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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 in Year 10.

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.

STEPHAN MUNYARD
HEAD OF TEACHING AND LEARNING
HEAD OF SECONDARY

“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 10

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 7-10 Core Subjects</th>
<th>Lesson Allocations per 10 day cycle</th>
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<tbody>
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<td></td>
<td>Year 7</td>
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<td>English</td>
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<tr>
<td>Mathematics</td>
<td>8</td>
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<tr>
<td>Geography</td>
<td>6*</td>
</tr>
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<td>History</td>
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<td>Science</td>
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</tr>
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<td>Physical Education</td>
<td>3</td>
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<td>Chapel</td>
<td>2</td>
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<tr>
<td>Sport</td>
<td>2</td>
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<tr>
<td>Personal Development</td>
<td>1</td>
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<tr>
<td>LOTE (French/Mandarin)</td>
<td>3</td>
</tr>
<tr>
<td>Information Technology</td>
<td>2</td>
</tr>
<tr>
<td>Drama</td>
<td>4*</td>
</tr>
<tr>
<td>Art</td>
<td>4*</td>
</tr>
<tr>
<td>Design Technology (Metal &amp; Plastic)</td>
<td>4*</td>
</tr>
<tr>
<td>Design Technology (Wood)</td>
<td>4*</td>
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<tr>
<td>Food Studies</td>
<td>4*</td>
</tr>
<tr>
<td>Textiles</td>
<td>4*</td>
</tr>
<tr>
<td>Music</td>
<td>4*</td>
</tr>
<tr>
<td>Visual Communication</td>
<td>4*</td>
</tr>
<tr>
<td>Commerce</td>
<td>-</td>
</tr>
<tr>
<td>Career Education</td>
<td>-</td>
</tr>
</tbody>
</table>

Year 8, 9 and 10 Electives and Yr 10 Acceleration

|                         | -     | 15**  | 15**  | 18*** |

TABLE NOTES:

(i) In the Year 7-10 columns, one asterix (*) means that students undertake these subjects for one semester only.

(ii) In Year 8 & 9 students undertake 3 electives for 5 periods per cycle, per semester.

(iii) In Year 10 students undertake electives for 9 periods per cycle, per semester, as well as approved accelerated VCE subjects for 9 periods per cycle for the whole year.
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. Students hear from a variety 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 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. "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 you. 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
• Helping to achieve and maintain a healthy body weight
• Reducing feelings of depression, anxiety and stress
• Helping build and maintain healthy bones, muscles and joints
• Enhanced self-esteem and confidence with reduced isolation and loneliness

Sports and Activities Program
Waverley Christian College is part of the Christian Schools Sports Network (CSSN) which provides opportunities for Christian schools to compete together in various sports. There is a Junior (Year 7/8) Division as well as an Intermediate (Year 9/10) Division. Students try out and teams are put together to compete against other schools. Students who are not part of a particular team participate in various school-organised activities at the same time that team sports compete. This happens during Terms 2 and 3 as the swimming program runs in Term 1 and Term 4. In addition, CSSN run a number of Rally Days in Term 4 in which the College also participates. There are Rally Days for each year level from Years 7-10. On a particular Rally Day, all students in a certain year level are divided into various sports teams to compete against other schools in a one-day event. The specific sports, activities and rally day events are listed below:

<table>
<thead>
<tr>
<th>Fortnightly Sports</th>
<th>Term 1 &amp; 4 Sports Rally Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7-10 Boys</td>
<td>Year 7-10 Girls</td>
</tr>
<tr>
<td>Basketball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Soccer</td>
<td>Soccer</td>
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<tr>
<td></td>
<td>Netball</td>
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<td></td>
<td>Tennis</td>
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<tr>
<td></td>
<td>Super 8’s Cricket</td>
</tr>
<tr>
<td></td>
<td>Badminton</td>
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<tr>
<td></td>
<td>Table Tennis</td>
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<tr>
<td></td>
<td>5-a-side Soccer</td>
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<tr>
<td></td>
<td>Volleyball</td>
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<tr>
<td></td>
<td>Basketball</td>
</tr>
<tr>
<td></td>
<td>Netball</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7-10 activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobics</td>
</tr>
<tr>
<td>Ball Sports</td>
</tr>
<tr>
<td>Swimming</td>
</tr>
<tr>
<td>Water and Surf Safety (Year 9-10)</td>
</tr>
</tbody>
</table>
YEAR 10

The Year 10 students continue with the additional studies and activities, both curricular and extra-curricular, introduced the previous year. The curriculum is designed to draw together the skills and knowledge gained over the previous years.

Core subjects are used to prepare students for both the content and the system of the VCE. The emphasis in all core subjects is on learning to evaluate and utilise the contents of the previous years’ courses.

The core subjects studied by all students in Year 10 at Waverley Christian College are:

- Biblical Studies
- Career Education
- English
- Geography
- History
- Mathematics
- Physical Education
- Science
- Sport

Specialist Subjects

At Waverley Christian College we offer a range of specialist subjects which are designed to prepare students for further study at VCE level in these subjects. Students also have the option of commencing accelerated studies in one of a limited range of VCE studies as part of their Year 10 program.

During the first semester students will begin to make choices for their VCE studies.

Successful completion of Year 10 is a fine preparation for a life of service to the community and the Lord. For those students planning to study VCE, staff are available for consultation and counsel. The following procedures are suggested:

a. Consult with WCC Staff about possible career paths, requisite courses and subjects. (Information available from Careers Co-ordinator and Library).

b. Discuss subject options with VCE teachers.

c. Make use of Term 1 Parent/Teacher interviews (update on progress).

