Table of Contents
(Years 7 to 10)

INTRODUCTION ........................................................................................................... 1
SECONDARY STAFF CONTACTS .............................................................................. 2
SECONDARY TEAM LEADERS CONTACTS .......................................................... 3
THE CURRICULUM FOR YEARS 7 TO 10 ......................................................... 4
2017 SUBJECT OFFERINGS ................................................................................ 5
CHAPEL .................................................................................................................... 14
SPORTS AND ACTIVITIES PROGRAM ............................................................ 15

YEAR 7 ...................................................................................................................... 16

ART ............................................................................................................................ 17
BIBLICAL STUDIES................................................................................................. 18
DESIGN TECHNOLOGY: FABRICATION LAB (FABLAL) ......................... 19
DESIGN TECHNOLOGY: WOOD AND COMPOSITES .............................. 20
DRAMA .................................................................................................................... 21
ENGLISH ................................................................................................................ 22
FOOD STUDIES ...................................................................................................... 23
GEOGRAPHY ......................................................................................................... 24
HISTORY .................................................................................................................. 25
LOTE CHINESE .................................................................................................... 26
LOTE FRENCH ........................................................................................................ 27
MATHEMATICS ..................................................................................................... 28
MUSIC ...................................................................................................................... 29
PERSONAL DEVELOPMENT ............................................................................... 30
PHYSICAL EDUCATION ...................................................................................... 31
SCIENCE .................................................................................................................. 32
VISUAL COMMUNICATION ................................................................................. 33
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 8................................</td>
<td>34</td>
</tr>
<tr>
<td>BIBLICAL STUDIES</td>
<td>36</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>37</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>38</td>
</tr>
<tr>
<td>HISTORY</td>
<td>39</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY</td>
<td>41</td>
</tr>
<tr>
<td>LOTE CHINESE</td>
<td>42</td>
</tr>
<tr>
<td>LOTE FRENCH</td>
<td>43</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>44</td>
</tr>
<tr>
<td>PERSONAL DEVELOPMENT</td>
<td>46</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>47</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>48</td>
</tr>
<tr>
<td>ELECTIVE SUBJECTS</td>
<td>49</td>
</tr>
<tr>
<td>ART I</td>
<td>50</td>
</tr>
<tr>
<td>ART II</td>
<td>51</td>
</tr>
<tr>
<td>BEGINNING ACTING</td>
<td>52</td>
</tr>
<tr>
<td>BEGINNING DANCE</td>
<td>53</td>
</tr>
<tr>
<td>DESIGN TECHNOLOGY: FABRICATION LAB (FABLAB)</td>
<td>54</td>
</tr>
<tr>
<td>DESIGN TECHNOLOGY: WOOD AND COMPOSITES</td>
<td>55</td>
</tr>
<tr>
<td>FORENSICS ELECTIVE</td>
<td>56</td>
</tr>
<tr>
<td>HEALTHY CHOICES</td>
<td>57</td>
</tr>
<tr>
<td>HEALTHY PERSPECTIVES</td>
<td>58</td>
</tr>
<tr>
<td>MAKING MUSIC</td>
<td>59</td>
</tr>
<tr>
<td>MEDIA - PHOTOGRAPHY</td>
<td>60</td>
</tr>
<tr>
<td>MEDIA - VIDEO</td>
<td>61</td>
</tr>
<tr>
<td>MEDICAL ELECTIVE</td>
<td>62</td>
</tr>
<tr>
<td>MODERN MUSICIAN</td>
<td>63</td>
</tr>
<tr>
<td>OUTDOOR EDUCATION</td>
<td>64</td>
</tr>
<tr>
<td>READY, SETTY, COOKI</td>
<td>65</td>
</tr>
<tr>
<td>THE STAGE AND THE BODY</td>
<td>66</td>
</tr>
<tr>
<td>TO MARKET, TO MARKET</td>
<td>67</td>
</tr>
<tr>
<td>VISUAL COMMUNICATION I</td>
<td>68</td>
</tr>
<tr>
<td>VISUAL COMMUNICATION II</td>
<td>69</td>
</tr>
<tr>
<td>Subject</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>BIBLICAL STUDIES</td>
<td>72</td>
</tr>
<tr>
<td>COMMERCE</td>
<td>73</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>74</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>75</td>
</tr>
<tr>
<td>HISTORY</td>
<td>76</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>77</td>
</tr>
<tr>
<td>OUTDOOR AND ENVIRONMENT</td>
<td>78</td>
</tr>
<tr>
<td>PERSONAL DEVELOPMENT</td>
<td>79</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>80</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>81</td>
</tr>
<tr>
<td>ELECTIVE SUBJECTS</td>
<td>82</td>
</tr>
<tr>
<td>CHINESE I</td>
<td>83</td>
</tr>
<tr>
<td>CHINESE II</td>
<td>84</td>
</tr>
<tr>
<td>CLASS PLAYMAKING</td>
<td>85</td>
</tr>
<tr>
<td>CREATING PAINTING</td>
<td>86</td>
</tr>
<tr>
<td>CREATIVE PRINTMAKING</td>
<td>87</td>
</tr>
<tr>
<td>DANCE APPRECIATION</td>
<td>88</td>
</tr>
<tr>
<td>DANCE PERFORMANCE</td>
<td>89</td>
</tr>
<tr>
<td>DESIGN TECHNOLOGY: FABRICATION LAB (FAVLAB)</td>
<td>90</td>
</tr>
<tr>
<td>DESIGN TECHNOLOGY: WOOD AND COMPOSITES</td>
<td>91</td>
</tr>
<tr>
<td>DESIGN TECHNOLOGY: VEX ROBOTICS</td>
<td>92</td>
</tr>
<tr>
<td>DIGITAL DESIGN</td>
<td>93</td>
</tr>
<tr>
<td>DYNAMIC DESIGN</td>
<td>94</td>
</tr>
<tr>
<td>FRENCH I</td>
<td>95</td>
</tr>
<tr>
<td>FRENCH II</td>
<td>96</td>
</tr>
<tr>
<td>HEALTH AND FITNESS</td>
<td>97</td>
</tr>
<tr>
<td>HEALTHY ATTITUDES</td>
<td>98</td>
</tr>
<tr>
<td>HEALTHY LIFESTYLES</td>
<td>99</td>
</tr>
<tr>
<td>MEDIA - PHOTOGRAPHY</td>
<td>100</td>
</tr>
<tr>
<td>MEDIA - VIDEO</td>
<td>101</td>
</tr>
<tr>
<td>MODELS AND CONSTRUCTION</td>
<td>102</td>
</tr>
<tr>
<td>MULTICULTURAL CUISINE</td>
<td>103</td>
</tr>
<tr>
<td>MUSIC TECHNOLOGY</td>
<td>104</td>
</tr>
<tr>
<td>SONG WRITING</td>
<td>105</td>
</tr>
<tr>
<td>SPORTS MANAGEMENT</td>
<td>106</td>
</tr>
<tr>
<td>THEATRE GAMES</td>
<td>107</td>
</tr>
<tr>
<td>WE ARE WHAT WE EAT</td>
<td>108</td>
</tr>
<tr>
<td>WORD PLAY</td>
<td>109</td>
</tr>
<tr>
<td>WORK YOUR WORDS</td>
<td>110</td>
</tr>
</tbody>
</table>
YEAR 10........................................................................................................111
WORK EXPERIENCE ..................................................................................112

CORE SUBJECTS ..........................................................................................113
BIBLICAL STUDIES .........................................................................................114
CAREER EDUCATION ....................................................................................115
ENGLISH ........................................................................................................116
GEOGRAPHY ................................................................................................117
HISTORY .........................................................................................................118
MATHEMATICS .............................................................................................119
PERSONAL DEVELOPMENT ........................................................................120
PHYSICAL EDUCATION ..............................................................................121
SCIENCE .........................................................................................................122

SPECIALIST SUBJECTS ...............................................................................123
ADVERTISING ................................................................................................124
ARCHITECTURE ............................................................................................125
ART ................................................................................................................126
CHINESE .......................................................................................................127
DESIGN TECHNOLOGY: FABRICATION LAB (FABLAB) .......................128
DESIGN TECHNOLOGY: VEX ROBOTICS .............................................129
DESIGN TECHNOLOGY: WOOD AND COMPOSITES .........................131
DIGITAL ART .................................................................................................132
DIGITAL PHOTOGRAPHY ..........................................................................133
FASHION REVOLUTION (TEXTILES) ........................................................134
FOOD AS GIFTS ..........................................................................................135
FRENCH .........................................................................................................136
FRESHWATER & MARINE BIOLOGY .........................................................137
LET’S PARTY .................................................................................................138
LITERATURE AND LANGUAGE ................................................................139
MAJOR PRODUCTION ................................................................................141
MUSIC PERFORMANCE ............................................................................142
MUSIC PREPARATION ...............................................................................144
SPORTS SCIENCE ........................................................................................145
WEB DESIGN ................................................................................................146
INTRODUCTION

This Course Handbook has been produced to enable parents and students to gain a better understanding of the courses of study offered at the College from Year 7 to Year 10. VCE subject outlines appear in the VCE Course Information Handbook for 2017.

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 compromise 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 their God-given potential. 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.

Ms Nicole Rietveld
Director of Teaching and Learning

“And all your children will be taught by the Lord, and great will be the peace of your children.” Isaiah 54:13
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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>
</tr>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
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<td>8</td>
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<td>6</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
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<td>2</td>
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<td>2</td>
</tr>
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<td>3</td>
</tr>
<tr>
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<td>5</td>
</tr>
<tr>
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<td>2</td>
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</tr>
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</tr>
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</tr>
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</tr>
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</table>

Year 8, 9 and 10 Electives and Year 10 Acceleration

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<th>18\textsuperscript{iii}</th>
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</thead>
</table>

**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 and 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.
2017 SUBJECT OFFERINGS

Please note:
These are not required pathways for VCE subjects, rather a guide as to where each elective can lead.
It is also important to note that many subjects can lead into multiple VCE subjects.

ART & DESIGN

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td>Art I</td>
<td>Creative Painting</td>
<td>Art</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Art II</td>
<td>Creative Printmaking</td>
<td>Digital Art</td>
<td>Textiles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Communication II</td>
<td>Digital Design</td>
<td>Advertising</td>
<td></td>
<td></td>
</tr>
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</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology (Electronics and Smart Technologies)</td>
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<td></td>
</tr>
</tbody>
</table>
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<table>
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<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
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<td>Year 10 Literature and Language</td>
<td></td>
</tr>
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FOOD, LOTE & COMPUTING

Year 7
- Food Studies
  - Ready, Setty, Cook
  - To Market, To Market

Year 8
- We are what we eat
  - Multicultural Cuisine

Year 9
- Let's Party
  - Food as Gifts

Year 10
- Web Design

Year 11 Unit 1 and 2
- Computing

Year 12 Unit 3 and 4
- Computing

Chinese
- Chinese I
  - Chinese II

French
- French I
  - French II

Page 7
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HEALTH AND PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
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<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Physical Education</td>
</tr>
<tr>
<td>Healthy Choices</td>
<td>Healthy Lifestyles</td>
<td>Health and Community Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy Perspectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>Outdoor Education</td>
<td></td>
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<td></td>
</tr>
<tr>
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<td></td>
<td>Health and Human Development</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td>Outdoor and Environmental Studies</td>
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<tr>
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Page 8
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PERFORMING ARTS

Year 7  Year 8  Year 9  Year 10  Year 11 Unit 1 and 2  Year 12 Unit 3 and 4

Music
- Modern Musician
- Song Writing
- Performance Practice
- Music Performance
- Music Investigations
- Music Performance
- Making Music
- Music Technology
- Music Preparation

Dance (Incorporated in Drama)
- Beginning Dance
- Anatomy of Dance
- Dance Appreciation and Analysis
- Dance

Drama
- Beginning Acting
- Class Playmaking
- Major Production
- Theatre Studies
- The Stage and The Body
- Theatre Games
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### PERSONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### VCAL

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<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
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<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tr>
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<td>VCAL Personal Development Skills (Senior)</td>
<td></td>
<td></td>
<td></td>
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</tr>
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<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
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CHAPEL

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

General Aims and Objectives

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

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

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

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

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

Activities Program

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<th>Year 7</th>
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<td>Golf</td>
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<td>Table Tennis/Dance</td>
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Sports Program

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<th>Fortnightly Sports</th>
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Page 15
The Year 7 curriculum is designed to give students basic experience in a wide range of subjects. Because of time constraints, some practical subjects are taught for one Semester only. At half-year there is a changeover, so that, during the course of the year, every Year 7 student has the opportunity to experience every subject.

