KENT STREET
SENIOR HIGH SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

2019

YEARS 9 & 10
CURRICULUM HANDBOOK

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The Australian Curriculum

Australian Curriculum Assessment Reporting Authority (ACARA) is responsible for the development of the Australian Curriculum.

When fully implemented, the Australian Curriculum will cover schooling from the Foundation (F) years to Year 12. In the F-10 years Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

What are General Capabilities?

In the Australian Curriculum, general capabilities refer to an integrated and interconnected set of knowledge, skills, behaviours and dispositions that can be developed and applied across the curriculum to help students become successful learners, confident and creative individuals and active and informed citizens. Throughout their schooling, students develop and use the general capabilities across all learning areas, in co-curricular programs and in their lives outside school. There are seven general capabilities in the Australian Curriculum.

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

Why does the Australian Curriculum include General Capabilities?

The Australian Curriculum is based on the belief that to meet the changing expectations of society and to contribute to the creation of a more productive, sustainable and just society, young people will need a wide and adaptive set of knowledge, skills, behaviours and dispositions.

Although the curriculum is organised by learning areas, it also includes general capabilities and cross-curriculum priorities which add richness and depth to the learning areas and help students see the interconnectedness and relevance of their learning.

General Capabilities in the Learning Areas

In the Australian Curriculum, general capabilities are addressed through the learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations.

Schooling in Western Australia

All schools in Western Australia are mandated to deliver the **Western Australian Curriculum** which has been adopted and adapted from the Australian Curriculum to meet the specific needs of Western Australia.

From 2108 all syllabi, except Languages, are part of the mandated curriculum for the planning, assessment and reporting of student progress in Western Australia, as prescribed by the *Western Australian Curriculum and Assessment Outline*.

The Western Australian curriculum encompasses ACARA's Australian curriculum English, mathematics and science. In addition, year-level syllabuses for Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages remain broadly consistent with the Australian curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.

The Guiding Principles of the curriculum were also informed by the **Melbourne Declaration on Educational Goals for Young Australians** adopted by the Ministerial Council in December 2008.

The Melbourne Declaration emphasised the importance of knowledge, skills and understandings of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

The **Guiding Principles for Western Australian Schools** promote equity and excellence in Western Australian schools. They ensure that schooling contributes to a cohesive society that respects and appreciates cultural, social and religious diversity and provides learning that meets the educational needs of young Western Australians.

The Guiding Principles comprise:

1. Western Australian Values of Schooling
2. Student Diversity
3. Principles of Teaching, Learning and Assessment
4. Phases of Schooling
5. Kindergarten and Pre-primary Statement.

Lower School Curriculum at Kent Street

The students in Years 9 & 10 will study the Western Australian Curriculum in the following learning areas: English, Health and Physical Education, Humanities and Social Sciences, Mathematics, Science, Technologies and The Arts.

Studies in the Languages learning areas will continue using the West Australian Curriculum Framework until such time as the Australian Curriculum in these areas is ready for implementation in Year 7 in 2022.

Students' study subjects fall into eight learning areas. Within these areas there are contexts. The table below shows the composition of the curriculum.

Learning Area	Curriculum	Status	Contexts
English	WesternAustralian Curriculum	Compulsory	English English as an Additional Language / Dialect
Mathematics	Western Australian Curriculum	Compulsory	Mathematics
Science	Western Australian Curriculum	Compulsory	Biological sciences Chemical sciences Physical sciences Earth and Space sciences
Humanities and Social Sciences	Australian Curriculum	Compulsory	History Geography Civics and Economics
Health and Physical Education	Australian Curriculum	Compulsory	Health Education General Physical Education
The Arts	Australian Curriculum	Can choose to specialist	Drama Music Media Photography Visual Arts
Languages	Curriculum Framework	Elective	Japanese
Technologies	Australian Curriculum	Can choose to specialist	Business and Computing Design and Technology Home Economics

**Not all learning area contexts will be delivered each year as they are dependent on student numbers and interests.*

Choice of Studies

General Education

Students in Years 9 and 10 can make selections from within the following areas

Year 9	Year 10
The Arts	The Arts
Technology and Enterprise	Technology and Enterprise
Specific Sports	Specific Sports
Japanese	Japanese

Specialist Programs

Students in the Cricket Specialist program in Years 9 & 10 will not study General Physical Education.

Students in Aviation and Fashion and Design Specialist Subjects must study General Physical Education in both semesters.

Details of special subjects (Aviation, Cricket and Fashion & Design) are explained at the back of this handbook. Entry into these subjects is by application to the appropriate specialist program coordinator.

Aviation: **Mr Bennett**
Cricket: **Mr Hugo**
Fashion and Design: **Mrs Turton**

Year 10 Pathways in English and Mathematics

These two learning areas have Pathways designed to ensure students are challenged and prepared for the academic requirements of ATAR level courses in senior school. Students are selected based on previous academic results by the Heads of Learning Area and are the the 10-1 classes in that learning area.

