

WAVERLEY CHRISTIAN COLLEGE

YEAR 9

Curriculum Guide
2026

WANTIRNA SOUTH

Contents

CORE SUBJECTS	2
BIBLICAL STUDIES	3
COMMERCE	4
ENGLISH.....	5
HISTORY	6
LANGUAGE: CHINESE	7
LANGUAGE: FRENCH	8
MATHEMATICS	9
PERSONAL DEVELOPMENT	10
PHYSICAL EDUCATION	11
SCIENCE.....	12
ELECTIVES	13
ART: CREATIVE ART MAKING	14
ART: CREATIVE PAINTING.....	15
DIGITAL TECHNOLOGY: ENGINEERING.....	16
DESIGN TECHNOLOGY: WOOD AND COMPOSITES.....	17
DIGITAL TECHNOLOGY: COMPUTER SCIENCE.....	18
DRAMA: CLASS PLAYMAKING.....	19
DRAMA: IMMERSIVE THEATRE	20
FOOD STUDIES: MULTICULTURAL CUISINE	21
FOOD STUDIES: WE ARE WHAT WE EAT	22
HEALTH: HEALTHY LIFESTYLES	23
HEALTH: HEALTHY NATIONS.....	24
MEDIA: PORTRAIT PHOTOGRAPHY	25
MEDIA: VIDEO GENRES.....	26
MUSIC: FILM MUSIC COMPOSITION.....	27
MUSIC: HARMONIES AND IMPROVISATIONS.....	28
OUTDOOR AND ENVIRONMENT.....	29
SPORTS SCIENCE: ANATOMY AND INJURIES.....	30
SPORTS SCIENCE: SPORTS PSYCHOLOGY	31
VISUAL COMMUNICATION: DIGITAL DESIGN.....	32
VISUAL COMMUNICATION: DYNAMIC DESIGN.....	33
VISUAL COMMUNICATION: MODELS AND CONSTRUCTION DESIGN	34

CORE SUBJECTS

CORE SUBJECTS

BIBLICAL STUDIES

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

OVERVIEW

SEMESTER 1 – The Gospel of Mark

Students explore the Gospel of Mark, examining its historical background, literary structure, and theological themes. They will investigate the pivotal questions of, 'Who is Jesus?' and 'Why did Jesus die?'. Students are encouraged to prayerfully consider their personal response to Jesus. This course builds on the foundational 'Big Picture' and 'King and Prophets' courses in Year 7 and Year 8 exploring the Bible's storyline. Through Mark's Gospel, students see the Old Testament links with the Kingdom of God and are challenged as to how these key questions apply to His Kingdom today. The Unit aims to benefit student's personal faith as well as textual analysis skills.

SEMESTER 2 – Love by the Book

Students explore love, relationships and sexuality from a Biblical perspective, through a course titled, 'Love by the Book'. This Unit includes the Bible's emphasis on respectful relationships, marriage and the Bible's interaction with contemporary debates. It aims to find the balance between presenting the historical exegetical Biblical position on love and relationships within a caring and pastorally sensitive position for our diverse culture. Students' understandings are developed through regular Bible readings and a consistent examination of Scripture in class. Students focus on the heart of God's Biblical commandments; to love God and love others. Throughout this unit, students are challenged to integrate their understandings of love and relationships into their everyday lives.

TOPICS INCLUDE

- The Life of Jesus in the Gospel of Mark
- Love, Sexuality and Relationships

ASSESSMENT

- Booklet Coursework
- Bible Reading SOAPs
- Research Projects
- Written Reflections

"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

COMMERCE

"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

This course focuses on some practical aspects of the legal, political, economic and business environments in Australia. The rights and responsibilities as an Australian and Global Citizen are explored. It also gives students some practical experience in regard to personal financial management and how to be a wise steward of the opportunities and financial resources that God entrusts us with.

