

WAVERLEY CHRISTIAN COLLEGE

YEAR 10

Curriculum Guide
2026

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CORE SUBJECTS

CORE SUBJECTS

BIBLICAL STUDIES

"There is a road from every Bible text to Jesus Christ, and I mean to keep on His track till I get to Him." Charles Spurgeon

OVERVIEW

SEMESTER 1

Students start by exploring the Christian Biblical Worldview. Students are shown how to look at life issues through the lens of Scripture. This includes life's big issues such as what happens when you die, the meaning and value of life.

SEMESTER 2

The Book of Acts unit, 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.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

SEMESTER 1:

- Christian Biblical Worldview: what happens when you die, the meaning and value of life

SEMESTER 2:

- Book of Acts: understanding the early church, spiritual gifts, person and role of the Holy Spirit

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

CAREERS EDUCATION

"We make a living by what we get, but we make a life by what we give" Winston Churchill

OVERVIEW

The overall goal of Careers 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

The course aims to develop a general understanding and appreciation of the world of work and to create an opportunity to identify, explore, expand and test career choices before the end of Year 10. Through the course, the students will be given opportunities to gain confidence and better workplace communication skills and will be introduced to self-reflection regarding their skills, knowledge and attitudes towards future career choice. The students will develop an understanding of key competencies and employability skills and to help students develop job seeking skills. The course aims to reinforce the creational mandate from God to be involved in productive work.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- 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

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

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

OVERVIEW

SEMESTER 1

Students employ their analytical skills to analyse Andrew Niccol's film text 'Gattaca', considering its construction, themes, and language. Students wrestle with themes of societal and familial pressures, man's fear of human flaws, and the strength of the human spirit. Delving deeper into how these issues link with our society, daily lives, and Christian perspective, students build on their understanding of argument construction and persuasive strategies to assemble and orally present a personal response to the film text. Furthermore, students discuss and analyse perspectives around various issues presented in media articles. This final unit draws students to present a reasoned interpretation of persuasive texts as well as analyse the approach taken by persuasive authors regarding their audience, purpose and context.

SEMESTER 2

Students apply their analytical skills to study and analyse Reginald Rose's play 'Twelve Angry Men,' considering its themes, characters and literary features. Exploring themes within the text, including discrimination, injustice and the power of the majority, allows students to contemplate the consequences of immoral behaviour and defying Jesus' instruction to "love your neighbour as yourself" (Mark 12:31). To conclude the semester, students engage in a 'Crafting Texts' unit. Guided by the structure and literary features of mentor texts, students express their unique God-given perspective in non-fiction reflective and fictional short-story narrative pieces.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- Film Study: 'Gattaca'
- Personal Response
- Analysing Argument
- Text Study: 'Twelve Angry Men'
- Crafting texts: 'Writing about Realities'

ASSESSMENT

- Text Response Essay
- Analysing Argument Essay
- Personal Response Oral
- Analytical Text Response Essay
- Creative Texts
- Semester Examination

"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

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

OVERVIEW

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 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. Students will gain appreciation of God's order and design in how he created the universe.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- CAS calculator use
- Indices
- Algebra and equations
- Coordinate, Deductive & Circle geometry
- Simultaneous linear equations and inequalities
- Trigonometry
- Surface area and volume
- Quadratic expressions & equations
- Non-linear relationships
- Probability
- Univariate & Bivariate data
- Financial mathematics
- Real numbers
- Polynomials
- Functions and relations

ASSESSMENT

- Assignments / Projects
- Classwork & Problem Solving Tasks
- Topic Tests
- Semester Examination

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

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

OVERVIEW

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.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- Mental Health
- Drugs
- Rites of Passage

ASSESSMENT

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

"Teacher, which is the great commandment in the Law?" Jesus replied, "Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbour as yourself.' 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

