



JUNIOR HANDBOOK

GUIDE TO COURSES

Years 8, 9 & 10
2010

During Term 3:

- *every Year 7* student will be asked to choose *two (2) electives* which he will study in Year 8.
- *every Year 8* student will be asked to choose *three (3) electives* to study in Years 9 and 10.

Details of these Electives are contained in this Handbook.

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INTRODUCTION

The move from Year 7 to Year 8 begins a boy's program for the award of a School Certificate at the end of Year 10. The School Certificate is the first public credential that most students earn and is an important milestone in their education.

Years 8, 9 and 10 at The King's School are characterised by rigorous academic study. While for most boys the School Certificate will be only the first of a number of credentials they will earn, it should nevertheless be a strong and worthwhile academic experience and one that lays the foundations for later studies. Boys are required to be focussed on their studies and encouraged to reach high standards of achievement.

For the first time, students are allowed to make some selections in the subjects they study, although there remains a strong core of subjects that everybody must study. The choice of subjects has been reviewed and expanded over the last few years to cater for the needs and interests of the boys.

The purpose of this handbook is to inform students and parents of the courses of study available at The King's School and to assist you to make wise and appropriate choices. I would encourage all boys to sit down with their parents and tutors and to carefully consider the options that are available before making any final decisions.

Making the Choices

This guide informs students and parents of both the **Mandatory Courses** as well as the **Elective Courses**. The wide variety of courses available at King's caters for the different interests and ability levels of our diverse student population.

In selecting Elective Courses, boys are encouraged to choose courses appropriate to their needs, interests and abilities; once chosen, the School asks only that each boy works to the best of his ability in his chosen courses.

Some boys will have a clear idea of the sort of career direction they may wish to take; others may have a vague idea. These boys should ensure that they seek advice from the Careers Adviser, Mr Michael Gordon, (mcg@kings.edu.au) about appropriate subjects to undertake for the School Certificate to ensure that they do not restrict their options.

For the majority of students who, at this early stage, have little idea at all about their possible careers, there is the reassurance that **few choices made for the School Certificate are likely to impact very significantly on their future options**, unless they leave School at the end of Year 10.

Boys are encouraged to seek advice from Heads of Department, their Year Coordinator, the Careers Advisor, the Assistant Director of Studies, Mr Walkden-Brown or the Director of Studies to make the most appropriate choices.

Once the matters above have been considered, boys are asked to make their subject selections in consultation with their parents. Selections should be made by **completing the Subject Choice Form online** by the date specified on the Subject Choice Form. Details of the process involved, and parents' confirmation, will be given to students early in Term 3.

Resource Limitations

It must be clearly stated that, while a broad configuration of choice is initially offered, the School will only proceed to form classes where it is deemed that sufficient students have chosen the particular subject and that the classes can be properly resourced. Similarly, some classes have strict limits on the number of available places. In these cases, Heads of Department will advise the Director of Studies regarding which applicants for the course are most likely to meet its requirements. These limitations may necessitate some boys not receiving their first choices. **Each boy is asked to select their preferences from the courses available but there can be no guarantee that every boy will get their first preferences.**

Changes to Subject Selections

Boys are asked to choose wisely and carefully. Some changes can be accommodated after the commencement of the new academic year, but not all. Class sizes and subject lines may preclude boys from some subjects.

Generally, no changes will be permitted **after the end of February in Term 1**, (except to a lower level course e.g. Mathematics), unless there are exceptional circumstances or sound educational reasons for the change (e.g. a change from an elective to Language Arts for educational support).

Acceleration

The Board of Studies also makes it possible for students to accelerate either in one subject or for an entire year. This possibility is restricted to the most able students and strict guidelines are laid down by the Board. Applications for acceleration may be made either through the Director of Studies, the Gifted and Talented Coordinator, Mr Green or The King's School Educational Support Services Department. All acceleration decisions require the approval of the Headmaster, after consultation with the Director of Studies.

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COURSES IN YEARS 8 - 10

NEXT YEAR IN YEAR 8

Students will continue to undertake courses of study in each of the Key Learning Areas in Stage 4, ultimately leading to the award of the School Certificate in Year 10. It is also a year during which students not only develop knowledge and understanding in the content of each course undertaken but also the skills required to measure each student's achievement based on the syllabus outcomes.

Scholars' classes will continue to be offered in the Core subjects of **English, Mathematics and Science**. These classes will extend and enrich boys in areas of their talent and/or their gifts, and students placed in each class will be reviewed on a regular basis.

Subjects for Year 8 are:

Mandatory courses:

- English
- Mathematics
- Science
- History
- Geography
- Personal Development Health and Physical Education
- Biblical Studies (TKS requirement)
- Technology (Mandatory)

Classes in History, Geography, PDHPE and Biblical Studies will be linked.

Elective courses:

Two (2) electives must be chosen from:

- Agricultural Technology
- Chinese (Mandarin)
- Commerce
- Drama
- French
- German
- Industrial Technology
- Information Software & Technology
- Latin
- Language Arts
- Music
- Visual Arts

Students who have displayed an aptitude for languages in Year 7 are encouraged to continue with their language in Year 8, as the study of one of Chinese, French, German or Latin in Year 8 is a pre-requisite for its study in Years 9 and 10. Students should seek advice from the Director of Studies and the Head of Languages when considering studying two languages. Students may also enrol in a language, other than those offered at King's, at Open High School or Saturday School for Community Languages, after consultation with the Acting Head of Languages, Mrs Neale.

Students may choose to select Language Arts as one of their elective subjects. Parents should contact Mrs Williams, Acting Coordinator of the Education Support Services Department, if they wish to enrol or re-enrol their son in this program.

NEXT YEAR IN YEAR 9

Students will commence courses of study in each of the Key Learning Areas in Stage 5, ultimately leading to the award of the School Certificate in Year 10. It is also a year during which students not only develop knowledge and understanding in the content of each course undertaken but also the skills required to measure each student's achievement based on the syllabus outcomes.

Scholars' classes will continue to be offered in the Core subjects of **English, Mathematics and Science**. These classes will extend and enrich boys in areas of their talent and/or their gifts, and students placed in each class will be reviewed on a regular basis.

Subjects for Year 9 are:

Mandatory courses:

English
Mathematics (Levels 3, 2 & 1)
Science
History
Geography
Personal Development Health and Physical Education
Biblical Studies (TKS requirement)

Classes in English, History, Geography, PDHPE and Biblical Studies may be linked.

