



YEAR 10

2010

COURSE INFORMATION BOOKLET

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INTRODUCTION

Welcome to Donvale Christian College. The years of secondary education are very important in a student's life and we endeavour to provide challenging, worthwhile and interesting courses of study for all students. We aim also, to be a caring community, a place where students experience support and acceptance as individuals who are unique and exceedingly precious - irrespective of gifts and talents. Above all, however, we want to encourage in them a strong commitment to the Christian faith.

May your involvement in the life of this community "equip you with everything good, that you may do His will..."

ROSS GRACE
Principal

MISSION STATEMENT

Donvale Christian College is a Parent Controlled school, which serves the Christian community by providing Christ-centered education. Through high quality teaching and learning in a nurturing, stimulating and Biblically-directed environment, students grow in their understanding of God's world and in their commitment to serving Christ in all areas of life.

STATEMENT OF AFFIRMATION

WE AFFIRM

1. The Lordship of Jesus Christ in all areas of life.
2. The Scriptures of Old and New Testament as the divinely inspired Word of God.
3. The Scriptures as the only absolute rule for all faith and conduct.
4. The responsibility of parents to bring up their children in **‘the discipline and instruction of the Lord’** (Eph. 6:4)

YEAR 10 CURRICULUM

The Year 10 curriculum is made up of core and elective subjects.

CORE SUBJECTS

The core subjects are English and Mathematics, therefore all students in Year 10 must study these compulsory subjects all year.

THE ELECTIVE PROGRAM

The elective program is made up of five elective blocks. A range of different subjects is offered in each block. The subjects in the elective block run for one semester and are called Units. Students must therefore select two units from each elective block, one unit for the first semester and another unit for semester two. There may be a cost involved with some elective subjects. These are detailed under each subject.

UNIT SELECTION RULES

All students, during Year 10, must undertake a study in at least one unit of:

- Christian Studies
- Science
- Studies of Society and Environment (SOSE)

Students may meet these unit selection rules by selecting subjects from the Year 10 elective program or the Year 11 VCE program if an adequate standard of work has been achieved in Year 9.

ACCESS TO VCE STUDIES

The Year 10 timetable is blocked with the VCE timetable and so a range of VCE Year 11 studies is available for Year 10 students to select.

Students wishing to undertake a Year 11 VCE study while in Year 10 **must**:

- Make formal application in writing stating reasons and results
- Be interviewed by Careers teacher, subject teacher, VCE Coordinator

Students are generally expected to have achieved at least an 'A' grade in the subject they wish to be considered for acceleration.

The final decision to be made by Careers teacher, subject teacher, Year 10 coordinator and VCE coordinator.

It needs to be noted that as Year 11 students have first priority in the VCE program, if a VCE subject is filled with Year 11 students, the subject will be withdrawn from offer to Year 10 students.

CHRISTIAN STUDIES

All students at Donvale Christian College are required to study at least one unit of Christian Studies at Year 10 and at Year 11.

Normally at Year 10 students will complete one of the following units:

- Christian Communication and Service
- Work and Leisure

However for capable students who apply to do so the Christian Studies requirement may be met by undertaking one of the following VCE units:

- Religion and Society (VCE Unit 1) – *Comparative religion*
- Religion and Society (VCE Unit 2) – *Ethics*
- Urban Mission (Texts and Traditions VCE unit 2) – *Texts in Society*
(See the VCE Information Booklet)

SCIENCE

Students wishing to study various science units for VCE in Year 11 must elect to do appropriate Year 10 science units.

For VCE Biology, students should elect to do the Yr 10 Biology unit

For VCE Chemistry, students should elect to do the Yr 10 Chemistry unit

For VCE Physics, students should elect to do the Yr 10 Physics unit

Students with an interest in science or who want a science focus in Year 11 should do two or more units.

ENRICHMENT PROGRAM

The Enrichment Program is run on Wednesday afternoon, Periods 5 & 6. Students in Years 10 and 11 combine, providing an opportunity to broaden the curriculum offering. Students therefore participate in the enrichment program together. The activities offered in this block vary each semester and may include:

- Boys' Team sport
- Girls' Team sport
- Film studies
- Ceramics
- Computer Worlds
- Choir
- Musical production
- Studio Arts Folio
- Primary school tutoring

TECHNOLOGY

Technology subjects offered in the elective program are:

- Technology (Wood)
- Design and Technology
- Information Technology
- Food Technology

Design and Technology will involve students in very practical planning, design, costing, construction and evaluation of projects. The projects could be small or large in scale and worked on in groups. There will be scope for negotiation of projects. The subject has a problem solving focus. There may be some cost involved for materials for larger design pieces.

Technology (Wood) is a materials and technology subject with a focus on woodwork construction techniques. There may be some costs involved for materials for larger design projects.

Information Technology will involve students developing solutions to problems using spreadsheets, databases and web pages. Students are introduced to computer components and social/ethical issues associated with the use of technology. This subject has a practical focus and is useful for preparation to Year 11 IT.

Food Technology will involve students in both theoretical and practical sessions include producing a range of dishes and foods following a theme.

The purpose of the course:

This study allows students to undertake more specialized studies to prepare them for VCE Studio Arts and/or vocational pathways. They develop a heightened perception of the world around them, whilst learning to recognise and value cultural diversity in past and present contexts. Students experiment with traditional and contemporary techniques and processes and begin to explore and develop a personal style in their preferred media.

The Christian perspectives developed in the course:

The Visual Arts study aims:

- To help students discover God given talents and recognise their uniqueness through personal expression.
- To help students develop the confidence to express thoughts, feelings and ideas in a creative way and to encourage mutual respect and recognition of each others self-worth.
- To encourage discernment in the areas of aesthetic appreciation and awareness of the work and the orderliness and beauty of God's creation.
- To develop a sense of wonder and joy for visual reality in creation and in human endeavour.

The structure of the course:**Arts practice - ideas skills, techniques and processes**

Students will become more independent in their approach to exploring, developing and refining ideas, images and art works. As they document their development in a workbook, they will be encouraged to take artistic risks, select from alternative solutions and develop their skills, techniques and processes in a range of art forms. Students will plan and present art works for specific audiences. They will select and combine art elements, principles and concepts to explore and create compositions for art works. For example, students may use photography, a photocopier or multimedia to combine images or investigate the expressive use of line and colour in portraiture. Having experimented with a range of traditional and contemporary techniques and processes, it is expected that students will begin to develop a personal style and select a preferred media to create artworks.

Responding to the arts - criticism, aesthetics and contexts

Students develop skills in arts criticism as they describe, analyse, research and evaluate their own art works and those from different cultural and historical contexts. Students will be provided with source material and guidance as they examine the content and purpose of art works. They will research and discuss the

works of particular artists, they will make comparative studies of themes, styles and artistic movements, focusing on cultural issues and influences. Students will gain understanding of the impact of new technologies and scientific discovery on the practice of art, both in the history of Australia and overseas.

Year Ten Visual Arts is taken over the two semesters.

The content of the course:

The content of this program will demonstrate a range of skills, techniques and processes in organising art elements, principles and concepts to structure art works. Students will explore ideas and images through different themes which may include emotive art, reflections on life, religion in art, and portraiture. All practical work will be based on relevant study of artists/ art periods including past and present context.. Students will develop ideas in their workbooks and complete final art works. They will experiment in using two- dimensional media such as pastel, pencil and paint, as well some three-dimensional materials including modroc.

The assessment in the course:

Students are required to complete all set tasks and show an understanding of art concepts. Assessment will relate to class participation and the completion of research papers, visual diary, folio of work and final examination.

- **Research papers**

Short exercises, research tasks and essays will need to be completed by the student to prepare them for their end of unit exam and further studies in art.

- **Visual Diary**

A visual diary that contains all experiments with media and techniques, homework, conceptual explorations, handouts and theoretical work.

- **Folio**

Presented final art works, which may include drawings, paintings, prints and sculpture.

The purpose of the course:

This study allows students to undertake more specialized studies in fashion and textiles to prepare them for VCE Studio Arts, Visual Communication and/or vocational pathways. They develop technical skills in sewing and clothing construction, whilst learning about fashion throughout history and cultures. The course also looks at how to prepare and develop a folio specifically for fashion and textile related courses.

The Christian perspectives developed in the course:

The Fashion and Textile study aims:

- To help students discover God given talents and recognise their uniqueness through personal expression.
- To help students develop the confidence to express thoughts, feelings and ideas in a creative way and to encourage mutual respect and recognition of each others self-worth.
- To develop a sense of wonder and joy for visual reality in creation and in human endeavour.