Select Entry Program

CoRE (Centre of Resources Excellence) is a new select entry program offered at Kent Street Senior High School. It is a Science, Technology, Engineering, Arts and Math (STEAM) education model based in the resources industry, aimed at preparing today's young minds to power our future.
Entry to this program is through application to the program coordinator Ms Urbaniak

English

Years 9 and 10

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and it's contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

Students study the Australian Curriculum English course. This course has three main strands: Language, Literature and Literacy. There are a series of common assessment tasks that all students complete by the end of the year. Across the year, students develop their functional literacy skills and through studies of literary and popular tests, expand their literacy skills. There is an oral component to each semester's work.

The English curriculum is built around interrelated strands and teaching and learning programs balance and integrate all strands. Programs focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes.

Humanities & Social Sciences

Year 9

Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History.

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

Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.

Year 10

Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History.

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

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

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

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

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

Science

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

Year 9

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay.

They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Year 10

In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws.

Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Mathematics

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability.* The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Year 9

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms

Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs

Year 10

Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments

Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate ing the shape of data sets

Problem Solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets

The Arts
(Drama, Media, Music, Visual Arts, Photography)

Pathways in Drama

Year 9		Year 10	
Playbuilding 1 -	Code: 9 Drama 1	Youth Theatre 1 –	Code: 10 Drama 1
Playbuilding 2 -	Code: 9 Drama 2	Youth Theatre 2 –	Code: 10 Drama 2

Playbuilding 1 – Code:9Drama1
In this subject students will be exploring and work-shopping a chosen set of texts, examining and performing a particular style of theatre, for example, Pantomime using masks. Students will be expected to maintain a journal detailing ideas, skills, processes and reflections on their progress. At the conclusion of each task, students will be required to complete a written response to the task and a self-evaluation. There will be the opportunity to show off their skills in a whole school production in Semester 2.

Playbuilding 2 – Code:9Drama2
The emphasis in this drama subject will be on the three Arts outcomes: Arts Ideas, Skills and Processes, Art Responses. Students will explore different forms of theatre and participate in Theatre Sports to enhance improvisation skills. Students will be expected to maintain a journal detailing ideas, skills, processes and reflections on their progress. At the conclusion of each task, students will be required to complete a written response to the task and a self-evaluation. The students may participate in either performance or technical aspects of a whole school production.

Youth Theatre 1 & 2 – Code:10Drama1
10Drama2
Students will study the following:

- Occupational Health & Safety in performance areas
- Use of voice, body language, movement and mime
- Drama ideas and improvisation inspired by social, cultural and historical issues
- Settings, dramatic action, themes and roles
- Elements of drama to create believable characters including costume, make-up, props, wigs and masks
- Scripts and interpretation
- Creating acting space and set design
- Rehearsal strategies & audience etiquette
- Professional practice when organising and preparing drama performances
- Applying live theatre techniques to acting in film (workshop)
- Self-analysis and peer critiques
- Opportunities to take part in whole school production in any capacity.

Pathways in Media

Year 9		Year 10	
Film & Television -	Code: 9Film	TV & Radio Production -	Code: 10Tele
Popular Culture -	Code: 9PopC	Film Making -	Code: 10Film

Film and Television – Code: 9Film
Students see hours and hours of television and see dozens of films without really knowing how they are constructed. This subject provides a 'behind the scenes' view of film and television. Students view and analyse films and television programs and will also plan and produce segments of their own.

Popular Culture – Code: 9PopC
Music video, video games, the music industry and/or television programs are studied in this subject. Students will learn about these 'popular' products and consider how they are sold to young people. The unit concludes with a major practical component.

Television and Radio Production – Code: 10Tele
Students will explore the world of the electronic media in this subject. After viewing current television shows and listening to different radio programs, students will apply what they have learnt to the production of their own live to air television and radio programs using the school's production studios. The learning program is enhanced with the inclusion of visits from television and radio personalities and professionals where possible.

Film Making – Code: 10Film
At last, students have the opportunity to make a short film of their own. This subject allows students to produce a fiction film or documentary from the ground up. From the start of this learing program the students will begin planning their own masterpiece. After learning production techniques and seeing how other films (and documentaries) are produced, students will shoot, edit and screen their own film.

Pathways in Music

Year 9		Year 10	
Music 2 – Instrumental & Ensemble 2	Code: 9Music	Music 3 - Instrumental & Ensemble 3	Code: 10Music

Music - 9Music Code: 9Music
Instrumental and Ensemble Music
Students who select this course will study it for the duration of the year. The focus is on contemporary music and performance.

This course is for continuing students from Music in Year 8, or new students who currently learn an instrument. Students must be learning an instrument either at school (with a teacher from the School of Instrumental Music) or privately.

Outcomes from this course include student development in all areas of music including ensemble and instrumental playing, history, aural, theory and song writing.

The instrumental component includes the students receiving instrumental lessons and the ensemble component consists of students being a part of either a contemporary band or vocal ensemble.

Music – Code: 10Music
Instrumental and Ensemble
Students who select this course will study it for the duration of the year. The course is designed to prepare students for music subjects in senior school.

