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Mission
Mandurah Baptist College is committed to developing life-ready students who reflect the character of Jesus, through excellence in Christian education.

Core Values
Core values of the College include care and compassion; doing your best; fair go; freedom; honesty and trustworthiness; integrity; respect; responsibility; and understanding, tolerance and inclusion. (Nine Values of Australian Schooling)

Vision
The College seeks to be a vital educational and missional presence in the Lakelands community; providing students with outstanding educational opportunities, a supportive & safe community, within a Christian school learning environment.

College Aim
The aim of the College is to provide a comprehensive curriculum which will cater for the individual need 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 was commenced after the successful establishment of Winthrop and Somerville Baptist Colleges. Mandurah Baptist College commenced in 2005 as a school but was several years in the planning prior to this date. At its commencement the school comprised 86 students, five teachers, one administration staff member and three classrooms.

The College now caters for 1200+ students from Kindergarten through to 12, operating as two separate sub schools – Primary School and Senior School

Motto
The College motto is “Be strong and courageous”
GENERAL COLLEGE INFORMATION

The following is a summary of general College information. For more detail, please see the College Diary.

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
Expectations are clearly stated 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 program 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 students’ progress. The Head of Year will liaise as necessary between parents and teachers.

The Deputy Principal – Student Services coordinates the pastoral care system 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.

The Student Chronicle
The Student Chronicle is the College’s fortnightly newsletter – highlighting student achievement and showcasing student activities. It is emailed to all students and parents.
**Seqta**
The College utilises Seqta software as its learning management system. Through the Connect and Engage portals, students and parents can see class outlines as well as keep a track of progress in each class.

**Skoolbag**
The College’s SkoolBag app is the College’s main communication tool in relation to announcements, events and general information. Search for ‘MBC’ in the relevant app store for your device (available on iOS and Android).

**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; a timetable for this is published early each year on the College website and is available to view in Student Services. Students who would like additional tutoring can arrange a suitable time through their teacher, Head of Learning Area or Head of Year.

**Reports**
Detailed reports will be made available to parents at the conclusion of first semester and at the end of the school year. In addition, an Interim Report is also distributed towards the end of Term 1. These reports are available to view and download through Seqta.

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

Further information regarding reports is included in the report documentation.

**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 - 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. For more information please see the Music Department.

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, and there is also 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 end of the previous 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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>1 hour</td>
</tr>
<tr>
<td>Year 8</td>
<td>1 ½</td>
</tr>
<tr>
<td>Year 9</td>
<td>2</td>
</tr>
<tr>
<td>Year 10</td>
<td>2 ½</td>
</tr>
</tbody>
</table>
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, parents will be informed via email of regular or repeated missed or incomplete work.

**Streaming (In Core Subjects)**

When students commence in Year 7 at Mandurah Baptist College they are placed in un-streamed classes (i.e. not according to ability) where 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**

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**

- **Stream 1** is an academically rigorous course. These students have shown strong ability in comprehension skills and written expression in Year 7.
- **Stream 2** is a mainstream course.

**Year 9**

- **Specialist** is an academic enrichment program which will extend students’ learning across a variety of skill subsets, whilst fostering intrinsic student-centred development. Students are selected for the course via an ‘opt-in’ application process, incorporating an externally moderated assessment and their school results. Students who are organised, strong self-starters and demonstrate the ability to critically reason and proactively engage in solution-based problem solving would be best suited to this course.
- **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 areas of language where they experience difficulty.
The most obvious difference among the levels is the texts chosen for study and the assessment tasks set. Texts are selected carefully to engage students and stimulate their thinking, while meeting their needs.

**Year 10**

- **Specialist** is an academic enrichment program which will extend students’ learning across a variety of skill subsets, whilst fostering intrinsic student-centred development. Students are selected for the course via an ‘opt-in’ application process, incorporating an externally moderated assessment and their school results. Specialist English will prepare students to study ATAR English or English Literature in Upper School. Students who are organised, strong self-starters and demonstrate the ability to critically reason and proactively engage in solution-based problem solving would be best suited to this course.

- **Stream 1** aims to prepare students effectively for Upper School WACE courses. Students who perform well choose to study ATAR 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, purpose and meaning. Students who perform well would typically choose to study ATAR English in Upper School.