The curriculum is written with the Primary Courses of Study being taken into account. Students build on the English and Mathematics foundations laid in Primary School. In other areas (such as Science and in practical areas), the experiences and skills learned in Primary years are used and developed. In the new Secondary school subjects such as Food Studies, Technology and Visual Communication, students learn the basics, to provide opportunity for further study later on.
Year 7
ART

“If God made the flowers, they are worth painting and writing about. If God made the birds, they are worth painting.

If God made the sky, the sky is worth painting. If God made the ocean, indeed it’s worth writing poetry about.

It is worth man’s while to create works upon the basis of the great works God has already created.”

- Francis A. Schaeffer

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

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

Topics
• Pen and ink drawing
• Printing and mixed media
• Watercolour studies

Time Allocation
• 4 periods per cycle for one semester

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

Assessment
• Classroom assignments
• Practical activities

“I am sending you Huram-Abi, a man of great skill. He is trained to work in gold and silver, bronze and iron, stone and wood, and with purple and blue and crimson yarn and fine linen. He is experienced in all kinds of engraving and can execute any design given to him.” 2 Chronicles 2:13,14
Brief Description of Course
In Year 7 Biblical Studies, students complete two units of work; The Bible: The Big Picture and Heroes of the Faith. These foundational studies are designed to help students master the Bible's storyline and the significant events and developments that occur within it.

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

Topics
- Semester One: The Bible: The Big Picture
- Semester Two: Heroes of the Faith

Time Allocation
- 3 periods per cycle

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

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

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

DESIGN TECHNOLOGY: FABRICATION LAB (FABLAB)

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

1 Chronicles 28:11-12, 19

Brief Description of Course
Fabrication lab is a space where students use state-of-the-art equipment to design, build and test almost anything. Students develop technological, problem-solving and hands-on practical skills. Students will experiment, take risks, and play with their own ideas, giving them permission to trust themselves. While inventing we need to acknowledge that there is more than one right answer and that gives students permission to feel safe while learning and problem solving. The goal of the FabLab is for students to see themselves as learners who have good ideas and can transform those ideas into reality. The FabLab also teaches students critical skills in computing, electronics, programming and CAD (computer-aided design) fabrication techniques – a set of industry recognised skills. Students will explore many interrelated career fields, including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics, and entrepreneurship.

General Aims and Objectives
- Provide students with opportunities to apply math, geometry and reasoning skills in practical, relevant and contextualised ways.
- Students will explore computational skills through coding, programming and electronics
- Develop Technological, problem-solving and hands-on practical skills
- To solve an engineering problem, the students would need to design parts, build them, write code and then evaluate their success. This problem solving process will allow them to be inventors of both hardware and software in creative and exciting ways.
- Explore many career fields; including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics.
- CAD drawing and designing: Using the 3D printer software
- Workshop safety and tools

Topics
- Problem Solving Simulations – Real world scenarios
- Makey Makey – Shark Tank invention challenge
- 3D Printed - USB housing design
- 3D Printed Jewellery design – Using CAD software

Time Allocation
- 4 periods per cycle for a whole year

Special Requirements to be supplied by student
- Estimated Levy $70

Assessment
- Use of technology and equipment
- Prototype
- Research and Idea Generation
- Oral Presentation
- Classroom Participation

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

Exodus 31:1
Year 7

DESIGN TECHNOLOGY: WOOD AND COMPOSITES

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

1 Chronicles 28:11-12, 19

**Brief Description of Course**

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

**General Aims and Objectives**

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

**Topics**

A range of topics selected from:

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

**Time Allocation**

- 4 periods per cycle for one semester

**Special Requirements to be supplied by student**

- Book-listed items
- $40 Levy

**Assessment**

- Workshop Skills
- Projects
- Design Folio

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

Exodus 31:1-6

Page 20
Year 7
DRAMA

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

- Henry Ward Beecher, 1813-1887

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

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

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

Time Allocation
- 2 periods per cycle

Special Requirements to be supplied by student
- 1 exercise book

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

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

**ENGLISH**

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

- Joseph P. Bean

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

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

**Topics**
- Debating
- Study of novels and films
- Public Speaking
- Poetry
- Study of Issues
- Essay Writing
- News Articles
- Creative Writing

**Time Allocation**
- 8 periods per cycle

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

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

“They read from the Book of the Law of God, making it clear and giving them meaning so that the people could understand what was being read.” Nehemiah 8:8
Year 7

FOOD STUDIES

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

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

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

Topics
- The Kitchen
- Safety and Hygiene
- Types of Cookery
- Cookery Terms
- Basic Nutrition

Time Allocation
- 4 periods per cycle for one semester

Special Requirements to be supplied by student
- Food Levy
- Display folder
- Suitable containers to transport food

Assessment
- Practical cookery
- Book work
- Tests

“Then God said, “I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food.” Genesis 1:29
“Everything that lives and moves will be food for you. Just as I gave you the green plants, I now give you everything.” Genesis 9:3
Year 7
GEOGRAPHY

God left His fingerprints all over creation.
- Byron Snapp

Brief Description of Course
There are two units of study in the Year 7 curriculum for Geography: Water in the world and Place and liveability. Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

General Aims and Objectives
- To enable students to develop geographic skills such as using an atlas, understanding mapping conventions and an ability to observe, organise and record data.
- To develop students’ understanding of the concept of environment.
- To recognise the interdependence and interconnections between people, places and environments.
- To recognise the reliance of humans upon the natural environment and its processes, as well as how people change places and the impact of these changes.
- To understand that natural resources such as water belong to God and we are stewards of the Earth and responsible to care for it.
- To be able to describe geographical processes that influence the characteristics of places and how places are perceived and valued differently.
- To develop students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning.

Areas of study:
- Geographic skills, mapping and countries of the world
- Water in the world – in nature, human uses, management and hazards
- Place and liveability

Time Allocation
- 6 periods per cycle for one semester

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

Assessment
- Geographic data / mapping skills test
- Water scarcity and liveability assignments
- Fieldwork task
- Examination

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

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

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

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

Topics
- Historical concepts, researching skills and timelines
- Ancient Egypt
- Ancient China

Time Allocation
- 6 periods per cycle for one semester

Special Requirements to be supplied by student
- Book-listed items, including textbook

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

“Write on a scroll what you see and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea.”
“Write, therefore, what you have seen, what is now and what will take place later.”
Revelation 1:11,19
Year 7
LOTE CHINESE

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

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

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

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

Time Allocation
- 5 periods per cycle

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

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

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

Genesis 11:6, 7 & 9
LOTE FRENCH

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

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

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

**Topics**
- Greetings
- France and French-speaking countries
- The classroom
- My friends and My Family
- My place

**Time Allocation**
- 5 periods per cycle

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

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

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

Genesis 11:6, 7 & 9
Brief Description of Course
Mathematics incorporates skills practice, standard applications, extended problem solving, project work and testing. Students are generally expected to complete the coursework designated for their year level; however, although students should utilise their talents faithfully, they have been given different levels of gifting by God. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program which develops a deeper understanding of set topics and extends students to provide access to more complex applications, enabling greater access to advanced mathematics options in senior year levels.

General Aims
- To develop each student to their fullest mathematical potential according to their unique God-given talent.
- To appreciate the way in which mathematics reflects the order in God’s Creation.
- To appreciate the historical development of Mathematical concepts.
- 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
- Algebra
- Fractions
- Angles
- Measurement
- Chance and Data
- Number patterns
- Decimals
- Shapes
- Equations
- Whole numbers
- Problem Solving

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

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

Assessment
- Unit tests
- Assignments
- Problem Solving Tasks
- Semester Examinations

“He determines the number of the stars and calls them each by name.” Psalm 147:4
“Indeed, the very hairs of your head are all numbered. Don’t be afraid; you are worth more than many sparrows.” Luke 12:7
Year 7
MUSIC

“The aim and final reason of all music should be nothing else but the glory of God and the refreshment of the spirit.”
- Johann Sebastian Bach (1685 – 1750)

Brief Description of Course
The course is designed to build on the foundations laid in Primary School Music classes. Study includes notation, value of notes, musical signs, abbreviations and clefs as well as an introduced to the History of Music in a clear, fun and concise way. The students will also undertake the learning of an orchestral instrument, which will culminate as an In-Class band to perform at the end of each semester. Finally, students delve into the topic of ‘My Style, Your Style’ to evaluate Music in terms of the Christian World Perspective.

General Aims and Objectives

- To learn and demonstrate the fundamental technique on an orchestral instrument.
- To develop students’ musical ability
- To foster appreciation of music
- To assess and prescribe a Music Theory level individual program for students
- To develop ability to identify pitch
- To develop ability to notate simple musical rhythms
- To be able to describe and differentiate various styles of music
- To be able to evaluate music in terms of a Christian Worldview Perspective
- To develop students’ creative ability through digital music creation

Topics

- Aural studies/Music Theory
- ‘Making Music’ through In-class Band Performance
- ‘My Style, Your Style’
- Digital Music Creation

Time Allocation

- 4 periods per cycle for one semester

Special Requirements to be supplied by student

- Book-listed items

Assessment

- ‘My Style, Your Style’ project
- In Class Band Participation
- In Class Solo Instrument Performance Exam
- Theory Packets and Tests
- Digital Music Assignment

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

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

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

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

Topics

Term 1
- Orientation “Welcome to Secondary”
- Camp Follow-up - “B is for Belonging”
- This is Me
- Goal Setting
- Surface Pro

Term 2
- Community Service
- Bullying
- Study Skills
- IT Skills
- Cyber safety

Term 3
- Friendships
- Bullying/Cyberbullying
- Social Media Etiquette

Term 4
- Conflict Resolution
- Fundraising
- Resilience
- Sleep

Time Allocation
- 1 period per cycle

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

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

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

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

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

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

Time Allocation
- 3 periods per cycle

Also
- House Sports (Cross Country, Athletics, Swimming, Ball Sports, Bat Tennis)
- Interschool Sports: Football, Basketball, Handball, Soccer, Netball, Tennis, Super 8’s Cricket, Badminton, Table-Tennis, 5-a-side Soccer, Volleyball
- Interschool Carnivals: Athletics, Cross Country, Swimming
- WCC Activities: Ten Pin Bowling, Swimming, Golf, 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
- PE/Sport levy is charged via the College Fees for a majority of excursions

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

“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize.” 1 Corinthians 9:24-27
**Year 7**

**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

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**Brief Description of Course**

Science seeks to develop the students’ abilities to ask questions and to find answers about aspects of God’s creation. The laws which govern Creation have many applications in our daily lives. Students will learn to use different laboratory equipment and develop skills in inferring, prediction, measuring and experimentation. They will learn about forces such as friction, gravity and magnetism. Students undertake a study of the five kingdoms that all living things are categorized into, and learn about the properties of substances.

**General Aims and Objectives**

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

**Topics**

- Properties of Substances
- Forces
- Earth and Space
- Habitats and Classification
- Mixtures
- Earth Resources
- Practical Skills
- Science Skills
- Writing Reports

**Time Allocation**

- 6 periods per cycle

**Special Requirements to be supplied by student**

- Book-listed items
- Levy

**Assessment**

- Unit tests
- Workbook and assignments
- Practical investigations and reports
- Semester examinations
- Homework

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“In the beginning God created the heavens and the earth.” Genesis 1:1
VISUAL COMMUNICATION

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

- LeRoy Koopman

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

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

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

Time Allocation
- 4 periods per cycle for one semester

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

Assessment
- Practical assignments

“Now son of man, take a clay tablet, put it in front of you and draw the city of Jerusalem on it.”
Ezekiel 4:1
YEAR 8

All Secondary subject courses are written into a 4-year curriculum framework so that students use and develop the skills of previous years as they prepare for VCE studies and the future.

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

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

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

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

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

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

Topics
- Semester One:
  Kings and Prophets of Israel
- Semester Two:
  The Book of Revelation

Time Allocation
- 3 periods per cycle

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

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

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

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

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

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

Topics
- Film text – Charlie and the Chocolate Factory
- Novels: Chinese Cinderella; Trash
- Australian short stories and poetry
- Written expression: essays; descriptive writing; predictions
- Issues: role plays; television news
- Oral Presentations: Presentation of a product

Time Allocation
- 8 periods per cycle

Special Requirements to be supplied by student
- Nil

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

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

Page 37
Year 8
GEOGRAPHY

“For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together.”
Colossians 1:16-17

Brief Description of Course
There are two units of study in the Year 8 curriculum for Geography: Landforms and Landscapes and Changing nations. Landforms and Landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography and then examines issues related to the management and future of Australia’s urban areas.

General Aims and Objectives
• To enable students to use further develop understanding and analysis of various geographic data.
• To recognise the reliance of humans upon the natural environment and its processes and how humans change and impact the environment.
• To understand that natural resources belong to God and we are stewards of the earth and responsible to care for it.
• To develop students’ understanding of the concept of environment and enable them to explore the significance of landscapes to people.
• By the end of the unit, students will have a greater understanding of the types and scales of interactions that occur between humans and natural environments.