TOPICS INCLUDE

- Economic Literacy; Evaluating, Concluding and Decision-Making
- Business and Entrepreneurship; Communicating
- Work; Investigating
- Consumer and Financial Literacy; Interpreting and Analysing Data and Information
- Government and Democracy; Evaluating Democratic Institutions and Systems
- Laws and Citizens; Investigating Contemporary Civics and Citizenship Issues; Communicating
- Citizenship, Diversity and Identity; Participating in Civic Processes

ASSESSMENT

SEMESTER 1

- Economics Test
- Sharemarket Game Booklet
- Sharemarket Game Report
- Workplace Issues Presentation
- Semester 1 Commerce Exam

SEMESTER 2

- Political Parties Campaign
- Magistrate's Court Reflection
- Legal Courtroom Presentation
- Semester 2 Commerce Exam

"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

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

Students will begin the year by furthering their understanding of analysing arguments with reference to context and audience as well as building up their metalanguage of persuasive devices employed by writers. This is intended to equip students to begin critically analysing the written arguments of others and allows them to create their own persuasive work. Students will then engage with the study of a film, where they will delve into the world of film construction and techniques – with a focus on how to analyse film as text. Year 9 continues with an introduction to the world of the bard, William Shakespeare. This unit of work focusses on the intricacy of human nature and facets of Shakespeare's techniques and features such as iambic pentameter, sonnets and blank verse. 'Romeo and Juliet' is studied in detail with a focus on differentiating between wise from unwise choices and understanding what underpins them. The text is particularly rich for generating discussion about God-honouring relationships and dating practices as well as the harrowing reality of youth suicide. In the final unit of work, through the analysis of the theme 'Growing Up' in relation to Anh Do's autobiography, *The Happiest Refugee* and other 'supplementary texts', students will explore themes such as resilience, the role of reminiscence, human adversity, cultural differences and the challenges and opportunities of one's journey through childhood and adolescence. Students will also consider the role of authorial intent, form and purpose in the construction of these texts, and use both these elements and the texts' themes as the basis for a recount-style podcast, through which they will reflect on key moments and learning from their own experience of 'Growing Up'.

TOPICS INCLUDE

- Analysis of Argument
- Study and creation of short stories
- Oral presentations – formal and informal
- Analytical Text Responses
- Crafting Texts

ASSESSMENT

- Classwork
- Assignments
- Homework
- Semester Examinations

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

HISTORY

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

OVERVIEW

Year 9 History focuses on the making of the modern world from 1750 to 1918. Students investigate key historical events and movements that shaped the modern era, such as the Industrial Revolution, colonisation and nation-building in Australia and Asia, and World War I. The course develops students’ understanding of historical concepts including evidence, continuity and change, cause and effect, perspectives, and significance. Students explore how societies responded to the ideas of liberty, equality, and progress, and how these influenced political, social, and economic transformations.

Students engage in critical inquiry, evaluate primary and secondary sources, and develop evidence-based arguments. They are encouraged to reflect on how God remains sovereign over human history and how Christians are called to understand, engage with, and contribute to God’s unfolding plan for humanity.

TOPICS INCLUDE

- The Industrial Revolution (1750–1914): origins, technological innovation, impact on society and environment.
- Making of the Modern World in Australia and Asia: colonisation, migration, and the development of nationhood and democracy.
- World War I (1914–1918): causes, nature of warfare, experiences of soldiers and civilians, and the ANZAC legacy.
- Skills focus on formulating inquiry questions, analysing sources and historical evidence, sequencing chronology and understanding continuity and change as well as developing historical arguments using evidence

ASSESSMENT

- Historical investigation (research-based inquiry)
- Source analysis tasks

“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 contribute to and extend interactions in Chinese in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion. They select and use a variety of Hanzi appropriate to context. Students incorporate the features, conventions and phrasing patterns of spoken Chinese, including variations in intonation, tone, rhythm and sounds, to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply their knowledge of Hanzi form and function, and language structures and features to make and predict meaning. They analyse Chinese texts using metalanguage. They reflect on their own cultural perspectives and identity and draw on their experience of learning Chinese to evaluate how this learning influences their ideas and ways of communicating. Students examine the representation and reflection of God's handiwork in Chinese characters. Students develop an understanding that languages are part of creation; by studying other languages they gain insight into the world that God has given us and has commanded us to care for.

TOPICS INCLUDE

BEGINNER LEVEL STREAM

- My Clothes
- Shopping
- Making Phone Calls
- Eating
- Weather

ADVANCED LEVEL STREAM

- My Relatives
- Doing Housework
- Having Pets
- Celebrating Birthday
- Celebrating Mid-Autumn Festival

ASSESSMENT

- Coursework
- Examinations

"After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands, and crying out with a loud voice, "Salvation belongs to our God who sits on the throne, and to the Lamb!" Revelation 7: 9-10

LANGUAGE: FRENCH

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

OVERVIEW

Students develop a deeper understanding that by learning a new language we gain insights not only into creation but into God himself, as different cultures focus on different aspects of God's being. Students are inspired as they develop their understanding of the important role language plays in our relations with our neighbours, creation, and our Creator. Students initiate and sustain French to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in French or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written French to create texts. Students apply features and conventions of spoken French to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of French texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning French, to discuss how this influences their ideas and ways of communicating.