The structure of the course:**Textiles practice - ideas skills, techniques and processes**

Students will become more independent in their approach to exploring, developing and refining ideas, images and art works. As they document their development in a workbook, they will be encouraged to take artistic risks, select from alternative solutions and develop their skills, techniques and processes in textiles. Students will plan and present fashion concepts for specific audiences. Having experimented with a range of traditional and contemporary textile techniques and processes, it is expected that students will begin to develop a personal style and create their own textile projects from this gained knowledge.

Responding to Fashion - criticism, aesthetics and contexts

Students develop skills in Fashion criticism as they describe, analyse, research and evaluate their own designs and those from different cultural and historical contexts. Students will be provided with source material and guidance as they examine the content and purpose of Fashion throughout history. They will research and discuss the works of particular Fashion and textile Artists, they will make comparative studies of themes, styles and fashion movements, focusing on cultural issues and influences. Students will gain understanding of the impact of new technologies and scientific discovery on the practice of fashion, both in the history of Australia and overseas.

The content of the course:

The content of this program will demonstrate a range of skills, techniques and processes in textiles. Students will explore ideas and images through different themes which may include cultural textile traditions, historical fashion and contemporary fashion and textile design. All practical work will be based on relevant study of fashion and textiles including past and present context.. Students will develop ideas in their workbooks and complete final art works / garments. They will experiment in using screen printing, hand sewing, machine sewing, dyeing, and feltmaking.

The assessment in the course:

Students are required to complete all set tasks and show an understanding of textile concepts. Assessment will relate to class participation and the completion of research papers, visual diary, folio of work and final examination.

- **Research papers**
Short exercises, research tasks and essays will need to be completed by the student to prepare them for their end of unit exam.

- **Visual Diary**
A visual diary that contains all experiments with media and techniques, homework, conceptual explorations, handouts and theoretical work.

- **Folio**
Presented final art works, which may include drawings, fabrics, garment construction and design concepts.

The purpose of the course:

- To help students examine the Christian faith in the light of issues and pressures facing them in the world.
- To provide students with the opportunity to explore personal and social issues from a biblical perspective.
- To develop an understanding of why and how a Christian's lifestyle is affected by their Christian faith.
- To provide practical and creative ways of expressing Christian belief and action.
- To help students understand the responsibilities of being a Christian and provide challenging and practical ways of serving other people and the community.

The Christian perspectives developed in the course:

The course is designed to foster Christian growth by encouraging students to think about and discuss their beliefs and values by exploring a range of views and opinions and comparing these with Biblical teaching, and by providing practical outlets for expressing their beliefs and views and putting these into action. The course builds on the assumption that it is in serving others that we grow and develop.

The structure of the course:

The subject is a one semester elective of one block of periods each week.

Students are introduced to the themes of a world in need and Christian responses by way of a series of learning activities and strategies which may include simulation exercises, surveys, group work and discussion, multimedia, excursion, visiting speakers, project work, role play, keeping a journal and other activities.

The contents of the course:

Students will explore a range of themes related to their faith, view of life, relationships, commitments, responsibilities and future.

Topics will include our role as Christians in God's world, a world in need, social needs and problems, justice issues, making a difference in the world.

Students explore the biblical perspectives on these issues, relate them to their own life experiences and communicate their learning through a variety of activities. Investigation of issues takes place through guided reading and class activities, viewing relevant videos and research.

An important component of the course will be a commitment to a service or communication project (eg landscaping a garden, helping with a youth group, carpentry at a campsite, volunteering at an elderly people's home, conducting a youth service etc).

The emphasis will be on practical Christian action and service.

Students may be expected to reflect on their experiences and learning through the keeping of a journal.

The assessment in the course:

Students will be assessed on the quality of their group presentation project(s), the successful completion of a service experience, their participation in class work and discussion, the keeping of a journal and an end of semester exam.

The purpose of the course:

Most of our life is made up of 'working' or 'playing'. Our views of work and leisure have changed dramatically over time and we have to make good choices about how we organise our lives. With a strong focus on Biblical study, primarily through the book of Ecclesiastes, this course is about helping students to make good lifestyle choices and how to use their gifts and talents in the service of God and others. The course aims:

- To reflect on what the Bible suggests about choices we make regarding how we use our time in both work and leisure.
- To explore the idea of worldview and the impact it has in shaping our lives and the decisions we make.
- To explore students' present understanding of work and leisure and relate this to biblical perspectives on how we approach work, leisure, economic life, recreation and lifestyle generally.
- To provide students with the opportunity to explore personal and social issues related to their experiences of work and leisure.
- To develop an understanding of why and how a Christian's lifestyle is affected by their Christian faith.
- To explore how economic life works in a society and how we deal with changing understandings of work, recreation, employment, unemployment.
- To help students explore the concepts of vocation and calling and ways of serving other people and the community with our gifts and abilities.

The Christian perspectives developed in the course:

The course is designed to foster Christian growth by encouraging students to think about and discuss their beliefs and values in the areas of work, leisure, employment, lifestyle and comparing these with Biblical teaching, and by providing practical outlets for expressing their beliefs and views and putting these into action. The course builds on the assumption that it is in serving others that we grow and develop and that fulfilling a vocational calling can be key in our growth and sense of belonging and fulfilment as agents of change in God's Kingdom.

The structure of the course:

The subject is a one semester elective of one block of periods per week. Students explore a range of topics related to a Christian understanding of work and leisure by way of guided reading, class discussion and activities, feature films and documentaries, simulation experiences, role play, surveys, research projects, visiting speakers and a practical research components.

The contents of the course:

Students will explore a range of topics arising from Ecclesiastes and partly generated from their own areas of interest. These may include:

- Worldview. What is it and how does my worldview shape me?
- Work, what is it? Hey ho, it's off to work we go.
- Leisure, do we need more of it? All work and no play makes Jill a dull girl.
- Slaves, servants or employees? Changing views of work over time.
- Don't mess with my world view. Beliefs and values about work matter.
- Why work at all? How economic life functions in a society.
- Won't technology allow us to play all the time? How technology has affected work.
- Do we work to live or live to work? Vocation, calling and service.
- How do I make choices about work, leisure and lifestyle?

Students are expected to engage in a small work or leisure service project and reflect on their experiences and learning through the keeping of a journal.

The assessment in the course:

Students will be assessed on the quality of project and assignment work, their participation in class work exploration studies and discussion, the keeping of a journal and an end of semester exam.

The purpose of the course:

- * To help students explore the notion of “Journey” through reflecting on the Biblical Journey and some of the great epic films such as *The Lord of the Rings*.
- * To provide students with the opportunity to explore characteristics of failure and success from a biblical narrative perspective.
- * To help students understand their lives in the context of a greater biblical narrative.
- * To develop an understanding of why and how circumstances impact on their own story.
- * To provide students practical and creative ways of applying the narrative of both the Bible and “epic” journey to their own story.
- * To use a familiar medium such as feature films and documentaries in order to connect students with the greater story.

The Christian perspectives developed in the course:

Life is not static. Faith is not static. Year 10 Christian Studies – The Odyssey acknowledges that individuals and communities embark on journeys of faith. Right from the beginning, God has given humanity the capacity and freedom to interact with Him and His world with a spirit of, and need for, discovery. This journey was to be one of responsibility, care and worship. The reality of sin, however, has caused humanity to, at times, flounder in their journey of faith. Yet, God uses hardship and suffering to develop the story of his people. The biblical narrative also reveals stories of great faithfulness as individuals and communities have sought to journey with God. These journeys are ones of faith. From Abraham (Gen 12; Rom 4) to the Israelites enslaved in Egypt and exiled in Babylon, through to Job and Paul, people have endured the trials and triumphs of the journey of faith. Christ’s own journey to this Earth was one where he enjoyed parties, learning and friendships. He also dealt with – and overcame – temptation, slander, suffering and death. As God’s people, the church continues to experience the highs and lows of the journey of faith; endeavouring to conform to the likeness of Christ.

The structure of the course:

The subject is a one semester elective of one block of periods each week.

Students are introduced to the themes associated with the creation of a story, including some key themes of hardship and sorrow, pain and suffering, joy and friendship, sacrifice and loyalty. These themes are explored through engagement with the Great Epic of the biblical narrative and epic stories from contemporary film such as *The Lord of the Rings*.

Learning activities may include surveys, group work and discussion, multimedia, excursions, visiting speakers, project work, role play, keeping a journal and other activities.

The contents of the course:

Students will explore a range of themes arising from a film such as *The Lord of the Rings* and will seek to relate these to their faith, view of life, relationships, commitments, responsibilities and future.

Topics of study:

Part 1 – The Journey; Exploring Film, Exploring the Biblical story. This part of the course will include film analysis and exploration of the structure of narrative. Students will become familiar with the relationship between the biblical story and contemporary stories of journey.

Part 2 – Our Journey; Themes within the film representing important parts of the Christian Life. The second part of the course seeks to challenge students' views of their own story and how components of a story will play a part in their own character development.

The primary emphasis of the course will be on student faith development rather than filmic analysis.

