



KINROSS WOLAROI
— SCHOOL —

Curriculum Handbook

Stage 5

For Students Entering Year 9
Year 9 - 2019
Year 10 - 2020

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*Elective Subjects. Three of these must be studied in Years 9 and 10 (they are all two-year courses)

INTRODUCTION

This Curriculum Handbook has been designed to provide parents and students with an overview of the subjects offered for study at Kinross Wolaroi School in Stage 5 (Years 9 and 10). Aims, objectives, major content areas and assessment information have been included. Parents and students are encouraged to talk to the teachers of the subjects, the Head of Department, or the Careers Advisor, should they require clarification of any details relating to a particular subject (contact details are listed on Page 5).

When choosing which subjects to study, students are best advised to choose those subjects they enjoy and will also be challenged by. Students are more likely to extend themselves in the classroom and at home, and therefore achieve better results, if there is a genuine interest in the subject selected for study. The curriculum in these middle years of High School is still broad enough not to be limiting student subject selection for the Higher School Certificate. However, it is important to bear in mind that some subjects such as French and Latin cannot be studied in Stage 6 (Years 11 and 12) if they have not been studied in Stage 5 (Years 9 and 10) as the foundation knowledge gained in the middle school years for these subjects is the basis for senior study. Also, students wishing to study subjects such as Industrial Technology, Design & Technology, Music, Visual Arts, Textiles and Drama in Stage 6, may find that the skills learned and practised in Stage 5 will be beneficial (but they are not pre-requisites).

STAGE 5 SUBJECTS

The School requires Year 9 (2019) and Year 10 (2020) students to study:

Mandatory subjects:

- English
- Mathematics
- Science
- PDHPE
- History
- Geography
- Religious Education
- The Rite Journey (Year 9)

Elective subjects:

Students will be asked to select three (3) electives from the following list:

- Agricultural Technology
- Be Heard!
- Commerce
- Drama
- Food Technology
- French
- History elective
- Industrial Technology (Metal and Wood)
- Information and Software Technology
- iSTEM (integrated Science, Technology, Engineering and Mathematics)
- Latin
- Music
- Physical Activity and Sports Studies
- Textiles Technology
- Visual Arts

The three elective subjects are studied across Stage 5 (they are two-year courses). Some courses (eg Spanish or Italian) are available through external agencies (via distance education). Students may apply to study a maximum of one elective in this way. An additional cost is involved.

THE SUBJECT SELECTION PROCESS

The initial subject selection form requires students in Year 8 to choose elective subjects in order of preference. These choices are analysed to determine how best to arrange them on 'elective lines' in order to allow as many students as possible to get their first three choices. Consideration is also given to allow the greatest variety of combinations for students, should they wish to follow an Arts, Languages, Technology or Humanities stream. If the number of students opting for a subject is very small, the School reserves the right not to offer that subject.

Once these lines are determined (usually around the middle of Term 3), Year 8 students will be given a confirmation sheet which shows their allocated subjects on their elective lines. For Stage 5 in 2019-2020, the electives will be placed on four lines together with the mandatory courses History and Geography, which are taught in alternating semesters across Stage 5. The remaining periods of study are allocated to the mandatory subjects (English, Mathematics, Science, PDHPE) and to RE and RJ.

Students will be given the opportunity to alter their choices on the confirmation sheet by selecting one subject from each of the 4 lines, with one of their selections being History/Geography, and the other three subjects being electives. At this stage of the process, the subjects selected may be different from your original choices; however the elective lines are locked in at this point. Furthermore, if a particular subject is full, then preference will be given to those who chose the subject on the initial subject preference form.

Students must choose their subjects carefully, in consultation with their parents, as changes to subjects will be considered only if places are available in the required subject, and only in line with the following guidelines:

- Elective subjects are two-year courses. The intention is that each student will choose carefully and then commit to their subjects for all of Stage 5 (Years 9 and 10).
- Students may continue to negotiate their elective choices early in Term 1 of Year 9. This should be done through the Director of Studies. Parent approval will also be required. These changes are dependent on satisfying class size guidelines.
- After the first few weeks of Term 1 in Year 9, students should remain in their timetabled electives and no changes should occur, even with a parent request, unless there are extenuating circumstances (such as meeting a Stage 6 pre-requisite, inability to cope with the academic nature of a course, a change in career pathway, or perhaps a particular medical issue). A 'Change of Subject' application form will need to be completed and returned to the Director of Studies.

Please contact the Heads of Department and/or the Careers Advisor for further information or clarification regarding possible elective choices. Should you have any general queries about the curriculum offered at Kinross Wolaroi School, or the process of subject selection, please feel free to contact either of us on 6392 0306.

Serena Lewis
Head of Teaching and Learning

Paul Mirrington
Director of Studies

ASSESSMENT AND ROSA

Assessment Information, Policies and Procedures are published at the beginning of each School Year, along with an Assessment Timetable and Planner. These documents are also available on the FROG Community Dashboard under **Documents and Policy → Academic** tabs. Students can access the same information from the FROG Student Dashboard by clicking on the **Academic** tab.

Assessment results in Year 10 are used along with Course Performance Descriptors to assign a grade for each student in each Course for their Record of School Achievement (RoSA). These grades are submitted to NSW Education Standards Authority (NESA) in November of Year 10.

The Course Performance Descriptors for each Stage 5 Course are available from NESA at:

<https://arc.nesa.nsw.edu.au/go/9-10/stage-5-grading/cpds/index>

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, as well as participation in any uncompleted Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Any time a student or school wants an up-to-date snapshot of a student's academic progress, a transcript called a Student eRecord can be accessed via Schools Online or Students Online and printed or emailed. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

HEADS OF DEPARTMENT AND OTHER CONTACTS

Below is a list of subjects offered for study in Years 9 (2019) and 10 (2020) at Kinross Wolaroi School. Please contact the relevant Heads of Department and/or the Careers Advisor for further information or clarification regarding possible elective choices.

Department	Stage 5 Subjects	Head of Department	Contact #
English	<ul style="list-style-type: none"> English 	Mrs Lynne Fleming	6392 0388
Mathematics	<ul style="list-style-type: none"> Mathematics 	Mrs Michelle Hill	6392 0331
Science	<ul style="list-style-type: none"> Science 	Mr Matthew Healey	6392 0368
Social Sciences	<ul style="list-style-type: none"> Geography Commerce * 	Mrs Sue-Ann Gavin	6392 0333
History and Religious Education	<ul style="list-style-type: none"> History History Elective* Religious Education 	Ms Dianne Chappel	6392 0418
Technical and Applied Science (TAS)	<ul style="list-style-type: none"> Agriculture Technology * Industrial Technology (Wood and Metal) * Information, Software & Technology * 	Mr Simon Lun	6392 0448
Creative Arts	<ul style="list-style-type: none"> Food Technology * Textiles Technology * Visual Arts * 	Mrs Toni Bilton	6392 0409
Languages	<ul style="list-style-type: none"> French * Latin * 	Mr Chris Oldham	6392 0345
Personal Development, Health & Physical Education	<ul style="list-style-type: none"> Physical Activity and Sports Studies (PASS) * PDHPE 	Mr Huon Barrett	6392 0344
Performing Arts	<ul style="list-style-type: none"> Drama * Music * 	Ms Heidi Anthony	6392 0341
Other Subjects	<ul style="list-style-type: none"> Distance Education * iSTEM* Be Heard!* Rite Journey 	Mr Paul Mirrington Mr Paul Mirrington Mr Yooie Choi Mrs Emma Bylsma	6392 0306 6392 0306 6392 0436 6392 0366

*Elective Subjects. Three of these must be studied in Years 9 and 10 (they are all two-year courses)

Other Contacts

Position	Name	Contact #
Careers Advisor	Mrs Kimberley Jones	6392 0346
Head of Teaching and Learning	Mrs Serena Lewis	6392 0306
Director of Studies	Mr Paul Mirrington	6392 0306
Head of Student Academic Services	Mr Yooie Choi	6392 0436
Head of Senior School	Mrs Bev West	6392 0302

AGRICULTURAL TECHNOLOGY

AIMS

Through the study of Agricultural Technology in Years 9 and 10 students develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia.