Staff are also willing to counsel students seeking apprenticeships or employment after Year 10, with a view to assisting each one to find the most fulfilling way of using their God-given abilities.
VCE Accelerated Study Program

As well as being able to complete a range of specialist subjects at Year 10 level, we also offer students the opportunity to commence studies in a limited range of VCE studies. These studies include:

- Business Management Units 1 and 2
- Health and Human Development Units 1 and 2
- Legal Studies Units 1 and 2
- Media Units 1 and 2
- Outdoor and Environmental Studies Units 1 and 2
- Psychology Units 1 and 2
- Texts and Traditions Units 1 and 2

Reasons for Commencing VCE in Year 10

In recent years many of our senior students have taken the option to accelerate in a particular VCE study and have met with success and experienced great benefit (personal and academic) for having done so. The reasons why we offer a VCE fast track program at Waverley Christian College include:

- Catering for individual needs and interests
- Maintaining motivation for learning (lack of boredom) extension and challenge
- Opportunity for senior students to have a preliminary experience of the VCE processes
- Have the option to pick up an extra VCE unit (10% bonus for ENTER for their fifth and/or sixth studies)
- A greater sense of ownership and control of their own learning – effective independent learners

Subject Selection Rules

Please Note:

Once the students have selected subjects, there will only be four electives and two VCE subjects.
WORK EXPERIENCE

All students in Year 10 participate in a one-week Work Experience placement.

The aims of the program are:
1. To assist students to learn in a practical way about a particular job and also about the place of work in society.
2. To give students experience in coping with new situations and people – thus developing their self-confidence, initiative and independence.
3. To give students an opportunity to explore their employment or career options.
4. To provide opportunity for parents and children to discuss students’ futures.
5. To allow students to observe the use made of skills taught in school subjects.

School Work Experience programs are stringently controlled by various legal requirements. These cover such areas as length of placements; payment of Work Experience students; age of students; prohibited tasks and jobs; injury to students, etc.

No Work Experience arrangement can be made without the signed consent of parent, student, school and employer. Students are also required to complete Occupational Health and Safety Training at the College prior to commencing placements.

To maximise the benefit of the program, students have been encouraged to choose areas that are consistent with both their aptitudes and interests. The DEEWR Job Guide For Victoria is particularly helpful in this respect – go online to www.jobguide.deewr.gov.au.

Students have been asked to take the responsibility for finding their own placements. This may be done through personal contacts of parents, letters seeking work experience, interviews, etc. Where difficulty is experienced in finding a placement, the College will seek to help.

Waverley Christian College students on Work Experience are expected to:
- perform the tasks and duties of the job in which they are placed to the best of their ability
- follow instructions and abide by all the rules and regulations that apply to full-time employees
- dress suitably and behave appropriately
- ask questions and make observations concerning their particular job and the place of work in society
- carry out the tasks set by the school, i.e., complete and return the Work Placement Report Book, take part in an evaluation of the program afterwards and ensure the school copy of the evaluation sheet is returned to the school.
YEAR 10

CORE SUBJECTS
YEAR 10
BIBLICAL STUDIES

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

Brief Description of Course
In Year 10 Biblical Studies, students explore the Bible’s teaching on human sexuality and worship and wisdom. Students study the Bible’s celebration of human sexuality and the subsequent results of the fall upon it. As a part of their study they are encouraged to confront difficult passages in the Bible and contemporary issues that are faced today. In the worship and wisdom unit students are encouraged to grow in their appreciation for the Books of Psalms and Proverbs and their application to Christian worship services and life.

General Aims and Objectives
- To continue to build the discipline of Bible reading in the life of the student.
- For students to gain a balanced and thorough understanding of the Bible’s teaching on human sexuality.
- To challenge students to recognize the results of the fall upon human sexuality and to evaluate the way in which this issue is currently being addressed in the contemporary church and in society.
- For students to engage in practical application to prayer and worship.

Topics
Semester One
- Love by the Book

Semester Two
- Worship and wisdom

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
YEAR 10
CAREER EDUCATION

“We make a living by what we get, but we make a life by what we give”
- Winston Churchill

Brief Description of Course
The overall goal of Career Education is to assist young people in their career development process. The program consists of the following components:

- Self-awareness - activities that help students identify their personal attributes
- Opportunity awareness - activities that involve students in investigating, exploring and experiencing the world of work and the various pathways within it
- Decision learning – learning to make decisions regarding Career development
- Transition planning – planning for the stages necessary in their career pathway

General Aims and Objectives
- To develop a general understanding and appreciation of the world of work
- To create an opportunity to identify, explore, expand and test career choices before the end of Year 10
- To provide opportunities for students to gain confidence and better workplace communication skills
- To introduce students to self-reflection regarding their skills, knowledge and attitudes towards future career choice
- To develop students understanding of key competencies and employability skills
- To help students develop job seeking skills
- To assist students towards exploring pathways beyond Year 10
- To reinforce the creational mandate from God to be involved in productive work

Topics
- Career Pathways Planning
- The Nature of Work
- Work Experience
- Job Seeking Skills
- Introduction to VCE and Subject Selection
- Building Your Workplace Skills

Time Allocation
- 3 periods per cycle

Special Requirements
- Students will need to organise their Work Experience placements with guidance from their class teacher and the Work Experience Coordinator

Assessment
- Career Pathways Folio
- Occupational Health and Safety Testing
- Oral Presentations
- Resume and Letter of Application
- Work Experience Journal
- Tests

“Whatever you do, work at it with all your heart, as though you were working for the Lord and not for men.”
Colossians 3:23
YEAR 10
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
In Year 10 English, the focus is on developing students’ critical thinking skills. This is achieved in each strand of learning: reading and studying texts, creating and presenting, issues, speaking and listening, and language. These strands feed directly into the VCE English course, and at the end of Year 10 students are well prepared to tackle higher English. Students are introduced to some classic texts representative of their genre; Shakespeare’s ‘Macbeth’ and Golding’s ‘Lord of the Flies’. John Marsden’s ‘So Much To Tell You’ and ‘The Truman Show’ are also explored. The issues strand concentrates on analysing persuasive language, letters to the editor and issue cartoons. The course is peppered with oral activities, creative writing and language-based work.

