WANTIRNA
SOUTH
CAMPUS

2014
YEAR 10
SPECIALIST
SUBJECTS
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Year 10 Subject Offerings

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

Core Subjects
The core subjects studied by all students in Year 10 at Waverley Christian College are:

- Biblical Studies
- Career Education
- English
- Geography
- History
- Mathematics
- Physical Education
- Science
- Sport

Specialist Subjects
At Waverley Christian College we offer a range of specialist subjects which are designed to prepare students for further study at VCE level in these subjects. Students also have the option of commencing accelerated studies in one of a limited range of VCE studies as part of their Year 10 program.

VCE Accelerated Study Program
As well as being able to complete a range of specialist subjects at Year 10 level, we also offer students the opportunity to commence studies in a limited range of VCE studies. These studies include:

- Business Management Units 1 and 2
- Health and Human Development Units 1 and 2
- Information Technology Units 1 and 2
- Legal Studies Units 1 and 2
- Mathematical Methods (CAS) Units 1 and 2 (for selected students)
- Media Units 1 and 2
- Outdoor and Environmental Studies Units 1 and 2
- Psychology Units 1 and 2
- Texts and Traditions Units 1 and 2
- Dance, Product Design and Technology

Reasons for Commencing VCE in Year 10
In recent years many of our senior students have taken the option to accelerate in a particular VCE study and have met with success and experienced great benefit (personal and academic) for having done so. The reasons why we offer a VCE/VCAL fast track program at Waverley Christian College include:

- Catering for individual needs and interests
- Maintaining motivation for learning (lack of boredom) extension and challenge
- Opportunity for senior students to have a preliminary experience of the VCE/VCAL processes
- Have the option to pick up an extra VCE unit (10% bonus for ENTER for their fifth and/or sixth studies)
- A greater sense of ownership and control of their own learning – effective independent learners

Subject Selection Rules

Please Note:

Places in VCE subjects will only be offered to Year 10 students on the basis of space being available in that subject. Year 11 students have first preference in these subjects.
Year 10 Specialist Subjects
10VISCOM1 Architecture

Subject Domain: The Arts
Subject: Visual Communication

Brief Description of Course
This unit explores design for a variety of environmental spaces. Students explore the purposes and audiences of different presentation methods as well as becoming familiar with design basics. They learn to read and draw selected features of architectural plans and symbols. Students draw three-dimensional presentations and develop rendering skills. Design tasks relate to the fields of architecture and landscape design.

General Aims and Objectives
- To develop visual thinking and expression through drawing
- To develop an awareness of appropriate visual representation for different audiences
- To incorporate effective use of design elements and principles in environmental design tasks
- To be able to create three-dimensional models from two-dimensional drawings
- To create imaginative drawings and renderings of architectural interiors and exteriors

Topics
- Sculpture – using geometric forms
- Café Design – using Google SketchUp
- Model making
- Designer research project

Time allocations
- 9 periods per cycle for Semester 1

Pre requisites
- Nil

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

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

10VISCOM2 Advertising

Subject Domain: The Arts
Subject: Visual Communication

Brief Description of Course
Students examine current communication designs and create their own visual presentations. The design process is taught involving research, idea sketching and development. The computer is used for final resolutions. Each design task will encourage the use of specific tools in both Adobe Photoshop and Adobe Illustrator. Design solutions relate to the fields of graphic design, marketing and advertising.

General Aims and Objectives
- To develop skills in visual perception and communication through drawing
- To research and find inspiration for design tasks
- To develop an awareness of appropriate visual representation in design and marketing
- To be able to effectively use design elements and principles, to learn software tools and apply this knowledge to design tasks
- To develop analysis skills and visual communication terminology

Topics
- Elements and Principles/Typography
- Letterhead
- Analysis of Advertisements
- Promotional Poster
- Creating a bottle and label

Time Allocation
- 9 periods per cycle for Semester 2

Pre requisites
- Nil

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

Assessment
- Design tasks: fulfilling the brief
- Analyses of advertisements
- Computer: knowledge and application
- Folio Presentation
10ART1  Studio Art Lab I