TOPICS INCLUDE

- My Town
- Sports and Hobbies
- Tourism – Traveling
- Entertainment – Arranging to go out

ASSESSMENT

- Coursework
- Examinations

"After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands, and crying out with a loud voice, "Salvation belongs to our God who sits on the throne, and to the Lamb!" Revelation 7: 9-10

MATHEMATICS

In exploring mathematics, one is exploring the nature of God's rule over the universe; i.e. one is exploring the nature of God Himself. (Vern S. Poythress)

OVERVIEW

God has created a world that can be understood through mathematics, where numbers are used as a language to describe abstract concepts in God's creation. We can use numbers and rules to measure shapes, to describe the position of objects, and to understand and describe chance and data. Mathematical reasoning can be used to find patterns and rules within mathematics. Students learn these skills to understand, explore, and appreciate God's created world.

Mathematics incorporates skills practice, standard applications, extended problem solving, project work and testing. Students are expected to have access to and become proficient in the use of a scientific calculator. Students are generally expected to complete the coursework designated for their year level; and are encouraged to utilise their talents faithfully. However, it is recognised that there are different levels of mathematical ability. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced programme 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.

TOPICS INCLUDE

- Algebra, Equations and Linear Graphs
- Trigonometry and Measurement
- Index Laws
- Quadratic Algebra and Graphs
- Statistics
- Probability

ASSESSMENT

- Assignments and Projects
- Topic Tests
- Classwork
- Semester Examinations

"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

Personal Development aims to equip students to develop their social, emotional, spiritual and physical, professional, digital and academic fitness, 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.

TOPICS INCLUDE

- Identity and Reputation
- Spiritual Disciplines
- Consent Education
- Gratitude
- Healthy Relationships and Conflict Resolution
- Stewardship of our body
- Character Strengths
- Professionalism, Leadership & Teamwork
- Wisdom in navigating the digital space
- Study Skills

ASSESSMENT

- Class participation

'Have nothing to do with godless myths and old wives' tales; rather, train yourself to be godly. For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come. This is a trustworthy saying that deserves full acceptance. That is why we labour and strive, because we have put our hope in the living God, who is the Savior of all people, and especially of those who believe.' 1 Timothy 4:7-10

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

OVERVIEW

Students participate in small-sided games, where they develop a Christian perspective towards competition with a view to promoting sportsmanship and cooperation. The program aims to develop coordination, skill and tactical play in more complex situations using a 'game based' approach. Promoting fitness for life and understanding the desire that God has for us to care for our bodies is an integral part of the program. This is addressed by exposing students to a range of sports and activities they not only focus on participation but also organisational roles.

TOPICS INCLUDE

- Athletics
- Fitness (incl. Cross Country)
- Invasion Games (Incl. Netball (SEPEP), Soccer, Volleyball)
- Racquet Sports (Badminton)

ASSESSMENT

- Attitude and Effort
- Fitness
- Game-sense Rubrics

"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 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 9:24-27

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

Science seeks to continue to develop the students' abilities to ask questions and to find answers about aspects of God's creation and to retain awe and wonder when contemplating it. Students are encouraged to foster and develop curiosity about all aspects of the earth and the universe. 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, the precautions that can be taken to prevent infection, and how the human immune system functions. Students will also learn and understand various biological methods of reproduction. Students study the Periodic Table and the way in which elements combine to form ionic, covalent and metallic compounds. Students will learn about forms of energy, with a focus on the properties of light, sound and electromagnetism. 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. Students consolidate their skills in carrying out experimental work throughout the year.