Areas of study:
• Landforms and landscapes, including coastal and volcanic landscapes
• Changing nations, including urbanisation and migration
• Analysing geographic / visual data

Time Allocation
• 6 periods per cycle for one semester

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

Assessment
• Coastal fieldwork report
• Landforms and landscapes assignment
• Changing nations task
• Examination

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

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

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

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

Topics
- Feudal Japan
- Medieval Europe
- The crusades
- Renaissance and Reformation
- The Black Death

Time Allocation
- 6 periods per cycle for one semester

Special Requirements to be supplied by the Student
- Book-listed items, including textbook

Assessment
- Research Tasks
- Projects and Posters
- Models
- Role-plays
- Source Analysis
- Tests & Examination
“Write on a scroll what you see and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea.” “Write, therefore, what you have seen, what is now and what will take place later.” Revelation 1:11,19
Year 8
INFORMATION TECHNOLOGY

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

Brief Description of Course
The Computer Course is designed to develop awareness of the implications of computers for the individual and society. It is not a “Computer Science” course. The course incorporates computer awareness, programming and assignments. The main focus is on Photoshop. The course includes traditional classroom teaching, discussions, projects and practical hands-on experience. The course also includes an introduction to Website designing, using Dreamweaver.

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

Topics
- Internet Safety and Cyberbullying
- Photoshop: Designing a Poster – more advanced features
- Website Designing: Dreamweaver

Time Allocation
- 2 periods per week

Special Requirements to be supplied by student
- USB Stick

Assessment
- Assignments
- Practical keyboard work
- Class set work

“…and knowledge shall be increased.”
Daniel 12:4
Brief Description of Course
The Chinese Program promotes awareness of the culture of China and the multi-cultural nature of Australia. It is a sequential program, which fosters a student’s ability to communicate in speech and writing, as well as developing effective listening and reading skills in the Chinese language. The main topics include pets, nationalities and languages, sports, descriptions of a friend, and food and drinks.

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

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

Time Allocation
- 5 periods per cycle

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

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

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

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

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

Topics
- Sports and activities
- At school
- Food and shopping
- Dates and birthdays
- Arranging to go out

Time Allocation
- 5 periods per cycle

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

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

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

Genesis 11:6, 7 & 9
Brief Description of Course
Mathematics incorporates skills practice, standard applications, problem solving, project work and testing. Students are generally expected to complete the coursework for their designated year level; however, although students should utilise their talents faithfully, they have been given different levels of gifting by God. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program which develops a deeper understanding of set topics and extends students to provide access to more complex applications, enabling greater access to advanced mathematics options in senior year levels.

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

Topics
- Directed numbers
- Indices
- Ratios
- Geometry
- Measurement
- Algebra
- & Statistics
- Percentage Calculations
- Problem solving
- Cartesian Graphs
- Linear Equations
- Probability

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

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

Assessment
- Topic tests
- Project and assignment work
- 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.”
PERSONAL DEVELOPMENT

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

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

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

Topics
Throughout the year the following topics will be covered:
- Goal setting
- Making a difference
- Grief
- Self-esteem / body-image
- Peer-pressure
- Smoking
- Community Service
- Body Image
- Relationship with others
- Communication
- Create a devotion
- Revision techniques
- Addiction
- Mind Matter Resiliency

Time Allocation
- 2 periods per cycle

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

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

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

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

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

Topics
- Athletics
- Australian Rules Football
- Badminton
- Basketball
- Cross Country
- Netball
- Rugby
- Soccer
- Volleyball
- Handball and Thunder Hockey

Time Allocation
- 3 periods per cycle

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

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
- PE/Sport levy is charged via the College Fees for a majority of excursions

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

“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize.” 1 Corinthians 9:24-27
Year 8
SCIENCE

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

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

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

Topics
- Body Systems
- Cells and Microscopes
- Atomic Theory and Chemistry
- Energy
- Experimental research
- Geology
- Sustainability
- Reproduction

Time Allocation
- 6 periods per cycle

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

Assessment
- Unit Tests
- Assignments
- Notebooks
- Practical Investigation and Reports
- Semester Examinations
- Homework

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

ELECTIVE SUBJECTS
ART I

Subject Domain: Art & Design
Subject: Art

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

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

Topics:
• Scraperboard
• Tone and texture drawing using dry pastels and oil pastels
• Printing onto paper and fabric

Time Allocation
• 5 periods per cycle for Semester 1

Prerequisites
• Nil

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

Assessment
• All class work; research and developmental work, practical projects and finished artworks
• Written work and assignments
ART II

Subject Domain: Art & Design
Subject: Art

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

General Aims and Objectives
Creating and making
• To manipulate arts elements and principles effectively
• To demonstrate a level of technical competence in the use of skills, techniques and processes – drawing, painting and photography
• To develop artworks which reflect personal art responses to specific tasks
• Exploring and responding
• To research and critically analyse and interpret artworks using appropriate arts language

Topics:
• Drawing: contour, tone
• Colour theory and research
• Watercolour and Acrylic Painting

Time Allocation
• 5 periods per cycle for Semester 2

Prerequisites
• Nil

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

Assessment
• All class work; research and developmental work, practical projects and finished artworks
• Written work and assignments
BEGINNING ACTING

Subject Domain: The Arts
Subject: Drama

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

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

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

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- A4 Exercise Book

Assessment
- Individual participation in class activities
- Group participation on set class tasks
- Written response to comedy theatre styles
BEGINNING DANCE

Subject Domain: The Arts
Subject: Dance

Brief Description of Course
This unit aims to introduce basic concepts of dance to the beginning student as well as strengthen the confidence and skill of gifted students. The emphasis of this unit will be on confidence in movement, creativity of physical expression and introduction to basic styles of dance.

General Aims and Objectives
- To understand and appreciate basic styles of dance
- To experience practicing basic styles of dance
- To create and perform original dance pieces
- To be given the opportunity to be involved in school performances such as SPD
- To work as a dancer in solo and group situations
- To strengthen fluid movement and concentration
- To work cooperatively in group situations
- To build confidence and self-esteem as a dancer
- To distinguish and flourish in both improvisational and choreographed movement.

Topics include:
- Contemporary and traditional styles including, but not limited to, jazz, contemporary, hip-hop, ballet, tap and informal improve
- Group dance dynamics vs. solo dynamics
- Improvisation vs. choreography
- Dancing in character

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

Prerequisites
- No prerequisites

Special Requirements to be supplied by student
- A4 binder book
- Estimated Levy: $30
- A4 Exercise Book

Assessment
- Class Participation
- In-Class Performances
- Research Task
- Dance Journal
DESIGN TECHNOLOGY: Fabrication Lab (FABLAB)

Subject Domain: Art & Design
Subject: Design Technology

Brief Description of Course
Fabrication lab is a space where students use state-of-the-art equipment to design, build and test almost anything. Students develop technological, problem-solving and hands-on practical skills. Students will experiment, take risks, and play with their own ideas, giving them permission to trust themselves. While inventing we need to acknowledge that there is more than one right answer and that gives students permission to feel safe while learning and problem solving. The goal of the FabLab is for students to see themselves as learners who have good ideas and can transform those ideas into reality. The FabLab also teaches students critical skills in computing, electronics, programming and CAD (computer-aided design) fabrication techniques – a set of industry recognised skills. Students will explore many interrelated career fields, including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics, and entrepreneurship.

General Aims and Objectives
- Provide students with opportunities to apply math, geometry and reasoning skills in practical, relevant and contextualised ways.
- Students will explore computational skills through coding, programming, electronics and robotics
- Develop Technological, problem-solving and hands-on practical skills
- To solve an engineering problem, the students would need to design parts, build them, write code and then evaluate their success. This problem solving process will allow them to be inventors of both hardware and software in creative and exciting ways.
- Explore many career fields; including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics.
- CAD drawing and designing: Using the 3D printer software
- Workshop safety and tools

Topics may include:
- Problem Solving Simulations – Real world scenarios
- Bed-side Alarm clock & 3D printing body
- Eco (LED) Lamp
- Invention Project : Design and create a product that solves a problem

Time Allocation
- 4 periods per cycle for a whole year

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $70

Assessment
- Use of technology and equipment
- Prototype
- Research and Idea Generation
- Oral Presentation
- Classroom Participation
DESIGN TECHNOLOGY: WOOD AND COMPOSITES

Subject Domain: Art & Design
Subject: Design Technology (Wood and Composites)

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

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

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

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

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

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

Prerequisites
- Nil

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

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

Subject Domain: Science  
Subject: Science

Brief Description of Course
This unit provides the opportunity to study a number of topics not covered in the same detail in the core Science course. The course is both practical and theoretical and will enhance a student’s general understanding of the significance and limitations of scientific inquiry in regard to unfolding the wonders of God’s Creation.

General Aims and Objectives
- To gain an appreciation of the created universe
- To encourage skills of enquiry, hypothesis and testing
- To promote an interest and understanding of the knowledge and processes of science
- To understand both the benefits and limits of scientific inquiry
- To encourage students to consider the ways in which people have used scientific knowledge and methods to meet particular needs
- To debate controversial scientific discoveries and applications
- To plan, design and perform experiments
- To further investigate the principles of the major disciplines of Science: Biology, Chemistry and Physics

Topics to be selected from:
- DNA and genetics
- CSI: Forensic techniques
- Historical Forensics
- Science of Conflict
- Ethics and Justice

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

Prerequisites
- Nil

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

Assessment
- Assignments / Project Work
- Practical Reports
- Oral & Visual Presentations
- Test
HEALTHY CHOICES

Subject Domain: Health & Physical Education
Subject: Health

Brief Description of Course
Through a variety of practical and theoretical activities, students will examine physical, social, mental and spiritual aspects of a number of issues related to their personal health and well-being. Students also develop skills and gain knowledge in the area of safety and healthy decision making, and drugs. Students are encouraged to understand the value that God places on the health of the human body.

General Aims and Objectives
- To assist students to become informed, aware and responsible in decision making that affect their health and well-being.
- To encourage an active and healthy lifestyle, students will develop an understanding of safety, drugs and nutrition.

Topics
- To assist students to become informed, aware and responsible in decision making that affect their health and well-being.
- To encourage an active and healthy lifestyle, students will develop an understanding of safety, drugs and nutrition.

Time Allocation
- 5 periods per cycle

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $55 for Surf Safety excursion

Assessment
- Think Safe, Act Safe, Be Safe – Poster: Sun Safety, Water Safety, Respectful Relationships, Bullying, Online and Cyber Safety, Exercising
- Get smart about Alcohol and Smoking – Oral presentation with PowerPoint
- Completion of Royal Life Saving Society - E-lifesaving course
HEALTHY PERSPECTIVES

Subject Domain: Health & Physical Education
Subject: Health

Brief Description of Course
Students will learn about the importance of being mentally healthy and having healthy relationships with the people in our lives.

General Aims and Objectives
● To learn about how the relationships we form with the people in our lives have an impact on our health and wellbeing
● To help students learn to make healthy decisions in relationships
● To understand the importance of keeping a healthy mind and learn ways to help achieve this
● To learn about the direction and advice that God gives us in the area of mental health and relationships

Topics
● Mental Health and Wellness
● Relationships

Time Allocation
● 5 periods per cycle for Semester 2

Prerequisites
● Nil

Special Requirements to be supplied by student
● Estimated Levy: $30 for Rock Climbing Excursion

Assessment
● Class work
● Learning Matrix
MAKING MUSIC

Subject Domain: The Arts
Subject: Music

Brief Description of Course
This unit is designed specifically for Christian musicians in today’s world. All aspects of the live worship band will be studied, including the set of instruments. Students who select this subject must be able to sing confidently or play an instrument. The class will play music as a group from time to time and students will be expected to perform in front of their peers. Students will also study the development of Worship music as well as Western and non-Western Folk music.

General Aims and Objectives
• To assist in setting up a worship band
• To understand the philosophy of being on a worship team
• To apply skills relating to the electronic aspects of music performance
• To further students’ ability to play an instrument
• To encourage participation in musical groups
• To foster confidence and enjoyment in performing
• To analyse the use of musical elements in the creation of music
• To understand music is God’s gift to us and is everywhere in the universe to praise God
• To develop a leadership role in Music at the school
• To encourage students to use their talents and abilities in their community and church

Topics
• Worship theory
• Performance
• Theory of Music
• Aural
• Rhythm
• Folk Music

Time Allocation
• 5 periods per cycle for Semester 2

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

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

Assessment
• Written, Performance and Aural tests
MEDIA - Photography

Subject Domain: Art & Design
Subject: Media

Brief Description of Course
This unit aims to introduce students to digital photography. Students will develop their photography skills in areas such as portraiture, use of Photoshop, effective visual composition in photography, telling stories through still images and using the imagery and symbolism inspired by Disney to create unique images. By the end of this elective, students should feel comfortable using a digital SLR camera, constructing effective images and utilising editing techniques.