OVERVIEW

Students investigate a number of different strategies using a 'game sense' approach, where the focus is not only on technical proficiency, but a greater emphasis is placed on the development of tactics and decision-making. It involves the use of small-sided games to develop skills rather than the practice of discrete skills in isolation or through conditioned drills. Practice games always involve players or students making choices. Through involvement in the small-sized games, students develop a Christian perspective towards competition with a view to promoting sportsmanship and cooperation.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- Fitness concepts
- Invasion games (court and field)
- Net/wall games
- Striking/fielding games
- SEPEP (Sport Education in Physical Education Program)

ASSESSMENT

- Technical and tactical skills
- Values and behaviours

"Therefore, I do not run like someone running aimlessly; I do not fight like a boxer beating the air. No, I strike a blow to 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 9:26-27

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

OVERVIEW

Students will extend their knowledge of the natural world and the Laws that govern Creation, from atoms to galaxies. They will extend their understanding of Chemistry by studying the Periodic Table and investigating a range of chemical reactions. They will gain an appreciation of Biology, encompassing the role that 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. Most importantly, students will be reminded of our responsibility to be good stewards of the creation that God has entrusted to us.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- Chemistry and the Periodic Table
- Origins, Creation and Evolution
- Biology and Genetics
- Physics, Force, Movement and Mass
- The Universe
- Global Systems

ASSESSMENT

- Topic Unit Tests
- Assignments
- STILE activities
- Semester examination
- Practical investigations and reports

"But ask the animals, and they will teach you, or the birds in the sky, and they will tell you; or speak to the earth, and it will teach you, or let the fish in the sea inform you. Which of all these does not know that the hand of the Lord has done this? In his hand is the life of every creature and the breath of all mankind." Job 12:7-10

VCE SUBJECTS

- Business Management
- Health & Human Development
- Languages: Chinese
- Media Studies
- Psychology

For further information about these subjects please refer to the VCE Curriculum Guides.

ELECTIVES

ELECTIVES

CHEMISTRY

"As the depth of our insight into the wonderful works of God increases, the stronger are our feelings of awe and veneration in contemplating them and in endeavouring to approach their Author...So will he [the earnest student] by his studies and successive acquirements be led through nature up to nature's God." - William Thomson

OVERVIEW

This unit aims to cultivate an enthusiasm for Chemistry as well as give students an opportunity to develop their knowledge and skills in preparation for VCE Chemistry. Experimental work will be used to introduce the concepts of selected everyday phenomena. They will use stoichiometry, titrations and the law of conservation of mass to calculate quantitative data for chemical reactions, and how their order and design demonstrate the intricacies of God's creation. Throughout the unit students will learn about the mole and will conduct experiments that require them to calculate precise quantities needed for a chemical reaction to produce a desired outcome. By understanding Organic Chemistry, students will be able to explain some real-world applications of Chemistry and its effects, specifically Medicinal Chemistry and distillation.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- The mole and chemical formulae; including balancing chemical equations
- Stoichiometry; including predicting products and finding excess/limiting reagents
- Titrations
- Organic chemistry
- Redox
- Science Skills: experimental design, critical thinking, and laboratory skills

ASSESSMENT

- Extended Practical Investigations
- Practical tasks
- Written tests
- STILE Activities

"Great are the works of the Lord; They are studied by all who delight in them." Psalm 111:2

DIGITAL TECHNOLOGY: ENGINEERING

"I never understood how the Son of God who created electricity chose to come to earth at a time when He had to go to bed by candle-light, or how He who understood all the principles of aerodynamics and spacecraft was willing to travel from place to place riding on a donkey."
Major Ian Thomas

OVERVIEW

Students in Engineering Design are immersed in the creative process of solving problems by identifying needs and then developing solutions. Depending on the problem, the solution may be a product, a technique, and structure, a process or a combination of multiple elements. This course is intended to stimulate students' ingenuity, creative and critical thinking and practical skills in devising solutions to engineering design problems. Students use the engineering design process to investigate, design, plan, test, produce and evaluate solutions. Students will be challenged with problems they have not seen before, giving them practice experimenting, working through uncertain, breaking problems down into smaller parts, taking risks and playing with their own ideas. The Engineering elective is a practical course, which provides opportunities for students to develop knowledge, understanding and skills in relation to general engineering concepts. Students will explore board topics in Systems, Electrical, Mechanical and Software engineering, looking at how our intelligence and abilities are ultimately gifts from God and understanding how they can be applied for His glory.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- Problem Solving Simulations – Real world scenarios
- Computational Thinking - Algorithms, Encryption and Ciphers
- Computer Science - Python programming
- Engineering Design Process
- Inquiry Project – Laptop stand using CAD and Laser Cutting