Subject Domain: The Arts
Subject: Art

Brief Description of Course
This course is designed to give students a broad experience and knowledge of skills in interpretive and observational drawing, as well as printmaking. In the “Studio Art Lab” students will be able to interact, collaborate and share ideas with fellow classmates whilst at the same time independently exploring the world of creative art. Whether you’re an accomplished artist or an art novice this course will help you improve your drawing skills and unleash your inner creativity. The course will prepare students for further studies in the areas of VCE Art and Visual Communication Design, by giving students a variety of skills and techniques which can be applied in both areas of Study. By the end of the course, students will complete a portfolio demonstrating the application of skills and techniques learnt.

*This course is highly recommended for those students who are considering studying VCE Art & Visual Communication Design.

General Aims and Objectives
- To gain a knowledge of the nature of materials, techniques and working methods
- To manipulate arts elements and principles to effectively realise students’ ideas
- To demonstrate a level of technical competence in the use of skills, techniques and processes
- To develop artworks which reflect personal art responses to specific tasks
- To document thinking and working practices

Topics
- (Drawing Fundamentals) Portrait Drawing and Sketching: People, Architecture & Objects
- Papermaking to Printmaking: Make your own paper and create a series of prints.
- Polyester Backpack: Design and Print onto a backpack (Stencil)
- T-shirt Print: Design and Print onto a T-shirt

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

Prerequisites
- Nil

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

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

10ART2  Studio Art Lab II

Subject Domain: The Arts
Subject: Art

Brief Description of Course
This course is designed to give students a broad experience and knowledge of skills in interpretive and observational drawing, as well as printmaking. In the “Studio Art Lab” students will be able to interact, collaborate and share ideas with fellow classmates whilst at the same time independently exploring the world of creative art. Whether you’re an accomplished artist or an art novice this course will help you improve your drawing skills and unleash your inner creativity. The course will prepare students for further studies in the areas of VCE Art and Visual Communication Design, by giving students a variety of skills and techniques which can be applied in both areas of Study. By the end of the course, students will complete a portfolio demonstrating the application of skills and techniques learnt.

*This course is highly recommended for those students who are considering studying VCE Art & Visual Communication Design.

General Aims and Objectives
- To gain a knowledge of the nature of materials, techniques and working methods
- To manipulate arts elements and principles to effectively realise students’ ideas
- To demonstrate a level of technical competence in the use of skills, techniques and processes
- To develop artworks which reflect personal art responses to specific tasks
- To document thinking and working practices

Topics
- Learn how to stretch a canvas. Compose an OIL painting: Landscape/Still Life/ Abstract.
- Wearable Art Piece: Reconstruct a Vintage or op-shop item and use this to draw, paint, print & collage to create an imaginative, wearable art piece.
- Instagram Mixed Media artwork: using photographs and overlay hand drawn sketches using a variety of media, oil & dry pastel, watercolour, inks, charcoal, paint

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

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $45
- USB stick – minimum of 8GB

Assessment
- All class work – research and developmental work, practical projects and resolved artworks
- Written work and assignments
10IT1  Web Design

Subject Domain: Technology
Subject: Computer Studies

Brief Description of Course
This unit is designed to provide students with greater awareness of the implications that technology has on an individual and in society. It is intended to further develop skills that are becoming increasingly more valued and incorporated into many aspects of society. The focus of this course will be on understanding principles of website development and design techniques.

General Aims and Objectives
- To identify the standards for website development
- To develop a website that adheres to the standards
- To be able to integrate commercial computing packages

Topics
- Website design
- Website development
- Impact of technology on individuals and society

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

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $30
- USB stick – minimum of 8GB

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

10DRAMA  Major Production

Subject Domain: The Arts
Subject: Drama

Brief Description of Course
To cultivate enthusiasm for VCE performance classes and future performances, this course gives students a practical application for all of their cumulative knowledge and skills in Drama. Students are HIGHLY encouraged to enrol for both semesters as the culmination of the class is a Major Production. The production will be chosen, cast, rehearsed and developed completely in class time by the students and the teacher. Grades will be based on professionalism, rehearsal attendance and preparation, and effort. By the end of the class, students will have completed acting skills training up to Year 12.