The assessment in the course:

Students will be assessed on the quality of assessment and connection with ideas... Students may be assessed on a variety of activities including journal writing, creation of multimedia, essays, research projects, film analysis, tests and an exam.

The purpose of the course:

Students in this subject will study a variety of texts (from Charles Dickens to ‘The Simpsons’) and develop the skills necessary to analyse and generate informed opinions. Print and television advertisements, films, cartoons and novels will be deconstructed to discover the inherent point of view and hidden messages. Students will study the language of advertising to discern meaning and they will learn to perceive how texts position readers to take a particular view of people and events. They will then discover how texts are constructions, not merely reflections of reality. For example, to what extent is Homer Simpson an accurate reflection of a modern man and what was Charles Dickens trying to teach us about England during the Industrial Revolution in his novel, Oliver Twist. This course will benefit Christian thinkers who are seeking to discern the truth and find meaning in our world.

The Christian perspectives developed in the course:

This course in critical literacy will help students to bring Christian discernment to the everyday messages they encounter through friends, the media, advertising, work, school and in their lives generally. It contributes towards students developing a Christian world view and for engaging Biblically with the ideas, values, issues and concerns they meet in 'texts' of all types from a billboard advertisement to a serious novel.

The structure of the course

This course will be offered for one semester in Year Ten and it will take four periods each week. It will benefit students in their future studies of V.C.E. English and English Literature. Videos, newspapers, advertisements, novels and films will be studied and a variety of assessment procedures will be utilised.

The content of the course

The course will be divided into the following components:

- Advertising. Students will be able to recognise the structure and common features of various texts, aspects of persuasive language, power structures, use of colour and design and the ambiguous nature of words.
- Films. A film has the capacity to lift you up like a soaring bird or leave you shattered in its wake. The various techniques film makers use to capture an audience’s attention and to force them to reach certain conclusions will be analysed.

- Print Media. Newspapers have to sell. That's critical. Newspaper owners and editors know how to do this sometimes using unscrupulous means. Students will discover some of these methods.
- Novels. Students will try to determine what the author's purpose was in presenting their story in a particular way and what meaning we can find by what the author has omitted?
- Meta Language. Students will develop a vocabulary to aid in the process of deconstruction.

The assessment in the course

Students will be assessed by various methods:

- Text responses
- A creative assignment- making your own advertisement
- Film Review
- Oral activity
- Exam

The purpose of the course:

God has given each of us many talents and a very important one is the gift of drama. Drama isn't just about acting and performing in theatre or musicals. It is about developing our skills in speaking and visual communication. It is about learning to be confident when communicating not only in front of a group of people, but having the confidence to speak and communicate to our peers and families. Students will learn some of these essential communication skills by participating in extended drama activities involving movement, characterisation, play building, focus, transformation, ritual and symbol. Students will also use a range of stimuli such as poetry, text extracts, newspapers, books and play scripts to develop their own performances.

This year, students explore a range of traditional, stylistic, historical, cultural and contemporary theatre forms, researching and analysing the stylistic, technical and expressive features of these theatre forms. Students then apply this knowledge to creating their own pieces, varying the content and structure to suit a range of contexts.

To encourage drama appreciation the drama group will attend approximately two professional performances per semester. These take place outside of school hours and students travel as a class (with teacher supervision) into the city for the live theatre experience. The costs incurred are usually \$35 (including public transport, theatre ticket and dinner). These are a compulsory part of the Drama course.

The Christian perspectives developed in the course:

The Drama course aims to:

- Provide opportunities for the creative development of performance based skills such as voice, movement and characterisation.
- Enable students to use their creative talents and abilities to worship God through drama and performance.
- Allow students the freedom to develop their communication skills within a safe and supportive environment.
- Encourage students to be active participants in dramatic communication and performance, and also encourage an awareness of the potential these skills have for effective ministry in the Christian church.
- Provide an understanding and awareness of the amazing gifts and creativity within every one of us, which reflects the wonderful imagination of God.

The structure of the course:

Drama is an elective studied for 4 zones per cycle for the year. Each semester is an independent course.

Drama practice – ideas, skills, techniques and processes

Students will use various starting points to generate and expressively develop ideas when making and presenting drama. They will demonstrate a range of skills, techniques and processes in organising drama elements to structure drama. For example: developing and sustaining characters and situations to express ideas, developing scripts from improvisation, using a variety of stagecraft elements to structure drama presentations. Students will plan, rehearse and present drama individually and in groups, to a variety of audiences.

Responding to Drama – criticism, aesthetics and contexts

Students will learn to describe how the organisation and presentation of drama can communicate ideas and feelings. They will also demonstrate an understanding of the ways in which drama is made in particular cultural and historical contexts. Students will compare the structure and expressive qualities of a range of dramas and develop and express informed opinions about performances (including their own). Students will also learn to understand how drama is used to meet specific cultural and historical purposes and understand how these contexts influence their own drama experiences.

The content of the course:

Throughout the year students will learn and develop skills in these areas:

- Didactic drama
- Absurdist Theatre
- Naturalism
- Expressive movement and voice
- Characterisation - role & character
- Creating the drama - improvisation
- Focus
- Creating dramatic environments - transformation

The assessment in the course:

Cooperation and participation in all class activities. Classes will be divided into longer practical sessions which will be supported by shorter theory classes. Keep bi-weekly journals reflecting on their drama experiences and techniques. The completion of work requirements which will encompass written assignments on certain drama methods, in-class performances, and major performance pieces (both solo and in groups).

The purpose of the course:

Christian responsibility involves competence in communicating to others. The English Course is designed to develop, progressively, competence in the four basic areas of language: reading, writing, speaking and listening.

Within this basic framework, students are given the opportunity to

- gain a critical understanding of language as an instrument for clear, honest and effective communication;
- expand and enhance their creative and imaginative gifts;
- become proficient in the processes of re-drafting, editing and assessing their own writing;
- learn to read with enjoyment, perception and discrimination;
- gain competence in their ability to evaluate information, organise ideas and form a personal opinion;
- develop confidence in their ability to formulate, articulate and express (verbally or in writing) their thoughts and feelings about themselves, their world and their reading.

The Christian perspective developed in the course:

English aims to extend the student's appreciation of the beauty and goodness that exists in God's world. Competence in language, both written and oral, is of vital importance if students are to become effective communicators. Christian students need to develop basic skills not only to communicate the truth, but also to discern truth. Students must be able to comprehend and analyse what they are reading; to critically evaluate and sift the true and good from the dishonest and manipulative.

Through the study of literature, the media, drama and the student's own writing, many of society's values are examined from a Biblical perspective.

The structure of the course:

English is organised as one block over the whole year. The course focuses on literature, issues and media, writing skills and oral work.

Over the course of the year, this will involve students developing the ability to:

- Write with clarity and creativity in various styles
- Redraft writing pieces
- Understand and analyse a piece of literature after reading a text
- Write a well structured essay on a text
- Comprehend the purpose of meaning in various types of writing and perceive differences between them

- Punctuate and spell correctly
- Speak clearly and with purpose
- Understand the role and methods of the media
- Respond to issues by persuasively presenting an oral or written point of view

The content of the course:

In Year 10, the English course is based on four areas of study:

Literature

- Three set texts studied in detail during the year
- Various activities based on the texts including analytical and creative writing, oral work, drama and thematic studies
- A wide range of reading is encouraged, including an examination of short stories and poetry

Issues and Media

- Evaluating an argument
- Developing an argument
- Role, evaluation and the components of a newspaper
- The language of media

Writing

- Participate in a range of writing types
- Develop writing techniques
- Planning and drafting
- Mechanics of writing (spelling, punctuation and grammar)

Oral

- Formal oral presentations
- Informal class and group discussions
- Debating
- Drama

The assessment in the course:

The following are descriptors of assessment requirements for Year 10 in English.

Approach to Studies

- Application to class work
- Participation in activities and discussion
- Organisation
- Completion of homework

Standard of Work

- Reading and responding to texts
- Speaking and listening
- Writing
- Mechanics of language

The purpose of the course:

The study of German helps students understand another people and their way of life. We seek to enable students to converse and write accurately and idiomatically in a number of set situations which they might encounter either here, (German is one of the largest community languages in Australia) or in a German speaking country.

Studying a foreign language leads to a better understanding of the student's own language and of how language works in life. It gives the student an appreciation of cultural diversity and it hopes to promote understanding of the problems faced by the many migrants in our community, who do not speak English, but are faced with life in an English-speaking environment.

The Christian perspectives developed in the course:

The study of German helps students to appreciate language as a gift from God which has been affected by human sin but is being renewed in Christ. Students learn to understand and respect another culture and have the pleasure of mastering the ability to communicate in another language.