ASSESSMENT

- Use of technology and equipment
- Engineering design process – logbook
- Creative and critical thinking

"Looks also at ships: although they are so large and are driven by fierce winds, they are turned by a very small rudder wherever the pilot desires. Even so the tongue is a little member, and boasts great things." James 3:4-5

DIGITAL TECHNOLOGY: TECHNOLOGY, SOCIETY AND ME

"Before you become too entranced with gorgeous gadgets and mesmerizing video displays, let me remind you that information is not knowledge, knowledge is not wisdom, and wisdom is not foresight. Each grows out of the other, and we need them all." — Arthur C. Clarke

OVERVIEW

Technology has been advancing at an unbelievable pace, unlocking new possibilities that were once only dreamed of. Today, we can create, discover, and connect in ways that would have astounded us a century ago. Yet, with all this technology at our fingertips, there is a growing trend in society where people are scrolling and watching (being passive consumers), when we ought to be *active innovators*. This is your chance to change that pattern and 'get your creative on' as we delve into the world of Artificial Intelligence (AI). We'll use various AI tools to create digital art, compose music, and develop AI-driven games and apps. But alongside these creations, we'll be critically assessing the ethical and sustainable impact of these emerging technologies on our world today, and our future society. What are the benefits? What are the potential pitfalls? How can we harness these innovations for the good of our world? Challenge yourself to imagine the digital creations you could design and then bring them to life by experimenting with various digital tools at our disposal, all while bearing in mind the wisdom of God's approach to creation – magnificent, yet mindful. How can we embed His heart into our approaches to technology design? Come and explore this place where technology, creativity, and the creator-heart of God come together to shape innovations that can impact our world for the better.

SUBJECT LENGTH

- Semester Based (Semester 1)

TOPICS INCLUDE

- Exploring the impact of technology on society (historical overview of new innovations, communications, gaming, social media, digital addictions, etc.)
- Examining digital footprints, cyber-safety, automation, artificial intelligence, hacking, privacy, copyright and intellectual property, impact of virtual reality on the future of education and health, network security, etc.
- Working in project teams to design digital solutions to real-world concerns using AI-design tools.
- Identifying ways in which technology has helped fulfil the Great Commission to take the Gospel to the world
- Identifying, trialling and reviewing AI software that could be used for designing innovations

ASSESSMENT

- Utilising AI tools to design and create various innovations, and critically analysing their impact on society
- Ongoing formative assessments

"Live your life in a way that glorifies and honours God...At the same time, don't be callous in your exercise of freedom." 1 Corinthians 10:31-33

DRAMA: ACTING PRODUCTION

"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

OVERVIEW

The Acting Production course builds on practical drama and playmaking skills in creating and producing a drama show. Central to the course curriculum are character development, creativity, innovation, teamwork, attendance, preparation, and effort. This course culminates in a performance of their work in front of a live audience. Students undertaking this subject are strongly encouraged to make links between their content development and biblical themes.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- Production Area Training (costumes, props, lighting, etc.)
- Rehearsal – Documented by Playmaking Techniques
- Performance – Preparation for Maximising Audience Impact
- Solo Devising
- Professional Theatre – Live Theatre Exploration and Analysis

ASSESSMENT

- In-Class and On-Stage Performances
- Main Stage Play Performance and Production Development Documentation
- Mini Solo Performance, including Live Theatre Show Analysis