The syllabus provides scope for students to explore the many and varied career opportunities in Agriculture and its related service industries. Students will develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible.

The course consists of theory and practical work, giving students hands-on experience in the field and through experiments. This supports and adds realisation to the theory taught in the classroom. Practical experiences will occupy a minimum of 50% of the allocated course time.

OBJECTIVES

Students will develop:

- Knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- Knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
- Knowledge of, and skills in, the effective and responsible production and marketing of agricultural products
- An understanding of sustainable and ethical practices that support productive and profitable agriculture
- Skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- Knowledge and skills in implementing cooperative and safe work practices in agricultural contexts.

CONTENT

Topics will be extracted from a minimum of FOUR agricultural enterprises over the two year period. These may include:

- Animal Production
 - Breeds
 - Anatomy and physiology
 - Management
 - Marketing
- Plant Production
 - Parts and process of the green plant
 - Management, marketing and reproduction of vegetable, orchard, cash and pasture crops
 - Horticulture

- Soil
 - Features
 - Significance in agriculture
 - Soil degradation and management in Australia

- Micro-organisms and Invertebrates
 - Identification and features
 - Beneficial and harmful significance
 - Disease
 - Control of pests and disease in Australia
 - Chemical safety

- Experimental analysis and research

The essential content of the syllabus integrates the study of interactions, management and sustainability within the context of agricultural enterprises. Students will also undertake a wide range of related practical activities.

Cross Curriculum Content

Students will achieve the broad learning outcomes defined by the NESA in Agricultural Technology in the following areas:

- ICT (Information and Communication Technologies)
- Work, Employment and Enterprise
- Civics and Citizenship
- Environment
- Aboriginal and Torres Strait Islanders

ASSESSMENT

Students will be assessed and given regular feedback by the following:

- Half-Yearly and Yearly written examinations
- Skills in Practical Agriculture
- Practical Tests and Assessments
- Research Assignments
- Excursion Reports
- Written Work and in-class testing

BE HEARD!

Communication toolbox

Have you ever wondered what it would be like to be a sport journalist? Have you ever developed a resume and sat an interview? Do you like discussing social and ethical dilemmas? Can you predict what the world will be like 100 years from now? If any of these things interest you, then this course is for you.

Be heard! is a course designed specifically to assist students develop their communication skills and apply them in practical ways across a range of real life scenarios. In an increasingly digital world, the way we communicate is changing rapidly. *Be heard!* provides strategies to build students' confidence in reading, writing, listening and speaking to communicate effectively.

Students progressing through Stage 5, the HSC and life beyond, need to develop and express their ideas in a well-reasoned, logical and coherent manner. Critical and creative thinking and research skills are also developed through practical passion projects developed by the students.

AIMS

The main aim of *Be heard!* is to ensure that students become confident, articulate and expressive communicators not only at home and school, but also in the workplace and within their community. By developing these skills, the student is able to successfully convey their ideas. The course embeds skills within units that have a real-world application. This is a school endorsed course.

OBJECTIVES

Students will learn to:

- Understand the various ways we communicate in our world today
- Appreciate the role of social media and how it influences culture
- Inform and persuade others effectively
- Practise journalism and develop media skills
- Apply various skills that are relevant in the workplace
- Participate in discussion regarding social and ethical dilemmas
- Apply critical and problem solving skills
- Become familiar with digital literacy
- Listen to experts such as guest speakers, and conduct site studies

CONTENT

- How the world communicates today: Digital literacy and the role of social media
- Solving the world's problems: Explore current affairs and ethical & social dilemmas
- 100 years from now: Speculate on what the world will look like and solve possible problems from the future
- Passion project: Linked to The Regional Engagement Enterprise (TREE)
- Job hunting: How to understand workplace language and apply for a job
- Go team! Become a sport's journalist
- The future of language: Will it change? The role of Emojis, messaging and email
- Shark Tank showcase: Research, innovate and sell an idea.

ASSESSMENT

Students will undergo informal assessment tasks throughout the year. Students will develop a portfolio of work from each topic to formulate the class mark. There will only be one formal assessment task per year. The Passion Project and Shark Tank Showcase are examples of a year-long assessment task.

PRACTICALS and EXCURSIONS

The Passion Project will incorporate practical lessons where students gain a hands on experience to design, develop and implement a TREE based initiative. Excursions will be planned for the following topics: Sports Journalism, TREE initiative, and understanding workplace language. Guest speakers will form part of the experience highlighting key concepts and skills related to effective communication.

COMMERCE

AIM

Commerce aims to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Commerce is a wonderful foundation for those students interested in Legal Studies, Economics and Business Studies in Years 11 and 12.

OBJECTIVES

Students will develop:

- Knowledge and understanding of consumer, financial, business, legal and employment matters
- Skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues
- Skills in effective research and communication
- Skills in working independently and collaboratively

Students will value and appreciate:

- Ethical and socially responsible behaviour in relation to personal decision-making, business practices, employment and legal issues
- Fundamental rights, rules and laws that promote fairness, justice and equity in our society through responsible and active citizenship

CONTENT

The students will study Core Part 1 and Core Part 2 as essential learning. Additional content is provided by a series of options. At least five options must be studied over Years 9 and 10. They may be studied in any order or pattern.

Core Part 1- Year 9

1.1 Consumer Choice

- Commerce and choice
- Consumer decisions
- Consumer protection
- Payment choices

1.2 Personal Finance

- Earning an income
- Spending and saving income
- Borrowing money
- Managing finances
- Investing money

Core Part 2- Year 10

2.1 Law and Society

- The legal framework
- Areas of law
- Using the legal system

2.2 Employment Issues

- The workplace
- Employment relations
- Taxation and superannuation

Options

1. Investing: students learn about the range of investment options and how to make wise investment decisions.
2. Promoting and Selling: students analyse the strategies that sellers use to promote products and maximise sales and evaluate the impact on consumers.
3. E-commerce: students learn how to use the internet for researching commercial and legal information, and buying and selling goods and services.
4. Towards Independence: students develop problem-solving and decision-making skills to assist them in relation to commercial and legal issues which may affect them when they leave home.
5. Political Involvement: students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes.
6. Travel: students learn how to plan for travel and how to solve problems encountered when travelling.
7. Law in Action: students examine the rights and responsibilities of individuals in a range of situations in which they may come in contact with the law.
8. Our Economy: students learn to assess changes in our economy, how these changes relate to existing trends in the economic cycle, and to explain the implications of these changes for consumers and businesses.
9. Running a Business: students become actively engaged in planning, organising and running a small business and develop strategies to address problems as they arise.

EXCURSIONS / FIELDWORK

The study of Commerce regularly extends beyond the classroom. The course involves regular excursions in and around the local area as well as other significant places.

ASSESSMENT

Students are assessed on inquiry-based assignments and projects, problem-solving and simulation activities such as creating a small share portfolio and monitoring share prices or simulating the conduct of a small business. Assessment may also include practical activities such as role plays, mock trials, analysis of annual reports and the devising of personal budgets. Tests, essays, fieldwork activities and examinations are also used. In Year 10, students will complete a major research project on a topical issue.

DRAMA

AIM

The drama course is designed to allow students to develop their creativity and self-expression through dramatic communication techniques.

PURPOSE / RATIONALE

Drama encourages a co-operative approach to exploring the world through enactment. Students can communicate in complex and powerful ways to demonstrate how they perceive the world. Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society, taking account of moral, ethical and spiritual considerations. The study of Drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in co-operation with others.