General Aims and Objectives
- To explore different perspectives on complex issues through reading and viewing a range of texts
- To draw on a repertoire of strategies to maintain understanding through dense or extended texts
- To experiment with knowledge of linguistic structures and features
- To convey detailed information and explore different perspectives on complex, challenging issues through writing for specific and general audiences
- To consider the contexts in which texts were or are created and how these are reflected in texts
- To use the God-given gifts of creativity and discernment

Topics
- Shakespeare’s world and texts
- Shakespearian language
- Creative writing: poetry, stories, songs
- Issue cartoons
- Issues orals
- Analysing persuasive language in newspapers
- Reflections on World War II through ‘Lord of the Flies’
- Exploring the theme of relationship through ‘So Much to Tell You’
- Oral activities
- Exploring issues of relationships through texts

Time Allocation
- 9 periods per cycle

Special Requirements to be supplied by student
- Nil

Assessment
- Text questions and essays
- Individual and group oral presentations
- Craft of writing
- Class participation
- Issue analysis and construction of media pieces
- 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 10
GEOGRAPHY

“Through him all things were made; without him nothing was made that has been made.”
John 1:3

Brief Description of Course
This unit involves the study of the environment God created. It provides the opportunity for students to develop an appreciation of God’s creation, and the responsibility as God’s stewards to care and manage the earth so as not to pollute or destroy the environment. Students focus on local and international tourism and its positive and negative influences on the environment and people. The other major focus is global poverty and inequalities within both the developed and developing world.

General Aims and Objectives
- To assist students to further develop competence in geographic skills and conventions.
- To help students understand their role as global stewards, through responsible management of the environment and natural resources.
- To help students understand poverty and how they can make a positive difference as global citizens.
- To evaluate the role and impact of tourism at local and international scales

Areas of Study
- Tourism
- Global poverty and inequality

Time Allocation
- 5 periods per cycle, for one semester

Special Requirements to be supplied by student
- Nil

Assessment
- Tourism fieldwork report
- Inequalities assignment
- Helping the Developing World task
- Exam

“The earth is the Lord’s, and everything in it, the world, and all who live in it.”
Psalm 24:1
YEAR 10
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 focus of this course is Australia in the modern world from 1901 to the present. It looks at Australia’s role in World War I and World War II as well as those events from an opposing perspective. It works through issues of National identity and the reasons behind global conflicts. Finally, the course looks at Australia’s position in social movements that have swept the world in the 20th century particularly focusing on the Civil Rights movement and Apartheid in South Africa.

General Aims and Objectives
- To examine the impact of major world events on society
- To develop an understanding of why individual groups and societies have interpreted history in different ways
- To analyse effects of major values and beliefs on world affairs
- To evaluate positive and negative aspects of change
- To use knowledge about the past to explain contemporary events
- 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 has a plan to accomplish His ultimate will and purpose for the nations, and is always in control.

Topics
- World War I and the Anzac legend
- National identity
- Australia’s role in World War II, Nazism and the Holocaust
- World War II in the Pacific
- Apartheid in South Africa
- Civil Rights movement in the USA and Australia

Time Allocation
- 5 periods per cycle, for one semester

Special Requirements to be supplied by student
- Nil

Assessment
- Research assignments or reports, including oral and multimedia presentations
- Essay responses
- Tests
- Class participation and group work

“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 10**

**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 CAS 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. It is expected that Narre Warren South will offer two Year 10 Mathematics courses. One which leads to Mathematics Methods and one which leads to General Mathematics.

**General Aims and Objectives**

- 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 inter-relationship
- To deepen the students’ awareness and understanding of mathematics as a functional tool in solving everyday problems.

**Topics**

- Calculator Use
- Exponential Functions
- Factorisation
- Geometry
- Linear functions
- Measurement
- Probability
- Quadratic Functions
- Statistics
- Trigonometry
- Variation

**Time Allocation**

- 8 periods per cycle, streamed according to ability

**Special Requirements to be supplied by student**

- Booklisted items
- CAS 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 10
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
This subject is structured to capture the enthusiasm of Year 10 students. Topics covered vary from year to year, according to group needs and interests. Students are encouraged to consider their own relationship with the Lord, as well as general areas such as the Gospel, testimonies and missions work. Highlights of the course are the open forums where various topical questions are considered.

General Aims and Objectives
- To enable students to develop spiritually and emotionally
- To develop Christian character qualities
- To encourage growth in relationships with the Lord Jesus Christ
- To give Biblical guidelines for various areas of development
- To enable students to grow in confidence through sharing ideas in a group setting
- To understand Christian character is the product of the Holy Spirit’s work in us
- To develop a healthy Christian worldview

Topics
Topics covered throughout the year:
- Goal setting
- Community Service
- Drugs
- Mental Health
- Growing Up

Time Allocation
- 1 period per cycle

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

Assessment
- Nil

“Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart, 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 10

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 continue to work on their level of personal fitness and students will focus on game play and tactics within team sports.

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
- European Handball
- Netball
- Rugby
- Soccer
- Thunder Hockey
- Volleyball

Time Allocation
- 2 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: Aquatics, Self-Defence, Ball Sports, Dance.

Special Requirements to be supplied by student
- Physical Education uniform as per College Handbook
- A mouth-guard is recommended to be used for activities that involve a higher level of physical contact
- Interschool sport where student is selected will result in additional invoice during the year
- PE/Sports 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 10  
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
Students will study some of the main theories as to how the Earth was created, factors that cause extinction, how genetic traits are inherited. They will study some of the features that allow a species to survive in its environment. Students will investigate more complex aspects of chemistry through experimental work. The Laws of Motion will be studied through.

