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Course Handbook

INTRODUCTION

This Course Handbook has been produced to enable parents and students to gain a better understanding of the courses of study offered at the College from Year 7 to Year 9.

It is the College’s aim to help students understand the relationship between God and His Word in everything they are learning and doing in the classroom. Ruth Haycock, author of ‘Encyclopaedia of Bible Truths for School Subjects’ writes:

“If we actually believe that the Bible is authoritative in every subject it addresses, in history and science as well as in Christian doctrine, we are obligated to find out what it says about every topic we teach. If we fail to present what God says but teach other aspects of a subject, we shelter pupils from the truth and give them only part of the story. What we do teach may be purely humanistic and opposed to the truth found in the Bible, or it may be true as far as it goes, but incomplete. In either case, pupil thinking is being shaped according to the world’s pattern. God asked instead for transformed lives, not conformed to the world, but based on renewed minds able to prove what is the good and acceptable and perfect will of God.”

We believe that all truth originates from God, and that all the truth He created was designed to lead people to know and respond to Him. Each academic subject is a part of the truth He created to help people know and understand Him better. We know more about God because of the truth revealed in science and mathematics. He made writing and reading an important part of His creation because He chose to reveal Himself to us in writing. We learn to think and express our thoughts in writing so that we can praise and glorify Him. We study history so that we can understand how He has directed the course of man through the years of time. Every academic truth in every academic area is a revelation of God.

All efforts to separate God and His truth from the school curriculum only serve to emasculate an academic education. It is not possible to truly understand any academic area apart from a knowledge of God.

“The fear of the Lord is the beginning of knowledge…” (Proverbs 1:7)

Waverley Christian College endeavours to provide students with topics of study which are both stimulating and challenging and which will lead each student to realise the God-given potential within. We believe the courses of study provided prepare students most thoroughly for successful participation in the Victorian Certificate of Education, apprenticeship, or work place.

It is our prayer that students attending Waverley Christian College will experience success and the blessing of our Lord Jesus Christ.

Phadrah Hirshfield
Director of Teaching and Learning

“And all your children will be taught by the Lord, and great will be the peace of your children.”
Isaiah 54:13
THE CURRICULUM FOR YEARS 7 TO 9

Each day consists of 6 periods of 50 minutes each (60 lessons over a 10 day cycle)

The tables below set out the number of lessons per cycle for each subject and elective offered in the Secondary School.

<table>
<thead>
<tr>
<th>YEAR 7-9 SUBJECTS</th>
<th>LESSON ALLOCATIONS PER 10 DAY CYCLE</th>
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<tbody>
<tr>
<td></td>
<td>Year 7</td>
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<tr>
<td>Art</td>
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<td>Biblical Studies</td>
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<td>Dance</td>
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<td>Design Technology (Metal &amp; Plastic)</td>
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<td>Food Studies</td>
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<td>LOTE (Chinese/French)</td>
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<td>Media (Photography)</td>
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<tr>
<td>Music</td>
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<td>Outdoor Education/Duke of Edinburgh</td>
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</tr>
<tr>
<td>Personal Development</td>
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</tr>
<tr>
<td>Physical Education</td>
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</tr>
<tr>
<td>Science</td>
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</tr>
<tr>
<td>Sport</td>
<td>2</td>
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<td>Visual Communication</td>
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<tr>
<td>Year 8 and 9 Electives</td>
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</table>

TABLE NOTES:
(i) In the Year 7-9 columns, one asterix (*) means that students undertake these subjects for one semester only.
(ii) In Year 8 and 9, students undertake 3 electives for 5 periods per cycle, per semester.
CHAPEL

Secondary Chapel services are held on Thursday, before lunchtime. Secondary Chapels are student focused in their leadership and presentation style. At Chapel, students experience a time of worship, with various student bands leading worship. They also get to hear from a range of speakers who present the Word of God in relevant and creative ways.

**General Aims and Objectives**

- To provide an opportunity for students to feel a degree of ownership of a Chapel service
- To give all our students an opportunity to connect with God as a student body on a weekly basis
- To give the students another opportunity to grow in their relationship with God each week
- To help our students grow in their understanding of the Christian faith and strengthen their daily walk with God
- To give as many students as possible an opportunity to lead, contribute to and be involved in a Chapel service
- To provide an environment that is conducive for students to connect with God at a deeper level
- To provide contemporary worship that gives the opportunity for a high degree of student involvement
- To have good speakers who will deliver age appropriate messages dealing with issues that are relevant for our students
SPORT AND ACTIVITIES PROGRAM

BIBLICAL FRAMEWORK:
In 1 Corinthians 6, Paul shows us the importance of keeping our body healthy, pure and holy. There it says, "Or didn’t you realize that the body is a sacred place, the place of the Holy Spirit? Don’t you see that you can’t live however you please, squandering what God paid such a high price for? The physical part of you is not some piece of property belonging to the spiritual part of. God owns the whole works. So let people see God in and through your body.” (The Message)

God has given us the responsibility to take care of both our physical body and our spiritual part, for this is where the Holy Spirit lives – inside of us. This emphasis, which God places on looking after our physical body, provides the framework around which this course is structured.

Aims
The Sport and Activities Program recognises that all students need to be active; however their interests and motivation to be active will vary. Through regular involvement in a wide range of physical pursuits, the aim is for students to develop a positive attitude towards physical activity and for each student to remain active throughout their life.

Research indicates that involvement in regular physical activity has many benefits including:
- Reduced risk of cardiovascular disease, arthritis, osteoporosis, diabetes and other diseases
- Enhanced memory and learning
- Improved concentration
- Improved sleep
- Helps to achieve and maintain a healthy body weight
- Reduces feelings of depression, anxiety and stress
- Helps build and maintain healthy bones, muscles and joints
- Enhanced self-esteem and confidence with reduced isolation and loneliness

Activities Program.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf</td>
<td>Squash</td>
<td>Tennis</td>
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<tr>
<td>Ball Sports</td>
<td>Ball Sports</td>
<td>Aerobics</td>
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<tr>
<td>Swimming</td>
<td>Swimming</td>
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Sports Program

<table>
<thead>
<tr>
<th>Fortnightly Sports</th>
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</thead>
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<tr>
<td>Football</td>
<td>Handball</td>
<td>Soccer</td>
</tr>
<tr>
<td>Basketball</td>
<td>Soccer</td>
<td>Netball</td>
</tr>
<tr>
<td>Handball</td>
<td>Netball</td>
<td>Football</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 1 &amp; 4 Rally Days</th>
<th>Year 7-9 Boys</th>
<th>Year 7-9 Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>Tennis</td>
<td>Tennis</td>
</tr>
<tr>
<td>Badminton</td>
<td>Super 8’s Cricket</td>
<td>Basketball</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>Badminton</td>
<td>Table Tennis</td>
</tr>
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<td>5-a-side Soccer</td>
<td>5-a-side Soccer</td>
<td>5-a-side Soccer</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Volleyball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Basketball</td>
<td>Basketball</td>
<td>Netball</td>
</tr>
<tr>
<td>Netball</td>
<td>Netball</td>
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</tr>
</tbody>
</table>
The Year 7 curriculum is designed to give students basic experience in all subjects. Because of time constraints, some practical subjects are taught for one Semester only. At half-year there is a changeover, so that, during the course of the year, every Year 7 student has the opportunity to experience every subject.

The curriculum is written with the Primary Courses of Study being taken into account. Students build on the English and Mathematics foundations laid in Primary School. In other areas (such as Science and in practical areas), the experiences and skills learned in Primary years are used and developed. In the new Secondary school subjects such as Food Studies, Technology and Visual Communication, students learn the basics, to provide opportunity for further study later on.
“If God made the flowers, they are worth painting and writing about. If God made the birds, they are worth painting. If God made the sky, the sky is worth painting. If God made the ocean, indeed it’s worth writing poetry about. It is worth man’s while to create works upon the basis of the great works God has already created.”

- Francis A. Schaeffer

**Brief Description of Course**

Year 7 Art covers three main areas: drawing, painting and print making. In the drawing and painting unit, students draw objects from observation. Media explored includes progress pencil, fine liner and watercolour. Students are taught to render textures using a variety of marks. For the printing unit, students originate a suitable design for a linocut print. This is developed into a carved block and printed first in black and white, then in colour. Students are encouraged to print on a variety of surfaces and use a range of media to embellish the print.

**General Aims and Objectives**

- To experience and develop skills in handling a variety of media
- To develop skills and competence in linocut carving and printing
- To know and apply the elements of Art
- To develop appreciation of other artworks
- To stimulate enthusiasm and participation in this subject

**Topics**

- Pen and ink drawing
- Printing and mixed media
- Watercolour studies

**Time Allocation**

- 4 periods per cycle for one semester

**Special Requirements to be supplied by student**

- Booklisted items

**Assessment**

- Classroom assignments
- Practical activities

“...Huram-Abi, a man of great skill. He is trained to work in gold and silver, bronze and iron, stone and wood, and with purple and blue and crimson yarn and fine linen. He is experienced in all kinds of engraving and can execute any design given to him.” 2 Chronicles 2:13,14
Year 7
BIBLICAL STUDIES

“A thorough knowledge of the Bible is worth more than a college education.”
- Theodore Roosevelt

Brief Description of Course
In Year 7 Biblical Studies, students complete two units of work; The Bible: The Big Picture and Heroes of the Faith. These foundational studies are designed to help students master the Bible’s storyline and the significant events and developments that occur within it.

General Aims and Objectives
- To develop a love and appreciation for God’s Word.
- To help students master the Bible’s storyline.
- To provide students with the knowledge and skills that are needed to be able to engage in a deeper study of the Bible.
- To teach students how to identify and explain the significance of the major events in the historical storyline of the Bible.
- To introduce students to the reality that all of God’s revelation points to Christ.
- To help students have a thorough knowledge of the book of Genesis and the foundational place that it has in God’s revelation to us.
- To build the discipline of Bible reading in the life of the student.

Topics
- Semester One: The Bible: The Big Picture

- Semester Two: Heroes of the Faith

Time Allocation
- 3 periods per cycle

Special Requirements to be supplied by students
- Any full translation of the Bible

Assessment
- Bible Reading Plans
- Research Assignments
- Oral Presentations
- Tests

“But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.”
1 Peter 3:15
Year 7
DESIGN TECHNOLOGY (METAL & PLASTICS)

Then David gave his son Solomon the plans for the portico of the temple, its buildings, its storerooms, Its upper parts, its inner rooms and the place of atonement. He gave him the plans of all that the Spirit had put in his mind for the courts of the temple of the Lord and all the surrounding rooms, for the treasuries of the temple of God and for the treasuries for the dedicated things. "All this is in writing," David said, "because the hand of the Lord was upon me, and he gave me understand in all the details of the plans."
1 Chronicles 28:11-12, 19

Brief Description of Course
Technology involves the use of tools, machines, materials, techniques, and sources of energy to make work easier and more productive and to make leisure more enjoyable. A wide variety of learning activities will be called upon to focus student attention upon the topics selected. Considerable time will be given to developing student skill in the use of common hand tools. Technology (Metals and Plastics) uses natural and manmade materials.

General Aims and Objectives
- To develop basic skills in using tools for forming materials into useful articles.
- To reflect upon the requirements of the design process and to practice creative ingenuity
- To understand that God gives a variety of specialized creative abilities.

Topics
A range of topics selected from:
- Materials Technology: Natural and Processed Materials
- Safety in the workshop
- Design and creativity
- Integrated projects: A variety of projects to develop and establish the competent use of tools used with metals and plastics.

