Year 10 Specialist Subjects

Waverley Christian College
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AR101 Sketching and Drawing
AR102 Contemporary Art Forms
AR103 Architecture
AR104 Advertising
AR105 Digital Photography
CO101 Web Design
DR101/DR102 Major Production
DT102 Complex Joints
DT103 Robotics
FT101 Let's Party
FT102 Food As Gifts
HU101 Christian Mission
LO101 Indonesian I
LO102 Indonesian II
MU101 The Rock Band
MU102 VCE Music Preparation
PE101 Sports Science
SC101 Why Can’t We Blow Things Up?
SC102 Psychology
SC103 Dr Who? Dr You.

VCE / VCAL Subjects

- Business Management Units 1 & 2
- Health & Human Development Units 1 & 2
- Information Technology 1 & 2
- Legal Studies Units 1 & 2
- Maths Methods Units 1 & 2 (for selected students)
- Media Units 1 & 2
- Outdoor & Environmental Studies Units 1 & 2
- Psychology Units 1 & 2
- Texts & Traditions Units 1 & 2
- VCAL – Personal Development Skills (Intermediate)
Year 10 Subject Offerings

In Year 10 Waverley Christian College offers a range of core and specialist subjects for students to study. Core subjects are compulsory and must be completed by all students. Specialist subjects can be selected from a range of academic and practical studies and are aimed at preparing students for VCE studies in those subjects. Students also have the option of selecting one VCE study, from a limited range of studies, as part of their Year 10 course.

Core Subjects
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.

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
- Information Technology
- Legal Studies Units 1 and 2
- Mathematical Methods Units 1 and 2 (for selected students)
- 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
- VCAL Personal Development

Reasons for Commencing VCE/VCAL 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/VCAL 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/VCAL 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

What is VCAL?
The Victorian Certificate of Applied Learning (VCAL) is a hands-on alternative to VCE. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.

At Waverley Christian College we are providing Year 10 students with the opportunity to commence VCAL Intermediate Level while they are in Year 10.

Students who do the VCAL are likely to be interested in going on to training at Technical and Further Education (TAFE) institutes, doing an apprenticeship, or getting a job after completing school. However, if you start your VCAL and then decide to transfer to the VCE, it won’t be too late to change your mind. In fact, any VCE units you complete as part of your VCAL may count towards your VCE, should you decide to transfer between certificate courses.
The VCAL’s flexibility enables you to undertake a study program that suits your interests and learning needs. Accredited modules and units are selected for the following four compulsory strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

If you successfully complete your VCAL, you will receive a certificate and a Statement of Results that details the areas of study you have completed. More information about VCAL programs at Waverley Christian College is available in our VCAL Information Booklet.

**Subject Selection Rules**

In selecting subjects for Year 10 students must consider the following:

1. Places in VCE subjects will only be offered to Year 10 students on the basis of space being available in that subject. Year 11 students have first preference in these subjects.
2. Students must keep in mind any prerequisites when selecting subjects.
3. Students must select one of SC101, SC102 or SC103 science-based elective for Semester 2.

**Instructions for completing the Elective Selection Form**

The subject selection form must be completed and returned to the General Office by the date shown on the form. Late submissions run the risk of missing out on subjects that you may really want to study in Year 10.
AR101  Sketching & Drawing

Subject Domain: The Arts
Subject: Art

Brief description of Course
Sketching and Drawing focuses on the foundations of drawing and explores a range of drawing styles used by past and present artists. Through the careful study of artists’ artworks, students develop their sketching and drawing skills using a range of techniques and materials. They learn to prepare a variety of coloured and textured grounds to use as drawing surfaces. Students use observational, conceptual and imaginative starting points to develop, refine and realise ideas. They explore areas of personal interest related to the sketching and drawing projects. Students learn to document their thinking and working practices. Students gain the ability to undertake visual analysis of artworks and art styles using appropriate terms and vocabulary.