The structure of the course:

German is studied for one block each week over the whole year. At least one, and usually several, of the following activities will be undertaken in any lesson:

- * learning basic language patterns (oral & written)
- * partner-work
- * listening to native-speakers on tape
- * creating and presenting conversational situations
- * writing from some stimulus material (eg. pictures) and guided composition
- * songs
- * puzzle sheets
- * videos (both language and culturally orientated)
- * reading aloud
- * reading a variety of materials for comprehension and enjoyment

CD-Roms will be integrated where relevant.

The content of the course:

At Year 10 level, students are given a further opportunity to improve their language skills in all four areas (speaking, listening, reading and writing) through a number of situations and topics including most of the following:

- * new in the class/comparing classes
- * shopping for clothing/in a boutique
- * how one spends one's money
- * occupations
- * holidays
- * an accident/in hospital
- * advertisements
- * going out to a party, youth group, disco/problems with parents
- * German folk tales
- * Germany's recent history
- * small cities, big cities, country
- * life/advantages and disadvantages
- * TV programs/weather reports
- * Christmas

Language structures covered in Year 10 include:

- * Comparison of adjectives
- * Dative cases in detail
 - special verbs
 - personal pronouns
 - with prepositions
 - possessive adjectives
- * Further word order questions
- * Conditional mode
- * Comparisons with “wie”
- * Subordinate clauses continued
- * Imperfect tense – regular and irregular verbs
- * Negative constructions
- * Two-way prepositions

Set reading material is included in the course.

The assessment in the course:

This subject is assessed half-yearly with an A, B, C, D or E grade.

Student assessment is based on the following

- * Oral work
- * Aural (listening) work
- * Class work
- * Tests
- * Reading Comprehension exercises

The purpose of the course:

As with all academic studies, Mathematics stretches the students' ability to discover and understand God's world and aspects of human endeavour.

The study of Mathematics is unique however, in the degree to which it is concerned with:

- logical precision
- rigorous attention to detail
- abstract thought, and
- the discovery and articulation of pattern and order

These demanding thinking skills are useful in

- trying to understand the order of the created world and
- as a preparation for many areas of work

The Christian perspectives developed in the course:

Mathematics provides us with some wonderful insights into the order of God's creation and the processes of learning mathematics provide many opportunities to develop Christian attitudes. There are many mathematical patterns in nature and these point to the created order of the universe. The systematic nature of numbers, and the predictability of the physical world, strongly suggest the existence of God.

Learning mathematics gives students the opportunity to develop Christian attitudes. Some students find maths easy and fun to learn, others find it difficult and, at times, arduous. God has created us all differently, with varying gifts and abilities. Strong maths students need to learn to respond with care and compassion to those who have less mathematical ability. It is very important that all students are respected for the individuality of their God given gifts. Our worth is not dependent on mathematics ability or any other single ability. Group work is undertaken in problem solving activities, and projects, to encourage this mutual respect and servanthood.

In order to live a life of useful service to God, it is sometimes helpful to have an understanding of mathematics. Thus we aim to equip students with an understanding of mathematics, so that they can go out into society and serve God in the area to which he has called them. Students need to be prepared for life academically, as well as spiritually, so they can have an effective Christian influence in the world.

The structure of the course:

In Year 10 one block over the whole year is allocated to mathematics. The course is formulated with a view to preparing students for VCE mathematics in Years 11 and 12. Therefore it must be broad enough to cover the needs of all students, yet provide a strong foundation for students wishing to study tertiary mathematics. For that reason, from the topics listed below, students will concentrate on areas of mathematics according to their needs.

Although mastery of skills is seen as critical, time will also be devoted to project work, problem solving and mathematical modelling. This might be done on a group or individual basis.

The content of the course:

Topics studied include:

- * algebra
- * linear functions
- * exponents
- * simultaneous equations
- * problem solving techniques
- * quadratic functions
- * length, area, volume
- trigonometry

The assessment in the course:

At the end of each semester students will be awarded a grade A to E. The grade will be based on :

- * Topic tests
- * A semester exam
- Assignments
- Problem solving

The purpose of the course:

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Mathematics provides us with some wonderful insights into the order of God's creation and the processes of learning mathematics provide many opportunities to develop Christian attitudes. There are many mathematical patterns in nature and these point to the created order of the universe. The systematic nature of numbers, and the predictability of the physical world, strongly suggest the existence of God.

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In order to live a life of useful service to God, it is sometimes helpful to have an understanding of mathematics. Thus we aim to equip students with an understanding of mathematics, so that they can go out into society and serve God in the area to which he has called them. Students need to be prepared for life academically, as well as spiritually, so they can have an effective Christian influence in the world.

The structure of the course:

Advanced Mathematics is a Year 10 elective unit which will run for one Semester. It is designed for capable students who are keen to study some additional maths in order to be really thoroughly prepared for VCE Mathematical Methods and General Mathematics (Scientific).

During the unit students will be extended in a range of key areas of mathematics. Specifically, students will participate in a range of activities which extend and deepen their understanding of the concepts covered in the core Year 10 Maths. Activities will include facts and skills work, problem solving and modelling exercises as well as project work and investigations.

The content of the course:

Topics studied include:

- advanced algebra
- graphing functions
- circular functions
- trigonometric equations
- problem solving techniques
- polynomial functions
- vectors
- solving equations

The assessment in the course:

At the end of each semester students will be awarded a grade A to E. The grade will be based on a range of activities from:

- * Topic tests
- * A semester exam
- Assignments
- Problem solving

The purpose of the course

The Music course aims to provide students with the opportunity to experience, perform and create music with a variety of styles, contexts and performance mediums.

Through these opportunities we want to encourage the development of specific skills in each of these areas and to see developed in each student an appreciation for the living and constantly evolving art of music.

The Christian perspectives developed in the course:

Because music is such an integral part of human culture as well as of worship and fellowship within the body of Christ, the Music course aims to:

- Instill and develop an attitude of **excellence** in presenting our best to God.
- Raise an awareness of the **creativity** of our God and of the potential for creativity that He has placed within each of us, to be used for His glory and for the building up of others.
- Raise the awareness that music through worship has the capacity to **encourage, uplift and unite** us spiritually.

The structure of the course:

The subject is organised into four areas of study:

- * Performance
- * Creative Organisation (Compositions, arranging and improvisation)
- * Listening
- * Musicology (History & Theory)

Because these components are so often intertwined, our aim is to present an overall course in which each of these regularly occur. Class time involves one block of periods per week.

The content of the course:**Performance**

Group performances based on students own arrangements, will be a major part of the practical component of this course. Solo performance on the student's chosen instrument will also be required.

Note: It is recommended that students undertaking music at Year 10 be taking formal tuition, outside of class time, either on an instrument of their choice, or voice.

Creative organisation

Investigation conventions of arranging, composition and scoring will be used as a lead in and preparation for a major arrangement to be notated, rehearsed, performed and then performed by the class.

Listening

Through regular aural exercises, we aim to further develop the ability, to know and recognise sounds in relation to the following musical elements:

- | | |
|-----------|------------|
| * Melody | * Dynamics |
| * Harmony | * Timbre |
| * Rhythm | * Time |
| * Texture | * Form |

To respond with ideas and feelings to music from a variety of styles. This form of analysis will be taught in conjunction with individual, specific aural skills.

Musicology (History and Theory)

Theory concepts related to specific compositional and arranging techniques and a brief history of Western Art music will make up this component of the Year 10 course.

The assessment in the course:

- Co-operative participation and contribution in all class activities
- A display of organisational skills in relation to workbook.
- The completion of work requirements
 - 1 Concert review
 - 2 A solo performance on a chosen instrument.
 - 3 The co-operative involvement and contribution to all performance activities.
 - 4 Completion and presentation of all Creative Organisation assignments.
 - 5 History, Theory and Listening tests on each area of study.

The purpose of the course:

A well balanced, comprehensive physical education program contributes to students becoming self-confident, disciplined, healthy, and fit.

Physical education gives the opportunity:

- 1 To develop respect for our bodies as a unique gift of God's creation, and to develop respect for the performance of ourselves and others as we impose demands on them.
- 2 To develop physically, with regards to skill proficiency, agility, flexibility, strength, speed and endurance.
- 3 To develop a healthy perspective toward competition, in that the activity is for the enjoyment of "all", and to develop respect for the efforts of others regardless of their ability.
- 4 To develop social skills within sport.
- 5 To increase knowledge of body processes, basic anatomy and physiology, and the relationships of physical fitness to healthy living, as well as knowledge of fundamental rules and strategies associated with games and activities.

The Christian perspectives developed in the course:

Our bodies are the temple of the Holy Spirit. Human beings are made in the image of God. We therefore have a responsibility to maintain our physical well being with regular exercise, a well balanced diet, cleanliness and by avoiding hazards that may affect our health in a detrimental way.