LEARNING EXPERIENCES

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

- **Making:** Students collaborate during group learning activities to explore conventions and performance techniques of playbuilding. The emphasis is on using improvisation, elements of drama, research, characterisation/role, narrative and linking strategies that are appropriate to playbuilding around a theme and assist students in devising their own work.
- **Performing:** Students perform using group-devised playbuilding, emphasise a theme, develop acting skills and performance techniques and strive for clarity in dramatic meaning. Students perform as an in-class activity or to a selected audience. The final in-class performance time might be approximately 8 to 10 minutes per group.
- **Appreciating:** Students undertake appreciation throughout the unit. They reflect on their own work and the work of others. They recognise dramatic problems and solve them individually and in a group. Students explore and acquire drama terminology with specific reference to playbuilding. They use their workbook to record this terminology and are encouraged to use correct vocabulary in their discussions, evaluations and reflections.

CONTENT

The main focus of the course is playbuilding. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. Other dramatic forms or performance styles are also studied including improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

ASSESSMENT

Students are assessed throughout the year on their playbuilding skills both in groups and as individuals. Students submit written reflections on their performance works and are examined in the 2 main examination blocks on their understanding of terminology and dramatic style.

Please note: There will be a trip to the theatre as part of the course. Students should also expect a public performance of their work once a year as part of a drama showcase.

ENGLISH

AIMS

Students must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as students move from Stage 4 to Stage 5. At KWS, our aim is to encourage students to discover a passion for the many ways in which meaning is constructed and embedded within texts. We also aim to empower young people in their ability to use English to construct their own meaning in a range of contexts. We aim to instil in students a love of literature and learning.

CONTENT

The context for developing the above aims includes:

- Fiction
- Poetry
- Film
- Non-fiction
- Drama/Shakespeare

In each year students must study examples of:

- Spoken texts
- Print texts
- Visual texts
- Media and multimedia, which should, over Stages 4 and 5, include texts drawn from television, newspapers, the internet and CD-ROMs.

ASSESSMENT

Assessment of a student's progress is measured in three ways:

- **Ongoing assessment through class and homework.** The 'class mark' is derived from teacher observation of responses to such things as questions asked in class, assignments completed outside the classroom, a range of text types such as the information report and the personal journal entry, comprehensions, visual analysis, text essays using formal essay structure, oral work, visual representations and responding to the viewing of films. This class mark is reported as a percentage and compares the student with each other student in his/her particular class.
- **Summative Assessments.** These are tasks that test a range of skills such as oral, aural, viewing, writing, reading and creating. The entire year group does the same task and it is marked by the same person or team according to a previously distributed Marking Criteria. Assessment marks help determine a student's position over a range of tasks and is one of the measures used when assigning Common Grades Scales.
- **Examinations.** The Half-Yearly and Yearly Examinations test aspects of the year's program not covered in other Assessments. Examinations provide a basis of comparison throughout the year group. Each student's examination mark and rank are reported each semester.

FOOD TECHNOLOGY

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation, nutritional considerations and consumption patterns as well as the importance of hygiene and safety in the production of food.

AIMS

The aim of Food Technology is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical skills throughout the course.

OBJECTIVES

Students will develop:

- Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- Knowledge and understanding of food properties, processing and preparation and an appreciation of their inter-relationship to produce quality food
- Knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health
- Skills in researching, evaluating and communicating issues in relation to food
- Skills in designing, producing and evaluating solutions for specific purposes
- Knowledge, understanding and an appreciation of the significant role of food in society

CONTENT

Units of work are selected from the core and integrated with all of the content of a selected focus area. Students will undertake practical activities associated with the Focus Area being studied.

Focus Areas

- Food in Australia
- Food Selection and Health
- Food Trends
- Food for Special Needs
- Food Product Development
- Food Equity

Core Focus Areas

- Food preparation and processing
- Nutrition and consumption

Practical Experiences

Students will undertake regular food preparation activities in order to develop a range of food preparation and service skills. Other practical activities will include designing and carrying out and evaluating experiments with food, sensory testing activities, food product analysis, evaluation activities and class excursions.

ASSESSMENT

Students will be regularly assessed through; research tasks (theory and practical), oral and visual presentations, practical assessment tasks, class tests, and formal examinations.

FRENCH

Prerequisite: Students should have studied and enjoyed French in Years 7 and 8 or have some other substantial background in the language.

AIMS

The aim of French is to instil a love of the French language in our students and to develop skills in the language and an understanding of French culture in its European and South Pacific contexts.

OBJECTIVES

Using language: Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in French.

Making linguistic connections: Students will explore the nature of languages as systems by making comparisons between French and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Moving between cultures: Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

OUTCOMES

The outcomes to be achieved by students reflect the objectives of the syllabus.

- Clothing and fashion
- Television and the cinema
- Going out
- Daily routines and household tasks
- Celebrations and national days
- Travelling and holidays
- Part-time jobs and pocket money
- Family relationships
- Communication – telephone, computers and letters
- Health and fitness
- Tourism
- School life
- Future work
- House and home
- Going on Exchange

TEACHING METHODS

- Use of tapes, CDs and texts of authentic or contrived dialogues
- Use of worksheets to supplement the course book
- Use of activity sheets to stimulate spoken French
- Use of magazines for the development of reading skills and cultural knowledge
- Learning of verbs and vocabulary
- Role playing in French
- Use of French websites to find information and to carry out “real-life” activities such as going shopping on the internet
- Use of French in the classroom to communicate problems and to give instructions
- Use of the Internet for interactive language activities

ASSESSMENT

Students will be assessed using: Listening and Responding tasks, Speaking tasks, Half-Yearly and Yearly examinations.

HISTORY and GEOGRAPHY

This mandatory course is divided into two components: History and Geography. The Stage 5 History and Geography courses are based on the NSW syllabus for the National curriculum.

HISTORY

AIM

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

OBJECTIVES

The following historical concepts are taught through Stage 5:

- Continuity and change
- Cause and effect
- Perspectives
- Empathetic understanding
- Significance
- Contestability

The following skills are taught through Stage 5:

- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication

CONTENT

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 – 1990. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914-1918), World War II (1939-1945) and the Cold War.

- Topic 1: Overview
- Depth Study 3: Core study - Australians at War (World Wars I and II)
- Depth Study 4: Core study – Rights and Freedoms (1945 –1990)
- Depth Study 5: Globalising the World: Popular Culture
- Depth Study 6: Australia and the Vietnam War Era

GEOGRAPHY

AIM

The Aim of Geography in Years K-10 is to stimulate students' interest in and engagement with the world. Through geographical enquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

OBJECTIVES

Students will:

- Develop knowledge and understanding of the features and characteristics of places and environment across a range of scales
- Develop knowledge and understanding of interactions between people, places and environments
- Apply geographical tools for geographical enquiry
- Develop skills to acquire, process and communicate geographical information.

The following geographical concepts are integrated throughout Stage 5:

- Place: eg the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community.
- Space: eg location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing; conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses.
- Environment: eg the function and importance of the environment; the quality of the environment; significant environmental challenges; approaches to environmental management.
- Interconnection: eg consequences of migration patterns on the location of origin and destination; the economic, social and environmental factors influencing spatial variations in global human wellbeing.
- Scale: eg interactions between geographical processes at different scales; local alterations to environments can have global consequences; changes at a global level can impact local environments; management and protection of places and environments at local, regional, national and global scales.
- Sustainability: eg short and long-term implications of environmental change on environments; the importance of sustainable practices to ensure the wellbeing of people; sustainable environmental worldviews and management approaches.
- Change: eg biomes altered to produce food, industrial materials and fibres and the environmental effects of these alterations; the consequences of urbanisation; the protection of places and environments as a result of sustainable management practices.

The following geographical skills will be incorporated in Stage 5

- Fieldwork
- Maps
- Graphs and statistics
- Spatial technologies
- Visual representations

CONTENT

Year 9 2019

1 Sustainable Biomes

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?