TOPICS INCLUDE

- Disease and Microbes
- Coordination and Regulation of body systems
- Reproduction
- Chemistry
- Energy: Electromagnetism, Light and Sound
- The Scientific Method of Investigation

ASSESSMENT

- Unit tests
- Practical Reports and Assignments
- Semester Examinations

"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

ELECTIVES

ELECTIVES

ART: CREATIVE ART MAKING

"For the Christian, God is the supreme artist ... God looked at His creation as it progressed and saw that it was good; when He had completed it, He said it was 'very good'... The Great Artist was evidently much pleased with His world." Clyde S. Kilby

OVERVIEW

Creative Art Making introduces students to a range of art forms including print making, assemblage art &/or sculpture and mix-media. Students will experiment with a diverse range of materials and develop new skills and techniques. They explore, develop and communicate personal ideas and are encouraged to make creative and personal responses to specific tasks. Through investigating artists and their work, as well as imaginative experimentation of the selected art forms and materials, students develop and refine skills in print making, assemblage/sculpture and mix-media. Students are required to consider the presentation of their work and how it might potentially be displayed collectively. The role of the artist in society, as well as our first nations artists, are investigated collaboratively, as well as artists use of visual conventions, art elements and principles in the creation of artworks. Our creator God has made us in His image and therefore creativity is part of our nature and can be an expression of the soul. Students demonstrate their God given creative abilities, learn to express ideas that reflect God's character within us and respond as Christians to the world around us. Students also learn to analyse their art works, their ideas and drawing meaning, including a Christ-centred viewpoint.

TOPICS INCLUDE

- Recycled Tetrapak etching and stencil printing
- Sculpture with mod-rock, clay or casting
- Mix-media
- Artists, artworks and their role in society

ASSESSMENT

- Research and developmental work
- Practical projects and finished designs
- Written work and assignments

"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11

ART: CREATIVE PAINTING

“For the Christian, God is the supreme artist ... God looked at His creation as it progressed and saw that it was good; when He had completed it, He said it was ‘very good’... The Great Artist was evidently much pleased with His world.” Clyde S. Kilby

OVERVIEW

Creative Painting introduces students to a range of water-based painting materials, skills and concepts. Students are encouraged to make technical, creative, innovative and/or personal art responses to specific tasks. Through experimentation with selected materials, students develop and refine skills in painting and grow in their understand of style and composition. The role of the art in promoting conservation and care of our environment is investigated, as well as the use of art elements and principles in the creation of artworks. Students also learn to analyse art works. Naturalist art John Wolseley is a focus of analysis, with his unique art-making approaches and desire to celebrate and advocate for the beauty and importance of the natural environment. Students also view a diverse range of art styles across historical time periods and cultures, including indigenous artist, to grow in their exposure and understanding of Art. Students explore their own personal ideas inspired by the natural world, expressing their ideas through artmaking. Students are encouraged to respond as Christians to the natural world around us and our interaction with it. Students continue to discover and develop their God given talents enabling them to express their creative uniqueness more freely, reflecting God's creativity as the ultimate creator.

TOPICS INCLUDE

- Watercolour experimentation and technique development
- Watercolour realistic wet-on-dry painting
- Acrylic and gouache experimentation and technique development
- Painting inspired by the natural environment
- Artist John Wolseley, artworks and the environment
- Diversity of Painting styles across historical time periods and cultures

ASSESSMENT

- Research and developmental work
- Practical projects and finished designs
- Written work and assignments

“He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end.” Ecclesiastes 3:11

DIGITAL TECHNOLOGY: ENGINEERING

"Engineering is not just about building things; it's about understanding the world and shaping it through creative problem-solving." - Unknown

OVERVIEW

Students in Engineering, engage in the creative process of solving real-world problems by identifying needs and developing innovative solutions. The course fosters collaborative work, ingenuity, critical thinking, and hands-on skills as students navigate the design process, experimenting and breaking down complex challenges. Covering key topics in Systems, Electrical, Mechanical, and Software engineering, students explore various disciplines while demonstrating their God-given creative abilities. This dynamic elective provides a supportive environment for developing engineering capabilities and applying principles that reflect the intentional design found in the world around us.

TOPICS INCLUDE

- Computer Aided Design (CAD): Autodesk Fusion 360
- Engineering Design Process
- Inquiry Project - Co2 3D printed Dragster
- Engineering Design Process
- Robotics

ASSESSMENT

- Coursework

"Let the favor 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

DESIGN TECHNOLOGY: WOOD AND COMPOSITES

"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

OVERVIEW

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, and may consider ethical concerns in their processes.

Activities may include; collaboratively designing and producing a practical, large-scale project 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 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.