- **Stream 3** students continue to focus on the development of functional literacy and fundamental critical literacy skills. Typically, students will proceed to General or Foundation English 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.

- **Stream 1**: Students who are working at an ‘A’ grade by the conclusion of Year 7.
- **Stream 2**: Students who are working at a ‘B’ grade or below by the conclusion of Year 7.
Year 9

Common Course presented and assessed at varying levels of difficulty:

- **Specialist:** Students who are working at an ‘A’ grade by the conclusion of Year 8 and wish to be challenged further. This ‘opt-in’ program will seek to extend and enrich student learning across a variety of skill subsets, whilst fostering intrinsic student-centred development. Students who are organised, strong self-starters and demonstrate the ability to critically reason and proactively engage in solution-based problem solving would be best suited to this course.
- **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.

- **Specialist:** Students who are working at an ‘A’ grade by the conclusion of Year 9 and wish to be challenged further. The ‘opt-in’ program will seek to extend and enrich student learning across a variety of skill subsets, whilst fostering intrinsic student-centred development. Students who are organised, strong self-starters and demonstrate the ability to critically reason and proactively engage in solution-based problem solving would be best suited to this course.
- **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. Typically, they will proceed to a General Humanities subject in Upper School.

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

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

Some streaming 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-streamed in Year 8. All students will follow the Western 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 more easily.

- **Specialist**: Students who are working at an ‘A’ grade by the conclusion of Year 8 or 9 and wish to be challenged further. The ‘opt-in’ program will seek to extend and enrich student learning across a variety of skill subsets, whilst fostering intrinsic student-centred development. Students who are organised, strong self-starters and demonstrate the ability to critically reason and proactively engage in solution-based problem solving would be best suited to this course.

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

- **Stream 2**: This class will follow the WA Curriculum but with a more basic covering of all the topics. These students will be working towards Mathematics Applications ATAR in Year 11 and 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 WA 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 could choose Mathematics Essentials General or Mathematics Foundation.
Science

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

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

- **Stream 1**: Students follow a course of study that equips them for all Upper School Science subjects.
- **Stream 2**: 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 all Upper School Science subjects if they do well.

Year 9 & 10

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

- **Specialist**: Students who are working at an ‘A’ grade by the conclusion of Year 8 or 9 and wish to be challenged further. The ‘opt-in’ program will seek to extend and enrich student learning across a variety of skill subsets, whilst fostering intrinsic student-centred development. Students who are organised, strong self-starters and demonstrate the ability to critically reason and proactively engage in solution-based problem solving would be best suited to this course.
- **Stream 1**: Students follow a course of study that equips them for all Upper School Science subjects.
- **Stream 2**: 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 all Upper School Science subjects if they do well.
- **Stream 3**: Students follow a more practical, applied course of study at this level.
Course Information
Welcome to Mandurah Baptist College!

The Year 7 program at Mandurah Baptist College will adhere to School Curriculum and Standards Authority requirements in regards to the Western Australian Curriculum 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 and to make contact with the Form teacher.

A Year 7 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>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</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>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
</tr>
<tr>
<td>LOTE (French or Indonesian)</td>
<td>1</td>
</tr>
<tr>
<td>Study Skills</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Computing</td>
<td>2</td>
</tr>
<tr>
<td>Form/Assembly</td>
<td>1</td>
</tr>
</tbody>
</table>

In addition, students work through a rotation of eight elective subjects, studying two each term for two sessions a week. These are:

- Design & Technology
- Drama
- Fitness
- Graphic Art
- Food Technology
- Media
- Technology
- Visual Arts

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 program designed to extend learning undertaken in Year 7 and to enable students to begin to have more choice over their program of study which 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 and 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>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</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>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
</tr>
<tr>
<td>LOTE (French or Indonesian)</td>
<td>2</td>
</tr>
<tr>
<td>Form/Assembly</td>
<td>1</td>
</tr>
</tbody>
</table>

A selection of elective subjects; four per semester for two sessions each week.

