General College Information

College Aim

The aim of the College is to provide a comprehensive curriculum which will cater for the individual needs of all students, fostering a desire for learning and excellence. Within this framework, students will be encouraged to develop:

- A love for learning and striving to their maximum potential.
- Application of life skills and knowledge utilising personal talents.
- Self-discipline.
- Respect for self and others.
- A personal awareness of God and the application of biblical principles.

The Founding of Mandurah Baptist College

The College commenced in January 2005, following the successful establishment of Winthrop Baptist College.

Motto

The College motto is “Be Strong and Courageous”.

Crest

The crest is the form of a shield and depicts a cross surrounded by the Holy Spirit.

Colours

The College colours are navy, gold and white.
What Will Be Offered At Mandurah Baptist College

- A high standard of private education.
- A strong framework of pastoral care and discipline.
- A College large enough to provide a wide range of courses but small enough to know the students individually.
- Senior school maximum population of 768
- An invitation to parents to participate in the development of the College not as fundraisers but in areas of expertise for a maximum of 10 hours per year.
- An attractive uniform.
- Teaching staff selected for their high standards of training, teaching ability and their personal Christian faith.
- Students accepted in order of application regardless of religious affiliation.
- Sporting facilities at a range of Mandurah recreation centres.
- Music teaching.
- Computing.

Attendance and Punctuality

Classes will commence at 8:35am and conclude at 3:15pm. No student may leave the College grounds between those hours without the permission of the Principal.

Students will be required to be punctual and present at all lessons. Late arrivals in the morning will sign in at the Student Services office.
General Conduct

This is stated clearly in the College Diary.

In accordance with the Motto and the Aim of the College, all students and teachers have the right and responsibility to ensure they:

- Do not disrupt others who are engaged in learning or teaching.
- Treat all students, teachers and visitors to the College courteously.
- Do not subject students, teachers or visitors to any form of arbitrary discrimination or abuse which may offend, intimidate or place at a disadvantage.

Pastoral Care

The foundation of the pastoral care in the College lies within the Form class and with the Heads of Year. Each Form Teacher is available for consultation where students are experiencing difficulties or have questions. The Form Teachers will also be a contact person when the Head of Year is monitoring a student’s progress.

The Head of Year is available to all students in that year level, and will coordinate special programs, where necessary, to monitor the student’s progress. The Head of Year is a liaison person in dealing with the parents and teachers of the students.

The Deputy Principal – Student Services coordinates the pastoral care for all students.

Uniform

All students are to be neat in appearance and in complete uniform travelling to and from the College or when representing their College. Students are to wear the complete uniform as outlined in their College Diary.
Newsletters

Newsletters will be distributed fortnightly and contain College, Parents and Friends and community information. Newsletters can be accessed via our website at www.mbc.wa.edu.au

Examinations

All students from Years 8 to 10 will take examinations in their 5 period per week subjects at the end of each semester. Every effort will be made to assist students with exam preparation and study skills.

Tutoring

Tutoring is available from College staff in many subject areas. Regular tutoring sessions are held throughout the week which students may take advantage of. Students who would like tutoring can arrange a suitable time through their teacher, Head of Learning Area or Head of Year.

Reports

Reports will be forwarded to parents at the conclusion of first semester and at the end of the school year.

The system of grading in Year 7 to 10 is:

A  High Achievement
B  Sound Achievement
C  Average Achievement
D  Limited Achievement
E  Inadequate Achievement
NA  Not Assessed
Career Guidance

Students (and parents) will receive career guidance for subject selection and post school options (University courses, TAFE, Work force) from Heads of Years, Heads of Learning Areas, the Career and Work Placement Coordinator, or the Deputy Principal in charge of Curriculum.

The College Administration is happy to make appointments with students and parents throughout the year.

Extra-Curricular Activities

In addition to the general curriculum, students may participate in subject-specific competitions such as the Mathematics Competition or Science Competition. Students may also enter external subject specific competitions.

Students interested in Music are encouraged to join the College Choir or undertake private music tuition through the College.

There are many sporting teams available for students to join. These include basketball, netball, football, rugby, swimming, volleyball and athletics. The Fitness Centre is accessible to students 3 times a week as well as the opportunity to be part of the running club.

Student Council

The Student Council incorporates representatives from each year group led by the Head Girl and Head Boy to tackle student issues and to contribute positively towards College life. Students may nominate at the beginning of the school year to represent their year group, and if elected, represent their form for a one year term.

Compulsory College Functions

Attendance at the following College functions is compulsory:

- College Easter Sunday Service
- Thanksgiving and Prize Night Ceremony
- Years 7, 9 and 11 Camps
- Intra School Swimming
- Intra School Athletics
- Intra School Cross Country
- Year 10 Work Experience
Homework

Students are expected to do homework every evening. This incorporates:

Work set by the teacher
Review of the day’s new work
Revision

The following is a guide to expected homework time per evening:

Year 7 : 1 hour
Year 8 : 1 ½ hours
Year 9 : 2 hours
Year 10 : 2 ½ hours

Students should also complete at least one homework session per weekend. 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 via email of regular or repeated missed or incomplete work.

Streams (In Core Subjects)

When students arrive in Year 7 at Mandurah Baptist College they are placed in un-streamed classes (i.e. Not according to ability). As Year 7 is a general course each student has the opportunity to make a fresh start from their primary schooling and work to their best ability before classes are streamed. In Years 8 to 10 students are placed into streamed classes so that as the curriculum becomes more challenging, all students can be catered for at their level of ability.

At the conclusion of each semester these classes are reviewed and, where necessary, changes can be made. Any change to a class group will be conveyed in writing to the parents of the student.

The following is an outline of the streams in each of the core areas:
English

Year 7 & 8
Common Course

Year 9

- **Stream 1** is an academically rigorous course. These students have shown strong ability in comprehension skills and written expression in Year 8.

- **Stream 2** is a mainstream course.

- **In Stream 3** the course is paced to enable students to develop fundamental skills in language where they experience difficulty.

The most obvious difference among the levels is the texts chosen for study and the assessment task set. Texts are selected carefully to engage students and stimulate their thinking while meeting their needs.

Year 10

- **Stream 1** aims to prepare students effectively for Upper School WACE courses. Students who perform well choose to study 2A & 2B English or English Literature in Upper School. Literary theory is introduced along with the development of the students’ understanding of critical literacy.

- **Stream 2** is a course founded on the development of both functional and critical literacy. Students are introduced to the analytical skills required to develop their understanding of the relationship between language and power in a society. Students who perform well would typically choose to study English 2A & 2B in Upper School.

- **Stream 3** students continue to focus on the development of functional literacy and fundamental critical literacy skills. Typically they will proceed to 1C & 1D or 1A & 1B in Upper School.
Humanities

Year 7

Common Course: all students study the same course at the same level. Exceptions are made on an individual basis in consultation with parents and other departments.

Year 8

Common Course: all students study the same course at the same level. There will be limited streaming in this year level.

Year 9

Common Course presented and assessed at varying levels of difficulty:

- **Stream 1**: Students who are working at an ‘A’ grade by the conclusion of Year 8.
- **Stream 2**: Students who are working at a ‘B’ or ‘C’ grade by the conclusion of Year 8.
- **Stream 3**: Students who are working at a ‘D’ or ‘E’ grade by the conclusion of Year 8.

Year 10

Common Course presented and assessed at varying levels of difficulty with a focus on subject selection for Year 11.

- **Stream 1**: Students who are working at an ‘A’ grade by the conclusion of Year 9.
- **Stream 2**: Students who are working at a ‘B’ or ‘C’ grade by the conclusion of Year 9.
- **Stream 3**: Students who are working at a ‘D’ or ‘E’ grade by the conclusion of Year 9.

