult in the core subjects take advantage of this option. The College also encourages students to follow a study plan and to revise their work on a regular basis in order to avoid the pressures of tests and exams.

Although Year 10 can be challenging for some students, it is an enjoyable year in which students can increase their understanding of a range of subject areas and enhance their skills and achievements through academic, physical and creative avenues of study.

INTRODUCTORY INFORMATION

ABOUT THE COLLEGE

Purpose, Vision, Passion, Values

The King's College is a dynamic and innovative independent Christian College. For over thirty years, it has been providing programmes aimed at equipping students for transformational leadership and inspiring them to "act justly, love mercy and walk humbly with God" Micah 6:8

Purpose:

For every individual to be equipped to fulfil their God-given potential.

Vision:

To be an exceptional Christ-centred learning community.

Passion:

- For each person to know and see that God is good, He is for us and His goodness is revealed through Jesus Christ.
- For each person to experience a personal relationship with Jesus Christ and live a life of significance.
- To equip each student to do with excellence that which God has called and purposed them to do.
- To encourage each person to use their gifts and calling to serve God and others.

Values:

To practise exceptional:

- Generosity
- Integrity
- Leadership - developing transformational leaders
- Honour - God, family and community
- Service

Core Principles

The Core Principles that surround the values of The King's College are:

Safety is vitally important for all of our students, our staff and our parents. We create an environment where there are no put downs and no intimidation or bullying. Each student has the right to feel physically and psychologically safe.

At The King's College, we uphold this value very strongly.

Service through timely and professional communication is a key component of the College aim to serve our parents and our community. We want to serve everyone better, that we might become a light to the community.

Culture is what we are known for. We develop culture by design, not by default. Culture is promoted by what we encourage, what we tolerate and what we stand for. The King's College is known for its culture of safety, culture of service and culture of respect through adding value to everything we do.

Respect has to do with our relationships with each other. No matter what the situation is, each student, teacher, parent and community member needs to operate and be treated in a polite and respectful manner.

Adding Value makes us exceptional. We want to do more for our parents and our students and go beyond the ordinary into the extraordinary. We want to be known for being an exceptional College through our culture of adding value.

We promote our values through the College Affirmation, which students and staff are encouraged to memorise and make part of their daily language.

COLLEGE AFFIRMATION

Every student is expected to uphold the principles and expectations of The King's College. All students are expected to take full responsibility for their appearance, behaviour and possessions to assist in every way possible with the smooth functioning of the College on a day-to day basis.

I HAVE A RIGHT TO LEARN FREE FROM DISTRACTION.

I HAVE A RIGHT TO FEEL SAFE.

I AM EXCEPTIONAL.

I ALWAYS WORK TO THE BEST OF MY ABILITY.

I TREAT EVERYONE AROUND ME COURTEOUSLY AND WITH RESPECT.

I SHOW COURAGE WHEN I ATTEMPT NEW THINGS AND I DON'T GIVE UP EASILY.

I BELIEVE THE BEST OF MYSELF AND OTHERS.

I AM THE WINNER I WAS CREATED TO BE.

I AM EXCEPTIONAL.

ACADEMIC GUIDELINES

One of the foundation aims of The King's College is an emphasis on a high standard of education in a safe, caring and positive environment. Staff endeavour to be mindful of every student and try to assist them in reaching their full potential. It is important, therefore, that students are aware of the academic guidelines outlined in the Student Diary.

ACADEMIC SUPPORT

The academic progress of each student is very important to us. Staff are always available for consultation regarding a student's subjects and study. The first point of contact should be the student's subject teacher, followed by the Dean of Studies (Curriculum) and, if needed, the Dean of Students (Wellbeing) or the Deputy Principal.

SECONDARY SCHOOL TIMETABLE

In 2020, the College day will consist of six teaching periods. The welcome bell sounds at 8.25am for students to move to their classroom. The first twenty minutes of the day are spent in the student's form class for general administration and daily notices. The first teaching session begins at 8.45am. The College teaching sessions finish at 3.10pm when students return to their form class for the end-of-day administration and notices until 3.15pm.

