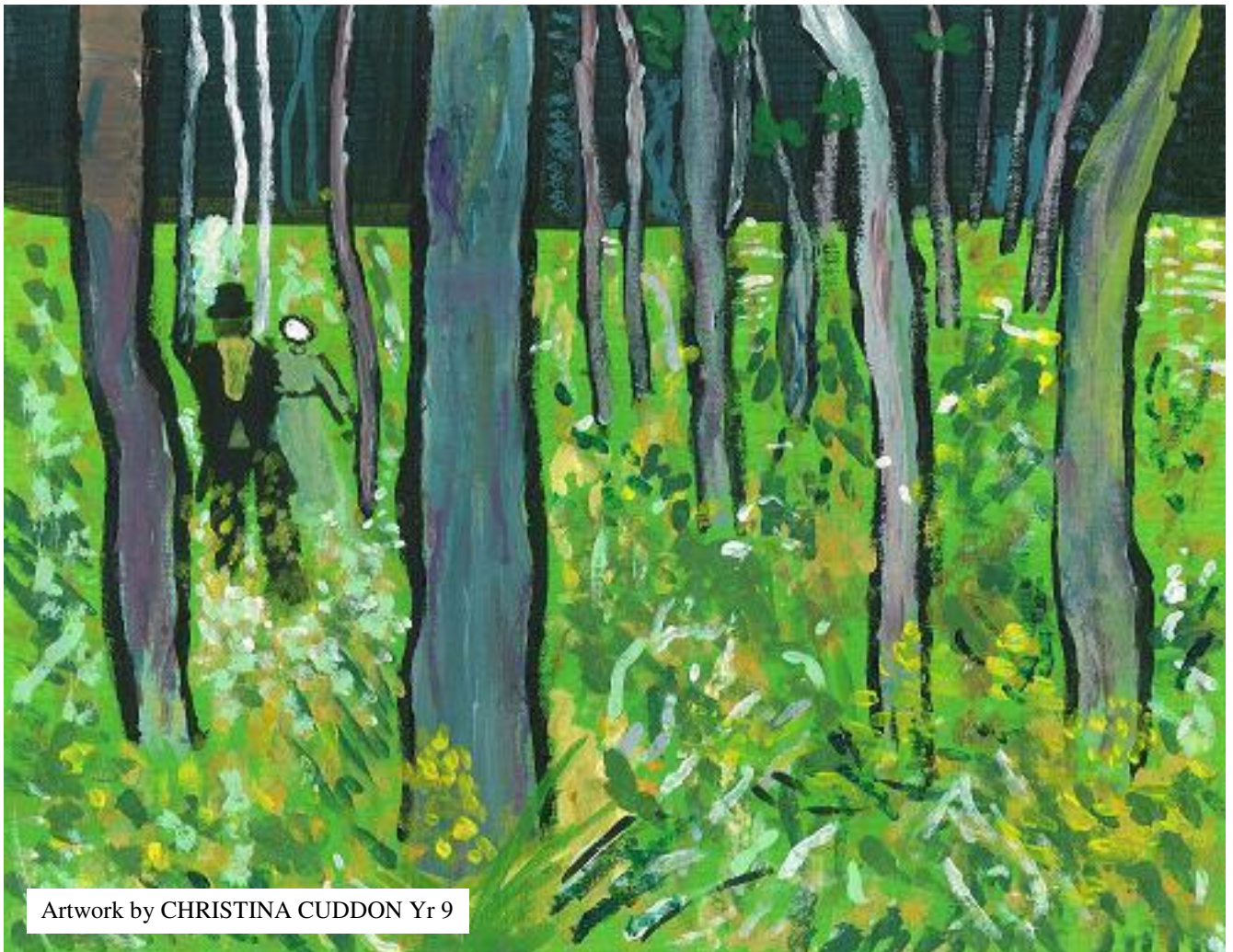


Waverley Christian College

**Year 10
ELECTIVES
Handbook**

2009



Artwork by CHRISTINA CUDDON Yr 9

Year 10 Electives

AR101	Sketching and Drawing
AR102	Contemporary Art Forms
AR103	Digital Design
AR104	Living spaces
AR105	Packaging and Advertising
CO101	Web Design
DE101	Duke of Edinburgh's Award (Bronze or Silver)
DE102	Outdoor Education
DR101	Creating Characters
DR102	Creating Plays
DT101	Designing and Redesigning
DT102	Complex Joints
DT103	Where Has My Robot Gone?
FT101	Let's Party
FT102	Food As Gifts
GE101	Environmental Issues
GE102	Global Changes
HE101	Healthy Lifestyles
HE102	Health and Community Service
HI101	World War 1 and 11
HI102	The Cold War
LO101	Indonesian
LO102	Indonesian (Advanced)
MU101	Music
MU102	Digital Music
SC101	Science Elective
SC102	Environmental Sustainability

VCE / VCAL Subjects

- Business Management Units 1 & 2
- Geography Units 1 & 2
- Health & Human Development Units 1 & 2
- Legal Studies Units 1 & 2
- Maths Methods Units 1 & 2
- Media Units 1 & 2
- Psychology Units 1 & 2
- Texts & Traditions Units 1 & 2
- VCAL – Personal Development Skills (Intermediate)

Year 10 Curriculum Offerings

In Year 10 Waverley Christian College offers a range of core and elective subjects for students to study. Core subjects are compulsory and must be completed by all students. Elective subjects can be selected from a range of academic and practical studies, including the option of selecting from a limited range of VCE or VCAL studies.