In Humanities, students have the opportunity of working at a higher level within their same class if their progress indicates that the student is capable of working to that level, or the teacher feels that the challenge of the higher level would be good for that student.
Mathematics

Year 7

First year in high school means that they are in non-graded classes and will all cover the same work and topics from the Australian Curriculum for Year 7.

Year 8

Some grading is done at the end of Year 7 and the highest scoring students are put into a Stream 1 class. In this class they are exposed to material preparing them for Mathematics courses in Year 11 and 12 that give them the basis for university Mathematics related courses such as Engineering.

There will then be three other classes that will be non-graded in Year 8. All students will follow the Australian Curriculum with all topics of work although the Stream 1 class will be extended in all topics.

Year 9 & 10

Here all students are graded into ability related classes to allow students to work and learn at a similar pace. Each class will be more homogeneous in ability allowing students to learn from each other easier.

- **Stream 1**: This class is extended in all areas of work and prepared for Year 11 choices including Mathematics Specialist.

- **Stream 2**: This class will follow the curriculum but with a more basic covering of all the topics. These students will be working towards Applications I and II in Year 11 and then Applications III and IV in Year 12. This will still allow the Mathematics result to be counted towards their ATAR and towards their university entrance.

- **Stream 3**: Students here will cover all the units of the Australian Curriculum but with a very basic coverage aiming at an understanding of their Mathematics for every day usage in society. TAFE courses for apprenticeship could be a natural progression for students in this course. In Year 11 these students would choose Essentials I and II.
Science

Year 7

Common Course
Semester 1: All students are on the same level.
Semester 2: Students that need extra help are given it. They remain in the same class as Semester 1.

Year 8, 9 & 10

Students are grouped in four classes and are assessed at three levels.

- **Stream 1**: Class 1 – Students follow a course of study that equips them for Upper School Science subjects.

- **Stream 2**: Class 2 and Class 3 – Students follow the same course as Stream 1. Some of the more complex concepts are removed to allow students to achieve at this level and maintain the prerequisites for Upper School Science subjects.

- **Stream 3**: Class 4 – Students follow a more practical, applied course of study at this level. Students are eligible to study Integrated Science in Upper School after successfully completing this course.
Course Information
Year 7 Curriculum

Welcome to Mandurah Baptist College!

The Year 7 program at Mandurah Baptist College will adhere to Curriculum Council requirements and have a strong focus on literacy and numeracy.

It will also endorse regular physical activity and the essential core skills necessary for success in secondary schooling.

The school week will have 35 periods. Each day will consist of 7 periods of 45 minutes duration.

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 7 student will undertake the following course of study:

- English: 5 sessions
- Mathematics: 5 sessions
- Humanities: 5 sessions
- Science: 5 sessions
- Christian Education: 1 session
- Physical Education: 2 sessions
- Health Education: 1 session
- LOTE: 2 sessions
- Form: 1 session

Students choose 8 elective subjects they would like to study. They will complete 4 subjects in each semester. This equates to 8 sessions per week.

Art
Media
Drama
Design and Technology
Food Technology
Technology and Enterprise
Fitness
Graphics
Technical Graphics

Total = 35 sessions in a week

The Year 7 program will offer rigour for students to extend their knowledge and skills and will provide a sound preparation and launching pad for future studies.
Year 8 Curriculum

Year 8 students at Mandurah Baptist College have a fixed programme designed to give a ‘taste’ of a variety of subjects across the curriculum, and which also aids in making more informed choices for Year 9 and 10.

The school week will have 35 periods. Each day will consist of 7 periods of 45 minutes duration.

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 8 student will undertake the following course of study:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Christian Education</td>
<td>1</td>
</tr>
<tr>
<td>Computing</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
</tr>
<tr>
<td>LOTE</td>
<td>2</td>
</tr>
<tr>
<td>Form</td>
<td>1</td>
</tr>
</tbody>
</table>

A rotation of subjects: 4 sessions per term

Art
Media
Drama
Wood Technology
Food Technology
Mechatronics
Fitness
Graphics
Technical Graphics
Materials and Mechanisms

Total = 35 sessions in a week
Year 9 Curriculum

In Year 9 students will undertake a course that incorporates compulsory subjects and optional subjects as follows:

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.

Compulsory Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Humanities</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Maths</td>
<td>5</td>
</tr>
<tr>
<td>Christian Education</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
</tr>
<tr>
<td>Assembly</td>
<td>1</td>
</tr>
</tbody>
</table>

Year 10 Curriculum

In Year 10, students undertake a course that incorporates compulsory subjects and optional subjects as follows:

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.

Compulsory Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Humanities</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Maths</td>
<td>5</td>
</tr>
<tr>
<td>Christian Education</td>
<td>1</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Assembly</td>
<td>1</td>
</tr>
</tbody>
</table>
English

Year 7

Year 7 English is an un-streamed course development around the ‘content descriptors’ and ‘achievement standards’ of the Australian Curriculum. Its main components are Literature, Language and Literacy.

The course is designed to:

1. Develop student capabilities for understanding and using language.
2. Introduce for each student an appreciation of their heritage of language and literature.
3. Guide each student to consistently utilise the conventions of standard English.
4. Introduce each student to a variety of forms of communication, written, visual and oral.

The course for Year 7 also has a focus on functional and critical literacy which will underpin activities and assessments. The course textbooks are:

- Pearson English for the Australian Curriculum (Activity and Student Book)

Some of the narrative texts studied include:

- Little Brother
- The Lion the Witch and the Wardrobe

Year 8

Year 8 English is an un-streamed course developed around the ‘content descriptors’ and ‘achievement standards’ of the Australian Curriculum. Its main components are Literature, Language and Literacy. The course is designed to:

1. Extend the student’s capabilities for understanding and using language.
2. Develop in each student an appreciation of their heritage of language and literature.
3. Guide each student to a mastery of the conventions of standard English.
4. Make each student familiar with a variety of forms of communication, written and oral.

The course for Year 8 also has a focus on functional and critical literacy which will underpin activities and assessments. The two course textbooks are:

- Pearson English for the Australian Curriculum (Activity and Student Book)

Some of the narrative texts studied include:

- Boy Overboard
- Lockie Leonard Scumbuster
Year 9

Year 9 English is differentiated course offered at three levels that aims to extend the skills and knowledge with which students use language. This is based on the requirements of the Australian Curriculum. The skills fall into the categories of Literature, Language and Literacy.

The student’s ability to use formal communication in a variety of situations is refined through both oral and written strategies. There is a focus on aiding students to formulate and express opinions based on thematic study of texts in novels, short stories, poetry and the media.

Some of the texts studied and referred to are:

- Stargirl
- Coraline

Year 10

Year 10 English is a differentiated course offered at three levels that aims to extend the skills and knowledge with which students use language. The skills fall into the categories of speaking and listening, reading, viewing and writing.

The student’s read, view, respond to and analyse texts of increasing length and complexity. Increasing students’ abilities to manipulate language for effect in both written and spoken formats is a focus.

Some of the texts studied and referred to are:

- Romeo and Juliet
- Boy in Striped Pyjamas
- Tomorrow When The War Began
Humanities

Introduction

The Humanities embraces those areas that are concerned with the study of people in a society and in an environment. The ultimate aim of Humanities is to promote active citizenship. As such, it has the following characteristics:

- Study of people as social beings.
- Development of an understanding of contemporary society.
- Promotion of informed and responsible participation in the social process.
- Development of skills and competence that are part of the learning process.

Year 7

Investigating the Past – History Skills

Students will build on and consolidate their understanding of historical inquiry from previous years, using a range of sources for the study of the ancient past. They will be able to answer the following Key inquiry questions:

1. How do we know about the ancient past?
2. Why and where did the earliest societies develop?
3. What emerged as the defining characteristics of ancient societies?
4. What have been the legacies of ancient societies?

Ancient World – Rome

A study of ancient civilizations and how these societies provided economic, political and religious organisations met individual and communal needs. Students will study the lifestyles of the Ancient Romans.