2 Changing Places

- Why has the world become more urbanised?
- How does migration impact on the concentration of people into urban places?
- How does urbanisation change environments and places?
- What strategies are used to manage environmental change in urban places to enhance sustainability?

Year 10 2020

3 Environmental Change and Management

- How do environments function?
- How do people's worldviews affect their attitudes to and use of environments?
- What are the causes and consequences of change in environments and how can this change be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?

4 Human Wellbeing

- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

ASSESSMENT (FOR HISTORY and GEOGRAPHY)

Assessment is an integral part of the teaching and learning of the History and Geography courses. Students will be assessed over the two years in a number of ways: class work, assignments, knowledge tests, excursions, field studies, essays, skills tests and formal examinations.

HISTORY Elective

AIM

The aim of History is to enable students to acquire the historical skills, knowledge and understanding, and values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world.

OBJECTIVES

Students will develop:

- A knowledge and understanding of history and historical inquiry
- A knowledge and understanding of past societies and historical periods
- Skills to undertake the processes of historical inquiry
- Skills to communicate their understanding of history

Students will value and appreciate:

- History as a study of human experience
- The opportunity to develop a life-long interest and enthusiasm for history
- The nature of history as reflecting differing perspectives and viewpoints
- The opportunity to contribute to a just society through informed citizenship
- The contribution of a past and present peoples to our shared heritage.

Students will develop skills:

- To interpret and analyse: identify problems and issues using historical information and sources; interpret and use historical sources for the purposes of a specific historical inquiry; recognise perspectives and interpretations about individuals, groups, societies and periods.
- To research: define the purpose of an historical investigation; plan historical research to suit the purpose of an investigation; locate, select and organise information from a variety of historical sources.
- To communicate: identify the purposes and audience for communication; select the appropriate form of communication; use knowledge and understanding to retell, describe, recount, explain or argue clearly and coherently; evaluate the effectiveness of the communication.

CONTENT

Students study ONE choice from each Topic and at least TWO other choices from any Topic.

Topic 1 - Constructing History

- Biography
- Family History
- Film as History
- Historical Fiction
- Heritage and Conservation
- Museum and/or Archives Studies
- Oral History
- Historical Reconstruction
- A history website/CD-ROM
- History and the Media
- Local History

This unit focuses on the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions.

Inquiry question

- How does the study contribute to our understanding of the nature of history and the ways in which historical meanings can be constructed?

Topic 2 - Ancient, Medieval and Early Modern Societies

- Archaeology of the Ancient World
- Literature of the Ancient World
- Medieval and Early Modern Europe
- The Ottoman Empire
- An Asian Study
- The Americas
- The Pacific
- Africa
- A 19th century study
- A 20th century study

This unit offers an opportunity to study in depth the major features of an ancient, medieval or early modern society.

Inquiry questions

- How does this study of an ancient, medieval or early modern society contribute to our understanding of the past?
- What can be learned from this study about continuity, change and causation in history?

Topic 3 - Thematic Studies

- Music through
- History Heroes and Villains
- Slavery
- Terrorism
- Women in History
- War and Peace
- School-developed study
- Sport and Recreation in History
- World Myths and Legends
- Crime and Punishment
- Religious Beliefs and Rituals through the Ages
- Children in History

This unit offers the opportunity to enjoy the study of history for its intrinsic interest. Students should begin to work more independently and to apply the historical skills so far acquired.

Inquiry question

- How can a knowledge and understanding of the nature of history and the methods of historical inquiry be applied to the study of a thematic issue?

ASSESSMENT

Students will be assessed over the two years in a number of ways such as interviews, source analysis, written and oral assignments, research tasks, timelines, debates, film analysis and knowledge tests

INDUSTRIAL TECHNOLOGY (METAL & WOOD)

AIMS

The aim of Industrial Technology in Years 9 and 10 is to develop students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The Industrial Technology syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively and to devise solutions to practical problems.

Specific aims of the course at Kinross Wolaroi School include:

- To develop the appreciation of creativity, quality in design and craftsmanship
- To develop manual dexterity and psychomotor development through involvement in individual and co-operative projects
- To gain instruction in the safe use of the many hand and power tools readily available to the amateur craftsman
- To develop respect for craftsmanship by fostering individual competencies, and pride in personal achievement
- To gain experiences which give relevance to, and integration with, other studies
- To gain experience in the identification and solution of problems
- To experience the properties and uses of materials
- To understand the importance and necessity of safe work practices in and around the workshop, and risk management procedures

At Kinross Wolaroi School, Industrial Technology will cover the Focus areas of Metal and Wood in Years 9 and 10. The course is taught over a two year period, comprising four 50 hour modules. There are two Core modules for Metal (General Metal 1 and General Metal 2) and two Core modules for Wood (General Wood 1 and General Wood 2). Material focus areas may be taught sequentially or alternately during the two year period.

OBJECTIVES

Students will develop:

- Knowledge of and competence in Work Health & Safety (WHS) risk management procedures and practices
- Knowledge, skills and an appreciation of quality in the design and production of practical projects
- Knowledge and understanding of the relationship between the properties of materials and their applications
- Skills in communicating ideas, processes and technical information with a range of audiences
- An appreciation of the relationship between technology, leisure and lifestyle activities and further learning
- The ability to critically evaluate manufactured products in order to become a discriminating consumer
- Knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment

CONTENT

General Metal 1 and General Wood 1

Objectives include being able to:

- Recognise the properties of materials used
- Demonstrate the safe and useful use of tools
- Prepare and produce working drawings for projects
- Demonstrate safe working practices
- Apply design principles using metal and/or wood
- Select suitable materials for construction of a project

General Metal 2 and General Wood 2

Objectives include being able to:

- Work co-operatively with others to achieve a common goal
- Exhibit care & maintenance of tools, equipment and materials
- Plan solutions
- Utilise resources to develop projects
- Select and use materials with due regard to the principles of conservation
- Relate Industrial Technology to industry

Practical Projects (Wood)

Practical projects undertaken reflect the nature of the **Timber** focus area and provide for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:

- Furniture items
- Decorative timber products
- Storage and transportation products
- Small stepladders or similar items
- Storage and display units

Practical Projects (Metal)

Practical projects undertaken reflect the nature of the **Metal** focus area and provide for students to develop specific knowledge, understanding and skills related to metal technologies. These may include:

- Sheet metal products
- Metal machining projects
- Fabricated projects

ASSESSMENT

Assessment will be based on practical work and folio work as well as Half-Yearly and Yearly Examinations.

INFORMATION AND SOFTWARE TECHNOLOGY

AIMS

Information and Software Technology Stage 5 has a particular focus on Project work and is designed to assist students to learn about a wide range of concepts associated with Information Technology. This will provide the opportunity for students to gain a greater understanding of the effects that computer and information technologies will have on them and society. By completing this course they will be better equipped for continuing education, for employment, for leisure and for participation in an increasingly technological world.

OBJECTIVES

Throughout the course students will develop:

- Knowledge and understanding of a range of computer software and hardware.
- Problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems.
- Responsible and ethical attitudes related to the use of information and software technology.
- Knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society.
- Effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems.

CONTENT

The content of this course is taught through the use of projects, which are activities that allow the students to design, produce and evaluate information technology solutions for an identified need or problem. The content of projects focuses on problem solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions.

Projects should occupy at least 80% of course time and the all projects involve hands-on use of technology. The course has both core content and content that is covered by a variety of options. The core content is integrated with options undertaken. The core is divided into the following areas:

- Design, Produce and Evaluate (Projects and Technologies)
- Data Handling
- Hardware
- Software
- Current Issues in Information and Software Technologies
- People
- Past, Current and Emerging Technologies

Options

- The options are available are:
- Database Design
- Internet and Website Development
- Robotics and Automated Systems
- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Digital Media
- Networking Systems
- Software Development & Programming

Over the two years there are between 4 and 6 options undertaken. In recent years the options undertaken have been:

Year 9

1. Digital Media
2. Robotics and Automated Systems
3. Internet and Website Development

Year 10

1. Software Development and Programming
2. Database Design
3. Multimedia and Authoring

The main focus of each of the options is based around solving real-life problems, and developing real-world solutions. Examples of projects include;

- developing a company
- planning and managing an event
- developing and promoting a new product e.g. computer game

In all of these projects students are required to develop a range of digital media products such as logos and advertising. Students will also build a website and database.