Time	Period	Minutes
8:25am	Welcome Bell	
8:25am – 8:45am	Form	20
8:45am – 9:40am	Period 1	55
9:35am – 10:25am	Period 2	55
10:35am – 10:55am	Recess	20
10:55am – 11:50am	Period 3	55
11:50am – 12:45pm	Period 4	55
12:45pm – 1:40pm	Lunch	35
1:20pm – 2:15pm	Period 5	55
2:15pm – 3:10pm	Period 6	55
3:10pm – 3:15pm	Form	5
3:15pm	End of Day	

TEACHING AND LEARNING PHILOSOPHY

Success is achieved through a deliberate process; success is achieved through an intentional procedure. We believe that the only place that success comes before work is in the dictionary and that preparation plus opportunity is required for success. The staff at The King's College are committed to students and their continued growth. The College has clearly defined expectations for student learning, teaching and the curriculum.

Student Learning:

- is expected to be willing and active in all areas of the curriculum.
- is able to be demonstrated in a variety of authentic ways including academic, creative and physical.

Teaching at the College:

- takes place within a supportive, safe learning environment.
- is committed to delivering a challenging curriculum.
- is communicated in a professional manner.
- incorporates various approaches to engage and motivate students to achieve personal success.
- focuses on a wide range of subject matter and opportunities so that each student can develop a breadth of knowledge and skills.

The Curriculum:

- adheres to the School Curriculum and Standards Authority (SCSA) regulations with regard to the Western Australian Curriculum.
- is designed to offer a breadth and balance of subjects and skills.
- is relevant and aimed at the development of student awareness of local, national and international issues.
- aims at developing and stimulating student enquiry in an attempt to develop life-long learning skills.
- builds upon and extends work that has already been foundational to students in their earlier educational years, therefore demonstrating progression and continuity.
- is designed to develop student knowledge, talents and personal strengths.

ACADEMIC OVERVIEW

In providing a smooth and unified education system, there will be a variety of courses on offer for Years 7 to 10 students.

In Year 9, students study the core subjects of English, Mathematics, Science plus Humanities and Social Sciences (HASS).

Students may choose from a range of specialist elective subjects designed to assist in the development of their interests, abilities and experience. These subjects are aimed at the extension of a student's individual talents and to equip them for the recreational, creative and academic endeavours that they may enter as they leave school.

Students are also taught Health Education, Physical Education and Christian Studies. This academic platform offers students opportunities to experience success and help them compete in specific areas of excellence.

Literacy support is available to students who may require extra support with their literacy skills or who are experiencing a learning difficulty. Support may be given in a variety of settings including on an individual basis, in small groups or within the class setting. Testing is conducted early in the academic year to determine whether students may have a reading, comprehension or learning difficulty. Parents/carers are encouraged to contact the Inclusive Education Department at the College to discuss any concerns that they may have regarding the learning ability of their child.

Some students may have difficulty coping with the increased workload as they progress through the secondary school. The START programme, which concentrates on areas surrounding study, learning, organisational skills and the changing world of social interaction and technology, is designed to alleviate some of the pressures imposed on school aged students and help them to cope in an ever-changing world.

HOME LEARNING

At The King's College, we believe that homework is a valuable aspect of the learning process and contributes to the development of sound study habits. Learning is enhanced through the provision of opportunities to review, reinforce and apply what has been learned at school. Homework also enables parents to become aware of what students are studying at school and monitor student ability in various areas of study.

Homework and regular revision improve student achievement at school and this is supported in the research literature. Students are expected to regularly complete work at home to consolidate work that has been completed at school. Students are also expected to complete any assignments that have been set and to revise for upcoming tests and examinations.

Homework should be completed throughout the week on a regular basis. This incorporates:

- work set by the teacher, usually on a weekly basis.
- Learning Journals - review of the day's new work.
- revision.

The recommended nightly amount of homework and revision for each year level varies. Please use the table below as a guide.

Year Level	Suggested time for homework
Year 7	45 minutes plus reading and assignments
Year 8	60 minutes plus reading and assignments
Year 9	75 minutes plus reading and assignments
Year 10	90 minutes plus reading and assignments

This time is suggested for homework four to five times per week.