The Asian World – China

This study asks students to investigate the Asian world in depth to explore the interaction of societies in this period. They will look at aspects such as; the physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there, roles of key groups in Chinese society in this period, the significant beliefs, values and practices of Chinese society, and the role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang.

Year 8

The Middle Ages, Reformation & Age of Exploration

This topic looks at Europe from the decline and fall of the Roman Empire in 500AD to the conquest of empires in the New World. Students will discover the way in which Europe influenced the world.
The Asia-Pacific World

Australia is becoming more involved with Asia economically, culturally and politically. Students learn about the geography and climate types found in Asia. We look at past relationships between Australia and Asia through wars, trade and tourism. We study the cultures of many countries in Asia such as kite making, poetry, art, religions, dances, stories, and other traditions.

Introduction to Economics

We all face conflict between our unlimited wants and our limited resources, so we must make choices. In this topic we examine the flow of resources around our economy and what governments, businesses and individuals do to control these resources. Topics include needs and wants, the factors of productions and the circular flow of money.

Mapping and the Environment – World Biomes

This topic looks at our world from the big picture to the small. Beginning with astronomy and our place in the universe, the topic continues by examining our atmosphere (weather), mapping and various types of world environments.

Expanding Contacts – the Spanish Conquest

This study asks that students investigate the Spanish conquests in depth to explore the interaction of societies in this period. They will look at aspects such as; pre-Columbian life in the Americas, including social organisation, city life and beliefs, When, how and why the Spanish arrived in the Americas. Where they went, including the various societies and geographical features they encountered and the longer-term effects of colonisation, including slavery, population changes and lack of control over resources.

Year 9

Making a Better World – The Industrial Revolution

Students will investigate how life changed in the period of the Industrial Revolution. The study includes the causes and effects of the development, and the Australian experience. They will examine elements such as; the technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain, the experiences of men, women and children during the Industrial Revolution, and their changing way of life and examine the short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.

Making a Nation

The Australian society has developed characteristics that make it unique. To understand the Australian identity we have a look at the history of our country since Federation and how our past influences the present and the future. Students will examine in depth the living and working conditions in Australia around the turn of the twentieth century, key events and ideas in the development of Australian self-government and democracy, including women’s voting rights.
Landscapes

Students will look at Australia’s natural features as well as Australian industry and land use. This topic focuses on climate, soil, vegetation, industries such as mining as well as farming, tourism and urbanisation. Students will be exposed to new skills such as topographic mapping.

World War One

Students will investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history. They will begin with an overview of the causes of World War I and the reasons why men enlisted to fight in the war, the places where Australians fought and the nature of warfare during World War I, the impact of World War I, with a particular emphasis on Australia and the commemoration of World War I, including debates about the nature and significance of the Anzac legend.

Civics

This topic examines the way our society is governed, the process of law making and law enforcing and the history of the human rights movement in Australia and around the world. May current issues are discussed such as the Republican movement, proposed changes to trading hours and our treatment of asylum seekers from a human rights perspective.

Year 10

Environmental Issues

This topic examines how mankind has caused many problems in the natural environment such as pollution, salinity, ozone depletion and acid rain. We see the ways our water, air, soil, vegetation and animals are under threat and ways to solve the problems we have created.

Macroeconomics

We all face conflict between our unlimited wants and our limited resources, so we must make choices. In this topic we examine the flow of resources around our economy and what governments, businesses and individuals do to control these resources.

Conflict – World War II

There have been very few days in human history where peace has reigned, yet the world continues to search for a peaceful existence. This unit will look at World War II with a distinct Australian focus.

Migration

Students investigate one major global influence that has shaped Australian society migration from 1945 until present day, including the development of the global influence during the twentieth century.

Rights and Freedoms
This topic investigates struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australian and in the broader world context.
Mathematics

Year 7 to 10

Students will follow the Australian Curriculum which is the same for all students in Australia. The courses from Year 8 to Year 10 are sequential and substantial in content. Mandurah Baptist College will also be running Streams 1, 2 and 3 to further cater for differences within student abilities for Years 8 to 10. Success in Year 12 will depend on selection of courses in Year 11 and the foundation for these courses comes from each student reaching their potential at all levels of Mathematics in the high school environment.

Science

Science in Years 7, 8, 9, and 10 seeks to expose all students to topics taken from each of the fundamental disciplines: Biology, Chemistry, Physics and Earth and Space Science. Each year’s course also includes Science inquiry skills and Science as a human endeavour.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Earth resources</td>
<td>• The Atom</td>
</tr>
<tr>
<td>• Properties of substances</td>
<td>• Important materials</td>
</tr>
<tr>
<td>• Mixtures</td>
<td>• Reaction types</td>
</tr>
<tr>
<td>• Habitats &amp; community</td>
<td>• Heat, light &amp; sound</td>
</tr>
<tr>
<td>• Classification</td>
<td>• Electromagnetic radiation</td>
</tr>
<tr>
<td>• Forces</td>
<td>• Electrical energy</td>
</tr>
<tr>
<td>• Machines</td>
<td>• Body co-ordination</td>
</tr>
<tr>
<td>• Earth in Space</td>
<td>• Disease</td>
</tr>
<tr>
<td></td>
<td>• Ecosystems</td>
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<td></td>
<td>• Plate tectonics</td>
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</table>

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cells</td>
<td>• The Periodic Table</td>
</tr>
<tr>
<td>• Living Systems</td>
<td>• Chemical Reactions</td>
</tr>
<tr>
<td>• Growth &amp; reproduction</td>
<td>• Global Systems</td>
</tr>
<tr>
<td>• Using energy</td>
<td>• The Universe</td>
</tr>
<tr>
<td>• Physical and Chemical Change</td>
<td>• Motion &amp; Energy</td>
</tr>
<tr>
<td>• Elements, compounds &amp; mixtures</td>
<td>• DNA &amp; Genetics</td>
</tr>
<tr>
<td>• Rocks, exploration &amp; mining</td>
<td>• Natural Selection</td>
</tr>
<tr>
<td></td>
<td>• Geology</td>
</tr>
<tr>
<td></td>
<td>• Structures</td>
</tr>
<tr>
<td></td>
<td>• Forensic Science</td>
</tr>
</tbody>
</table>
Christian Education

Christian Education at Mandurah Baptist College aims to develop over the period of a student’s schooling, a coherent overview of Christianity, God, and the Bible, the person of Jesus, faith and salvation.

Physical Education

Program Direction

The primary focus is to offer a diverse range of movement opportunities to students that are positive and promoting the long term uptake of physical activity over the six years of College life.

Program Overview

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Unit</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-3</td>
<td>Swim Trials Volleyball</td>
<td>Swim Trials Swimming</td>
<td>Swim Trials Surf Lifesaving</td>
<td>Swim Trials Water polo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4–10</td>
<td>Cross Country Athletics</td>
<td>Cross Country Soccer</td>
<td>Cross Country Netball</td>
<td>Cross Country Hockey</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1–3</td>
<td>Athletics Tennis</td>
<td>Athletics Gymnastics</td>
<td>Athletics Football</td>
<td>Athletics Flag Ball Rugby</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4–10</td>
<td>Fitness Test Mixed games</td>
<td>Fitness Test Mixed games</td>
<td>Fitness Test Cricket</td>
<td>Basketball</td>
<td></td>
</tr>
</tbody>
</table>

Students are assessed according to their achievement of prescribed outcomes in the domains of movement and physical activity.