Elective courses:

Three (3) electives must be chosen from:

Agricultural Technology	History Elective
Chinese	Industrial Technology Metal
Commerce	Industrial Technology Timber
Drama	Information Software & Technology
Design & Technology	Language Arts
French	Latin
German	Music
Geography Elective	Physical Activity and Sports Studies
Graphics Technology	Visual Arts

General Guidelines when selecting Electives:

- All elective courses are usually undertaken for 2 years
- Students undertaking Language course(s) would usually have studied the Language in Year 8
- Class organisation in Years 9-10 may be different from Years 7-8
- Students may continue a Language Arts program after consultation with Mrs Williams.
- Students may enrol in a language, other than those offered at King's, at either Open High School or Saturday School of Community Languages, after consultation with the Acting Head of Languages, Mrs Neale.

NEXT YEAR IN YEAR 10

Students will continue to undertake courses of study in each of the Key Learning Areas in Stage 5, leading to the award of the School Certificate at the end of Year 10. It is also a year during which students not only develop knowledge and understanding in the content of each course undertaken but also the skills required to measure each student's achievement based on the syllabus outcomes.

Scholars' classes will continue to be offered in the Core subjects of *English, Mathematics and Science*. These classes will extend and enrich boys in areas of their talent and/or their gifts, and students placed in each class will be reviewed on a regular basis.

The School Certificate

In the last months of Year 10, all boys will be presented as candidates for the School Certificate. The award of the School Certificate is made following two groups of Assessments which all boys must undertake:

1. School Assessments

For each subject presented for the School Certificate, the School conducts an Assessment Program over the four terms of Year 10. The Assessment Tasks are designed to produce a profile of each student's learning and achievement in the particular subject. The Board of Studies has published a set of Stage 5 Course Performance Descriptors for each subject, which is then used by the School to determine the appropriate Grade to award to each student. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded. There is no pre-determined pattern of Grades, and the School's determination is final except in the most unusual circumstances.

The General Performance Descriptors describe performance at each of the five grade levels:

- A Extensive knowledge and understanding and very high competence in processes and skills
- B Thorough knowledge and understanding and high competence in processes and skills
- C Sound knowledge and understanding and adequate competence in processes and skills
- D Basic knowledge and understanding and limited competence in processes and skills
- E Elementary knowledge and understanding + very limited competence in processes and skills

The School awards Grades for courses completed in Stage 5. Each department:

1. Establishes an assessment program that consists of a number of assessment activities.
2. Ensures that the assessment activities cover the full range of outcomes.
3. Determines the weightings or relative importance of each activity.
4. Awards marks for each completed activity.
5. Combines the marks awarded in each activity to obtain a total mark for each student.
6. On the basis of these marks, determines the order of merit for the group.
7. Refers to the Course Performance Descriptors to relate the order of merit to grades awarded.
8. Reviews the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

2. School Certificate Tests

Students must also sit for School Certificate Tests in English, Mathematics, Science, Australian History and Australian Geography Civics and Citizenship (AHGCC) and Computing Skills (CSA10) in November of Year 10. The results of these School Certificate Tests are reported by the Board of Studies separately from the School-assessed Grades. Once again, there is no predetermined pattern of marking.

The results of the Tests are reported separately and are based on a mark for each subject out of 100, reported as follows:

Band 6	Mark from 90 to 100
Band 5	Mark from 80 to 89
Band 4	Mark from 70 to 79
Band 3	Mark from 60 to 69
Band 2	Mark from 50 to 59
Band 1	Mark from 0 to 49, regarded as below the minimum standard.

School Certificate Results

Students will receive:

- the School Certificate Testamur (once the Board's requirements have been met)
- Grade results in each subject studied on a Record of Achievement – this is supplied by the School based on the Course Performance Descriptors and School Assessments
- results in the School Certificate Tests – students will receive their own marks and a description of the Band of Achievement in which they are placed.

School Certificate Results for Year 10 students on School-approved exchange

Students will receive:

- the School Certificate Testamur (once the Board's requirements have been met)
- Grade results in each subject studied on a Record of Achievement – this is supplied by the School based on the Course Performance Descriptors and School Assessments.

These students on exchange in November will **NOT** receive results for the School Certificate Tests as they will be absent. They may wish to sit the School Certificate Tests the following year in Year 11 if they so wish.

MANDATORY COURSES

Years 8 - 10

**ENGLISH
MATHEMATICS
SCIENCE
HISTORY
GEOGRAPHY
PDHPE
BIBLICAL STUDIES
TECHNOLOGY (Mandatory)
(Year 8 only)**

**GENERAL DESCRIPTION
OF
MANDATORY
COURSES**

ENGLISH

In 2003 the Secondary Schools Board approved a new Syllabus in English. This syllabus is divided into the following sections:

1. Talking and listening
2. Reading
3. Writing
4. Literature
5. Mass Media

This syllabus is based on the following principles:

1. Growth in language is integral to the student's personal growth as a thinking, feeling person.
2. It is mainly through language that human beings explore their public and private worlds, organise their experience and form their values.
3. Language is best developed by having all students engage in an abundance of purposeful language activities that are appropriate to their needs, interests and capacities.
4. The contexts in which students should engage in language learning activities are personal expression, literature, mass media and everyday communication, formal and informal.
5. While students do learn in other ways, learning for the most part occurs as students use language: as they talk, listen, read, write and observe. Hence English is central to the achievement of the aims of the total curriculum.

From these principles it follows that:

1. Language learning needs to be a *student-centred* activity in which students are called upon to take an active part in and responsibility for their own learning.
2. *Students' individual differences* need to be recognised and catered for.
3. Language learning occurs during the process of students *using language*, not simply through their consideration of finished language products or by their accumulating abstract theoretical knowledge about language.

The aim of English in Years 7 to 10 is to enable students to strive towards personal excellence in using language.

In so doing, students will grow in their ability to make meaning in a widening range of language situations. Meaning involves:

- What is said
- How it is said
- Why it is said
- The worth of what is said.

and is the outcome of an interaction between what is said or written, and the person who is listening, reading, or observing.

Language competence grows as students listen to, talk, write, read about and observe matters that are of significance to them in the contexts of:

- Personal expression
- Literature
- Mass Media
- Everyday communication.

Specifically, students are to have opportunities to develop their personal competence in:

- Recognising, broadening and exercising control over their oral language repertoire;
- Understanding, enjoying and responding perceptively to what they read in a wide range of contexts;
- Writing over a wide range of registers;
- Experiencing, enjoying and responding to a wide range of literature, especially Australian literature, and including the literature created by the students themselves;
- Using and responding to the mass media with sensitivity, perception and discrimination.

All of these objectives are interrelated:

- In the various language modes of talking, listening, reading, writing.
- In the contexts of personal expression, literature, the mass media and everyday communication.

The English program at The King's School is designed to implement the aims and objectives stated above. In addition, particular emphasis is given to providing all students with the opportunity to participate in school drama productions and debating and oratory competitions.