Students also have an opportunity to develop skills and knowledge in the areas of robotics and software development (programming).

As this course is project-based it is very hands on. It allows students more time to complete solutions to problems in a practical way at increased depth. Students are not required to own or purchase any specific hardware or software for the course.

ASSESSMENT

Assessment will be used to gain an insight to the students' ability to achieve the outcomes of the course. Assessment will be standards-referenced. Assessment tasks can include:

- Practical Projects
- Written Reports Research Activities
- Presentations
- Peer Assessment
- Self Assessment
- Examinations

iSTEM

integrated Science, Technology, Engineering and Mathematics

The areas of Science, Technology, Engineering and Mathematics are brought together, to give the integrated subject of iSTEM. This course seeks to focus on innovation through the use of creativity, research, collaborative engagement and inquiry-based learning.

STEM disciplines have been widely noted for their importance to future economic growth and the well-being of Australia. Research indicates that jobs will change, with 75% of the fastest growing occupations require STEM skills and knowledge, in careers such as technologists, engineers, scientists and technicians. 'Digital disruption' will mean that many of the jobs people work in today will cease to exist or be reduced significantly in number.

'Modelling by PwC (Price Waterhouse Coopers) finds that shifting just 1 per cent of the workforce into STEM roles would add \$57.4 billion to GDP (net present value over 20 years).'

AIMS

The aims of the iSTEM Years 9-10 Course are:

- to engage students in the areas of Science, Technology, Engineering and Mathematics through the study of, and exposure to, technology, innovation, collaborative learning and creativity.
- to develop a range of skills, tools, technologies and knowledge, in order to discover solutions to a wide variety of problems.
- to build confidence and skills in inquiry and project-based learning, using critical thinking.

OBJECTIVES

Knowledge, Understanding and Skills

- inquiry and project-based learning skills appropriate to STEM practice.
- knowledge and understanding of scientific and mechanical concepts through investigations of technology and engineering.
- knowledge and understanding of STEM principles and processes.
- skills in solving STEM-based problems and meeting STEM challenges using mechanical, graphical and scientific methods.
- skills in communicating and critically evaluating.
- problem-solving skills in a range of STEM contexts.

Values and Attitudes

- an appreciation of the role and potential of STEM in the world in which they live.
- an understanding of the contribution of STEM disciplines to the economic wellbeing of nations.

CONTENT

Year 9 Theme - Space Exploration

Modules

- STEM Fundamentals
- 3D CAD/CAM 3D
- Design for Space

Description

Working collaboratively through inquiry-based learning, students will learn electronics, mechanical and electronic measurement, coding, mechanical engineering principles, CAD/CAM applications, CNC or 3D printing, computational thinking and the analysis of data through the use of biomedical sensors. The year will culminate with students having to undertake a simulated 'Space Walk' in a near-zero gravity environment, which requires them to resolve a 'critical incident'.

Year 10 Theme - Gold Exploration

Modules

- Mechatronics
- Motion
- STEM Major Project

Description

Gold is part of our history and future. Employing a range of techniques, from traditional through to sophisticated emerging technology, we will endeavour to find gold. With the aid of topographical and geological surveying, we will seek to explore and identify resource-rich areas. Investigation methods will include automated exploration, using GPS technology, coding, remote control vehicle and various data analysis. Further inquiry-based learning activities will be undertaken in the areas of infrastructure, metallurgy and gold extraction processes from natural and e-waste sources. Diversional, but related areas such as agricultural based technologies, may be studied as a student's area of interest. It is anticipated that we will be able to form collaborative personnel and industry partnerships to aid our investigations.

The year will conclude with students developing their own major project, based upon STEM practices and principles, learnt throughout the iSTEM course.

PATHWAYS OF LEARNING

The iSTEM course caters well for students intending to study Design & Technology, Physics and/or Mathematics Extension 1 and/or 2 in Stage 6.

ASSESSMENT

A variety of formal assessments will be used to assess learning. These may include:

- Comprehension tasks based upon scientific research, experimentation, project and inquiry-based investigation, collaborative exploration and presented knowledge.
- Theory and practical examinations including multiple choice, short and extended responses.
- STEM project-based learning task, requiring students to utilise and present their solutions using techniques and technologies taught through all STEM modules.

LATIN

Latin has a special place in language studies as the ancestor of many Western European languages. Latin provides more than fifty percent of our English vocabulary, directly or indirectly, and students will extend and deepen their knowledge of the English language through the study of Latin. The influence of Latin is seen in our literature, which contains a wealth of reference to Roman mythology, history and writing, and whose very forms are a direct development of Latin 'genres'. A similar influence is found in our laws, where Latin terms are so commonly employed. In fact, not only our very social structure, but also every aspect of our political and cultural life has its roots in the Romans' system. The study of the Classics was the inspiration for the Renaissance which has led to modern western civilisation while the spirit of inquiry, revived by this study, is the foundation of modern scientific discovery.

AIMS

The precise aims of the study of Latin are:

- To develop an appreciation of our western civilisation through an understanding of its origins in language, literature and thought
- To develop a greater and more sympathetic understanding of the way of life and the attitude of a great people – the Romans – who passed on to us a valuable heritage
- To develop skills through acquiring knowledge and to develop an understanding and appreciation of language
- To establish a sound comprehension of the Latin language
- To develop clarity of thought and expression
- To create an atmosphere providing opportunities for the formulation of attitudes and values which enable the student to make informed judgments leading to personal maturity
- To encourage understanding, through the relevance of Latin, of the universality of human nature and social problems

CONTENT

The content of this subject involves three aspects: Using the Language; Making Linguistic Connections; Moving between Cultures. Using Language and Making Linguistic Connections include abstract concepts such as 'subject and object', 'indirect object', 'active and passive voice', 'transitive and intransitive verbs' et cetera. Students receive an introduction into abstract thinking about language structures through their study of Latin. However, emphasis is placed upon the gradual exposure of students to these concepts, in close association with the reading of the stories of the Oxford Latin Course. Memorisation of verb and noun endings is also necessary.

The concept of *Moving between Cultures* involves seeing connections between linguistic and cultural elements of Latin and other languages (including English, Italian and Greek) and the cultures of these languages. Topics treated in this area include: birth, marriage and funeral customs, family relationships, daily life, the home, food, clothing, education, mythology, religion and morality, the government and the legal system.

ASSESSMENT

Assessment methods will include class tests on translation, vocabulary and grammar, comprehension exercises in Latin, and projects on background topics.

MATHEMATICS

AIMS

The aims of Mathematics are for students to:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

OBJECTIVES

In terms of knowledge, skills and understanding in the various terms of strands, students will:

Working Mathematically

- develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

Number and Algebra

- develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.

Measurement and Geometry

- identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems.