Core Subjects

The core (compulsory) subjects studied by all students in Year 10 at Waverley Christian College are:

- | | |
|----------------------|-----------|
| • English | 5 periods |
| • Mathematics | 5 periods |
| • Science | 5 periods |
| • Physical Education | 2 periods |
| • Career Education | 2 periods |
| • Biblical Studies | 1 period |

Elective Subjects

At Waverley Christian College we offer a range of elective subjects, including the option of commencing a VCE or VCAL study in Year 10. Electives run for 4 periods for one semester and VCE/VCAL studies run for 5 periods for the whole year. Students are required to select 2 electives per semester (total 4 electives for the year) and one VCE/VCAL study.

VCE/VCAL Fast Track Program

As well as being able to complete a range of electives at Year 10 level, we also offer students the opportunity to commence studies in a selected range of VCE studies. These studies include:

- Business Management Units 1 and 2
- Geography Units 1 and 2
- Health and Human Development Units 1 and 2
- Legal Studies Units 1 and 2
- Mathematical Methods Units 1 and 2
- Media Units 1 and 2
- Psychology Units 1 and 2
- Texts and Traditions Units 1 and 2
- VCAL Personal Development

Reasons for Commencing VCE/VCAL 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

What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a hands-on alternative to VCE. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.

At Waverley Christian College we are providing Year 10 students with the opportunity to commence VCAL Intermediate Level while they are in Year 10.

Students who do the VCAL are likely to be interested in going on to training at Technical and Further Education (TAFE) institutes, doing an apprenticeship, or getting a job after completing school. However, if you start your VCAL and then decide to transfer to the VCE, it won't be too late to change your mind. In fact, any VCE units you complete as part of your VCAL may count towards your VCE, should you decide to transfer between certificate courses.

The VCAL's flexibility enables you to undertake a study program that suits your interests and learning needs. Accredited modules and units are selected for the following four compulsory strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

If you successfully complete your VCAL, you will receive a certificate and a Statement of Results that details the areas of study you have completed. More information about VCAL programs at Waverley Christian College is available in our VCAL Information Booklet.

Elective Selection Rules

In selecting electives for Year 10 students must consider the following:

1. 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.
2. Students **must** select at least **one** semester of Geography, History or Indonesian (LOTE), either Year 10 or VCE.
3. Students must keep in mind any prerequisites when selecting electives.

Instructions for completing the Elective Selection Form

The elective selection form must be completed and returned to the General Office by the date show on the form. Late submissions run the risk of missing out on subjects that you may really want to study in Year 10. To complete the form you need to make a choice in each of Groups 1 to 3 as follows:

Group 1 – VCE/VCAL Subjects

- You are required to take one subject from this group.
- Number at least 4 choices in order of preference.
- If you want to study VCAL make sure you have read the VCAL Information Handbook.

Group 2 – Semester 1 Electives

- You are required to take two electives from this group.
- Number all electives in order of preference.
- You must select at least one semester of Geography, History or Indonesian (LOTE). (VCE or Year 10)

Group 3 Semester 2 Electives

- You are required to take two electives from this group.
- Number all electives in order of preference.
- You must select at least one semester of Geography, History or Indonesian (LOTE). (VCE or Year 10)

AR101 Sketching & Drawing

Subject Domain: The Arts

Subject: Art

Brief description of Course

Sketching and Drawing focuses on the foundations of drawing and explores a range of drawing styles used by past and present artists. Through the careful study of artists' artworks, students develop their sketching and drawing skills using a range of techniques and materials. They learn to prepare a variety of coloured and textured grounds to use as drawing surfaces. Students use observational, conceptual and imaginative starting points to develop, refine and realise ideas. They explore areas of personal interest related to the sketching and drawing projects. Students learn to document their thinking and working practices. Still life, portrait and landscape drawing are explored. Students gain the ability to undertake visual analysis of artworks using appropriate terms and vocabulary.

General Aims and Objectives

Creating and making

- 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

Exploring and responding

- To critically analyse and interpret artworks using appropriate arts language
- To describe the stylistic, technical, expressive and aesthetic features of artworks created by a range of artists
- To compare and contrast artworks of the past and present
- To undertake visual analysis of artworks

Topics

- Drawing surfaces: the preparation of coloured and textured grounds
- Charcoal and conte sketching
- Oil and dry pastel drawing techniques
- Reed pen, nib and ink sketching and drawing
- Blotted line drawing
- Chinagraph pencils, graphite sticks and powder sketching
- Drawing styles: gestural, observational and contour drawing
- Visual analysis of artworks

Time Allocation

4 periods per week for Semester 1

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: \$60
- Booklisted items

Assessment

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

AR102 Contemporary Art Forms

Subject Domain: The Arts

Subject: Art

Brief description of Course

This study encourages artistic development and aims to provide students with the opportunity to explore the distinct characteristics of the selected artforms: painting, printmaking and mixed media. Students are encouraged to explore and experiment with materials and processes leading to the development of a number of visual solutions. They are encouraged to demonstrate technical and artistic development. Students explore areas of personal interest and use observational, conceptual and imaginative starting points to develop, refine and realise ideas. They study and apply formal elements and learn to document their thinking and working practices. Students study the role and approach of the artist as an individual, past and present.