"No-one ever spoke the way this man does." John 7:4

FOOD STUDIES

"Cooking is a holistic process of planning, preparing, dining and sharing food. I place food at the centre of our humanity, as it nourishes not only our physical bodies but also our emotional and spiritual lives. Food is truly a cultural phenomenon that informs our traditions and our relationship with the earth. I genuinely believe that food connects us all." Eric Ripert

OVERVIEW

Students have the opportunity to demonstrate love for others through the sharing of food and fellowship around shared food and experiences. Students develop skills in the preparation and service of a wide range of foods suitable for a variety of functions, as they follow the directive in scripture to offer hospitality. The subject is highly practical with theory components relating to food service and hospitality. During practical work, the emphasis is on developing a very high standard of organisational skills, food handling and presentation.

SUBJECT LENGTH

- Semester Based (Semester 1 or 2)

TOPICS INCLUDE

- Food Hygiene and Safety
- Function planning
- Food presentation
- Organisation and time management

ASSESSMENT

- Practical Cooking Activities
- Classwork and Assignments
- Practical Test
- Theory Test

"Every day, they met together in the temple and ate in their homes. They shared food with gladness and simplicity." Acts 2:46

GEOGRAPHY

"God left His fingerprints all over creation." Byron Snapp

OVERVIEW

The Year 10 curriculum for geography focuses on the Geographies of Human Wellbeing. In this unit students investigate global, national and local differences in human wellbeing between places. The unit also examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students will then explore programs designed to reduce the gap between differences in wellbeing. This understanding will be explored through the lens of God's heart for the poor and disadvantaged and the need for Christians to be active in meeting the needs of those without life's basic necessities.

SUBJECT LENGTH

- Semester Based (Semester 2)

TOPICS INCLUDE

- An Unequal World
- Inequality in wellbeing
- Improving wellbeing

ASSESSMENT

- Fieldwork Report
- Data Analysis
- Global Wellbeing Case Study

"The earth is the Lord's, and everything in it, the world, and all who live in it" Psalm 24:1

HISTORY (COMPULSORY ELECTIVE)

"If you read history you will find that the Christians who did most for the present world were precisely those who thought most of the next." C.S. Lewis

OVERVIEW

Students examine key events and individuals involved in the development greater rights and freedoms for Aboriginal and Torres Strait Islander peoples in Australia, including the Australian Freedom Ride and the 1967 Referendum. Students develop skills in describing and analysing historical concepts and events through exploring the distribution of power and political ideologies. Students reflect on actions of individuals and groups through history and evaluate to what extent they follow God's narrative for His Creation. Students consider God's great purpose for humanity, as well as their own personal contributions to society.

SUBJECT LENGTH

- Semester Based (this is a compulsory elective that needs to be completed in either Semester 1 or 2)

TOPICS INCLUDE

Aboriginal and Torres Strait Islander Rights and Freedoms (1938-present) including:

- 1938 Day of Mourning
- 1965 Freedom Ride
- 1967 Referendum
- The Aboriginal Tent Embassy
- 2008 Apology to the Stolen Generations

ASSESSMENT

- Source Analysis Tests
- Extended Responses
- 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

LANGUAGE: CHINESE

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

OVERVIEW

Students use Chinese language for self-expression, to obtain information and present a point of view to others, identifying subtle differences in word use and manipulating language for different purposes and audiences. They engage in cross-cultural communication and reflect on their own experiences in Chinese. They learn that we are responsible for knowing and heeding what God says. Students work collaboratively with classmates to exchange information and ideas relating to contemporary issues or events and to share their life experiences. 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. 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.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- About oneself – age, nationality, appearance, personality and hobbies
- Family
- School Life
- Friend
- Leisure activities/part-time job
- Future

ASSESSMENT

- Assessment tasks and homework, including dictation, oral presentation, listening comprehension, reading comprehension and writing assessments
- Semester 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

LANGUAGE: FRENCH

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

OVERVIEW

Students will be inspired as they develop their understanding of the important role language plays in our relations with our neighbors, creation, and our Creator. 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 two units of French in Year 10.*