All homework should be written in the Student Diary. Homework that is not completed will be followed up by the teacher and, if necessary, the parents informed of regular or repeatedly missed and incomplete work.

LEARNING JOURNALS

Each week as part of the homework in core subjects, students will be instructed to complete a Learning Journal. This part of the homework is best completed over several nights for about 5 - 10 minutes at a time. The Learning Journal is a tool to help students remember what has been covered in class and to help with revision for tests and later for exams.

The following are guidelines for completing a Learning Journal:

Step 1	Read through the pages completed in class in the last one to two days.
Step 2	Carefully make notes (summarise) the work covered in those one or two days. This only needs to be a few short points (usually 5-10 points).
Step 3	Read back through the notes and highlight the most important information.

Steps 1 and 2 can be done in a few minutes on one night. The next night can be spent highlighting and revising these points. If this task is completed on a regular basis, it will only take a few minutes. The Journal will then contain all the major information needed for revision for tests and exams; of course more study is always needed before a test or examination, but this will make it less stressful. The completion of the Learning Journal on a regular basis will help students to remember the topics studied in class.

THE STUDENT DIARY

The Student Diary is designed to assist students with their organisational skills and the recording of all homework, assignments and upcoming assessments. Students are encouraged to make use of this organisational tool to give them every possible advantage in maintaining a regular study routine as well as minimise the stress that results from being disorganised and overwhelmed with work that needs to be completed.

Every student is expected to have a Student Diary

The Student Diary is designed to achieve three major aims:

1. To help students in the organisation of school commitments, as a record of homework tasks and study, and as a reminder of activities such as assessments and sporting commitments.
2. To allow teachers to monitor each student's workload, progress and involvement in school activities.
3. To assist parents/carers in following homework, assessments, class and school activities.

The Student Diary should be taken to every class during the day and home every evening. All relevant matters should be recorded in the Diary including homework, assessments, sporting commitments, social and family commitments etc.

The Student Diary should be checked by students each morning so that they are prepared for the day. The Diary should also be checked each evening so that students can complete all relevant schoolwork and study.

Entries should be made by students to indicate when a task is given; when it is due and when a student plans to do the work and/or study. These entries can then be marked off when they are completed.

ACADEMIC GUIDELINES

One of the foundation aims of The King's College is an emphasis on a high standard of education in a safe, caring and positive environment. Staff endeavour to be mindful of every student and try to assist them in reaching their full potential. It is important, therefore, that students are aware of the following guidelines governing the academic aspects of the College.

BOOKWORK GUIDELINES

Students are required to adhere to the following guidelines:

1. Purchase the correct materials, books and equipment for each subject. Most subjects from Years 7 to 10 will require at least two exercise books. One book will be for the completion of class work and notes. Some subjects might require another exercise book for homework or drafts of assignments and essays. Every Core Subject from Years 7 to 10 will require an exercise book for the completion of a Learning Journal. Students should check with class teachers concerning the number of books required. Students must have the specified exercise books throughout the year and ensure that they are replaced if finished or lost. All books should have the student's name and class clearly written on the front cover. Covering books in contact will help them to last longer.
2. A folder or ring binder will help store handouts, worksheets and exercise books in an organised manner.
3. Some practical subjects may require students to keep a portfolio. Teachers of these subjects will inform students about this early in their academic programme.
4. Bookwork is designed to be a record of the student's daily work and lesson material. It is a useful source of revision and study material.
5. Exercise books used for homework are a record of the student's completion of set tasks as well as a source of study and revision for tests and examinations.

6. Work in these exercise books should be set out as follows:

- A margin should be ruled down the left hand side of the page and a line ruled across the top of the page in red pen.
- The page should be dated.
- A heading indicating the work title or exercises should also be at the top of the page.
- Work should be set out correctly using the accepted classroom standard for Mathematics; correct spelling, grammar and paragraphs for notes and other work.
- All work should be completed in a neat, orderly and sequential manner.
- Generally, all work will be completed in blue or black pen. Pencil is acceptable for diagrams and graphs. Students should check with class teachers as some subjects require the use of pencil for diagrams.
- Straight lines should be made using a ruler.
- Written errors should be corrected with a single line strike out or using correction tape (no liquid paper or scribbling).