General Aims and Objectives
Creating and making
• 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

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 compare and contrast artworks and art styles of the past and present
• To undertake visual analysis of artworks

Topics
• Drawing surfaces: the preparation of coloured and textured grounds. Oil and dry pastel drawing techniques
• Charcoal, graphite sticks and Conte: monochromatic and coloured sketching
• Nib and ink: blotted line drawing, contour line drawing
• Drawing styles: gestural, observational contour
• Visual analysis and artistic styles of artworks

Time Allocation
• 9 periods per cycle for Semester 1

Prerequisites
• Nil

Special Requirements to be supplied by student
• Estimated Levy: $60
• Sketchbook, folio and book listed stationery

Assessment
• All class work; research and developmental work, practical projects and resolved artworks
• Written work and assignments

AR102  Contemporary Art Forms

Subject Domain: The Arts
Subject: Art

Brief description of Course
This study encourages creativity and artistic development and aims to provide students with the opportunity to explore the distinct characteristics of the selected art forms: painting, printmaking and mixed media. Students are encouraged to explore and experiment with materials and processes leading to the development of a number of visual solutions. They are encouraged to demonstrate technical and artistic development. Students explore areas of personal meaning and use observational, conceptual and imaginative starting points to develop, refine and realise ideas. They study and apply formal elements and learn to document their thinking and working practices. Students study the role and approach of the artist as an individual, past and present.

General Aims and Objectives
Creating and making
• 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 and artistic 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

Exploring and responding
• To critically analyse and interpret artworks and art styles using appropriate arts language
• To describe the stylistic, technical, expressive and aesthetic features of artworks created by a range of artists
• To compare and contrast artworks of the past and present
• To undertake visual analysis of artworks
• To study the role and approach of the artist as an individual, past and present

Topics may include:
• Painting: gouache, watercolour, ink, acrylic paint and oil painting and painting styles
• Printmaking: relief printing, two-colour linocut/woodcut and collagraph, etching and monoprints
• Mixed-media: collage, montage, frottage
• Art and Culture: Past and present roles of artists and their artistic style

Time Allocation
• 9 periods per cycle for Semester 2

Prerequisites
• Nil

Special Requirements to be supplied by student
• Estimated Levy: $65
• Sketchbook, folio and book listed items

Assessment
• All class work – research and developmental work, practical projects and resolved artworks
• Written work and assignments
AR103  Architecture

Subject Domain: The Arts
Subject: Visual Communication

Brief Description of Course
This unit explores different visual representations of architectural spaces in both two-dimensional and three-dimensional methods. 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 using colour and a variety of mediums. Design solutions relate to the fields of architecture, graphic design and industrial 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 design elements and principles in the designing of architectural spaces
• To be able to create a three-dimensional model from a two-dimensional drawing
• To create imaginative drawings and renderings of architectural spaces.

Topics
• Designs for living
• Model making
• Interiors
• Exteriors

Time allocations
• 9 periods per cycle for Semester 1

Pre requisites
• Nil

Special requirements to be supplied by student
• Estimated Levy $ 50

Assessment
• Practical design and drawing tasks
• Three-dimensional model
• Analyses of visual representations

AR104  Advertising

Subject Domain: The Arts
Subject: Visual Communication

Brief Description of Course
Students examine current advertising and marketing strategies and create their own advertisements suitable for print. Ideas are sketched and developed and the computer is used for final presentations. 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 explore and create design for advertising
• To develop an awareness of appropriate visual representation in design and marketing
• To be able to be creative and intentional when using design elements and principles

Topics
• Elements and Principles
• Letterhead
• Analysis of Advertisements
• Creative Billboard Design
• Promotional Poster

Time Allocation
• 9 periods per cycle for Semester 2

Pre requisites
• Nil

Special Requirements to be supplied by student
• Estimated Levy: $50

Assessment
• Design tasks: drawing and final presentations
• Analyses of advertisements
• Advertisement using the design process
**AR105  Digital Photography**

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

**Brief Description of Course**
In this unit students learn about various cameras, lenses and other accessories. They 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 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 are assessed.