This course is for continuing students from Music in Year 9, or new students who currently learn an instrument. Students must be learning an instrument either at school (with a teacher from the School of Instrumental Music) or privately.

Outcomes from this course include student development in all areas of music including history, aural, theory, composition, ensemble and instrumental playing.

The instrumental component includes the students receiving instrumental lessons and the ensemble component consists of students being a part of either the concert band or vocal ensemble.

Pathways in Photography

Year 9		Year 10	
Photography 1 –	Code: 9Photo1	Photography 1 –	Code: 10Photo2
Photography2 –	Code: 9Photo2	Photography 2 –	Code: 10Photo2

Photographic Design and Communication 1 – Code: 9Photo1
In this subject students will use equipment and investigate a range of materials and techniques associated with taking and reproducing photographs using digital technology. They will be required to produce creative solutions and evaluate their work in terms of composition and photographic design.

Photographic Design and Communication 2 – Code: 9Photo2
In this subject students will apply a range of photographic techniques used to influence photographic design and manipulate imagery to create special effects using digital photography. They will be required to devise solutions to specific photographic design exercises and evaluate their completed photographs.

Photographic Design and Communication 1 – Code: 10Photo1
In this subject students will investigate and apply a range of photographic technologies to communicate information and ideas and find solutions to specific tasks associated with visual and graphic communication using digital and non-digital techniques.

Photographic Design and Communication 2 – Code: 10Photo2
In this subject students will explore advanced digital technologies and studio techniques. They will complete a variety of exercises to enhance images, communicate ideas through the visual medium of photography and find solutions to graphic design tasks.

Pathways in Visual Arts

Year 9		Year 10	
Exploring Visual Art –	Code: 9Art	Focus on 2D Visual Art –	Code: 10AV2
Exploring Craft–	Code: 9CraftE	Focus on 3D Visual Art –	Code: 10AV3

Students with little previous learning who have talents and a real interest in visual arts subjects are welcome. Students who have not completed Art or Craft in Year 8 are also most welcome. As required, students will be fast tracked through the basic drawing and designing skills at the start of the chosen Art subject.

Exploring Visual Art – Code: 9Art
Exploring Art 2 continues to build on student learning in Making Art. – students do not need to have completed 9ART1 in semester one to study this unit in semester two. In this course students will have the chance to develop their skills as a painter, printmaker and/or sculptor. All projects begin with analytical drawing as a base for designing creative, innovative and original studio pieces. Students will also have the opportunity to improve their ability to talk and write about the art that they are creating.

Exploring Craft – Code: 9Craft
Exploring Craft 2 continues to build on student learning in Making Craft – students do not need to have completed 9CRAFT1 in semester one to study this unit in semester two. In this course students will have the chance to develop their skills in contexts such as ceramics, textiles and jewellery. All projects begin with analytical drawing as a base for designing creative, innovative and original studio pieces. Students will also have the opportunity to improve their ability to talk and write about the craft that they are creating.

**All Year 10 Visual Art subjects are most suited to students with a background of Visual Arts subjects in Year 8 and 9. Students with little previous learning who have talents and a real interest in visual arts are also welcome.*

These subjects present the opportunity for higher level Visual Art studies which build on the skills and techniques learned in other years. All Year 10 Visual Arts course are a stepping stone into Senior School Visual Art Subjects, however, students who choose 10VAR1 will be better prepared for Subjects of Study.

Focus on 2D Visual Art – Code: 10Art2
Drawing, computer research and design are used as starting points for a range of 2D art projects in the area of painting, printmaking, design and illustration. Themes will be selected to provide the impetus for acquiring appropriate new skills and techniques in the production of individual and group work.

Focus on 3D Visual Art – Code: 10Art3
Drawing is used as a starting point for a range of 3D art and craft works in the area of ceramics, sculpture, jewellery, body sculpture and textiles. Students will use a broad range of materials and develop appropriate skills and techniques through the processes involved in creating practical projects.

Health and Physical Education

Subjects in Health and Physical Education focus on the physical, mental, emotional and social dimensions of the health of the individual.

Students develop the knowledge and skills which promote healthy practices, encourage participation in regular physical activity and support the maintenance of a healthy lifestyle.

Health & Physical Education Learning Outcomes

1. **Knowledge and Understanding -** Students know and understand health physical activity concepts that enable informed decisions for a healthy, active lifestyle.
2. **Skills for Physical Activity -** Students demonstrate movement skills and strategies for confident participation in physical activity.
3. **Self-Management Skills -** Students demonstrate self-management skills that enable them to make informed decisions for healthy, active lifestyles.
4. **Interpersonal Skills -** Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

Pathways in Health and Physical Education

Year 9	Year 10	Senior School
General Physical Education	General Physical Education	• Physical Ed Studies (General & ATAR) • Health Studies (General & ATAR) • Certificate II Outdoor Recreation • Certificate II Sport & Recreation • Certificate ll Sport & Rec: Cricket
Netball Code: 9Net	Netball Code: 10Net	
	Outdoor Education Code: 10OEd	
	Sports Science Code: 10SRS	
Health Education	Health Education	

Notes:

1. Students who choose Netball do so for both semesters & study this instead of General Physical Education
2. Students in the Specialist Cricket Program do not choose General Physical Education

Student Requirements:
Students are encouraged to participate in all activities to the best of their ability as they are being assessed at all times, in all lessons.