Extra-Curricular Sport

The central focus of this program is Swimming, Cross Country and Athletics (Intra and Inter School). Other sports will include key summer and winter codes. The sports offered to males include Football, Rugby, Volleyball and Basketball. The sports offered to females include Netball, Football, Basketball and Volleyball. Other Inter-school sports offered, dependent on level of interest are Triathlons, Body Boarding, Surfing and multiple fun and competitive running events during the year.
Electives

Electives are offered in the following Departments for Year 8 to 10:

<table>
<thead>
<tr>
<th>Arts Department</th>
<th>LOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Art</td>
<td>• Indonesian</td>
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Descriptions of these courses can be found in alphabetical order on the following pages.
Art

Year 7 Art aims to give students a taste of many of the key discipline areas of this subject, and an understanding of the sequence of processes in the production of an art work. Students will be exposed to the impact and importance of the arts in society and will be required to respond and reflect on their own artwork and the works of others. An important focus will be on developing students drawing skills. Typical areas or topics studied MAY include:

- Drawing & design skills. Learning some basic techniques.
- Painting – using a variety of media.
- Textiles – relief painting, stencilling, silkscreen printing.
- Sculpture – Modelling or relief.

Year 8 Art aims to give students a taste of many of the key discipline areas of this subject, and an understanding of the sequence of processes in the production of an art work. Students will be exposed to the impact and importance of the arts in society and will be required to respond and reflect on their own artwork and the works of others. Typical areas or topics studied MAY include:

- Drawing & design skills. Learning some basic techniques.
- Painting – using a variety of media.
- Textiles – relief painting, stencilling, silkscreen printing.
- Sculpture – modelling or relief.
- Art History & Influences.
- Responding and reflecting.

Year 9 Art builds upon key disciplines in the subject, and expands the students’ understanding of the processes undertaken in the production of an art work. Students will research the role of the arts in society and will be required to respond and reflect on their own artwork and the works of others. Typical areas or topics studied MAY include:

- Drawing and design skills. Students will be required to explore a range of media and styles in drawing.
- Painting – using a variety of media.
- Textiles – relief painting, stencilling, silkscreen printing.
- Sculpture – modelling or relief.
- Art History and influences.
- Responding & reflecting.
**Year 10 Art** extends the student’s prowess 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. Typical areas or topics studied MAY include:

- Drawing and design skills. Students will be required to explore a range of media and styles in drawing, demonstrating a level of ability in all areas.
- Painting – using a variety of media. Students will be required to demonstrate sympathy with each of the paint mediums that they work with.
- Textiles – relief painting, stencilling, silkscreen printing and experimental and exploratory work.
- Sculpture – modelling or relief.
- Art History and influences.
- Responding and reflecting.

*Students considering a study of the Visual Arts in Year 11 or 12 should ideally elect to undertake art studies in Year 9 and Year 10, as well as combining their Visual Arts studies with Art Enrichment Courses.*
Art Enrichment

Year 9 and 10 Art Enrichment aims to give students a wider and deeper experience of Visual Art, and is supportive of the work taught in the general art elective classes. Students will be given the opportunity of expanding their experience with a wider range of media, whilst further exploring their own personal design concepts and creativity.

Students in the Art Enrichment course will focus on the development of higher levels of drawing skills, the undertaking of an overview of the history of art, learning to respond using appropriate arts language, and furthering their own art exploration in the development of skills and processes.

Students wishing to take the art enrichment course must also enrol in a general art elective class.

Typical areas or topics studied MAY include:

- Drawing. Expanding drawing skills using an enhanced range of media and drawing techniques.
- Painting. Students may produce a studio work on a large canvas.
- Textiles: Undertaking a wider range of skills and processes – e.g. Stencilling, painting, dyeing, freeform embroidery tec.
- Printmaking: Exploring techniques such as lino cut prints, etching, silk screen/photographic silk screen.
- Sculpture: modelling with clay/papier mache and other materials.
- Art History: introduction to a basic overview of art processes in Year 9, and in Year 10 more in depth research work on some of the major art periods and movements.
- Responding and reflecting: students will add to the introductory practise of art writing with further work on the development of both arts language and arts understanding.

The Art Enrichment Program is ideally suited to students who have a strong background in art and who are passionate in developing their skills to a high level. The course is an excellent introduction to students who wish to pursue the Visual Arts as a subject area in the Upper School.
Business & Money Minds

Year 10

The focus of this course is an introduction to business and bookkeeping. It will teach the students some basics on creating and running a business as well as keeping the books of a small cash business. Students will become familiar with some types of investments and students use the “Cashflow” Board game.

Furthermore students will learn how to manage their personal money, including preparing a budget and keeping to their budget to meet their expenses. This course will prepare them for Year 11 Accounting and Year 11 Business Certificate I & II.

A commitment to attend Open Day to run their business is required and essential by all class members.

A lot of time will be spent on practical learning and understanding. Enthusiasm and a desire to be challenged will be a requirement of this course.
Childcare

Year 10

This course investigates the life of a child from conception to five years of age. During the first semester, we research pregnancy and related topics such as birth, breastfeeding, nappies and equipment for the baby. In second semester, our focus is on toddler development and the needs of young children.

Throughout the year we work on associated practical items and bring in visiting speakers and their children.

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

Year 7

The students will either acquire new skills or develop existing skills in working with Microsoft Word and PowerPoint. Keyboarding & Touch Typing skills are also introduced to improve their efficiency in completing and submitting assessments for other subjects. During the year students will encounter computer programming in the form of creating a computer game as well as learn the concepts of animation, digital citizenship and basic hardware.

Year 8

Throughout this semester long course, students will further their knowledge and skills from Year 7 using Gamemaker. As well as being introduced to a popular graphics manipulation program, students will use Publisher to design and create their own Calendars. Embedded throughout the course, students will also become familiar with various careers linked through the wide use of ICT in today’s society.

Year 9

Students will have the opportunity to use an animation based program as well as explore and create an interactive web site. Furthermore, students will have the opportunity to further develop their skills using Photoshop and Gamemaker. Throughout this year long course, students will also gain the knowledge of fast moving mobile trends through exploration and digital presentation.

Year 10

Students finalise consolidation of their skills learnt in all areas of computing covered in Year 7 to Year 9. These areas being flash animation, website creation/design, game creation, and graphics manipulation. Students are expected to produce high quality work combining all work into a final project by the end of the course.

NB: In 2014 in conjunction with the National Curriculum the above programs will be modified slightly so that each year group will have their own separate program to ensure an up skilling of abilities takes effect.
Creative Crafts

Year 8

Over a semester, students are introduced to a variety of Craft projects that teach skills of designing, cutting, joining, stitching and decorating. Projects include making a pencil case, sewing a hem and a button, making and packaging chocolates and creating something from recycled materials. Students will be encouraged to be creative but also to persevere when difficulties occur in this purely practical course.

Year 9

The focus of this course will be to teach the students some basic needlecraft skills so that they will be able to create projects of their own. The tasks in this unit will be of a practical nature.

Becoming familiar with the use of a sewing machine, learning straight stitch, zigzag and decorative stitches will be the first task, practising these skills in the production of a “bag” bag and an environmentally friendly shopping or beach bag.

The skill of knitting with garter stitch and stocking stitch will be taught with a small children’s toy being the project for Term 2. Using the sewing machine skills learned and the technology process, new crafts such as patchwork and quilting are used to make a small cushion cover or a baby quilt in Term 3.

Term 4 tests both creativity and ingenuity with Own Choice projects. Students need to “make-over” a garment from home, or bought from an Op-Shop, into something different. Finally we focus on making gifts with Christmas in mind.
Design Graphics

Year 7

Design Graphics in Year 7 is an elective subject that runs for one double session per week per term. Students will be given a hands on experience to produce designs using Adobe Photoshop and Illustrator to create designs for skate snow decks, journal covers, comic character designs, posters and icons. Students will be introduced to and apply the elements and principles of design and explore a variety of techniques and processes to develop their designs including hand rendering designs, concept collage, brainstorm techniques and word associations.