General Aims and Objectives
- To plan, structure and design media artworks to engage an audience
- To analyse effective technical elements in contemporary and past photographic images
- To develop and refine media production skills, especially in relation to using a digital camera and editing equipment such as Photoshop
- To create different media products for specific audiences
- To develop media representations to show familiar and shared cultural values and beliefs
- To give students a practical experience of working with others to produce a media product from pre-production through to post-production and distribution
- To experiment with the structure and organisation of ideas, conventions and genre elements in digital photography

Topics include:
- Learning to use a digital camera
- Visual Composition
- Photoshop activities
- Photography Analysis

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

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $20 for materials
- 8GB USB

Assessment
- Photography folio
- Photography analysis task
- Photoshop activity
MEDIA - Video

Subject Domain: Art & Design
Subject: Media

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

General Aims and Objectives
- To develop skills in problem solving and working collaboratively to create media products
- To understand and follow the correct safety for using digital video equipment
- To compare, analyse, evaluate, and interpret the content, meaning and qualities in media works created in different social, cultural and historical contexts
- To plan, structure and design media artworks to engage an audience
- To create different media products for specific audiences
- To develop media representations to show familiar and shared cultural values and beliefs
- To plan, structure and design media artworks to engage an audience
- To give students a practical experience of working with others to produce a media product from pre-production through to post-production and distribution
- To understand and use appropriate arts language related to media productions

Topics include:
- Camera terminology such as camera angles and movement, shot sizes and sound elements
- Pre-production: including storyboarding, script writing
- Digital Video Production
- Film Analysis

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

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $20 for materials
- 8GB USB

Assessment
- Film analysis activities
- Storyboard pitch
MEDICAL ELECTIVE

Subject Domain: Science
Subject: Science

Brief Description of Course
This unit provides the opportunity to study a number of topics not covered in the same detail in the core Science course. The course is both practical and theoretical and will enhance a student’s general understanding of the significance and limitations of scientific inquiry in regard to unfolding the wonders of God’s Creation.

General Aims and Objectives
- To gain an appreciation of the created universe
- To encourage skills of enquiry, hypothesis and testing
- To promote an interest and understanding of the knowledge and processes of science
- To understand both the benefits and limits of scientific inquiry
- To encourage students to consider the ways in which people have used scientific knowledge and methods to meet particular needs
- To debate controversial scientific discoveries and applications
- To plan, design and perform experiments
- To further investigate the principles of the major disciplines of Science: Biology, Chemistry and Physics

Topics to be selected from:
- Biochemistry of the body
- Epidemiology
- Science and Social Justice
- Psychology

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

Prerequisites
- Nil

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

Assessment
- Assignments / Project Work
- Practical Reports
- Oral & Visual Presentations
- Test
MODERN MUSICIAN

Subject Domain: The Arts
Subject: Music

Brief Description of Course
This unit is designed specifically for students who have enjoyed their Year 7 core experience, or have a flair for Music. In order to prepare them for professional standards in older year levels, students are given the basics of theory, rhythm and music analysis. Students are also encouraged to appreciate music on various levels of genre and style. Students will work in groups and as individuals to work on performances to be presented to the class. Students are introduced to ways the musical elements can be manipulated to shape their compositions. Students learn the history of Popular Music and also develop their aural and theory abilities through various assessments.

General Aims and Objectives
- To encourage students’ continuing appreciation and participation in school Music
- To prepare students to reach the professional standards of musicianship that other students are achieving across the city, state and globe
- To further students’ ability to play an instrument
- To foster confidence and enjoyment in performing
- To enable students to further develop their understanding of music and how it can be used in the advancement of the Kingdom of God.
- To analyse the use of musical elements in the creation of music

Topics
- Theory of Music
- Aural
- Rhythm
- Composition
- Performance

Time Allocation
- 5 periods per cycle for Semester 1

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

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

Assessment
- Written, Performance and Aural Tests
OUTDOOR EDUCATION

Subject Domain: Health and Physical Education
Subject: Outdoor Education

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

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

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

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

Prerequisites
- Nil

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

Assessment
- Adoption of campcraft practices while on overnight camp
- Participation during outdoor experiences
- Presentation of research on an Australian Adventurer.
READY, SETTY, COOK!

Subject Domain: Technology
Subject: Food Studies

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

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

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

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Food Levy
- Display folder
- Suitable containers to transport food

Assessment
- Practical work and written evaluations
- Tests
- Assignment
- Book work
THE STAGE AND THE BODY

Subject Domain: The Arts
Subject: Drama

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

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

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

Time Allocation
• 5 periods per cycle for Semester 2

Prerequisites
• Nil

Special Requirements to be supplied by student
• A4 Exercise Book

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

Subject Domain: Technology
Subject: Food Studies

Brief Description of Course
This unit explores many aspects of food. It introduces more advanced cookery processes than previously covered in Year 7. It also explores different foods that we eat and how to use them in our meal preparation.

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

Topics:
• Equipment
• Terminology
• Food hygiene/poisoning
• Milk and milk products
• Cereals
• Fruit
• Vegetables
• Eggs
• Kitchen Safety

Time Allocation
• 5 periods per cycle for Semester 2

Prerequisites
• Nil

Special Requirements to be supplied by student
• Food Levy
• Display folder
• Suitable containers to transport food

Assessment
• Practical work and written evaluations
• Tests
• Assignment
• Book work
VISUAL COMMUNICATION I

Subject Domain: Art & Design
Subject: Visual Communication

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

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

Topics may include:
- Knox City Council’s Project: Competition
- Orthogonal drawing: Lolly Construction
- Cubes in one point perspective
- Cityscape in two point perspective
- Self portrait

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

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

Assessment
- All class work; research and developmental work, practical projects and finished designs
VISUAL COMMUNICATION II

Subject Domain: Art & Design
Subject: Visual Communication

Brief Description of Course
Students will continue to develop skills using a variety of media. Both two-dimensional and three-dimensional design solutions will be explored and presented. Students will develop skills using the design elements and principles to produce clear visual communications.

General Aims and Objectives
• To develop skills in 3D construction
• To develop design and rendering skills
• To develop skills in using a variety of media
• To develop skills in communicating information

Topics may include:
• Monogram using gouache
• Paper engineering
• Elements and Principles of Design

Time Allocation
• 5 periods per cycle for Semester 2

Prerequisites
• Nil

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

Assessment
• All class work; research and developmental work, practical projects and finished designs
Year 9

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

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

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

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

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

Brief Description of Course
In Year 9 Biblical Studies, students complete two units of work: The Life of Jesus and Love by the Book. Life of Jesus course provides students with the opportunity to study the life of Jesus by going through the Book of Luke. Students are challenged to consider what Christian discipleship looks like and consider whether they will commit to being a disciple. In Love by the Book, students explore the Bible's teaching on 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 consider their own choices in this area.

General Aims and Objectives
- To help students grow in their understanding of the life and teaching of Jesus Christ.
- For students to have a working knowledge of the 4 Gospels and their distinctives.
- To continue to build the discipline of Bible reading in the life of students. Students will be required to read Luke during the first semester for homework.
- To challenge students to recognise the results of the fall upon human sexuality and to evaluate their choices in this area.
- For students to gain a balanced and thorough understanding of the Bible's teaching on human sexuality.

Topics

Semester One
- The Life of Jesus

Semester Two
- Love by the Book

Time Allocation
- 2 periods per cycle

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

Assessment
- Bible Reading Plans
- Research Assignments
- Tests

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

Year 9
COMMERCE

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

General Aims and Objectives
• To help students understand their rights and responsibilities as an Australian and Global Citizen
• To teach students to be wise stewards of the resources that God entrusts us with
• To help students to understand the political structure we are under as Australians
• To help students understand the Economic structure in Australia
• To give students some insight into business processes and the law

Topics
• Citizenship, Diversity and Identity
• Consumer and Financial Literacy
• The Business Environment, Business Reasoning and Interpretation
• Resource Allocation and Making Choices
• Government and Democracy
• Law and Citizens
• Enterprising Behaviours and Capabilities

Time Allocation
• 5 periods per cycle

Special Requirements to be supplied by student
• Nil

Assessment
• Classwork
• Tests
• Assignment/Projects
• Oral presentations
• Examinations

“She considers a field and buys it; out of her earnings she plants a vineyard. She sets about her work vigorously; her arms are strong for her tasks. She sees that her trading is profitable, and her lamp does not go out at night.”
Proverbs 31:16-18
Year 9
ENGLISH

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

Brief Description of Course
This course focuses on developing the students’ reading, writing, listening, speaking, comprehension, grammar and critical thinking skills. The course is structured around several topics such as short stories, poetry, fairytales, Shakespeare, the Civil Rights movement and understanding differences. It is assumed that students have acquired basic reasoning skills, and provides opportunity by way of discussions, essays and persuasive oral presentations for students to formulate and support personal opinions on social issues.

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

Topics
- Craft of writing
- Grammar and spelling
- Media study
- Language devices
- Oral presentations – formal and informal
- Poetry and short stories
- “Romeo and Juliet” (Shakespeare)
- Text response
- The genre of dystopia and its features

Time Allocation
- 8 periods per fortnight

Special Requirements to be supplied by student
- Nil

Assessment
- Spelling and Grammar
- Skills Tests
- Written Assignments
- Oral Presentations
- Class Participation
- Examinations

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

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

Brief Description of Course
There are two units of study in the Year 9 curriculum for Geography: Biomes and food security and Geographies of interconnections. Biomes and food security examines the biomes of the world, their alteration and significance as a source of food and the environmental challenges and constraints on expanding food production in the future. Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Topics include trade, tourism, urbanisation and migration, using studies drawn from Australia and across the world.

General Aims and Objectives
- To help students to understand their role in the management of the human and natural environment and resources, especially as God’s stewards on the Earth.
- To understand the causes and consequences of change in places and environments and how can this change be managed.
- To help students understand the complexity of biophysical, managed and constructed environments.
- To evaluate the state of our planet today and in the future, and the impact of human activities on the environment.
- To develop an appreciation of the interconnections and interdependencies important for the future of places and environments.

Areas of study
- Geographies of interconnections
- Biomes and food security

Time Allocation
- 6 periods per cycle for one semester

Special Requirements to be supplied by student
- A display folder for organising worksheets would be useful
- Textbook (TBC - see booklist)

Assessment
- Assignments / inquiry tasks
- Fieldwork
- Examination

“The earth is the Lord’s, and everything in it, the world, and all who live in it.”
Psalm 24:1
Brief Description of Course
The focus of this course is the Modern World and Australia from 1750 to 1918. Students explore a number of significant events from around the world during this dramatic period of change such as the Industrial Revolution, British settlement of Australia, European influence in China, the French Revolution, slavery and the First World War.

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

Topics
- The Industrial Revolution
- The French Revolution
- The Movement of Peoples
- China: Colonisation and Conflict
- The First World War
- The Slave trade

Time Allocation
- 4 periods per cycle

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

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

"Write on a scroll what you see and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea."
"Write, therefore, what you have seen, what is now and what will take place later."
Revelation 1:11,19
Year 9
MATHEMATICS

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

- Asa Sparks

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

General Aims and Objectives
- To develop students to their fullest mathematical potential according to their unique God-given talent.
- To appreciate the way in which mathematics reflects the order in God’s Creation.
- To appreciate the historical development of Mathematical concepts.
- 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
- Factorisation
- Indices and Surds
- Geometry
- Linear Equations
- Linear Graphs
- Measurement
- Solving
- Pythagoras’ Theorem
- Quadratics
- Ratios and Rates
- Trigonometry
- Probability and Statistics
- Problem

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

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

Assessment
- Unit tests
- Assignments and Projects
- Problem Solving Tasks
- Semester Examinations

“He determines the number of the stars and calls them each by name.” Psalm 147:4
“Indeed, the very hairs of your head are all numbered. Don’t be afraid; you are worth more than many sparrows.” Luke 12:7
Year 9
OUTDOOR AND ENVIRONMENT

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

Brief Description of Course
Outdoor and Environment provides a powerful lens in which to interact with the world. The subject will challenge students to see that changes are influenced by both people and nature, and impact on natural and urban environments at local to global scales.

Throughout this program we highlight the importance of living active, healthy lifestyles. During the Tasmania trip some students will have the opportunity to test their endurance and fitness by participating in an overnight hike. Further to this all students will participate in a 3 day hiking trip through the Great Dividing Trail near Castlemaine. For this activity students will map out intended routes, plan meals and learn to use the appropriate equipment necessary as well as safety precautions required for a successful trip. Throughout the year students will also travel to the You Yang’s for mountain biking, hiking, and rock climbing. Our intention is also to provide a day trip cross country skiing or rafting.