<table>
<thead>
<tr>
<th>Art</th>
<th>Computing</th>
<th>Creative Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Food Technology</td>
<td>Graphic Art</td>
</tr>
<tr>
<td>Materials and Mechanisms</td>
<td>Mechatronics</td>
<td>Media</td>
</tr>
<tr>
<td>Music</td>
<td>Physical Recreation</td>
<td>Soccer</td>
</tr>
<tr>
<td>Study Support</td>
<td>Technical Graphics</td>
<td>Visual Communication</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Wood Technology</td>
<td></td>
</tr>
</tbody>
</table>

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 outlined below.

Students attend a Form period at the beginning of the day to take the roll, receive any notices and 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>Form/Assembly</td>
<td>1</td>
</tr>
</tbody>
</table>

Five elective subjects, two sessions per week for the entire year:

Art
Creative Craft
French
Materials and Mechanisms
Music
Technical Graphics
Wood Technology

Art Enrichment
Drama
Graphic Art
Mechatronics
Physical Recreation
Visual Communication
Computing
Food Technology
Indonesian
Media
Study Support
Volleyball

Total = 35 sessions in a week
Year 10 Curriculum

In Year 10, students undertake a course that incorporates compulsory subjects and optional subjects as outlined below.

Students attend a Form period at the beginning of the day to take the roll, receive any notices and 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>Form/Assembly</td>
<td>1</td>
</tr>
</tbody>
</table>

Five elective subjects, two sessions per week for the entire year:

<table>
<thead>
<tr>
<th>Art</th>
<th>Art Enrichment</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care</td>
<td>Computing</td>
<td>Drama</td>
</tr>
<tr>
<td>Drama Enrichment</td>
<td>Food Technology</td>
<td>French/French Enrichment</td>
</tr>
<tr>
<td>Graphic Art</td>
<td>Indonesian</td>
<td>Materials and Mechanisms</td>
</tr>
<tr>
<td>Mechatronics</td>
<td>Media</td>
<td>Music</td>
</tr>
<tr>
<td>Physical Recreation</td>
<td>Reading Power</td>
<td>Science Enrichment</td>
</tr>
<tr>
<td>Study Support</td>
<td>Technical Graphics</td>
<td>Visual Communication</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Wood Technology</td>
<td></td>
</tr>
</tbody>
</table>

Total = 35 sessions in a week
English

Year 7

Year 7 English is an un-streamed course developed around the ‘content descriptors’ and ‘achievement standards’ of the WA 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. All students will use the WordFlyers online grammar program throughout the year.

Some of the narrative texts studied include:

- Little Brother
- The Lion, the Witch and the Wardrobe

Year 8

Year 8 English is a course developed around the ‘content descriptors’ and ‘achievement standards’ of the WA 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, visual and oral.

The course for Year 8 also has a focus on functional and critical literacy which will underpin activities and assessments. All students will use the WordFlyers online grammar program throughout the year.

Some of the texts studied throughout the year include:

- Whale Rider
- The Lion King
Year 9

Year 9 English is differentiated course offered at four levels that aims to extend the skills and knowledge with which students use language. This is based on the requirements of the WA 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. Students will also use the WordFlyers online grammar program throughout the year.

Some of the texts studied and referred to are:

- Honey Spot
- Coraline
- Lord of the Flies
- Don’t Call Me Ishmael

Year 10

Year 10 English is a differentiated course offered at four levels that aims to extend the skills and knowledge with which students use language. The skills fall into the categories of Literature, Language and Literacy.

The students read, view, respond to and analyse texts of increasing length and complexity. There is a focus on increasing students’ abilities to manipulate language for effect in both written and spoken formats. Students will also use the WordFlyers online grammar program throughout the year.

Some of the texts studied and referred to are:

- Romeo and Juliet
- The Hunger Games
- The Book Thief
Humanities and Social Sciences (HASS)

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

Civics and Citizenship

The Year 7 curriculum provides a study of the key features of Australia’s system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia’s democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia’s secular system of government supports a diverse society with shared values.

Geography

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.
Economics

By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.

Year 8

The Ancient to the Modern World
The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Introduction to Economics
The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market’s operation.

Geography

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive.