General Aims and Objectives
- To explore the nature of the biological, physical and chemical worlds
- To appreciate that some past scientific explanations remain appropriate and others don’t
- To develop skills in communication, investigation and inquiry
- To gain some understanding of the contemporary cultural significance of science and technology

Topics
- Chemical Reactions
- Origins, Creation and Evolution
- Force, Mass and Movement
- Genetics
- Space Science
- Earth, Science and Geology
- And a selection from:
  - Fossils
  - Structural Engineering
  - Forensics
  - Global Systems
  - Further Chemistry

Time Allocation
- 8 periods per cycle for semester one

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

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

“In the beginning God created the heavens and the earth.”
Genesis 1:1
YEAR 10

SPECIALIST SUBJECTS
10VISCOM1 ARCHITECTURE

Subject Domain: The Arts
Subject: Visual Communication

Brief Description of Course
This unit explores design for a variety of environmental spaces. Students explore the purposes and audiences of different presentation methods as well as becoming familiar with design basics. They learn to read and draw selected features of architectural plans and symbols. Students draw three-dimensional presentations and develop rendering skills. Design tasks relate to the fields of architecture and landscape design.

General Aims and Objectives
- To develop visual thinking and expression through drawing
- To develop an awareness of appropriate visual representation for different audiences
- To incorporate effective use of design elements and principles in environmental design tasks
- To be able to create three-dimensional models from two-dimensional drawings
- To create imaginative drawings and renderings of architectural interiors and exteriors

Topics
- Sculpture – using geometric forms
- Café Design – using Google SketchUp
- Model making
- Designer research project

Time allocations
- 4 periods per cycle for Semester 1

Pre requisites
- Nil

Special requirements to be supplied by student
- Estimated Levy $25

Assessment
- Practical design and drawing tasks
- Three-dimensional models
- Research and Idea Generation
- Oral Presentation
- Classroom Participation

10VISCOM2 ADVERTISING

Subject Domain: The Arts
Subject: Visual Communication

Brief Description of Course
Students examine current communication designs and create their own visual presentations. The design process is taught involving research, idea sketching and development. The computer is used for final resolutions. Each design task will encourage the use of specific tools in both Adobe Photoshop and Adobe Illustrator. Design solutions relate to the fields of graphic design, marketing and advertising.

General Aims and Objectives
- To develop skills in visual perception and communication through drawing
- To research and find inspiration for design tasks
- To develop an awareness of appropriate visual representation in design and marketing
- To be able to effectively use design elements and principles, to learn software tools and apply this knowledge to design tasks
- To develop analysis skills and visual communication terminology

Topics
- Elements and Principles/Typography
- Letterhead
- Analysis of Advertisements
- Promotional Poster
- Creating a bottle and label

Time Allocation
- 4 periods per cycle for Semester 2

Pre requisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $25

Assessment
- Design tasks: fulfilling the brief
- Analyses of advertisements
- Computer: knowledge and application
- Folio Presentation
10ART1 STUDIO ART LAB I

Subject Domain: The Arts
Subject: Art

Brief Description of Course
This course is designed to give students a broad experience and knowledge of skills in interpretive and observational drawing, as well as printmaking. In the “Studio Art Lab” students will be able to interact, collaborate and share ideas with fellow classmates whilst at the same time independently exploring the world of creative art. Whether you’re an accomplished artist or an art novice this course will help you improve your drawing skills and unleash your inner creativity. The course will prepare students for further studies in the areas of VCE Art and Visual Communication Design, by giving students a variety of skills and techniques which can be applied in both areas of Study. By the end of the course, students will complete a portfolio demonstrating the application of skills and techniques learnt. *This course is highly recommended for those students who are considering studying VCE Art & Visual Communication Design.

General Aims and Objectives
- To gain a knowledge of the nature of materials, techniques and working methods
- To manipulate arts elements and principles to effectively realise students’ 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
- To document thinking and working practices

Topics
- (Drawing Fundamentals) Portrait Drawing and Sketching: People, Architecture & Objects
- Papermaking to Printmaking: Make your own paper and create a series of prints.
- Polyester Backpack: Design and Print onto a backpack (Stencil)
- T-shirt Print: Design and Print onto a T-shirt

Time Allocation
- 9 periods per cycle
- This unit is offered in Semester 1

Prerequisites
- Nil

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

Assessment
- All class work – research and developmental work, practical projects and resolved artworks
- Written work and assignments

10ART2 STUDIO ART LAB II

Subject Domain: The Arts
Subject: Art

Brief Description of Course
This course is designed to give students a broad experience and knowledge of skills in interpretive and observational drawing, as well as printmaking. In the “Studio Art Lab” students will be able to interact, collaborate and share ideas with fellow classmates whilst at the same time independently exploring the world of creative art. Whether you’re an accomplished artist or an art novice this course will help you improve your drawing skills and unleash your inner creativity. The course will prepare students for further studies in the areas of VCE Art and Visual Communication Design, by giving students a variety of skills and techniques which can be applied in both areas of Study. By the end of the course, students will complete a portfolio demonstrating the application of skills and techniques learnt. *This course is highly recommended for those students who are considering studying VCE Art & Visual Communication Design.