TOPICS INCLUDE

- Design processes including technical sketching and planning
- Designing and making a large-scale project, utilising working with softwoods, hardwoods and composites
- Workshop safety
- Crafting techniques: manual, mechanical and using digital design and production

ASSESSMENT

- Safe use of technology and workshop procedures
- Design processes, including critical and creative thinking
- Project-based assessment

"Let the favor 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

DIGITAL TECHNOLOGY: COMPUTER SCIENCE

"Everybody should learn to program a computer, because it teaches you how to think."
- Steve Jobs

OVERVIEW

Students in this course will have the opportunity to delve deeper into computer science and explore its impact on our daily lives using the Python programming language. This course caters to both beginners and experienced programmers, ensuring everyone can make progress. They will learn foundational coding skills, including syntax, control structures, data types, functions and API's, through engaging projects and hands-on coding exercises. It emphasises computational thinking, encouraging students to approach problems creatively and logically while designing and debugging their programs. By reflecting on the logical order in their coding projects, students will appreciate the creativity and complexity of God's creation. This holistic approach ensures that students develop both technical skills and a deeper understanding of technology's role in the world.

TOPICS INCLUDE

- Introduction to Python: Understanding the basics of syntax, variables, and data types.
- Control Structures: Using loops and conditional statements to manage program flow.
- Functions and Modular Programming: Defining and using functions to create modular code.
- Application Programming Interface: Exploring how software can send HTTP requests and use responses from remote servers to create dynamic applications.
- Algorithmic Thinking: Developing problem-solving skills and creating algorithms to solve complex tasks.
- Debugging and Testing: Techniques for identifying and fixing errors in code, and ensuring programs work as intended.

ASSESSMENT

- Coursework

"Let the favor 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

DRAMA: CLASS PLAYMAKING

"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

Students examine Drama over time and how Theatre history has impacted what we see on stage and in film today. They refine their improvisation skills and learn the basics of lateral and quick thinking, as well as how to make and accept creative offers live on stage. Students learn about the history of Greek Theatre, and which conventions are still utilised on stage today. As a class, students work together to stage an abridged version of a playscript that involves them rehearsing, directing, costuming and refining as a team, paying close attention bringing narratives to life on stage with innovation and creativity.

TOPICS INCLUDE

- Improvisational Theatre
- Greek Theatre
- Class Production

ASSESSMENT

- Live Performances
- In-class participation & rehearsal
- Written work

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

DRAMA: IMMERSIVE THEATRE

"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

Students will look at Drama throughout history, playing close attention to Naturalism and Realism, and how these theatrical styles impact how we see the world today. Students will learn how to detect and notice theatrical conventions of Naturalistic theatre in modern day film, television and live theatre, as well as. Looking closely at the steps required to write, rehearse and produce a full-scale production, students will undertake the 'Immersive Theatre' unit in which they will work to bring a well-known fairy tale to life on stage. Paying attention to audience participation, and exploring script writing, costuming, sound design and casting, students will have the opportunity to view the many aspects and complexity of staging a live performance. Students will use their God-given creativity and performance skills to present group devised scenes and discuss what opportunities these stories might present for Christians to creatively share their faith and other positive ways to impact our culture.

TOPICS INCLUDE

- Scripting, casting, sound design and costuming
- Absurdist and naturalistic theatre
- Group and individual live performance
- Process Drama

ASSESSMENT

- Rehearsal of live performance, team work, collaboration
- Performance: Live Performance
- Analysis of Live Performance

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

FOOD STUDIES: MULTICULTURAL CUISINE

"This marvellous food on our plate, this sustenance we absorb, has a story to tell. It has a journey. It leaves a footprint. It leaves a legacy." Joel Salatin

OVERVIEW

Students study the influence that multiculturalism has had on the variety of foods we enjoy in Australia today. They explore the historical background of indigenous Australian eating patterns and experience the cuisines of various countries of the Mediterranean, Europe and Asia. Students select a country and investigate the cuisine and food culture, then share this with the class. This study aims to broaden students' awareness and appreciation for the culture of other countries and promotes Jesus' teaching on inclusiveness and acceptance of all.

TOPICS INCLUDE

- Food Safety and Hygiene
- Influences on Australian Cuisine
- Indigenous Foods
- International Cuisines
- Food Presentation Techniques

ASSESSMENT

- Practical Cooking Activities and Written Evaluations
- Classwork & Assignments
- Theory Test
- Practical Test

"God does not show favouritism but accepts from every nation the one who fears him and does what is right." Acts 10:34-35

FOOD STUDIES: WE ARE WHAT WE EAT

"When wealth is lost, nothing is lost; when health is lost, something is lost; when character is lost, all is lost." - Billy Graham

OVERVIEW

Students develop a deeper understanding of the nutritional needs of our bodies. We explore various sources of dietary advice, including what the Bible has to say about healthy eating. Students investigate the influences on our food choices, food labelling, dietary advice, the 6 main nutrients and the impact of consuming processed foods. Students develop various practical skills over the semester and learn to apply their nutritional knowledge to their practical tasks, so they can receive the benefits of healthy living and eating. Students have the opportunity to demonstrate the love of Jesus to prisoners in Victoria by participating in Prison Fellowship Biscuit Bake and pursue Jesus' challenge to be Him to those in need.