General Aims and Objectives

Creating and making

- 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 and artistic 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

Exploring and responding

- To critically analyse and interpret artworks using appropriate arts language
- To describe the stylistic, technical, expressive and aesthetic features of artworks created by a range of artists
- To compare and contrast artworks of the past and present
- To undertake visual analysis of artworks
- To study the role and approach of the artist as an individual, past and present

Topics

- Painting: gouache, watercolour, ink, acrylic and oil painting mediums
- Printmaking: relief, two-colour linocut/woodcut and collagraph, etching and monoprints
- Mixed-media: collage, montage, frottage
- Art and the individual: past and present

Time Allocation

4 periods per week for Semester 2

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: \$65
- Booklisted items

Assessment

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

AR103 Digital Design

Subject Domain: The Arts

Subject: Art

Brief Description of Course

Computer generated Art and Design is a significant component of our Art, Media and Visual Communication and Design courses. It is also a very real part of our community and an area of great demand. In this unit students will have the opportunity to become more familiar and confident with using digital cameras and art and graphics software. The unit aims to provide students with a deeper understanding of digital media and materials so they can develop quality digital artworks more quickly and competently.

General Aims and Objectives

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

Topics

- Photoshop tools
- Rendering
- Image manipulation
- Impossible images
- Designing to a brief
- Appreciation and analysis of digital artworks

Time Allocation

- 4 periods per week
- This unit is offered in both Semester 1 and 2

Prerequisites

- Nil
- Students who are seeking to pursue studies in VCE Art, Media or Visual Communication and Design will find this course an advantage.

Specific Requirements to be supplied by student

- Estimated Levy: \$45
- Booklisted items

Assessment

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

AR104 Living Spaces

Subject Domain: The Arts

Subject: Visual Communication

Brief Description of Course

This unit explores different visual representations of living spaces in both two-dimensional and three-dimensional methods. 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 in both paraline and perspective methods and develop rendering skills using colour and a variety of mediums. Design solutions relate to the fields of architecture, graphic design and industrial 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 basic design principles in the designing of living spaces
- To be able to create a three-dimensional model from a two-dimensional drawing
- To create imaginative drawings and renderings of living spaces

Topics

- Designs for living
- Model making
- Interiors
- Exteriors

Time allocations

- 4 periods per week for Semester 1

Pre requisites

- Nil

Special requirements to be supplied by student

- Estimated Levy \$ 50

Assessment

- Practical design and drawing tasks
- Three-dimensional model
- Analyses of visual representations

AR105 Packaging and Advertising

Subject Domain: The Arts

Subject: Visual Communication

Brief Description of Course

This unit encourages exploration and imagination in drawing and mark making. Students explore packaging design including shape, colour, texture, letterform and target audience. They apply their creativity to their own three-dimensional packaging solution using both manual and electronic means. Students identify marketing strategies and create advertisements suitable for print. Design solutions relate to the fields of graphic design, industrial design and advertising.

General Aims and Objectives

- To develop confidence and personal expression through drawing
- To explore and create imaginative and original designs
- To develop an awareness of appropriate and inappropriate visual representation in design and marketing
- To be able to be creative and intentional when using design elements and principles
- To be able to create effective three-dimensional packaging and surface graphics

Topics

- Observational drawing
- Mark making/logos
- Package design of the past
- Package design of the future
- Advertising and marketing

Time Allocation

- 4 periods per week for Semester 2

Pre requisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: \$50

Assessment

- Practical design and drawing tasks
- Three-dimensional package design
- Final advertisement
- Analyses of visual representations

CO101 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. Students will also have an opportunity to manipulate images and to create interactive movie sequences.

General Aims and Objectives

- To identify the standards for website development
- To develop a website that adheres to the standards
- To plan and design an architectural building
- To be able to integrate commercial computing packages

Topics

- Website development
- 2D graphics
- Photostory

Time Allocation

- 4 periods per week.
- This unit is offered in both Semester 1 and 2

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: \$30

Assessment

- Assignments

DE101 Duke of Edinburgh's Award (Bronze or Silver)

Subject Domain: Health & Physical Education
Subject: Duke of Edinburgh's Award

Brief Description of Course

Students who have completed their Bronze Award, or who have yet to attempt the Bronze Award, are able to participate in this elective. The elective will require students to complete two 3 day hikes, 3-6 months of Community Service, Physical Recreation and Skill. The semester will be spent preparing for the 3 day hikes as well as looking into more advanced mapping techniques and compass skills.

Aims and Objectives

- **SERVICE:** To develop a sense of community service and responsibility to others
- **SKILLS:** To encourage the development of personal interests and practical skills
- **EXPEDITIONS:** To encourage a spirit of adventure and discovery
- **PHYSICAL RECREATION:** To encourage participation in physical recreation and improvement of performance

The Bronze and Silver levels require the following minimum requirements to be met in both structured class time and additional school-based and out of school time, as required:

BRONZE	Minimum age: 14 years
SERVICE	Minimum of 3 months
SKILLS	Minimum of 3 months
EXPEDITION	2 expeditions. Length: minimum of 2 days and 1 night
PHYSICAL RECREATION	Minimum of 3 months

**One of service, skill or physical recreation must be extended for a minimum total of 6 months*

OR

SILVER	Minimum age: 15 years
SERVICE	Minimum of 6 months
SKILLS	Minimum of 6 months
EXPEDITION	2 expeditions. Length: minimum of 3 days and 2 night
PHYSICAL RECREATION	Minimum of 6 months

Time Allocated

- 4 periods per week for Semester 1

Prerequisites

- Students who have completed the Bronze Award or did not do the Duke of Edinburgh's Award in 2008.