Time Allocation
- 4 periods per cycle for one semester

Special Requirements to be supplied by student
- $40 Levy
- A4 Binder Book (to use as a notebook)

Assessment
- Design Folio
- Marks assigned to workshop skills
- Projects
- Safety

The Lord said to Moses, “See I have chosen Bezalel and I have filled him with the Spirit of God, with skill, ability and knowledge in all kinds of crafts – to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood, and to engage in all kinds of craftsmanship. Moreover, I have appointed Oholiab to help him. Also I have given skills to all the craftsmen to make everything I have commanded you.
Exodus 31:1
Year 7
DESIGN TECHNOLOGY (WOOD)

Then David gave his son Solomon the plans for the portico of the temple, its buildings, its storerooms, its upper parts, its inner rooms and the place of atonement. He gave him the plans of all that the Spirit had put in his mind for the courts of the temple of the Lord and all the surrounding rooms, for the treasuries of the temple of God and for the treasuries for the dedicated things. “All this is in writing,” David said, “because the hand of the Lord was upon me, and he gave me understand in all the details of the plans.”

1 Chronicles 28:11-12, 19

Brief Description of Course
Technology involves the use of tools, machines, materials, techniques, and sources of energy to make work easier and more productive and to make leisure more enjoyable. A wide variety of learning activities will be called upon to focus student attention upon the topics selected. Considerable time will be given to developing student skill in the use of common hand tools. Technology (Wood) uses furnishings as a theme to explore the rich history of wood as a natural material with many uses.

General Aims and Objectives
- To develop basic skills in using tools for forming materials into useful articles.
- To reflect upon the requirements of the design process and to practice creative ingenuity
- To understand that God gives a variety of specialized creative abilities.

Topics
A range of topics selected from:
- Materials Technology: Natural and Processed Materials
- Safety in the workshop
- Design and creativity
- Woodwork projects: A variety of projects to develop and establish the competent use of woodworking tools eg dice, puzzles, boxes, trays and toys

Time Allocation
- 4 periods per cycle for one semester

Special Requirements to be supplied by student
- Booklisted items
- Levy

Assessment
- Workshop Skills
- Projects
- Design Folio

The Lord said to Moses, “See I have chosen Bezalel and I have filled him with the Spirit of God, with skill, ability and knowledge in all kinds of crafts – to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood, and to engage in all kinds of craftsmanship. Moreover, I have appointed Oholiab to help him. Also I have given skills to all the craftsmen to make everything I have commanded you.

Exodus 31:1-6
Drama

"Thinking cannot be clear till it has had expression. We must write, or speak, or act our thoughts, or they will remain in a half torpid form. Our feelings must have expression, or they will be as clouds, which, till they descend as rain, will never bring up fruit or flower. So it is with the inward feelings; expression gives them development."

- Henry Ward Beecher, 1813-1887

Brief Description of Course
This course incorporates both whole class and small group activities. The students participate in verbal and non-verbal exercises in the form of skits, play extracts and mimes.

General Aims and Objectives
- To build confidence to stand alone or work with others
- To participate as a valued member of a group
- To extend experience and methods of presentation of thoughts and feelings
- To develop the ability to think quickly and act appropriately during improvisations
- To develop listening skills
- To develop the ability to follow specific instructions
- To understand the ability to speak is given to us by God. He will direct our choice of words and the organisation of what we say, as we permit Him to do so.

Topics
- Characterisation improvisation
- Scripted performance
- Character development
- Street theatre performances / games

Time Allocation
- 2 periods per cycle

Special Requirements to be supplied by student
- Booklisted items

Assessment
- Ongoing assessment:
- Individual skill development
- Journal entries
- Class activities participation as a team member
- Individual performance
- Common mark for group performances

“No-one ever spoke the way this man does.”
John 7:4
Year 7
ENGLISH

“We must contemplate the import of ignoring the printed word. If you cannot read, you can do only what you are told.”

- Joseph P. Bean

Brief Description of Course
The Year 7 course aims to build students’ confidence in all areas of language study – reading, writing, listening and speaking. Organisation, research and reporting skills are emphasised to build foundations for future effective study. This course includes an introduction to the study of relevant topical issues.

General Aims and Objectives
- To develop skills to acquire knowledge by reading
- To develop enjoyment in literature of various types
- To adopt reading strategies for different purposes
- To write effectively to communicate thoughts, feelings, etc.
- To ask and answer questions orally
- To share experiences orally
- To interpret and evaluate the spoken word
- To use the God-given gifts of creativity and discernment

Topics
- Study of novels and films
- Public Speaking
- Poetry
- Study of Issues
- Essay writing
- Letter writing

Time Allocation
- 8 periods per cycle

Special Requirements to be supplied by student
- Nil

Assessment
- Spelling and Grammar
- Text Response
- Craft of Writing
- Oral Presentations
- Issues
- Examinations

“They read from the Book of the Law of God, making it clear and giving them meaning so that the people could understand what was being read.”

Nehemiah 8:8
Year 7
FOOD STUDIES

“Look to your health; and if you have it, praise God and value it next to a good conscience; for health is the second blessing that we mortals are capable of – a blessing that money cannot buy; therefore value it, and be thankful for it.”

- Isaak Walton

**Brief Description of Course**
An introduction to the subject, familiarising students with basic equipment, health and hygiene, time management, elementary nutrition, use of stoves, meal planning and serving of food.

**General Aims and Objectives**
- To foster confidence in the use of equipment, recipe reading and meal planning
- To encourage enjoyment in the handling and use of food
- To achieve a better understanding of foods and food values
- To develop an appreciation of food in relation to health and hygiene
- To develop the students’ skills in preparing, cooking and serving food
- To assist in the development of students’ personalities, both individually and as part of the group, by enabling them to organise themselves and their resources to the best advantage
- To understand God cares about our need for food.

**Topics**
- Nutrition
- The kitchen
- Types of cookery
- Safety and hygiene
- Five food groups
- Healthy diet pyramid
- Cookery terms

**Time Allocation**
- 4 periods per cycle for one semester

**Special Requirements to be supplied by student**
- Suitable containers to transport food
- Levy to cover food costs
- Display folder

**Assessment**
- Practical cookery
- Book work
- Tests
- Kitchen management

“Then God said, “I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit will seed in it. They will be yours for food.”

Genesis 1:29

“Everything that lives and moves will be food for you. Just as I gave you the green plants,
I now give you everything.”

Genesis 9:3
God left His fingerprints all over creation.
- Byron Snapp

Brief Description of Course
This course focuses on different types of environments, at local and global scales. Students learn key components of mapping and a variety of geographic tools and skills to better understand our world. They investigate both the political world and the natural world. Natural disasters and countries of the world are a focus of the unit, as are the natural processes and human activities that shape and change environments.

General Aims and Objectives
- To enable students to use an atlas and maps efficiently
- To develop the ability to observe, organise and record data.
- To recognise the interdependence of people and countries.
- To understand geographic concepts and conventions such as distance, scale and location.
- To recognise the reliance of humans upon the natural environment and its processes.
- To recognise how humans change the environment and the impact of these changes.
- To understand that natural resources belong to God and we are stewards of the earth and responsible to care for it.

Topics
- Geographic skills and Mapping
- Countries of the world
- Natural disasters
- Bushfires
- Water

Time Allocation
- 6 periods per cycle for one semester

Special Requirements to be supplied by student
- Nil

Assessment
- Mapping test
- Travel assignment
- Natural disasters / bushfires assignment
- Fieldwork task
- Exam

“The earth is the Lord’s, and everything in it, the world, and all who live in it.”
Psalm 24:1
Year 7
HISTORY

“What are all histories but God manifesting himself, shaking down and trampling under foot whatsoever he hath not planted.”
- Oliver Cromwell

Brief Description of Course
The Year 7 History course lays foundations for the continuing study of this subject. Within the framework of the chosen topics, students will learn about the many Primary and Secondary resources available to the historian. An important part of the course is to teach students that historical data is open to interpretation and thereby to teach them to evaluate evidence for themselves. The course also looks deeply into a number of Ancient Civilisations and compares them with the current world, analysing changes and continuities.

General Aims and Objectives
- To enable students to think chronologically
- To give students access to a variety of research skills and methods
- To enable students to critically evaluate data
- To present a world-wide overview of history
- To help students understand the continuing influence of past history on today’s society
- To understand that God wants us to know history and expects us to learn from a knowledge of history
- To enable students to notate and list resources accurately.

Topics
- Historical concepts, researching skills and timelines
- Timelines
- Ancient Rome
- Ancient Greece
- Ancient China

Time Allocation
- 6 periods per cycle for one semester

Special Requirements to be supplied by student
- Booklisted items

Assessment
- Assignments
- Research and reporting
- Book work
- Oral reports
- Group work
- Short factual tests
- Semester examinations

“Write on a scroll what you see and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea.”
“Write, therefore, what you have seen, what is now and what will take place later.”
Revelation 1:11,19
“Never before in human history have we had so much information to process. A weekday edition of The New York Times now carries more information than the average person in the 17th Century would digest in a lifetime. One thousand books are published every day. The total of all printed information doubles every five years. More information has been generated in the last three decades than in all the previous 5000 put together. We are in the midst of an information explosion.”

- Wilson da Silva-

Brief Description of Course
The computer course is not a “Computer Science” course, but does develop awareness of the implications of computers for the individual and society. The course incorporates computer awareness and classroom assignments on topical issues. Traditional teaching, discussions, projects and hands-on practical work make up the course.

General Aims and Objectives
- To lay a foundation for future computer studies
- To involve students in developments in society with particular regard to computer technology
- To inform students of current computer trends
- To familiarise students with a computer language – LOGO using Micro Worlds
- To understand how computers can be used in Christian work

Topics
- Word Processing and Spreadsheet Management
- Presenting information/Multimedia
- Microworlds
- Introduction to Website development
- Understanding Windows Explorer and managing files

Time Allocation
- 3 periods per cycle

Special Requirements to be supplied by student
- Booklisted items
- Levy

Assessment
- Assignments
- Set class activities

“….and knowledge shall be increased.”
Daniel 12:4
Year 7
LOTE FRENCH

Brief Description of Course
This is an introductory course and, as such, it hopes to give the student an opportunity to listen to and to speak another language, as well as an opportunity to develop skills in it. It will give students an understanding of another culture and values and therefore develop a greater understanding of the multilingual and multicultural aspects of our Australian Society. French will be taught through listening and speaking, reading and writing in French.

General Aims and Objectives
- To introduce the students to the structure and flow of French
- To lay a foundation for further studies in French
- To give the students an understanding of one of France, French culture, traditions and values
- To encourage the students to develop a competence in the usage of French in both spoken and written form
- To understand God originated languages, and in heaven, all nations and languages will be represented

Topics
- Greetings
- Myself
- France and French-speaking countries
- My friends
- The classroom

Time Allocation
- 4 periods per cycle

Special Requirements to be supplied by student
- Booklisted items
- Levy

Assessment
- Participation in communication activities (oral)
- Completion of set tasks
- Participation in classroom activities
- Ability to understand and follow instructions
- Examinations

“The Lord said, “If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other.” That is why it was called Babel – because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth.”

Genesis 11:6, 7 & 9

A man who is ignorant of foreign languages is ignorant of his own.
- Johann Goethe
Year 7
LOTE CHINESE

A man who is ignorant of foreign languages is ignorant of his own.
- Johann Goethe

Brief Description of Course
This is an introductory course and, as such, it hopes to give the student an opportunity to listen to and to speak another language, as well as an opportunity to develop skills in it. It will give students an understanding of another culture and values and therefore develop a greater understanding of the multilingual and multicultural aspects of our Australian Society. Chinese will be taught through listening and speaking, reading and writing in Chinese.

General Aims and Objectives
- To introduce the students to the structure and flow of Chinese
- To lay a foundation for further studies in Chinese
- To give the students an understanding of one of China, Chinese culture, traditions and values
- To encourage the students to develop a competence in the usage of Chinese in both spoken and written form
- To understand God originated languages, and in heaven, all nations and languages will be represented

Topics
- Greetings
- Numbers
- Family and Friends
- Pets
- Sports
- Food

Time Allocation
- 4 periods per cycle

Special Requirements to be supplied by student
- Booklisted items
- Levy

Assessment
- Participation in communication activities (oral)
- Completion of set tasks
- Participation in classroom activities
- Ability to understand and follow instructions
- Examinations

“The Lord said, “If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other.” That is why it was called Babel -- because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth.”