General Aims and Objectives
- To give students experience in developing a production
- To prepare students for VCE Theatre Studies
- To cultivate enthusiasm for performance in the students and the school community

Topics
- Stanislavski Training to University Level for Semester One
- Choosing and casting the play in Term Two
- Rehearsal in Terms 2-4 – Documented by journal entries and group participation
- Performance in Term 4 – Preparation for maximising audience impact

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

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

Special Requirements to be supplied by the student
- Estimated Levy: $150 for professional production ticket & rehearsal costs for the year

Assessment
- In-Class Performance Tests
- Journal
- Professionalism
- Final Performance
10DTECH3 Technology (Electronics and Smart Technology)

Subject Domain: Technology  
Subject: Electronics

**Brief description of course**  
This unit looks at the design and construction of low voltage electronic projects using micro controllers. Skills will be developed in the appropriate use of tools and equipment to build and test electronic systems. The PICAXE family of micro controllers are used as prime examples of ICs that have many applications. The emphasis is on robots and control systems.

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

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

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

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

**Prerequisites and/or recommended studies**
- No prerequisites  
- A good preparation for further study in Physics / Engineering

**Special requirements**
- Estimated Levy: $110 for materials

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

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10FOOD1 Let’s Party

Subject Domain: Technology  
Subject: Food Technology

**Brief Description of Course**
This unit explores the many essentials of food preparation. It introduces students to the functional properties of foods and uses more advanced cookery processes. The unit also looks at the various aspects of the function, hospitality and catering industries.

**General Aims and Objectives**
- To develop a deeper understanding of all types of practical cookery  
- To understand food components and their use in cookery  
- To begin practising hospitality through menu planning and preparation  
- To understand God’s concern for our need for food  
- To understand the functional properties of food  
- To understand planning requirements for functions and special events

**Topics will be selected from:**
- Kitchen skills  
- Hygiene  
- Function planning  
- Menus and meal preparation  
- Food presentation  
- Organisation and time management  
- DIY catering versus Professional catering  
- Running Sheet

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

**Prerequisites**
- Nil

**Special Requirements to be supplied by student**
- Estimated Levy: $70 food  
- Suitable containers to transport food

**Assessment**
- Practical work and written evaluations  
- Tests  
- Assignment
10FOOD2 Food As Gifts

**Subject Domain:** Technology  
**Subject:** Food Technology

**Brief Description of Course**  
This subject explores the many ways that food can be used as gifts. It introduces students to the functional properties of ingredients that go into making various edible gifts. It builds on the skills gained in previous food studies classes by using more advanced cookery processes.

**General Aims and Objectives**
- To develop a deeper understanding of all types of practical cookery
- To understand ingredients and their use in cookery
- To appreciate and develop skills that we each have to create a gift for another
- To understand the functional properties of food
- To have fun and try new experiences

**Topics will be selected from:**
- Preserves and jams
- Cordials
- Lollies
- Chocolate
- Cakes
- Cake decoration
- Biscuits
- Packaging and labelling

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

**Prerequisites**
- Nil

**Special Requirements to be supplied by student**
- Estimated Levy: $70 food
- Suitable containers to transport food

**Assessment**
- Practical work and written evaluation
- Tests
- Assignment

LO101 French

**Subject Domain:** Languages Other Than English  
**Subject:** French

**Brief Description of Course**  
This unit gives students an opportunity to further develop their ability to communicate in French, by developing their oral and written skills. The techniques employed for language learning will continue to be used and modified according to the context and topic. This unit will highlight the differences between French and Australian ways of life. As a result, students will have a much broader understanding of customs and culture in general. The unit also encourages students to comprehend the French language framework and structure at a deeper level and will provide a greater satisfaction in being able to communicate more effectively.