Civics and Citizenship

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.
Year 9

Civics and Citizenship

The Year 9 curriculum builds students’ understanding of Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

The Making of the Modern World

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. 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, the ‘war to end all wars’.

Geography

*Biomes and food security* focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. *Geographies of interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Economics

In Year 9 students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global), and meet the needs and requirements of their students.

Year 10

Civics and Citizenship

The Year 10 curriculum develops student understanding of Australia’s system of government through comparison with another system of government in the Asian region. Students examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

History - The Modern World and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a
critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

Geography

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

Economics

In Year 10, students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global), and meet the needs and requirements of their students.
Mathematics

Year 7 to 10

Students will follow the Western Australian Curriculum. The courses from Year 7 to Year 10 are sequential and substantial in content. 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.

Within years 7-10, the proficiency strands understanding, fluency, problem solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies. These proficiency strand specifics, for each content strand, do vary between each year.

Year 7

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel lines. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot plots.

Year 8

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic
situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.

**Year 9**
By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

**Year 10**
By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.
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 a focus on science as a human endeavour.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 9</th>
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<tbody>
<tr>
<td>• Investigating</td>
<td>• The atom</td>
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<tr>
<td>• Earth resources</td>
<td>• Materials &amp; reaction types</td>
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<tr>
<td>• Mixtures</td>
<td>• Investigating</td>
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<tr>
<td>• Classification</td>
<td>• Body co-ordination &amp; disease</td>
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<tr>
<td>• Habitats &amp; interactions</td>
<td>• Energy</td>
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<tr>
<td>• Forces</td>
<td>• Plate tectonics</td>
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<tr>
<td>• Earth in Space</td>
<td>• Ecosystems</td>
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<tr>
<th>Year 8</th>
<th>Year 10</th>
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<tbody>
<tr>
<td>• Investigating</td>
<td>• The periodic table</td>
</tr>
<tr>
<td>• Cells</td>
<td>• Chemical reactions</td>
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<tr>
<td>• Living systems</td>
<td>• Motion &amp; energy</td>
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<tr>
<td>• Using energy</td>
<td>• Investigating</td>
</tr>
<tr>
<td>• Physical and chemical change</td>
<td>• DNA &amp; genetics</td>
</tr>
<tr>
<td>• Elements, compounds &amp; mixtures</td>
<td>• Fossils &amp; natural selection</td>
</tr>
<tr>
<td>• Rocks, exploration &amp; mining</td>
<td>• Global systems &amp; the universe</td>
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</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>
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<tbody>
<tr>
<td>1</td>
<td>1-3</td>
<td>1 Swim Trials Volleyball</td>
<td>Swim Trials Swimming</td>
<td>Swim Trials Surf Lifesaving</td>
<td>Swim Trials Basketball</td>
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<td>4-10</td>
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<tr>
<td>2</td>
<td>1-3</td>
<td>2 Cross Country Athletics</td>
<td>Cross Country Soccer</td>
<td>Cross Country Netball</td>
<td>Cross Country Hockey</td>
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<tr>
<td></td>
<td>4-10</td>
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<tr>
<td>3</td>
<td>1-3</td>
<td>3 Athletics Tennis</td>
<td>Athletics Gymnastics</td>
<td>Athletics Football</td>
<td>Athletics Flag Ball Rugby</td>
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<td></td>
<td>4-10</td>
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<tr>
<td>4</td>
<td>1-3</td>
<td>4 Fitness Test Mixed games</td>
<td>Fitness Test Mixed games</td>
<td>Fitness Test Cricket</td>
<td>Badminton Water polo</td>
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<tr>
<td></td>
<td>4-10</td>
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Students are assessed according to their achievement of prescribed outcomes in the domains of movement and physical activity.

Please note that some Physical Education classes happen off site, with students using either College or external busses to be transported to the location of their sports class for that day. Details of off-site activities will be communicated home via email at the start of each term confirming activities and locations.

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, Cricket, Volleyball and Basketball. The sports offered to females include Netball, Cricket, Basketball and Volleyball. Other Inter-school sports offered, dependent on level of interest are Triathlon, Body Boarding, Surfing and multiple fun and competitive running events during the year.
Health Education

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

Year 7

- 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.