Through outdoor and class based activities including City Experience and the Tasmania Trip students are encouraged to think critically about their actions, their place in the world and the impact our society has on the environment. As global citizens and stewards of the Earth the management of our environment today impacts upon not just our world but generations to

Topics
- Basic camp craft skills
- Hiking food
- Map reading, navigation & route planning
- First Aid
- Care of the environment when bushwalking
- Proper use of hiking equipment

Activities
- 2 day hiking trip
- Caving
- Stand up paddle boarding

Time Allocation
- 5 periods per cycle

Cost
- Estimated levy: $200

“Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart and will all your should and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself. All the Law and the Prophets hang on these two commandments.” Matthew 22:36-39
Brief Description of Course
Personal Development aims to equip students to deal with issues, in line with Christian values. Throughout their time in secondary school, students will be encouraged to maintain a focus on personal reflection, goal setting for growth and making a difference in the world. Personal Development provides support and a forum to discuss and process issues of importance to their age group.

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

Topics
- Alcohol and Society
- Sexualisation in Society – No Apologies Course
- Making a Difference in Our Community
- First Aid Training
- Time Management and Organisational Skills

Time Allocation
- 1 period per fortnight

Special Requirements to be supplied by student
- None

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

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

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

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

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

Topics
- Athletics
- Australian Rules Football
- Basketball
- Cricket
- European Handball
- Gymnastics
- Lacrosse
- Netball
- Soccer
- Volleyball

Time Allocation
- 3 periods per cycle

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

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
- PE/Sport levy is charged via the College Fees for a majority of excursions

Assessment
- Attitude and Application
- Fitness
- Skill Acquisition

“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize.” 1 Corinthians 9:24-27
Brief Description of Course
Students study the intricate mechanisms which coordinate the functioning of the human body, and learn to appreciate that we are indeed "fearfully and wonderfully made". They study the pathogens that cause disease, and the precautions that can be taken to prevent infection. Students study the Periodic Table and the way in which elements combine in chemical reactions. A unit of Plate Tectonics allows students to study the causes for various natural disasters. The laws and principles governing the transfer of energy are studied in Physics. Students are reminded of the mandate that we have been given to subdue the earth. This includes our responsibility to explore, appreciate and use the principles of Science to be responsible in our stewardship of the resources entrusted to us.

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

Topics
- Disease and Microbes
- Coordination and Regulation of body systems
- Heat Transfer
- Electricity
- Magnetism
- Chemistry
- Plate Tectonics

Time Allocation
- 8 periods per cycle

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

Assessment
- Unit Tests
- Assignments
- Practical Investigations and Reports
- Semester Examinations

“In the beginning God created the heavens and the earth.”
Genesis 1:1
Year 9

ELECTIVE SUBJECTS
CHINESE I

Subject Domain: Languages Other Than English (LOTE)
Subject: Chinese

Brief Description of Course
This unit is an intermediate course. It gives students an opportunity to communicate at a conversational level in Chinese and develop appropriate oral and written skills. Students will be further equipped with techniques for memorisation, communication and problem solving, which will eventually open up a realm of vocational possibilities and opportunities. This course enables students to appreciate the values and ways of life in Chinese culture. It is expected that by the completion of this unit that students will also develop a greater understanding of the multi-lingual and multi-cultural aspects of Australian society.

Students who elect to study LOTE in Semester 1 are strongly encouraged to continue with the course in Semester 2. Acceptance into Year 10 Chinese will be based on the full year of LOTE study in Year 9.

General Aims and Objectives
- To introduce the students to the structure and flow of Chinese
- To lay a foundation for further studies in Chinese
- To give the students a better understanding of China, their cultures, traditions and values
- To encourage the students to develop a competence in the usage of Chinese in both their spoken and written form
- To help the students understand the multilingual and multicultural Australian society

Topics
- House Plan and Location
- Clothes Items and Description
- Shopping

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Year 8 LOTE Chinese

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

Assessment
- Oral and written communication activities
- Classroom work and activities, workbook/games/role-plays
- Ability to respond to Chinese instructions
- Tests and exams
- Incursion and excursion reflections
CHINESE II

Subject Domain: Languages Other Than English (LOTE)
Subject: Chinese

Brief Description of Course
This advanced Chinese unit is consecutive to Chinese I. It is the second part of the LOTE curriculum taught at Year 9, designed to engage and inspire the students in learning Chinese. Students cannot elect to study this subject if Semester 1 Chinese has not been completed. This second semester of LOTE challenges the learner in using Chinese in a variety of personal contexts, through the medium of speech and the written word.

In this unit, students will begin to learn strategies for inter-personal communication by responding to questions, information gathering and the presentation of facts and details. Students will build upon the vocabulary and structure from previous studies in Chinese.

General Aims and Objectives
- To further enhance the students’ understanding of the structure and flow of Chinese
- To lay a foundation for further studies in Chinese
- To give the students an understanding of China, their cultures, traditions and values
- To encourage the students to develop a competence in the usage of Chinese in both spoken and written form
- To help the students understand the multilingual and multicultural Australian society

Topics
- Making Phone Calls
- Eating
- Weather

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Chinese I

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

Assessment
- Oral and written communication activities
- Classroom work and activities, workbook/games/role-plays
- Ability to respond to Chinese instructions
- Tests and exams
- Incursion and excursion reflections
CLASS PLAYMAKING

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

**Brief Description of Course**  
This course focuses on the development of a play using the stimulus of the Secondary Performance Dinner theme and juxtaposing it with the zeitgeists of the class. Upon completion of the class written and directing either their own or another’s 5 -15 minute skit, it is performed at the SPD.

**General Aims and Objectives**  
At the end of this course, students will enhance their:
- Communication skills & Social co-operation  
- Confidence and self esteem  
- Commitment and co-operation  
- Understanding of styles, forms and conventions of dramatic presentations  
- Ability to use their experiences and concentration to effectively create different characters

**Topics**
- **Choices, Goals and the Seven Ws:** Using a character’s motivation in order to successfully portray them  
- **Monologues, Speeches & Poetry:** Developing solo work to improve confidence and application of skill  
- **Blocking:** A crash course in stage movement  
- **The Senses:** Using experiences and sense memory to recreate expressions in performance  
- **The Magic If:** Using hypothesis to create a visual reality  
- **Improvisation:** Thinking on one’s feet in order to improve instinctual responses

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

**Prerequisites**
- Nil

**Special Requirements to be supplied by student**
- A4 Exercise Book

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

Subject Domain: Art & Design
Subject: Art

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

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

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

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

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

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

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

Subject Domain: Art & Design
Subject: Art

Brief Description of Course
Printmaking introduces students to a range of printmaking materials, skills and techniques. They explore, develop and communicate ideas and are encouraged to make creative and personal responses to specific tasks. Through imaginative experimentation of the selected materials, students develop and refine skills in printmaking: intaglio, and stencil. The role of the Artist in society is investigated as well as the use of art elements and principles in the creation of artworks.

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

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

Topics:
- Monoprints and frottage
- Etching: intaglio printing
- Stencil: T-shirt print design
- Artists and their role in society

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Nil

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

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

Subject Domain: Arts & Technology
Subject: Dance

Brief Description of Course
This unit will have both theoretical and practical elements to it. Students will explore how to appreciate and analyse dance by looking at how dance skills have been implemented. The overall aim of this unit is to introduce students to learning and appreciating dance as an art form. They will then use these skills to help them when choreographing dance works.

General Aims and Objectives
- To begin learning, understanding and using the correct dance terminology
- To know the difference between a learnt work and group work
- To understand how dance is an art form
- To understand how to appreciate dance
- To begin understanding what dance artistry is
- To begin understanding what needs to be part of a dance piece to make it engaging, meaningful, intentional and entertaining
- To evaluate a dance performance
- To analyse and critique created and performed learnt dance works and group dance works
- To build confidence and self-esteem as a dancer

Topics include:
- Dance as an art form
- Dance aesthetics
- Dance appreciation
- Dance critique and analysis
- Dance as performance art
- Self and peer assessment

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- DR093 Dance Performance (recommended)

Special Requirements to be supplied by student
- Estimated Levy: $30 for excursions
- A4 binder book

Assessment
- Class Participation
- In-class Performances
- Aesthetic critique of dance performance
- Self and Peer Assessments
- Dance Journal
DANCE PERFORMANCE

Subject Domain: Arts & Technology
Subject: Dance

Brief Description of Course
In this unit, students will deepen their knowledge and skills of dance. Through this, students will learn different facets of learning that make up dance education which includes the creative process (choreographing their own work), embodying the physical skills and desired actions. Students will learn about the significance of these actions as well as the elements of dance which will help them to create a meaningful, expressive and artistic dance piece.

General Aims and Objectives
- To understand and use appropriate arts language related to dance
- To begin learning and using the Body Actions when learning or choreographing routines
- To begin learning and using the Physical skills when learning or choreographing routines.
- To understand the elements of dance to help with learning and choreographing routines.
- To understand and utilise safe dance practice
- To create and perform original dance pieces
- To be actively involved in school performances
- To work as a dancer in solo and group situations
- To work cooperatively in group situations
- To build confidence and self-esteem as a dancer

Topics include:
- Body Actions and Physical Skills
- Elements of dance
- Group dance dynamics and solo dynamics
- Structured improvisation and learnt choreography

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- No prerequisites

Special Requirements to be supplied by student
- Estimated Levy: $30 for excursions
- A4 binder book

Assessment
- Class Participation
- In-Class Performances
- Dance Journal
DESIGN TECHNOLOGY: FABRICATION LAB (FABLAB)

Subject Domain: Art & Design
Subject: Design Technology

Brief Description of Course

Fabrication lab is a space where students use state-of-the-art equipment to design, build and test almost anything. Students develop technological, problem-solving and hands-on practical skills. Students will experiment, take risks, and play with their own ideas, giving them permission to trust themselves. While inventing we need to acknowledge that there is more than one right answer and that gives students permission to feel safe while learning and problem solving. The goal of the FabLab is for students to see themselves as learners who have good ideas and can transform those ideas into reality. The FabLab also teaches students critical skills in computing, electronics, programming and CAD (computer-aided design) fabrication techniques – a set of industry recognised skills. Students will explore many interrelated career fields, including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics, and entrepreneurship.

General Aims and Objectives

- Provide students with opportunities to apply math, geometry and reasoning skills in practical, relevant and contextualised ways.
- Students will explore computational skills through coding, programming, electronics and robotics
- Develop Technological, problem-solving and hands-on practical skills
- To solve an engineering problem, the students would need to design parts, build them, write code and then evaluate their success. This problem solving process will allow them to be inventors of both hardware and software in creative and exciting ways.
- Explore many career fields; including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics.
- CAD drawing and designing: Using the 3D printer software
- Workshop safety and tools

Topics

- Problem Solving Simulations – Real world scenarios
- Portable Mobile Phone Charger & 3D printed body
- Simon Says – Electronic Game
- Invention Project: Design and create a product that solves a problem

Time Allocation

- 4 periods per cycle for a whole year

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: $70

Assessment

- Use of technology and equipment
- Prototype
- Research and Idea Generation
- Oral Presentation
DESIGN TECHNOLOGY: WOOD AND COMPOSITES

Subject Domain: Art & Design  
Subject: Design Technology (Wood)

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

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

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

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

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

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $90 for materials
- A4 binder book and A4 Folio

Assessment
- Design folio
- Workshop skills
- Classroom activities
- Completed projects
- Safety in the workshop
DESIGN TECHNOLOGY: VEX ROBOTICS

Subject Domain: Art & Design
Subject: Design Technology

Brief Description of Course
VEX Robotics inspires students to become the problem solving heroes of tomorrow. VEX Robotics offers students a rich and exciting platform to immerse themselves in the areas of Science, Technology, Engineering and Math (STEM) through the fun of building robots. Students will design and build a mobile robot to play a sport-like game. During this process they will learn key STEM principles, and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or in a state level in the Victorian VEX Robotics Competition, the largest and fastest growing international robotics competition for middle and high school students. This elective is a modular and project-based curriculum teaches the design process in an engaging, hands-on manner to help challenge, motivate, and inspire students. By moving students through an actual engineering project, students quickly understand the relevance of what they are learning.