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

SEMESTER 1:

À ta santé! - Aliments and food

- Explain where it hurts
- Say what you must and must not do
- Choose, order and pay for food
- Ask for and give advice
- Talk about past events

SEMESTER 2:

Vous payez comment? –Transport

- Buy a train ticket
- Talk about transport options
- Say you are lucky, right or wrong
- Buy souvenirs and talk about prices

ASSESSMENT

- Education Perfect: Weekly Spelling Tasks & Assessments & Topic Tests
- Assessment Tasks: Written & Oral Assessment
- Semester Exams

"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

MARINE & FRESHWATER BIOLOGY

"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

OVERVIEW

Students investigate the structure and complexities of Marine and Freshwater organisms and the ecosystems they live in. They seek to understand the responsible management and Godly stewardship of these ecosystems through an in-depth review of each of the trophic levels of these dynamic biological networks as well as how energy and matter moves through them. Students complete a range of theory and practical experiments to gather a rich understanding of the positive impact humanity can have on these ecosystems as we work towards our calling to be stewards of Creation.

SUBJECT LENGTH

- Semester Based (Semester 1 or 2)

TOPICS INCLUDE

- Characteristics of the animal classifications
- Conservation and sustainability
- Organism adaptations
- Flow of energy within ecosystems
- Effects of pollution on ecosystems

ASSESSMENT

- Practical work and scientific journal
- STILE activities
- Ecosystem diorama

"But ask the animals, and they will teach you, or the birds in the sky, and they will tell you; or speak to the earth, and it will teach you, or let the fish in the sea inform you. Which of all these does not know that the hand of the Lord has done this? In his hand is the life of every creature and the breath of all mankind." Job 12:7-10

MATHEMATICS: PRE-CALCULUS

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." - Shakuntala Devi, Indian writer and mental calculator

OVERVIEW

Pre-Calculus aims at preparing students for the study of VCE Mathematical Methods and Specialist Mathematics, by introducing students to a selection of foundational VCE mathematical topics. These include set and interval notation, functions and relations, and the rudiments of calculus. With STEM-based courses and careers on the increase in the 21st Century, Pre-Calculus aims at inspiring and training students to "use [their gifts] to serve one another, as good stewards of God's varied grace" 1 Peter 4:10.

SUBJECT LENGTH

- Semester Based (Semester 1 or 2)

TOPICS INCLUDE

- Algebra
- Functions and Polynomials
- Non-linear Graphs

ASSESSMENT

- Coursework: Classwork and homework
- School Based Assessment: Topic Tests and Quizzes

"For many are called, but few are chosen." Matthew 22:14

MEDIA

"God's creative activity went far beyond the minimum Requirements for getting the job done. Butterflies in the rain forest seldom seen by human eyes are creatures of breathtaking beauty. The delicate transparency of the man-of-war and the hummingbird's wing are inimitable ..." Le Roy Koopman

OVERVIEW

This unit builds on the foundational camera induction skills developed in previous Media studies, extending students' capacity to create purposeful and technically refined media products. Students will consolidate and expand their understanding of manual camera operation for both photography and video, applying exposure controls (ISO, aperture and shutter speed) with greater independence and creative intention.

A key focus of Year 10 Media is the development of a **Media Folio**, where students document, refine and justify their creative decisions. Students will strengthen their planning processes, including concept development, genre research, audience consideration, scripting, storyboarding and reflective evaluation. Emphasis is placed on intentional design choices and the relationship between media codes and audience meaning.

Students will explore **genre conventions** across both photography and film, analysing how technical and symbolic codes shape audience expectations. They will apply this understanding in a range of practical tasks, including product advertising, narrative construction and sound production.

In sound design, students will complete a **Foley and ADR (Automated Dialogue Replacement)** task, developing their understanding of how sound enhances realism, emotion and narrative clarity. They will investigate how professional sound designers construct believable audio environments and apply these techniques to their own productions.