Statistics and Probability

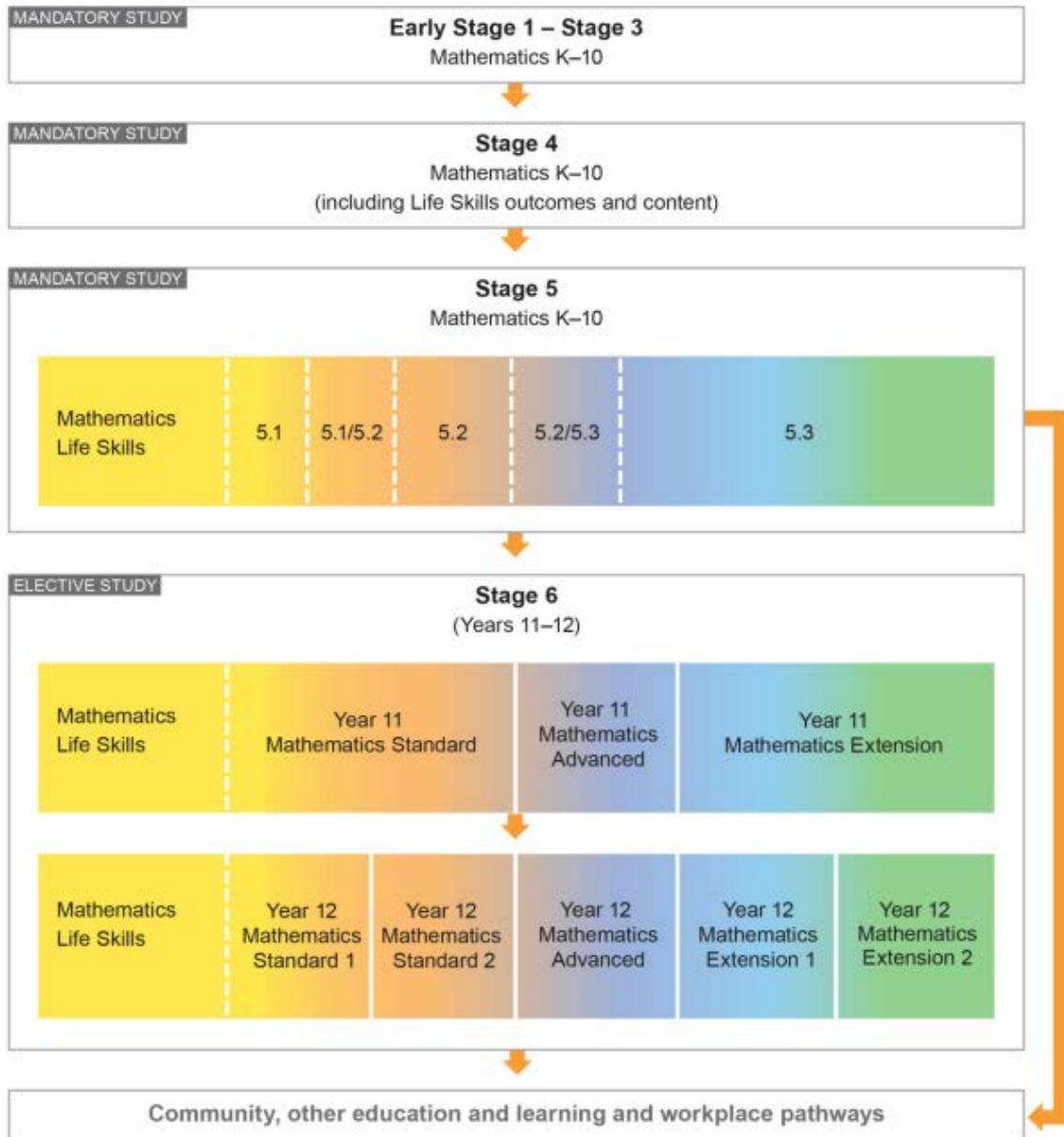
- collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

In relation to values and attitudes students will be encouraged to:

- appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs.
- demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems.
- develop and demonstrate perseverance in undertaking mathematical challenges.

PATHWAYS OF LEARNING

The following diagram represents available pathways to learning in Mathematics from Early Stage 1 to Stage 6. In order to cater for the full range of learners, three specific end points and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5 (years 9 and 10). The diagram shows the connection between these three levels. Stage 5.3 includes the knowledge and skills from Stage 5.2 and Stage 5.2 includes the knowledge and skills from Stage 5.1.



ASSESSMENT

Assessment in Stage 5 Mathematics is designed to give students opportunities to produce work that assists in the development of their knowledge, skills and understanding. Assessment is used to support student learning and to provide meaningful feedback about each student’s progress. Students will sit tasks involving multiple-choice questions, short answer questions and questions requiring longer responses across the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Tasks may be pen and paper tests, open-book tests, short quizzes or practical tasks such as measurement activities. Furthermore, examinations are conducted in each course each Semester.

ACCELERATED PROGRAM IN MATHEMATICS

This program is designed to offer gifted and talented students, who have been identified based on their potential and current levels of achievement in Mathematics, an extensive and rigorous Mathematics course. Due to the sequential nature of content delivery in Mathematics, an accelerated program will suit students who pick up concepts readily and are willing and able to spend the time mastering each concept in readiness for the subsequent concept.

The overall aim of this program is to avoid unnecessary repetition of content and to enable students to attempt stimulating and challenging mathematical problems, develop and enjoy an awareness of the power of Mathematics and to enable the very brightest mathematicians to achieve to their potential.

Acceleration in Mathematics is an effective provision that:

- involves curriculum compacting
- introduces complex topics earlier
- minimises the repetition of content
- reduces frustration, boredom and underachievement
- connects, supports and stimulates like-minded peers

Structure

Years 7 and 8	Year 7 and Year 8 enhanced and part of the Year 9 course. Any student in the advanced stream in Years 7 and 8 has the opportunity to demonstrate their suitability for the accelerated class in Year 9.
Year 9	Year 9 work enhanced, together with the Core topics from the Year 10 course.
Year 10	Preliminary (Year 11) Mathematics Advanced and Mathematics Extension 1 courses. (Additional classes are held outside the timetable to complete this content)
Year 11	HSC (Year 12) Mathematics Advanced and Mathematics Extension 1 courses. The HSC examinations in these courses are completed in October.
Year 12	The following options are available to students in Year 12: <ul style="list-style-type: none">• Mathematics Extension 2 only OR• Mathematics Extension 1 (again) and Extension 2 OR• Mathematics Advanced (again) and Mathematics Extension 1 (again) OR• Mathematics Extension 1 (again) OR• No Mathematics at all Each of these options frees up more time for other subjects. When repeating a course, the most recent result is counted towards the ATAR.

Review of student progress

If the Mathematics Department, parents or students feel that the student is unable to cope with the program based on the student's abilities and current levels of performance or engagement, then consideration will be given to move the student back into the mainstream advanced courses with their cohort. This will give the student time to consolidate and redo topics that were of concern. Students are expected to make a serious attempt at this program and not assume poor performances will be tolerated. The Head of Mathematics reserves the right to move a student from the acceleration program back into a mainstream class.

MUSIC

AIM

The Year 9 and 10 Music Course is designed to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement in performing, composing and listening. This is an elective subject in which students are exposed to a wide range of music and a diverse range of performance activities.

OBJECTIVES

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

Students study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres. Students develop knowledge, understanding and skills in the concepts of music through:

- Performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- Composing as a means of self-expression, musical creation and problem solving
- Listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Students develop an appreciation of the aesthetic value of music and enjoy engaging in performing, composing and listening.

LEARNING EXPERIENCES

- **Performing**
Performing refers to participating in any form of practical music making in solo and/or ensemble situations. The development of performance skills is fostered by providing performance opportunities in a variety of media, styles and genres according to individual needs, interests and abilities. Students are encouraged to learn a musical instrument and perform in the Co-curricular Music Program. A 'prac' period is held each week in which students form bands or other ensembles to perform mostly contemporary, popular music.

- **Composing**

Composing refers to the organisation of sound. Students develop their skills in composing through involvement in a wide range of individual and group experiences in classroom activities. Activities can range from the simple to the complex and are designed to reinforce their understanding of the styles of music studied in each topic area. Students use the iMac Lab to write music, or create soundscapes using Garage Band and Sibelius software.

- **Listening**

Listening refers to the ability to hear, understand and respond to a wide range of musical styles, periods and genres. Students are exposed to everything from Gregorian Chant to Bach to Pop and Fusion. Students apply the concepts of music to the different styles and become proficient in writing articulate and intelligent responses in preparation for Music at the senior level.