Electives

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

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<th>Technology &amp; Enterprise</th>
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<td>• Art</td>
<td>• Business Matters &amp; Money Minds</td>
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<tr>
<td>• Art Enrichment (Year 9 &amp; 10)</td>
<td>• Computing</td>
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<td>• Drama</td>
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<td>• Drama Enrichment (Year 10)</td>
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<tr>
<td>• Graphic Art</td>
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<tr>
<td>• Media</td>
<td>• Materials &amp; Mechanisms</td>
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<tr>
<td>• Music</td>
<td>• Mechatronics</td>
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<tr>
<td>• Visual Communication</td>
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<td>• Wood Technology</td>
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<tr>
<th>Physical Education Department</th>
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<tbody>
<tr>
<td>• Physical Recreation</td>
<td>• Science Enrichment (Year 10)</td>
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<tr>
<td>• Soccer (Year 8)</td>
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<tr>
<td>• Volleyball Squad: Boys / Girls</td>
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<tr>
<th>English</th>
<th>Languages Other Than English</th>
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<tr>
<td>• Reading Power (Year 10)</td>
<td>• French</td>
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<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 provides students with an introduction to a variety of key disciplines 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 linocut 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 students some basics about 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 Finance and Year 11 Business Certificate 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

Students will either acquire new skills or develop existing skills in working with the Microsoft Office range of programs. Keyboarding & touch typing skills are also introduced to improve their efficiency in completing and submitting assessments for other subjects. An introduction to CAD in the form of Google Sketch Up also forms part of the program. Several coding and animation cross-curricular activities are incorporated with other subjects like Maths, English and Design. Digital awareness and the responsible use of IT is central to the whole course.

Year 8

Throughout this semester course, students will further their knowledge and skills from Year 7 with an introduction to writing code using HTML and using a coding program in the form of game design. As well as being introduced to a popular graphics manipulation program, students will use Publisher to design and create their own calendars for the following year. Embedded throughout the course, students will 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 a game based program through the use of code. Throughout the year long course, students will also gain the knowledge of fast moving mobile trends through exploration and presentation of various networking systems.

Year 10

Students finalise consolidation of their skills learnt in all areas of computing covered in Year 7 to Year 9, including flash animation, website creation/design, coding, and graphics manipulation. Students are encouraged to produce high quality work combining all work into a final project by the end of the course.
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 stich, zigzag and decorative stiches 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 for the duration of the year. 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 designs, 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 for the duration of the year. 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 various skills involved in working with different materials. It is designed to give students a basic understanding of some equipment and its use. During the term students are introduced to a number of simple design techniques and practical skills during the construction of their choice of model, which comes from a specified list.

Students will look at flight and some basic terms that apply to it. The design process used in developing project ideas will also be discussed and then applied in class.

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 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, folios 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 program 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 program 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 performances throughout the year and perform them to outside audiences.
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 our term 4 production performance for the lower school arts showcase D&M.

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.

Please note students taking this course will need to be available for the D&M performance Friday week 5 of term 4 and will take part in compulsory outside school rehearsals once week in term 3 and 4. Rehearsals will be negotiated to suit the class needs.
Drama Enrichment

Year 10

Year 10 Drama Enrichment is about extending your creativeness and challenging yourself. This course is structured specifically for students with a passion for Drama, willingness to learn and considering pursuing studying Drama in upper school. This course is completely different to Year 10 Drama, and students are able to study both Year 10 Drama and Year 10 Drama Enrichment.

Students will create and devise various performances throughout the year, and in particular for their production performance in the Youth on Health Festival. The Youth on Health Festival (YoH Fest) is a state-wide festival that allows students to create performances on relevant health issues. You will be devising, scripting, rehearsing and performing your class’s own original performance.

Students taking this course will need to be available for the Youth on Health Festival performance in week 8, term 3 and will take part in compulsory outside school rehearsals once a week in term 3.