7. Failure to adhere to these guidelines may result in students being asked to repeat written work until it is of a satisfactory standard.

8. Students are required to keep all of their materials, including their College bag, workbooks, textbooks, novels, exercise books, exercise books, pencil case and contents clean and graffiti free. Failure to keep these items in a good condition will result in students being obliged to purchase replacements for any damaged or defaced items.

ASSESSMENT GUIDELINES

The King's College is committed to communication with parents regarding the academic progress of each student as well as the expectations of each subject area.

SEQTA

The College utilises SEQTA software as its learning management system. Through the SEQTA Learn and SEQTA Engage portal, students and parents can see class outlines as well as keep a track of progress in each class.

FORMAL AND INFORMAL ASSESSMENT

Assessment is a vital part of curriculum design and the teaching/learning process. Informal testing, which may take place in the classroom, is designed to give students feedback on their progress in a particular unit of study as well as help teachers determine whether learning is taking place as a result of their teaching strategies.

Formal assessment is used in reporting to parents through reports at the end of each semester. Formal assessment can take many forms including practical assessments, in-class tests, investigations, research assignments/reports and formal examinations.

All students from Year 7 to Year 10 will undertake examinations in the core subjects of English, Mathematics, Science and HASS at the end of each semester. A formal semester report is given after the examination period for Semester 1 and a report for the whole academic year is given at the end of Semester 2. Reporting is based on SCSA requirements and the Western Australian Curriculum.

The system of grades for the reports is:

- A Excellent achievement
- B High achievement
- C Satisfactory achievement
- D Limited achievement
- E Very low achievement

All assessment tasks should comply with the principles of assessment:

VALID Assessment should provide valid information on the actual ideas, processes and products expected of students.

EDUCATIVE Assessment should make a positive contribution to the student learning process

EXPLICIT Assessment criteria should be explicit so that students are aware of the expectations of the assessment. These expectations should be clear and public.

FAIR Assessment should be fair to all students and not discriminate on grounds that may be irrelevant to a student's achievement of the outcome.

COMPREHENSIVE Assessment types must be varied so that a judgement on student progress and achievement is based on multiple kinds and sources of evidence.

EXTRA-CURRICULAR ACTIVITIES

There are many additional activities in which students can participate ranging from academic competitions e.g. music tuition and after-school clubs.

TUTORING

Tutoring is available from many College teachers in the core subject areas. Students are encouraged to take part in these tutoring sessions to gain extra support for the subject content, advice on assignments and revision for assessments.

COURSE INFORMATION

YEAR 10 CURRICULUM

Year 10 students at The King's College have a fixed programme designed to give a 'taste' of a variety of subjects across the curriculum, in line with the Western Australian Curriculum and SCSA requirements.

The school week will have 30 periods.

Students attend a Form period at the beginning of the day to take the roll, receive any notices or to make contact with the Form teacher.

A Year 10 student will undertake the following course of study:

SUBJECTS	PERIODS PER WEEK
ENGLISH	5
MATHEMATICS	5
SCIENCE	4
HUMANITIES and SOCIAL SCIENCES	4
CHRISTIAN STUDIES	1
ASSEMBLY/CHAPEL	1
HEALTH EDUCATION	1
PHYSICAL EDUCATION	2
START	1
ELECTIVE SUBJECTS	
SPECIALIST ELECTIVES (Student choice)	6

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. 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.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

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.

The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 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 chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

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.

HUMANITIES AND SOCIAL SCIENCES

In Year 10 Humanities and Social Sciences consists of civics and citizenship, economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.

Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

MATHEMATICS

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- problem-solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

The Mathematics Advanced course is designed for students who have a high understanding of mathematical concepts and skills. Students intending to study ATAR Mathematics Applications and Methods may be considered for the advanced course.

SCIENCE

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

CHRISTIAN STUDIES

Christian Studies aims to develop a coherent overview of Christianity throughout the student's time at The King's College. This includes an understanding of God, the person of Jesus, the Bible, faith and salvation. A variety of teaching and learning strategies are employed to make the subject both relevant and enjoyable for each student.