**General Aims and Objectives**
- Students will further develop camera handling skills, digital photography fundamentals and the creative / compositional process of taking great photos  
- To learn to select and use appropriate computer hardware and software for photograph processing  
- Ability to manipulate and enhance photographs using digital software such as Photoshop CS3

**Topics**
- Looking at Your Digital Camera and its Functions  
- Discovering Light and Improving Your Photography—Part One (Composition)  
- Discovering Light, Improving Your Photography—Part Two (Techniques)  
- Professional Digital Image Editing

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

**Pre requisites**
- Nil

**Special Requirements to be supplied by student**
- $40 levy  
- Equipment TBA

**Assessment**
- Workbook / Journal  
- Folio  
- Series of portraits  
- Major assessment

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**CO101  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**
- 9 periods per cycle  
- This unit is offered in both Semesters 1 and 2

**Prerequisites**
- Nil

**Special Requirements to be supplied by student**
- Estimated Levy: $30  
- USB stick – minimum of 1GB

**Assessment**
- Assignments
**DR101 / DR102  Major Production**

**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. Students are HIGHLY encouraged to enrol for both semesters as the culmination of the class is a Major Production. The production will be chosen, cast, rehearsed and developed completely in class time by the students and the teacher. Grades will be based on professionalism, rehearsal attendance and preparation, and effort.

**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**
- Choosing and casting the play  
- Rehearsal – documented by journal entries and group participation  
- Performance – Preparation for maximising audience impact

**Time Allocation**
- 9 periods per cycle for both Semester 1 and Semester 2 (continuous)  
- A fortnight before the Major Production some minimal extra curricular rehearsal time will be required

**Prerequisites**
- Students will be asked to enroll for the entire year in order to perform in Semester 2 what they rehearsed in Semester 1

**Special Requirements to be supplied by the student**
- Estimated Levy: $60

**Assessment**
- In-Class Performance Tests  
- Journal  
- Professionalism  
- Final Performance

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**DT102  Complex Joints**

**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.

**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 will range from:**
- Designing and making creative wood projects using complex joints  
- Workshop Safety  
- Crafting techniques- Manual and Mechanical  
- Utilising the design process for each different material

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

**Prerequisites**
- No prerequisites  
- A good preparation for further study in Design and Technology (Wood)

**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
DT103  Robotics

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.

General Aims and Objectives
- Investigate electronic systems using test equipment
- Construct and modify low voltage electronic systems
- Evaluate electronic systems

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

Time allocation
- 9 periods per cycle for Semester 1

Prerequisites and/or recommended studies
- No prerequisites
- Year 9 Electronics is recommended but not essential
- A good preparation for further study in Physics.

Special requirements
- Estimated Levy: $110 for materials

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

FT101  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

Time Allocation
- 9 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $60 food, $20 excursion

Assessment
- Practical work and written evaluations
- Tests
- Assignment
- Book work
### FT102 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: $60 food, $30 excursion

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

### HU101 Christian Mission

**Subject Domain:** Humanities  
**Subject:** Christian Mission: theory and practice

**Brief Description of Course**  
This unit is designed to develop students’ knowledge and skills in the area of Christian Mission. Students will develop a thorough knowledge of the history of Christian Mission in the world and study some of the theoretical approaches that have been developed to describe good mission. Students will hear from current practitioners and reflect on what they have to share about their work and students will have the opportunity to put their learning into practice through a range of practical activities.

**General Aims and Objectives**  
- To explore current approaches to Mission  
- To hear from current Mission practitioners  
- To reflect on good missional practice  
- To engage in missional activities and critically reflect on the experience

**Topics**  
- History of Christian missionary work  
- Mission in the local context  
- Local culture mission practical  
- Frameworks for thinking about Christian mission  
- Mission to another sub-culture (same language)  
- Mission to another sub-culture (same language) Practical  
- Mission, evangelism and social action  
- Cross cultural mission (foreign language)  
- Cross cultural mission (foreign language) Practical

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

**Prerequisites**  
- None

**Special Requirements to be supplied by student**  
- Estimated Levy: $50

**Assessment**  
- History of Christian Mission Exploration  
- Interview with a “Missionary”  
- Report on Framework for Mission  
- Reports on Mission in Practice Activities
LO101  Indonesian I

Subject Domain: Languages Other Than English
Subject: Indonesian

Brief Description of Course
This unit gives students an opportunity to further develop their ability to communicate in Indonesian, by honing 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 Indonesian 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 Indonesian language framework and structure at a deeper level and will provide a greater satisfaction in being able to communicate more effectively.