TOPICS INCLUDE

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

ASSESSMENT

- Practical Cooking Activities and Written Evaluations
- Classwork & Assignments
- Theory Test
- Practical Test

"Then God said, "I give you every seed bearing plant on the face of the whole earth and every tree than has fruit with seed in it. They will be yours for food." Genesis 1:29

HEALTH: HEALTHY LIFESTYLES

"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 will examine two focus areas including drug education and nutrition. Drug education addresses how prescription medication and illicit drugs impacts on individuals, families and communities. Students will learn how to utilise health promotion models to explore the contextual factors that influence eating habits and food choices. They will investigate nutritional requirements for healthy living and learn how to avoid nutritional imbalance. Students will further develop their understanding of God's desire for us to make wise choices for our health.

TOPICS INCLUDE

- Drug Education (Incl. Prescription Medication, Illicit Drugs & Effects of Drug Abuse)
- Nutrition (Incl. The Australian Guide to Healthy Eating, The Dietary Requirements for Australians and The Healthy Eating Pyramid)

ASSESSMENT

- Drug Comprehension Quiz
- Research Task on an illicit drug
- Nutrition Comprehension Quiz
- Nutrition Project (research, food diary analysis and presentation)

"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 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 9:24-27

HEALTH: HEALTHY NATIONS

"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 will study two focus areas including common diseases in Australia and health promotion. They will investigate the prevalence and impact of various conditions on the burden of disease within Australia and how these can impact them personally by examining the National Health Priority Areas (NHPAs). Students will analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They will evaluate the outcomes of emotional responses to different situations. Furthermore, they will explore global health issues and develop an understanding of the impact these issues have on health status. Students will explore this concept from a Christian worldview looking specifically at ways in which they can be agents of change in society.

TOPICS INCLUDE

- Measures of Health Status
- Common diseases in Australia – National Health Priority Areas (NHPAs)
- Promoting health and wellbeing

ASSESSMENT

- Measures of Health Test
- Common Diseases Assessment
- Road to Zero Excursion Tasks
- Promoting Health and Wellbeing Project

"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 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 9:24-27

MEDIA: PORTRAIT PHOTOGRAPHY

"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

As our society becomes increasingly immersed in media, it is important not only to discern the intent of the messages we are being presented, but to be a voice that edifies and reflects the truth, and hope, that we have found in Christ. 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.

TOPICS INCLUDE

- Using a digital camera
- Visual Composition
- Portraiture
- Photography Analysis
- Print production

ASSESSMENT

- Photography folio
- Photography analysis task

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

MEDIA: VIDEO GENRES

"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 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.

They will learn how to analyse and evaluate how and why media concepts are manipulated to construct representations in media artworks, especially considering the way that genre elements are used across cultures, times and places to represent and challenge ideas, perspectives and meaning, especially around what it means to be a 'hero'. Students will create video productions using filmic production techniques, selecting and applying production processes to construct representations and produce media art works that communicate ideas, perspective and meaning to an intended audience. They will also analyse the use of these production techniques in contemporary media texts.

As our society becomes increasingly immersed in media, it is important not only to discern the intent of the messages we are being presented, but to be a voice that edifies and reflects the truth, and hope, that we have found in Christ. Students are also encouraged to reflect their faith through their own photography products.

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
- Stylistic elements in different genres

ASSESSMENT

- Film analysis activities
- Video editing tasks
- Major video production

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

MUSIC: FILM MUSIC COMPOSITION

"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

This unit explores various aspects of music technology, film score composition, and Foley sounds. Students will analyse the music from "The Lord of the Rings: The Fellowship of the Ring," focusing on leitmotifs and their narrative significance. They will also compose their own music for a movie scene, incorporating themes of good vs. evil, heroism, and redemption, drawing parallels to biblical stories. By examining how music and sound enhance storytelling, students will gain a deeper understanding of the spiritual and moral dimensions in both film and biblical narratives.