Special Requirements to be supplied by students

- Estimated Levy \$175

Assessment

- Written report
- Campcraft
- Leadership
- Navigation skills

DE102 Outdoor Education

Subject Domain: Health & Physical Education
Subject: Outdoor Education

Brief Description of Course

Students will study different outdoor experiences over the semester. They will look into safety procedures, equipment needed and location for activity in Victoria on a number of adventurous outdoor activities. After students have studied a field of outdoor education, there will be a day of participating in that activity

Aims and Objectives

- To develop a deeper relationship with God through His creation by participating in a variety of adventurous activities
- To help develop leadership skills
- To encourage the development of personal interests and practical skills
- To encourage a spirit of adventure and discovery

Topics

- Abseiling
- Canoeing
- Caving
- Cross country skiing
- Rock climbing
- Snorkelling
- Surfing

Time Allocated

- 4 periods per week for Semester 2

Prerequisites

Nil

Special Requirements to be supplied by students

- Estimated Levy \$370

Assessment

- Successful completion of safety briefs for each activity
- Satisfactory participation in the activity

DR101 Creating Characters

Subject Domain: The Arts

Subject: Drama

Brief Description of Course

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

General Aims and Objectives

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

Topics

- **Characterisation** – using Stanislavski's system – developing from role to characterisation within the context of a Performance
- **Documentary drama** – improvisation using current social issues and relevant biblical themes – developing naturalistic performances
- **Performance Analysis** – viewing of live and taped performances to develop an appreciation of Theatre Styles
- **Folio** – ongoing journal entries that reflect, analyse and interpret dramatic experiences during the year.

Time Allocation

- 4 periods per week for Semester 1

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: \$25

Assessment

- Individual participation in class activities
- Group participation on set class tasks
- Performance - Monologue (solo) Dialogue (small group) Ensemble (large group)
- Written Journal Entries – including class summaries and Theatre reviews

DR102 Creating Plays

Subject Domain: The Arts

Subject: Drama

Brief Description of Course

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

General Aims and Objectives

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

Topics

- **Theatrical styles** - the development of Comedy and Tragedy – review of playwrights and historical scripts that enhance non naturalistic dramatic techniques
- **Performance Analysis** – viewing of live and taped performances to develop an appreciation of Theatre Styles
- **Folio** – ongoing journal entries that reflect, analyse and interpret dramatic experiences during the year.

Time Allocation

- 4 periods per week for Semester 2

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: \$30

Assessment

- Individual participation in class activities
- Group participation on set class tasks
- Performance - Monologue (solo) Dialogue (small group) Ensemble (large group)
- Written Journal Entries – including class summaries and Theatre reviews

DT101 Designing and Redesigning

Subject Domain: Technology

Subject: Design Technology (Metal & Plastic)

Brief Description of Course

Designing and Redesigning aims to introduce and develop a systematic and creative approach to generating technological solutions. Students will gain the ability to apply knowledge and skills by using a variety of equipment, tools and materials while incorporating the elements of design. Activities include: designing and producing practical projects using metal and plastics as the main materials; discussions and demonstrations on safe workshop practices; metal bending and scrolling; plastic bending, shaping and forming.

General Aims and Objectives

- To continue using the design process
- To gain more knowledge on the properties and characteristics of metal and plastic
- To produce creative projects
- To keep developing skills with tools, machinery and equipment while producing practical work
- To follow the correct safety procedures in the workshop
- To further develop design and drawing skills

Topics

- Designing and making creative metal projects; including working with Aluminium, Zinc, Brass, Copper and Steel
- Designing and making creative plastic projects; including working with Acrylic, PVC and Hips (Plastic for Vacuum Forming)
- Utilising the design process for each different material

Time Allocation

- 4 periods per week for Semester 1

Prerequisites

- No prerequisites
- Any Year 9 Design Technology units recommended, but not essential
- A good preparation for further study in Design and Technology

Special Requirements to be supplied by student

- Estimated Levy: \$85 for materials

Assessment

- Design folio
- Workshop skills
- Classroom activities
- Completed projects
- Safety in the workshop

DT102 Complex Joints (Wood)

Subject Domain: Technology

Subject: Design Technology (Wood)

Brief Description of Course

Complex Joints has a strong design focus. Students apply their skills and knowledge of a variety of materials to each design brief that uses wood as the main material. Both hand and power tools are used to process, join and finish projects. Larger projects with machined joints and at least two different materials will be completed.

General Aims and Objectives

- Investigate materials
- Develop a response to a design brief
- Produce a useable product
- Evaluate the final product and its development

Topics

- Workshop skills and safety
- Materials identification and selection
- Design process
- Student projects

Time Allocation

- 4 periods per week for Semester 2

Prerequisites

- No prerequisites
- Any Year 9 Design Technology units recommended, but not essential
- A good preparation for further study in Design and Technology

Special Requirements to be supplied by student

- Estimated Levy: \$150 for materials

Assessment

- Workshop skills and safety
- Materials identification and selection
- Design process
- Student projects

DT103 Where Has My Robot Gone?

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.

General Aims and Objectives

- Investigate electronic systems using test equipment
- Construct and modify low voltage electronic systems
- Evaluate electronic systems

Topics

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

Time allocation

- 4 periods per week for Semester 1

Prerequisites and/or recommended studies

- No prerequisites
- Year 9 Electronics is recommended but not essential
- A good preparation for further study in Electronics or Physics.

