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INTRODUCTION

This Course Handbook has been produced to enable parents and students to gain a better understanding of the courses of study offered at the College in Year 10.

It is the College’s aim to help students understand the relationship between God and His Word in everything they are learning and doing in the classroom. Ruth Haycock, author of ‘Encyclopaedia of Bible Truths for School Subjects’ writes:

“If we actually believe that the Bible is authoritative in every subject it addresses, in history and science as well as in Christian doctrine, we are obligated to find out what it says about every topic we teach. If we fail to present what God says but teach other aspects of a subject, we shelter pupils from the truth and give them only part of the story. What we do teach may be purely humanistic and opposed to the truth found in the Bible, or it may be true as far as it goes, but incomplete. In either case, pupil thinking is being shaped according to the world’s pattern. God asked instead for transformed lives, not conformed to the world, but based on renewed minds able to prove what is the good and acceptable and perfect will of God.”

We believe that all truth originates from God, and that all the truth He created was designed to lead people to know and respond to Him. Each academic subject is a part of the truth He created to help people know and understand Him better. We know more about God because of the truth revealed in science and mathematics. He made writing and reading an important part of His creation because He chose to reveal Himself to us in writing. We learn to think and express our thoughts in writing so that we can praise and glorify Him. We study history so that we can understand how He has directed the course of man through the years of time. Every academic truth in every academic area is a revelation of God.

All efforts to separate God and His truth from the school curriculum only serve to emasculate an academic education. It is not possible to truly understand any academic area apart from a knowledge of God.

“The fear of the Lord is the beginning of knowledge...” (Proverbs 1:7)

Waverley Christian College endeavours to provide students with topics of study which are both stimulating and challenging and which will lead each student to realise the God-given potential within. We believe the courses of study provided prepare students most thoroughly for successful participation in the Victorian Certificate of Education, apprenticeship, or work place.

It is our prayer that students attending Waverley Christian College will experience success and the blessing of our Lord Jesus Christ.

STEPHAN MUNYARD
HEAD OF TEACHING AND LEARNING
HEAD OF SECONDARY

“And all your children will be taught by the Lord, and great will be the peace of your children.”
Isaiah 54:13
THE CURRICULUM FOR YEARS 7 TO 10

Each day consists of 6 periods of 50 minutes each (60 lessons over a 10 day cycle)

The tables below set out the number of lessons per cycle for each subject and elective offered in the Secondary School.

<table>
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<th>Year 7-10 Core Subjects</th>
<th>Lesson Allocations per 10 day cycle</th>
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<td>Year 7</td>
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<td>Mathematics</td>
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<td>Geography</td>
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<td>History</td>
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<td>Sport</td>
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<td>Personal Development</td>
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<td>LOTE (French/Mandarin)</td>
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<td>Career Education</td>
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<td>Drama</td>
<td>4*</td>
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<tr>
<td>Art</td>
<td>4*</td>
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<tr>
<td>Design Technology (Metal &amp; Plastic)</td>
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<tr>
<td>Design Technology (Wood)</td>
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<td>Food Studies</td>
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<td>Textiles</td>
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<td>Music</td>
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| Year 8, 9 and 10 Electives and Year 10 Acceleration | - | 15\textsuperscript{ii} | 15\textsuperscript{ii} | 18\textsuperscript{iii} |

TABLE NOTES:

(i) In the Year 7-10 columns, one asterix (*) means that students undertake these subjects for one semester only.

(ii) In Year 8 & 9 students undertake 3 electives for 5 periods per cycle, per semester.

(iii) In Year 10 students undertake electives for 9 periods per cycle, per semester, as well as approved accelerated VCE subjects for 9 periods per cycle for the whole year.
CHAPEL

Secondary Chapel services are held on Thursday, before lunchtime. Secondary Chapels are student focused in their leadership and presentation style. At Chapel, students experience a time of worship, with various student bands leading worship. Students hear from a variety of speakers who present the Word of God in relevant and creative ways.

General Aims and Objectives

- To provide an opportunity for students to feel a degree of ownership of a Chapel service
- To give all our students an opportunity to connect with God as a student body on a weekly basis
- To give the students another opportunity to grow in their relationship with God each week
- To help our students grow in their understanding of the Christian faith and strengthen their daily walk with God
- To give as many students as possible an opportunity to lead, contribute to and be involved in a Chapel service
- To provide an environment that is conducive for students to connect with God at a deeper level
- To provide contemporary worship that gives the opportunity for a high degree of student involvement
- To have speakers who will deliver age appropriate messages dealing with issues that are relevant for our students
SPORT AND ACTIVITIES PROGRAM

BIBLICAL FRAMEWORK:
In 1 Corinthians 6, Paul shows us the importance of keeping our body healthy, pure and holy. “Or didn’t you realize that the body is a sacred place, the place of the Holy Spirit? Don’t you see that you can’t live however you please, squandering what God paid such a high price for? The physical part of you is not some piece of property belonging to the spiritual part of you. God owns the whole works. So let people see God in and through your body.” (The Message)

God has given us the responsibility to take care of both our physical body and our spiritual part, for this is where the Holy Spirit lives – inside of us. This emphasis, which God places on looking after our physical body, provides the framework around which this course is structured.