TOPICS INCLUDE

- Film Music
- Composition
- Sound Effects
- Genre

ASSESSMENT

- Classwork Tasks
- Theory/Analysis
- Composition

"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

MUSIC: HARMONIES AND IMPROVISATIONS

"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

This course builds on the foundations laid in Exploring the Soundscape, with students continuing to extend their performance and musicianship skills. Students are given the opportunity to perform and refine their instrumental playing in a variety of live music settings. Extensive music theory, aural skills, and music analysis concepts are further covered. In gaining richer stylistic and cultural understandings, Blues and Jazz styles are explored, with students 'jamming' on 'Blues' based music in solo and band settings. Finally, students compose, perform and arrange music using digital music software.

TOPICS INCLUDE

- Live performance
- Musicianship (Theory & Aural)
- Blues & Jazz style
- Composition (music technology)

ASSESSMENT

- Performance
- Theory/Analysis
- Composition

"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 the 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 AND ENVIRONMENT

‘... we know God from two books: the book of Scripture, as well as the book of Nature in which the majesty of the Lord of lords is revealed to us in golden letters.’ Abraham Kuyper

OVERVIEW

Outdoor and Environment provides an opportunity for students to develop a clear understanding of the range of motivations for interacting and responding to the outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature. 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, increase their independence and test their 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. There will be a day where students can choose an outdoor activity. Students can choose from snorkelling, rafting, mountain bike riding or a bushwalk. Our intention is also to provide a day of cross-country skiing. Our purpose through all these activities and investigation, is to see students grow closer to God through how they interact and engage with the outdoor environment.

TOPICS INCLUDE

- Motivation and responses to outdoor environments
- Basic camp craft skills
- Care of the environment when bushwalking
- Biomes, including alpine environments
- Management of environmental issues

ASSESSMENT

- Case Study of Yarra Ranges, Port Phillip Bay and Yarra River
- Motivation and Responses Quiz
- Biomes Quiz
- Risk Management Quiz
- Camp menu plan
- City Experience Planner
- Route Card
- Alpine Assignment
- GDT Reflection

“For since the creation of the world God’s invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that people are without excuse.” Romans 1:20

SPORTS SCIENCE: ANATOMY AND INJURIES

"I lift up my eyes to the mountains - where does my help come from? My help comes from the Lord, the Maker of heaven and earth." Psalm 121:1-2

OVERVIEW

Students will participate in a variety of activities to gain a very hands-on and practical knowledge of the human anatomy and the way that God intricately designed humans so that bones, muscles and joints can work together to provide an incredible functionality. Students will be able to identify and understand the parts that make up the musculoskeletal system. Students will also learn about the wide scale of injuries that can occur in sport and the various treatment and prevention strategies that can be utilised. Students will experience advice from current health professionals providing a solid foundation to injury prevention and treatment as well as future career opportunities within the sports industry.

TOPICS INCLUDE

- Functional Anatomy: Bones, Muscles, Joints, Movements
- Sports Injuries: Acute & chronic, incidences of injuries in various sports and activities & prevention
- Treatment: Before, during and after physical activity, roll of health care professionals in injury prevention and treatment

ASSESSMENT

- Musculoskeletal System Test
- Anatomy Workbook
- Sports Injury Workbook
- Sports Injuries Case Study

"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 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 9:24-27

SPORTS SCIENCE: SPORTS PSYCHOLOGY

"I lift up my eyes to the mountains - where does my help come from? My help comes from the Lord, the Maker of heaven and earth." Psalm 121:1-2

OVERVIEW

Students will explore the principles of Sports Psychology and their influence on performance, through both theoretical and practical classes. Students explore the techniques of goal setting, mental imagery and optimal arousal in preparing for sporting events. Students will investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings. Students also explore the importance of making healthy decisions and discuss strategies to encourage others to ensure that they are being good stewards of the bodies and lives that God has given them. Students will participate in a variety of games or programs aimed at increasing the inclusivity of sports to different groups within the community.