Special requirements

- Estimated Levy: \$110 for materials

Assessment

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

FT101 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
- History of cooking in Australia
- Organisation and time management

Time Allocation

- 4 periods per week for Semester 1

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: \$60 food, \$20 excursion

Assessment

- Practical work
- Examinations
- Assignments
- Book work / written evaluations

FT102 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

- 4 periods per week for Semester 2

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: \$60 food, \$30 excursion

Assessment

- Practical work
- Examinations
- Assignments
- Book work / written evaluations

GE101 Environmental Issues

Subject Domain: Humanities

Subject: Geography

Brief Description of Course

This Geography unit involves the study of the environment God created. The unit provides the opportunity for students to develop an appreciation of God's creation, and the responsibility as God's stewards to care and manage the earth so as not to pollute or destroy the environment. Students study a wide range of environmental issues such as global warming and threatened environments such as forest and coral reef destruction. Students also focus on tourism and its positive and negative influences on the environment and people.

General Aims and Objectives

- To encourage the students to develop competence in mapping skills
- To encourage the students to see their role in the management of the environment
- To focus on the impact of tourism with emphasis on environmental concerns
- To explain how human activities have impacted environments and the atmosphere
- To evaluate the state of our planet today and in the future

Areas of Study

- Tourism and the Commonwealth Games
- Global warming and environmental issues
- Threatened environments

Time Allocation

- 4 periods per week for Semester 1

Prerequisites

- Nil

Special Requirements to be supplied by student

- Excursion costs as invoiced

Assessment

- Fieldwork
- Research project
- Workbook
- Tests

GE102 Global Challenges

Subject Domain: Humanities

Subject: Geography

Brief Description of Course

This Geography unit involves the study of the environments God has created. This course provides the opportunity for students to develop an appreciation of God's creation. Students study the Earth's four spheres and how they interact. They also focus on the movement of people across the earth and impacts of this movement on countries, as well as the inequalities within both the developed and developing world.

General Aims and Objectives

- To encourage the students to develop competence in mapping skills
- To encourage the students to see their role in the management of the environment
- To focus on global issues such as poverty and refugees
- To investigate solutions to challenges like poverty
- To evaluate how different factors affect the distribution and dynamics of human population

Topics

- Global poverty and inequality
- Global population explosion
- Refugees
- Forest of Victoria – Excursion to Mt Donna Buang

Time Allocation

- 4 periods per week for Semester 2

Prerequisites

- Nil

Special Requirements to be supplied by student

- Excursion costs as invoiced

Assessment

- Fieldwork
- Research project
- Workbook
- Tests

HE101 Healthy Lifestyles

Subject Domain: Health & Physical Education

Subject: Health

Brief Description of Course

In this unit students will examine physical, social, mental and spiritual effects of a number of different health issues.

General Aims and Objectives

- To understand the value God places on the human body
- To develop students' ability to make healthy decisions in relation to lifestyle and drugs
- To understand the importance of regular physical activity and nutrition and its impact on lifestyle
- To understand the impact that individuals can have on other lives

Topics

- Leadership and community
- Mental Illnesses
- Diseases
- Disease prevention
- Drug Education
- Motor vehicle safety
- Relationships, anatomy and abortion

Time Allocation

- 4 periods per week for Semester 1

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: \$40 for Excursions and Workbook

Assessment

- Classwork
- Projects
- Semester exam

HE102 Health and Community Service

Subject Domain: Health & Physical Education

Subject: Community Service

Brief Description of Course

Students will be placed in a nursing home/hostel, primary class or primary LEAPS room for two periods a week. Students also investigate a range of services and organisations which provide a number of different services to the community.

General Aims and Objectives

- To actively involve students in a regular weekly placement in a community service field
- To develop personal interaction skills
- To serve others in need
- To listen to and love people; giving to and caring for them with the love of Christ
- To enable students to identify peoples' needs and be aware of how to help in meeting these needs
- To develop skills in understanding and confidence
- To investigate and understand the role of service organisations

Topics

- Community interaction
- Communication
- Aging
- Child development
- Charity and compassion

Time Allocation

- 4 periods per week in Semester 2

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: \$25

Assessment

- Self-assessment reports on practical aspects
- Visit by Co-ordinating Teacher
- Projects

HI101 World War I and II

Subject Domain: Humanities

Subject: History

Brief Description of Course

This unit looks at the causes of both World War I and World War II and the way they are both inter-related. It will delve into the League of Nations, touch briefly upon the Nazi's and look closely at the battles and peace treaties that took place between 1901 and 1945.

General Aims and Objectives

- To examine the impact of major world events on society
- To develop an understanding of why individual groups and societies have interpreted history in different ways
- To analyse effects of major values and beliefs on world affairs
- To evaluate positive and negative aspects of change
- To use knowledge about the past to explain contemporary events
- To develop the intellectual skills of inquiry and critical thinking, and apply knowledge to develop and communicate understandings
- To develop independent research skills in using a variety of sources, including learning technologies
- To understand that God has a plan to accomplish His ultimate will and purpose for the nations, and is always in control.

Topics

- Causes of War
- The League of Nations
- Australia's Role
- WWI
- WWII
- The War in the Pacific
- World War III – Terror?

Time Allocation

- 4 periods per week for Semester 1

Prerequisites

- Nil

Special Requirements to be supplied by student

- Nil

Assessment

- Research assignments or reports, including oral and multimedia presentations
- Essay responses
- Tests
- Class participation and group work

HI102 The Cold War

Subject Domain: Humanities

Subject: History

Brief Description of Course

This unit provides students with the opportunity to explore how a range of contemporary world events have impacted society. It involves an investigation of the social, political, economic and religious issues that have arisen during the 20th and 21st centuries. This unit focuses on the Cold War. Students will investigate the war that has had the most significant impact on how the world has been shaped and is currently run. They will look at the reasons for the space race, the Vietnam War, the end of Colonisation and the various crises that, for more than 50 years, threatened world peace.