CONTEXTS

Students study from a variety of contexts. These contexts (styles, periods and genres) are studied through specific topics. The topics may be chosen from the list below according to student interests, needs, abilities and school resources.

- Popular Music
- Jazz
- Rock Music
- Music for Small or Large Ensembles
- Music for Radio, Film, Television and Multimedia
- Music for Theatre
- Music and Technology
- Music of Another Culture
- Medieval Music
- Renaissance Music
- Baroque Music
- Classical Music
- 19th Century Music
- Art Music of the 20th and 21st Centuries
- Australian Music

ASSESSMENT

Students are assessed at regular intervals in class in composition and performance skills. Students perform on their own instrument for their class and are assessed according to their individual standard. Musicology and listening skills are assessed in the Half-Yearly and Yearly Examinations.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

AIMS

The Personal Development, Health and Physical Education (PDHPE) Program is an important element of the overall school curriculum. PDHPE contributes significantly to the mental, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Health issues that have the potential to appear in later life are also relevant due to their relationship to lifestyle patterns established in adolescent years and the possibility that they may impact on family and other significant adults in students' lives.

The PDHPE curriculum plays an important role in enhancing resilience and connectedness. It is designed to be affirming and inclusive of those young people who experience a range of challenges in managing their own health. Through learning in PDHPE, students have opportunities to develop personal coping strategies for everyday life.

PDHPE plays a key role in promoting physical activity and developing competency in movement skills. It provides opportunities for students to develop, adapt and improvise their movement skills in a wide variety of challenging contexts and environments that appeal to their needs and interests, enhance enjoyment and excitement in their lives, and ultimately increase the likelihood of lifelong physical activity.

OBJECTIVES

In terms of knowledge, understanding and skills, students will:

- enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships
- move with confidence and competence, and contribute to the satisfying and skilled performance of others
- take actions to protect, promote and restore individual and community health
- participate in and promote enjoyable lifelong physical activity
- develop and apply the skills that enable them to adopt and promote healthy and active lifestyles.

In relation to values and attitudes, students will be encouraged to:

- value health-enhancing behaviours that contribute to active, enjoyable and fulfilling lifestyles
- develop a willingness to participate in creating and promoting healthy and supportive communities and environments
- develop a commitment to principles that promote social justice.

CONTENT

Course content is divided into four strands:

- Self & Relationships
- Movement Skill & Performance
- Individual & Community Health
- Lifelong Physical Activity

Units of work integrate content from these four strands and will involve a wide range of practical and theory activities. Students will be issued a KWS workbook (an updated edition of the student workbook is produced each year. This enables course content to reflect contemporary information and to maintain currency)

SKILLS

Effective learning in PDHPE is underpinned by the development of skills that assist students to adopt a healthy, active and fulfilling lifestyle. These include the ability to:

- communicate effectively
- make informed decisions
- interact positively with others in groups and teams
- move with competence and confidence in a range of contexts
- devise and implement plans to achieve goals
- solve problems creatively

ASSESSMENT

PDHPE will provide students with opportunities to demonstrate their learning in the context of everyday classroom activities, as well as planned assessment tasks. Assessments will assess knowledge, understandings and skill objectives. Assessment in PDHPE may include the following:

- Presentations
- Group work
- Written reports
- Diaries, journals and logbooks
- Examinations and tests (written and practical)
- Research projects
- Self-assessment
- Peer assessment
- Movement tasks

PHYSICAL ACTIVITY AND SPORTS STUDIES

Physical Activity and Sports Studies is a Content Endorsed Course, which is offered as an elective in conjunction with the mandatory PDHPE course in Years 9 and 10.

AIM

The aim of Physical Activity and Sports Studies is to enhance students' capacity to participate and perform in physical activity, leading to improved quality of life for themselves and others.

Physical Activity and Sports Studies provides for a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. It includes study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and on programming to achieve performance goals.

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences, physical fitness activities, and the use of activity for therapy and remediation.

OBJECTIVES

Through the study of Physical Activity and Sports Studies, students will develop knowledge, understanding and skills objectives, as well as values and attitudes objectives.

Students will:

- develop a practical understanding of the foundations for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to personal, community and national identity
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.
- develop a commitment to lifelong participation in physical activity and sport
- appreciate the enjoyment and challenge of participation in physical activity and sport
- value the contributions of physical activity and sport to society.

CONTENT

Course content is grouped into three Areas of Study:

- Foundations of physical activity
- Physical activity and sport in society
- Participation and performance

Students will be involved in a range of activities to develop an understanding of the many aspects that influence physical activity. Students will develop skills in applying this knowledge to various situations. This course provides students with an opportunity to critically analyse sports issues, develop their personal skills and fitness, understand the physiological principles behind improving performance, and address current issues. Learning activities will allow students to test opinions and formulate values.

Year 9 Modules:

Foundations of Physical Activity

- Nutrition and Physical Activity
- Physical Fitness

Physical Activity and Sport in Society

- Issues in Physical Activity and Sport
- Australia's Sporting Identity (Bronze Medallion)

Enhancing Participation and Performance

- Enhancing Performance – strategies and techniques (Resistance Training)
- Coaching (Circus Skills)

Year 10 Modules:

Foundations of Physical Activity

- Participating with Safety
- Body Systems and Energy for Physical Activity

Physical Activity and Sport in Society

- Lifestyle, Leisure and Recreation
- Physical Activity and Sport for Specific Groups

Enhancing Participation and Performance

- Technology, Participation and Performance
- Event Management

Students will be issued a KWS PASS Workbook (An updated edition of the student workbook is produced each year. This enables the course to present current and emerging issues relating to sport and physical activity).

ASSESSMENT

Physical Activity and Sports Studies will provide students with opportunities to demonstrate their learning in the context of everyday classroom activities, as well as planned assessment events. Assessments will assess knowledge, understandings and skill objectives. The development of critical literacy skills is embedded in the course workbook, supplementing learning activities relating to the specific theory content of the course.

Physical Activity and Sports assessment techniques may include:

- Presentations
- Group work
- Written reports
- Diaries, journals and logbooks
- Examinations and tests (written and practical)
- Research projects
- Self-assessment
- Peer assessment
- Movement tasks

RELIGIOUS EDUCATION

AIMS

The Religious Education program at Kinross Wolaroi School aims to recognise, develop and give full expression to religion as a vital and pervasive feature of life. Through participation in Religious Education classes and Chapel services students are encouraged to grow in knowledge of both themselves as persons and of the Christian Faith and traditions. This includes a universal understanding of spirituality and different faiths. The Program seeks to give full expression to education values and to the living faiths of the Australian community and in the widest possible sense encourage students in the human quest for meaning, purpose and spiritual understanding.