The English Department at The King's School encourages all boys to read widely.

MATHEMATICS

In Years 7 – 10, the general aim of the subject is to develop students' thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject and their engagement in lifelong learning.

Students will develop knowledge, skills and understanding:

- through inquiry, application of problem-solving strategies including the selection and use of appropriate technology, communication, reasoning and reflection
- in mental and written computation and numerical reasoning
- in patterning, generalisation and algebraic reasoning
- in collecting, representing, analysing and evaluating information
- in identifying and quantifying the attributes of shapes and objects and applying measurement strategies
- in special visualisation and geometric reasoning.

Year 8

In Year 8, the second year of Stage 4, students will continue studying the Board of Studies Mathematics Syllabus that was implemented statewide in Years 7 and 8 in 2004. The syllabus is structured around the following strands: Number, Patterns and Algebra, Data, Measurement, Space and Geometry and Working Mathematically.

Year 9

Stage 5 offers a sequence of content broken down into three overlapping stages called 5.1, 5.2 and 5.3. 5.1 is the base level with 5.2 and 5.3 becoming progressively more challenging.

In Year 9 we will probably have four "Level 3" classes, three "Level 2" classes and one "Level 1" class. The Level 3 classes will be studying a program designed to complete Stages 5.1 and 5.2 and part to all of the Stage 5.3 content. The Level 2 classes will be studying a program designed to completing all of Stage 5.1 and part to all of the Stage 5.2 content. The Level 1 class will follow a program designed to complete all the Stage 5.1 content and possibly some 5.2 content.

All classes will study content leading to the awarding of a School Certificate at the end of Year 10.

Year 10

The vast majority of students in Year 10 will continue to study Mathematics at the level they were studying in Year 9. There may be a few changes made in the case where students are either excelling or struggling at their current level. All classes will study content leading to the awarding of a School Certificate at the end of Year 10.

SCIENCE

Science and its applications have a significant effect on individuals and society as a whole. In order to cope with the "knowledge explosion" and technological change, individuals need to develop certain skills and attitudes. Access to basic scientific and technological ideas is important if individuals are to develop an awareness of the relationship between Science and society. Science requires individuals to come to terms with a particular approach to issues and problems.

While in any science course the facts, principles and laws serve as building blocks of knowledge, the processing and reprocessing procedures serve to organise and refine these building blocks. Thus the Science syllabus emphasises the acquiring of skills and attitudes necessary for the organisation of knowledge in such a way that phenomena are more adequately explained and their usefulness to human beings is enhanced.

The Science course in this school in Years 7 – 10 is designed to make science an active, positive and successful learning experience based on the needs and interests of the boys. In doing so our course is derived from the seven objectives identified by the Board's syllabus documents. As such the subject matter of our topics ranges over the following areas:

1. the history of science;
2. the nature and practice of science;
3. applications and uses of science;
4. implications of science for society and the environment;
5. current issues, research and development;
6. models, theories and laws and structures and systems related to the physical world, matter, the living world and earth and space;
7. interactions within the physical world, matter, the living world and earth and space.

Whenever possible, material is studied in a way which will enhance the repertoire of skills available to every student. While the students are establishing a store of facts, ideas and laws which are important in understanding the nature and behaviour of people and the environment they do so in a manner which provides the opportunity to think critically, solve real problems, and become experienced in the use of scientific method. The Science Department has its own computer laboratory and data logging equipment to assist in research and experimental investigation.

Through the medium of science the student will have opportunities to develop skills in planning and conducting investigations, developing scientific thinking and problem solving techniques, communicating, observing, manipulating apparatus and equipment and social interaction.

The study of science should help each student to develop a perception of his place in the world and the universe. As a consequence each student in this school should develop positive values and attitudes towards themselves and others, learning as a lifelong process about science and the environment.

HISTORY

History in Years 7 - 10 (Stages 4 -5) continues to be compulsory for all students as part of the core of subjects at The King's School. The Board of Studies requires that at least 200 hours of History will be studied during these years with an emphasis on Australian History, Civics and Citizenship.

Why study History?

The *History Stages 4-5 Syllabus* (2003) produced by The NSW Board of Studies states that in Stages 4-5 (Years 7-10), the study of History will provide students of diverse needs and ability with a range of opportunities to maximise their learning by providing them with a wide set of educational opportunities. This syllabus forms part of a continuum of learning from K-12 and The King's School History Department intends that in Stages 4-5, students will develop an appreciation of the study of History which will lead to a lifelong learning commitment.

Studying History is essential to the development of informed and active citizenship. Through the insights and understanding gained from a study of History, students are challenged to consider their rights and responsibilities and the contribution they can make in a civil society. History provides a frame of reference that students use to think critically and to develop informed opinions about contemporary national and international issues. Through the study of History, students explore people's experiences, using the past to inform and reflect on the present and how they may take an active role in shaping a more equitable society.

Through the study of History, students will also develop knowledge and understanding about: time and chronology, the nature of past societies and periods and their contribution to our world cultural heritage, indigenous peoples and the impact of colonisation, the nature of the relationship between Australia and the rest of the world, significant developments in Australia's political, social and cultural history and the changing rights and freedoms of various gender, cultural, social and economic groups.

Students will also develop skills in interpretation, analysis and empathy, involving the use of historical terms and concepts, interpreting and using historical sources and recognising perspectives and interpretations about individuals, groups, issues and events. Research will enable students to work individually and in groups to plan research, locate, select and organise information from a variety of sources and evaluate the usefulness of sources. Communication will involve students, individually or in groups, to identify the purposes and audience for communication, select the appropriate form of communication, use knowledge and understanding to retell, describe, explain, argue, challenge and discuss clearly and coherently and evaluate the effectiveness of the communication. The study of History will also enable students to acquire values and attitudes where students will develop commitment to informed and active citizenship, commitment to a just society, an appreciation of the study of History, empathetic understanding and a commitment to lifelong learning.

What is the Content of the Course?

History (Mandatory) Stage 4

YEAR 7

- **Investigating History**
- **Societies and Civilisations of the Past: Group A - Ancient Egypt**
- **Aboriginal and Indigenous and Peoples, Colonisation and Contact History**

YEAR 8

- **Societies and Civilisations of the Past: Group B – Medieval Europe/Vikings**
- **Aboriginal and Indigenous and Peoples, Colonisation and Contact History - Aztecs**

History (Mandatory) Stage 5

YEAR 9

- **Australia to 1914**
- **Australia and World War I**
- **Australia Between the Wars**

YEAR 10

- **Australia and World War II**
- **Australia in the Vietnam Era**
- **Changing Rights and Freedoms**
- **People Power and Politics in the Post-war Period**
- **Australia's Social and Cultural History in the Post-War Period**

What about Higher School Certificate History? (Stage 6)

History continues in Years 11 and 12 as a 2 Unit HSC Course. Students may elect to study Modern History or Ancient History or both Modern and Ancient History, as part of their program of study. Boys in Year 12 may elect to take the Extension Course of an extra 1 Unit on the advice of the Head of Department.