General Aims and Objectives
• Provide students with opportunities to apply math, geometry and reasoning skills in practical, relevant and contextualised ways.
• Students will explore computational skills through coding, C+ programming, electronics and robotics
• Develop Technological, problem-solving and hands-on practical skills
• To solve an engineering problem, the students would need to design parts, build them, write code and then evaluate their success. This problem solving process will allow them to be inventors of both hardware and software in creative and exciting ways.
• Explore many career fields; including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics.
• Workshop safety and tools

Topics
• C+ programming and coding
• VEX robotics – design & creating a robot
• Robot wars – Challenge
• Engineering Challenge

Time Allocation
• 4 periods per cycle for a whole year

Prerequisites
• Nil

Special requirements
• Estimated Levy: $90

Assessment
• C+ Programming & Coding
• Robot Design
• Design Process
• Robot Challenge
• Team Collaboration
DIGITAL DESIGN

Subject Domain: Art & Design
Subject: Visual Communication

Brief Description of Course
In this unit students develop an understanding of how to design using a digital platform. Students are introduced to the design process and how computer software can assist them in producing digital works of art and design. Students get hands-on experience and the opportunity to work to a design brief to understand the core tools and functions of Adobe Photoshop and Illustrator. Students will be introduced and become comfortable with basic design concepts and the fundamentals of printing. After completing this course, students will know how to work effectively within the Photoshop and Illustrator application to deliver personal creative projects.

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

Topics
- Photoshop tools
- Rendering
- Image manipulation
- Image restoration
- Designing to a brief
- Appreciation and analysis of digital artworks
- Vector artwork

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

Prerequisites
- Nil

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

Assessment
- All class work – ideas, development and final presentations of digital artwork
- Appreciation and analysis coursework
- Classroom participation
DYNAMIC DESIGN

Subject Domain: Art & Design
Subject: Visual Communication

Brief Description of Course
This unit explores the visual communication of ideas and information. Both text and images are used in two-dimensional and three-dimensional forms. Information is presented in imaginative ways and also according to rules and conventions. The central focus of this unit is creative and innovative explorations of given design briefs using a variety of media, materials and presentations. Collage, freehand drawing and computer are explored and used to create appropriate and imaginative solutions to specific design tasks. Students learn visual communication terminology and analyse existing visual communications using this terminology.

General Aims and Objectives
This study is designed to enable students to:
- develop an appreciation for existing visual communications
- develop skills in using appropriate terminology when analysing existing visual communications
- use different presentation methods, i.e. Drawing, collage and computer
- develop freehand drawing and rendering skills using a variety of media
- to develop imaginative solutions to design briefs
- develop an understanding of the design process and the importance of image development

Topics
- Collage design using textured papers, photographs and hand drawings
- Circular pattern using Adobe Illustrator
- Typography & Composition
- Digital design using Adobe Illustrator: Positive and Negative Space
- Visual Communication analysis

Time allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Nil

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

Assessment
- A folio of practical assignments
- Written analysis and evaluation work.
FRENCH I

Subject Domain: Languages Other Than English (LOTE)
Subject: French

Brief Description of Course
This unit is an intermediate course. It gives students an opportunity to communicate at a conversational level in French and develop appropriate oral and written skills. Students will be further equipped with techniques for memorisation, communication and problem solving, which will eventually open up a realm of vocational possibilities and opportunities. This course enables students to appreciate the values and ways of life in French culture. It is expected that by the completion of this unit that students will also develop a greater understanding of the multi-lingual and multi-cultural aspects of Australian society.

Students who elect to study LOTE in Semester 1 are strongly encouraged to continue with the course in Semester 2. Acceptance into Year 10 French will be based on the full year of LOTE study in Year 9.

General Aims and Objectives
• To introduce the students to the structure and flow of French
• To lay a foundation for further studies in French
• To give the students a better understanding of France and French-speaking countries, their cultures, traditions and values
• To encourage the students to develop a competence in the usage of French in both their spoken and written form
• To help the students understand the multilingual and multicultural Australian society

Topics
• Food and Drink (Going out at the restaurant)
• French speaking countries - Culture

Time Allocation
• 5 periods per cycle for Semester 1

Prerequisites
• Year 8 LOTE French

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

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

Subject Domain: Languages Other Than English (LOTE)
Subject: French

Brief Description of Course
This advanced French unit is consecutive to LO091. It is the second part of the LOTE curriculum taught at Year 9, designed to engage and inspire the students in learning French. Students cannot elect to study this subject if Semester 1 French has not been completed. This second semester of LOTE challenges the learner in using French in a variety of personal contexts, through the medium of speech and the written word.

In this unit, students will begin to learn strategies for inter-personal communication by responding to questions, information gathering and the presentation of facts and details. Students will build upon the vocabulary and structure from previous studies in French.

General Aims and Objectives
- To further enhance the students’ understanding of the structure and flow of French
- To lay a foundation for further studies in French
- To give the students an understanding of France and francophone countries, their cultures, traditions and values
- To encourage the students to develop a competence in the usage of French in both spoken and written form
- To help the students understand the multilingual and multicultural Australian society

Topics
- Tourism – Traveling
- Education – My school
- Entertainment – Arranging to go out

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- French I

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

Assessment
- Oral and written communication activities
- Classroom work and activities, workbook/games/role-plays
- Ability to respond to French instructions
- Tests and exams
- Incursion and excursion reflections
HEALTH AND FITNESS

Subject Domain: Health & Physical Education
Subject: Physical Education

Brief Description of Course
Students who select the Health and Fitness course will learn how to design, implement and evaluate individualised physical activity programs. They will also learn about the importance of healthy eating and learn strategies for eating a healthy, balanced diet. Students will also be given the opportunity to complete the Introductory Level Officiating online certificate.

General Aims and Objectives
Health and Fitness aims to enable students:
- To develop, implement and evaluate a personal physical activity and fitness plan
- To understand energy and nutrition requirements for healthy living and performance
- To make informed decisions about eating
- To complete the Introductory Level Officiating online certificate

Topics
- Personal Fitness
- Nutrition
- Umpiring and Officiating

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by Student
- Estimated Levy $40.00 for excursions undertaken throughout the course

Assessment
- Assignment – Design and Participate in Circuit Training sessions
- Test - Training Principles and Methods
- Nutrition Action Plan
- Completion of Introductory Level Officiating - General Principles
HEALTHY ATTITUDES

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

**Brief Description of Course**
In this unit students will examine physical, social, mental and spiritual effects of a number of different health issues. They will investigate how to create and maintain respectful relationships with different people in their lives and in different societal roles. They will investigate the prevalence and impact of mental health issues within Australia and how these can impact them personally. They will investigate protective factors and ways to handle stressful situations and different support services available for these mental health concerns.

**General Aims and Objectives**
- To understand the value God places on the human body
- To develop students’ ability to make healthy decisions to live a healthy lifestyle
- To understand the impact that individuals can have on other lives

**Topics**
- Positive relationships
- Identity
- Sexuality
- Gender stereotypes
- STI’s
- Pregnancy
- Contraception
- Mental Health
- Stress
- Support networks

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

**Prerequisites**
- Nil

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

**Assessment**
- Projects
- Classwork
HEALTHY LIFESTYLES

Subject Domain: Health & Physical Education
Subject: Health

Brief Description of Course
In this unit students will examine physical, social, mental and spiritual effects of a number of different health issues. They will investigate the impact on drugs and alcohol in the community and on them personally. They will investigate the nutrition requirements for healthy living and plan and implement strategies to promote healthy living.

General Aims and Objectives
• To understand the value God places on the human body
• To develop students’ ability to make healthy decisions to live a healthy lifestyle
• To understand the impact that individuals can have on other lives

Topics
• Drug education
• Prescription drugs
• Illicit drugs
• Performance enhancing drugs
• Effects of drug abuse
• Food and Nutrition

Time Allocation
• 5 periods per cycle for Semester 1

Prerequisites
• Nil

Special Requirements to be supplied by student
• Estimated Levy: $30 for Excursions and Workbook

Assessment
• Projects
• Classwork
MEDIA - PHOTOGRAPHY

Subject Domain: Art & Design
Subject: Media

Brief Description of Course
This unit aims to allow students to develop their digital photography skills in areas such as self-portraiture, use of Photoshop, effective visual composition in photography, telling stories through still images. We will also discuss the ethical and regulatory issues around photography, including posting images to social media. By the end of this elective, students should feel comfortable using a digital SLR camera, constructing effective images and utilising photographic editing techniques.

General Aims and Objectives

- To plan, structure and design media artworks to engage an audience
- To analyse effective technical elements in contemporary and past photographic images
- To develop and refine media production skills, especially in relation to using a digital camera, and constructing and printing images
- To explore the ethical and regulatory issues around posting to social media
- To create different media products for specific audiences
- To develop media representations to show familiar and shared cultural values and beliefs
- To produce media products from pre-production through to post-production and distribution
- To experiment with the structure and organisation of ideas, conventions and genre elements in digital photography
- To use visual elements to tell a story through still images

Topics:

- Using a digital camera
- Visual Composition
- ‘Selfie’ construction and etiquette
- Photography Analysis
- Street photography, e.g. Humans of New York

Time Allocation

- 5 periods per cycle
- This unit is offered in Semester 2 only

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: $20 for materials
- 8GB USB

Assessment

- Photography folio
- Photography analysis task
- Self-portraiture activity
MEDIA - VIDEO

Subject Domain: Art & Design
Subject: Media

Brief Description of Course
This unit aims to allow students to develop their digital video skills. The focus is on developing an understanding of how different elements are used in a variety of genres, with students planning for and creating media texts for a variety of audiences based on these genre elements. Students will create video productions using filmic production techniques. They will also analyse the use of these production techniques in contemporary media texts.

General Aims and Objectives
- To develop skills in problem solving and working collaboratively to create media products
- To compare, analyse, evaluate, and interpret the content, meaning and qualities in media works created in different social, cultural and historical contexts
- To plan, structure and design media artworks to engage an audience
- To create different media products for specific audiences in specific genres
- To develop media representations to show familiar and shared cultural values and beliefs
- To give students a practical experience of working with others to produce a media product from pre-production through to post-production and distribution
- To understand and use appropriate arts language related to media productions
- To understand and follow the correct safety for using digital video equipment

Topics:
- Camera terminology such as camera angles and movement, shot sizes and sound elements
- Pre-production: including storyboarding, script writing
- Digital Video Production
- Film Analysis
- Stylistic elements in different genres

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

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $20 for materials
- 8GB USB

Assessment
- Film analysis activities
- Pre-production plans
- Major video production
MODELS AND CONSTRUCTION

Subject Domain: Art & Design
Subject: Art

Brief Description of Course
Models and Construction is highly creative unit that gives students opportunities to develop skills in creating 3D artworks. The course will concentrate on further developing students’ skills in design, drawing and construction techniques using a variety of different materials. Students who are seeking to pursue studies within The Arts - particularly Art & Visual Communication will find this course an advantage.

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

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

Topics:
- Radio model using foam core board
- Product design using the 3D printer

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Nil

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

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

Subject Domain: Technology
Subject: Food Studies

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

General Aims and Objectives
- To develop a deeper understanding of all types of practical cookery
- To begin practising hospitality through menu planning and preparation
- To broaden students’ understanding of world customs and food habits
- To understand God’s concern for our need for food
- To prepare and cook a broad range of multicultural recipes and come to an appreciation of new foods to some students

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

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- Food levy
- Display folder
- Suitable containers to transport food

Assessment
- Practical work and written evaluations
- Tests
- Assignment
MUSIC TECHNOLOGY

Subject Domain: The Arts
Subject: Music

Brief Description of Course
This unit is a must for any musician who thinks they may be interested in working ‘on the other side of the mic’. Students will work on Apple Mac computers using software such as Garageband, Sibelius and Logic to create digital music. The aim of this unit is to equip musicians to create, record, master and publish their own or others musical creations. Students work of a significantly high standard will be published in various formats. Students enrolled in this unit must be willing to perform in front of others in the class and the wider student body The class will also focus on the history of Film music and the influence it has played in the development of the music we hear in movies and TV today. Through the creation process students will greatly increase their aural abilities and put themselves in a great position to possibly advance directly into VCE Music Unit 1 and 2 the following year.

General Aims and Objectives
• To prepare students for professional musical futures in the modern musical world
• To further students’ ability to play an instrument
• To foster confidence and enjoyment in performing
• To understand the recording process from both sides of the microphone.
• To analyse the use of musical elements in the creation of music
• To become aware of the continual development in music technology and how it can be used to impact our society for the advancement of the Kingdom of Heaven.
• To develop a leadership role in Music at the school

Topics
• Introduction to the recording process.
• Performance
• Analyse musical styles and forms
• Theory of Music
• Aural
• Rhythm

Time Allocation
• 5 periods per cycle for Semester 2

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

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

Assessment
• Written, Performance and Aural tests
SONG WRITING

Subject Domain: The Arts
Subject: Music

Brief Description of Course
To better equip students as professional musicians, this unit addresses the creation of music through many compositional techniques. Each student will compose a number of songs across the semester including writing in the genre of their own choice once basic composition fundamentals have been established. Students with no experience in song writing are welcomed as the course is designed to enhance any instrumentalist’s pre-existing musical knowledge and abilities. Student compositions that are of a significantly high standard will be performed by the WCC ensembles in public performance. Students enrolled in this unit must be willing to perform in front of others in the class and the wider student body. The class will also focus on the history of Jazz music and the influence it has played in the development of the music we hear today. Through the compositional process students will greatly increase their aural abilities and put themselves in a great position to possibly advance directly into VCE Music Unit 1 and 2 the following year.