CONTENT

Through Religious Education in Stage 5 students will explore the following:

1. The Good, The Bad and The Ethical
2. If I were God....
3. Nature of Religion and Belief Systems
4. Religion and Science
5. World Religions
6. Religion/Non Religion

SKILLS

The following skills will be utilised and developed:

- To show an understanding of Christian principles and practice
- To show an understanding and respect for other belief systems and spiritual practices
- To use language and terminology appropriate to Religious Education
- To gain an understanding and familiarity of the nature of beliefs
- To read, comprehend and extract information from required texts and IT
- To communicate effectively using appropriate written and oral forms
- To work in groups cooperatively and productively

ASSESSMENT

Assessment and report is based on all of the following items:

- Two assessment tasks per year (in class)
- Effort, attitude and participation
- Formative Tasks
- Bookwork

RITE JOURNEY

The Rite Journey program occurs in Years 9 and 10. We have chosen these year groups for the program because it is a period of change and challenge for both students and their parents. Two periods per fortnight are spent in single-sex groups, with a teacher of the same gender. The teachers allocated to the program have all done a two-day intensive training course and have special personal and professional skills that ensure they are well equipped to carry out the program. The aims of the course are listed below:

- to offer a healthy rite of passage for adolescents
- to provide a same-gender teacher who will promote a passage towards, and an example of, responsible, respectful adulthood
- to acknowledge and develop the holistic nature of the students
- to allow for single sex classes to cover gender-specific issues
- to develop strong relationships – with peers and adults
- to challenge students with their own talents and abilities
- to celebrate the physical, social, emotional and spiritual growth of students throughout the year
- to help students understand that individual rights should be balanced by reciprocal responsibilities and service to others
- to open students to greater understanding of themselves and awareness of their beliefs
- to encourage resilience in the students in the face of challenge
- to provide a safe means for young people to share and discover who they are

The Rite Journey uses, as its name implies, several ceremonies or ‘rites’ to mark the beginning and end of the program, as well as significant points along the journey. Symbolic objects also figure in various ways during Rite Journey sessions. Students are encouraged to respect the confidentiality of their peers in the program and to accept responsibility for themselves and for the welfare of others. They are also challenged physically and emotionally along the way.

SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge is contestable and is revised, refined and extended as new evidence arises or existing evidence is re-conceptualised. The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions.

As students actively engage in the processes of working scientifically, they gain an increased appreciation and understanding of the importance of Science in their own lives and society, locally and globally. Through applying the processes of working scientifically, students use scientific inquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence.

AIM

The aim of the *Science Years 7–10 Syllabus* is to develop students':

- interest in and enthusiasm for Science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology.

OUTCOMES

Values and Attitudes

Students:

- develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
- develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- develop interest and positive, informed values and attitudes towards science and technology
- recognise the importance and relevance of science and technology in their lives now and for their future

Skills

Students:

- develop knowledge, understanding of and skills in applying the processes of Working Scientifically
- develop knowledge, understanding of and skills in applying the processes of Working Technologically

Knowledge and Understanding

Students:

- develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science
- develop knowledge of the Natural Environment through understanding about the Physical World, Earth and Space, and Living World
- develop knowledge and understanding of the Natural Environment and the Made Environment through the Material World
- develop knowledge and understanding of the Made Environment through Built Environments, Information and Products

CONTENT

Units studied in Stage 5 cover the Physical World, Earth and Space, the Living World and the Chemical World.

Year 9 - 2019

- | | |
|---|-------------------------|
| 1 | Plate Tectonics |
| 2 | Ecosystems |
| 3 | Waves |
| 4 | Electrical Energy |
| 5 | Nuclear Science |
| 6 | Materials and Reactions |
| 7 | Disease |
| 8 | Body Co-ordination |
| 9 | Experimental Design |

Year 10 – 2020

- | | |
|---|---|
| 1 | The Periodic Table and Chemical Reactions |
| 2 | DNA and Genetics |
| 3 | The Universe |
| 4 | Experimental Design |
| 5 | Motion and Energy |
| 6 | Global Systems |
| 7 | Evolution and Geological Time |
| 8 | Forensic Science |

ASSESSMENT

A variety of formal assessments will be used to assess learning. These may include:

- Comprehension tasks based upon scientific articles, infographics and audio-visual items.
- A first-hand investigation leading to a scientific report.
- Theory examinations involving multiple-choice, short response and extended response questions.
- Practical examinations.
- Research tasks.

TEXTILES TECHNOLOGY

AIM

The aim of Textiles Technology is to provide students with the confidence to design, produce and evaluate a wide range of textile items. Students will learn about the important role textiles plays in our society and the properties and performance of textiles.

OBJECTIVES

Students will develop:

- Knowledge and understanding of the properties and performance of textiles
- Knowledge and understanding of, and skills in design for, a range of textile applications
- Knowledge, understanding and appreciation of the significant role of textiles for the individual consumer and for society
- Skills in the creative documentation, communication and presentation of design ideas
- Skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items
- Knowledge and skills to evaluate quality in the design and construction of textile items

CONTENT

Project Work

Forms the basis of every unit of work in order to:

- Develop practical skills in producing textile items
- Document and evaluate student's work
- Develop design skills for the five focus areas: apparel, non-apparel, textile art, costume, furnishings

Areas of Study

There are three areas of study:

- Design
- Properties and Performance of Textiles
- Textiles and Society

The relevant content from each area of study and the project work will be selected and integrated when creating a unit of work.

Focus Areas

Focus areas direct the choice of student projects and may include some of the following.

The five areas are:

- Apparel – including clothing and accessories
- Furnishings – includes cushions, chairs covering, lampshades
- Costume – includes head dress, theatre costumes, masks
- Textile Arts – includes wall hangings, fabric-based artworks
- Non-apparel – pencil cases, toys and bags

Focus areas are chosen according to student interest enabling them to refine and enhance their knowledge and understanding of textiles using a variety of materials, tools and techniques.

Visual Design Diaries

Diaries will provide students with an opportunity to write their personal reflections. They develop self-awareness and critical thinking skills. They allow students to develop knowledge, skills and abilities to make informed responsible choices.

ASSESSMENT

Students will be assessed regularly based on the following:

- Development of practiced skills in project work
- Development of design skills in project work
- Practical assignments
- Visual Design Diary
- Homework
- Tests and examinations

VISUAL ARTS

AIMS

The aim of Visual Arts is to enable students to develop and enjoy exploring practical skills to enable them to represent their ideas in Visual Arts, and to understand the value of different beliefs that affect our appreciation of artworks.

OBJECTIVES

Students will develop knowledge, understanding and skills:

- To **make artworks** informed by their understanding of practice, the conceptual framework and the frames.
- To **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames.

CONTENT

Content is organised in three broad areas as it connects with artmaking and critical and historical interpretations and explanations of art. These areas are:

- Practice
- The Conceptual Framework
- The Frames

Practice relates to students' Artmaking and Critical & Historical Studies of art. Practice describes artistic activity demonstrating the ability to make suitable choices from a repertoire of knowledge and skills. Practice respects the different views that circulate and are exchanged in and about the Visual Arts.

The Conceptual Framework identifies the functional and intentional relations of the artist, artwork, world and audience as the agencies of the artworld.

The Frames – subjective, cultural, structural and postmodern are used as a way of accounting for different points of view, values and belief in and about the visual arts.

In artmaking students begin a Visual Arts Diary in which they explore their ideas and interests, formulate ideas for artworks and record relevant technical information. Students make artworks that build a Body of Work, developed over time, using an extended range of materials and techniques. Artmaking may be in any of the forms: drawing, painting, watercolour, printmaking, photography and digital media, ceramics and sculpture.

In Critical and Historical Study students utilise the Conceptual Framework and the four frames to understand the Visual Arts. Students gain an understanding of the relationship between forms, materials and techniques and the historical significance of artworks in past cultures.

Six periods per cycle are dedicated to artmaking and two periods to historical and critical study. A number of these forms are selected as the basis for artmaking in the elective course. Students will have the opportunity to go on excursions that are relevant to the course.

2D Forms

Drawing and any of the following:

- Painting including acrylic, oil and watercolour
- Printmaking including lino block printing, silk screen printing, collographs and etchings
- Photo and digital media including wet photography and digital media
- Graphics including computer generated images
- Other 2D forms may also be included such as mixed media

3D forms

Any of the following:

- Ceramics
- Sculpture including relief, in the round and conceptual works
- Installations
- Designed images, objects and environments eg jewellery, and objects of body adornment

4D forms/time-based works

Any of the following:

- Time-based installation works
- Video

SAFE WORKING PRACTICES

Students must have an awareness of safe working practices appropriate to the skills and technical requirements of the art form in which they are working. Workplace, Health and Safety procedures are required for particular forms and materials.

ASSESSMENT

- Visual Arts Diary
- Written Tests
- Practical classwork – artmaking
- Assignments
- Half-Yearly and Yearly Examinations