Students intending to continue French in Year 11 must undertake three units of French in Year 10.

**General Aims and Objectives**
- Students will have some understanding of what the Bible has to say about language. How God's Word and our own experience that language and thought are inseparable, and that as a result what we say reflects our heart, our inmost being
- Students learn about the rich and varied culture of France and Francophone communities around the world. To give the students an understanding of one of our neighbouring nations, its culture, traditions and values
- Students understand and use French within the world of teenage experience and demonstrate comprehension of factual information from topics of interest

**Topics**
- Discussing jobs and money
- Making holiday plans – Hotels and travelling
- Talking about a healthy lifestyle
- Talking about family relationships and future plans
- Talking about world issues and discussing environmental issues

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

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

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

**Assessment**
- Writing, listening, speaking, reading comprehension and cultural knowledge and understanding tasks
- End of semester examination
• **10MUSIC1  Music Performance**

**Subject Domain:** The Arts  
**Subject:** Music

**Brief Description of Course**
This unit is designed for students with a love for performing all genres of music. This subject will focus on all the attributes of performance including sound and lighting. The entire class will perform in both solo and group formats culminating in the entire class forming a ‘class band’ where every student will have the opportunity to participate on their major instrument in a contemporary ensemble. Students who select this unit must be able to sing confidently or play an instrument. The class may also be called upon to prepare items for special occasions. The course’s experience will culminate in the creation of a recorded CD of the top pieces performed. Students will have opportunity to compose and orchestrate for these performances.

**General Aims and Objectives**
- To give students a contemporary ensemble experience  
- To be able to cooperate in the creation of original and ‘lifted’ music  
- To further students’ ability to play an instrument  
- To encourage participation in musical groups  
- To foster confidence and enjoyment in performing  
- To understand how the elements of music are manipulated to create many different styles  
- To develop a leadership role in Music at the school particularly to develop a leadership role in Chapel Worship Bands that will help younger students to connect with God through the medium of music.

**Topics**
- Ensemble Performance  
- ‘Lifting pop songs’ from a recording  
- Composition  
- Music Technology  
- History of Rock music  
- Theory and analysis of Western and Folk Music  
- Aural Studies

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

**Prerequisites**
- Must be able to sing confidently or play an instrument

**Special Requirements to be supplied by student**
- Estimated Levy: $25

**Assessment**
- Written, Performance and Aural Tests  
- Music Performance Synthesis Project

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• **10MUSIC2  Music Preparation**

**Subject Domain:** The Arts  
**Subject:** Music

**Brief Description of Course**
This course is specifically designed for the student who loves Music very much and would consider taking VCE Music in Year 11, but is very nervous about how difficult it is. Every student in this class will be given individual attention to their specific needs in preparing them for VCE Music so that if they decide to continue on they will hit the ground running. At the end of the course the student is given the option of continuing on into VCE Music, but much more equipped with the knowledge and accurate expectations of what it will entail. This is a preparation course and has no VCE credit. Students who select this unit must be able to play an instrument accredited by VCAA for VCE Music Units 1 – 4 (Voice is included as an instrument by VCAA).

**General Aims and Objectives**
By the conclusion of this unit students will have:
- A complete understanding of the outcomes and assessment for VCE Music  
- Understanding of the level of theory and aural components of VCE Music and be well on the way to reaching it  
- Chosen their major instrument and secured a private instructor with VCE experience  
- Given an opportunity to perform for their classmates and improve their performance  
- Had time to reflect upon how they can use their musical talent to praise God.  
- Had numerous hours of individualised attention to their specific remedial needs in Music

**Topics**
- The VCE Music Course  
- Solo Performance  
- How to Analyse Music  
- Written Theory  
- Aural Theory

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

**Prerequisites**
- None, but students wanting to enter into VCE Music will have to successfully complete this course, or outstandingly complete Year 9 Music.