Throughout the course, students are encouraged to ask questions and to seek answers from both their teachers and as

well as on an independent basis. Students are asked to participate fully in the class and to be respectful of the opinions and decisions of others.

ASSEMBLY/CHAPEL

Once a week, the secondary school attends Assembly or Chapel. Assemblies allow for the celebration of student achievements, the acknowledgement of sporting results from inter-house and inter-school events and the effective communication of the College culture.

During Chapel, students are given the opportunity to hear from guest speakers, participate in music and worship sessions as well as consolidate some of the teaching from Christian Studies classes.

START

The START course is designed to assist students with the skills and techniques that will form the basis of sound study, note-taking and research skills. Students will learn about various study techniques and devise a study timetable. These skills will support students as they transition through secondary school forming the basis of sound learning and organisational practices.

Students will also take part in the PeaceWise programme focussing on conflict resolution skills and building cultures of peace.

HEALTH AND PHYSICAL EDUCATION

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts.

In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

SPECIALIST SUBJECTS

The following subjects are specialist elective subjects. Students are able to choose one subject from three different lines of subjects on offer. The following pages contain a description of these electives in alphabetical order. The descriptions are designed to give students a basic understanding of the content and expectations of these subjects to enable a more informed choice.

LINE 1	Outdoor Education*	Music	Advanced Science	Media
LINE2	Design	Food Technology*	Graphic Art	Childcare and Creative Enterprise Drama
LINE3	Sports Studies	Visual Art	Financial Literacy	Psychology

Please note:

* Limited places are available in Outdoor Education and Food Technology. Subject preferences are considered in order of submission.

** Students choosing Outdoor Education must pass a fitness test. If students are unable to pass this test, they will be required to choose another elective on the same line.

ADVANCED SCIENCE

The study of science can be fun. Science is at the core of much of the modern technology that we take for granted. Science is constantly at the heart of new inventions and is the substance of Hollywood productions and movie stunts.

In this subject, students will look at some of the features of science in modern technology including an introduction to robotics and the world of flight. Students will also look extensively at forensics – how does it work? Can it be useful in solving crimes and mysteries? How are crimes solved on TV?

Students will participate in experiments that examine the world of extremes, conduct self-planned experiments and undertake some scientific myth busting of their own.

Advanced Science presents a unique opportunity to explore STEM subjects (Science, Technology, Engineering and Mathematics) in a way that is not possible in the traditional classroom setting. Students will work on projects, incorporating research, calculations and design to create a finished, working model.

CHILDCARE AND CREATIVE ENTERPRISE

This course investigates the life of a child from conception to five years of age. Students will research the essential knowledge regarding raising a child, child development and the needs of young children.

This knowledge will be supplemented by creative craft and enterprise. This is a hands-on practical component of the course focussing on sustainability and the recycling of materials, goods and equipment that can be re-created into essential items useful for families and the community. Projects may include: making toys; making gifts for special occasions; recycling items of clothing to make other useful products such as shopping bags or children's clothing.

This course will prepare students for Year 11 and Year 12 Children, Family and Community.

DESIGN

Mechatronics, Model Making and 3d Prototype Development

This course is designed to introduce students to a variety of contexts within the design and technology learning area. Students will learn and use CAD (Computer aided Design) applications such as Autodesk Fusion 360 and will design and create responses to different design tasks. Design files will then be converted, and projects will be printed or cut out using the College 3d printers or laser cutter.

This course will allow students to explore materials (metal, plastics, wood), using specialised techniques to build scale models. These models and designs will form their major projects for each term and contribute to semester reporting. The course will be a challenge-based learning environment enabling students to solve problems in a safe and challenging environment. Students will use technology to develop their ideas using. The software used will be industry relevant software. Students understand what designers, engineers, and inventors experience and learn through modifying, building, thinking and developing problem-solving skills.

Students will be encouraged to design and engineer practical solutions to solve realistic and challenging problems. Students have the opportunity to develop knowledge and skills in electronics, mechanics, simple engineering, electrical circuits, coding and applied mathematics to solve student- centred open-ended tasks.

Aims

Develop understandings and knowledge of different types of Materials and fixings.

Learn about and use the design process.