GEOGRAPHY

Geography in Years 7 to 10 (Stages 4 and 5) is compulsory for all students. This brings the School in line with the Board of Studies requirements to study at least 200 hours of Geography in Stages 4 and 5 with an emphasis upon Australian Geography and Citizenship in Years 9 and 10.

Students will be required to sit a two (2) hour external examination in aspects of Australian Geography and History, incorporating Civics and Citizenship, in November of their School Certificate year.

What is the Role of Geography in the Education of your Son?

Geography is an ideal complement to the compulsory subject of History; the two subjects provide a vital part of a student's basic education. This is particularly so in Australia for two main reasons. First, an understanding of environmental issues is now recognised as important by governments, farmers and industrial companies. Dealing with these issues is a large and growing area of employment in government and private sectors. Secondly, it is equally important that future adults understand how to play a part in our global society. Hence the overall aim of the course is to develop the students' understanding of the world in which they live. A balanced acquisition of knowledge, understanding, skills, values and attitudes is incorporated into the course. Students will also use Geographic Information Systems (GIS) in their Geographical studies. A GIS allows students to visualise geographic data and investigate spatial trends and relationships.

It prepares students for informed and active citizenship in a changing world. It also provides explicit focus on the development of key competencies and literacy in the study of Geography.

What is the Content of the Course?

In Years 7 and 8 (Stage 4) students are formally introduced to the discipline of Geography with the emphasis upon global geography. Students acquire geographic skills and develop values and attitudes appropriate to active citizenship. Specific studies include an understanding of the processes involved in the natural environment and the management of environmental issues. Year 8 focuses upon interactions between the major physical environments and their human communities. An understanding of ecological sustainability is developed by an examination of indigenous peoples' knowledge of the land and their relationship with the environment. A commitment to the use of renewable resources, and the resource needs of future generations, is a key element to this course.

In Years 9 and 10 (Stage 5) students investigate Australian environments and how people manage these environments. Units of work encourage students to develop a wide variety of geographic skills and to form positive attitudes towards their world, as well as their responsibilities as citizens. It is mandatory to focus studies upon Australian geography in Stage 5 but overseas studies are also included in order to develop a wider geographical perspective and to understand Australia in its regional and global context. This is particularly relevant given our present unstable, geopolitical environment.

PDHPE

Personal Development, Health and Physical Education is one of the eight key learning areas in the NSW secondary curriculum, and is concerned with the development of the whole person and improvement of the quality of life for all.

The program draws a number of previously separate areas together into the one comprehensive course. It represents an integrated approach to the areas of Personal Development, Health Education and Physical Education by recognising the role each plays in supporting learning about health-enhancing behaviour. The program, which provides the opportunity for specialised study in career decision-making, is extended by integrating elementary aspects of Career Education, such as self-awareness and the world of work, into its structure.

The PD, H & PE Program is concerned with developing the knowledge and skills and fostering the attitudes that will enable boys to adopt healthy lifestyles. The program is designed to affect the way boys think, feel and act in regard to their own well-being and that of others and the community in which they live. The School's program focuses on enabling and encouraging students to make responsible decisions related to health, physical activity, lifestyle and life planning. The PDHPE curriculum also plays an important role in enhancing resilience and connectedness in our students.

Participation in regular and varied physical activity is an inherent component of the syllabus. To ensure optimal structural growth and the efficient functioning of the body, physical activity is essential. Physical activity also provides an effective medium for learning by doing. Movement experiences not only enhance the development of movement concepts and skills necessary for satisfying performance, but also that of self-awareness, problem-solving and interpersonal skills.

The program also looks at the management of life situations and addresses issues which, because of the diversity of beliefs and values in our society, may be considered controversial. Sensitive treatment of controversial issues is a necessary part of a comprehensive Personal Development, Health and Physical Education program as it enables students to test their values and gain skills in critical analysis and decision-making.

The content of the PDHPE program is presented in four strands whereby students in Years 7-10 will be given the opportunity to work towards achieving prescribed outcomes in the context of each of these strands

The four strands of study are:

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

Effective learning in PDHPE is underpinned by the development of the following skills. They are:

1. Communicating
2. Decision-making
3. Interacting
4. Moving
5. Planning
6. Problem-solving

BIBLICAL STUDIES

The purpose of Biblical Studies in Years 7-11 is to establish a solid understanding of the Christian Faith. With this foundation the students are able to explore their own response to God in an informed and intelligent manner. The desired outcome is that they become men of faith with a solid Christian worldview, prepared to serve our community.

Year 7 begins by examining the Christian foundations of the School and then a basic introduction of the Bible text to equip them for future studies. Our first major Biblical topic is the creation narrative of Genesis and then we investigate an overview of Jesus' life. Our final topic for the year begins our overview of the Old Testament by studying the characters of Abraham and Moses.

Year 8 completes the overview of the Old Testament, with a further unit considering the emotions expressed in the Psalms. The Bible's development and historical accuracy is assessed before examining Jesus' teaching with particular emphasis on his Parables. The year is completed by considering some of the tough questions asked of the Christian Faith.

Year 9 examines the events of Jesus' life, times, death and resurrection. They then consider certain aspects of Christian belief. A brief survey of the historical and contemporary Church is also provided. To complete the year some practical life and faith issues are discussed.

Year 10 will consider the world's major religions during Terms 3 and 4. This will enable them to understand the key beliefs, major characters and development of each religion. Students will then be able to appreciate both the differences and similarities of these religions, informing them in the development of their own beliefs and participation in our modern multicultural and global contexts.

Year 11 will examine a variety of ethical issues from a Biblical perspective and consider how to apply Biblical principles to real life ethical dilemmas.

TECHNOLOGY (Mandatory)

(Year 8)

The Technology (Mandatory) course must be studied for at least 200 hours in Stage 4 (Years 7 and 8). This is a requirement for eligibility for the award of the School Certificate. Technology (Mandatory) is the foundation course for a range of elective courses in the Technology learning area.

Course Description

Technology (Mandatory) develops in students an understanding of design and design processes and the technologies that can be employed to produce creative and innovative solutions to identified needs. It enables students to select and use materials, tools and techniques in a responsible and safe manner.

What will students learn about?

All students will learn about the processes of designing through the development of design projects in the areas of:

- Built Environments
- Products
- Information and Communications.