This course requires commitment to 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 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 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 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, Health and Choices (Semester 1)

In this unit students learn about a balanced diet and apply nutrition concepts that promote healthy eating. They appreciate that everybody is different and that food needs and preferences vary. Students learn about healthy and unhealthy foods and classify these according to nutrient content, variety, availability, storage and cost. They gain knowledge of the function of food in the body and the nutrient needs of adolescents. They study the impact on their health of dietary decisions that result from their food consumption and lifestyle patterns.
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 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 animals and pets. 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, Ma Famille et Mes Amis

Students will build on the skills learnt in Year 7 and expand their knowledge of the French language and culture. A bird’s eye view of France will also be given. They will study the following topics:

Animals, Pets, Family and Meal Times, Friends and Sporting activities. A cultural project of their own choice is also undertaken. they will be introduced to the Francophone World and Festivals.

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 / leisure time activities / 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.
Indonesian

Year 7

In Year 7 students make comparisons between their own language(s) and Indonesian and reflect on the experience of moving between languages and cultural systems. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections. Students communicate in Indonesian, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions and share their thoughts on people, social events and school experiences.

Year 8

In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Indonesian language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion. Students better understand the systems of the Indonesian language, correctly using intonation in complex sentences. Students are increasingly aware of connections between language and culture, noticing, for example, degrees of formality in language use according to social relationships. They understand that language use reflects cultural expression, assumptions and perspectives.

Year 9

In Year 9 learning is characterised by consolidation and progression. Students communicate in Indonesian, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information.

Students increasingly monitor language choices when using Indonesian, considering their own and others’ responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

Year 10

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

Students communicate in Indonesian, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues. Students reflect on the experience of learning and using Indonesian, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives.
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 to safely work with various hand tools and other 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: Phone/Tablet Holders, Wooden Models and small projects using different materials such as acrylic.

Year 9

Following on from Year 8, students will have the opportunity to develop their design skills further, in order to produce various solutions to more involved design problems. Students will further their knowledge and understanding of safely working with various hand tools and equipment in order to complete more intricate practical based projects to a high standard. Once again, they will have the opportunity to work with composite materials such as: acrylic, adhesives, manufactured boards and metals. They will also be able to incorporate natural timber in their designs and practical work.

This course is designed for students to work individually by focussing mainly on refining their design and practical based skills. Some of the projects students may create are: Model Aircraft, Self-Propelled Vehicles and Steady Hand Games.

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. 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.

Students wishing to do Materials, Design & Technology in Year 11 should aim to achieve a minimum of a ‘C’ grade in this subject, or be interviewed by the relevant teacher.
Mechatronics

Year 8

In this course 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

In Year 9 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 Mechatronics Engineering in Upper School. Students will study Core – Electrical – Electronics – Systems and Control theory, and skills such as drawing, research and CAD [Computer Aided Design] are considered in more detail at this level. The course is based upon the requirements of WACE ATAR and General Engineering Studies in years 11 & 12.

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 on 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

*Please note that students electing to study Music will be granted access to online theory and aural training programs Auralia and Musition. There will be a cost for this access, which will be added to their College fees.

Music is the only universal language!
Physical Recreation

An exciting option which aims to increase the range of recreational 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 to enrol in this course. If students are unable to complete this test, they will be required to change elective classes.

Program Overview

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Reading Power

Year 10

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.

In Reading Power students are encouraged to read continuously and copiously as they seek to evaluate language, conventions and styles of different writers from different genres. Students will read two set novels throughout the year, as well as novels of their own choice for particular assessments.

Students undertake a variety of activities throughout the course, including a close study of the fantasy genre, creative writing tasks, book reviews and a research project on the ‘reading’ of text messages in contemporary society.

Students who are avid readers and enjoy discussing the construction and meaning of written texts would be well suited to this course.
Science Enrichment

Year 10

This optional Science course 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 an interest in the “how?” and “why?” 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.
Soccer

Year 8

Students will enjoy a dynamic, fun learning-centred environment incorporating technique practices, skill development and competitive games. The football (soccer) elective will focus on cementing the four functional game skills; first touch, striking the ball, running with the ball and one versus one. Likewise, game training will provide students with the opportunity to grow in awareness, perception and decision making. Participants in the football elective will be taught by an experienced staff member, delivering curriculum based on Football West coaching programs, with an emphasis being placed on building character and professionalism on and off the field. Students involved will also be given priority to form part of the squad competing in the Associated Schools competition and also the 'School Sport WA' competition.
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. Entry to this class is dependent upon approval from the Head of Learning Support. Please contact Mrs Tracey Richmond at the College if you require further information.
Technical Graphics

Year 7

This course is an introduction to the concept of Design 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 for one term on a rotational basis throughout the year.