General Aims and Objectives
- To gain a knowledge of the nature of materials, techniques and working methods
- To manipulate arts elements and principles to effectively realise students’ 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
- To document thinking and working practices

Topics
- Learn how to stretch a canvas. Compose an OIL painting: Landscape/Still Life/Abstract.
- Wearable Art Piece: Reconstruct a Vintage or op-shop item and use this to draw, paint, print & collage to create an imaginative, wearable art piece.
- Instagram Mixed Media artwork: using photographs and overlay hand drawn sketches using a variety of media, oil & dry pastel, watercolour, inks, charcoal, paint

Time Allocation
- 9 periods per cycle
- This unit is offered in Semester 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $45
- USB stick – minimum of 8GB

Assessment
- All class work – research and developmental work, practical projects and resolved artworks
- Written work and assignments
10ART1 DIGITAL PHOTOGRAPHY

Subject Domain: The Arts
Subject: Media

Brief Description of Course
In Year 10 Photography students learn about various cameras, lenses and other accessories. They will explore different elements of composition in order to learn to take more interesting photographs and further develop their understanding of camera settings such as shutter speed and aperture. They will develop a folio consisting of conventional and digital images making best use of a range of facilities. A workbook containing class notes and 2 written assignments will also be assessed. Assessment will be in four sections

General Aims and Objectives
Digital photography will develop students ability to produce photographs using digital technology (digital or conventional photography combined with computer software and hardware for processing the photographs). Students will understand the scope and nature of digital photography and be able to select appropriate equipment for use in digital photography. Career opportunities include: Professional Digital Photographer, Photographic Processor, Photo Lab Assistant, Photo Technician, and Digital Photo Editor. Industries include: private, magazine and trade journal industry, travel, corporate, all areas of the media.

Topics
- Photographers can specialise in any number of areas including editing, portraiture, fashion, travel, real estate etc.
- Point of View Activity: Thinking outside the square
- Surrealism Advertising Poster
- Photography Portfolio
- Visual analysis

Time Allocation
- 4 periods per cycle

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $35

Assessment
- All class work – research and developmental work, practical projects and resolved artworks
- Written work and assignments

10DRAMA

Subject Domain: The Arts
Subject: Drama

Brief Description of Course
To cultivate enthusiasm for VCE performance classes and future performances, this course gives students a practical application for all of their cumulative knowledge and skills in Drama. Grades will be based on professionalism, rehearsal attendance and preparation, and effort. By the end of the class, students will have completed acting skills training up to Year 12.

General Aims and Objectives
- To give students experience in developing a production
- To prepare students for VCE Theatre Studies
- To cultivate enthusiasm for performance in the students and the school community

Topics
- Stanislavski Training to University Level for Semester One
- Rehearsal – Documented by journal entries and group participation
- Performance – Preparation for maximising audience impact

Time Allocation
- 9 periods per cycle

Prerequisites
- Nil

Special Requirements to be supplied by the student
- Estimated Levy: not yet determined

Assessment
- In-Class Performance Tests
- Journal
- Professionalism
- Final Performance
10IT1 WEB DESIGN

Subject Domain: Technology
Subject: Computer Studies

Brief Description of Course
This unit is designed to provide students with greater awareness of the implications that technology has on an individual and in society. It is intended to further develop skills that are becoming increasingly more valued and incorporated into many aspects of society. The focus of this course will be on understanding principles of website development and design techniques.

General Aims and Objectives
- To identify the standards for website development
- To develop a website that adheres to the standards
- To be able to integrate commercial computing packages

Topics
- Website design
- Website development
- Impact of technology on individuals and society

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

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $15
- USB stick – minimum of 8GB

Assessment
- Website development
- Website
- Report of the impact of their website

10DTECH3 TECHNOLOGY (ELECTRONICS)

Subject Domain: Technology
Subject: Electronics

Brief description of course
This unit looks at the design and construction of low voltage electronic projects using micro controllers. Skills will be developed in the appropriate use of tools and equipment to build and test electronic systems. The PICAXE family of micro controllers are used as prime examples of ICs that have many applications. The emphasis is on robots and control systems.

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
- Investigate electronic systems using test equipment
- Construct and modify low voltage electronic systems
- Evaluate electronic systems
- Program micro controllers

Topics
- Workshop skills and safety
- Component identification and selection
- Testing systems
- Student projects
- Mechanisms with metal & plastics
- Programming techniques

Time allocation
- 4 periods per cycle

Prerequisites and/or recommended studies
- No prerequisites
- A good preparation for further study in Physics / Engineering

Special requirements
- Estimated Levy: $70 for materials

Assessment
- Workshop skills and safety
- Component identification and selection
- Testing systems
- Student projects
**10DTECH3 TECHNOLOGY (SMART TECHNOLOGY)**

**Subject Domain:** Technology  
**Subject:** Electronics

**Brief description of course**  
This unit looks at the design and construction of low voltage electronic projects using micro controllers. Skills will be developed in the appropriate use of tools and equipment to build and test electronic systems. The PICAXE family of micro controllers are used as prime examples of ICs that have many applications. The emphasis is on robots and control systems.

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**  
- Investigate electronic systems using test equipment  
- Construct and modify low voltage electronic systems  
- Evaluate electronic systems  
- Program micro controllers

**Topics**  
- Workshop skills and safety  
- Component identification and selection  
- Testing systems  
- Student projects  
- Mechanisms with metal & plastics  
- Programming techniques

**Time allocation**  
- 4 periods per cycle

**Prerequisites and/or recommended studies**  
- No prerequisites  
- A good preparation for further study in Physics / Engineering

**Special requirements**  
- Estimated Levy: $70 for materials

**Assessment**  
- Workshop skills and safety  
- Component identification and selection  
- Testing systems  
- Student projects

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**10FOOD1 LET’S PARTY**

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

**Brief Description of Course**  
This unit explores the many essentials of food preparation. It introduces students to the functional properties of foods and uses more advanced cookery processes. The unit also looks at the various aspects of the function, hospitality and catering industries.