General Aims and Objectives

- To examine the impact of major world events on society
- To develop an understanding of why individual groups and societies have interpreted history in different ways
- To analyse effects of major values and beliefs on world affairs
- To evaluate positive and negative aspects of change
- To use knowledge about the past to explain contemporary events
- To develop the intellectual skills of inquiry and critical thinking, and apply knowledge to develop and communicate understandings
- To develop independent research skills in using a variety of sources, including learning technologies
- To understand that God has a plan to accomplish His ultimate will and purpose for the nations, and is always in control.

Topics

- The Beginnings of the Cold War – who was to blame?
- Containing the spread of Communism and the domino theory.
- The role of the USA – Vietnam, Cuba and Korea and Peace Movements
- Soviet control of Eastern Europe.
- Bringing down the wall – The fall of Communism in Berlin and Eastern Germany.
- The Arms and Space Race.
- The End of the Cold War or the beginning of US World dominance?

Time Allocation

- 4 periods per week for Semester 2.

Prerequisites

- Nil

Assessment

- Research assignments or reports, including oral and multimedia presentations
- Tests and essay responses
- Class participation and group work

LO101 Indonesian I

Subject Domain: Languages Other Than English

Subject: Indonesian

Brief Description of Course

This unit gives students an opportunity to further develop their ability to communicate in Indonesian, by honing 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 Indonesian 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 Indonesian language framework and structure at a deeper level and will provide a greater satisfaction in being able to communicate more effectively in Indonesian. LOTE, Indonesian, must be studied for the full year (Semesters 1 and 2) as a foundation for VCE Indonesian studies.

General Aims and Objectives

- To introduce the students to the structure and flow of Indonesian
- To lay a foundation for further studies in Indonesian
- To give the students an understanding of one of our neighbouring nations, its culture, traditions and values
- To encourage the students to develop a competence in the usage of Indonesian in both spoken and written form
- To help the student understand the multilingual and multicultural Australian society

Topics

- Arts and Culture; making Indonesian batik
- Festivals and customs
- Significant dates of celebration on the Indonesian and Australian calendars

Time Allocation

- 4 periods per week for Semester 1

Prerequisites

- Year 9 LOTE Indonesian

Special Requirements to be supplied by student

- Estimated Levy: \$20

Assessment

- Oral and written communication activities
- Classroom tasks and activities, workbook/games/role-plays
- Ability to respond to Indonesian instructions
- Tests and exams
- Incursion and excursion reflections

LO102 Indonesian II

Subject Domain: Languages Other Than English
Subject: Indonesian

Brief Description of Course

This unit builds upon LO101 Indonesian. This unit will challenge students to use Indonesian in a variety of personal contexts through the medium of speech and the written word. Students will build more effective strategies for inter-personal communications in Indonesian, such as responding to questions, information gathering and the presentation of facts and details.

General Aims and Objectives

- To introduce the students to the structure and flow of Indonesian
- To lay a foundation for further studies in Indonesian
- To give the students an understanding of one of our neighbouring nations, its culture, traditions and values
- To encourage the students to develop a competence in the usage of Indonesian in both spoken and written form
- To help the student understand the multilingual and multicultural Australian society

Topics

- Parts of the body and maintaining good health
- Describing illness and symptoms in a professional context
- Medication and treatment
- Traditional and modern Indonesian medicine
- Friendships
- Hobbies and leisure activities

Time Allocation

- 4 periods per week for Semester 2

Prerequisites

- LO101 Indonesian I

Special Requirements to be supplied by student

- Estimated Levy: \$20

Assessment

- Oral and written communication activities
- Classroom tasks and activities, workbook/games/role-plays
- Ability to respond to Indonesian instructions
- Tests and exams
- Incursion and excursion reflections

MU101 Music

Subject Domain: The Arts
Subject: Music

Brief Description of Course

This unit is designed specifically for musicians. Students who select this unit must be able to sing confidently or play an instrument eg. piano, orchestral instrument, guitar. Students also prepare items for special occasions. They must have a desire to participate and use their talents to the best of their ability and be willing to improve their skills. In addition, advanced music technology and a variety of different types of compositions will be studied.

General Aims and Objectives

- 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 understand music is God's gift to us and is everywhere in the universe to praise God
- To develop a leadership role in Music at the school
- To use their talents and abilities in their community and church

Topics

- Theory of Music
- Aural
- Guitar styles
- History of popular music
- Music Technology/Guitar program
- Composition
- Performance/ensemble

Time Allocation

- 4 periods per week 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

- Assignment work
- Tests
- Participation in practical work
- Instrumental played by student

MU102 Digital Music

Subject Domain: The Arts

Subject: Music

Brief Description of Course

This unit is designed for students to gain an understanding of music sequencing software and digital and analogue recording. Students will be able to compose, print and record to CD, songs/arrangements. Students will be able to add vocals to their compositions. The processes involved in this unit are transferable to other sequencing and notation software using programs “Anvil Studio” and “Sonar”.