Students are expected to come prepared for the class and wear the appropriate uniform which is: navy blue shorts, white Physical Education T-shirt including and the correct footwear.

Classes are conducted throughout the year in all seasons and students must be personally prepared for all weather outcomes. All students, except those in the Cricket Specialist Program, are required to be involved in compulsory General Physical Education which is a yearlong program.

Being Healthy – 9HEd
The Health Education course is compulsory and aims to develop students' understanding of the influences, risk and consequences that lifestyle choices have on the individual and society. The topics include; maintaining respectful relationships, the influences and impact of decision making on sexual health (conception, pregnancy, birth), diet and nutrition

General Physical Education – Code: 9PEd
Students will have the opportunity to develop their skills in swimming, soccer, touch, basketball, AFL, tennis, netball, volleyball, athletics, Gaelic and badminton.

Netball - Semesters 1 & 2 in lieu of General Physical Education
The aim of this subject is to develop the skills, strategies and knowledge of the students that will enable them to compete successfully in Netball.

Responsibility for My Healthy Future – Code: 10HEd
The Health Education course is compulsory and aims to develop the student's knowledge, skills and attitudes that will enable them to make informed decisions and become responsible for their own health now and in the future. The topics include; making assertive decisions in relationships, postponing sexual involvement, contraception, drugs and harm reduction strategies, peer pressure and the influences of media, and the Keys for Life Driver Education Program.

General Physical Education – Code; 10PEd (compulsory unless doing a sport elective)
Students will have the opportunity to enhance their skills in swimming, cricket, volleyball, softball, soccer, athletics, Gaelic football, Australian Rules football, netball. floor ball, tennis and / or hockey.

Outdoor Education – Code; 10OEd
In this elective, students learn about leadership and demonstrate knowledge, understanding and skills around expedition planning and outdoor education. An important component of this elective is for students to develop leadership and expedition planning skills in authentic environments. This includes practical activities in which students practice leadership, reflect on performance, plan an extended expedition (2 nights) and learn all the necessary skills to camp in the great outdoors.
By the end of this elective, students will:

- demonstrate leadership skills and the capacity to work cooperatively
- plan strategies to achieve set goals
- identify potential hazards and devise ways to enhance the safety of themselves and others in outdoor recreation activities
- interpret weather information and apply to expedition planning
- develop basic mapping skills to use a map for bearings and back bearings

Sports Science – Code: 10SPS
The Sports Science Course contributes to the development of the whole person and provides an excellent base knowledge for those students intending to study Physical Education Studies in upper school. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. The Sports Science course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

Languages (Japanese)

Japan has a unique charm. It has an amazingly rich cultural history and a language system that is more than two thousand years old. Through studying this language students will have the opportunity to tap into the language, the people and the traditions. It could be the start of a magical journey that can empower students with skills dynamic enough to allow a future full of choice and greater job flexibility.

Our course not only builds upon language skills acquired by prior study, but also takes students on a journey of experiences in food, culture and lifestyle, (whether contemporary or traditional). As part of the course students can dine at local Japanese restaurants, invite guest speakers into our classes, cook, watch films or use computers to broaden their learning opportunities.

Major Languages Learning Outcomes

1. **Listening, Responding and Speaking -** Students comprehend and communicate in the target language through listening, responding and speaking.
2. **Viewing, Reading and Responding -** Students view and read a variety of texts in the target language and respond appropriately.
3. **Writing -** Students write a variety of texts in the target language.
4. **Cultural Understandings -** Students develop sociolinguistic and socio-cultural understandings and apply them in their use of the target language.
5. **The System of The Target Language -** Students apply their knowledge of the system of the target language to assist them to make meaning and create texts.
6. **Language Learning Strategies -** Students acquire a range of skills and strategies to support their ability to make meaning of and express themselves in the target language.

Japanese – Code: 9Japan

Students in Years 9 should be able to build upon a number of accomplished basic skills from Year 8 studies and will now learn to master the second alphabet, KATAKANA. Plus, work toward achieving the following major learning outcomes by using their Japanese to:

- Read short texts written in both HIRAGANA and KATAKANA.
- Create short texts based in models studied
- Listen and respond to stories in Japanese
- Apply problem solving skills in practical situations when responding to unexplained language
- Expand contact with real situations and people

Some topics included may be Japanese housing and culture, wants and desires, descriptive language, shopping, invitations, people and weather.

Japanese – Code: 10Japan

Students will work towards achieving the major learning outcomes by using Japanese to: –

- Read and write texts in Hiragana, Katakana and a larger number of Kanji.
- Respond to written or spoken Japanese, based on models studied in the target language.
- Read and write in a more natural and authentic style by identifying key points in texts of greater length and problem solving.
- Expand contacts with native speakers and set goals for possible exchanges either in/to Japan or in Perth.