**General Aims and Objectives**  
- To develop a deeper understanding of all types of practical cookery  
- To understand food components and their use in cookery  
- To begin practising hospitality through menu planning and preparation  
- To understand God’s concern for our need for food  
- To understand the functional properties of food  
- To understand planning requirements for functions and special events

**Topics will be selected from:**  
- Kitchen skills  
- Hygiene  
- Function planning  
- Menus and meal preparation  
- Food presentation  
- Organisation and time management  
- DIY catering versus Professional catering  
- Running Sheet

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

**Prerequisites**  
- Nil

**Special Requirements to be supplied by student**  
- Estimated Levy: $70 food  
- Suitable containers to transport food

**Assessment**  
- Practical work and written evaluations  
- Tests  
- Assignment
10FOOD2 FOOD AS GIFTS

Subject Domain: Technology
Subject: Food Technology

Brief Description of Course
This subject explores the many ways that food can be used as gifts. It introduces students to the functional properties of ingredients that go into making various edible gifts. It builds on the skills gained in previous food studies classes by using more advanced cookery processes.

General Aims and Objectives
- To develop a deeper understanding of all types of practical cookery
- To understand ingredients and their use in cookery
- To appreciate and develop skills that we each have to create a gift for another
- To understand the functional properties of food
- To have fun and try new experiences

Topics will be selected from:
- Preserves and jams
- Cordials
- Lollies
- Chocolate
- Cakes
- Cake decoration
- Biscuits
- Packaging and labelling

Time Allocation
- 9 periods per cycle for Semester 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $70 food
- Suitable containers to transport food

Assessment
- Practical work and written evaluation
- Tests
- Assignment

LO101 FRENCH

Subject Domain: Languages Other Than English
Subject: French

Brief Description of Course
This unit gives students an opportunity to further develop their ability to communicate in French, by developing their oral and written skills. The techniques employed for language learning will continue to be used and modified according to the context and topic. This unit will highlight the differences between French and Australian ways of life. As a result, students will have a much broader understanding of customs and culture in general. The unit also encourages students to comprehend the French language framework and structure at a deeper level and will provide a greater satisfaction in being able to communicate more effectively.

Students intending to continue French in Year 11 must undertake three units of French in Year 10.

General Aims and Objectives
- Students will have some understanding of what the Bible has to say about language. How God's Word and our own experience that language and thought are inseparable, and that as a result what we say reflects our heart, our inmost being
- Students learn about the rich and varied culture of France and Francophone communities around the world. To give the students an understanding of one of our neighbouring nations, its culture, traditions and values
- Students understand and use French within the world of teenage experience and demonstrate comprehension of factual information from topics of interest.

Topics
- Discussing jobs and money
- Making holiday plans – Hotels and travelling
- Talking about a healthy lifestyle
- Talking about family relationships and future plans
- Talking about world issues and discussing environmental issues

Time Allocation
- 9 periods per cycle for Semester 1

Prerequisites
- Recommended prior study: Year 9 French
- For students who have not taken French in Year 9: Teaching and learning will support and cater for mixed abilities.

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

Assessment
- Writing, listening, speaking, reading comprehension and cultural knowledge and understanding tasks
- End of semester examination
10DANCE DANCE APPRECIATION AND ANALYSIS

Subject Domain: Arts & Technology
Subject: Dance

Brief Description of Course
In this unit, 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 understand the historical and cultural influences impacting certain dance styles
- To understand how to appreciate dance and the ways it is considered to be an art form.
- To begin understanding what dance aesthetics are and what needs to be part of a dance piece to make it engaging, meaningful, intentional and entertaining
- To evaluate, analyse and critique a dance performance, created and performed.
- 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, critique and analysis

Time Allocation
- 9 periods per cycle

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 appreciation portfolio

10MUSIC1 MUSIC PERFORMANCE

Subject Domain: The Arts
Subject: Music

Brief Description of Course
This unit is designed for students with a love for performing all genres of music. This subject will focus on all the attributes of performance including sound and lighting. The entire class will perform in both solo and group formats culminating in the entire class forming a ‘class band’ where every student will have the opportunity to participate on their major instrument in a contemporary ensemble. Students who select this unit must be able to sing confidently or play an instrument. The class may also be called upon to prepare items for special occasions. The course’s experience will culminate in the creation of a recorded CD of the top pieces performed. Students will have opportunity to compose and orchestrate for these performances.

General Aims and Objectives
- To give students a contemporary ensemble experience
- To be able to cooperate in the creation of original and ‘lifted’ music
- To further students’ ability to play an instrument
- To encourage participation in musical groups
- To foster confidence and enjoyment in performing
- To understand how the elements of music are manipulated to create many different styles
- To develop a leadership role in Music at the school particularly to develop a leadership role in Chapel Worship Bands that will help younger students to connect with God through the medium of music.

Topics
- Ensemble Performance
- ‘Lifting pop songs’ from a recording
- Composition
- Music Technology
- History of Rock music
- Theory and analysis of Western and Folk Music
- Aural Studies

Time Allocation
- 9 periods per cycle for Semester 1

Prerequisites
- Must be able to sing confidently or play an instrument

Special Requirements to be supplied by student
- Estimated Levy: $25

Assessment
- Written, Performance and Aural Tests
- Music Performance Synthesis Project
10MUSIC2 MUSIC PREPARATION

Subject Domain: The Arts
Subject: Music

Brief Description of Course
This course is specifically designed for the student who loves Music very much and would consider taking VCE Music in Year 11, but is very nervous about how difficult it is. Every student in this class will be given individual attention to their specific needs in preparing them for VCE Music so that if they decide to continue on they will hit the ground running. At the end of the course the student is given the option of continuing on into VCE Music, but much more equipped with the knowledge and accurate expectations of what it will entail. This is a preparation course and has no VCE credit. Students who select this unit must be able to play an instrument accredited by VCAA for VCE Music Units 1 – 4 (Voice is included as an instrument by VCAA).

General Aims and Objectives
By the conclusion of this unit students will have:
- A complete understanding of the outcomes and assessment for VCE Music
- Understanding of the level of theory and aural components of VCE Music and be well on the way to reaching it
- Chosen their major instrument and secured a private instructor with VCE experience
- Given an opportunity to perform for their classmates and improve their performance
- Had time to reflect upon how they can use their musical talent to praise God.
- Had numerous hours of individualised attention to their specific remedial needs in Music

Topics
- The VCE Music Course
- Solo Performance
- How to Analyse Music
- Written Theory
- Aural Theory

Time Allocation
- 9 periods per cycle for Semester 2

Prerequisites
- None, but students wanting to enter into VCE Music will have to successfully complete this course, or outstandingly complete Year 9 Music.