They will learn about the properties and applications of a range of materials and the tools and equipment that are used to shape, form and join these materials. Students will gain an understanding of the factors that influence design including function and aesthetics. They will study the work of designers and the impact of technological advancement on society and the environment.

What will students learn to do?

Students will learn to identify and respond to needs through the development of quality design projects. They will learn to access and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others.

Students will learn to undertake research and experiments to inform the development of design projects and to evaluate, analyse and apply the results of these activities to individual projects.

School Certificate

Satisfactory completion of the Technology (Mandatory) course will be recorded on the student's School Certificate Record of Achievement Part A.

ELECTIVE COURSES

Year 8

AGRICULTURAL TECHNOLOGY
CHINESE
COMMERCE
DRAMA
FRENCH
GERMAN
INDUSTRIAL TECHNOLOGY
INFORMATION & SOFTWARE TECHNOLOGY
LANGUAGE ARTS
LATIN
MUSIC
VISUAL ARTS

Years 9 & 10

AGRICULTURAL TECHNOLOGY
CHINESE
COMMERCE
DESIGN & TECHNOLOGY
DRAMA
FRENCH
GEOGRAPHY ELECTIVE
GERMAN
GRAPHICS TECHNOLOGY
HISTORY ELECTIVE
INDUSTRIAL TECHNOLOGY (Metal)
INDUSTRIAL TECHNOLOGY (Timber)
INFORMATION & SOFTWARE TECHNOLOGY
LANGUAGE ARTS
LATIN
MUSIC
PHYSICAL ACTIVITY and SPORTS STUDIES
VISUAL ARTS

**GENERAL DESCRIPTION
OF
ELECTIVE
COURSES**

AGRICULTURAL TECHNOLOGY

(Years 8 - 10)

Students studying **Agricultural Technology** in Years 8 – 10 will develop knowledge, understanding and skills which will enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia.

It will also provide students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants, animals and a variety of outside practical activities.

The dynamic nature of modern agriculture results from the increasing knowledge and application of current and emerging technologies to the production, processing and marketing of production. An understanding of the relationships between production, processing and consumption enables informed debate about the impact of agricultural practices on society and the environment.

CHINESE (Years 8 - 10)

In Year 7 students begin to acquire the fundamentals of Chinese language to aid in the development of their communication skills in Chinese. This involves listening, speaking, reading and writing skills. The students develop a knowledge and appreciation of Chinese culture and make connections between Chinese and English language systems.

Year 8 students further develop their ability to communicate in Chinese by broadening and deepening their speaking, listening, reading and writing skills, as well as extending their understanding and appreciation of Chinese culture. [Students beginning Chinese in Year 8 must contact the teacher as early as possible and undertake a catch-up program, preferably before the Year 8 course begins].

By Years 9 and 10, students further extend and develop their strong foundation in the language and their growing ability to communicate in Chinese (both spoken and written). Already well-attuned to the differences and connections between the Chinese and English language systems, they can now use this growing linguistic sensitivity and awareness as they learn more complex structures and gradually increase their character vocabulary. They also focus more on ‘sharpening’ their listening and reading comprehension skills, as well as learning how to decipher and understand the main gist of Chinese readers.

Chinese textbooks and workbooks are supplemented by language games, songs, rhymes, children’s Chinese readers’ use of the online teaching website “Chinese Pod” and the CD-ROM “Zouba”. Students also learn to look up Chinese characters in a dictionary, and type them on a computer keyboard. They also watch and analyse Chinese movies, documentaries, and animation films, affording them a certain understanding of Chinese history and Chinese society, including the origins, meaning and practice of some of its key traditions, superstitions and rituals. Food, particularly when festival-related, is a welcome visitor to our classrooms. We also spend a day out on a cultural excursion. Past destinations have included the Buddhist temple in Wollongong, Chinatown (including lunch) and the NSW Art Gallery.

Topics studied in Yrs 7-10 include: Greetings, Family, Countries & Nationalities, Jobs, Transport, Time, Colours, Clothing, Weather, Holidays, Hobbies & Leisure, Food & Eating and School Activities.

NOTE: The Year 7-10 course is designed for non-background speakers. Students with some background in Chinese should first seek advice from the Chinese teacher before selecting this subject.

As the language of communication of approximately one quarter of the world’s population, Chinese is the most widely spoken language in the world. It is one of the official languages of the United Nations. Amongst the many spoken varieties of the language, Mandarin/Putonghua or Modern Standard Chinese is pre-eminent. Chinese (in all its forms) is recognised as one of the fastest growing languages in New South Wales and is spoken by one of the largest groups of non-native English background speakers in Australia.

In the twenty-first century, language learning is a high priority, as the ability to move between countries, cultures and languages has increased due to widespread globalisation, ease of travel and advanced communications technology. High quality education in a language enables students to respond positively to the opportunities and challenges of their rapidly changing world.

China has a significant profile in economic, political and cultural developments globally and, in particular, in the Asia-Pacific region. Australia has a strong connection through trade, political and cultural contacts with the People’s Republic of China and other nations such as Singapore, Malaysia and Taiwan.

Contemporary research and practice have established a clear link between language learning and improved literacy skills. Even limited exposure to foreign language learning is shown to increase metalinguistic awareness and enhance general cognitive development. Listening and receptive skills improve as a result of language study. The need to switch between linguistic systems assists students to develop greater mental dexterity. The process of teaching and learning languages focuses on linguistic symbols and patterns that are particularly important for children who might otherwise experience little or no emphasis on the development of sound language skills.

The ability to communicate in Chinese enhances the positive features of a culturally diverse society and helps to reinforce the ideals of mutual respect. It contributes significantly to the socio-cultural, economic and political understanding between Australia and Chinese-speaking countries and enables students to gain insights into the contributions that have been made by the Chinese to the Australian and indeed the global society. The study of Chinese also provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as tourism, technology, finance, services and business.

COMMERCE

(Years 8 - 10)

The aim of the new Commerce course in 2009 is to enable students to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make **informed and responsible** decisions as individuals and as part of the community.

These courses have been developed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

Students will develop:

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

Students will value and appreciate:

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

The courses will be available in Years 8, 9 and 10. Students may commence study in Year 8 or Year 9.

Year 8 Topics:

What is Commerce about
Travel
Global Links
E Commerce
Community Participation

Year 9 Topics:

Law and Society
Consumer Choice
Promoting and Selling
Personal Finance
Running a Business

Year 10 Topics:

Political Involvement
Law in Action
Our Economy
Investing
Employment Issues
Towards Independence

At the conclusion of these courses students are very well placed to study Economics, Business Studies and/or Legal Studies in Year 11.