Topics of study may include:

- Travel
- Culture
- Traditions
- Making plans and schedules
- States of change
- Directions
- Health
- Purchasing (a more familiar use of standard Japanese will be a key focus)

Japanese is studied as a year-long program.

Technologies
(Computing, Design & Technology, Home Economics)

Pathways in Computing

Year 9		Year 10	
Web Page Programming –	Code: 9WPro	Web-site Design –	Code: 10Web
Computer Animations -	Code: 9CAnim	Cartoon Animations –	Code: 10CAnim

Webpage Programming – Code: 9WPro
Students will be given the opportunity to learn the language of HTML (an Internet computer language) and be encouraged to develop their own web pages using HTML for publishing to an intranet and/or the Internet. Social responsibility will also be studied and emphasized and issues including Internet security, ethical practices, employment opportunities, web page design and e-commerce will be considered.

Computer Animations – Code: 9CAnim
This subject would be most suited to those students wishing to gain skills and knowledge in animating computer generated shapes. Students will learn new skills and use software to generate animated scenes for Internet publishing and will be encouraged to plan, design, improvise and create their own unique and original ideas for publication. Included will be the topics of careers in I.T., ethical and social practices and responsibilities and entertainment opportunities.

Website Design – Code: 10Web
Students will be given the opportunity to learn about the design and development of multi-page web sites. Students will be expected to design and develop their own web site for publishing to an intranet and/or the Internet using the latest commercial website construction software. Social and ethical responsibilities will be emphasised. Issues including Internet security, employment opportunities, web page design, web site design and e-commerce will also be part of the programme of study.

Cartoon Animations – Code: 10CAnim
This subject continues to develop the skills learnt in Computer Animations in Year 9. Students will learn new skills and use software to generate animated scenes for Internet publishing and be encouraged to plan, design, improvise and create their own unique and original ideas for publication. Included will be the topics of employment opportunities in I.T., ethical and social practices and responsibilities, protecting intellectual property and commercial entertainment opportunities.

Pathways in Design and Technology

Year 9		Year 10	
Design Graphics 1	Code: 9Design1	Design Graphics 1	Code:10Design1
Design Graphics 2	Code: 9Design2	Design Graphics 2	Code:10Design2
Metals Engineering 1	Code: 9Metals1	Metals Engineering 1	Code:10Metals1
Metals Engineering 2	Code: 9Metals2	Metals Engineering 2	Code: 10Metals2
Wood Technology 1	Code: 9Wood1	Wood Technology 1	Code: 10Wood1
Wood Technology 2	Code: 9Wood2	Wood Technology 2	Code: 10Wood2

Design Graphics 1 – Code: 9Design1 (Semester 1)
Students will engage in the technology process through product development. There will be an emphasis on concept generation, creative problem solving, aesthetics and communication through technical drawings, both mechanical and digital formats. Students will have the opportunity to develop skills ranging from hand sketching to 3D modelling, using up to date software and hardware such as 3D printing technologies. This subject offers a combination of practical and digital processes to generate and develop a wide range of designs.

Design Graphics 2 – Code: 9Design2 (Semester 2)
Students in this subject will engage in the technology process through product development. The emphasis is on concept generation, creative problem solving, aesthetics and communication through technical drawings, both mechanical and digital formats. Students will develop skills ranging from hand sketching right through to 3D modelling, using up to date software and hardware such as 3D printing technologies. This course offers a combination of practical and digital processes to generate and develop a wide range of designs.

Metal Engineering 1 – Code: 9Metals1 (Semester 1)
Students will investigate a range of materials and techniques associated with metalworking. Students will complete tasks associated with the care and maintenance of mechanical equipment. They will also complete exercises and tasks involving a variety of welding and fabricating techniques. Students will be required to find solutions to simple design problems and construct and evaluate their designs in terms of their appearance and functionality. This unit prepares students for Certificate II in Engineering. Projects may include simple metal fabrication designs.

Metal Engineering 2 – Code: 9Metals2 (Semester 2)
Students will investigate a range of materials and techniques associated with metalworking. Students will complete tasks associated with the care and maintenance of mechanical equipment. They will also complete exercises and tasks involving a variety of welding and fabricating techniques. They will be required to find solutions to simple design problems and construct and evaluate their designs in terms of appearance and functionality of the final product. Projects may include unique metal fabrication designs.This subject prepares students for Certificate II in Engineering.

Wood Technology 1 – Code: 9Wood1 (Semester 1)
Students will investigate a range of materials and construction techniques associated with woodworking. They will be required to find simple design solutions using both natural timber and manmade wood products. They will construct and evaluate their designs in terms of appearance and functionality of the final product. Projects may include simple wood fabrication designs.