Year 8

Design Graphics in Year 8 is an elective subject that runs for one double session per week per term. Students will gain skills in using Adobe Photoshop and Illustrator to create designs for bookmarks, postcards, badges, comic character designs, posters and icons. Students will be introduced to and apply the elements and principles of design and will explore a variety of techniques and processes to develop their designs including hand rendering designs, concept collage, brainstorm techniques and word associations.

Year 9

Design Graphics in Year 9 is an elective subject that runs for one double session per week per term. Students will gain skills in using Adobe Photoshop and Illustrator to enter design competitions and produce designs that will be used throughout the school. They will have the opportunity to enter the national Google design competition, create designs for zipper pulls, banner designed, character designs, CD designs and movie posters. 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 including incorporating the elements and principles, hand rendering designs, concept collage, brainstorm techniques and word associations.

Year 10

Design Graphics in Year 10 is an elective subject that runs for one double session per week per term. In this course students will gain a higher range of skills in using Adobe Photoshop, Illustrator and InDesign to enter design competitions and produce designs that will be used throughout the school such as, the annual MMADD Poster design competition, ticketing, programme, flyer and event designs and converse shoe design illustration. Students will develop higher levels of skill in drawing, including hand rendering designs, concept collage, brainstorm techniques, word associations and an understanding of applying elements and principles of design in their work.
Design & Technology

Year 7

This course is an introduction to the various skills involved in the craft of working with wood. It is designed to give students a basic understanding of various tools and their use. During the term students will develop a number of simple practical and design techniques during the construction of straightforward, but useful projects. Some projects that they might produce are: a project that may hold pens, candles, make-up, keys etc. and a free choice project.

Please note: This subject leads to Materials & mechanisms & Wood Technology in Year 8, 9 and 10.
Drama

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life.

In secondary high school, drama is explored in many ways such as devising, improvising, performing and reflecting.

Drama has two elements of assessment: practical in the form of performances, presentations and production roles, and written in the form of reflections, folio’s and posters.

Year 7

Students in Year 7 attend one double period drama lesson per week during one term. This is an introduction to the world of drama, with the course focusing specifically on teamwork, improvisation, verbal communication and non-verbal communication.

Year 8

Year 8 Drama programme consists of team building skills, process drama, role play and production roles. The course will encourage students to create original pieces and explore drama in many ways throughout the year, building on skills learnt in Year 7.

Year 9

The Year 9 Drama programme consists of devising, improvising, performing and reflecting through different types of drama. We will explore a style of drama, perform excerpts of scripts, stage combat and create our own piece of drama to showcase to an audience throughout the year.

This is a fun, crazy course that encourages you to think outside the box and become the characters you have always wanted to be! It is also the course that can help you gain confidence in yourself and make friends with people you do not normally hang out with.

This drama class will devise a performance for a Year 8 extended form activity in term 3.
Year 10

Year 10 Drama is all about being creative. We will explore the various styles of drama that have shaped the Arts world and create our own pieces to perform to peers, the public and in the local festival, with the Youth on Health Festival (YoH Fest).

This is a course for students who have a passion for Drama, love to get in there and give it a go, but also know when to be focused and participate. While this course is performance based, it has an element of written work. It is also a course that will assist students in studying Drama in upper school.

This course requires the commitment of outside of school rehearsals.
Food and Nutrition

Year 7 – Food Awareness

Everybody wants to have an enjoyable lifestyle. A healthy person is more capable of participating in and enjoying life. Once we have the basic skills related to choosing and preparing healthy foods we have control over what and when we can eat. Food Awareness introduces basic food preparation and the role food plays in our health. A lot of work completed will involve practical cooking but written work is also important for success in this subject.

Year 8 – Food for Health

Food for Health is a nutrition / theory based unit which allows 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. Students work in small groups and through this they learn to cooperate and communicate with their peers to achieve an end result.

Year 9 – Food for Health (Semester 1)

Year 9 Social Aspects of Food (Semester 2)

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 their skills in specialised food preparation and presentation. There will be opportunities for students to develop social and communication skills related to social occasions.

Year 10 – Food for the Future (Semester 1)

Food for the Future is a nutrition / theory based unit which looks at the Australian Dietary Guidelines in detail. It will help the students to make wise decisions when buying food. The 11 Australian Dietary Guidelines were developed for educators around the nation to try to improve the health of the average Australian. Students will experiment with processed food and take-away food to help them come to conclusions about the products that are available in the supermarkets.
Year 10 – International Foods (Semester 2)

This interesting unit focuses on cookery from around the world. We will look at a variety of countries through the three main meals in the day: breakfast, lunch and dinner. Countries under study include Spain, France, Italy, England and China. The unit also involves an in depth study of the one country. Students will select a country of their choice to study and are responsible for selecting their own recipes and preparing them in class.
French

**Year 7  Salut! Je me Présente**

Students are introduced to the foundational skills and aspects of the French language through the study of a variety of topics and themes linked to the culture and country of France. They will study the following topics:

Greetings, Personal details, Colours and Numbers and they will be introduced to the Francophone World and Festivals. There will be some cross-over exploration of the skills and content introduced at Year 8 level to give students some insight into what they’ll be doing in future years in this subject.

**Year 8  Moi, Mes Animaux et Mes Amis**

Students will build on the skills learnt in Year 7 and expand their knowledge of the French language and culture. They will study the following topics:

Revision of Year 7 Topics, Animals, Pets, Family and Meal Times, Friends and Sporting activities. A cultural project of their own choice is also undertaken.

**Year 9  La Vie Quotidienne – L’Australie et Les Pays Francophones**

Students will consolidate what was taught in Year 8 by studying the following themes/topics: French speaking countries and Visiting Paris / Accommodation – country and city living / The School Day / At the Café/Restaurant, Shopping. Students will also have a “Pique-Nique à la Francaise” together.

**Year 10**

The course for this year will focus on the wider French speaking world and Australia’s French connections. There will also be work which focuses on the following themes/topics:


Students will watch several French films, listen to French music and watch some French television programmes of interest to teenagers.
Health Education

A contemporary and life skills orientated course aimed at developing students health decision making skills. Topics include:

**Year 7**

- Year 7 Introduction
- Introduction to Health
- Active Lifestyle
- Basic Nutrition
- Being Sun Smart
- Personal Hygiene
- How my body works
- Body Image and Self Esteem
- Being Sage – Coping with emergencies
- Fitness Testing

**Year 8**

- General Health
- Communication, decision making, conflict resolution
- Adolescence and Relationships: Part 1 (Include social media introduction)
- Smoking and Alcohol
- Fitness
- Adolescence and Relationships: Part 2 (Choices)

**Year 9**

- First Aid & Injuries, including Royal Life Saving CPR certificate
- Water Safety & Risk Assessment
- Alcohol Part 2 (Social Effects, Domestic Violence & Preventative Strategies)
- Drugs, Marijuana dependency, Parental influence
- Illicit drug use, Prolonged use of prescription drugs
- Effective Relationships (Social Media, cyber-bullying/sexting)
- Adolescence & Relationships: Part 3, Problem with pornography, Girls are beautiful
- Prevention of Diseases (STI’s, Non STI)
- Adolescent Behaviour (Risk Taking Behaviour, Peer Pressure, Age of consent)
- Fitness Testing (programs/analysing data)
Year 10

- Mental Health
- Adolescence and Relationships – Be safe, reduce the harm (part 4)
- Alcohol
- Nutrition
- Adolescence and Relationships, Intimacy in Relationships (part 5)
- Fitness
- Intro to Health Studies

Students are assessed in a variety of tasks including reporting, drawing, media analysis, group work, role plays and essays.
**Indonesian**

**Year 7**

Students are introduced to Indonesian language and culture at a foundational level. They will engage in activities that will allow them to practice the spoken and written language. Students will begin to develop an awareness of the systems of language. There will be some cross over with topics explored at a deeper level in Year 8 including: the Map of Indonesia, Greetings, Terms of Address, Numbers, Families, Pets and Hobbies.