DESIGN AND TECHNOLOGY

(Years 9 & 10)

Design and Technology is an elective course that will be studied for 200 hours during Years 9 and 10 for the School Certificate. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

Course Description

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

What will students learn about?

All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

What will students learn to do?

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

School Certificate

Satisfactory completion of Design and Technology during Years 9 and 10 will be recorded with a grade on the student's School Certificate Record of Achievement.

DRAMA

(Years 8 - 10)

Students may begin their study of Drama at The King's School in Years 8 or 9.

The study of Drama

Drama is an art form that encourages a cooperative approach to exploring the world through enactment. The collaborative nature of this art form engages students in a creative process of sharing, developing and expressing emotions and ideas. They portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas. In their appreciation of drama and theatre, students are aware of the contribution of actors, playwrights, designers and technicians to productions.

Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body and engage the whole person. Self-confidence, communication, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

The content of the Drama course

In Drama Years 8–10 students engage in an integrated study of:

- **Playbuilding**
Playbuilding (self-devised group work) is the compulsory dramatic context studied in all years of Drama.

- **Dramatic form and performance styles**
An in-depth study of the dramatic forms and performance styles are covered in various units in Drama Years 8-10 that include:
 - Approaches to Script: Performance
 - Approaches to Script: Costume and Set
 - Characterisation
 - Comedy
 - Voice and Monologues
 - Shakespearean Theatre
 - Melodrama
 - Physical Theatre
 - Lighting
 - Poster Design
 - Mime and Mask
 - Improvisation and Theatresports

School Certificate

Satisfactory completion of Drama during Years 9 and 10 will be recorded with a grade on the student's School Certificate Record of Achievement.

Years 11 and 12

Drama continues in Years 11 and 12 as a 2-unit HSC Course.

FRENCH AND GERMAN

(Years 8 - 10)

The major emphasis in learning French and German in Years 7-10 is on communication. The topics treated for communication will enable students:

- 1 to talk about themselves (i.e. to give information about themselves, where they live, their family, their school life, their hobbies, likes and dislikes etc.);
- 2 to express their needs in everyday situations and to 'survive' in the foreign country (eg, in a restaurant, in a shop, using public transport, etc.).

The textbooks used in French and German are set against a contemporary cultural background. Thus, as students learn French and German, they also learn about the country, history, and the way of life of the people who speak these languages.

Languages are taught using modern audio-lingual and audio-visual approaches. The ability to speak and understand the foreign language is of paramount importance, and the majority of class time is devoted to this objective. Video programs in the foreign language are shown frequently in class, and a wide variety of authentic taped material is used to facilitate the learning of the language. Students are also required to record themselves regularly onto cassette.

The Language Department organises and conducts study tours to New Caledonia and Germany. Trips to Germany run every two years and are open to students in Years 10 and above. Students from Year 8 onward are eligible to participate in tours to New Caledonia. King's students are presented with several opportunities to obtain scholarships for stays abroad and individual exchanges, run by reputable organisations approved by the school, are also available for students to undertake in their summer break. The Department is currently researching suitable schools in the countries of our target languages, with which we may forge an exchange agreement, with the view to enable individual exchanges for much longer periods of time.

It is envisaged that language/cultural exchanges for individual students will be offered as part of the TKS Exchange program for students in Year 10 within the next two years.

What are the reasons for studying foreign languages?

The importance of learning a modern language has long been acknowledged. The critical importance of Australians gaining far greater competence in languages is central to the program of curriculum reform introduced into NSW from the beginning of 1992.

Broadly speaking, the reasons for studying languages fall into three categories: educational, social and occupational.

Educational Reasons

- Learning a language presents an intellectual challenge to the student. The regular and systematic learning, which the acquisition of a foreign language requires, demands mental discipline and develops sound study habits.
- An improved command of English is often one result of learning another language. By comparison and contrast students become more aware of their own language.
- For most students it is a new experience. While sheer hard work is necessary, learning a new language is at the same time both enjoyable and satisfying. Many students derive pleasure in acquiring a new skill and finding themselves becoming more and more competent in a foreign language.
- A foreign language gives direct access to another culture and the world outside Australia

- A foreign language promotes in students an understanding of and an insight into the way of life and culture of people of diverse backgrounds, thus encouraging students to re-examine, and possibly modify, their attitudes towards people of other cultures.

Social Reasons

- Both International understanding and people who speak at least one foreign language are essential to Australia's well being.
- Most students will want to travel at some stage in their lives, whether on holiday, to advance their education, or simply to widen their experience. A working knowledge of another language makes travelling a much more pleasurable experience.

Occupational Reasons

- Knowledge of a foreign language is often an invaluable asset in many fields such as commerce, trade, diplomacy, business and journalism. The increasing internationalism of the commercial world in particular has created a demand for people with the ability to speak and understand another language.
- A foreign language is frequently an aid in higher research. Many university departments, particularly in the faculties of Arts and Science, require a reading knowledge of one or two foreign languages for all their Honours and post-graduate students. A foreign language is an entrance requirement to many tertiary institutions in Europe and the United States.

French or German? Or Both?

The above reasons are valid equally for French and German. Both are major world languages today and are widely spoken throughout the world.

French and German in Years 11 and 12?

Those students who study the languages they have elected in Year 8 until the end of Year 10 and who then continue in Years 11 and 12 are the ones who have shown a marked ability and interest in languages in their junior years.

GEOGRAPHY ELECTIVE

(Years 9 & 10)

The **Geography** Elective course provides students with a broader understanding of the discipline of Geography and the processes of geographical enquiry. It enables depth studies to be made in three of the focus areas from the Board of Studies Elective Geography course. These three areas are:

1. **Physical Geography:** the geographical processes that form and transform the physical world. Students learn about plate tectonics, weathering, erosion and depositional landforms, mass movement, global climate and weather patterns along with the biogeography of particular vegetation communities.
2. **Australia's Neighbours:** an overview of the Asia-Pacific region and Australia's involvement within it. Students focus on specific case studies, learning about these country's physical features, population patterns, economic features, international relations and future directions.
3. **A School-developed Option:** this section incorporates GIS (Geographic Information Systems) as an appropriate geographical tool to enable students to better understand how spatial and ecological dimensions interact so that ecosystems can be better managed.

It should be noted that in Year 10, two or three options will be studied and these will be selected from:

- Geography of Primary Production
- Development Geography
- Oceanography
- Political Geography
- Interactions and Patterns along a Continental Transect.

Why choose Geography Elective?

The course focuses upon developing general competencies, fieldwork skills and literacy that are needed for the acquisition of effective, higher-order thinking skills necessary for further education and everyday life. Appropriate use is made of fieldwork and information technology, particularly with studies using GIS – Geographic Information Systems.