In photography, students will extend their technical and conceptual skills, experimenting with more advanced techniques and refining their ability to construct narrative meaning within a single image or image series. In film, students will delve further into narrative development, exploring character, structure, pacing and visual storytelling techniques.

Throughout the unit, students will analyse professional media texts to understand how genre, representation and production techniques influence audiences across different contexts. They will be encouraged to reflect critically on media messages and consider how their own creative work can be purposeful, ethical and thoughtful within a Christian worldview. Students are reminded that creativity is a gift from God, and they are challenged to use their skills to communicate meaning with integrity and care.

SUBJECT LENGTH

- Semester Based (Semester 2)

TOPICS INCLUDE

- Advanced Camera Techniques (Still and Video)
- Manual Exposure and Creative Control
- Media Folio Development and Documentation
- Genre Conventions in Film and Photography
- Narrative Construction and Story Development
- Product Advertising and Audience Targeting
- Foley and ADR (Sound Design Techniques)
- Expanding Photographic Techniques and Visual Storytelling
- Media Analysis and Representation

ASSESSMENT

- Media Folio (documentation of planning, development and reflection)
- Practical photography tasks (narrative and advertising focus)
- Practical film production tasks
- Foley/ADR sound production task
- Analytical responses to professional media texts

"Listen to this, Job; stop and consider God's wonders." Job 37:14

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

OVERVIEW

Year 10 Music provides an opportunity for students to explore their musical passions through performance, song writing and analysis of musical genres. This subject is suitable for all students who love music and have a desire to develop a deeper understanding of musical language. This subject will be particularly important for students considering VCE Music in Year 11 and 12. Students will prepare musical items for performance, share music with each other, learn how to write their own songs, and become familiar with critical music language terminologies. Students will understand how God has blessed everyone with the gift of creativity and musicality. They will grow their God-given gifts and talents to honor and glorify Him.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- Music Performance
- Song Writing (Composition)
- Music Language
- Popular Music Genres

ASSESSMENT

- Music Performance
- Aural & Language Test
- Compositions

"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

OUTDOOR EDUCATION – SILVER

*"The world is God's epistle to mankind – His thoughts are flashing upon us from every direction."
Plato, 427-347 B.C.*

OVERVIEW

Students examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Furthermore, students will begin to investigate the different types of outdoor environments and the impacts we as humans have on them. Students will also be given the opportunity to complete an appropriate level of the Duke of Edinburgh's Award which is an internationally recognised program that provides the motivation to undertake a variety of voluntary and challenging activities. During the various theory and practical classes, students will discover more about God's power and love through experiences and knowledge of outdoor environments.

The silver award requires the following minimum expectations to be met. A combination of structured class time, additional school-based activities and personal time will be used to meet these requirements.

- SERVICE – Minimum of 6 months
- SKILL – Minimum of 6 months
- ADVENTUROUS JOURNEY – 2 expeditions with a minimum length of 3 days and 2 nights
- PHYSICAL RECREATION – Minimum of 6 months

**One of service, skill or physical recreation must be extended for a minimum of 12 months if Bronze Award is not completed.*

SUBJECT LENGTH

- Whole Year

ASSESSMENT

- Campcraft practical skills
- Camp Proposal
- Duke of Edinburgh
- Outdoor Environments Test
- Conservation Report

"The heavens declare the glory of God; and the firmament shows His handiwork." Psalm 19:1

SPORTS SCIENCE

"God created it. Jesus died for it. The spirit lives in it. I'd better take care of it". Rick Warren

OVERVIEW

SEMESTER 1

Students explore the characteristics of the three major energy systems and their role in energy production. They will investigate the relative contribution and interplay of each energy system during performance in physical activity. Students discuss the uniqueness of the human body and its ability to perform under stress as an excellent celebration of our creator God. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery. Students will participate in various practical classes where they will be required to analyse and apply their understanding of the energy systems, fatiguing factors and recovery strategies.