Wood Technology 2 – Code: 9Wood2 (Semester 2)
Students will investigate a range of materials and construction techniques associated with woodworking. They will be required to find simple design solutions using both natural timber and manmade wood

products. They will construct and evaluate their designs in terms of the appearance and functionality of the final product. Projects may include a variety of wood fabrication designs.

Design Graphics 1 – Code: 10Design1 (Semester 1)
Students will engage in the technology process through product development. There is emphasis on concept generation, creative problem solving, aesthetics and communication through technical drawings, both mechanical and digital formats. Students will have the opportunity to develop skills ranging from hand sketching right through to 3D modelling, using up to date software and hardware such as 3D printing technologies. This subject offers a combination of practical and digital processes to generate and develop a wide range of products. Designs may include a variety of future city designs.

Design Graphics 2 – Code: 10Design2 (Semester 2.)
Students will engage in the technology process through product development. There is emphasis on concept generation, creative problem solving, aesthetics and communication through technical drawings, both mechanical and digital formats. Students will have the opportunity to develop skills ranging from hand sketching right through to 3D modelling, using up to date software and hardware such as 3D printing technologies. This subject offers a combination of practical and digital processes to generate and develop a wide range of products. Designs may include a variety of space exploration designs.

Metal Engineering 1 – Code: 10Metals1 (Semester 1)
Students will investigate a range of materials and processes associated with manufacturing items in metal. They will be required to follow the design process using graphics as a means of communicating their ideas and produce items using a variety of techniques and processes. Students will complete tasks associated with the operation and maintenance of mechanical equipment. They will also complete exercises and tasks involving a variety of welding and fabricating techniques. Students will focus on technical drawing both mechanical and computer based to develop and communicate ideas. Projects may include specialised metal fabrication designs. Studies in this subject will prepare students for the Certificate II in Engineering qualification which students can apply to study in Year 11 . It is highly recommended that students wishing to persue studies in this area also choose Design Technical Graphics in Years 11 and 12 as this will assist their understanding of the graphical aspects of project work.

Metal Engineering 2 – Code: 0Metals2 (Semester 2)
Students will investigate a range of materials and processes associated with manufacturing items in metal. They will be required to follow the design process using graphics as a means of communicating their ideas and produce items using a variety of techniques and processes. Students will complete tasks associated with the operation and maintenance of mechanical equipment. Students will complete exercises and tasks involving a variety of welding and fabricating techniques. Aspects of the studies in this subject will focus on technical drawing both mechanical and computer based to develop and communicate ideas. Projects may include challenging metal fabrication designs. Studies in this subject will prepare students for the Certificate II in Engineering qualification which students can apply to study in Year 11 . It is highly recommended that students wis hing to persue studies in this area also choose Design Technical Graphics in Years 11 and 12 as this will assist their understanding of the graphical aspects of project work.

Wood Technology 1 – Code: 10Wood1 (Semester 1)
Students will investigate a range materials and processes associated with manufacturing items from wood. They will be required to follow the design process using graphics as a means of communicating their ideas and produce items using a variety of techniques and processes. Projects may include unique wood fabrication designs. Studies of this subject provides the background for studing the Materials Design and Technology - Wood in Years 11 and 12. It is highly recommended that students wishing to persue studies in

this area also choose the course Design Technical Graphics in Years 11 and 12 as this will assist their understanding of the graphical aspects of project work.

Wood Technology 2 – Code: 10Wood2 (Semester 2)
Students will investigate a range materials and processes associated with manufacturing items frcommunicating their ideas and produce items using a variety of techniques and processes. Projects may include specialised wood fabrication designs. Studies of this subject provides the background for studying the Materials Design and Technology-Wood course in Years 11 and 12. It is highly recommended that students wishing to persue studies in this area also choose the course Design Technical Graphics in Years 11 and 12 as this will assist their understanding of the graphical aspects of project work.

Pathways in Home Economics

Year 9		Year 10	
Food for Fitness	Code: 9Food	Café Foods	Code: 10Cafe
Good Food Fast	Code: 9FFast	International Foods	Code: 10IntF

Food for Fitness – Code: 9Food
Do you believe "You are what you eat"? Then you will enjoy this subject. Expand your knowledge of food by exploring a wide range of food products on the market. Develop food preparation skills by creating tasty and exciting meals and snacks using a variety of cooking methods.

Good Food Fast – Code: 9FFast
Are you creative and a keen cook? Discover the fun in cooking and designing a new fast food while improving your food preparation skills. Develop innovative strategies and use materials to package and advertise food products. One of the main challenges in this subject will be to design and promote your fast food.

Café Food – Code: 10Cafe
Indulge in café style food in the classroom. You will explore café menus creating pasta dishes, burgers, wraps and sweet treats such as cookies, cakes or muffins. Have a go at making coffee or perhaps hot chocolate, if it is is more to your taste. Your technology skills will be developed by planning and preparing recipes/meals that have a focus on chicken or meat and are suitable for the café market.