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 Sketch Up, AutoCAD and Inventor 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 Auto-Desk range of programs and their use in the detailed presenting of concepts and designs in both oblique and isometric formats. A module on the introduction to basic 3D printing is also covered in this year.

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 Auto-Desk range of programs. 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. 3D printing as a visualisation concept is further explored in this year.

Please note: Students wishing to do Technical Design 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.
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 Google SketchUp, create an Aussie Steady Hand Game, and undertake 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 8 & 9

Year 8 and 9 Visual Communication classes run for one double session per week for one semester (Year 8) or the duration of the year (Year 9). With the use of digital SLR cameras, students are taught how to manipulate shutter speed, aperture setting, lighting and composition to achieve desired photographic images for project briefs. Throughout these programs, students utilise and explore the elements and principles of design as applied to the medium of photography. Fundamental to this examination is student’s grounding in the Adobe programs Photoshop and Lightroom.

The Year 8 and 9 Visual Communications course compliments students’ learning in Art and Design while preparing them for the rigours of the upper-school photographic programs.

Year 10

Year 10 Visual Communication classes run for one double session per week for the duration of the year. Building on previous learning, students extend their understanding of photography through projects that grapple with the underpinning principles of the medium. As with the Year 8 and 9 Visual Communication programs, Year 10 students continue to acquire competencies in the Adobe programs Photoshop and Lightroom. Additionally, the program places great technical emphasis on students attaining skills in the use of strobe lighting (photographic flash) both inside and outside the studio environment.

Students contemplating a career in the Creative Industries or the College’s popular Visual Art Certificate II (Photo-imaging) program in Years 11 and 12 should seriously consider this course of study.
Volleyball - 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 coaches have 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 8 course students are encouraged to continue the course into Year 9 and 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 2015 Mandurah Baptist College has ranked in the top 20 schools of the 130 schools attending, regularly making medal finals.
Wood Technology

Year 8

This unit gradually develops the skills students acquired during the Year 7 introductory course. 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 specific projects which they develop to suit their desired purpose and a free choice project.

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. They are also introduced to a wider selection of tools and machinery that is compatible with their competency level. Students design, make and evaluate a selection of projects that can vary each year. Some of the projects that they might design and create are: Cutting Boards, Vehicles, Lathe Projects and a Free Choice. These projects are governed by guidelines set down in the subject outline.

Year 10

This subject continues to extend the knowledge and practical skills that students have gained in previous years; while providing 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, or a client’s design, which might include lathe projects and custom racks/stands. In Semester 2 there is the possibility for students to research, design and construct a major project, such as a Hall Table.

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 Seqta Engage.

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

Late Submission

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

If an assessment task cannot be submitted directly to the teacher it is to be submitted to the relevant head of learning area/teacher-in-charge who will provide a ‘Submission of assessment task’ slip.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the college the student’s assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student’s grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student does not provide a reason, which is acceptable to the College the following penalties apply:

- 10% reduction of the final mark if submitted one school day late (eg 70% reduced to 63%), or
- 50% reduction in the mark if submitted two school days late (eg 70% reduced to 35%), or
- a mark of zero (if submitted more than two school days late or not submitted).
Where an in-class assessment task is missed and the student does not provide a reason which is acceptable to the college the student will receive a mark of zero.

**Non-completion / Non-submission**

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the college. For example:

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

In such cases the parent/guardian must:

- contact the college before 9.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment and
- complete a ‘late submission’ form (available from Student Services) explaining the reason behind the late submission.

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

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student’s return), or
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), or
- not require the task to be completed and re-weight the student’s marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver’s licence test, preparation for the college ball, family holidays). In exceptional circumstances, the parent/guardian may negotiate with the Year Co-ordinator the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the college examination timetable, students will be advised by the college of adjustments to the task requirements and/or the assessment outline.