Genesis 11:6, 7 & 9
Year 7
MATHEMATICS

“God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us is this respect.”
- Asa Sparks

Brief Description of Course
Mathematics incorporates skills practice, standard applications, extended problem solving, project work and testing. Students are generally expected to complete the coursework designated for their year level; however, although students should utilise their talents faithfully, they have been given different levels of gifting by God. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program which develops a deeper understanding of set topics and extends students to provide access to more complex applications, enabling greater access to advanced mathematics options in senior year levels.

General Aims
- To develop each student to their fullest mathematical potential according to their unique God-given talent.
- To appreciate the historical development of Mathematical concepts
- To appreciate the way in which mathematics reflects the order in God’s Creation
- To develop the students’ understanding of the concepts of number and space and their interrelationship
- To deepen the students’ awareness and understanding of mathematics as a functional tool in solving everyday problems.

Topics
- Algebra
- Angles
- Chance and Data
- Decimals
- Equations
- Fractions
- Measurement
- Number patterns
- Shapes
- Whole numbers

Time Allocation
- 8 periods per cycle

Special Requirements to be supplied by student
- Booklisted items
- Calculator

Assessment
- Unit tests
- Assignments
- Problem solving tasks
- Semester examinations

“He determines the number of the stars and calls them each by name.”
Psalm 147:4

“Indeed, the very hairs of your head are all numbered. Don’t be afraid; you are worth more than many sparrows.”
Luke 12:7
Brief Description of Course
The course is designed to build on the foundations laid in Primary School Music classes. Study includes notation, value of notes, musical signs, abbreviations and clefs as well as an introduced to the History of Music in a clear, fun and concise way. The students will also undertake the learning of an orchestral instrument, which will culminate as an In-Class band to perform at the end of each semester. Finally, students delve into the topic of ‘How Now Shall I Listen?’ to evaluate Music in terms of the Christian World Perspective.

General Aims and Objectives
- To develop students’ musical ability
- To foster appreciation of music
- To assess and prescribe a Music Theory level individual program for students
- To develop ability to identify pitch
- To Develop ability to notate simple musical rhythms
- To know the basic eras of Music History and how they affect Music today
- To be able to evaluate music in terms of a Christian Worldview Perspective.
- To learn and demonstrate the fundamental technique on an orchestral instrument.

Topics
- Aural studies/Music Theory
- ‘Making Music’ through In-class Band Performance
- Ethnomusicology and musicology
- ‘My Style, Your Style’

Time Allocation
- 4 periods per cycle for one semester

Special Requirements to be supplied by student
- Booklisted items

Assessment
- ‘My Style, Your Style’ project
- In Class Band Participation
- In Class Solo Instrument Performance Exam
- Theory Packets and Tests.
- End of Semester Music Test

“Praise the Lord. Praise God in his sanctuary; praise him in his mighty heavens. Praise him for his acts of power; praise him for his surpassing greatness. Praise him with the sounding of the trumpet, praise him with the harp and lyre, praise him with tambourine and dancing, praise him with the strings and flute, praise him with the clash of cymbals, praise him with resounding cymbals. Let everything that has breath praise the Lord. Praise the Lord.”
Psalm 150
Year 7  
PERSONAL DEVELOPMENT

“All men have their frailties; and whoever looks for a friend without imperfections, will never find what he seeks. We love ourselves notwithstanding our faults, and we ought to love our friends in like manner.”

- Cyrus the Great, founder of the Persian empire

Brief Description of Course
Personal Development aims to equip students to deal with issues, in line with Christian values. Throughout their time in secondary school, students will be encouraged to maintain a focus on personal reflection, goal setting for growth and making a difference in the world. Personal Development provides support and a forum to discuss and process issues of importance to their age group.

General Aims and Objectives
- To assist students in their spiritual and emotional development
- To promote Christian character development
- To give a Biblical framework for various issues confronting students
- To enable students to grow in confidence through sharing ideas in a group setting
- To develop a biblical Christian worldview
- To see students equipped to make a difference in their world

Topics

Term 1
- Orientation “Welcome to Secondary”
- Camp Follow-up - “B is for Belonging”
- Who am I
- Goal Setting

Term 2
- Making a difference in the World: Our Local Community
- Community Service
- Bullying
- Study Skills

Term 3
- Relationships
- Make poverty history

Term 4
- Goal setting
- Use of the Internet

Time Allocation
- 1 period per cycle

Assessment
- Students are expected to be actively involved in class discussions and activities
- Community Service participation and follow-up reports.

“Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart and will all your should and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself. All the Law and the Prophets hang on these two commandments.”

Matthew 22:36-39
Year 7

PHYSICAL EDUCATION

“The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God.”
- Thomas M. Bogdon

Brief Description of Course
Through involvement in Physical Education, the student will understand the importance of their physical well-being. Through drills and games, students will aim to improve their level of personal fitness. Students will also participate in a range of activities, with the aim to build on fundamental skills learnt through their early years.

General Aims and Objectives
- To develop motor skills for successful participation in a range of activities
- To improve their level of personal fitness
- To develop positive attitudes towards involvement in physical activity
- To continue involvement in physical activity throughout their life
- To develop respect for their body as a unique gift of God’s creation
- To interact with others in a respectful, considerate and cooperative manner
- To increase knowledge of rules and tactics in a range of activities

Topics
- Athletics
- Australian Rules Football
- Basketball
- Cross Country
- European Handball
- Bat tennis
- Netball
- Soccer
- Lacrosse
- Volleyball
- Thunder Hockey

Time Allocation
- 3 periods per cycle

Also
- House Sports (Cross Country, Athletics, Swimming, Ball Sports, Bat Tennis)
- Interschool Sports: Football, Basketball, Handball, Soccer, Netball, Tennis, Super 8’s Cricket, Badminton, Table-Tennis, 5-a-side Soccer, Volleyball
- Interschool Carnivals: Athletics, Cross Country, Swimming
- WCC Activities: Ten Pin Bowling, Swimming, Ball Sports, Golf

Special Requirements to be supplied by student
- Physical Education uniform as per College Handbook
- A mouthguard is recommended to be used for activities that involve a higher level of physical contact
- PE/Sport levy is charged via the College Fees for a majority of excursions

Assessment
- Attitude and Application
- Fitness
- Skill acquisition
- Tests

“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others. I myself will not be disqualified for the prize.”
1 Corinthians 9:24-27
"The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honouring Him."
- James F. Jekel

**Brief Description of Course**
Science seeks to develop the students’ abilities to ask questions and to find answers about aspects of God’s creation. The laws which govern Creation have many applications in our daily lives. Students will learn to use different laboratory equipment and develop skills in inferring, prediction, measuring and experimentation. They will learn about sight, sound and forces such as friction, gravity and magnetism. Students undertake a study of the five kingdoms that all living things are categorized into, and learn how simple machines operate. A study of forensics and how it is used in society will also be taken.

**General Aims and Objectives**
- To retain awe and wonder when contemplating God’s marvelous Creation
- To foster and develop curiosity about all aspects of the earth and the universe
- To emphasise both the potential of science as well as its limits
- To help students co-discover many facts, laws and principles that have been previously discovered by earlier investigators of nature and the cosmos
- To increase students’ powers of observation
- To develop skills to design and carry out experiments and analyse the resultant data
- To develop skills to evaluate evidence and solve problems

**Topics**
- Properties of Substances
- Energy
- Forces
- Classification
- Mixtures
- Matter
- Simple Machines
- Practical Skills
- Science skills
- Writing Reports

**Time Allocation**
- 6 periods per cycle

**Special Requirements to be supplied by student**
- Booklisted items
- Levy

**Assessment**
- Unit tests
- Workbook and assignments
- Practical investigations and reports
- Semester examinations

“In the beginning God created the heavens and the earth.”
Genesis 1:1
Year 7
TEXTILES

“In a small way human creative hands imitate this profusion of God, going beyond the minimum requirements of getting the job done. Creative hands are not content to spread on the frosting; they must make a tasteful arrangement of swirls and colour. They don’t just apply a coat of varnish; they polish the surface until it glows like satin. Creative hands do more than plant seeds; they place them in a tasteful and eye-pleasing garden arrangement.”
- LeRoy Koopman

Brief Description of Course
Design, Creativity and Technology (Textiles) aims to develop creativity and innovation in students. They imaginatively design, create and evaluate processes, products and systems. Activities may include: designing and producing textile items such as clothing, bags, soft furnishings, softies or embroidery/applique works.

Students are initially required to familiarize themselves with the sewing machine and its parts. They then begin with drawing and designing, considering the materials that they will be working with. Students then go into production, using swatches, sewing samples and their designs in order to sew their products. They make modifications during production when they encounter technical or inventive challenges. Once their product is successfully completed, they analyse and evaluate performance, function and appearance and suggest modifications that could have been made in order to improve their product.

General Aims and Objectives
- To understand and use the design process.
- To gain knowledge of the properties and characteristics of various fabrics and materials.
- To produce creative projects.
- To develop skills in using tools, sewing machinery and equipment while producing practical work.
- To understand and follow the correct safety procedures in the Textiles room.
- To develop design and sewing skills.

Topics may include:
- Designing and producing items such as clothing, bags, cushions, softies or embroidery/applique works
- Textiles Room safety
- Sewing techniques – hand and machine samples
- Textiles Theory: from technical, historical and sociological perspectives.

Time Allocation
- 5 Periods per cycle
- This unit is offered in both Semesters 1 and 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: for materials
- A4 display book

Assessment
- Design work
- Production work
- Written tasks and Assignment
Year 7
VISUAL COMMUNICATION

“In a small way human creative hands imitate this profusion of God, going beyond the minimum requirements of getting the job done. Creative hands are not content to spread on the frosting; they must make a tasteful arrangement of swirls and colour. They don’t just apply a coat of varnish; they polish the surface until it glows like satin. Creative hands do more than plant seeds; they place them in a tasteful and eye-pleasing garden arrangement.”
- LeRoy Koopman

Brief Description of Course
Students explore and design their own creative visual solutions. They are introduced to paraline drawing methods and will learn about the design elements and how they are used in the production of a visual communication.

General Aims and Objectives
- To familiarise students with basic methods and language of Visual Communication
- To develop two-dimensional and three-dimensional drawing and rendering skills
- To design and produce visual communications that use design elements effectively

Topics
- Creative lettering
- Tunnels and Towers using the Oblique Drawing Method
- Isometric Constructions
- Elements of Design
- Poster Design
- Portrait

Time Allocation
- 4 periods per cycle for one semester

Special Requirements to be supplied by student
- Booklisted items

Assessment
- Practical assignments

“Now son of man, take a clay tablet, put it in front of you and draw the city of Jerusalem on it.”
Ezekiel 4:1
All Secondary subject courses are written as a 4 year unit so that students use and develop the skills of previous years as they prepare for VCE studies and the future.

The Year 8 curriculum is divided into 2 sections – Core subjects and Elective subjects and is designed to allow students to begin to exercise choice and take responsibility for their decisions. Teachers recommend that students consider their elective choices in the light of:

(a) personal interests
(b) individual giftings and talents
(c) possible career choices

At this year level, Electives are designed to give foundational skills, and to encourage interest and participation. If a student chooses to continue studying an Elective in Year 9, these skills will be further developed.
Year 8

CORE SUBJECTS
Year 8
BIBLICAL STUDIES
“A thorough knowledge of the Bible is worth more than a college education.”
- Theodore Roosevelt

Brief Description of Course
Year 8 Biblical Studies tackles two of the most challenging parts of the Bible. The Kings & Prophets of Israel and the book of Revelation. The first study focuses on an area of the Bible that students need to understand if they are to be able to read and learn from the books that are contained within it. The second study encourages students to have a good knowledge of the text of Revelation and the first century context that it was written in.

General Aims and Objectives
- To help students master the timeline and historical detail of the Kings and Prophets of Israel.
- To help students grow in their appreciation and awareness of the Biblical Prophets.
- To continue to build the students understanding of the unfolding revelation of God that climaxes in the life and death of Jesus.
- For students to read and be thoroughly versed in the text of the Book of Revelation.
- For students to be able to explain and find links between the text of Revelation and the situation of the late first century church.
- To continue to build the discipline of Bible reading in the life of the student.