Learn how to use a range of manufacturing techniques in a safe manner in order to achieve desired outcomes.

FINANCE AND BUSINESS

In an ever-changing world, an understanding of finance, business and investments is a distinct advantage. In this course, students will become familiar with basic finance such as budgeting and banking. Students will also engage in research on the Stock Market, gain insight into the world of shares and investments and determine the most effective way to grow finance in a healthy manner in the future.

Students will also gain an understanding of the taxation system and the various types of tax that may impact them personally and in business in the future.

There will also be opportunity to develop some small business ideas and work in teams to see the fulfilment of a small business that can operate during a College event or during a specific week at the school.

FOOD TECHNOLOGY

This practical and enjoyable course offers students the opportunity to learn new skills associated with food preparation, nutrition and food presentation.

Real Food

Emphasis will be on healthy eating, cooking using real food and the presentation of food products. These will be promoted using food stalls at the school for different events throughout the year.

This unit will allow the students to learn about nutritional concepts through practical experiences. Throughout the unit students learn about the nutrients which are present in all foods and food products. A wide variety of nutritious recipes will be made during the course – from savoury to sweet. A variety of techniques and methods relevant to technology will be utilised.

Food for Health

This unit examines how food is used as a socialising agent and as a symbol of hospitality. Students will be involved in planning and preparing foods suitable for social occasions. This will help develop the skills used in specialised food preparation and presentation. There will also be opportunities to develop social and communication skills related to these social occasions.

GRAPHIC ART

This elective will combine practical visual art skills and technology to create designs, pictures and products. Students will explore the role and function of a graphic designer and respond and reflect on their own work. They will use a variety of techniques and processes to develop their designs hand rendering designs, concept collage, brainstorm techniques and word associations.

Students will prepare ideas that relate to a personal style and chosen studio discipline. They explore media, materials, techniques and technologies, documenting results to plan choices. Students apply elements and principles and visual art conventions, to suit a chosen art style and/or art form. They consider design alternatives and exhibit evidence of a personal style. Using visual art language, students describe artistic influence and provide reflective comments about decisions made in the creative process. They identify features of an art style and apply them to the exploration of ideas. Students maintain a plan in the development of an idea for a final design, produce a finished artwork and communicate their own artistic intention. Students use equipment and materials in a safe manner. They select techniques, materials and processes to represent an idea, subject or style. They make choices about presentation conventions and consider audience context. Students provide an artist statement about their own interpretation of an idea, theme and audience.

MEDIA

In this course students are challenged to interpret and understand the many messages they receive everyday through the ever expanding range of Media communications.

Students will gain an awareness of the techniques used to sell and manipulate popular opinion and explore a range of disciplines used in shaping current culture. During the course, students will be challenged to decipher news and current affairs, and taught how to unveil the real story.

Practical training will be given in Video/Audio Recording and editing skills developed through the use of Adobe Creative Software.

Students will participate in their own live video broadcast unit learning such skills as directing, vision switching, camera operation, and post-production editing and mastering.

MUSIC

Students will commence with an overview of music genres. Music theory will continue to include the reading of music 'charts', study of scales, arpeggios, basic music theory and vocal harmony.

Students will also work in music groups to create and perform their own creations. An understanding of performance, stage awareness and presence, along with instrumental, vocal and microphone technique will be undertaken by students.

Throughout this subject, students have the opportunity to develop aspects of stage performance and music in order to be involved in one of the most powerful and exciting forms of theatre.

OUTDOOR EDUCATION

This is an exciting option which aims to increase students' knowledge of outdoor recreation pursuits. Students will explore a number of recreational pursuits whilst learning new skills. Although some of these pursuits may be challenging, students will engage in these activities in a non-threatening atmosphere conducive to positive learning and participation. Students will participate in theory lessons as well as practical sessions.

In Outdoor Education, students will gain an understanding of the principles underpinning outdoor education skills for safe participation in outdoor activities. Students will gain an understanding of the environment and develop self-management and interpersonal skills. The course includes a variety of outdoor pursuits including Mountain Biking, Hiking, Snorkelling, Camp cooking, and Climbing.