**Cheating, Collusion & Plagiarism:**

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:
• prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
• copied or downloaded from the internet without acknowledging the source
• paraphrases or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

• a mark of zero for the whole assessment task, or
• a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student’s own.

The parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

**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.
Late Submission / Absence for Assessment Flow Chart

Student does not complete assessment on the due date

Parents contact Student Services before 9:30am

Student collects Assessment Policy form from Student Services to complete

Student hands Assessment Policy form to class teacher *the next day*. Reason for late submission acceptable

No reason for late submission given / reason unacceptable

New due date / adjusted date OR alternative assessment OR re-weighting of marks negotiated with teacher

Work submitted one day late - 10% penalty

Work submitted two days late - 50% penalty

Work submitted three or more days late - 0% awarded

No penalty
SENIOR SCHOOL COMPLAINTS POLICY

Mandurah Baptist College is a community and as such, there will be times when parents/guardians will wish to make suggestions, may have a complaint or raise a concern that needs addressing. Mandurah Baptist College takes these issues seriously and welcomes such feedback. The Complaints System is outlined briefly below to assist families should such a need occur. Please remember it is our policy that we wish to deal with issues sooner rather than later.

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

Mandurah Baptist College wishes to ensure that:

1.) Parents/Guardians have an understanding of how to make a complaint should the need or situation arise

2.) Mandurah Baptist College responds within a reasonable time frame and in a courteous and efficient manner

3.) Parents/Guardians understand that they are listened to and that complaints are viewed seriously

4.) Action is taken where appropriate

“How should I complain?”

When you raise a complaint, please be as clear as possible about what is troubling you. Staff members at the Mandurah Baptist College will be happy to help. It may be best to start with the person most closely concerned with the issue – for example, the relevant Coordinator. They may be able to sort things out quickly, with little fuss. A phone call is the quickest means of contact or a letter is also appropriate. However, you may feel the issue needs to go to a senior staff member such as the Principal.

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

Mandurah Baptist College staff are working towards the same purpose as yourself – the education and well-being of students. Staff want to hear your views and ideas. Contact a staff member, as above.

“I am not sure whether to complain or not.”

If you have a concern, as a parent/guardian you are entitled to raise it with the College. If in doubt, remember we are here to help. Sometimes it is reassuring just to talk your concerns through with someone.
“What will happen next?”

If you raise something on the phone or in person, it may be resolved immediately and to your satisfaction. If you forward a complaint or suggestion in writing, the College will contact you within 5 working days to respond to your concerns and explain how the matter will proceed. In many cases the person will need to discuss the matter with a colleague and will consider it further before responding. You will be given a date by which time you will be given a response. If a detailed explanation of the issue is needed, a letter or report will be sent to you as quickly as possible. This letter will inform you of the outcome of the complaint. It will explain the conclusion, the reasons for it and any action taken or proposed.

“What happens about confidentiality?”

Your complaint or concern will be treated as confidential and with respect. Knowledge of the issue will remain limited to the Principal and to those directly involved. The Chairman of the College Board may also need to be informed in some matters. It is a College policy that complaints made by parents/guardians should not rebound adversely on the student.

We cannot entirely rule out the need to make third parties outside the College aware of a complaint and possibly also the identities of those involved. This would only happen in a case where the student’s safety is at risk or where it became necessary to refer a matter to the police. As a parent/guardian, you would be fully informed.

“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 an independent arbiter. It is his/her task to look at the issues in an impartial and confidential manner. The Arbiter 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 interests of the children and young people in our care.
STUDENTS COMPLAINTS PROCEDURE

“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 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 that can help you.
A complaint will be treated as an expression of genuine dissatisfaction that needs a response. All complaints are "Confidential"

Contact School (08 9583 7000)
Or lodge an online complaint
Be as clear as possible about what is troubling you, the nature of your complaint 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

If required further follow up referred to Deputy of Curriculum

If required further follow up referred to Principal

Complaint or concern - Bullying/Student Pastoral care/behaviour management Referred to Head of Year

If required further follow up referred to Deputy of Pastoral Care

If required further follow up referred to Principal

Complaint or concern regarding particular Teacher - referred to Principal

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

If complaint remains unresolved, concern will be referred to an independent arbiter