Topics
- Semester One:
  Kings and Prophets of Israel

- Semester Two:
  The Book of Revelation

Time Allocation
- 3 periods per cycle

Special Requirements to be supplied by students
- Any full translation of the Bible

Assessment
- Bible Reading Plans
- Research Assignments
- Oral Presentations
- Tests

“But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.”
1 Peter 3:15
Year 8
ENGLISH

“We must contemplate the import of ignoring the printed word. If you cannot read, you can do only what you are told.”
- Joseph P. Bean

Brief Description of Course
This course uses the basic skills students have already acquired to develop their abilities to think critically about the written and the spoken word. Clear thinking skills are introduced as a basis for reasoning in both essay writing and oral activities.

General Aims and Objectives
- To develop the ability to appraise the content of written work
- To teach reasoning and clear thinking skills
- To teach the basics of presenting arguments – written and spoken
- To develop research and reporting techniques
- To encourage enjoyment in both reading and listening
- To teach effective oral communication skills
- To use the God-given gifts of creativity and discernment

Topics
- Film text – Charlie and the Chocolate Factory
- Novels: Chinese Cinderella; The Machine Gunners
- Australian short stories and poetry
- Written expression: essays; descriptive writing; predictions
- Issues: letter to the editor; role plays; television news

Time Allocation
- 8 periods per cycle

Special Requirements to be supplied by student
- Nil

Assessment
- Spelling and grammar
- Reading and studying texts
- Writing folio
- Issues
- Speaking and listening
- Examinations

“They read from the Book of the Law of God, making it clear and giving them meaning so that the people could understand what was being read.”
Nehemiah 8:8
Brief Description of Course
The Year 8 course focuses on the complexity of the earth’s major systems and environments. The major natural processes that shape our weather are investigated, as well as important environments such as coasts. Students gain advanced mapping skills and understand the importance of maps in reading weather patterns. By the end of the unit, they will have a greater understanding of the types and scales of interactions that occur between humans and natural environments.

General Aims and Objectives
- To enable students to use an atlas and maps efficiently.
- To develop the ability to observe, organise and record data.
- To recognise the interdependence of people and countries.
- To recognise the reliance of humans upon the natural environment and its processes.
- To recognise how humans change the environment and the impact of these changes.
- To understand that natural resources belong to God and we are stewards of the earth and responsible to care for it.

Topics
- Advanced geography skills
- Weather & Climate
- Sustainability
- Coasts

Time Allocation
- 6 periods per cycle for one semester

Special Requirements to be supplied by student
- Nil

Assessment
- Advanced skills test
- Weather tasks
- Sustainability assignment
- Coastal fieldwork report
- Exam

“The earth is the Lord’s, and everything in it, the world, and all who live in it.”
Psalm 24:1
Year 8
HISTORY

“What are all histories but God manifesting himself, shaking down and trampling under foot whatsoever he hath not planted.”

- Oliver Cromwell

Brief Description of Course
This course aims to develop in students an appreciation of the life and times of medieval societies by examining how medieval values, ideas, laws and the rise of Christianity have impacted the world today. Students are encouraged to think critically and evaluate various aspects of medieval societies in both Europe and Asia, and will investigate the world of knights, castles, chivalry, Renaissance and Reformation through activities such as class discussions, model construction, projects and Internet investigations.

General Aims and Objectives
- To describe key features of life in medieval society
- To examine how religious beliefs and practices influenced medieval societies
- To identify features of the Feudal system
- To compare laws and penalties in Australia with those of medieval society
- To analyse how Vikings obtained and maintained power
- To explain the impact of trade on Renaissance society
- To identify how Renaissance ideas have impacted the modern world
- To develop the intellectual skills of inquiry and critical thinking, and apply knowledge to develop and communicate understandings
- To develop independent research skills in using a variety of sources, including learning technologies
- To understand that God is sovereign and ultimately in control; no man or nation can over-rule Him

Topics
- Vikings
- Middle Ages and the rise of Christianity
- Medieval Britain
- Medieval Japan
- The crusades
- Trade routes to the East
- Knights, Castles and Weaponry
- Renaissance and Reformation
- Luther, Calvin and the development of the Protestant Church
- Tudor Reformation

Time Allocation
- 6 periods per cycle for one semester

Special Requirements to be supplied by the Student
- Book-listed items
- Levy

Assessment
- Essays
- Projects and posters
- Models
- Role-plays
- Class participation
- Tests & Examination

“Write on a scroll what you see and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea.”

“Write, therefore, what you have seen, what is now and what will take place later.”

Revelation 1:11,19
Year 8
INFORMATION TECHNOLOGY

“Never before in human history have we had so much information to process. A weekday edition of The New York Times now carries more information than the average person in the 17th century would digest in a lifetime. One thousand books are published every day. The total of all printed information doubles every five years. More information has been generated in the last three decades than in all the previous 5000 put together. We are in the midst of an information explosion.”

- Wilson da Silva

Brief Description of Course
The Computer Course is designed to develop awareness of the implications of computers for the individual and society. It is not a “Computer Science” course. The course incorporates computer awareness, programming and assignments. The main focus is the computing graphical language, LOGO. The course includes traditional classroom teaching, discussions, projects and practical hands on experience, and sees the students to the completion of the International Computer Driving Licence.

General Aims and Objectives
- To generate awareness of the implications of computers for the individual
- To generate awareness of the implications of computers in society
- To increase skill in Desktop Publishing
- To develop skills to create and manipulate slide presentations
- To develop the ability to create and maintain a spreadsheet
- To understand how computers can be used in Christian work
- To undertake and aim to complete the International Computer Driving Licence modules

Topics
- Desktop Publishing
- Slides Presentation
- Spreadsheet
- Word Processing

Time Allocation
- 2 periods per week

Special Requirements to be supplied by student
- Levy

Assessment
- Assignments
- Practical keyboard work
- Class set work

“…and knowledge shall be increased.”
Daniel 12:4
Year 8
LOTE CHINESE

A man who is ignorant of foreign languages is ignorant of his own.
-Johann Goethe

Brief Description of Course
The Chinese Program promotes awareness of the culture of China and the multi-cultural nature of Australia. It is a sequential program, which fosters a student’s ability to communicate in speech and writing, as well as developing effective listening and reading skills in the Chinese language. The main topics include pets, nationalities and languages, sports, descriptions of a friend, and food and drinks.

General Aims and Objectives
- To introduce the students to the structure and flow of French
- To lay a foundation for further studies in French
- To give the students an understanding of one of France, its culture, traditions and values
- To encourage the students to develop a competence in the usage of French in both spoken and written form
- To help the student understand the multilingual and multicultural Australian society
- To understand God has control over men’s ability to speak and understand other languages, and in Heaven all nations and languages will be represented

Topics
- Sports and activities
- At school
- Food and shopping
- Dates and birthdays

Time Allocation
- 4 periods per cycle

Special Requirements to be supplied by student
- Book-listed items
- Levy

Assessment
- Participation in communication activities (oral)
- Completion of set tasks
- Participation in classroom activities
- Ability to understand and follow instructions
- Exam

“The Lord said, “If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other.” That is why it was called Babel – because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth.”

Genesis 11:6, 7 & 9
Brief Description of Course
This is an introductory course and, as such, it hopes to give the student an opportunity to listen to and to speak another language, as well as an opportunity to develop skills in it. It will give students an understanding of another culture and values and therefore develop a greater understanding of the multilingual and multicultural aspects of our Australian Society. French will be taught through listening and speaking, reading and writing in French.

General Aims and Objectives
- To introduce the students to the structure and flow of French
- To lay a foundation for further studies in French
- To give the students an understanding of one of France, its culture, traditions and values
- To encourage the students to develop a competence in the usage of French in both spoken and written form
- To help the student understand the multilingual and multicultural Australian society
- To understand God originated languages, and in heaven, all nations and languages will be represented

Topics
- Sports and activities
- At school
- Food and shopping
- Dates and birthdays

Time Allocation
- 4 periods per cycle

Special Requirements to be supplied by student
- Book-listed items
- Levy

Assessment
- Participation in communication activities (oral)
- Completion of set tasks
- Participation in classroom activities
- Ability to understand and follow instructions
- Exam

“The Lord said, “If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other.” That is why it was called Babel – because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth.”

Genesis 11:6, 7 & 9
Year 8
MATHEMATICS

“God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us is this respect.”
- Asa Sparks

Brief Description of Course
Mathematics incorporates skills practice, standard applications, problem solving, project work and testing. Students are generally expected to complete the coursework for their designated year level; however, although students should utilise their talents faithfully, they have been given different levels of gifting by God. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program which develops a deeper understanding of set topics and extends students to provide access to more complex applications, enabling greater access to advanced mathematics options in senior year levels.

General Aims and Objectives
- To develop students to their fullest mathematical potential according to their unique God-given talent.
- To appreciate the way in which mathematics reflects the order in God’s Creation
- To develop the students’ understanding of the concepts of number and space and their interrelationship
- To deepen the students’ awareness and understanding of mathematics as a functional tool in solving everyday problems
- To appreciate the historical development of Mathematical concepts

Topics
- Directed numbers
- Ratio
- Geometry
- Measurement
- Algebra
- Percentage Calculations
- Problem solving
- Ratio and Scale Drawing
- Cartesian Graphs
- Linear Equations
- Probability & Statistics

Time Allocation
- 8 periods per cycle

Special Requirements to be supplied by student
- Booklisted items
- Calculator

Assessment
- Topic tests
- Project and assignment work
- Problem solving investigations
- Semester examinations

“He determines the number of the stars and calls them each by name.”
Psalm 147:4

“Indeed, the very hairs of your head are all numbered. Don’t be afraid; you are worth more than many sparrows.”
Luke 12:7
Year 8
PERSONAL DEVELOPMENT

“All men have their frailties; and whoever looks for a friend without imperfections, will never find what he seeks. We love ourselves notwithstanding our faults, and we ought to love our friends in like manner.”
- Cyrus the Great, founder of the Persian empire

Brief Description of Course
Personal Development aims to equip students to deal with issues, in line with Christian values. Throughout their time in secondary school, students will be encouraged to maintain a focus on personal reflection, goal setting for growth and making a difference in the world. Personal Development provides support and a forum to discuss and process issues of importance to their age group.

General Aims and Objectives
• To assist students in their spiritual and emotional development
• To promote Christian character development
• To give a Biblical framework for various issues confronting students
• To enable students to grow in confidence through sharing ideas in a group setting
• To develop a biblical Christian worldview
• To see students equipped to make a difference in their world

Topics
Throughout the year the following topics will be covered:
• Goal setting
• Making a difference
• Grief
• Self-esteem / body-image
• Peer-pressure
• Smoking
• Community Service

Time Allocation
• 1 period per cycle

Assessment
• Students are expected to be actively involved in class discussions and activities

“Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart and will all your should and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself. All the Law and the Prophets hang on these two commandments.”
Matthew 22:36-39
**Year 8**

**PHYSICAL EDUCATION**

“The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God.”

- Thomas M. Boqdon

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**Brief Description of Course**

Through involvement in Physical Education, students will continue to work diligently to improve their level of personal fitness. Students will focus on further developing skills required for Major Games, particularly those that form the basis of Interschool Sport activities.