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

**Assessment**
- Written, Performance and Aural Tests
10PE1  Sports Science

Subject Domain: Health and Physical Education
Subject: Physical Education

Brief Description of Course
This course will look at the body systems in depth and how they function together during physical activity. Students will develop an understanding of the implications of drug use, ergogenic aids, and training and recovery methods as techniques of performance enhancement. The students will look at the history of sport and the development over time to improve techniques and equipment to better enhance the athlete’s performance.

General Aims and Objectives
• To develop the individual’s understanding of the body systems
• To develop an awareness of where sport has come from and how much it has changed over time eg., equipment and techniques
• To develop an awareness of the importance of nutrition in sport ie., sport specific diets
• To understand the importance of prevention and management of injuries
• Christian perspective on drug taking in sport and investigating a biblical world view

Topics
• Sports injuries prevention and rehabilitation
• Sports nutrition
• Fatigue and Recovery techniques
• Performance enhancement – Ergogenic aids
• Decision making in Sport

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

Prerequisites
• None

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

Assessment
• Oral presentations
• Topic tests
• Laboratory report
• Participation in all practical sessions
VCE Subjects
BUSINESS MANAGEMENT

AIM

As the Christian leaders of tomorrow, both in the church and in business, it is important that our students have a strong understanding of what it means to lead and manage. Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation.

The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

CONTENT

UNIT 1: SMALL BUSINESS MANAGEMENT
AREAS OF STUDY
1. Introducing business
2. Small business decision-making, planning and evaluation
3. Day-to-day operations

UNIT 2: COMMUNICATION AND MANAGEMENT
AREAS OF STUDY
1. Communication In Business
2. Managing The Marketing Function
3. Managing The Public Relations Function

ASSESSMENT

Units 1&2

Assessment tasks for these units are selected from the following:

- Case Study Analysis
- Business Research (Print And Online)
- Development of a Marketing and/or Public Relations Plan
- Interview and Report on Contact with Business
- Business Simulation Exercise
- Essay
- Test
- Computer Applications and Simulations
- Business Survey and Analysis
- Analytical Exercises
- Media Analysis
- Report (Written, Visual, Oral)
DANCE

AIM

Dance focuses on students exploring the potential of movement as a medium of creative expression through diverse approaches. Students will develop their understanding and appreciation of dance as an art form based on the investigation and communication of ideas, themes and concepts. Students will develop their technical and physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students will execute this through creating and performing their own dance works as well as studying the dance works of others through performance and analysis. Cultural influences on the expressive intention, form and movement vocabulary of student’s own dances as well as those created by other choreographers will be explored and student’s knowledge and understanding of different dance styles and/or traditions will be strengthened. Dance provides students with pathways to further studies in fields such as professional choreographing and dancing, dance research, administrating and teaching of dance education, community project innovations, creative producing of performing arts.

CONTENT

UNIT 1: AREAS OF STUDY
1. Dance Perspectives
2. Choreography and Performance
3. Dance Technique and Performance
4. The Body: Physiology and Maintenance

UNIT 2: AREAS OF STUDY
1. Dance Perspectives
2. Choreography, Performance and Dance-Making Analysis

BIBLICAL PERSPECTIVES

Movement is a part of humanity that which God has created. Dance is the language of movement and it allows the individual to realise the body’s potential and God given ability to be an instrument of expression. Throughout history and in different cultures ever since the Old Testament, people have used dance as a form of communication and expression and most importantly as a means to worship God.

The study of dance provides the opportunity for students to explore the potential of movement as creative expression through diverse approaches, cultures and traditions. Through analysing dance, students will get to know more about the diversity that God has created and put on Earth. Students will not only learn about themselves within the cultures God has provided for them but they too will discover other cultures and traditions which originated from God’s hands.

As a form of expression, dance helps students to learn more of themselves through their personal experiences as well as through reflecting on the world we live in. It is through this aspect of dance studies, that students will have the opportunity to learn more about who they are as artists and worshippers of God.

God is the ultimate creator. Dance is a wonderful opportunity for students to collaborate with the Creator to create their own art works.