SEMESTER 2

God has created the human body in such a unique and marvelous way. In this course, students will explore a variety of methods to analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. This information can be utilised to direct training and lead to improved performance. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical principles to improve and refine movement patterns in physical activity, sport, and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. God has gifted each of us with a distinguished set of skills to fulfill his purpose on this earth.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- Energy Systems
- Recovery Strategies
- Activity Analysis
- Biomechanics

ASSESSMENT

- Energy Systems Test
- Recovery Strategies Research Task
- Biomechanics Test
- Activity Analysis Test
- Biomechanical Research Assignment
- OneNote Workbook

"I praise you because I am fearfully and wonderfully made. Your works are wonderful. I know that full well." Psalm 139:14

STUDIO ARTS

"God's creative activity went far beyond the minimum Requirements for getting the job done. Butterflies in the rain forest seldom seen by human eyes are creatures of breathtaking beauty. The delicate transparency of the man-of-war and the hummingbird's wing are inimitable ..." Le Roy Koopman

OVERVIEW

This course is designed to give students a broad experience and knowledge of skills, techniques and processes. In the "Studio Art Lab" students will be able to interact, collaborate and share ideas with fellow classmates whilst at the same time independently exploring the world of creative art. Whether you're an accomplished artist or an art novice this course will help you improve your drawing skills and unleash your inner creativity. The course will prepare students for further studies in the areas of VCE Art and Visual Communication Design, by giving students a variety of skills and techniques which can be applied in both areas of Study. By the end of the course, students will complete a portfolio demonstrating the application of skills and techniques learnt, and to develop an awareness of God's role in the Fine Arts and discover God's purpose for Art in society. This course is highly recommended for those students who are considering studying VCE Art & Visual Communication Design.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

- Drawing inspired by traditional and contemporary methods
- Embellished Fashion through Digital Machine Embroidery and Textile Painting
- Digital Printmaking using Adobe Illustrator and Photoshop
- Mixed-Media techniques using painting, printmaking and collage
- Acrylic painting on canvas
- Sculptural exploration
- Art Appreciation

ASSESSMENT

- Art folio work
- Written Work / Art Analysis

"Listen to this, Job; stop and consider God's wonders. Job 37:14

VISUAL COMMUNICATION: DESIGN STUDIO

"The world is God's epistle to mankind – His thoughts are flashing upon us from every direction"
Plato, 427-347 BC

OVERVIEW

The Design Studio study guide examines the way that visual language can be used to convey ideas and information in the fields of Messages, Objects, Environments and Interactive Experiences. Students develop the skills to communicate ideas through the application and manipulation of design elements and principles, using a variety of different methods, materials and media. During their study, students have the opportunity to investigate the work and practices of contemporary designers. Through their research, they build an understanding of the important role that visual communication plays within our society. Students will learn a variety of design programs and understand how they apply to various design fields. The practices and skills that come with being a designer provide for us, as believers, a chance to consider and celebrate God's goodness and handiwork as the ultimate Creator. The process of creating is engrained in us as part of our identity as humans, in being made in God's image, and we do so, not to achieve the minimum, but to honour and glorify Him in what we create by doing it unto Him.

SUBJECT LENGTH

- Whole Year

TOPICS INCLUDE

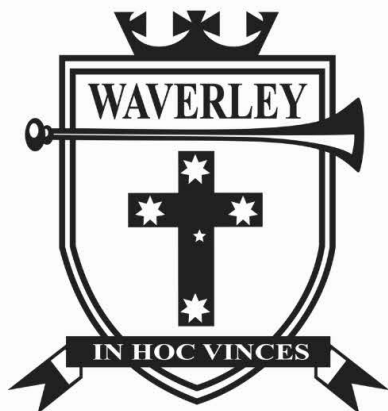
- Message Design
- Designing to a Brief
- Object Design
- Environments Design
- Interactive Design
- Design Analysis

ASSESSMENT

- All class work – designed ideas, concepts and solutions as part of the design process
- Folio

"Let the favour of the Lord our God be upon us; establish the work of our hands for us - Yes, establish the work of our hands." Psalm 90:17

NARRE WARREN SOUTH



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