Many of the principles needed to develop a successful athlete or sports person are in reflection of principles necessary in the Christian life. Rules and guidelines are to be acknowledged; cooperation and teamwork is necessary to be effective; commitment is essential.

The structure of the course:

Physical Education consists of one full block over one semester. The course is formulated with a view to preparing students for VCE Physical Education Units 1-4, as well as providing students with a variety of experiences in physical activity. The practical and theoretical components of the course are closely related and designed to complement each other. There is an additional fee of \$30.00 for incursions and excursions.

The content of the course:

<i>Practical</i>	<i>Theory</i>
Fitness Testing Training Methods - circuits, wt training, interval (swimming excursion), continuous Cross-Country & Athletic training Games/Sports Weight training Laboratory	Physical Fitness - Fitness Components - Energy Systems (brief) - Training Principles - Training Methods Muscular-skeletal system - bones, function of skeletal system, - muscles, function of system Respiratory System

In addition to the above there are also:

- House Sports
 - Swimming
 - Cross country
 - Athletics
- Interschool Sports
 - Cross country
 - Athletics
 - Swimming
 - Senior Sport Competition
(summer & winter)

The assessment in the course:

At the end of each semester students will be awarded a grade A to E. Assessment is based on:

- * Laboratory reports
- * Tests
- * Skill performance and development
- * Effort and Participation
- * Uniform

The purpose of the course:

Outdoor education provides significant opportunities for experiential learning about relationships with self, others and the environment. Specifically, Outdoor Adventure Training aims to:

- Inspire and equip students to recreate in the outdoors for the sake of their physical, mental, emotional and spiritual health.
- Provide students with an opportunity to experience a range of natural environments, to build an appreciation of creation and to develop a responsible environmental ethic.
- Construct experiences that will bring about some deeply personal learning.

The Christian perspectives developed in the course:

Students will be encouraged to find God through their interaction with his creation. Learning about our interactions with self, others and the environment will be founded in Christian Principles. A Christian paradigm will be used to explore answers to some critical cultural questions.

The structure of the course:

Year 10 OAT is timetabled for one block of the timetable and will run for one semester.

Significant effort is made to conduct many practical activities within the timetable, however extended activities will draw students out of other classes and run over two full weekends in the semester. Interruption to classes due to excursions will be kept to an absolute minimum.

The specific detail of the practical work will be considered yearly and varies with enrolments, climate, seasons and the college calendar. Students will participate in two extended three day activities as well as shorter training sessions.

In 2008 there is an additional fee of no more than \$450 for this subject. Activity and group equipment will be supplied. Students will need to provide personal clothing items, sleeping bags and food.

The content of the course:

This course is designed to build upon the basic skills and understandings developed in Year 9 OAT.

Two major units and one minor practical unit will be taken from:

- River Journeying

- Ocean Journeying
- Rock Journeying
- Cycle Journeying
- Alpine Journeying

The assessment in the course:

Students will be assessed on the following three factors:

- Journey Preparation
- Journey Participation
- Summary of Learning

A mixture of competency based and graded assessment will apply as appropriate.

Assessment will be practical

The purpose of the course:

A well balanced, comprehensive sport and physical education program contributes to students becoming self-confident, disciplined, healthy, and fit.

Physical education gives the opportunity:

- 1 To develop respect for our bodies as a unique gift of God's creation, and to develop respect for the performance of ourselves and others as we impose demands on them.
- 2 To develop physically, with regards to skill proficiency, agility, flexibility, strength, speed and endurance.
- 3 To develop a healthy perspective toward competition, in that the activity is for the enjoyment of "all", and to develop respect for the efforts of others regardless of their ability.
- 4 To develop social skills within sport.
- 5 To increase knowledge of body processes, basic anatomy and physiology, and the relationships of physical fitness to healthy living, as well as knowledge of fundamental rules and strategies associated with games and activities.

The Christian perspectives developed in the course:

Our bodies are the temple of the Holy Spirit. Human beings are made in the image of God. We therefore have a responsibility to maintain our physical well being with regular exercise, a well balanced diet, cleanliness and by avoiding hazards that may affect our health in a detrimental way.

Many of the principles needed to develop a successful athlete or sports person are in reflection of principles necessary in the Christian life. Rules and guidelines are to be acknowledged; cooperation and teamwork is necessary to be effective; commitment is essential.

The structure of the course:

Sport and Lifestyle consists of one full block over one semester. The course is designed to provide students with a variety of experiences in both recreational and competitive activities as well as encouraging students to make healthy lifestyle choices. The course contains both a practical and theoretical component. There is an additional fee of \$90.00 for incursions and excursions.

The content of the course:

<i>Practical</i>	<i>Theory</i>
Fitness & Health activities & testing Golf Archery Sports (racquet, stick & ball) Cross-country & Athletics training Self-defence Minor Games	Health & Lifestyle - Benefits of activity - Lifestyle choices Issues in sport & Physical Activity

In addition to the above there are also:

- House Sports
 - Swimming
 - Cross country
 - Athletics
- Interschool Sports
 - Cross country
 - Athletics
 - Swimming
 - Senior Sport Competition (summer & winter)

The assessment in the course:

At the end of each semester students will be awarded a grade A to E. Assessment is based on:

- * Written reports
- * Tests
- * Skill performance and development
- * Research Presentation
- * Effort and Participation
- * Uniform

SUBJECT: SCIENCE - PHYSICS UNIT
- CHEMISTRY UNIT
- BIOLOGY UNIT
- ECOSCIENCE UNIT

YEAR LEVEL: 10

Purpose of the course:

An understanding of and competence in science is demanded by an increasingly technological society. From a Christian perspective, science enables us to develop appreciation, understanding of the created world. Science also helps us to understand and live in the invented world of technology. Decisions about stewardship in health, technology and ethical issues need to be made on an informed and critical basis. A study of science enables students to develop concepts, skills and attitudes to explore these issues. The year 10 course seeks to assist students to:

- appreciate the detail and complexity of creation, and the love and providence of the Creator;
- reflect God's love in personal lifestyle and behaviour;
- investigate and appreciate the inter-dependence of all things;
- establish a predisposition in caring and protecting the natural world;
- consider the contributions and limitations of science and technology;
- consolidate fundamental inquiry, experimental and research skills;
- appreciate that where conflict appears between Scriptural knowledge and scientific knowledge, human understanding is in error.

Theme or focus in Year 10 Science:

“Science, Technology, Society and Lifestyle”

Year 10 Science operates at level 6 of the Victorian Curriculum and Standards Framework. Year 10 Science is an important preparation for VCE studies. Through a study of the major disciplines, students will develop an overview of science, and acquire the knowledge and skills required for senior study in all disciplines.

The Christian perspectives developed in the course:

This course should assist the Christian growth of the students by:

- Making responsible decisions on various ethical issues relating to science and technology;
- encouraging students to consider and appreciate differing points of view held by Christians, and to form their own opinions without losing respect for others;
- helping them to have a reverence of God, a sense of wonder at the creation and a balanced view of man's place in the universe;
- giving an understanding of both the usefulness and limitations of scientific models in their ability to describe the created order;

The structure of the course:

Science is studied for one block per week and is offered as three semester length units. Students must choose at least one unit of science and those with an interest in the area are strongly recommended to do the following units in preparation for the VCE.

- Year 11 Physics – Year 10 Physics & Year 10 Chemistry
- Year 11 Chemistry – Year 10 Chemistry & one other science unit
- Year 11 Biology – Year 10 Biology & Year 10 Chemistry
- Year 11 Psychology – Year 10 Biology & one other science unit

The content of the course:

Physics

- Astronomy and Cosmology (what is the universe like, where did it come from and how will it end?)
- Energy and power
- The laws of motion
- Waves, light, sound, electromagnetism
- Electricity

Biology

- Asexual and sexual reproduction
- Human reproduction and sexuality
- Genetics, heredity, evolution and natural selection
- Cell structure and function
- Behaviour, Nervous system and homeostasis

Chemistry

- Elements and the periodic table
- Metals and non-metals
- Hydrocarbons
- Polymers
- Atomic theory and bonding
- Chemical reactions

Ecoscience (Environmental science)

- Plant Science - Propagation, Growing, Uses
- Alternative Energy - Renewable energy, energy efficiency
- Ecologically Sustainable Development
- Water – uses, treatment, “Streamwatch” monitoring - water monitoring and analysis and biological surveying

The assessment in the course:

Students are required to enter fully into every aspect of this course, developing their potential to the fullest possible extent. This expectation is reflected in the range of work requirements and assessment tasks. Students are assessed for understanding, experimental and research skills. Each term, students have topic tests and one assignment or investigation and there is an end of semester exam.

The purpose of the course:

God has shown His hand in history. Thus it is important for Christians to see God's plan and purpose for man, through the study of history.