ASSESSMENT

Units 1 and 2

Assessment tasks for this unit are:
Report/s in one of the following formats:
• Written
• Oral
• Multimedia
• A solo or a group dance work choreographed and performed by the student/s that communicates
• An expressive intention and complete structured solo and/or group improvisations
• A performance of a learnt solo or group dance work

At least one of the assessment tasks for Outcome 1 or Outcome 4 must be completed in a written format.
HEALTH AND HUMAN DEVELOPMENT

AIM

This study is designed to enable students to:

• develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of childhood, youth and adulthood;

• develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development;

• develop an understanding that variations in health and human development are influenced by a range of determinants including biological and behavioural factors, as well as physical and social environments;

• critically examine health and human development from an individual, community, national and global perspective;

• develop an understanding of the interdependencies between health, human development and sustainability;

• identify, develop and evaluate behaviours and strategies that promote health and human development;

• analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

CONTENT

Unit 1: The Health And Development of Australia’s Youth

AREAS OF STUDY

1. Understanding youth health and human development
2. Youth Issues

Unit 2: Individual Human Development And Health Issues

AREAS OF STUDY

1. Pre-natal health and individual development
2. Child health and individual development
3. Adult health and individual development

ASSESSMENT

Units 1 & 2

Assessment tasks are selected from:

• a case study analysis;
• a data analysis;
• a visual presentation, such as concept/mind map, poster or presentation file;
• a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks;
• an oral presentation, such as a debate or podcasts (audio or visual);
• a blog;
• a test;
• a written response, such as a research assignment or briefing paper.
INFORMATION TECHNOLOGY

AIM

This study is designed to:

- apply skills, techniques and strategies to creatively and methodically solve information problems and information system problems, in order to foster confidence in using ICT;

- understand the hardware and software components and structure of information systems in order to be capable users and adapters of technology;

- critically evaluate how individuals and society are affected by, and can influence, the use of ICT, in order to confidently initiate or respond effectively to technological change;

- understand how ICT affects the skills, practices and personnel in the workplace, in order to be effective ICT users in the world of work;

- understand the technologies, procedures and legislation that are designed to protect the security and integrity of data, in order to foster the ethical, legal and responsible use of information and technology.

CONTENT

UNIT 1: IT IN ACTION

AREAS OF STUDY
1. From data to information
2. Networks
3. ICT in a global society
4. Onscreen solutions

UNIT 2: IT PATHWAYS

AREAS OF STUDY
1. Data analysis and visualisation
2. Programming and pathways
3. Tools, techniques and procedures

ASSESSMENT

Unit 1

Assessment tasks for this unit are:

- using ICT tools and techniques, produce a solution and an information product in response to an identified need
- visual presentations such as multimedia presentations
- a written report using ICT

Unit 2

Assessment tasks for this unit are:

- using ICT tools and techniques, produce a solution and an information product in response to a client brief
- visual presentations such as multimedia presentations
- a folio
- an electronic learning journal, such as a blog, to record learning progress
LEGAL STUDIES

AIM

If Christians are to be educated for service and witness in the world, some knowledge of the political and legal systems which seek to control our society is essential. The course introduces students to the broad features and concepts of politics and law in Australia with a view to encouraging interest and a sense of Christian responsibility in these fundamental structures of our community.

CONTENT

UNIT 1: CRIMINAL LAW IN ACTION
AREAS OF STUDY
1. Law in society
2. Criminal law
3. The criminal courtroom

UNIT 2: ISSUES IN CIVIL LAW
AREAS OF STUDY
1. Civil law
2. Civil law in action
3. The law in focus
4. A question of rights

ASSESSMENT

Units 1 and 2
Assessment tasks are selected from:
- structured assignment
- essay
- mock court or role-play
- folio and report
- case study
- test
- report (written, visual, oral and multimedia)
MATHEMATICAL METHODS (CAS)
This study is only available to selected students.

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

CONTENT
MATHEMATICAL METHODS (CAS) UNITS 1 AND 2
Mathematical Methods (CAS) is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effecting use of mathematical ideas, techniques and processes.