**General Aims and Objectives**

- To develop motor skills for successful participation in a range of activities
- To improve their level of personal fitness
- To develop positive attitudes towards involvement in physical activity
- To continue involvement in physical activity throughout their life
- To develop respect for their body as a unique gift of God’s creation
- To interact with others in a respectful, considerate and cooperative manner
- To increase knowledge of rules and tactics in a range of activities

**Topics**

- Athletics
- Australian Rules Football
- Badminton
- Basketball
- Cross Country running
- Netball
- Rugby
- Soccer
- Volleyball

**Time Allocation**

- 3 periods per cycle

**Also**

- House Sports (Cross Country, Athletics, Swimming, Ball Sports, Bat Tennis)
- Interschool Sports: Football, Basketball, Handball, Soccer, Netball, Tennis, Super 8’s Cricket, Badminton, Table-Tennis, 5-a-side Soccer, Volleyball
- Interschool Carnivals: Athletics, Cross Country, Swimming
- WCC Sport: Roller Skating, Swimming, Squash, Ball Sports

**Special Requirements to be supplied by student**

- Physical Education uniform as per College Handbook
- A mouthguard is recommended to be used for activities that involve a higher level of physical contact
- PE/Sport levy is charged via the College Fees for a majority of excursions

**Assessment**

- Attitude and Application
- Fitness
- Skill acquisition
- Tests

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“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others. I myself will not be disqualified for the prize.”

1 Corinthians 9:24-27
Year 8
SCIENCE

“The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honouring Him.”
- James F. Jekel

Brief Description of Course
Science seeks to develop the students’ abilities to ask questions and to find answers about aspects of God’s creation. The laws which govern Creation have many applications in our daily lives. Students will practically investigate, verify and apply these laws and shall identify and resolve, where possible, the problems associated with our physical world which have occurred as a result of the fallen state of humanity. Consequently, students are reminded of the moral responsibility of God’s children to serve Him faithfully as stewards of the resources and the materials which He has made available to us. A range of career-based and domestic applications of the study of science will be covered to better equip students to serve God with greater understanding.

General Aims and Objectives
To retain awe and wonder when contemplating God’s marvellous Creation
- To foster and develop curiosity about all aspects of the earth and the universe
- To emphasise both the potential of science as well as its limits
- To help students co-discover many facts, laws and principles that have been previously discovered by earlier investigators of nature and the cosmos
- To increase students’ powers of observation
- To develop abilities to design and carry out experiments and analyse the resultant data
- To develop abilities to evaluate evidence and solve problems

Topics
- Body Systems
- Cells and microscopes
- Chemical Reactions
- Energy
- Geology
- Matter
- Sustainability
- The Universe
- Life cycles

Time Allocation
- 6 periods per cycle

Special Requirements to be supplied by student
- Booklisted items

Assessment
- Unit tests
- Reports
- Notebooks
- Practical tasks
- Semester examinations

“In the beginning God created the heavens and the earth.”
Genesis 1:1
Year 8

ELECTIVE SUBJECTS
8ART1 - Art I

Subject Domain: The Arts
Subject: Art

Brief Description of Course
Art introduces students to a range of materials, skills and techniques. Art provides opportunities for imaginative exploration, development and communication of ideas. Students are encouraged to make creative and personal responses to specific tasks. Through experimentation of the selected material, students develop and refine skills in drawing and mixed media.

General Aims and Objectives
Creating and making
- To manipulate arts elements and principles effectively on scraperboard, paper and fabric
- To demonstrate a level of technical competence in the use of drawing skills, techniques and printing processes
- To develop pastel artworks which reflect personal art responses to specific tasks
Exploring and responding
- To research and critically analyse and interpret artworks using appropriate arts language
- To describe the stylistic, technical, expressive and aesthetic features of artworks created by a range of artists: ie. M.C Escher

Topics:
- Scraperboard
- Tone and texture drawing using dry pastels and oil pastels
- Printing onto paper and fabric
- Tonal landscapes

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Sketchbook, folio and book listed stationery
- Estimated Levy: $45

Assessment
- All class work; research and developmental work, practical projects and finished artworks
- Written work and assignments

8VISCOM1 - Visual Communication I

Subject Domain: The Arts
Subject: Visual Communication

Brief Description of Course
Students will continue to develop skills using a variety of mediums. Both two dimensional and three dimensional design solutions will be explored and presented. Students will develop skills in illustration and use the design elements and principles in the production of a visual communication.

General Aims and Objectives
- To present creative visual solutions using a variety of methods and mediums
- To develop design and rendering skills
- To develop an appreciation of both technical drawing and creative design

Topics may include:
- Knox City Council’s Project: Competition
- Orthogonal drawing: Toy design
- Cubes in one point perspective
- Cityscape in two point perspective
- Isometric lettering
- Self portrait

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Sketchbook, folio and book listed stationery
- Estimated Levy: $45

Assessment
- All class work; research and developmental work, practical projects and finished designs
8MEDIA - Media

Subject Domain: The Arts
Subject: Media

Brief Description of Course
This unit aims to introduce students to digital photography and video. Students will gain the ability to create media texts for a variety of audiences, presenting ideas and values in their productions. Students will develop their photography skills, as well as create video productions using filmic production techniques. They will also analyse the use of these production techniques in professional media texts. Students will develop an understanding of how media texts are created in a variety of genres, styles, traditions and cultures.

General Aims and Objectives
- To understand and use appropriate arts language related to media productions
- To produce photographic work which convey appropriate ideas and values
- To develop skills in problem solving and working collaboratively to create media products
- To understand and follow the correct safety for using digital photographic/video equipment
- To create different media products for specific audiences
- To compare, analyse, evaluate, and interpret the content, meaning and qualities in media works created in different social, cultural and historical contexts
- To give students a practical experience of working with others to produce a media product from pre-production through to post-production and distribution
- To develop an ability to discuss their own and others’ use of media elements, principles and/or conventions, skills, genres, techniques, processes, equipment and technologies

Topics include:
- Digital Photography
- Digital Video Production
- Film Analysis

Time Allocation
- 5 periods per cycle
- This unit is offered in both Semester 1 and 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $20 for materials
- A4 binder book

Assessment
- Film analysis activities
- Media folio
- Major production (video/photography)

8OUTD - Outdoor Education

Subject Domain: Health and Physical Education
Subject: Outdoor Education

Brief Description of Course
The subject Outdoor Education will introduce students to basics in some outdoor experiences. Victoria contains some of the best national parks and bushland within Australia and this subject should give each student some skills to be able to stay overnight in the bush.

General Aims and Objectives
- Students will learn more about and see parts of God’s incredible and diverse creation
- Learn how to use and care for the bush at the same time
- This subject should give each student some skills to be able to stay overnight in the bush.
- Learn about mountain biking – maintenance and skills required
- Learn the skills of surfing and kayaking

Topics
- Hiking skills
- Tent pitching
- Outdoor cooking
- Mountain bike riding
- Kayaking
- Packing a back pack
- Orienteering
- Environmental care
- Surfing

Time Allocation
- 5 periods per cycle
- This unit is offered in both Semesters 1 and 2

Prerequisites
- Nil

Special Requirements to be supplied by students
- Estimated Levy: $198

Assessment
- Adoption of campcraft practices while on overnight camp
- Participation during outdoor experiences
- Presentation of research on an Australian adventurer.
8DRA1 - Beginning Acting

**Subject Domain:** The Arts  
**Subject:** Drama

**Brief Description of Course**
This unit aims to provide varied opportunities for students to perform and create dramatic works. Students will be introduced to the basic elements of the art of performance. The emphasis in this unit is on developing communication, confidence, commitment and cooperation.

**General Aims and Objectives**

By the completion of this unit students will have enhanced their:
- Communication skills & Social co-operation
- Confidence and self esteem
- Commitment and co-operation
- Ability to project their voice
- Stage presence
- Improvisational skills

**Topics**
- **Projection** – the ability to perform in a number of different situations and by heard and understood by the audience
- **Stage Presence** – the ability to draw an audience and use your body to express most effectively what it is you are trying to communicate, as well as increase the effectiveness other performers on stage
- **Improvisation** – The ability to think on one’s feet, especially in performance scenarios, to the effect of increasing the actor’s instincts
- **Group Interactions** – The skill of responding, giving place to, and enhancing scenes with other actors on stage, knowing when to fall to the background or take centre stage and everything in between

**Time Allocation**
- 5 periods per cycle for Semester 1

**Prerequisites**
- Nil

**Special Requirements to be supplied by student**
- Estimated Levy: $15

**Assessment**
- Individual participation in class activities
- Group participation on set class tasks
- Performance - Monologue (solo) Ensemble (large group)
- Written Journal Entries – including class summaries and theatre reviews

8DRA2 - The Stage and the Body

**Subject Domain:** The Arts  
**Subject:** Drama

**Brief Description of Course – PHYSICAL THEATRE**
This unit aims to provide varied opportunities for students to perform and create dramatic works. Students will be introduced to basic elements of performance art. The emphasis in this unit is on developing communication skills and confidence. Written reflections on their own work and on the performances of others are also a part of this unit of study.

**General Aims and Objectives**

- Communication skills through body language
- Social co-operation, confidence and self esteem
- Commitment and co-operation
- Understanding styles, forms and conventions of dramatic presentations
- Evaluate content, purpose and themes of selected drama and theatre
- To enhance communication in a public forum to convey worthwhile messages and biblical themes

**Topics**
- **Physical movement** – interpretation of poetry/biblical characters – leading to the presentation of a Monologue performance piece
- **Comedy** – the study of how body language affects humour. An investigation of mime and clowning.
- **Greek Theatre** – the use of ONLY the body to convey emotion and character
- **Stage Combat** – learning how to fight and safely ‘fall’ in theatrical situations
- **Dalcrose** – The art of graceful movement

**Time Allocation**
- 5 periods per cycle for Semester 2

**Prerequisites**
- Nil

**Special Requirements to be supplied by student**
- Estimated Levy: $40

**Assessment**
- Individual participation in class activities
- Group participation on set class tasks
- Performance - Monologue (solo) Ensemble (large group)
- Written Journal Entries – including class summaries and theatre reviews
8TECH1 – Technology (Wood and Composites)

Subject Domain: Technology
Subject: Design Technology (Wood)

Brief Description of Course
Design and Technology aims to introduce and develop a systematic and creative approach to generating technological solutions. Students will gain the ability to apply knowledge and skills by using a variety of equipment, tools and materials while incorporating the elements of design.

Activities may include: designing and producing practical projects using wood as the main material; discussions and demonstrations on safe workshop practices; developing skills and knowledge of hand and power tools.

Technology is more than a tool or a machine; its meaning is much broader than that. There is creativity, patience and skills in a process that starts with a human need and ends with the realization of a designed solution. It is a human activity, it is central to being human and integral to civilization. If we understand Technology in this way then not only does it include tools and techniques but also organizational and cultural aspects defined by our Christian values and beliefs.

General Aims and Objectives
• To understand and use the design process
• To gain knowledge on the properties and characteristics for various timbers
• To produce creative projects
• To develop skills in using tools, machinery and equipment while producing practical work
• To understand and follow the correct safety procedures in the workshop
• To develop design and drawing skills

Topics may include:
• Designing and making creative wood projects including a maze with some metal and plastic
• Workshop safety
• Crafting techniques – manual and mechanical

Time Allocation
• 5 periods per cycle
• This unit is offered in both Semesters 1 and 2

Prerequisites
• Nil

Special Requirements to be supplied by student
• Estimated Levy: $65 for materials
• A4 binder book
• A4 folio

Assessment
• Marks assigned to design folio
• Marks assigned to workshop skills
• Classroom activities
• Completed projects
• Safety in the workshop

8TECH2 – Technology (Metal and Plastics)

Subject Domain: Technology
Subject: Design Technology (Metals & Plastics)

Brief Description of Course
Technology involves the use of tools, machines, materials, techniques, and sources of energy to make work easier and more productive and to make leisure more enjoyable. A wide variety of learning activities will be called upon to focus student attention upon the topics covered. Considerable time will be given to developing student skill in the use of common hand tools. Technology (Metals and Plastics) uses natural and manmade materials.

Technology is more than a tool or a machine; its meaning is much broader than that. There is creativity, patience and skills in a process that starts with a human need and ends with the realization of a designed solution. It is a human activity, it is central to being human and integral to civilization. If we understand Technology in this way then not only does it include tools and techniques but also organizational and cultural aspects defined by our Christian values and beliefs.