Geography is a particularly interesting subject because it makes use of a variety of information sources, including professional journals, television documentaries, a variety of newspapers and magazines, CD-Roms, the Internet, data bases, library Information Services, government departments and non-government agencies. The course is flexible enough to focus on issues upon which the media is spending considerable print space or air-time.

An understanding of spatial and ecological dimensions enables students to become responsible citizens of the future.

GRAPHICS TECHNOLOGY

(Years 9 & 10)

Graphics Technology is an elective course that may be studied for 200 hours during Years 9 and 10 for the School Certificate. It builds on the knowledge, skills and experiences developed in the Design and Technology Years 7–8 Syllabus.

Course Description

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

What will students learn about?

All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

Students will also study a range of options that focus on specific areas of graphics including:

- Architectural Drawing
- Computer Aided Design and Drafting
- Engineering Drawing
- Product Illustration

What will students learn to do?

The major emphasis of the Graphics Technology syllabus is on students actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

School Certificate

Satisfactory completion of Graphics Technology during Years 9 and 10 will be recorded with a grade on the student's School Certificate Record of Achievement.

HISTORY ELECTIVE

(Years 9 & 10)

The History Elective Course provides students with a broader understanding of the discipline of History and the processes of historical enquiry. It enables depth students to acquire the historical skills, knowledge and understanding, and values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world.

Elective Extension History enables depth studies to be made from three compulsory content areas as set out in the *History Stages 4-5 Syllabus* (2003) produced by The Board of Studies NSW.

- **Constructing History**
- **Ancient, Medieval and Early Modern Societies**
- **Thematic Studies**

Why choose History Elective?

This course focuses upon building on the general competencies of the students so that they will further develop knowledge and understanding about the nature of societies from the past and the significant forces influencing the modern world. Added to this objective will be the capacity to develop higher-order skills in interpretation and analysis, research and communication as well as encouraging students to further develop their values and attitudes. Appropriate use is made of group work and information technology.

INDUSTRIAL TECHNOLOGY

(Year 8)

Metal/Timber

Industrial Technology – Year 8 is an elective subject that students may choose to undertake for one year. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Year 7 course.

Course Description

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects. Students will undertake study in the areas of Metal and Timber.

What will students learn about?

All students will learn about the properties and applications of materials associated with the Metal and Timber areas. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

It should be noted that by studying Industrial Technology Timber/Metal in Year 8, skills developed will help, if students choose to do further study in these areas in Years 9 and 10.

INDUSTRIAL TECHNOLOGY (Metal)

(Years 9 and 10)

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for the School Certificate. It builds on the knowledge, skills and experiences developed in the Design and Technology Years 7–8 Syllabus.

Course Description

Industrial Technology – Metal develops students' knowledge and understanding of the metals and engineering industry, the properties and processes used in working with various metals and an appreciation of metal products. They develop knowledge and skills relating to metal use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

King's students will undertake modules of metal machining and fabrication. Projects will include a sheetmetal toolbox, nutcracker, adjustable clamp, stool and a major project negotiated with their teacher.

What will students learn about?

All students will learn about the properties and applications of a variety of metals. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with metal. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

School Certificate

Satisfactory completion of study in an Industrial Technology course during Years 9 and 10 will be recorded with a grade on the student's School Certificate Record of Achievement Part A. This may occur in up to two courses.

INDUSTRIAL TECHNOLOGY (Timber)

(Years 9 and 10)

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for the School Certificate. It builds on the knowledge, skills and experiences developed in the Design and Technology Years 7–8 Syllabus.

Course Description

Industrial Technology – Timber develops students' knowledge and understanding of the timber industry, the properties and processes used in working with timber and an appreciation of timber products. They develop knowledge and skills relating to timber use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

King's students will undertake cabinetwork and wood machining. Projects will include a stool, turned table, chair, mallet and a major project negotiated with their teacher.

What will students learn about?

All students will learn about the properties and applications of timber. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with timber. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

School Certificate

Satisfactory completion of study in an Industrial Technology course during Years 9 and 10 will be recorded with a grade on the student's School Certificate Record of Achievement Part A. This may occur in up to two courses.

INFORMATION and SOFTWARE TECHNOLOGY

(Years 8 - 10)

This Elective will integrate the Core into the Option Topics, as prescribed by the syllabus, being delivered via six discrete semesters of work - study in Yr 8 is not a pre-requisite for Yrs 9-10. All semester units will involve the development of knowledge and skills that focus upon the development of problem-solving and communication skills, as well as co-operative learning, time and resource management and an appreciation of current and emerging technologies and issues. Discussion of the personnel involved in developing and maintaining computer technologies will occur, along with specific investigation of the pioneers of each field. Each unit will culminate in a group or individual project that integrates the course content and skills developed in that unit, also requiring the student to develop project management techniques and documentation.

Unit briefs:

Yr 8 Semester 1 – Common Office Applications

Students will use word processors, spreadsheets, databases and desktop publishing applications to build information systems for student relevant examples. The development of these tasks will focus upon the collection and formatting of data and the organisation, storage and display of information. Students will also investigate the impact of technology upon various domains, especially employment, as well as current and emerging technologies. The major project will involve the development of a publication using desktop publishing software.

Yr 8 Semester 2 – Authoring and Multimedia

Students will design, capture and construct media components suitable for inclusion and transmission across the web. Emphasis will be upon the construction and manipulation of images, animations and vector movies. Students will develop an understanding of digital media's place with an information based society. The project will involve the development of a variety of thematic media components.

Yr 9 – The Internet and Website Development

Students will analyse both the historical and emerging developments related to the Internet. Tasks will aid students to learn how to design, build and manage websites using a variety of webpage editing software packages, as well as developing a basic understanding of HTML coding. The project will involve designing and building media components to assemble a published website about a given scenario.

Yr 9 – Robotics, Automated Systems and Simulations

Students will investigate the use of computers in design and manufacturing environments and their role in modern work places. They will also investigate, build and use simulations to model and predict events, as well as for industrial training purposes. Consideration for the impact on the individual and society will drive discussion. Automated systems will be designed and built to carry out processes via sensors providing feedback about their environment and then actuators performing some modified output. The project will be a group activity involving the development and documentation of a large-scale control system.

Yr 10 Semester 1 – Designing and Developing Software

Students will be introduced to computer programming using both sequential and event-driven paradigms. They will develop an understanding of problem-solving through analysis of system requirements and designing solutions with algorithms, as part of a formal development cycle. Students will progressively build solutions to student relevant problems. The project will involve the development of a system to resolve a range of given problems.