Students who elect to study LOTE in Semester 1 are strongly encouraged to continue with the course in Semester 2. Acceptance into VCE Indonesian will be based on the full year of LOTE study in Year 10.

General Aims and Objectives
• To introduce the students to the structure and flow of Indonesian
• To lay a foundation for further studies in Indonesian
• To give the students an understanding of one of our neighbouring nations, its culture, traditions and values
• To encourage the students to develop a competence in the usage of Indonesian, both spoken and written
• To help the student understand the multilingual and multicultural Australian society

Topics
• Student Exchange
• Parts of the body and maintaining good health
• Describing illness and symptoms in a professional context
• Medication and treatment
• Traditional and modern Indonesian medicine

Time Allocation
• 9 periods per cycle for Semester 1

Prerequisites
• Year 9 LOTE Indonesian I and II

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

Assessment
• Oral and written communication activities
• Classroom tasks and activities, workbook/games/role-plays
• Ability to respond to Indonesian instructions
• Tests and exams
• Incursion and excursion reflections

LO102  Indonesian II

Subject Domain: Languages Other Than English
Subject: Indonesian

Brief Description of Course
This unit builds upon LO101 Indonesian. This unit will challenge students to use Indonesian in a variety of personal contexts through the medium of speech and the written word. Students will build more effective strategies for inter-personal communications in Indonesian, such as responding to questions, information gathering and the presentation of facts and details. This course is the basic foundation for Indonesian at VCE.

This advanced Indonesian unit is consecutive to LO101. It is the second part of the LOTE curriculum taught at Year 10, designed to engage and inspire the students in learning Indonesian. Students can not elect to study this subject if Semester 1 Indonesian has not been completed.

General Aims and Objectives
• To introduce the students to the structure and flow of Indonesian
• To lay a foundation for further studies in Indonesian
• To give the students an understanding of one of our neighbouring nations, its culture, traditions and values
• To encourage the students to develop a competence in the usage of Indonesian in both spoken and written form
• To help the student understand the multilingual and multicultural Australian society

Topics
• City and Village
• From Past to present
• Arts and Culture; making Indonesian batik

Time Allocation
• 9 periods per cycle for Semester 2

Prerequisites
• LO101 Indonesian I

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

Assessment
• Oral and written communication activities
• Classroom tasks and activities, workbook/games/role-plays
• Ability to respond to Indonesian instructions
• Tests and exams
• Incursion and excursion reflections
MU101  The Rock Band

Subject Domain: The Arts
Subject: Music

Brief Description of Course
This unit is designed for students with a love for performing in a modern band. The entire class will form a ‘class band’ where every student will have an opportunity to participate their major instrument in a contemporary ensemble experience. Students who select this unit must be able to sing confidently or play an instrument conducive to the modern band, such as piano, guitar, vocals, etc, but all instruments are welcome; orchestral instruments can add fresh texture and edgy modernity to a contemporary band. 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.

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 create complex loops using electronic equipment
• To understand and implement worship theory
• 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

Topics
• Ensemble Performance
• ‘Lifting pop songs’ from a recording
• Composition
• Music Technology
• History of popular music
• Theory of Music
• Aural
• Rhythm

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 Technology Synthesis Project

MU102  VCE 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 prep course and has no VCE credit.

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 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, Semester 2

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

Assessment
• Written, performance and aural tests
PE101  Sports Science

**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 where sport has come from and how much it has changed over time e.g., equipment and techniques
- 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

**Topics**
- Sports injuries
- Sports nutrition
- Body systems
- O2 debt and deficit
- Performance and enhancement
- The history of sport

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

**Prerequisites**
- None

**Special Requirements to be supplied by student**
- Estimated Levy: $60

**Assessment**
- Completion of workbook
- Topic tests
- Laboratory report
- Participation in all practical sessions

SC101  Why Can’t We Blow Things Up?

**Subject Domain:** Science  
**Subject:** Science Elective

Students must choose one of the Science Electives, SC101 or SC102 or SC103, in Semester 2.

**Brief Description of Course**
It is becoming increasingly important to understand both the science and societal issues of contentious emerging science technology applications, such as genetically modified foods, or stem cells. Our current students are the decision-makers of tomorrow, and it is important that they make their decisions from an informed point of view.