General Aims and Objectives
• To develop basic skills in using tools for forming materials into useful articles
• To reflect upon the requirements of the design process and to practice creative ingenuity
• To understand that God gives a variety of specialized creative abilities

Topics may include:
• Materials Technology: natural and processed materials
• Safety in the workshop
• Design and creativity
• Integrated projects: a variety of projects to develop and establish the competent use of tools used with metals and plastics

Time Allocation
• 5 periods per cycle
• This unit is offered in both Semesters 1 and 2

Prerequisites
• Nil

Special Requirements to be supplied by student
• Estimated Levy: $85 for materials
• A4 Binder Book (to use as a notebook)

Assessment
• Marks assigned to workshop skills
• Projects
• Safety
• Design folio
8FOOD1 - Ready, Steady, Cook!

**Subject Domain:** Technology  
**Subject:** Food Technology

**Brief Description of Course**  
This unit explores many aspects of food. It introduces more advanced cookery processes than previously covered in Year 7. It also explores equipment and terminology used, healthy eating, why we eat and meal planning.

**General Aims and Objectives**
- To develop a deeper understanding of all types of practical cookery
- To understand nutrients and how our body uses them
- To explore healthy eating models and how to use them
- To understand God’s concern for our need for food and why we eat

**Topics:**  
- Equipment  
- Terminology  
- Food hygiene/poisoning  
- Healthy eating models  
- Why we eat  
- Meal planning

**Time Allocation**  
- 5 periods per cycle for Semester 1

**Prerequisites**  
- Nil

**Special Requirements to be supplied by student**  
- Estimated Food Levy: $60  
- Display folder  
- Suitable containers to transport food

**Assessment**  
- Practical work and written evaluations  
- Tests  
- Assignment  
- Book work

8FOOD2 - To Market, To Market

**Subject Domain:** Technology  
**Subject:** Food Technology

**Brief Description of Course**  
This unit explores many aspects of food. It introduces more advanced cookery processes than previously covered in Year 7. It also explores different foods that we eat and how they work.

**General Aims and Objectives**
- To develop a deeper understanding of all types of practical cookery
- To explore different food groups that we are used to eating everyday (that can be found in any market) and how they work
- To understand nutrients and which foods they are found in
- To understand God’s concern for our need for food and why we eat

**Topics:**  
- Equipment  
- Terminology  
- Food hygiene/poisoning  
- Milk and milk products  
- Cereals  
- Fruit  
- Vegetables  
- Eggs

**Time Allocation**  
- 5 periods per cycle for Semester 2

**Prerequisites**  
- Nil

**Special Requirements to be supplied by student**  
- Estimated Food Levy: $60  
- Display folder  
- Suitable containers to transport food

**Assessment**  
- Practical work and written evaluations  
- Tests  
- Assignment  
- Book work
8HEALTH1 - Healthy Choices

**Subject Domain:** Health & Physical Education  
**Subject:** Health

**Brief Description of Course**  
Students will examine physical and spiritual aspects to various issues related to their personal health.

**General Aims and Objectives**  
- To develop skills and gain knowledge of safety and first aid  
- To understand the value that God places on the health of the human body  
- To develop students’ ability to make healthy decisions in relation to several different issues  
- To participate in a surfing lesson, learning aspects of safety during a physical activity

**Topics**  
- Alcohol and binge drinking  
- Decision making  
- Safety and first aid in the community  
- Nutrition

**Time Allocation**  
- 5 periods per cycle for Semester 1

**Prerequisites**  
- Nil

**Special Requirements to be supplied by student**  
- Estimated Levy: $40 (includes workbook)

**Assessment**  
- Class work  
- Projects  
- Tests

8MUSIC1 – What every Musician Should know

**Subject Domain:** The Arts  
**Subject:** Music

**Brief Description of Course**  
This unit is designed for students who wish to continue with their music education and build on their skills. In order to prepare them for studying music in future years students are given the basics of music theory and analysis. Students are also encouraged to appreciate music from various genres. Students will work in groups and as individuals to work on performances to be presented to the class. Students also will study popular music styles. Theory and aural abilities will be developed through various assessments.

**General Aims and Objectives**  
- To encourage students’ continuing appreciation and participation in school Music  
- To further students’ ability to play an instrument or sing  
- To foster confidence and enjoyment in performing  
- To enable students to further develop their understanding of music from a Biblical perspective  
- To analyse the use of musical elements in the creation of music

**Topics**  
- Theory of Music  
- Aural  
- Composition  
- Analysis  
- Performance

**Time Allocation**  
- 5 periods per cycle for Semester 1

**Prerequisites**  
- Students must be able to sing confidently or play an instrument

**Special Requirements to be supplied by student**  
- Estimated Levy: $15

**Assessment**  
- Written theory, performance, aural tests and genre study
8MUSIC2 – Music Performance

Subject Domain: The Arts
Subject: Music

Brief Description of Course
This unit is designed specifically for Christian musicians in today’s world. All aspects of the live worship band will be studied. Students who select this subject must be able to sing confidently or play an instrument. The class will perform music in front of their peers. Students will study styles of music relevant to being used in a worship setting.

General Aims and Objectives
- To assist in setting up a worship band
- To understand what is involved in being part of a worship team
- To further students’ ability to play and instrument or sing
- To encourage participation in musical groups
- To foster confidence and enjoyment in performing
- To analyse the use of musical elements in the creation of music
- To understand God’s gift of music to people
- To develop a leadership role in Music at the school
- To encourage students to use their talents and abilities in their community and church

Topics
- Role of worship
- Performance
- Theory of Music
- Improvisation
- Composition

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Students must be able to sing confidently or play an instrument

Special Requirements to be supplied by student
- Estimated Levy: $15

Assessment
- Written theory, performance and composition

TEXTILES – Textiles and Design Technique

Subject Domain: Technology
Subject: Design Technology (Textiles)

Brief Description of Course
Design, Creativity and Technology (Textiles) aims to develop creativity and innovation in students. They imaginatively design, create and evaluate processes, products and systems. Activities may include: designing and producing textile items such as clothing, hats, baskets, bags, softies or t-shirts. Investigations begin with drawing and designing, considering the materials that they will be working with.

Students then go into production, using swatches, sewing samples and their designs in order to sew their products. They make modifications during production when they encounter technical or inventive challenges. Once their product is successfully completed, they analyse and evaluate performance, function and appearance and suggest modifications that could have been made in order to improve their product.

General Aims and Objectives
- To understand and use the design process.
- To gain knowledge of the properties and characteristics of various fabrics and materials.
- To produce creative projects.
- To develop skills in using tools, sewing machinery and equipment while producing practical work.
- To understand and follow the correct safety procedures in the Textiles room.
- To develop design and sewing skills.

Topics to be selected from:
- Designing and producing textile items such as clothing, hats, baskets or bags, softies or t-shirts.
- Textiles Room safety
- Sewing techniques – hand and machine samples
- Textiles Theory: from technical, historical and sociological perspectives.

Time Allocation
- 5 periods per cycle
- This unit is offered in both Semesters 1 and 2

Prerequisites
- Nil

Special Requirements to be supplied by students
- Estimated Levy: for materials
- A4 display book
- Estimated Levy: $

Assessment
- Design work
- Production work
- Written tasks and Assignment
Year 9

Year 9 is an exciting and challenging year at Waverley Christian College. Students are encouraged to take responsibility in various areas of College life such as Chapel and House Meeting. The City Experience Program is designed to give students the experience of learning in the City environment. Students also participate in Politics Week learning about the political process and running a mock election. Politics Week links closely to the Canberra Trip in Year 9.

The Year 9 curriculum is divided into 2 sections – Core subjects and Elective subjects – and is designed to allow students to exercise choice and take responsibility for their decisions. Teachers recommend that students consider their elective choices in the light of:

(a) personal interests
(b) individual giftings and talents
(c) possible career choices

At this year level, Electives are designed to give foundational skills, and to encourage interest and participation. If a student chooses to study a specialist subject in Year 10, these skills will be further developed.
Year 9

CORE SUBJECTS
“A thorough knowledge of the Bible is worth more than a college education.”
- Theodore Roosevelt

Brief Description of Course
In Year 9 Biblical Studies, students complete two units of work: The Life of Jesus and The Book of Acts. The course provides students with the opportunity to study the life of Jesus in depth and the development and expansion of the early church. Through both of these studies students are challenged to consider what Christian discipleship looks like and to evaluate the modern church movement in light of the teaching found in these books.

General Aims and Objectives
- To help students grow in their understanding of the life and teaching of Jesus Christ.
- For students to have a working knowledge of the 4 Gospels and their distinctives.
- To continue to build the discipline of Bible reading in the life of students. Students will be required to read Luke and John during the first semester for homework.
- To evaluate the modern Christian movement in light of Jesus call to radical discipleship.
- To expand students understanding of the early church and the context of the New Testament letters.
- Students will be required to read the book of Acts during the second semester for homework.

Topics
Semester One
- The Life of Jesus

Semester Two
- The Book of Acts

Time Allocation
- 2 periods per cycle

Special Requirements to be supplied by students
- Any full translation of the Bible
- Booklisted items

Assessment
- Bible Reading Plans
- Research Assignments
- Debating
- Oral Presentations
- Tests

“But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.”
1 Peter 3:15
“To possess money is very well; it may be a most valuable servant; to be possessed by it, is to be possessed by a devil, and one of the meanest and worst kinds of devils.”
- Tyron Edwards, 1809-1894, great grandson of Jonathan Edwards

**Year 9 COMMERCE**

This course focuses on some practical aspects of the legal, political and economic environments in Australia. It also gives students some practical experience in regard to personal financial management.

**General Aims and Objectives**
- To teach students to be wise stewards of the resources that God entrusts us with
- To help students to understand the political structure we are under as Australians
- To help students understand the Economic structure in Australia
- To give students some insight into business processes and the law

**Topics**
- Managing personal finances
- Managing small business
- The Australian economy
- Australian Government and the political system
- The Australian legal system
- Finding work

**Time Allocation**
- 6 periods per cycle

**Special Requirements to be supplied by student**
- Nil

**Assessment**
- Classwork
- Tests
- Assignment/Projects
- Oral presentations
- Examinations

“...She considers a field and buys it; out of her earnings she plants a vineyard. She sets about her work vigorously; her arms are strong for her tasks. She sees that her trading is profitable, and her lamp does not go out at night.”
Proverbs 31:16-18
Brief Description of Course
This course focuses on developing the students’ reading, writing, listening, speaking, comprehension, grammar and critical thinking skills. The course is structured around several topics such as short stories, poetry, fairytales, Shakespeare, the Civil Rights movement and understanding differences. It is assumed that students have acquired basic reasoning skills, and provides opportunity by way of discussions, essays and persuasive oral presentations for students to formulate and support personal opinions on social issues.

General Aims and Objectives
- To hone the skills of argument and debate, both written and spoken
- To use reasoning and persuasive skills to present opinions
- To write essays, stories and poems to express feelings and thoughts
- To plan time and work load to complete an extended assignment by the due date
- To recognise different types of, and purposes for, writing
- To use the God-given gifts of creativity and discernment

Topics
- Craft of writing
- Grammar and spelling
- Media study
- Language devices
- Oral presentations – formal and informal
- Poetry and short stories
- “Romeo and Juliet” (Shakespeare)
- Text response
- “The Princess Bride” film study
- Understanding, tolerating and celebrating differences

Time Allocation
- 8 periods per fortnight

Special Requirements to be supplied by student
- Nil

Assessment
- Spelling and grammar
- Skills tests
- Written assignments
- Oral presentations
- Class participation
- Examinations

“They read from the Book of the Law of God, making it clear and giving them meaning so that the people could understand what was being read.”
Nehemiah 8:8
Year 9  
GEOGRAPHY

“You alone are the LORD. You made the heavens, even the highest heavens, and all their starry host, the earth and all that is on it, the seas and all that is in them. You give life to everything, and the multitudes of heaven worship you.”
Nehemiah 9:6

Brief Description of Course  
This course provides the opportunity for students to develop an appreciation of God’s creation and the complexity of our interactions with the world. Students study the local urban environment and the geographic factors that shape our city and how it is planned. Through studying the environmental and political issues of climate change and water scarcity, students consider their responsibility as God’s stewards to care for and manage the earth so as not to pollute or destroy the environment.