International Food – Code: 10IntF
Experience the taste of exciting cuisines from around the world. Learn to appreciate how other cultures prepare, serve and cook a wide range of foods. Consider this "magical" trip around the world – you won't regret it. You will explore food as a material by investigating how different cultures use ingredients/foods differently. Your food preparation skills will be developed using a range of equipment and cooking methods from other cultures.

Specialist Programs

Aviation

Entry Requirements
In order to be granted a place in the Aviation Course students should be able to demonstrate:

- A genuine interest in aviation
- Satisfactory academic performance in ***previous two years***
- Satisfactory performance in the Aviation aptitude test (Year 7/8 incoming)

The aptitude tests include Mathematics, English Comprehension and Aviation Knowledge. School reports, references and personal qualities of the applicant may also be considered in determining satisfactory performance.

Objectives of the Flight Course

- To provide students with a broad knowledge of aircraft and their operations
- To enable students to have a greater understanding of the aviation industry
- To provide students with an awareness of career opportunities existing in the field of aviation.

Flight Program - Year 9 & 10
Through the study of relevant Outcomes, students have the opportunity to develop their achievement in most of the Overarching Outcomes of the Curriculum Framework. The Aviation program spans a range of Learning Areas including Mathematics, English, Science, Humanities and Social Sciences, and Technology and Enterprise.

The Aviation course is designed to be highly motivating, stimulate and foster intellectual curiosity, and promote logical and analytical thinking. It encompasses a range of mathematical, technological and humanities concepts in which students are required to use a variety of skills, processes, understandings and strategies to make informed decisions on issues relating to aviation.

Students are encouraged to participate in familiarization flights in a variety of aircraft throughout the program. This fosters enthusiasm and self-discipline. In addition, the practical component enhances students' interest and motivates them to achieve in all learning areas.

The Aviation course caters for the learning needs of all students, from those seeking a career in aviation, science or engineering to others pursuing an avid interest in the subject.

The broad cross-curricula approach provides students with an opportunity and a suitable background to pursue advanced subjects in the Aviation Course of Study in Years 11 and 12.

Year 9	Year 10
Power to Fly	Flying the Aeroplane
Model Making	The Aeroplane at War
Robotics	Human Factors in Aviation
Physics of Flight	Aircraft Construction (optional)

Aviation - 9Avi

The Power to Fly
Aeroplanes are provided with the force to move forwards by either reaction or piston engines. This module also investigates how each power source is developed.

Model Making
Almost as exciting as building the 'real thing' is building and flying model aircraft. Students are taught how to read plans and the skills required to build commercially produced models.

Robotics
Students use Lego kits to investigate principles associated with gears, pulleys, drive trains, axles and transmissions. In addition, students have the opportunity to construct models which demonstrate specific elements of aviation like propulsion and landing gear.

Physics of Flight
The aeroplane moves in three dimensions as a result of the transfer of energy. During the module, students will explore its behaviour during flight and investigate specific aerodynamic principles.

Flight Familiarisation
Flight familiarization is conducted in the school aircraft at student expense. The cost is approximately $85 per flight and students are encouraged to undertake one or more flights each year in order to better understand important aspects of aerodynamics, communications, aircraft systems and instruments taught in class.

Aviation - 10Avi

Entry Requirements
In order to be granted a place in the Aviation Course students should be able to demonstrate:

- a genuine interest in aviation
- satisfactory academic performance in Year 9

Flying the Aeroplane
This module examines how to load an aircraft correctly, calculate its centre of gravity and determine take-off and landing distance. It also explores how to taxi, take-off and land an aeroplane.

The Aeroplane at War
While we are all familiar with using the aircraft as a useful and rapid means of transport, aeroplanes have also been used as weapons essentially since their invention. This module examines the characteristics and roles of military aircraft.

Human Factors in Flight
During this module, students investigate the way in which flight affects the human body. It also examines how the layout of the cockpit can lead to accidents and incidents. In addition, students gain their Senior First Aid Certificate upon successful completion.

Cricket

Course Description

Cricket at Kent Street Senior High School offers a program of study for selected students from Years 8 to 12. The course allows all students to participate in 4 hours of Cricket a week. In lower school this is usually timetables with at least one double period (120 minutes). In senior school the students study for a Certificate II in Sport and Recreation which encompasses cricket.

Following is an overview of the themes and content on which the learning program is based. It is general enough to provide flexibility for teachers, enabling them to draw on their particular areas of expertise whilst meeting the needs and interests of our students of Cricket.

Year 10		Year 11/12	
Cricket skills	Preseason training	Certificate II	Certificate II
Captaincy	Fitness	Cricket Skills	Cricket Skills
Back Care	Strategies	Umpiring	Coaching

Year	Term 1	Term 2	Term 3	Term 4
9	Cricket skills	Umpiring Fitness	History Equipment Pre-season	Cricket skills
10	Cricket skills	Captaincy Fitness	Back care Strategies Pre-season	Cricket skills

In-Season (Terms 1 & 4)

Cricket training is conducted at school with WACA development officers used where it is seen appropriate. Students are required to have their unit booklet at each session and to write up their goals for training activities.

Off-Season

Sessions are generally split with theory and fitness work – off season – no cricket skills.