General Aims and Objectives

By the conclusion of this unit students will have:

- completed tasks on various aspects of music sequencing
- used both forms of recording devices for multi-track recording
- printed their composition and experienced the various types of scoring possibilities available
- been given the opportunity to solve problems through tests and tasks such as importing midi files and converting these to print

Topics

- Creating a melody by step
- Midi and multi-track project
- Multi-track and live recording

Time Allocation

- 4 periods per week for Semester 2

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: \$45

Assessment

- Recording of an original composition using computer software
- Recording of the students’ composition with all lyrics and performance details added
- Test on sequencing using problem solving skills

SC101 Science Elective

Subject Domain: Science

Subject: Science

Brief Description of Course

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

General Aims and Objectives

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

Topics:

- Microbiology
- Immunology
- Quarantine
- Aerodynamics
- Applied Physics
- Careers in Science
- Biotechnology and genetic modifications
- Scientific Investigation through practical inquiry
- Materials Chemistry

Time Allocation

- 4 periods per week for Semester 1

Prerequisites

- Nil

Special Requirements to be supplied by students

- Estimated Levy: \$50

Assessment

- Assignments / Project Work
- Practical Reports
- Oral & visual presentations
- Tests

SC102 Environmental Sustainability

Subject Domain: Science

Subject: Science

Brief Description of Course

This unit provides the opportunity to study a number of topics not covered in the core Science courses. The course involves a 'hands on' approach to learning about the environment and will enhance a student's general understanding of environmental issues and develop skills to be good stewards of God's resources.

General Aims and Objectives

- To complete hands-on activities to enhance the local environment, including Blind Creek Reserve
- To complete hands-on activities to help plan and revegetate the Blind Creek Reserve area
- Understand important issues related to the environment
- To investigate major environmental disasters
- To investigate responsible stewardship of God's resources

Topics

- Water
 - Water testing of Blind Creek
 - Water conservation
 - Waste water treatment
- Waste
 - Reduce/reuse/recycle schemes
 - Treatment of waste
 - Litter in Blind Creek Reserve
- Energy
 - Alternative energy supplies
 - Design a solar vehicle
- Biodiversity and Habitat
 - Planting native species in Blind Creek Reserve
 - Native flora and fauna

Time Allocated

- 4 periods per week for Semester 2

Prerequisites

- Nil

Special Requirements to be supplied by students

- Estimated Levy: \$50

Assessment

- Assignments/Project work
- Practical Reports

VCE / VCAL 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 an organisation manage resources to achieve the objectives of the organisation.

The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

CONTENT

Unit 1: Small business management

AREAS OF STUDY

1. Business concepts
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

Unit 1

Assessment tasks for this unit are selected from:

- case study analysis
- business research (print and online)
- development of a business plan
- interview and report of contact with business
- business simulation exercise
- school-based short-term business activity
- essay
- test
- computer modelling;
- business survey and analyses;
- analytical exercises.

Unit 2

Assessment tasks for this unit are selected from:

- case study analysis;
- business research (print and online);
- development of a marketing plan;
- interview and report of contact with business;
- business simulation exercise;
- school-based short-term business activity;
- essay;
- test;
- computer modelling;
- business survey and analyses;
- analytical exercises.

GEOGRAPHY

AIM

Geography is designed to enable students to:

- Develop a geographic perspective;
- Understand and apply spatial concepts of location, scale, distance, distribution, region, movement, spatial change over time, spatial association, and spatial interaction;
- Acquire knowledge of the interaction and interdependence of natural processes and human activities, including attitudes and values that influence decision making in relation to geographical issues and questions;
- Develop knowledge of the Earth and, in particular, Australia;
- Develop and apply skills of observation, data collection, analysis, explanation, synthesis and evaluation from both primary and secondary sources;
- Acquire and apply the skills and techniques needed to conduct geographic study and enquiry; mapwork, including digital maps; fieldwork; information and communications technology (ICT), including geo-spatial technologies;
- Communicate information effectively and as appropriate to the task and audience, in a variety of ways, including oral and/or in writing, accompanied by maps (including digitally-generated visualizations), diagrams, photographs, graphs and tables.

CONTENT

Unit 1: Natural environments

AREAS OF STUDY

1. Characteristics of natural environments
2. Changes in natural environments

Unit 2: Human environments

AREA OF STUDY

1. Characteristics of human environments

ASSESSMENT

Units 1 and 2

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Assessment tasks are selected from:

- Recording and reporting on data collected in the field;
- Data processing, analysis and presentation;
- Multimedia presentations;
- Oral presentations;
- Short-answer questions;
- Structured questions;
- Research reports;
- Written responses;
- Role-plays;
- Tests.

At least one of the assessment tasks must involve fieldwork.

HEALTH AND HUMAN DEVELOPMENT

AIM

This study is designed to enable students to:

- develop an understanding of physical, social, emotional and intellectual development that occurs as individuals move through the lifespan;
- develop an understanding of the physical, social and emotional dimensions of health and the interrelationship with health and development;
- develop an understanding that health and development are determined by an interrelationship between individuals and the physical, social, economic and political environments in which they live;
- critically examine health and development from an individual, community, national and global perspective;
- identify, develop and evaluate behaviours and strategies that promote health and development;
- analyse the role of government and non-government agencies in promoting health and development globally.

CONTENT

Unit 1: Youth health and development

AREAS OF STUDY

1. Understanding health and development
2. Transition to adulthood
3. Challenges for youth

Unit 2: Individual and community health and development

AREAS OF STUDY

1. Health and development of young Australians
2. Adult health and development
3. Health care in Australia

ASSESSMENT

Unit 1

Assessment tasks for this unit are selected from:

- a case study analysis;
- a data analysis;
- a multimedia presentation;
- an oral presentation;
- a test;
- a written response.