**Year 8**

Students will explore Indonesian language and culture through a variety of activities aimed at developing students skills of communicating in Indonesian through speaking, listening, reading, viewing and writing skills. Topics will be focused around the broader units of ME, At Home, My Day and Out and About.

**Year 9**

**Prerequisite: Satisfactory Completion of Year 8 Indonesian**

Students continue to build on their understanding of the diversity of Indonesian culture and language through the five modes of language use. Topics include: Simple Historical Outline and Ethnic groups, Leisure and Sport, School and Transport, Food/In the market, Animals and the Environment.

**Year 10**

**Prerequisite: Satisfactory completion of Year 9 Indonesian**

Students continue to build on their understanding of Indonesian language and culture. As well as improving verbal fluency, students will develop their sociolinguistic and sociocultural understandings of Indonesia. Students will have the opportunity to explore areas of personal interest to them based around the four main topics of Jadilah dirimu sendiri (Being yourself and identity), Lingkungan (Environment), Manusia (Humankind) and Kebudayaan (Culture).
Materials & Mechanisms

Year 8

Throughout this course, students will have the opportunity to develop their design skills in order to produce various solutions to design problems. Students will also gain the required knowledge and understanding of safely working with various hand tools and equipment in order to complete practical based projects to a high standard. They will have the opportunity to work with composite materials such as; acrylic, adhesives, manufactured boards and metals.

This course is designed for students to work individually and in small groups to encourage peer collaboration and promote self-facilitative learning. These methods aim to enhance initiative, communication skills and the ability to self-critique their design and production processes. Some of the projects students may make are; wooden money boxes, wooden models and small projects using acrylic.

Year 9

Throughout this course, students will have the opportunity to develop their design skills in order to produce various solutions to design problems. Students will further their knowledge and understanding of safely working with various hand tools and equipment in order to complete practical based projects to a high standard. They will have the opportunity to work with composite materials such as; acrylic, adhesives, manufactured boards and metals.

This course is designed for students to work individually by focusing mainly on refining their design and practical based skills. Some of the projects students may create are; balsa model aircrafts and working model mechanisms varying in complexity to meet certain design needs.

Year 10

This course enables students to investigate various methods of design and construction in order to produce complex mechanisms. All aspects of the Technology Process will be reached in further detail with emphasis placed particularly on the production phase. Students who choose this subject will also be required to undertake the Science Enrichment subject as the two are linked. From this, students will draw on the scientific principles learnt in order to enhance a deeper knowledge and understanding of the major underlying principles of the course. Some of the projects students may produce are; Co2 dragsters, scale model bridge building, trebuchet building and model bottle rockets.

Please note:

1. Students who choose this elective subject also need to choose the subject "Science Enrichment" as there will be significant links between both.
2. Students wishing to do Materials, Design & Technology in Year 11 will need to achieve a ‘C’ grade in this subject, or be interviewed by the relevant teacher.
Mechatronics

Year 8

This subject is an elective and is timetabled for the whole year. Students undertake practical and theoretical work to teach them further basic mechanical and electrical engineering, freehand drawing, how to successfully research and CAD (Computer Aided Design) skills.

The practical element enables students to explore different aspects of technology that are available today. The primary aim is to continue to develop skills learned in Year 7 and improve the understanding and natural interest in this important and growing area of the world today. As the name suggests this is a course that combines mechanical and electrical/electronic engineering technology.

Students work on individual projects based upon mechanical/electrical criteria in the form of practical projects and research assignments. All students are further encouraged to develop collaborative skills in order to bring about a solution. Where appropriate the students are involved in group and individual work.

Year 9

This course is an elective and runs for a full academic year. The students undertake more complex work to advance skills learned in Year 8. The primary aim is to improve their understanding and natural interest in this important and growing area of the technological world we live in. Students are encouraged to develop their basic mechanical and electrical (electronics engineering theory, orthographic and freehand drawing, specific research and CAD [Computer Aided Design]) skills via practical and theoretical tasks.

Students work on two individual projects, ‘Soccerbot’ and ‘Dragster’ and research assignments. A higher level of theory is taught in preparation for Year 10 Mechatronics. All students are encouraged to continue to develop collaborative skills in order to bring about a solution and where appropriate the students are involved in group and individual work.
Year 10

This subject has a practical base to enable further exploration of different aspects of technology that are available today. The primary aim is to build upon the skills learned in Year 9 and to provide a good foundation for students who wish to study Electrical and Electronic Engineering in Upper School. Theory and skills, such as electrical-electronics theory, drawing, research and CAD [Computer Aided Design] are considered in more detail at this level. The course is based upon WACE stage 1A Engineering Studies.

Students work on two individual projects, the ‘Explorer’ and a ‘Towed Trailer for the explorer’ and further in-depth research assignments. A higher level of theory is taught in preparation for Electrical and Electronic Engineering. All students are continually encouraged to develop their engineering collaborative skills in order to bring about a solution. Where appropriate the students are involved in group and individual work.

This course is an elective and runs for the complete academic year. Students who wish to study Engineering in Year 11 require a minimum “C” pass in Year 10 Mechatronics, or an interview with the relevant teacher.
Media

In Year 7 students will do a basic production to learn about the editing software we have. The productions will evolve in complexity as they progress through Year 8-10.

The students will have lots of opportunities to work creatively in small groups and individually. In the past MBC Media students have gone into courses such as screen production, digital software design, at Murdoch and mass communications at Curtin University as well as certificate two and three in media studies at Mandurah and central TAFE in Perth.

In Media Studies students learn about mass media forms such as radio, television and film and examine how these institutions influence our lives. Students will learn skills in video camera operation, sound recording skills, video editing and photography.

This subject continues on from the year 8 Media Studies unit and is designed to lead students into the Post Compulsory unit, Media Production and Analysis.

Students interested in a career in the film industry, photography, journalism, advertising or multimedia should consider this course.
Music

In music, students will use the concepts and material of music to compose, improvise, arrange, perform, conduct and respond to their own and others’ work. They will learn the elements of music including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality). They will apply this knowledge to the materials of music, including the voice, body, instruments, found sound sources (natural and manufactured objects including stones, household objects and so on) and information and communication technology.

Learning in music is most effective when composing, performing and listening are interconnected. Music learning will be continuous, as students develop and revisit skills, techniques, knowledge and understanding with increasing depth and complexity.

Year 7 and 8

Students will use their developing understanding of music concepts and elements to arrange, compose, improvise and perform music. They will use a range of technologies to plan, organise and record their musical ideas and access those of others. Students’ musical practices will be underpinned by a developing use of music notation, aural skills and music terminology. Their music making as arrangers, composers and improvisers will demonstrate and increased awareness of a range of musical styles and genres.

In these units, students explore their senses to create and enjoy music. They respond to music and express their musical ideas through movement and singing/playing. Students reflect on their musical experiences and identify how music impacts on their life. They use musical language to communicate ideas through performing, creating and responding to music. Music students are encouraged to undertake tuition in an instrument of their choice as well as participate in the college choir, ensemble or band.

This subject provides a brief introduction to understanding and appreciating the world of music. It provides students with experience in the following areas:

- Elementary music theory and aural development
- Performance of compositions written during class time
- A brief overview of major music styles
- Instruments of the orchestra and the modern rock band
**Year 9 and 10**

Aims to further develop music skills and stimulate students’ interest in music performance, composition and technology. This course focuses on developing a more sophisticated appreciation of music than in previous years, as well as building strong musicianship, music literacy, composition, performance and literature analysis skills in preparation of the Year 11 and 12 music course of study. *Music students are encouraged to undertake tuition in an instrument of their choice as well as participate in the college choir, ensemble or band.*

Areas of study include:

- Music theory and extended aural development
- Composing and performing
- History and appreciation of musical styles i.e. Western Art Music, Jazz and Contemporary Music
- Opportunities to explore a variety of musical instruments. Opportunities for students to perform and also view professional performances will be made available to students during the course of the year

*Music is the only universal language!*
Physical Recreation

An exciting option which aims to increase the range of recreation pursuits on offer at the College. Students will increase their physical and interpersonal skills in an atmosphere conducive to positive long term uptake of these activities.