History is the study and practice of making sense of the human past. Our present is built on and becomes meaningful because of the past. For students to have an understanding of the past is therefore, crucial to their identity in the present and their opportunity to contribute to the future.

Specifically, the purpose of studying history is for students to:

- develop an understanding of how change and stability are characteristic of all cultures;
- acquire a knowledge of and a familiarity with people of different times and cultures;
- develop an ability to understand and use historical concepts such as "cause" and "evidence";
- develop an ability to respond creatively and critically to historical evidence;
- identify the human factors that have shaped history and thus learn from what has happened;
- develop those research and study skills that are particularly found in the discipline of history but are important for a student's future needs.

The Christian perspectives developed in the course:

Throughout history God has been working to bring his purposes for people to a conclusion. It is this overall perspective on history and the salvation which God intends in history, that is central to the course.

In specific terms, students will gain and grow from a Christian perspective on history by:

- identifying how closely linked much of history is to Christian ideas;
- analysing how Christian values have functioned in many historical settings, compared with other value systems;
- understanding Christian cultures and communities of the past;
- perceiving the importance of the coming of Jesus in determining the course of history;
- learning from the human frailty and misunderstandings of the past;
- critically comparing non-Christian cultures with Christian cultures.

The structure of the course:

SOSE History: Asia Shoguns, Warlords & Samurai offers an introduction to Asian history, society and culture. It aims to increase students' appreciation for Asian cultures generally and it enables them to explore the contemporary and historical relationship Asia has with Australia.

The course is divided into units of work covering various aspects of Asian culture and history.

Key learning areas are explored using a variety of formats, including class discussion, co-operative learning group activities, research assignments, film study, document analysis, student presentations, essays and excursions.

SOSE History: Asia Shoguns, Warlords & Samurai is a one semester subject of one block per week.

The content of the course:

Students are introduced to the geography, people, religion, culture, politics, commerce and other aspects of the Asian region. They will focus on the reality that while Asia is one vast region, it is in fact characterised by many diverse nations. Particular attention is given to Japan and China. Both significant powers in the Asian Region, an attempt is made to link their history with their contemporary culture, identifying important contrasts with Australia in the process. **SOSE History: Asia Shoguns, Warlords & Samurai** will cover the following topics:

- Landscapes and Lifestyles - an exciting glimpse at the diverse landforms that have impacted the lives of millions.
- Mongols to Mao and beyond - an overview of Chinese history from ancient dynasties to the more recent struggles of Chinese people for political freedom.
- Shogun to superstate - a brief look at traditional Japan and its amazing rise to "mega power of the modern era".

The assessment in the course:

Assessment will be by way of assignments, essays, individual and group project work and tests and end of semester exam. Participation in discussion and class work is also taken into account.

The purpose of the course:

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- learning from the human frailty and misunderstandings of the past;
- critically comparing non-Christian cultures with Christian cultures.

The structure of the course:

SOSE HISTORY - War and Peace offers an ambitious introduction to key periods in world history, examining both the macro context and personal experience of war and peace. Conflict, its causes, prosecution and its resolution are pivotal moments in

the development of human culture and serve to highlight human behaviour at its extreme. It is around the context of war that we see humanity at its most selfish and its most selfless and have opportunity to study not just history but to observe human character under pressure.

The course is divided into units of work covering 6 pivotal wars. We aim to examine the causes of the war and its 'justness', the overall conflict, the human experience via letters and personal commentary, the outcomes and the effects of these outcomes upon history and culture.

Key learning areas are explored using a variety of formats, including class discussion, co-operative learning group activities, research assignments, film study, document analysis, student presentations, essays and excursions.

SOSE HISTORY - War and Peace is a one semester subject of one block per week.

The content of the course:

The following historical events are covered:

- The battles of Alexander the Great
- The Crusades
- The Napoleonic wars – the march on Moscow
- The Second World War – the battle of Stalingrad
- The Arab Israeli conflict – the creation of Israel
- The Third Gulf war (Iraq 2003)

In the study of each conflict the following key areas will be analysed. Emphasis will vary depending on the period being studied.

- The chronological development of the conflict and its resolution
- The primary causes of the conflict
- Personal experience – tales from the battlefield
- The role of truth and propaganda
- The response of the church.(where applicable)
- The consequences of the peace on subsequent history, culture and society.
- The way the conflict has been interpreted

The assessment in the course:

Assessment will be by way of assignments, essays, individual and group project work and tests and an end of unit exam. Participation in discussion and class work is also taken into account.

The structure of the course:

This new course offers an exciting introduction to a number of events that ‘shook’ the world in the last 500 years. After a brief introduction to these events, students will explore how these events challenged the thinking, beliefs and values of the time. They will investigate the short and long term impacts of these events. They will consider how these events ‘shook’ the lives of ordinary people, but also why these events ‘shook’ the world. They will consider from whose perspective we make such an assessment. Students will also reflect on whether these events were considered momentous in their own time, or whether history has judged them so.

The course is also designed to be a fun, interesting smorgasbord of famous events, people and ideas. We want to whet the appetites of emerging historians as they engage with some of the extraordinary events of the last 500 years.

The content of the course:

Events that may be covered in the course include:

- The monk who shook the church - The Protestant Reformation
- The scientist who shook the church - Galileo and the scientific revolution
- ‘We don’t need your King or country’ - The American Revolution
- The promises of modernity begin to sink – the story of the Titanic
- Towering Inferno – the September 11th terrorist attacks

Students will also have the opportunity to investigate a number of events of their own choosing, explore them in some detail and then put forward the case as to whether they should be included in our ‘top ten’ events that shook the world. This will encourage students to think about how we assess, evaluate and learn from history.

The assessment in the course:

Assessment will be by way of assignments, essays, individual and group project work, tests and an end of unit exam. Participation in discussion and class work is also taken into account.

The purpose of the course:

Geography is a way of viewing things and a framework for developing and organising knowledge about the world. Geography can make a significant contribution to an understanding of many of the issues which society considers to be important.

The study of geography will enable students to:

- * develop an understanding and appreciation of people and their natural and built environments and to consider God's purpose and man's responsibility in caring for the environments in which he lives.
- * build on their geographic knowledge and understanding by investigating physical environments, human activities and the relationship between them on a local, regional and global scale.
- * understand and apply key geographic ideas of location, scale, distribution, region, spatial association, movement, spatial interaction, distance and spatial change over time.
- * develop skills of observation, data collection, interpretation, analysis and synthesis that are fundamental to Geography.
- * make, justify and promote value judgements about specific issues based on the analysis of information gained about the subject and the consideration of Christian perspectives.

The Christian perspectives developed in the course:

At each year level, the following Christian perspectives are relevant to the teaching of Geography

- * God created the Earth and everything in it according to His plan and purpose.
- * God provides for His creation. He continues to sustain it allowing it to change through natural processes.
- * Land is polluted as a result of the Fall. Human plundering of the earth's surface, causing land degradation, depletion of resources and extinction of some species is evident.
- * Natural resources belong to God. Our mandate is to tend and to keep the creation. Thus, we are stewards of the land, given responsibility to care for it.
- * God's original desire for humanity was to populate the whole earth thus God distributed the land to tribes and nations and is concerned about boundaries.
- * God is concerned about all kinds of people wherever they live and whatever their status.

The structure of the course:

SOSE: GEOGRAPHY - Global Environments is taught in one block of periods per week for the duration of one semester.

SOSE: GEOGRAPHY - Global Environments is a single subject but can be enriched by taking one of the History electives offered.

Our world has a wide variety of landscapes and climates and a colourful tapestry of culture and traditions. These are all explored through the patterns, problems and processes of people in their local environment - a geographical study of the world.

The content of the course:

The geographic patterns of parts of Asia, compared with Europe or Africa – or even other parts of Asia – are amazingly diverse: high mountain areas, extensive lowland plains, dense urban developments and remote rural villages. Climates range from tropical heat to freezing Arctic zones, vegetation can be lush or non-existent, rich people live alongside poor and all of this contributes to unique patterns in the Global World.

SOSE: GEOGRAPHY - Global Environments will cover the following topics:

- * Maps of the world - physical, vegetation, resources, climate.
- * Urbanisation - comparison between cities and rural life. Case studies of Beijing, New York and ???. Singapore - the model city?
- * Environmental Issues in our world- diminishing rainforests, endangered species, etc.
- * Developing countries in the world - this topic will examine the gap between rich and poor. It will explore the major problems experienced by developing countries – particularly in Asia – such as population growth, nutritional needs, overcrowding in urban areas, water supply, health and educational needs, etc. Consideration will be given as to how these developing countries can be assisted.

SOSE: GEOGRAPHY - Global Environments will encourage students to form a Christian response to the problems of poverty, oppression and the unequal distribution of natural resources and to develop a Christian perspective towards sharing our resources, by providing practical help and support to developing countries, and by caring for the world in which we live.