Pre-Season (term 3)

During the pre-season students will be involved in 1 session of theory / fitness / throwing catching skills at the school with the other sessions in the indoor centre at the WACA.

Year 9 Cricket – 9Cri

CRICKET CURRICULUM OVERVIEW YEAR 9		
STRAND	**COURSE OF STUDY**	**METHOD OF ASSESSMENT**
Skills for Physical Activity	• Continue technique correction: • WACA development officer coaching. • Technique assignment • Tactics, field placement and batting strategies •	Video Analysis Skills rating Skills testing
Knowledge & understandings	• Captaincy-batting / bowling orders • Field settings • Reacting to batters • Equipment maintenance • History of Cricket – Australian – pre 1920 •	Written Practical demonstration of understandings Performance rating
Self-Management skills	• Mental skills – In the Zone • Match diary • Laptop scoring	Self-Analysis Objective tests Performance Rating
Interpersonal Skills	• Level 1 CAP, coaching, participation, administration • Team administration •	Performance Rating
Attitudes & Values	• Preparation • Training ethic • Response to advice • Equipment management •	Peer Rating Teacher Rating
Co- Curricular activities	• Country camp • Primary schools carnival • Inter-school matches	

Year 10 Cricket – 10Cri

CRICKET CURRICULUM OVERVIEW YEAR 10		
STRAND	**COURSE OF STUDY**	**METHOD OF ASSESSMENT**
Skills for Physical Activity	• Technique Correction: • WACA development officer coaching. • Technique assignment • Team tactics, match plan	Video Analysis Skills rating Skills testing
Knowledge & understandings	• Guest Speakers • History assignment - past players 1 pre 1950 - 1 post 1950	Written Practical demonstration of understandings Performance rating
Self-Management skills	• Diary review – personal, match day, training diary	Self-Analysis Objective tests Performance Rating
Interpersonal Skills	• Mental skills – visualization, IPS • Captaincy – game strategies • Level 11 CAPS	Performance Rating
Attitudes & Values	• Preparation • Training ethic • Equipment management	Peer Rating Teacher Rating
Co- Curricular activities	• Primary schools carnival • Southern Skies Challenge Brisbane • Intra – school matches, mid-week challenge • Captaincy	

Fashion & Design

Students who enrol in the Fashion and Design course will gain a strong general education as well as, the opportunity to extend themselves in an area of interest. The course does not aim to train students for a specific job or career but rather provides the opportunity for students to gain knowledge and transferable skills. However, for those students who have a strong interest in pursuing a career in the fashion, design or related industries then this specialist course will set them up with the opportunity to develop a portfolio which will assist them in this quest.

The Fashion Course provides the students with the opportunity to integrate their creative talents in textiles and also art.

In the art component of the course, students paint, design and print on fabric while in the textiles area students develop the knowledge and skills to create wearable items and garments to meet specific design criteria. The two learning areas together, provide a well-balanced and varied approach to the teaching of Fashion and Design.

The aim of this course is to provide students with the creative problem solving and technical skills related to work in the fashion and design industry. Students in the course will develop:

- Competency in basic design principles and their application.
- Knowledge of and ability to use textiles and textile processes in a creative manner to meet specific needs.
- A high level of competency in garment construction.
- A fashion perspective, both historical and contemporary.
- Experience in the presentation of their work through exhibition, parading and competitions.
- Confidence, self-esteem, initiative and maturity.

Fashion and Design at Kent Street Senior High School offers a program of study for selected students in Years 7 to 10. In senior school, students who wish to continue with studies in this area can do so by selecting the course Materials Design and Technology – Textiles or a Certificate ll in Visual Arts.

Year 11		**Year 12**	
Certificate II in Visual Arts (This is a two year commitment)	Material Design & Technology Textiles General Course Units 1&2	Certificate II in Visual Arts (continuation of Year 1 of the certificate)	Material Design & Technology Textiles General Course Units 3&4

Select Entry Program

CoRE – The Centre of Resources Excellence

CoRE (Centre of Resources Excellence) is a select entry program. It is a Science, Technology, Engineering, Arts and Math (STEAM) education model based in the resources industry and is aimed at preparing today's young minds to power our future.

CoRE is a unique (the first of its type in Western Australia) student centred program built on the SWANS philosophy which supports both integrated and collaborative learning. Through the teaching and learning program students will be their curiosity and inquiry through engagement in the latest technology practices.

Early on in the program students become aware of the diverse array of potential career avenues they can pursue through tertiary education. These careers will be necessary to operate the resources industry beyond 2020. By 2025, 40% of the careers we are now familiar with will no longer exist and 75% of the new range of careers will require STEAM education. CoRE is well positioned to ensure that students have the opportunity to prepare themselves for this fast changing resource platform.

The program is well supported by industry links, professional associations and university faculties, allowing the latest research and development to permeate into the CoRE curriculum. Students will be working in relevant and authentic situations so they can experience first-hand how their CoRE/ STEAM learning can apply to real world scenarios.