To participate in term one and four aquatic activities, students need to successfully complete a fitness test. The test, as recommended by Royal Life Saving Association is to swim 150m, tread water for 15 minutes and then swim an additional 50m. Completion of this test is a requirement for all students.

Program Overview

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Reading Power

Reading skills are fundamental to success in any field of study. This option course offers students the opportunity to spend two periods a week working in the following areas:

- Learning to read and reading to learn
- Reading for pleasure and the pleasure of reading

This course is built around three important aspects of reading: reading speed, reading power and reading breadth.

Reading Speed

This includes skills of scanning and skimming as well as using exercises to improve the speed with which students read. Diagnostic tests are used to identify why students might find reading a chore and corrective measures taken. Through extended reading sessions, reading stamina is built.

Reading Power

This aspect of the course focuses on building comprehension skills. Work is done on developing higher order comprehension skills. Work is done on developing higher order comprehension skills through using texts selected to meet students’ needs.

Reading Breadth

Students will be encouraged to extend the range of personal reading they undertake.
Science Enrichment

This Science will allow students to investigate areas of Science that are outside the general lower school Science course. An emphasis will be placed on research and experimentation, with a section involving students designing their own investigations. Students with and interest in the “how’s” and “why’s” and with ability in the Science area would enjoy this course.

There will be many practical activities involved and students will learn mainly by a “hands on” approach.

Students will have the opportunity to apply scientific principles through the use of materials by constructing, experimenting, measuring and carrying out particular exercises to draw conclusions. Students will make products which can then be tested under experimental conditions.

Study Support

Some students receive targeted support in their learning from Education Assistants. These students choose this subject to allow staff to assist them with their assessments or general understanding and progress. They gain support in a group setting as well as addressing individual needs.

Students who do not currently receive this type of support may identify that they would benefit from a time each week to study or to complete school work. These students may choose this elective in order to have this opportunity. Preference is given to students requiring targeted support if demand for places is high.

The focus of the class is on learning support and this class could provide assistance to a range of students.
Technical Graphics

Year 7

This course is an introduction to the concept of Design Graphics with a specific reference to Technical Graphics as part of a design process and means of communicating. The students will be introduced to a basic use of computers in technical design using Computer Assisted Drawing (CAD) programs like Google Sketch-up and AutoCAD. This subject will be completed by all Year 7 students during Term 3.

Year 8

Fundamentals of design and specifically Technical Design will be taught and laid down. Students will be introduced to the 4 basic principles of freehand sketching and other design and drawing techniques. Further use of CAD programs such as AutoCAD will be undertaken to assist with the understanding and implementation of various concepts of drawing.

Year 9

Further to Year 8 the use of technical graphics as a method of communication in technical language using lines, arcs, curves, symbols and text will be laid down. Students will be introduced to more advanced uses of the AutoCAD program and their use in the detailed presenting of concepts and designs in both oblique and isometric formats. They will also create 3D pencil sketches of designs and shapes to communicate ideas to a client.

Year 10

Technical Graphics is very different from Design Graphics, as it is where students accurately present their work in two and three dimensional and freehand sketching formats to design objects of a technical nature. Students are provided with the opportunity to become skilled in the presentation of mechanical, industrial and architectural design using the state-of-the-art AutoCAD Inventor program (Engineering designs) and AutoCAD Revit program (Architectural designs). These programs are used extensively throughout the industrial world.

Any student considering a career requiring any form of technical or industrial design will find this course invaluable and an excellent starting point to further study in high school and beyond. Students who aspire to become engineers, architects, designers, planners, builders and other similar professions are encouraged to apply for this excellent course.

Please note: Students wishing to do Technical Graphics in Year 11 & 12 will need to achieve a ‘C’ grade in this subject at Year 10 level, or be interviewed by the relevant teacher.
Flow Diagram of Course Content

- Graphical design and representation
- Freehand drawing/sketching
- Drawing and illustration techniques
- Computer aided graphics/C.A.D.
- Drawing conventions and standards
- Graphical symbols
- Basic geometric constructions
- Plane loci
- Areas of figures
- Properties of geometric figures
- Transformation geometry
- Development and modelling
- Sections of solids
- Pictorial projection
- Orthographic projection
- Shade and shadow

Communication Graphics

Spatial Problem-Solving and Communication

Descriptive Geometry

Plane Geometry
Technology

Year 7

This introductory subject has a practical base that enables students to explore different aspects of technology that are available today. The students look at basic electrical, drawing, research and CAD [Computer Aided Design] theory and skills during the term. Students work on individual projects, use drawing software such as SketchUp, create an Aussie Steady Hand Game, plus do a research assignment. All students are encouraged to develop collaborative skills in order to bring about a solution. Where appropriate students are involved in group and individual work.

Please note: This subject leads to Mechatronics in Year 8.

Visual Communication

Year 9

Visual Communication runs for one double session per week per term. Students are taught how to use a digital SLR camera and gain awareness of how to manipulate shutter speed and aperture settings to achieve a desired photographic image. Students will apply the elements and principles of design, and explore a variety of techniques and processes to plan and produce successful photography. Students will learn how to use Adobe Photoshop to create Panographs, Triptychs and multiple exposure composites.

This subject continues from the Year 8 Graphic Art unit and is designed to lead students into the upper school Design Course of Study.

Year 10

Visual Communication runs for one double session per week per term. Students are refreshed on how to use a digital SLR camera and gain an awareness of how to manipulate shutter speed, aperture settings and lighting conditions to achieve a desired photographic image. Students will refine their application of the elements and principles of design, and explore a variety of techniques and processes to research, storyboard, photograph and edit their photography.

Students interested in a career in photography, graphic design, journalism, advertising, web design or multimedia should consider this course.
**Junior Volleyball Squad**

The Junior Volleyball Squad (JVS) is aimed at male and females who are motivated to develop their Volleyball skills, regardless of their current level, through training and competition throughout the year. As part of the course, students will represent the College two times during the year at various tournaments.

Experienced Volleyball coach Jay Willcox has developed the Junior Volleyball Squad course and will run it with the assistance of Volleyball Western Australia and the Mandurah Baptist College Physical Education Department.

Upon completion of the Year 9 course students are encouraged to continue the course into Year 10. Opportunities are offered to the students to try-out for Melbourne teams. These teams compete at National Schools Cup. This sporting event is the largest school sporting event in Australia. It is held for 6 days in Melbourne in 4 different venues. As of 2014 Mandurah Baptist College has ranked in the top 30 schools of the 130 schools attending, regularly making medal finals.
Wood Technology

Year 8

This unit gradually develops the skills students acquired during Year 7. It is a semester unit, focusing on theoretical as well as practical aspects of wood technology. Students will learn new hand and machine techniques, while designing, planning and building their own projects. The items students are expected to construct can vary, but could include lathe work and free choice projects.

Year 9

Students do this subject for the whole year. During this time their practical skills and theoretical knowledge are further enhanced. They are encouraged to utilise diverse materials and joining techniques to display their practical skills. Students design, make and evaluate a selection of projects that can vary each year. They are also introduced to a wider selection of tools and machinery.

Year 10

This subject extends the knowledge and practical skills that students have gained in previous years and provides them with a firm foundation for Materials, Design and Technology. During the year pupils will look at theoretical and practical aspects of wood technology, which are intended to improve their design and problem solving techniques. As in preceding years students are able to research, design and construct free choice projects. They are also expected to complete specified projects made to their own design, which might include lathe projects and custom racks/stands.