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

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

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

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

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

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

ASSESSMENT
Units 1 and 2
Assessment tasks are selected from:
- Assignments
- Tests
- Summary of review notes
- Projects
- Short written responses
- Problem-solving tasks
- Modelling tasks
- Effective and appropriate use of technology.
MEDIA

AIM

The media influences the way in which people spend their time and how people perceive themselves and others. This study analyses and evaluates media products, production processes and policies through studying media forms which include the internet, press, radio, film and television.

CONTENT

UNIT 1: TECHNOLOGIES OF REPRESENTATION AND NEW MEDIA

The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including developing an understanding of the contribution of codes and conventions, to the creation of meaning in media products and the role and significance of selection processes in the construction of such products.

UNIT 2: MEDIA INDUSTRY PRODUCTION AND AUSTRALIAN MEDIA ORGANISATIONS

The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. The contexts within which Australian media production takes place are also analysed.

ASSESSMENT

Units 1 and 2

Assessment tasks are selected from:

- Audio Sequences
- Video Sequences
- Photographs
- Print Layouts
- Multimedia Sequences or Presentations
- Posters
- Tests
- Short Written Responses
- Oral Reports
OUTDOOR AND ENVIRONMENTAL STUDIES

AIM

Outdoor and Environments Studies is the study of the ways humans interact with and relate to natural environments. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

CONTENT

UNIT 1: UNDERSTANDING OUTDOOR EXPERIENCES

AREA OF STUDY

This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with natural environment. This unit provides an opportunity for students to explore the many ways in which nature is understood and perceived. Through related outdoor experiences, students develop the practical skills and knowledge required to live comfortably, with minimal impact, in natural environments.

UNIT 2: ENVIRONMENTAL IMPACTS

AREA OF STUDY

This unit focuses on characteristics of natural environments, human impacts on natural environments, and how changes to nature affect people. The focus shifts from the individual’s personal relationship with the natural environment to society’s interaction with the natural environment. It includes analyses of historical and contemporary conceptions of nature and human interactions with nature, including nature’s impact on humans.

Outdoor recreation provides the means for studying nature’s impact on humans, as well as the ecological, social and economic implications of human impact on natural environments. A clear understanding of the impact of technology and changing human lifestyles on natural environments should also be developed.

BIBLICAL PERSPECTIVES

For students to guard over and appreciate God’s incredible creation, by monitoring and investigating particular features and their environments.

Genesis 1:26  Then God said “Let us make man in our image in our likeness and let them rule over the fish of the sea and birds of the air, over the livestock, over the earth, and over all the creatures that move along the ground”.

ASSESSMENT

Units 1 and 2

Assessment tasks are selected from the following:

- Tests
- Assignment
- Case Studies
- Classroom Presentation
- Oral Reports
- Written Reports
- Multimedia Reports
PRODUCT DESIGN AND TECHNOLOGY

AIM

This study is designed to enable students to:

- understand design practice and product development and how this occurs in a variety of contexts and environments
- acquire cognitive and practical skills to solve problems creatively
- generate and communicate ideas, concepts and design options using a range of techniques to develop a viable solution to problems
- develop appropriate design, research and analytical skills
- explore methods of extracting, sourcing, processing, production and assembly using materials
- apply appropriate and safe methods of working with materials with due consideration of risk management and efficiency in the work environment
- produce solutions using a project management approach and through the application of appropriate techniques and processes using materials, tools, equipment and machines
- test the appropriateness of solutions through a range of analytical and evaluative techniques
- understand the requirement for ethical and legal considerations involved in designing for the needs of the broader community
- examine the social, economic and environmental implications of using resources and production methods

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

CONTENT

UNIT 1: DESIGN MODIFICATION AND PRODUCTION

AREAS OF STUDY

1. Redesigning an Existing Product
2. Producing and Evaluating a Redesigned Product

UNIT 2: COLLABORATIVE DESIGN

AREAS OF STUDY

1. Designing as a Team
2. Producing and Evaluating a Collaboratively Designed Product

BIBLICAL PERSPECTIVES

Artists and craftsmen were called wise. Their wisdom was in their ability to do their jobs well. We appreciate God’s design for us all the more when we have engaged in design ourselves.