TOPICS INCLUDE

- Sports Psychology: Motivation, concentration, imagery, arousal regulation & sleep
- Inclusivity in Sport.
- Sociocultural factors affecting participation (Incl. family, peers, community, gender, socioeconomic status, disability, cultural beliefs and traditions, Indigenous culture)

ASSESSMENT

- Inclusivity in Sport Workbook
- Sports Psychology (case study)
- Reflective Portfolio
- Sports Psychology Workbook

"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 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 9:24-27

VISUAL COMMUNICATION: DIGITAL DESIGN

"For we are God's masterpiece, created in Christ Jesus to do good works, which God prepared in advance for us to do." Ephesians 2:10

OVERVIEW

To help students understand that their creative abilities, as designers, reflect God's intricate craftsmanship and divine purpose. They should recognize that their digital creations can be a form of worship and a way to serve others, as they were created by God with intentionality. Throughout the course of two terms, students are embracing creativity as a reflection of Divine Design. Students are introduced to the design process and how computer software can assist them in producing digital works. They document, reflect on and annotate their own visual communication design practice in response to a brief and they develop presentation skills and communication skills in class critiques and feedbacks. Students apply the visual communication design process to address a communication need and develop visual communication designs for target audiences and users. Students get hands-on experience and the opportunity to work to a design brief to understand the core tools and functions of Adobe Photoshop, Illustrator and Fresco. Students will be introduced and become comfortable with design concepts and the fundamentals of printing. After completing this course, students will know how to work effectively within the applications of Adobe Suite to deliver personal creative projects. This then, serves other people and our community and brings glory to God. Exodus 31: 1-10 discusses the Lord speaking to Moses about choosing people who had skills to make all kinds of artistic designs.

TOPICS INCLUDE

- Digital rendering
- Digital Isometric drawing
- Frankie Magazine cover design
- Designing to a brief
- Appreciation and analysis of digital artworks
- Vector and Raster artwork
- Design process in the design fields of Messages
- Target audience and their characteristics

ASSESSMENT

- School Based Coursework

"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

VISUAL COMMUNICATION: DYNAMIC DESIGN

“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

OVERVIEW

In this unit, students explore how visual design can be used to communicate truth, beauty, and hope. Through a Christian lens, they learn to critically analyse the visual communications of others and develop their own skills in creating thoughtful and purposeful designs. Students gain hands-on experience through a series of projects including Noma Bar-inspired illustration, structured and dynamic layouts. One of the major tasks would be for students to design a table game. Students manipulate methods, media and materials and use visual language to produce visual communication designs to address a communication need for target audiences and users. Working to a design brief, they explore how to convey powerful messages that reflect the beauty of creation, the value of human life, and the nature of God. With an emphasis on clarity, creativity, and meaning, students learn to use design as a tool to serve others and honour God. As Exodus 35:35 reminds us, God gives people skill and ability in all kinds of artistic design—this course encourages students to use those gifts to communicate Christian values through dynamic visual storytelling. As part of the design process, students analyse and evaluate how and why ideas and information are communicated in visual communication designs and solutions they design or experience.

TOPICS INCLUDE

- Analysis of visual communication designs
- Written brief
- Design process in the design field of Interactive Experience

ASSESSMENT

- School Based Coursework

“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

VISUAL COMMUNICATION: MODELS AND CONSTRUCTION DESIGN

"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

OVERVIEW

Students respond to visual communication designs from various historical and cultural contexts. They explore the concept of how good design brings pleasure, and the discipline of planning and developing skills in making are part of being able to create good design. This then, serves other people and our community and brings glory to God. Exodus 31: 1-10 discusses the Lord speaking to Moses about choosing people who had skills to make all kinds of artistic designs. Students develop and present visual communication designs in the field of Industrial design. Students select and apply visual language, methods, media and materials to generate design ideas, refine concepts and present solutions. Two major tasks are community furniture design in groupwork and a 1950s retro record player design as an individual task. Students apply the visual communication design process to address a communication need and develop visual communication designs for target audiences and users. They will be introduced to model making methods and produce scale models with effective communication designs that address specific communication needs, audiences or users and different contexts in the brief. Students also document and evaluate their use of the design process to effective industrial design pieces. Students will be developing their skills in working as a group as well as giving and receiving constructive feedback for their design concepts.

TOPICS INCLUDE

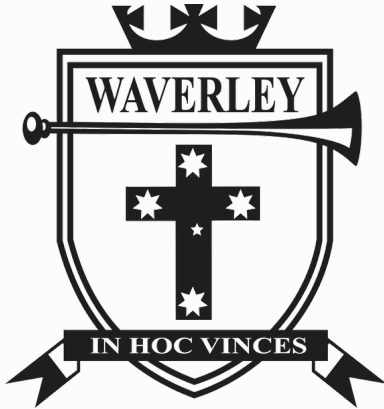
- Community furniture piece (group work)
- Digital Instrumental Drawing in SketchUp
- Retro record player
- Model Making

ASSESSMENT

- School Based Coursework

"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

WANTIRNA SOUTH



2026