Yr 10 Semester 2 – Digital Media: 3D Graphics

Students will plan and build media components, namely three-dimensional models that suitably describe real-world phenomena, or human interactions/movement, for a selected target audience. The components will be developed upon an understanding of modelling principles and storyboarding. 3D models and character animations will be constructed to illustrate a variety of objects or processes. The major project will involve the integration of these components to deliver high-end digital content for a pre-defined scenario.

LANGUAGE ARTS

(Years 8 - 10)

Language Arts is an elective taught within the Educational Support Services (ESS) Department. It targets students who need to improve their literacy skills. Students are immersed in thematically based, high interest units of work. Each unit of work provides opportunities to develop key literacy skills. These include: vocabulary development, spelling, grammar, syntax, reading comprehension, and the identification and written composition of various text types. These skills are transferable across the curriculum and prepare students for both the external School Certificate and Higher School Certificate examinations. Progress is monitored by ongoing formative and summative assessments that provide frequent feedback and constant support for the student.

LATIN

(Years 8 - 10)

The nature of the tasks in these years is determined by the imperative to provide the necessary foundation in the language that will enable those who have chosen the subject in Year 7 to continue with confidence into the senior years.

It is important to realise that because of its **cumulative character**, and unlike most other subjects (non-languages), there is no further opportunity to resume the study of Latin at a later stage if it is discontinued in the early years.

The *Cambridge Latin Course*, used extensively throughout England and the United States as well as Australia, approaches the study of Latin with an emphasis on the reading of passages centred on the social and cultural aspects of Roman society. Book I centres on life in Pompeii before the eruption of Mount Vesuvius in 79AD, Book II takes the student to Britain and Alexandria, while Book III explores aspects of military life and the Roman rule of Britain under the governorship of Agricola.

Throughout Years 8 to 10 this emphasis on the development of reading and translation skills is supplemented by the exploration of grammatical forms and function which are so important in informing understanding.

Latin is a study of language and literature. It has long been axiomatic that the study of Latin is an invaluable ancillary tool, not only for achieving greater competence in and understanding of our own native English, but also as a strong basis for further language learning. Students have the opportunity to appreciate the valuable contribution Latin makes to the content vocabulary of English, and, as the course progresses, to become more aware of some of the wider linguistic benefits associated with such a study, namely the organisation of sentence structure, accuracy in expression and precision in diction, and to explore the celebrated literature (both poetry and prose) of the great Roman authors of the First Century BC.

No student will find the study less than a challenge. For those who are able, it will provide a means by which they can grow in linguistic awareness, thereby offering them in the senior years, the opportunity to explore the riches and ideas of a people whose ideas have so heavily influenced the basic fabric of our own Western civilisation and literature.

MUSIC

(Years 8 - 10)

Students may choose Music as one of their examinable elective subjects from Years 8 to 10. Following this, there is further opportunity to study music for the Higher School Certificate.

To study music as an elective, students will need to select an instrument to learn or study voice. You do not need to have previous experience on an instrument or in singing to select this course. To best develop as a performer, students are required to participate in a school ensemble, which forms one part of their musical development.

The course offers students a wide range of learning opportunities. The course is essentially divided into three main areas:

1. **PERFORMANCE** (playing a wide variety of music),
2. **COMPOSING** (writing your own music using computers and various instruments); and
3. **LISTENING** (analysing different styles of music).

By the end of the course, students will have developed considerable musical expertise and be positioned to select either of the Higher School Certificate courses of study.

Students are given the opportunity to work one on one, with staff having expertise in music technology, composition and music performance.

The Course topics are many and varied. The mandatory topic is Australian Music; all other topics studied are chosen according to students' needs and strengths. Some of the topics available include: Jazz Music, Rock Music, Music and the Media, Music of a Culture, Classical Music, Medieval Music, Music and Technology and more.

PHYSICAL ACTIVITY AND SPORTS STUDIES

(Years 9 & 10)

This course is a new elective course that has been endorsed by the Board of Studies. It was developed as part of the government's commitment to the review and development of the Years 7-10 curriculum for NSW schools. The endorsed course will provide a consistent framework for schools and ensure curriculum standards. Students of Exercise and Sports Studies will build upon the experiences and understandings developed through mandatory study in PDHPE.

The Physical Activity and Sports Studies Course will provide a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. Boys will examine the structure and function of the human body, including energy production, motor skill development and nutrition. It includes study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals. At the completion of the course boys will receive the General Coaching Principles Certificate.

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

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course will provide boys with a broad understanding of the multifaceted nature of these fields. It will also introduce them to valuable and marketable skills in organisation, enterprise, leadership and communication.

Areas of Study:

The content is organised in modules within the following three Areas of Study;

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

Which students will be interested in the course?

The course is designed for students in Years 9 and 10 who wish to further develop their understanding of areas related to Personal Development, Health and Physical Education, and are thinking seriously about studying PDHPE in Years 11 and 12. Boys should have a desire to enhance their learning in this area through enthusiastic participation.

Students will be rewarded with an exciting and challenging course which will assist in developing a commitment to lifelong participation in physical activity and sport, appreciate the enjoyment and challenge of participation, and to value the contributions of being physically active.

VISUAL ARTS

(Years 8 - 10)

The Visual Arts Elective Course at The King's School is interesting in the diversity of educational experiences it offers to students. The course is designed to provide for students seeking to extend the basic experience gained in the non-elective course. Students can elect art in Year 8 for a single year course or in Year 9 for a two year course.

Elective Course: The course provides further extension and depth of study in the Visual Arts. This course provides students with ongoing opportunities to demonstrate their understandings of the Making and Study of Art. They should display specialisation, understanding and knowledge in the Making Art practices and in their Critical and Historical Study of Art and Artists. All students are required to keep a Visual Arts Process Diary for the duration of this course. This Diary should provide evidence of the range of learning activities undertaken by each student.

Making Artworks: A wide range of learning experiences are undertaken with a variety of materials and methods being used to produce artworks. Besides developing drawing and painting skills, students will work in such diverse media as Ceramics, Computer Art, Sculpture, Graphic design, Printmaking and Mixed Media.

Historical and Critical Studies: In order to understand the world and make relevant images, boys will be provided with opportunities to develop an appreciation of Australian contemporary artworks and images, and the wider environment of the world of art. This will include direct contact with artworks, architecture and artists through excursions.

Through Visual Arts, a student can gain a sense of individual accomplishment developing skills, thought processes and organisational qualities which he can be proud to use. The vocational applications of art training are diverse and fulfilling and include such areas as Architecture, Advertising, Graphic Arts, Film and Television, Marketing, Antiques, Art Investment, Visual Communication, Public Relations, Teaching, etc. – as well as providing for creative leisure skills.

Visual Arts is important to the overall balanced development of an informed and educated student.