ASSESSMENT

Units 1 and 2

Assessment tasks for these units are:

- design folios (including the use of information and communications technology as appropriate) that contain design briefs, research, design ideas and options, documentation of decisions, materials lists and production plans;
- production work and records of production and modifications;
- multimedia presentations supported by speaker’s notes;
- short written reports (materials testing activities, industry visits, technical reports, product evaluation reports, process evaluation reports);
- oral reports supported by notes and/or visual materials.
PSYCHOLOGY

AIM

This study is designed to enable students to:

- understand the historical development of psychology and the contemporary status of psychology as a field of study
- understand the ways that biological, behavioural, cognitive and socio-cultural perspectives are used to organise, analyse and extend knowledge in psychology
- understand, compare and evaluate psychological theories and concepts
- communicate psychological information, ideas and research findings
- understand the application of psychology in personal, social and organisational contexts
- critically examine psychological challenges that arise in their own environment and across their own lifespan, particularly in relation to personal development, good health, mental wellbeing, social interaction, communication and lifelong learning
- develop an inquiring and critical approach to alternative opinions and explanations
- develop the ability to use evidence to justify beliefs
- develop skills in scientific inquiry and investigation
- understand and apply ethical principles that govern the study and practice of psychology

CONTENT

UNIT 1: INTRODUCTION TO PSYCHOLOGY

AREAS OF STUDY

1. What is Psychology?

In this area of study students analyse the contribution that classic and contemporary theories have made to the development of psychology. They are introduced to the scope of psychology – its specialised fields of study and its application in a variety of contexts and settings. Students investigate aspects of visual perception to consider how psychologists approach the study of the mind and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

2. Lifespan Psychology

Students consider how classic and contemporary studies contribute to our understanding of changes that take place across an individual’s lifespan. They use the major perspectives in contemporary psychology to explain cognition and behaviours associated with particular stages of development, taking into account heredity and environmental influences. Students apply appropriate methods of psychological research to their investigations into aspects of lifespan psychology, and explain associated ethical principles in the conduct and use of psychological research.

UNIT 2: SELF AND OTHERS

AREAS OF STUDY

1. Interpersonal and Group Behaviour

Students consider the findings of key classic and contemporary research as a means to explaining the formation of attitudes, and individual and group behaviour. They examine research methods appropriate to measuring attitudes and behaviours and consider associated ethical issues in the conduct and use of such research.

2. Intelligence and Personality

In this area of study, students explore scientific ways of describing, measuring and classifying intelligence and personality. They analyse classic and contemporary theories of intelligence and personality, including the influence of genetic and environmental factors.
TEXTS AND TRADITIONS

AIM

This subject provides students with an excellent opportunity to study the Bible as a part of their VCE. This subject is offered at Waverley Christian College with the aim of empowering students to have a mature and confident grasp of the Bible and the study skills to be able to interpret and apply its message to life today. In Units 1 & 2 students learn about the importance of the Bible’s story for the Christian faith and the way the Bible relates to the issues of our society today. In Units 3 & 4 students study the Gospel of Luke.

CONTENT

UNIT 1: TEXTS AND TRADITIONS

AREAS OF STUDY
1. Through new eyes. Learning to read the Bible as it was intended
2. The story that explains all others. Mastering the epic story of the Bible
3. Creative ways people have brought the Bible's story to life in the past and present

UNIT 2: TEXTS IN SOCIETY

AREAS OF STUDY
1. Can I trust that this book was not made up? The formation of the Bible
2. What authority does the Bible have in our world today?
3. What about those other books? Comparing the Bible to other sacred texts

ASSESSMENT

Units 1 and 2

Assessment tasks are selected from:
- Interview with a Church Leader
- Essays
- Short Reports
- Short-Answer Question
- Creative Overview of the Bible
- Folio of Work
- Authority of the Bible Investigation