Special Requirements to be supplied by student
- Estimated Levy: $20

Assessment
- Written, Performance and Aural Tests

10PE1 SPORTS SCIENCE 1

Subject Domain: Health and Physical Education
Subject: Physical Education

Brief Description of Course
This course will look at the body systems in depth and how they function together during physical activity. Students will develop an understanding of the implications of drug use, ergogenic aids, and training and recovery methods as techniques of performance enhancement. The students will look at the history of sport and the development over time to improve techniques and equipment to better enhance the athlete’s performance.

General Aims and Objectives
- To develop the individual’s understanding of the body systems
- To develop an awareness of the importance of nutrition in sport i.e., sport specific diets
- To understand the importance of prevention and management of injuries
- Christian perspective on drug taking in sport and investigating a biblical world view

Topics
- Sports injuries prevention and rehabilitation
- Sports nutrition
- Fatigue and Recovery techniques
- Performance enhancement – Ergogenic aids
- Decision making in Sport

Time Allocation
- 4 periods per cycle

Prerequisites
- None

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

Assessment
- Oral presentations
- Topic tests
- Laboratory report
- Participation in all practical sessions
10PE1 Sports Science 2

Subject Domain: Health and Physical Education
Subject: Physical Education

Brief Description of Course
This course will continue to look at the body systems in depth and how they function together during physical activity. The students will look at the history of sport and the development over time to improve techniques and equipment to better enhance the athlete’s performance.

General Aims and Objectives
- To develop the individual’s understanding of the body systems
- To develop an awareness of where sport has come from and how much it has changed over time eg., equipment and techniques
- To understand the importance of prevention and management of injuries
- Christian perspective on drug taking in sport and investigating a biblical world view

Topics
- Sports injuries prevention and rehabilitation
- Sports nutrition
- Fatigue and Recovery techniques
- Performance enhancement – Ergogenic aids
- Decision making in Sport

Time Allocation
- 4 periods per cycle

Prerequisites
- None

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

Assessment
- Oral presentations
- Topic tests
- Laboratory report
- Participation in all practical sessions
VCE SUBJECTS
BUSINESS MANAGEMENT

AIM

As the Christian leaders of tomorrow, both in the church and in business, it is important that our students have a strong understanding of what it means to lead and manage. Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation.

The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

CONTENT

UNIT 1: SMALL BUSINESS MANAGEMENT
AREAS OF STUDY
1. Introducing business
2. Small business decision-making, planning and evaluation
3. Day-to-day operations

UNIT 2: COMMUNICATION AND MANAGEMENT
AREAS OF STUDY
1. Communication In Business
2. Managing The Marketing Function
3. Managing The Public Relations Function

ASSESSMENT

Units 1&2

Assessment tasks for these units are selected from the following:
- Case Study Analysis
- Business Research (Print And Online)
- Development of a Marketing and/or Public Relations Plan
- Interview and Report on Contact with Business
- Business Simulation Exercise
- Essay
- Test
- Computer Applications and Simulations
- Business Survey and Analysis
- Analytical Exercises
- Media Analysis
- Report (Written, Visual, Oral)
HEALTH AND HUMAN DEVELOPMENT

AIM

This study is designed to enable students to:

- develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of childhood, youth and adulthood;
- develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development;
- develop an understanding that variations in health and human development are influenced by a range of determinants including biological and behavioural factors, as well as physical and social environments;
- critically examine health and human development from an individual, community, national and global perspective;
- develop an understanding of the interdependencies between health, human development and sustainability;
- identify, develop and evaluate behaviours and strategies that promote health and human development;
- analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

CONTENT

Unit 1: The Health And Development of Australia’s Youth
AREAS OF STUDY
1. Understanding youth health and human development
2. Youth Issues

Unit 2: Individual Human Development And Health Issues
AREAS OF STUDY
1. Pre-natal health and individual development
2. Child health and individual development
3. Adult health and individual development

ASSESSMENT

Units 1 & 2

Assessment tasks are selected from:
- a case study analysis;
- a data analysis;
- a visual presentation, such as concept/mind map, poster or presentation file;
- a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks;
- an oral presentation, such as a debate or podcasts (audio or visual);
- a blog;
- a test;
- a written response, such as a research assignment or briefing paper.
LEGAL STUDIES

AIM

If Christians are to be educated for service and witness in the world, some knowledge of the political and legal systems which seek to control our society is essential. The course introduces students to the broad features and concepts of politics and law in Australia with a view to encouraging interest and a sense of Christian responsibility in these fundamental structures of our community.

CONTENT

UNIT 1: CRIMINAL LAW IN ACTION
AREAS OF STUDY
1. Law in society
2. Criminal law
3. The criminal courtroom

UNIT 2: ISSUES IN CIVIL LAW
AREAS OF STUDY
1. Civil law
2. Civil law in action
3. The law in focus
4. A question of rights

ASSESSMENT

Units 1 and 2

Assessment tasks are selected from:
- structured assignment
- essay
- mock court or role-play
- folio and report
- case study
- test
- report (written, visual, oral and multimedia)
MEDIA

AIM

The media influences the way in which people spend their time and how people perceive themselves and others. This study analyses and evaluates media products, production processes and policies through studying media forms which include the internet, press, radio, film and television.

CONTENT

UNIT 1: TECHNOLOGIES OF REPRESENTATION AND NEW MEDIA

The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including developing an understanding of the contribution of codes and conventions, to the creation of meaning in media products and the role and significance of selection processes in the construction of such products.