General Aims and Objectives
- To write a number of songs of their own original creation.
- To further students’ ability to play an instrument
- To encourage participation in musical groups
- To foster confidence and enjoyment in performing
- To analyse the use of musical elements in the creation of music
- To develop a leadership role in Music at the school
- To encourage students to use their God given talents and abilities in their community and church

Topics
- Song Writing
- Performance
- Theory of Music
- Jazz history and development
- Aural
- Rhythm

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Students must be able to sing or confidently play their compositions in front of their peers

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

Assessment
- Written, Performance and Aural tests
- Song Writing Project
SPORTS MANAGEMENT

Subject Domain: Health & Physical Education
Subject: Physical Education

Brief Description of Course
Students taking this course will be participating and performing in games and sports. Through this, they will investigate and learn how to improve the different types of movement and tactical skills in games. They will also complete the Community Coaching General Principles online course which has been designed by the Australian Sports Commission as a starting point for potential future involvement in sports coaching. An important aspect of the subject is the practical experience of organising sporting events and the coaching of younger students.

General Aims and Objectives
- To explore what defines games and sports
- To understand the importance of rules in games
- To investigate the skills used to play games and sports, including different types of movement and tactical skills
- To examine how to analyse and improve movement and tactical skills
- To organise and run sporting events within the College
- To learn and apply the practical skills necessary to be a successful coach

Topics
- Participating and Performing in Games and Sports
- Coaching of Primary students
- Organising and running of sporting events (eg. House Athletics, Prep – Grade 2 Athletics)
- ‘Community Coaching General Principles’ online course

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Nil

Special Requirements to be supplied by Student
- Estimated Levy $20

Assessment
- Organisation and running of House Athletics Carnival
- Organisation and running of Prep – Grade 2 Athletics Carnival
- Written Test on ‘Participating and Performing in Games and Sports’
- Standard of completion of the ‘Community Coaching General Principles’ online course
- Sports coaching of primary students
THEATRE GAMES

Subject Domain: The Arts
Subject: Drama

Brief Description of Course
The focus in Drama is on developing clear communication skills that will enhance a student’s ability to use their dramatic talent and natural gifting in a range of settings. The opportunity to collaborate with others during the “rehearsing process” helps to consolidate group work skills. The realisation of a creative piece in the performance setting gives students an opportunity to strengthen their skills in dramatic presentation. The ability to review performance styles will be developed through written reports.

General Aims and Objectives
- Communication skills
- Social co-operation
- Confidence and self esteem
- Commitment and co-operation
- Understanding styles, forms and conventions of dramatic presentations
- Evaluate content, purpose and themes of selected drama and theatre
- To enhance the use of communication in a public forum to convey worthwhile messages and biblical themes

Topics
- Games to warm up
- Rhythmic Moving Games
- Space Walks
- Transformation Games
- Sensory Games
- Part of a Whole Games
- Mirror Games
- Where, Who & What
- Communicating with Words
- Communicating with Sounds
- Multiple-Stimulus Games
- Puppetry
- Playmaking for Radio, TV and Film
- Developing Material
- Storytelling
- Audience Involvement
- Public Performance

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- A4 Exercise book

Assessment
- Individual participation in class activities
- Group participation on set class tasks
- Performance: Monologue (solo), Dialogue (small group), Ensemble (large group)
- Written Journal Entries – including class summaries and theatre reviews
WE ARE WHAT WE EAT

Subject Domain: Technology
Subject: Food Studies

Brief Description of Course
This unit explores many aspects of food. It introduces more advanced cookery processes than previously covered in Years 7 and 8. A basic study of nutrition enables students to choose food wisely, analyse diets and food labels.

General Aims and Objectives
- To develop a deeper understanding of all types of practical cookery
- To understand food nutrients and their use to our body
- To understand God’s concern for our need for food

Topics:
- Why We Eat
- Food Labelling
- Dietary Advice
- Nutrients
- Processed Foods
- Organisation and Time Management

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Food levy
- Display folder
- Suitable containers to transport food

Assessment
- Practical work and written evaluations
- Tests
- Assignments
WORD PLAY

Subject Domain: English
Subject: English Writing

Brief Description of Course
The “Word Play” unit encourages students to write creatively, using a range of styles and mediums. The main formats focused on are narrative writing, children’s books and newspapers. The course differs from mainstream English because it focuses specifically on writing, reading, editing, studying and publishing various forms of creative text. This course will also help students to think critically and to develop life-skills for further education.

General Aims and Objectives
- To explore, analyse and discuss a variety of writing genres
- To understand authors’ perspectives and life circumstances, in order to gain further insights into the construction of the text
- To read examples of creative writing texts in order to construct written texts and to use and/or resist these models in writing
- To find personal, relevant examples of creative writing to share with peers, using the Internet and other sources
- To listen attentively to take in information, understand other’s work and improve personal writing skills
- To speak and listen effectively and fairly in peer group activities
- To develop a range of creative writing texts from different genres
- To describe responses to, and opinions on, creative writing texts in an analytical style
- To use the grammatical and language skills from the texts and to create original work

Topics
- Narrative Writing
- Children’s Books
- Newspaper writing and production
- Writer’s Notebook

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- Nil

Assessment
- Short Story
- Writer’s Notebook
- Children’s Book
WORK YOUR WORDS

Subject Domain: English
Subject: English Writing

Brief Description of Course
The “Work Your Words” unit encourages students to write creatively, using a range of styles and mediums. The main formats focused on are poetry and short story writing. The course differs from mainstream English because it focuses specifically on writing, reading, editing, studying and publishing various forms of creative texts. This course will also help students to think critically and to develop life skills for further education.

General Aims and Objectives
- To explore, analyse and discuss a variety of writing genres
- To read examples of creative writing texts; poetry, short stories etc. in order to construct written texts and to use and/or resist these models in writing
- To find personal, relevant examples of creative writing to share with peers, using the Internet and other sources
- To listen attentively to take in information, understand other’s work and improve personal writing skills
- To develop a range of creative writing texts from different genres
- To describe responses to, and opinions on, creative writing texts in an analytical style
- To use the grammatical and language skills from the texts and to create original work

Topics
- Poetry
- Short stories
- Writer’s Notebook

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Nil

Assessment
- Poetry Folio
- Short Story
- Writer’s Notebook
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.

Specialist subject selections provide a range of choices through which students gain a solid foundation for future VCE courses.

Year 10 students have the opportunity to accelerate by studying a VCE subject in Year 10. This gives students a distinct advantage in both Year 11 and Year 12.

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.
WORK EXPERIENCE

All students in Year 10 participate in a compulsory one-week Work Experience placement at the end of Term 2. There is also an optional week after end-of-year examinations, for students wishing to explore an additional area.

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 Christian Biblical Worldview. Students are shown how to look at life issues through the lens of scripture.

In the Book of Acts unit, the students explore the development and expansion of the early church. Students are given the opportunity to find their place in the local church by discovering their spiritual gifts. They also look at the powerful role of the Holy Spirit in the spread of the church.

General Aims and Objectives
- To continue to build the discipline of Bible reading in the life of the student
- For students to gain an understanding of the Christian Biblical Worldview
- Challenge students to be part of the local church and spread of the Gospel

Topics
Semester One
- Christian Biblical Worldview

Semester Two
- Book of Acts

Time Allocation
- 2 periods per cycle

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

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

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

Page 114
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 helps 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
- A Christian view of work

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 Activities
- Occupational Health and Safety Testing
- Seminar Reflections
- Resume and Letter of Application
- Work Experience Journal

“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
"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 Creating Texts, Reading and Comparing Texts, Analysing and Presenting Argument. 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. The issues strand concentrates on analysing persuasive language and letters to the editor. 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
- Shakespearean language
- Creative writing
- Issues orals
- Analysing persuasive language and images in newspapers
- Analysing themes and structure in texts
- Exploring context and its relevance in selected texts
- Comparing texts and their themes
- Oral activities

Time Allocation
- 9 periods per cycle

Special Requirements to be supplied by student
- Nil

Assessment
- Text questions and essays
- Oral presentations
- Creative writing
- Class participation
- Issue analysis
- Examinations

“They read from the Book of the Law of God, making it clear and giving them meaning so that the people could understand what was being read.” Nehemiah 8:8
Brief Description of Course
There are two units of study in the Year 10 curriculum for Geography: Environmental Change and Management and Geographies of Human Wellbeing. Environmental Change and Management focuses on an overview of the environmental functions that support all life, the major challenges to their sustainability and how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore programs designed to reduce the gap between differences in wellbeing.

General Aims and Objectives
- To help students to understand their role in the management of the human and natural environment and resources, especially as God’s stewards on the Earth.
- To understand the causes and consequences of change in places and environments and how can this change be managed.
- To help students understand the complexity of biophysical, managed and constructed environments.
- To evaluate the state of our planet today and in the future, and the impact of human activities on the environment.
- To develop an appreciation of the interconnections and interdependencies important for the future of places and environments.

Areas of Study
- Environmental Change and Management
- Geographies of human wellbeing

Time Allocation
- 5 periods per cycle for one semester

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

Assessment
- Assignments / inquiry tasks
- Fieldwork
- Examination

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

“The earth is the Lord’s, and everything in it, the world, and all who live in it.”
Psalm 24:1
**Brief Description of Course**
The focus of this course is Australia in the modern world from WWII to the present. It looks at Australia’s role in 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 in South Africa, the United States of America and Australia.

**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**
- The fight for rights and freedoms in 20th Century and today
- Australia’s role in World War II, Nazism and the Holocaust
- World War II in the Pacific
- Civil Rights movement in the USA and Australia

**Time Allocation**
- 5 periods per cycle, for one semester

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

**Assessment**
- Research assignments or reports, including oral and multimedia presentations
- Document Analysis
- 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
"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.

General Aims and Objectives
- To develop each student to their fullest mathematical potential according to their unique God-given talent.
- To appreciate the way in which mathematics reflects the order in God’s Creation.
- To appreciate the historical development of Mathematical concepts.
- 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
- CAS
- Calculator Use
- Exponential Functions
- Indices and Surds
- Factorisation
- Geometry
- Linear functions
- Measurement
- Probability
- Quadratic Functions
- Statistics
- Trigonometry

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

Special Requirements to be supplied by student
- Book-listed items
- CAS Calculator

Assessment
- Unit tests
- Assignments and CAS 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
- Book-listed 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. Boqdon

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
- Rugby
- Soccer
- 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
Brief Description of Course
Students will extend their knowledge of the natural world and the Laws that govern creation. They will extend their understanding of Chemistry through studying the Periodic Table and investigating a range of chemical reactions. Students gain an appreciation of Biology and the role DNA and Genetics play in storing information and the immensely complex instruction manual that has been majestically designed. Students will be empowered to describe all forms of movement and motion using Newton's Laws. Importantly, students will be reminded of our responsibility to be good stewards of the creation that God has entrusted to us.

General Aims and Objectives
- To retain awe and wonder when contemplating God's marvellous creation.
- To explore the nature of the biological, physical and chemical worlds.
- To develop skills in communication, investigation and inquiry.
- To gain an understanding of the contemporary cultural significance of science and technology.

Topics
- Chemistry and the Periodic Table
- Origins, Creation and Evolution
- Biology and Genetics
- Physics, Force, Movement and Mass.