Unit 2

Assessment tasks for this unit are selected from:

- a case study analysis;
- a data analysis;
- a multimedia presentation;
- an oral presentation;
- a test;
- a written response.

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 and justice

AREAS OF STUDY

1. Criminal law
2. The Courtroom

Unit 2: Civil law and the law in focus

AREAS OF STUDY

1. Civil disputes
2. Civil law in action
3. The law in focus

ASSESSMENT

Unit 1: Criminal law and justice

Assessment tasks are selected from:

- structured assignment;
- essay;
- mock court or role-play;
- folio and report;
- case study;
- test;
- annotated visual display;
- report (written, visual, oral and multimedia)

Unit 2: Civil law and the law in focus

Assessment tasks are selected from:

- structured assignment;
- essay;
- mock court or role-play;
- folio and report;
- case study;
- test;
- annotated visual display;
- report (written, visual, oral and multimedia)

MATHS METHODS

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 effective 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 Methods (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 press, radio, film and television.

CONTENT

Unit 1: Representation and Technology

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 production and the Australian Media Industry

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

AIM

This study is designed to enable students to:

- develop an understanding of the diversity of applications, language, methods and major ideas of psychology;
- understand the ways that biological, cognitive and social perspectives are used to organise and extend knowledge in psychology;
- develop skills in the conduct of empirical research including data collection, analysis and critical evaluation of conclusions;
- interpret results in terms of models and theories;
- identify and assess the reliability and validity of research methods and their related ethical considerations;
- understand current issues and theories in psychology;
- communicate effectively the results of their research.

CONTENT

Unit 1

AREAS OF STUDY

1. Introduction to psychology
2. Social relationships
3. Development of individual behaviour

Unit 2

AREAS OF STUDY

1. Introduction to neurons and nervous system
2. Individual differences
3. Social attitudes

ASSESSMENT

Unit 1

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Assessment tasks are selected from:

- essay;
- annotated poster;
- multimedia presentation;
- empirical research activity;
- test – short answer and extended response;
- summary of research findings in at least two related studies.

Unit 2

Assessment of the achievement of Outcomes 1, 2, 3 and 4 must be based on the student's performance on a selection of the tasks. Assessment tasks are selected from:

- essay;
- annotated poster;
- multimedia presentation;
- empirical research activity;
- test – short answer and extended response;
- summary of research findings from two or more related studies.

TEXTS AND TRADITIONS

AIM

This unit provides students with an opportunity to study the Bible as a part of their formal VCE study program. This unit examines the place of the Bible within the Christian Faith. This unit explores the variety of narratives in the Bible and the importance of it for the Christian faith.

CONTENT

Unit 1: Narrative texts and traditions

AREAS OF STUDY

- 1. Exploring narrative**
 - The examination of different narratives in the Bible
 - The function of some narratives within their literary context in the Bible
- 2. The formation and exegesis of narrative**
 - The general historical and cultural setting of the Biblical narratives
 - Elementary exegetical methods, including, as appropriate, the relevance of ancient literary parallels.
- 3. Later uses and interpretations of narrative**
 - Later interpretations of the Bible in church history
 - Later interpretations of the Bible in art, literature, film.

Unit 2: Texts in society

AREAS OF STUDY

- 1. The texts in the past**
 - Times, places and people relating to the development of beliefs and ethical teachings in selected Biblical texts
 - Particular beliefs and ethical teachings expressed in selected Biblical texts
 - Literary forms used in tradition to express social issues or themes such as authority, culture and gender
 - When and where the Biblical texts were written
- 2. The texts today**
 - Uses of the Bible to position Christians in regard to contemporary issues such as ecology, racism or other questions of justice
 - The level of authority attributed to the Bible
 - Ways in which the Christian faith uses the Bible today to illumine its relationship to society.

ASSESSMENT

Unit 1

- Summaries
- Classification exercises
- Textual commentaries
- An essay
- An oral presentation including, where appropriate, multimedia
- Short reports.

Unit 2

- Overview of texts
- Reports
- Analyses
- An essay.

VCAL PERSONAL DEVELOPMENT SKILLS

AIM

The Personal Development Skills units are designed to develop:

- Environmental awareness
- Commitment to, and achievement of, personal goals
- Civil and civic responsibility
- Improved health and physical wellbeing

CONTENT

Intermediate Unit 1:

AREAS OF STUDY

1. Plan and organise a complex activity
2. Demonstrate self-management skills for goal achievement
3. Demonstrate knowledge, skills and abilities in the context of an activity or project
4. Describe leadership skills and responsibilities
5. Utilise interpersonal skills to communicate ideas and information

Intermediate Unit 2:

AREAS OF STUDY

1. Identify planning and organisation skills relevant for the management of health or community service activities
2. Demonstrate skills relevant to complex problem solving
3. Demonstrate knowledge and skills related to hobby, study or interest
4. Utilise research and development skills to present information to an audience
5. Use spoken language and active listening skills to communicate complex ideas and information

ASSESSMENT

Unit 1

Evidence of successful performance may include:

- A portfolio of accumulated evidence, for example photos, timelines, logbooks, peer evaluations
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Awards from recognized programs
- Self-assessment inventories
- Oral or written reports
- Evidence of information and communications technology, including Internet usage

Unit 2

Evidence of successful performance may include:

- A portfolio of accumulated evidence, for example photos, timelines, logbooks, peer evaluations
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Awards from recognized programs
- Self-assessment inventories
- Oral or written reports
- Evidence of information and communications technology, including Internet usage.