General Aims and Objectives  
- To assist students develop competence in geographic skills and data analysis.
- To help students to understand their role in the management of the environment and its natural resources.
- To help students understand the complexity of our urban environment and how to make better decisions in the planning of cities.
- To evaluate the state of our planet today and in the future, and the impact of human activities on the environment and the atmosphere.
- To develop an appreciation of the importance of environmental issues in cities.

Topics:
- Urban environments
- Melbourne
- Liveability
- Urban issues and sustainable cities

Time Allocation  
- 6 periods per cycle for one semester

Special Requirements to be supplied by student  
- Nil

Assessment  
- Urban environments assignment
- Liveability / Sustainable cities task
- Urban environments fieldworks
- Exam

“The earth is the Lord’s, and everything in it, the world, and all who live in it.”
Psalm 24:1
Brief Description of Course
The focus of this course is the Modern World and Australia from 1750 to 1901. Students explore a number of significant events from around the world during this dramatic period of change such as the Industrial Revolution, British settlement of Australia, the American Civil War and the French Revolution.

General Aims and Objectives
- To engender a concept of national identity
- To present a variety of types of historical evidence
- To teach students to assess historical sites and artifacts
- To develop an understanding of how the past affects the future
- To encourage the development of a sense of responsibility for our society
- To understand that God wants us to know history and expects us to learn from a knowledge of history

Topics
- The Industrial Revolution
- Aboriginal history, pre-white settlement
- Aboriginal history, post-white settlement
- Aboriginal nations and social change
- Federation
- The Slave trade
- The American Civil War
- The French Revolution

Time Allocation
- 6 periods per cycle for one semester

Special Requirements to be supplied by student
- Nil

Assessment
- Essays
- Projects and posters
- Semester Examinations
- Oral Reports
- Role Plays
- Tests
- Research & Reporting
- PowerPoint Presentations

“What are all histories but God manifesting himself, shaking down and trampling under foot whatsoever he hath not planted.”
- Oliver Cromwell

“Write on a scroll what you see and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea.”

“Write, therefore, what you have seen, what is now and what will take place later.”
Revelation 1:11,19
Year 9
MATHEMATICS

“God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us is this respect.”

- Asa Sparks

Brief Description of Course
Mathematics incorporates skills practice, standard applications, extended problem solving, project work and testing. Students are expected to have access to and become proficient in the use of a scientific calculator. Students are generally expected to complete the coursework designated for their year level; and are encouraged to utilise their talents faithfully. However, it is recognised that there are different levels of mathematical ability. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program which develops a deeper understanding of set topics and extends students to provide access to more complex applications. This will enable greater access to advanced mathematics options in senior year levels.

General Aims and Objectives
- To develop students to their fullest mathematical potential according to their unique God-given talent
- To appreciate the historical development of Mathematical concepts
- To appreciate the way in which mathematics reflects the order in God’s Creation
- To develop the students’ understanding of the concepts of number and space and their interrelationship
- To deepen the students’ awareness and understanding of mathematics as a functional tool in solving everyday problems.

Topics
- Factorisation
- Geometry
- Linear Equations
- Linear Graphs
- Measurement
- Pythagoras’ Theorem
- Quadratics
- Ratios and Rates
- Trigonometry
- Probability and Statistics

Time Allocation
- 8 periods per cycle, streamed according to ability

Special Requirements to be supplied by student
- Booklisted items
- Calculator

Assessment
- Unit tests
- Assignments and projects
- Problem solving tasks
- Semester examinations

“He determines the number of the stars and calls them each by name.”
Psalm 147:4

“Indeed, the very hairs of your head are all numbered. Don’t be afraid; you are worth more than many sparrows.”
Luke 12:7
Year 9
PERSONAL DEVELOPMENT

“For I know the plans I have for you”, declares the Lord, “plans to prosper you and not to harm you, plans to give you a hope and a future.” (Jeremiah 29:11)

Brief Description of Course
Personal Development aims to equip students to deal with issues, in line with Christian values. Throughout their time in secondary school, students will be encouraged to maintain a focus on personal reflection, goal setting for growth and making a difference in the world. Personal Development provides support and a forum to discuss and process issues of importance to their age group.

General Aims and Objectives
- To assist students in their spiritual and emotional development
- To promote Christian character development
- To give a Biblical framework for various issues confronting students
- To enable students to grow in confidence through sharing ideas in a group setting
- To develop a biblical Christian worldview
- To see students equipped to make a difference in their world

Topics
- Alcohol and society
- Dealing positively with emotions and conflict
- Sexualisation in society
- Making a difference in our community

Time Allocation
- 1 period per fortnight

Special Requirements to be supplied by student
- None

Assessment
- Students are expected to be actively involved in class discussions and activities

“Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself. All the Law and the Prophets hang on these two commandments.”
Matthew 22:36-39
Year 9  
PHYSICAL EDUCATION

“The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God.”
- Thomas M. Bogdon

Brief Description of Course
Through involvement in Physical Education students will build on skills learnt in their early Secondary years. Fitness is an integral part of the course with each lesson containing a fitness component. The course also aims to provide students with the skill base to perform competently at interschool level.

General Aims and Objectives
- To develop motor skills for successful participation in a range of activities
- To improve their level of personal fitness
- To develop positive attitudes towards involvement in physical activity
- To continue involvement in physical activity throughout their life
- To develop respect for their body as a unique gift of God’s creation
- To interact with others in a respectful, considerate and cooperative manner
- To increase knowledge of rules and tactics in a range of activities

Topics
- Athletics
- Australian Rules Football
- Basketball
- European Handball
- Lacrosse
- Netball
- Soccer
- Thunder Hockey
- Volleyball

Time Allocation
- 3 periods per cycle

Also
- House Sports (Cross Country, Athletics, Swimming, Ball Sports, Bat Tennis)
- Interschool Sports: Football, Basketball, Handball, Soccer, Netball, Tennis, Super 8’s Cricket, Badminton, Table-Tennis, 5-a-side Soccer, Volleyball
- Interschool Carnivals: Athletics, Cross Country, Swimming
- WCC Activities: Aerobics, Aquatics, Ball Sports, Tennis

Special Requirements to be supplied by student
- Physical Education uniform as per College Handbook
- A mouthguard is recommended to be used for activities that involve a higher level of physical contact
- PE/Sport levy is charged via the College Fees for a majority of excursions

Assessment
- Attitude and Application
- Fitness
- Skill acquisition

“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others.
I myself will not be disqualified for the prize.”
1 Corinthians 9:24-27
Year 9 SCIENCE

“The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honouring Him.”

- James F. Jekel

Brief Description of Course
This course is designed to build on the skills and processes that students have learnt at a more basic level in previous years. How the endocrine system functions is also examined in this unit. Students examine elements of the earth and their arrangement in the periodic table, and consider our stewardship of the earth. A chemistry component serves as a foundation for further studies in Chemistry. The concepts of light, sound and electricity are also examined.

General Aims and Objectives
- To study concepts and principles important to understanding science
- To understand and use products of technology
- To gain some understanding of the historical development of science and technology
- To explore the limitations of scientific knowledge
- To develop abilities to find information from a range of sources
- To consolidate skills in carrying out experimental work

Topics
- Disease and Microbes
- Coordination and Regulation
- Electromagnetism
- Electronics
- Elements
- Light and Sound
- Properties of Matter
- Sustainability

Time Allocation
- 7 periods per cycle

Special Requirements to be supplied by student
- Levy

Assessment
- Unit tests
- Assignments
- Practical investigations and reports
- Practical exam
- Semester examinations

“In the beginning God created the heavens and the earth.”

Genesis 1:1
Year 9

ELECTIVE SUBJECTS
**9ART1  Creating Painting**

**Subject Domain:** The Arts  
**Subject:** Art

**Brief Description of Course**

Painting introduces students to a range of painting and drawing materials, skills and concepts. Art provides opportunities for imaginative exploration, development and communication of ideas. Students are encouraged to make creative, innovative and personal art responses to specific tasks. Through experimentation of the selected material, students develop and refine skills in painting and drawing. The role of the Artist in society is investigated and the use of art elements and principles in the creation of artworks.

**General Aims and Objectives**

Creating and making
- To manipulate arts elements and principles to effectively realise student’s ideas
- To demonstrate a level of technical competence in the use of skills, techniques and processes
- To develop artworks which reflect personal art responses to specific tasks

Exploring and responding
- To critically analyse and interpret artworks using appropriate arts language
- To describe the stylistic, technical, expressive and aesthetic features of artworks created by a range of artists
- To comment on the impact of the Artist in society

**Topics:**
- Acrylic painting on canvas board
- Watercolour painting on stretched paper
- Gouache abstract study on canvas paper
- Artists and their artworks in society

**Time Allocation**
- 5 periods per cycle for Semester 1

**Prerequisites**
- Nil

**Special Requirements to be supplied by student**
- Sketchbook, folio and book listed stationery
- Estimated Levy: $50

**Assessment**
- All class work; research and developmental work, practical projects and finished artworks
- Written work and assignments

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**9MEDIA  Media**

**Subject Domain:** The Arts  
**Subject:** Media

**Brief Description of Course**

This unit aims to develop and combine the digital photography and video skills learned in previous levels. Students will gain the ability to create media texts for a variety of audiences, presenting ideas and values in their productions. Students will develop their photography skills, as well as create video productions using filmic production techniques. They will also analyse the use of these production techniques in professional media texts. Through analysing texts aimed at them as audience members, students will not only learn how to apply professional skills to their own productions, they will also learn how their values are constantly being shaped by the media around them.

**General Aims and Objectives**

- To understand and use appropriate arts language related to media productions
- To produce photographic work which convey appropriate ideas and values
- To develop skills in problem solving and working collaboratively to create media products
- To understand and follow the correct safety for using digital photographic/video equipment
- To create different media products for specific audiences
- To compare, analyse, evaluate, and interpret the content, meaning and qualities in media works created in different social, cultural and historical contexts
- To give students a practical experience of working with others to produce a media product from pre-production through to post-production and distribution
- To develop an ability to discuss their own and others’ use of media elements, principles and/or conventions, skills, techniques, processes, equipment and technologies
- To experiment with, select and use appropriate skills, techniques, processes, materials, equipment and technologies across a range of media forms and styles

**Topics:**
- Digital Photography
- Digital Video Production
- Film character and genre analysis

**Time Allocation**
- 5 periods per cycle
- This unit is offered in both Semester 1 and 2

**Prerequisites**
- Nil

**Special Requirements to be supplied by student**
- Estimated Levy: $20 for materials
- A4 binder book

**Assessment**
- Pre-production folios
- Final photographic/video productions
- Film analysis activities
- Reflection on learning tasks
9VISCOM1  Models and Construction

**Subject Domain:** The Arts  
**Subject:** Art

**Brief Description of Course**
3D Art is a highly creative unit that gives students opportunities to develop skills in creating 3D artworks. The course will concentrate on further developing students’ skills in the areas of model making and construction. Students who are seeking to pursue studies within The Arts - particularly Art & Visual Communication will find this course an advantage.

**General Aims and Objectives**

**Arts Practice:**
- To research and design innovative three-dimensional models
- To develop skills using a variety of materials to create three-dimensional designs with increasing competence
- To experiment with the application of design elements and principles in order to explore and communicate design needs
- To refine and evaluate artworks

**Responding to the Arts**
- To analyse designs
- To use visual communication terminology
- To identify and consider influences and popular culture and information technologies on model making

**Topics:**
- Sneaker Design
- Radio model (foam core)

**Time Allocation**
- 5 periods per cycle for Semester 2

**Prerequisites**
- Nil

**Special Requirements to be supplied by student**
- Estimated Levy: $40

**Assessment**
- Design, research and idea generation
- Practical Work: 3D Models

9VISCOM2  Digital Design

**Subject Domain:** The Arts  
**Subject:** Visual Communication

**Brief Description of Course**
Computer generated Art and Design is a significant component of our Art, Media and Visual Communication and Design courses. It is also a very real part of our community and an area of great demand. In this unit students will have the opportunity to become more familiar and confident with using digital cameras and art and graphics software. The unit aims to provide students with a deeper understanding of digital media and materials so they can develop quality digital artworks more quickly and competently.