The assessment in the course:

Students will be assessed through a variety of means, including assignments, essays, document study, map presentations, co-operative learning group projects and an end of semester exam.

The purpose of the course:

The study of this unit will enable students to:

- Develop knowledge and understanding of humans' interaction with their environment at a global level.
- Develop and extend communication skills.
- Develop the skills of observation, data collection and report writing which are deemed an essential part of senior geography.
- Make and justify value judgements on issues raised in this unit of study.

The Christian perspectives developed in the course:

Christian perspectives relevant to this study include the understanding that:

- God created the Earth and all that is in it according to His plan and purpose.
- God sustains the world and provides for it.
- God has called on people to be His stewards. We have an obligation to take care of God's creation and those that inhabit it.

The structure of the course:

SOSE - Sustainable Futures, is a one semester elective with one block of periods per week.

The course prepares students for the skills required in senior geography.

The course aims to:

- Extend students' appreciation of an inquiry-based approach to geographic issues.
- Explore an area of study through the completion of research assignments, analyses of statistics, group activities and fieldwork.
- Use appropriate CD-ROMs, websites and other information technology to collect and process data relevant to the topic being studied.
- Collect, process and use fieldwork data to prepare reports.
- Explore Government and Non-government responses to issues being studied. E.g. the role of World Vision.
- Develop a comprehensive strategy to resolve an issue related to the use and management of a natural or human environment.

Students will explore this area of study through the completion of research assignments, analyses of statistics, group activities and fieldwork.

The content of the course:

The content of the course is negotiated with students to some extent and will vary from year to year depending on interests and current issues.

Areas of study may include:

“It’s Playtime” – a study of recreation pursuits at a local level and investigating tourism at a global level.

“Listen – our land is crying” - a study of sustainable forestry and land management.

“Full house” – investigating the impact of a rising population and resource distribution.

The assessment in the course:

Students will need to successfully demonstrate an understanding of outcomes related to this course. This will primarily be achieved through assignments, individual and group work, fieldwork reports and an end of semester exam.

The purpose of the course:

The course aims to help students to develop the skills for personal and business financial management. Students explore what is involved in setting up a budget and investigate contractual and economic issues associated with purchasing items such as mobile phones, credit cards and cars. Students will also be encouraged to explore what it means to take a responsible and discerning approach to business and financial decisions in our cultural context.

The Christian perspectives developed in the course:

Christians are encouraged to be good stewards of their resources in everyday life. The mind your own business course aims to help students reflect on their own responsibilities as a consumer and consider what it means to take a Christian 'world view' in relation to financial management.

The structure of the course:

The course is structured around four primary themes:

1. Making choices
2. Managing money
3. Understanding our place in the community
4. Planning for our future

Mind Your Own Business is an elective subject involving one semester of work of four periods per week.

The content of the course:

The main content areas to be explored are listed under the four key themes within the course.

1. Making choices
 - What kind of consumer am I? consumer behaviour, 'affluenza'
 - What influences my choices?
 - Mobile phones, credit cards and buying a car
2. Managing money
 - Budgeting (income, expenses, cashflow)
 - Tax
 - Banking and Credit

3. Understanding our place in the community
 - Contracts
 - Scams
 - Establishing a small business
 - Civics and my community

4. Planning for our future
 - Budget planning
 - Cost of living – lifestyle choices
 - Investments and the Share Market

The assessment in the course:

Students demonstrate their knowledge and understanding by way of case studies, simulation exercises, guided readings, class discussions, response questions, tests, participation in class activities and an end of unit exam.

The purpose of the course:

This SOSE elective focuses on politics and civics and explores the way society can be organised, who exercises power, how a nation is governed and how political, legal and economic decisions are made.

The course aims to help students become active, responsible, informed citizens who have an understanding of political, social and economic processes and are able to make a positive contribution to their society and community.

Students explore real social and political issues and are encouraged to take an interest in current events and debates.

The Christian perspectives developed in the course:

Christians are encouraged to be 'ambassadors' in God's world, people who represent him in every area of life. This course contributes towards helping students to understand their society and the political, economic and cultural factors that shape it. It encourages a critical understanding of Australian social, political and economic life and explores Biblical perspectives on these areas.

As Christians we are called to create a better world based on the principles of God's kingdom. This subject aims to show students that they can be politically active in a positive way and can help to create change to make the world a better place.

The structure of the course:

POLITICS is a one semester elective of one block of four periods each week.

An inductive approach is used to explore political systems, Australian government, economic questions and how political decisions are made.

The course examines a series of social and political questions and themes by way of a range of learning strategies which may include guided reading, film and video, speakers, a visit to the Victorian Parliament, research assignments and role play.

The content of the course:

Politics at Year 10 involves four areas of study:

- The nature of power
- Different political ideologies
- Democracy
- Government in Australia

The course examines what it means to be a responsible citizen of a country and helps students to develop a critical understanding of political, social and economic processes.

Themes and topics are explored by way of a series of questions and problems such as:

- How are different societies organised?
- Who exercises power in countries and societies and how?
- What is communism, fascism, conservatism, democracy, dictatorship?
- How is Australia governed and what is expected of citizens?
- How are political and economic decisions made?
- What role do Christians play in social and economic life? How can I make a difference?

The assessment in the course:

Students demonstrate their knowledge and understanding by way of guided readings, class discussions, response questions, research assignments, oral presentations, tests, participation in simulation exercises and/or debate and an end of unit exam.

The purpose of the course:

Media Studies encourages and equips students to analyse their use of communication media. In addition, it covers an analysis of the social effects of a variety of media in both positive and negative ways. Social networking is a new use of media and is massively popular with teenagers connecting with friends online. Students will appreciate how Biblical principles still impact on computer use and should govern their use of communication technology.

The aims of this media studies elective are:

- Identify different forms of media and the purposes of each
- Consider the social effects of mass media and advertising, on individuals and society.
- Identify and analyse the persuasive techniques used in advertising.
- Learn to analyse the messages and information presented by different media
- Analyse how social networking and similar tools can be used in positive and negative ways to connect with people, from peers to business people, worldwide.

The Christian perspectives developed in the course:

The media studies course aims to:

- Explore the Biblical principles which impact our use and abuse of communication media and digital networking tools.
- Consider the impact of consumerism, mass advertising and the Biblical views on these issues.
- Help students to critically analyse the visual communications of others from a Christian viewpoint.
- Encourage students to use their abilities to use communication tools in an ethical and productive manner.
- Develop patience and responsibility in developing a project in a team.

The structure of the course

Media Studies is an elective subject which is allocated one block for one semester. The content relates to the VELS Domains of The Arts, Civics and Citizenship, Personal Learning, Interpersonal Development, Communication, and ICT.

The content of the course

In this subject you will be expected to be able to demonstrate ability to:

- Create a poster comparing and analysing five forms of media and the Biblical principles which relate to these
- Analyse advertisements (both positive and negative examples) and identify the persuasive techniques used in these
- Create a social networking site, and analyse the positive and negative aspects of using this tool.
- Work in small groups to produce an identical news story, using different media. As a class, compares the projects in terms of effectiveness and perceived reliability of information.

The purpose of the course:

Technology refers to the materials, equipment and processes people use to enhance, improve and modify their environment and enrich human life. It is central to God's purpose for people to be 'stewards' of his creation and to care for and develop his world.

The aims of this design technology elective are:

- to help students understand and appreciate their calling to be creative agents in God's world;
- to provide opportunities for students to be involved in the purposeful application of knowledge, skills, equipment, materials and information to create useful products;
- to help students to understand the design process and to use it to generate real solutions to real problems and needs;
- to promote an awareness and understanding of the social contexts (home, school, leisure, business) that require design solutions;
- to enable students to use and develop a range of 'craft' skills.

The Christian perspectives developed in the course:

The design technology course aims to:

- encourage students to use their abilities to produce good designs that are worthy of our attention.
- promote an appreciation for good design and learn from creation.
- raise the awareness of the creativity of our God and the potential of the creativity He has given us.

The structure of the course

Design Technology is an elective subject which is allocated one block for one semester. The course will focus on practical design solutions to real problems and needs, so two single periods per week may be devoted to design theory, but most time will be spent on practical design implementation in assignment and project work.

Cost: For larger projects the cost of material will be charged to the school fees account.

The content of the course

Students are introduced to the design process (involving investigating, designing, producing and evaluating) through a range of small practical tasks, culminating in a more extensive design project.

They examine the design process in detail, identifying needs and problems which require a design response, analysing the problem, developing a design brief, generating possible solutions, constructing and testing models, planning and documentation for construction, producing a final product, evaluation and appraisal.

The first part of the course requires students to become aware of the need for technology responses for various social contexts (eg a tool for a particular work process, a toy for a specific age group, an instrument for a certain experiment).

Students will be expected to generate innovative design solutions to limited, well defined problems.