Science technology is a complex area, with numerous different applications and many differing points of view about those applications. Students will study the need to seek out sources of bias and report data truthfully; and concerns about the ethical treatment of human and animal research subjects. This includes understanding the limitations of scientific knowledge; the influence of political, social and cultural factors on the development of science; and the risks and benefits of new technologies.

**General Aims and Objectives**
This course aims to help students not only explore science, but also the political, ethical and moral questions that form a part of the present debate on technology. Students will endeavour to develop a personal understanding of ethical decision making and behaviour based on reflections from the Bible and selected journal readings.

**Topics**
- What is ethics?
- Use of animals in research
- Use of animals in agriculture
- Stem cell research
- Consumer science, eg. product testing
- Genetically modified foods
- Designer babies
- Nuclear power plants
- Nuclear waste disposal
- Space exploration
- Use of natural resources
- Consequence of science of developing nations

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

**Prerequisites**
- None

**Special Requirements to be supplied by student**
- Estimated Levy: $30

**Assessment**
- Assignments
SC102 Psychology

Subject Domain: Science
Subject: Science Elective

Students must choose one of the Science Electives, SC101 or SC102 or SC103, in Semester 2.

Brief Description of Course
The study of Psychology provides students with a framework for understanding the interactions that influence thought, emotions and behaviour. In this course students will explore complex human behaviour and thought processes, applying psychological principles to everyday situations.

General Aims and Objectives
The study of Psychology will aid students to develop their communication and numeracy skills for research and data analysis, problem solving, critical thinking and process of scientific inquiry. This course exposes students to secular worldview with opportunity for discussion about the Christian worldview in a manner that supports the formal teaching in Biblical studies.

Topics
- Our experience of the world
- Brain boosters
- Dreaming
- Emotions
- Body language & emotions
- Attraction
- Lying
- Memory & eye witness testimony
- Sports psychology
- Persuasion: the art of selling and advertising
- Perception: can we explain 'magic' with neuroscience?
- Careers in psychology

Time Allocation
- 9 periods per cycle for Semester 2

Prerequisites
- None

Special Requirements to be supplied by student
- Estimated Levy: $30

Assessment
- Assignments
- Tests

SC103 Doctor Who?
Doctor You

Subject Domain: Science
Subject: Science Elective

Students must choose one of the Science Electives, SC101 or SC102 or SC103, in Semester 2.

Brief Description of Course
This course studies the history of medical practice and how it has developed. The study of medical science will incorporate all branches of science and help students to understand how technology is used in the diagnosis and treatment of illness. Students will continue to develop a range of skills including problem solving, critical thinking and the process of scientific enquiry.

General Aims and Objectives
This course aims to provide students with the knowledge of how science forms the basis of medical research and advancement.

Topics
- The history of medicine
- Medical physics (x-rays, ct scans, MRI, ultrasounds, prosthetics, endoscopy)
- Pathology
- Epidemiology
- Immunology
- Pharmacology

Time Allocation
- 9 periods per cycle for Semester 2

Prerequisites
- None

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

Assessment
- Assignments
- Tests
VCE / VCAL
Subjects
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 health and development
2. Youth health and development
3. Health issues for Australia’s youth

Unit 2: Individual human development and health issues

AREAS OF STUDY
1. The health and development of Australia’s children
2. Adult health and development
3. Health issues

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.
INFORMATION TECHNOLOGY

AIM

This study is designed to:

- apply skills, techniques and strategies to creatively and methodically solve information problems and information system problems, in order to foster confidence in using ICT;
- understand the hardware and software components and structure of information systems in order to be capable users and adapters of technology;
- critically evaluate how individuals and society are affected by, and can influence, the use of ICT, in order to confidently initiate or respond effectively to technological change;
- understand how ICT affects the skills, practices and personnel in the workplace, in order to be effective ICT users in the world of work;
- understand the technologies, procedures and legislation that are designed to protect the security and integrity of data, in order to foster the ethical, legal and responsible use of information and technology.