**General Aims and Objectives**

- To develop skills using digital cameras and arts and graphic software with increasing competence
- To be able to select, combine and manipulate elements and principles of design relevant to a brief
- To create digital works which explore and communicate themes, issues and ideas
- To develop skills in printing onto different materials
- To analyse, interpret and describe characteristics, structure and aesthetic qualities
- To use Art and Visual Communication and Design terminology
- To provide personal interpretations and evaluations
- To examine the world of advertising

**Topics**
- Photoshop tools
- Rendering
- Image manipulation
- Impossible images
- Designing to a brief
- Appreciation and analysis of digital artworks

**Time Allocation**
- 5 periods per cycle
- This unit is offered in both Semester 1 and 2

**Prerequisites**
- Nil

**Specific Requirements to be supplied by student**
- Estimated Levy: $45

**Assessment**
- All class work – ideas, development and final presentations of digital artwork
- Appreciation and analysis coursework
- Classroom participation
9DUKE1 Duke of Edinburgh’s Award (Introduction)

Subject Domain: Health & Physical Education
Subject: Duke of Edinburgh’s Award

Brief Description of Course
The Duke of Edinburgh’s Award is an internationally recognized program that provides the motivation to undertake a variety of voluntary and challenging activities. The award program has 3 levels; Bronze, Silver and Gold. Each of these three levels is comprised of four sections covering Service, Skills, Expeditions and Physical Recreation. All four of these components will help draw out God’s giftings in each student, whether in leadership or the ambition to work in the outdoors.

General Aims and Objectives
- **SERVICE:** To develop a sense of community service and responsibility to others
- **SKILLS:** To encourage the development of personal interests and practical skills
- **EXPEDITIONS:** To encourage a spirit of adventure and discovery
- **PHYSICAL RECREATION:** To encourage participation in physical recreation and improvement of performance

In order to complete the Bronze Award students must also take DE092 in Semester 2. DE091 provides an introduction to basic campcraft skills, hiking food, map reading, first aid, care of the environment, route planning and proper use of hiking equipment. Students are expected to complete Service, Skills and Physical Recreation in their own time but they will be assisted in finding appropriate activities.

Introduction level requires the following minimum requirements to be started during the semester which is to be done in both structured class time as well as out of school hours.

<table>
<thead>
<tr>
<th>BRONZE</th>
<th>Minimum age: 14 years &amp; 9 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERVICE</td>
<td>Minimum of 3 months</td>
</tr>
<tr>
<td>EXPEDITION</td>
<td>1 hike</td>
</tr>
<tr>
<td>Length: 2 days</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL RECREATION</td>
<td>Minimum of 3 months</td>
</tr>
</tbody>
</table>

*One of service, skill or physical recreation must be extended for a minimum total of 6 months

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $100 for Record book and $194 for camp 1.

Assessment
- Preparation for expedition
- Campcraft skills
- Visual Presentation
- Ability to work in a group

9DUKE2 Duke of Edinburgh’s Award (Bronze)

Subject Domain: Health & Physical Education
Subject: Duke of Edinburgh’s Award

Brief Description of Course
The Duke of Edinburgh’s Award is an internationally recognized program that provides the motivation to undertake a variety of voluntary and challenging activities. The award program has 3 levels; Bronze, Silver and Gold. Each of these three levels is made up of four sections; Service, Expeditions, Skills and Physical Recreation. All four of these components will help draw out God’s giftings in each student, whether in leadership or the ambition to work in the outdoors.

General Aims and Objectives
- **SERVICE:** To develop a sense of community service and responsibility to others
- **SKILLS:** To encourage the development of personal interests and practical skills
- **EXPEDITIONS:** To encourage a spirit of adventure and discovery
- **PHYSICAL RECREATION:** To encourage participation in physical recreation and improvement of performance

This unit may only be taken after completing DE091, Duke of Edinburgh’s Award (Introduction).

Students will undertake outdoor adventure activities as well as the qualifying expedition for the Award. Activities will include cross-country skiing and caving. Students will spend time in class studying the adventure activities and then finish with a day participating in that activity.

Bronze requires the following minimum requirements to be completed before the end of semester, which is to be done in both structured class time as well as outside of school hours.

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<tr>
<td>PHYSICAL RECREATION</td>
<td>Minimum of 3 months</td>
</tr>
</tbody>
</table>

*One of service, skill or physical recreation must be extended for a minimum total of 6 months

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- DE091 Duke of Edinburgh’s Award (Introduction)

Special Requirements to be supplied by student
- Estimated Levy: $300

Assessment
- Preparation leading up to the hike
- Campcraft shown on camp
- Presentation of report after hike
- Work in a group
9DAN2  Dance
Appreciation and Analysis

Subject Domain: Arts & Technology
Subject: Dance

Brief Description of Course
This unit will have both theoretical and practical elements to it. Students will explore how to appreciate and analyse dance by looking at how dance skills have been implemented. The overall aim of this unit is to introduce students to learning and appreciating dance as an art form. They will then use these skills to help them when choreographing their own works for engaging, meaningful, intentional, entertainment’s sake. Through this, students will learn about different influences on the beginnings of certain dance styles as well as looking at how to appreciate dance works. Students will also use the physical concepts of dance when analysing their own and other’s dance performances.

General Aims and Objectives
- To begin learning, understanding and using the correct dance terminology
- To know the difference between a learnt work and group work
- To understand the historical and cultural influences impacting certain dance styles
- To understand how dance is an art form
- To understand how to appreciate dance
- To begin understanding what dance aesthetics are
- To begin understanding what needs to be part of a dance piece to make it engaging, meaningful, intentional and entertaining
- To evaluate a dance performance
- To analyse and critique created and performed learnt dance works and group dance works
- To be actively involved in school performances such as the Dance Showcase and SPD
- To build confidence and self-esteem as a dancer

Topics include:
- Historical and cultural influences on contemporary and traditional styles including, but not limited to, jazz, contemporary, hip-hop, ballet, tap and structured improvisation
- Dance as an art form
- Dance aesthetics
- Dance appreciation
- Dance critique and analysis
- Self and peer assessment

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- DR093 Anatomy of Dance (recommended)

Special Requirements to be supplied by student
- Estimated Levy: $40 for excursions
- A4 binder book

Assessment
- Class participation
- In-class performances
- Major performance
- Aesthetic critique of dance performance
- Self and peer assessments
- Dance Portfolio

9TECH1  Technology
(Wood and Composites)

Subject Domain: Technology
Subject: Design Technology (Wood)

Brief Description of Course
Design and Technology aims to introduce and develop a systematic and creative approach to generating technological solutions. Students will gain the ability to apply knowledge and skills by using a variety of equipment, tools and materials while incorporating the elements of design. Activities may include; designing and producing practical projects using wood as the main material, discussions and demonstrations on safe workshop practices, developing skills and knowledge of hand and power tools.

Technology is more than a tool or a machine; its meaning is much broader than that. There is creativity, patience and skills in a process that starts with a human need and ends with the realization of a designed solution. It is a human activity, it is central to being human and integral to civilization. If we understand Technology in this way then not only does it include tools and techniques but also organizational and cultural aspects defined by our Christian values and beliefs.

General Aims and Objectives
- To understand and use the design process
- To gain knowledge on the properties and characteristics of various timbers
- To produce creative projects
- To develop skills in using tools, machinery and equipment while producing practical work
- To understand and follow the correct safety procedures in the workshop
- To develop design and drawing skills

Topics may include:
- Designing and making creative wood projects, including working with dressed pine, hardwoods and plywood
- Workshop safety
- Crafting techniques: manual and mechanical
- Utilising the design process for each different material

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $85 for materials
- A4 binder book and A4 folia

Assessment
- Marks assigned to design folio
- Marks assigned to workshop skills
- Classroom activities
- Completed projects
- Safety in the workshop
9TECH2  Technology (Metals and Plastics)

Subject Domain: Technology
Subject: Design Technology (Metal & Plastic)

Brief Description of Course
Functional Design aims to introduce and develop a systematic and creative approach to generating technological solutions. Students will gain the ability to apply knowledge and skills by using a variety of equipment tools and materials while incorporating the elements of design.

Activities may include: designing and producing practical projects using metal and plastics as the main materials; discussions and demonstrations on safe workshop practices; metal bending and scrolling; plastic bending, shaping and forming.

Technology is more than a tool or a machine; its meaning is much broader than that. There is creativity, patience and skills in a process that starts with a human need and ends with the realization of a designed solution. It is a human activity, it is central to being human and integral to civilization. If we understand Technology in this way then not only does it include tools and techniques but also organizational and cultural aspects defined by our Christian values and beliefs.

General Aims and Objectives
- To understand and use the design process
- To gain knowledge on the properties and characteristics of metal and plastic
- To produce creative projects
- To develop skills in using tools, machinery and equipment while producing practical work
- To understand and follow the correct safety procedures in the workshop
- To develop design and drawing skills

Topics may include:
- Designing and making creative metal projects; including working with Aluminium, Zinc, Brass, Copper, Zincalume and Mild Steel
- Designing and making creative plastic projects; including working with Acrylic, PVC and Hips (Plastic for Vacuum Forming)
- Utilising the design process for each different material

Time Allocation
- 5 periods per cycle
- This unit is offered in both Semesters 1 and 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $85 for materials
- A4 Binder book
- A4 Folio

Assessment
- Marks assigned to design folio
- Marks assigned to workshop skills
- Classroom activities
- Completed projects
- Safety in the workshop

9FOOD2  Multicultural Cuisine

Subject Domain: Technology
Subject: Food Technology

Brief Description of Course
This unit explores many aspects of food. It introduces more advanced cookery processes than previously covered in Years 7 and 8. It also focuses on the influences that multiculturalism has had on the variety of foods we enjoy.

General Aims and Objectives
- To develop a deeper understanding of all types of practical cookery
- To explore technology developments in the food industry
- To begin practising hospitality through menu planning and preparation
- To broaden students’ understanding of world customs and food habits
- To understand God’s concern for our need for food

Topics:
- Influences on Australian cuisine
- Indigenous foods
- International cuisines
- Food presentation techniques

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $60 Food levy
- Display folder
- Suitable containers to transport food

Assessment
- Practical work
- Examinations
- Assignment
**9PEMAN  Sports Management**

**Subject Domain:** Health & Physical Education  
**Subject:** Physical Education

**Brief Description of Course**
Students involved in the Sports Management Course will be combining theory and practice to develop their fitness levels. This would be implemented through an understanding of the body’s energy systems. Students will also learn the skills of preparing and implementing inter-house events such as House Athletics, Bat Tennis and Ball sports. They will develop the skills of writing their own training program over a 6 week period based on the knowledge they will have gained through the theory portion of the course.

**General Aims and Objectives**
- Develop the individuals understanding of the bodies energy systems
- Develop strategies to organize a large sporting event
- To implement a large program/event under the guidance of a PE staff member
- Increase the individual’s fitness levels through training their specific energy systems
- Develop training program for themselves and implement it over a 6 week period
- Bringing out God’s giftings in the area of sport and developing giftings through implementing their own program

**Topics**
- Energy systems
- Importance of Physical Fitness
- Program development
- Competition organisation including all lead up preparation, ordering and running of major events.

**Time Allocation**
- 5 periods per cycle for Semester 2

**Prerequisites**
- Nil

**Special Requirements to be supplied by Student**
- Estimated Levy $40

**Assessment**
- Presentation, Development and Implementation of major event (Athletics)
- Participation in all activities
- Written tests on the following:
  - Training methods
  - Training principles
  - Fitness component
  - Goal setting
  - Energy systems
- 6 week Training Program assignment.