This will lead into a major design project of the student's own choice where students will be expected to produce a design solution to an observed need using a range of materials. The solution will involve working through all the stages of the design process and presenting a final product for assessment.

Examples of possible projects are

- designing a toy for a child with a specific disability;
- designing a piece of furniture for specified ergonomic needs;
- designing an electronic device;
- designing an art piece for a specified setting.

The assessment in the course

Students are assessed on:

- a range of minor design tasks;
- a design awareness exercise;
- the preparation of a design brief;
- design documents or model;
- the major design prototype or product.

Students will be expected to keep a neat and well organised note book.

The purpose of the course:

The purpose of the Technology (Wood) course is to:

- Extend students' skills in working with wood in the production of a significant piece of design .
- Prepare students for the future, equipping them with practical skills relevant to vocational opportunities and recreational interests.
- Teach and encourage a balanced outlook and willingness to accept our own and others weaknesses but also see our and others strengths and to respect our own and others property.
- Learn to discipline ourselves to achieve high standards and to demonstrate this by explaining that some times hard work and time will produce the standard necessary and then one has a sense of achievement.
- Encourage creativity, positiveness and a desire to do one's best and enjoy the job in hand.

The Christian perspective developed in the course:

- To encourage student's appreciation and knowledge of God as the God of Creation and to have an appreciation of His creation, helping them to see our responsibility as his children to preserve and take care of it as best we can.
- To recognise and help develop the students God-given talents and ability and to encourage a sense of self worth.

The structure of the course:

This course is an elective and can be studied for one or two semesters.

Cost: For larger projects students will need to pay for the cost of materials.

The content of the course:

This course is built on work covered by the Year 9 course and extends the students in these skills and knowledge. The practical work can cover the following projects: Chippendale Occasional table, Coffee table, Step Ladder, Folding Stool, or Computer Table.

The students are required to design, make plans and notes on work done and are given a completion date for the project to make them aware of the time it takes. Usually one project is completed. Sometimes a community project is undertaken by the students, usually a job around the school.

The students have various assignments, one being a small assignment on the care and sharpening of chisels and planes – the students then bring and sharpen a plane or chisel from home.

Another area discussed and tested is home maintenance. Some aspects covered are painting and colour, kitchen and bathroom design and renovating, plumbing, electrical wiring (How much you can and cannot do) and other practical jobs and maintenance around the home.

The assessment in the course:

The students are assessed on the practical project - the workmanship, time taken, industry and design.

Included in assessment are the assignment on sharpening and maintenance of hand tools along with smaller tests on general knowledge. The folders and notes are also assessed.

The purpose of the course:

The Food Technology course is designed so that students are encouraged to:

- appreciate and understand different foods and their nutritional value;
- enjoy learning more advanced cooking and food preparation skills;
- understand how the body works in relation to food as designed by God;
- manage time working quickly and efficiently;
- learn to make wise food choices based on a thorough understanding of food and its functions in the body;
- recognise management concepts as relevant to our everyday lives;
- be prepared for the course content and work requirements of Year 11 Human Development.

The Christian perspectives developed in the course:

Food Technology is a study related to individuals in their everyday lives and walk with God. Its focus is on the management of the resources God has given us in creative and satisfying ways. In particular, the study is concerned with the physical, social, emotional and spiritual factors of personal development within the home, family and peer group.

Recognising that humans are wonderfully made, in the image of God, students learn about the care of the human body, and the design and production of nutritious foods.

The structure of the course:

Food Technology at Year 10 is allocated one block per week for one semester for both practical and theory work.

There is a strong relationship between the work covered in theory and the practical work.

The content of the course:

The integration of theory and practice is fundamental to learning in the Food Technology course. The theory aspect of the course covers such areas as:

- * Fats and oils
- * The Mediterranean diet
- * Fast food and the Macdonalds phenomenon
- * Menu planning
- * Food service/Hospitality
- * Diet and Lifestyle related diseases

Practical sessions include producing a range of dishes and foods following a theme
Term one – Food from the Mediterranean region from tapas to soups and cake
Term two - Preparing meals from a range of available ingredients

The assessment in the course:

A grading of A to UG is awarded at the end the semester. Assessment is based on:

- * Practical assessment - held approximately every six weeks;
- * Exam - held at the end of the semester
- * Homework - students are required to complete some form of homework each week whether it be written or practical
- * Written Work - keeping their notes neat and up to date and assignments.
- * General food preparation competence

Approximately 40% of the assessment is on practical skills and the other 60% on written work.

The purpose of the course:

Information Technology focuses on the processing and management of information to meet a range of individual and societal purposes. The computer has become a vital tool for learning, research, managing and presenting information. It is integral to all subject areas in this College.

The aims of this information technology elective are:

- to help students understand and appreciate their calling to learn and communicate creatively, using the range of IT techniques and processes available
- to provide opportunities for students to build on and extend their repertoire of information technology skills
- to promote an awareness and understanding of the value and usefulness of information technologies and their place in society
- To develop a critical appreciation of the limits of information technology and its inappropriate application
- To develop a foundation for VCE information technology courses for those who wish to choose this focus

The Christian perspectives developed in the course:

The information technology course aims to:

- encourage students to use and extend their abilities in information technology
- promote an awareness of the good use and inappropriate application of information technologies
- to develop a discerning approach to information technologies on the basis of Christian values and principles.

The structure of the course

Information Technology is an elective subject which is allocated one block for one semester. The course will focus on both theory and practical application. There will be opportunities for students to pursue their own areas of interest in specific areas of IT.

The content of the course

In this subject you will be expected to be able to demonstrate ability to:

- develop database solutions to solve information problems
- create/program a computer game using specialized game making software

- design and create a DVD using video, pictures and audio using specialized DVD production software
- explain the key aspects of a 'selected' social/ethical issue related to the impact of information technology on everyday life

The tasks will be assessed based on a variety assessment methods including; software solutions, short written report, presentation, group project, and an exam

The purpose of the course:

The purpose of the visual communication course is to develop Arts Practice and Responding to the Arts. The visual communication course aims to develop knowledge, understanding and skills to communicate ideas and information by using the appropriate language to describe and criticise their work and the work of other designers. Students are encouraged to develop their ability to think and solve problems creatively and imaginatively by the use of freehand drawing, instrumental drawing and rendering both by hand and the use of the computer.

The visual communication course is useful in that students should apply concepts and skills learned to all other areas of curriculum.

The subject is offered up to Year 12 level and is called Visual Communication and Design. Many Visual Communication and Design students will apply their knowledge to careers in graphic design, industrial design, multimedia, landscape design, interior design, photography, printing, illustration, architecture and building.

The Christian perspectives developed in the course:

Visual communication allows the expression of Christian values, world views and culture.

The visual communication course aims to:

- encourage students to use their abilities to produce visual communications that are encouraging and worthy of our attention and meditation;
- help students to appreciate the awesome design imagination of God and derive inspiration from his creation;
- encourage students to use their ability to design effectively and aesthetically and without prejudices;
- help students organise the presentation, technology and design of their work so it communicates clearly, effectively and honestly;
- encourage patience, responsibility and the sharing and caring of resources;
- help students to critically analyse the visual communications of others from a Christian viewpoint appreciate and be thankful for the unique artistic, technical and conceptual talents God has given us and our fellow peers.

The structure of the course:

At Year 10 visual communication is studied for half a year or one full year. The content (as shown below) includes Arts Practice and Responding to the Arts. The curriculum will be covered by means of teaching and then practice, discussion,

demonstration, group work, individual study, theory and research work, written analysis and homework.

The content of the course:

Students are required to complete given design tasks, which they are encouraged to solve creatively and imaginatively. The presentation of a student's visual communications should be given considerable planning and thought. Some topics include:

Design Elements and Principles	Fashion Design
Research Assignments	Design Brief
Advertisement Analysis	Instrumental Drawing
Historical Assignments	Packaging
Designing for people	Orthogonal drawing and sectioning
Packaging	Two point perspective
Architectural drafting and rendering	Tonal rendering
Illustrating	Web site research

Students are given opportunities to develop skills in layout design, typography, rendering and drafting on the computers using the programs Paint, Paint Shop Pro, Adobe PhotoShop CS, Adobe Illustrator 10 and Tri CAD.

The assessment in the course:

Students are required to:

- * Complete and submit practical work on a regular basis throughout the year
- * Complete homework exercises
- * Complete all preliminary work in an A3 sketchbook
- * Complete two minor examinations conducted at the end of each term.

An overall grade A to E or UG is given at the middle and end of the year. The following areas are graded:

- | | |
|---------------------------------|--------------------------|
| * Freehand drawing skills | * Participation in class |
| * Technical drawing skills | * Design concepts |
| * Organisation | * Presentation |
| * Application | * Computer design skills |
| * Research & Theory assignments | |