CONTENT

Unit 1: IT in action

AREAS OF STUDY
1. IT Techniques
2. Data management
3. ICT issues

Unit 2: IT pathways

AREAS OF STUDY
1. Programming and pathways
2. Networks
3. Tools, techniques and procedures

ASSESSMENT

Unit 1

Assessment tasks for this unit are:
- using ICT tools and techniques, produce a solution and an information product in response to an identified need
- visual presentations such as multimedia presentations
- oral presentations supported by a visual presentation
- a written report using ICT
- a test

Unit 2

Assessment tasks for this unit are:
- using ICT tools and techniques, produce a solution and an information product in response to a client brief;
- visual presentations such as multimedia presentations;
- oral presentations supported by a visual presentation;
- a folio;
- an electronic learning journal, such as a blog, to record learning progress;
- a written report using ICT;
- a test.
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)
MATHS METHODS

This study is only available to selected students.

AIM

Mathematical competence is demanded by many facets of contemporary society. It seeks to discover the created order of the universe by adopting systematic analyses and investigations. Mathematics courses develop a range of skills applicable to careers and business, research, science, engineering and design.

CONTENT

Mathematical Methods (CAS) Units 1 and 2

Mathematical Methods (CAS) is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Units 1 and 2 each deal with specific content and are designed to enable students to achieve a set of outcomes.

There are no prerequisites for entry to Mathematical Methods (CAS) Units 1 and 2. However, students attempting Mathematical Methods (CAS) are expected to have a sound background in number, algebra, function, and probability.

Some additional preparatory work will be advisable for any student who is undertaking Mathematical Units (CAS) Unit 2 without completing Mathematical Methods (CAS) Unit 1.

AREAS OF STUDY

- Functions and graphs;
- Algebra;
- Rates of change and calculus; and
- Probability.

The appropriate use of Computer Algebra Systems (CAS) technology to support and develop the teaching and learning of mathematics is incorporated throughout the course.

Mathematical Methods (CAS) Units 1 and 2 are designed as preparation for Mathematical Methods (CAS) Units 3 and 4.

ASSESSMENT

Units 1 and 2

Assessment tasks are selected from:

- Assignments
- Tests
- Summary of review notes
- Projects
- Short written responses
- Problem-solving tasks
- Modelling tasks
- Effective and appropriate use of technology.
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 press, radio, film and television.

CONTENT

Unit 1: Representation and Technology

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 production and the Australian Media Industry

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 animals 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
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?

Unit 2: Self and others

AREAS OF STUDY

1. Self and others

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
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. Exploring different types of literature in the Bible
2. The formation and exegesis of Bible passages
3. Later uses and interpretations of the Bible

Unit 2: Texts in society

AREAS OF STUDY
1. The Bible in the past
2. The Bible today
3. Comparing the Bible to other sacred texts

ASSESSMENT

Units 1 and 2
Assessment tasks are selected from:

- summaries
- textual commentaries
- essays
- oral presentations; where appropriate, supported by multimedia presentations
- short reports
- exegetical exercises
- comparative tables
- short-answer questions
AIM

The Personal Development Skills Strand recognizes the importance of applying knowledge and skills within different social contexts. The purpose of the Personal Development Skills Strand is to develop skills, knowledge and attitudes that lead toward:

- Social responsibility
- Building community
- Civic responsibility e.g. through volunteerism and working for the benefit of others
- Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society.

CONTENT

Intermediate Unit 1: Personal Development Skills

AREAS OF STUDY
1. Plan and organise a complex activity
2. Demonstrate self-management skills for goal achievement
3. Demonstrate knowledge, skills and abilities in the context of an activity or project
4. Describe leadership skills and responsibilities
5. Utilise interpersonal skills to communicate ideas and information

Intermediate Unit 2: Personal Development Skills

AREAS OF STUDY
1. Identify planning and organisation skills relevant for the management of health or community service activities
2. Demonstrate skills relevant to complex problem solving
3. Demonstrate knowledge and skills related to hobby, study or interest
4. Utilise research and development skills to present information to an audience
5. Use spoken language and active listening skills to communicate complex ideas and information

ASSESSMENT

Units 1 and 2

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence, for example photos, timelines, logbooks, peer evaluations
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Awards from recognized programs
- Self-assessment inventories
- Oral or written reports
- Evidence of information and communications technology, including Internet usage.