Please note: Students wishing to do Materials, Design & Technology in Year 11 & 12 will need to achieve a ‘C’ grade in this subject at Year 10 level, or be interviewed by the relevant teacher.
Assessment Policy

The following guidelines have been developed to allow students, parents and teachers at Mandurah Baptist College have a clearly defined framework of the expectations and responsibilities in the assessment process.

- Students are to complete the prescribed work requirements of each subject by the due date.
- Teachers are to ensure that the assessment process is fair, comprehensive, valid and clearly communicated.
- Parents are able to be aware of assessment schedules through the student diary, course overviews or via the College website.

These guidelines are to be taken in conjunction with the accompanying flowcharts addressing late submission and non-completion of assessments.

Failure of a student to submit tasks by the due date:

Extension without penalty may be granted by gaining permission two days before the due date or as stipulated by the teacher.

Acceptable reasons for not submitting tasks:

I. Ongoing hospital treatment – doctor’s certificate submitted on day of return
II. Family crisis – note on return or parent contact in advance
III. Illness – parent note required (doctor’s certificate required for Upper School)
IV. Travel – advised in advance

The student will be marked as absent and the task will not be considered part of the overall grade.

Unacceptable reasons for not submitting tasks:

I. IT issues – drafts can be submitted on time
II. Social reasons
III. Extra-curricular activities

The steps outlined in the ‘Late Submission Flow Chart’ will be followed.

Plagiarism:

If a student has copied up to four lines then the student will be reminded that this needs to be quoted with appropriate referencing. There is no penalty in this case. If larger amounts of work are copied from reference material the student will be asked to resubmit within one week with a penalty of 20% of the value of the assessment. Parents will be advised.

If this occurs again in the same subject the student receives 0% for the assessment and the Deputy Principal – Curriculum will arrange an interview with the student’s parents. This does not apply to copying from another student’s work. This is covered by cheating and different consequences apply.
Cheating

Cheating in assessments and tests is very serious and, at the discretion of the Head of Learning Area, the student may be penalised with a lower mark, including 0%, and parents will be notified.

Procedures for considering evidence of cheating:

i. Teacher advises HOLA
ii. The student is interviewed
iii. Evidence and observations are considered
iv. Interview witnesses if necessary
v. Records of the process are kept
vi. Appropriate marks are awarded

Special Arrangements:

If a student is injured and unable to complete practical or written work, the student will be given alternative assessments if possible e.g. observations, use of a scribe. Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support for the student’s learning program. Students with documented additional needs will be catered for in accordance with School Curriculum and Standards Authority guidelines. Appropriate strategies could be:

- Pre-counselling as to course content, assessment, possible problems
- Providing extra time for written assessments
- Providing tests and exams with a larger font size or on coloured paper
- Providing alternative seating and extra time allowance for hearing impaired students
- Providing a scribe
- Allowing the use of a computer / laptop
- Allowing extensions of time if medical problems have interfered with the completion of work.
Complaints and Disputes Policy

Mandurah Baptist College welcomes suggestions and comments from parents and takes seriously complaints and concerns that may be raised. This leaflet will show you how to use our complaints system.

A complaint will be treated as an expression of genuine dissatisfaction that needs a response.

We wish to ensure that:

- Parents wishing to make a complaint know how to do so
- We respond to complaints within a reasonable time and in a courteous and efficient way
- Parents realise that we listen and take complaints seriously
- We take action where appropriate

“How should I complain?”

When you contact the school, ask to speak to the person most directly involved with the issue e.g. the line manager for that area. Be as clear as possible about what is troubling you.

Members of staff will be happy to help. It may be best to start with the person most closely concerned with the issue – for example, the classroom teacher, sports concerns with the Head of Physical Education. They may be able to sort things out quickly, with the minimum of fuss. However, you may prefer to take the matter to a more senior member of staff, for example the Deputy Principal or the Principal.

“I don’t want to complain as such, but there is something bothering me”

The school is here for you and your child, and we want to hear your views and your ideas. Contact a member of staff, as described above.

“I am not sure whether to complain or not”

If as parents you have concerns, you are entitled to raise them. If in doubt, you should then contact the school, as we are here to help.

“What will happen next?”

If you raise something face-to-face or by telephone, it may be possible to resolve the matter immediately and to your satisfaction.

If you have made a complaint or suggestion in writing, we will contact you within five working days, to respond to your concerns and explain how we propose to proceed.

In many circumstances, the person you contact will need to discuss the matter with a colleague and consider it further before responding. You will be given a date by which time you will receive a response. If a detailed exploration of the issue is needed, a letter or report will be sent to you as
quickly as possible. This will tell you of the outcome of your complaint. It will explain the conclusion, the reasons for it, and any action taken proposed.

Parents need to be aware that in some cases the school will not be able to discuss the details of action taken as it would be inappropriate. For example if the action involved staff discipline.

“What happens about confidentiality?”

Your complaint or concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. The Chair of the School Governing Body may also need to be informed. It is the school’s policy that complaints made by parents should not rebound adversely on their children.

We cannot entirely rule out the need to make third parties outside the school aware of the complaint and possibly also the identity of those involved. This would only be likely to happen where, for example, a child’s safety was at risk or it becomes necessary to refer matters to the Police. You will be fully informed.

While information relating to specific complaints will be kept confidentially on file, we would point out that anonymous complaints might not be pursued.

“What if I am not satisfied with the outcome?”

We hope that you will feel satisfied with the outcome, or at least that your concerns have been fully and fairly considered.

If you are not satisfied, the Principal will offer to refer the matter to the Chair of the School Governing Body. Alternatively, you may wish to write directly to the Chair. The Chair will call for a full report from the Principal, and will examine matters thoroughly before responding. This may result in a satisfactory solution, but if it does not, the Chair will invite you to a meeting. You may wish to be supported by a friend, but legal representation would not be appropriate at this stage.

If the meeting does not bring about a resolution, the matter would be referred to the school’s Conciliation Committee or an independent arbiter. It is their task to look at the issues in an impartial and confidential manner. The Committee Convenor will invite you to a meeting. You will be asked if there are any papers you would like to have circulated beforehand. As with the Chair’s meeting, you will be invited to bring a friend with you.

The school recognises and acknowledges your entitlement to complain and we hope to work with you in the best interest of the children and young people in our care.

Tracy Holmes
Principal
A complaint will be treated as an expression of genuine dissatisfaction that needs a response. All complaints are “Confidential.”

Contact School
Be as clear as possible about what is troubling you and what department is involved, e.g. – Homework, Teacher, Uniform. Response will be made within 5 days.

Complaint or concern regarding what is being taught / academic standards referred to Head of Learning Area

Complaint or concern – Bullying / Student Pastoral Care / Behavior Management Referred to Head of Year

Complaint or concern regarding particular Teacher – referred to Principal

If required further follow up referred to Deputy Principal - Curriculum

If required further follow up referred to Deputy Principal – Student Services

If required further follow up referred to Principal

If complaint is not resolved full report will be submitted to Chairman of the Board

If Plaintiff is still dissatisfied, concern will be referred to an independent arbiter

Feedback
Any Problems, Complaints, or Suggestions?

If so, the school would like to hear.

How do I make a complaint?

- By talking about it – or by writing it down if you find that easier.
- You can do it by yourself, or as part of a group, or through your parents.

To Whom?

- To anyone on staff.

Does it matter what the issue is?

- No, it can be a big problem or a small one. By discussing it, you may come up with some positive ideas.

What will happen next?

- If possible, the staff member will deal with it in person. If not, he or she will go on your behalf to someone who can help.

Do others have to know?

- If you are worried about confidentiality, tell the staff – they will understand.

Even if you find the issue hurtful or embarrassing, don’t worry – it will only be discussed by staff who can help you.