And a selection from:
- Fossils and Geological Time
- Space Science
- Structural Engineering
- Global Systems

Time Allocation
- 8 periods per cycle for semester one

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

Subject Domain: Art & Design
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
- 5 periods per cycle for Semester 2

Pre requisites
- Nil

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

Assessment
- Design tasks: fulfilling the brief
- Analyses of advertisements
- Computer: knowledge and application
- Folio Presentation
ARCHITECTURE

**Subject Domain:** Art & Design  
**Subject:** Visual Communication

**Brief Description of Course**  
This unit explores design for environmental spaces. Students practice a range of creative thinking techniques and apply them to their work. 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  
- ICT skills – Computer Aided Design (CAD) using Sketch up

**Topics**  
- Creative Thinking Techniques  
- Café/Building Design – using Google SketchUp  
- Model making  
- Designer research project

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

**Pre requisites**  
- Nil

**Special requirements to be supplied by student**  
- Estimated Levy $55

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

Subject Domain: Art & Design
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. 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
- Compose a painting: Landscape/Still Life/ Abstract.
- Mixed Media artwork: using photographs and overlay hand drawn sketches using a variety of media, oil & dry pastel, watercolour, inks, charcoal, paint
- (Drawing Fundamentals) Portrait Drawing and Sketching: People, Architecture & Objects
- Woodcut print

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

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $55

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

**Subject Domain:** Language Other Than English (LOTE)

**Subject:** Chinese

**Brief Description of Course:**
The Year 10 Chinese course builds on topics covered in Years 8 and 9 and includes such topics as school life, leisure life, travelling, and sickness. Study of culture is an integral part of the curriculum. Students continue to develop and refine their reading in Chinese characters and character writing skills through exposure to a range of documents in the Chinese script and structured study of grammar. Listening and speaking skills are developed through activities such as role-plays, pair work, interviews, and the use of multimedia and technologies such as CDs and DVDs, IPads, and laptops. A student’s progress is assessed in the outcome strands of listening and responding, and speaking; viewing, reading and responding; and writing. Students are taught in mixed ability groups and may choose to continue their studies into Years 11 and 12.

**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 China and Chinese speaking 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 Chinese within the world of teenage experience and demonstrate comprehension of factual information from topics of interest.

**Topics**
- asking school subjects, tests, class
- getting around, modes of transport
- leisure activities
- describing appearances
- travel, holidays
- feeling sick
- celebrations

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

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

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

**Assessment:**
- Oral and written communication activities
- Classroom work and activities, workbook/games/role-plays
- Ability to respond to Chinese instructions
- Tests and exams
DESIGN TECHNOLOGY: FABRICATION LAB (FABLAB)

Subject Domain: Art & Design
Subject: Design Technology

Brief Description of Course
Fabrication lab is a space where students use state-of-the-art equipment to design, build and test almost anything. Students develop technological, problem-solving and hands-on practical skills. Students will experiment, take risks, and play with their own ideas, giving them permission to trust themselves. While inventing we need to acknowledge that there is more than one right answer and that gives students permission to feel safe while learning and problem solving. The goal of the FabLab is for students to see themselves as learners who have good ideas and can transform those ideas into reality. The FabLab also teaches students critical skills in computing, electronics, programming and CAD (computer-aided design) fabrication techniques – a set of industry recognised skills. Students will explore many interrelated career fields, including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics, and entrepreneurship.

General Aims and Objectives
- Provide students with opportunities to apply math, geometry and reasoning skills in practical, relevant and contextualised ways.
- Students will explore computational skills through coding, programming, electronics and robotics
- Develop Technological, problem-solving and hands-on practical skills
- To solve an engineering problem, the students would need to design parts, build them, write code and then evaluate their success. This problem solving process will allow them to be inventors of both hardware and software in creative and exciting ways.
- Explore many career fields; including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics.
- CAD drawing and designing: Using the 3D printer software
- Workshop safety and tools

Topics
- Problem Solving Simulations – Real world scenarios
- Portable Mobile Phone Charger & 3D printed body
- Electronics & Coding tasks: Using Arduino IDE
- Robotics Challenge: Dagu Rover

Time Allocation
- 4 periods per cycle for a whole year

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy $90

Assessment
- Use of technology and equipment
- Arduino IDE + Coding
- Soldering
- Electronics tasks
DESIGN TECHNOLOGY: VEX ROBOTICS

Subject Domain: Art & Design
Subject: Electronics

Brief description of course
VEX Robotics inspires students to become the problem solving heroes of tomorrow. VEX Robotics offers students a rich and exciting platform to immerse themselves in the areas of Science, Technology, Engineering and Math (STEM) through the fun of building robots. Students will design and build a mobile robot to play a sport-like game. During this process they will learn key STEM principles, and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or in a state level in the Victorian VEX Robotics Competition, the largest and fastest growing international robotics competition for middle and high school students. This elective is a modular and project-based curriculum teaches the design process in an engaging, hands-on manner to help challenge, motivate, and inspire students. By moving students through an actual engineering project, students quickly understand the relevance of what they are learning.

General Aims and Objectives
- Provide students with opportunities to apply math, geometry and reasoning skills in practical, relevant and contextualised ways.
- Students will explore computational skills through coding, C+ programming, electronics and robotics
- Develop Technological, problem-solving and hands-on practical skills
- To solve an engineering problem, the students would need to design parts, build them, write code and then evaluate their success. This problem solving process will allow them to be inventors of both hardware and software in creative and exciting ways.
- Explore many career fields; including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics.
- Workshop safety and tools

Topics
- C+ programming and coding
- VEX robotics – design & creating a robot
- Robot wars – Challenge
- Engineering Challenge

Time allocation
- 4 periods per cycle for a whole year

Prerequisites and/or recommended studies
- Nil

Special requirements
- Estimated Levy: $90

Assessment
- C+ Programming & Coding
- Robot Design
- Design Process
- Robot Challenge
- Team Collaboration
DESIGN TECHNOLOGY: WOOD AND COMPOSITES

Subject Domain: Art & Design
Subject: Design Technology (Wood)

Brief Description of Course
This unit 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
- Furniture Design
- Workshop Safety
- Crafting techniques- Manual and Mechanical
- Utilising the design process for each different material.

Time Allocation
- 5 periods per cycle for Semester 1

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

Special Requirements to be supplied by student
- Estimated Levy: $75 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
DIGITAL ART

Subject Domain: Art & Design
Subject: Art

Brief Description of Course
Students interested in Art and/or Design undertaking Digital Art expands their creative potential through a broad range of Art projects. They will explore traditional Artmaking and computer methods as a means of creating, generating and manipulating artworks using the Surface Pro 3. Students are taught the basics of creating and combining photomontage imagery with their own Scanned mixed media art work. They investigate design elements and their own visual ideas. The techniques of digital art are used extensively by industry professionals in the areas of advertising, animation, film, multimedia and web based design.

General Aims and Objectives
- To gain a knowledge of the digital equipment ‘Surface Pro 3’, digital art 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 ICT skills, techniques and processes
- To develop artworks which reflect personal art responses to specific tasks
- To document thinking and working practices
- Gain knowledge and understanding of skills used by professionals in the various Art & Design fields

Topics
- Digital photo montage, Photographic Mosaic
- Digital print & Art making techniques
- Mono Print : Digital and hand generated
- Personal Digital Artwork

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

Prerequisites
- Nil

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

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

Subject Domain: Art & Design
Subject: Media

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 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
- Student will get the opportunity to visit external sites and practice their skills in various contexts

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)
- Photography excursions at various sites around Melbourne.
- Professional Digital Image Editing

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

Pre requisites
- Nil

Special Requirements to be supplied by student
- $55 levy
- Equipment provided

Assessment
- Workbook / Journal
- Folio
- Series of portraits
- Major assessment
FASHION REVOLUTION (TEXTILES)

**Subject Domain:** Art & Design  
**Subject:** Design Technology

**Brief Description of Course**

Revolution is a unit that focuses on fashion design and the fashion industry through the lens of social justice. By looking at the fashion industry from both creative and social perspectives, students will be able to think much more critically about what constitutes as good design, as well as investigate how design can build towards a more sustainable future.

Students will learn to upcycle old items of clothing in order to create new designs and give old items new life. They will also discover how an item of clothing is manufactured, from raw materials all the way through to cut-make-trim, in order to critically analyse the process and generate ideas for improvements. Moreover, students will develop ways to integrate their research and understanding into everyday life (e.g. making decisions as consumers, advocating through social media, educating the public via YouTube).

Students will engage with local and international movements such as Fashion Revolution, Behind the Barcode (Baptist World Aid), Ethical Clothing Australia, and STOP THE TRAFFIK in order to explore the impact of clothing on people and the environment on a global level.

**General Aims and Objectives – Add aims and objectives**

- To develop critical and creative thinking skills about sustainable and ethical design
- To understand the global impact that fashion and design has on people and the environment
- To reflect upon our personal and social responsibility to advocate for social justice in every area of society
- To explore how to use creativity to establish God’s kingdom to earth

**Topics may include:**

- Design process – upcycling and recycling
- Ethics and sustainability in fashion
- Global and intercultural connections through fashion

**Time Allocation**

- 5 periods per cycle for one semester
- This unit is offered in both Semesters 1 and 2

**Prerequisites**

- Nil

**Special Requirements to be supplied by student**

- Estimated Levy: $60

**Assessment**

- Design folio and final presentation of upcycled piece
- Projects
- Research
FOOD AS GIFTS

Subject Domain: Technology
Subject: Food Studies

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:
- Chocolate
- Cakes
- Biscuits
- Preserves and jams
- Cake decoration
- Packaging and labelling

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Nil

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

Assessment
- Practical work and written evaluation
- Tests
- Completion of 2 fruit cakes and decoration of
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
• About me – Your interests and how you feel about yourself
• Relationship with others – Family and Friends
• Your school – Daily routines and opinions about subjects studying
• Future jobs – The importance of your future profession and unemployment
• Job interview – Writing a CV (Résumé)
• Culture and French Cinema – Modern culture versus classical future

Time Allocation
• 9 periods per cycle for Semester 2

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
Subject Domain: Science
Subject: Freshwater and Marine Biology

Brief Description of Course
As part of their learning, students will study the various forms of organisms that inhabit freshwater and marine habitats. From the smallest sea urchin to the largest shark, students will understand the features that assist classification of organisms into their various classes. The students will look at the features that make up freshwater and marine environments and study the of human impact such as overfishing as well as using aquaculture as a means of bringing families out of poverty. They will conduct various scientific practicals including dissections as well as a field trip to a marine habitat where they will use techniques for surveying aquatic organisms.

General Aims and Objectives
- Investigate the current animal classification system
- To expose students to university standards of a degree in Marine Biology/Zoology
- Give an understanding of how scientists use data to assist management of natural resources.
- Demonstrate the effect that aquaculture can have on developing countries.
- Encourage God’s awesome creation of the underwater world.

Topics
- Characteristics of the animal classifications
- Types of water bodies
- Sharks and tracking devices
- Conservation and sustainability
- Aquaculture
- Ecosystems

Time Allocation
- 4 periods per cycle for Semester 1 and 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $110 for snorkelling tour and dissection materials
- A4 blank sketch pad

Assessment
- Topic tests
- Practical work and scientific journal
- Poster presentation
LET’S PARTY

Subject Domain: Technology
Subject: Food Studies

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 management

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Food levy
- Display folder
- Suitable containers to transport food

Assessment
- Practical work and written evaluations
- Tests
- Assignment
LITERATURE AND LANGUAGE

Subject Domain: English
Subject: Literature and Language Elective

Brief Description of Course
This unit is designed to enhance the literacy skills of high achieving students in Year 10 in order to assist them to develop the higher-order thinking skills necessary for academic excellence. These skills include analysis, inference, synthesis and critical discernment. As an enrichment intensive, the unit has wide-ranging cultural, literary, ethical and cross-curricular implications, as outlined below in its aims and objectives. Students will be introduced to classical European literature and have the opportunity to show-case their literacy skills.

General Aims and Objectives
- To enhance the literacy standards of high achieving students in Year 10
- To cultivate intellectual curiosity, creativity, critical thinking and discernment
- To prepare students for VCE English and Literature
- To engender an eclectic appreciation of fine literature
- To cater for individual differences in learning and performance through a fully integrated enrichment program

Topics
- Public Speaking/Monologues/Soliloquies
- Studies in Latin and Greek stems and roots
- Big picture questions e.g. good versus evil
- Classical and Contemporary Poetry
- The Principles of Prosody
- Metalanguage Workshop
- Philosophy and Ethics
- Writers’ Workshop
- Theoretical Criticism
- Shakespearean Sonnets
- Classical Drama/Tragedy

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

Prerequisites
- Select entry intake. Students need to demonstrate a love of language and to have achieved at B grade or higher in Year 9 English

Special Requirements
- Book-listed items (to be advised)
- $45 levy for excursions to Julie Arliss: Gifted and Talented Workshop, Camberwell Grammar

Assessment
- A literary soirée or dramatic presentation
- An extended research paper on an area of deep interest
A poetry anthology or short story collection
**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. 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  
- Choosing and casting the play in Term Two  
- Rehearsal in Terms 2-4: Documented by journal entries and group participation  
- Performance in Term 4: 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: $150 for professional production ticket & rehearsal costs for the year

**Assessment**  
- In-Class Performance Tests  
- Journal  
- Professionalism  
- Final Performance
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 Assignment
- In-Class Performances
- Theory Packets and Texts
- Arrangement
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
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
• 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
• Psychology in sport
• Skeletal system

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
• Oral presentations
• Topic tests
• Laboratory report
• Participation in all practical sessions
• Debate
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: $30
• USB stick – minimum of 8GB

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