UNIT 2: MEDIA INDUSTRY PRODUCTION AND AUSTRALIAN MEDIA ORGANISATIONS

The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. The contexts within which Australian media production takes place are also analysed.

ASSESSMENT

Units 1 and 2

Assessment tasks are selected from:

- Audio Sequences
- Video Sequences
- Photographs
- Print Layouts
- Multimedia Sequences or Presentations
- Posters
- Tests
- Short Written Responses
- Oral Reports
OUTDOOR AND ENVIRONMENTAL STUDIES

AIM
Outdoor and Environments Studies is the study of the ways humans interact with and relate to natural environments. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

CONTENT

UNIT 1: UNDERSTANDING OUTDOOR EXPERIENCES
AREA OF STUDY
This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with natural environment. This unit provides an opportunity for students to explore the many ways in which nature is understood and perceived. Through related outdoor experiences, students develop the practical skills and knowledge required to live comfortably, with minimal impact, in natural environments.

UNIT 2: ENVIRONMENTAL IMPACTS
AREA OF STUDY
This unit focuses on characteristics of natural environments, human impacts on natural environments, and how changes to nature affect people. The focus shifts from the individual’s personal relationship with the natural environment to society’s interaction with the natural environment. It includes analyses of historical and contemporary conceptions of nature and human interactions with nature, including nature’s impact on humans. Outdoor recreation provides the means for studying nature’s impact on humans, as well as the ecological, social and economic implications of human impact on natural environments. A clear understanding of the impact of technology and changing human lifestyles on natural environments should also be developed.

BIBLICAL PERSPECTIVES
For students to guard over and appreciate God’s incredible creation, by monitoring and investigating particular features and their environments.

Genesis 1:26 Then God said “Let us make man in our image in our likeness and let them rule over the fish of the sea and birds of the air, over the livestock, over the earth, and over all the creatures that move along the ground”.

ASSESSMENT

Units 1 and 2
Assessment tasks are selected from the following:

- Tests
- Assignment
- Case Studies
- Classroom Presentation
- Oral Reports
- Written Reports
- Multimedia Reports
PSYCHOLOGY

AIM

This study is designed to enable students to:

- understand the historical development of psychology and the contemporary status of psychology as a field of study
- understand the ways that biological, behavioural, cognitive and socio-cultural perspectives are used to organise, analyse and extend knowledge in psychology
- understand, compare and evaluate psychological theories and concepts
- communicate psychological information, ideas and research findings
- understand the application of psychology in personal, social and organisational contexts
- critically examine psychological challenges that arise in their own environment and across their own lifespan, particularly in relation to personal development, good health, mental wellbeing, social interaction, communication and lifelong learning
- develop an inquiring and critical approach to alternative opinions and explanations
- develop the ability to use evidence to justify beliefs
- develop skills in scientific inquiry and investigation
- understand and apply ethical principles that govern the study and practice of psychology

CONTENT

UNIT 1: INTRODUCTION TO PSYCHOLOGY

AREAS OF STUDY

1. What is Psychology?
   In this area of study students analyse the contribution that classic and contemporary theories have made to the development of psychology. They are introduced to the scope of psychology – its specialised fields of study and its application in a variety of contexts and settings. Students investigate aspects of visual perception to consider how psychologists approach the study of the mind and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

2. Lifespan Psychology
   Students consider how classic and contemporary studies contribute to our understanding of changes that take place across an individual’s lifespan. They use the major perspectives in contemporary psychology to explain cognition and behaviours associated with particular stages of development, taking into account heredity and environmental influences. Students apply appropriate methods of psychological research to their investigations into aspects of lifespan psychology, and explain associated ethical principles in the conduct and use of psychological research.

UNIT 2: SELF AND OTHERS

AREAS OF STUDY

1. Interpersonal and Group Behaviour
   Students consider the findings of key classic and contemporary research as a means to explaining the formation of attitudes, and individual and group behaviour. They examine research methods appropriate to measuring attitudes and behaviours and consider associated ethical issues in the conduct and use of such research.

2. Intelligence and Personality
   In this area of study, students explore scientific ways of describing, measuring and classifying intelligence and personality. They analyse classic and contemporary theories of intelligence and personality, including the influence of genetic and environmental factors.
ASSESSMENT

Unit 1
- Assessment SAC 1: Chapter tests
- Assessment SAC 2: Visual Perception annotated presentation
- Assessment SAC 3: Empirical Research activity on Piaget’s Theory of Development

Unit 2
- Assessment SAC 1: Chapter tests
- Assessment SAC 2: Attitudes and Prejudice
- Assessment SAC 3: Intelligence
TEXTS AND TRADITIONS

AIM

This subject provides students with an excellent opportunity to study the Bible as a part of their VCE. This subject is offered at Waverley Christian College with the aim of empowering students to have a mature and confident grasp of the Bible and the study skills to be able to interpret and apply its message to life today. In Units 1 & 2 students learn about the importance of the Bible’s story for the Christian faith and the way the Bible relates to the issues of our society today. In Units 3 & 4 students study the Gospel of Luke.

CONTENT

UNIT 1: TEXTS AND TRADITIONS

AREAS OF STUDY
1. Through new eyes. Learning to read the Bible as it was intended
2. The story that explains all others. Mastering the epic story of the Bible
3. Creative ways people have brought the Bible's story to life in the past and present

UNIT 2: TEXTS IN SOCIETY

AREAS OF STUDY
1. Can I trust that this book was not made up? The formation of the Bible
2. What authority does the Bible have in our world today?
3. What about those other books? Comparing the Bible to other sacred texts

ASSESSMENT

Units 1 and 2

Assessment tasks are selected from:
- Interview with a Church Leader
- Essays
- Short Reports
- Short-Answer Question
- Creative Overview of the Bible
- Folio of Work
- Authority of the Bible Investigation