Please note that places in this subject are limited due to the nature of the activities and the supervision required. Students must also pass a fitness test to participate in this subjects. Details regarding this test will be communicated to successful participants in preparation for the commencement of the course.

PSYCHOLOGY

Psychology is the scientific study of how people think, feel and act. It is the investigation of the human mind and behaviour at an individual as well as at a collective level.

By scientifically understanding how and why we feel something we can endeavour to develop solutions to problematic patterns of thought, feelings and behaviour. If what we think, feel or act is negative, Psychology helps us not only understand the sources of such negativity, it also paves the way towards positivity.

A substantial part of this course is dedicated to matters prevalent in schools that students will find thought-provoking and exciting. For instance, the psychology behind identity, self-esteem, bullying, popularity, attraction, prejudice, personality, sports performance, emotions, group dynamics and mental health are some of the topics covered in this course.

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

SPORTS STUDIES

This unit is designed for students who enjoy being active or who would like to develop their sporting skills further. Students will be given the opportunity to develop their own physical and sporting skills as well as learn to discern and develop these skills in others e.g. coaching or physical training.

Students will also be introduced to the theory behind movement and the physiological reasons behind an active lifestyle. Student will be expected to participate in classroom theory lessons as well as practical lessons. Various aspects of human movement will be covered such as:

- Cardio respiratory system
- Physical responses to exercise
- Bones, muscles, joints used for movement.

The Year 10 course will also cover:

- Coaching principles
- Coaching styles
- Umpiring skills
- Strategies and tactics used in the specialist sports
- Mental skills required for participation in sport e.g. goal setting, motivation, training.

VISUAL ART

Year 10 Art is aimed at extending student ability in the key disciplines in the subject, and requires the student to undertake the appropriate processes in the production of an art work. Students will research the role of the arts in society and apply aspects of that knowledge to their own practice. Students will be required to respond and reflect on their own artwork and the works of others using appropriate arts language and demonstrating a greater level of understanding and insight.

Areas that may be studied in Year 10 include:

- Drawing and design skills
- Painting using a variety of media
- Textiles
- Sculpture.

Students will also study aspects of Art History and learn to reflect on their own work as well as the work of others and make appropriate responses.

Year 10 students will also develop and increase their drawing skills including the hand rendering of designs, concept collage and word associations. Students will increase their understanding of the application of elements and the principles of design in their work.

WORK EXPERIENCE

All students in Year 10 are required to undertake Work Experience for one week at the end of Term 3. It is an opportunity for students to find out about the world of work, an activity that most of them will be engaged in for over forty years.

Information about the Work Experience week will be provided by the Head of Year 10 early in Term 1. Students will be made aware of their obligations, responsibilities and rights in the workplace during their Work Experience.

One of the primary aims of Work Experience is for students to develop the confidence to locate a suitable work placement and make an application in person, by phone or letter. Parents are asked to be supportive but not to directly involve themselves in their child's search for a workplace as this may defeat one of the major purposes of Work Experience.

Once in the workplace, it is anticipated that students will learn and refine their workplace skills, further enhancing their ability to communicate with their new colleagues and the public. Work Experience offers students the opportunity to further develop their subject-based skills and explore possible career options.

The best kind of placement is one that will enable the student to experience a variety of roles and activities and to see the responsibilities that each carries. Students must be fully engaged in the workplace for 7-8 hours on each of the 5 days, during normal business hours. The College must be informed if a student is absent from their Work Experience for any reason.

Students are required to complete essential paperwork and to meet information deadlines as part of their undertaking for Work Experience. This will enable the College to validate the placement and to activate the insurance provided for students engaged in school-sanctioned activities.

For duty of care and the ability of staff from the College to visit students in the workplace, it is advisable to locate a placement that is within a reasonable travelling distance from home and the College. If a rural placement is requested, it must be because the activity is unique to the area and is not available closer to home, and the approval of the Principal must be given in writing.

During the Work Experience week, students are expected to uphold the College ethos and maintain an acceptable standard of behaviour.

It is hoped that Work Experience will be a beneficial experience for both students and employers. Prospective employers and course selection personnel are always impressed by the inclusion of Work Experience on a resume when a student is applying for a job or entry into a particular academic course.





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