Aims
The Sport and Activities Program recognises that all students need to be active; however their interests and motivation to be active will vary. Through regular involvement in a wide range of physical pursuits, the aim is for students to develop a positive attitude towards physical activity and for each student to remain active throughout their life.

Research indicates that involvement in regular physical activity has many benefits including:
• Reduced risk of cardiovascular disease, arthritis, osteoporosis, diabetes and other diseases
• Enhanced memory and learning
• Improved concentration
• Improved sleep
• Helping to achieve and maintain a healthy body weight
• Reducing feelings of depression, anxiety and stress
• Helping build and maintain healthy bones, muscles and joints
• Enhanced self-esteem and confidence with reduced isolation and loneliness

Sports and Activities Program
Waverley Christian College is part of the Christian Schools Sports Network (CSSN) which provides opportunities for Christian schools to compete together in various sports. There is a Junior (Year 7/8) Division as well as an Intermediate (Year 9/10) Division. Students try out and teams are put together to compete against other schools. Students who are not part of a particular team participate in various school-organised activities at the same time that team sports compete. This happens during Terms 2 and 3 as the swimming program runs in Term 1 and Term 4. In addition, CSSN run a number of Rally Days in Term 4 in which the College also participates. There are Rally Days for each year level from Years 7-10. On a particular Rally Day, all students in a certain year level are divided into various sports teams to compete against other schools in a one-day event. The specific sports, activities and rally day events are listed below:

<table>
<thead>
<tr>
<th>Fortnightly Sports</th>
<th>Year 7 – 10 Boys</th>
<th>Year 7 – 10 Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Basketball</td>
<td></td>
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<tr>
<td>Soccer</td>
<td>Soccer</td>
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<table>
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<th>Year 7 – 10 Activities</th>
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<td>Beach Volleyball</td>
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<td>Cycling</td>
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<td>Self Defence</td>
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<table>
<thead>
<tr>
<th>Term 1 and 4 Sports Rally Day</th>
<th>Year 7 – 10 Boys</th>
<th>Year 7 – 10 Girls</th>
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<tbody>
<tr>
<td>Badminton</td>
<td>Badminton</td>
<td></td>
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<tr>
<td>Basketball</td>
<td>Basketball</td>
<td></td>
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<tr>
<td>Nethall</td>
<td>Nethall</td>
<td></td>
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<tr>
<td>Super 8’s Cricket</td>
<td>Super 8’s Cricket</td>
<td></td>
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<tr>
<td>Table Tennis</td>
<td>Table Tennis</td>
<td></td>
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<tr>
<td>Tennis</td>
<td>Tennis</td>
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<tr>
<td>Volleyball</td>
<td>Volleyball</td>
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<tr>
<td>5 a side soccer</td>
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The Year 10 students continue with the additional studies and activities, both curricular and extra-curricular, introduced the previous year. The curriculum is designed to draw together the skills and knowledge gained over the previous years.

Core subjects are used to prepare students for both the content and the system of the VCE. The emphasis in all core subjects is on learning to evaluate and utilise the contents of the previous years’ courses.

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.

During the first semester students will begin to make choices for their VCE studies.

Successful completion of Year 10 is a fine preparation for a life of service to the community and the Lord. For those students planning to study VCE, staff are available for consultation and counsel. The following procedures are suggested:

a. Consult with WCC Staff about possible career paths, requisite courses and subjects. (Information available from Careers Co-ordinator and Library).

b. Discuss subject options with VCE teachers.

c. Make use of Term 1 Parent/Teacher interviews (update on progress).

Staff are also willing to counsel students seeking apprenticeships or employment after Year 10, with a view to assisting each one to find the most fulfilling way of using their God-given abilities.
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
- Legal Studies Units 1 and 2
- 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

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 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 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:

Once the students have selected subjects, there will only be four electives and two VCE subjects.
WORK EXPERIENCE

All students in Year 10 participate in a one-week Work Experience placement.

The aims of the program are:

1. To assist students to learn in a practical way about a particular job and also about the place of work in society.
2. To give students experience in coping with new situations and people – thus developing their self-confidence, initiative and independence.
3. To give students an opportunity to explore their employment or career options.
4. To provide opportunity for parents and children to discuss students’ futures.
5. To allow students to observe the use made of skills taught in school subjects.

School Work Experience programs are stringently controlled by various legal requirements. These cover such areas as length of placements; payment of Work Experience students; age of students; prohibited tasks and jobs; injury to students, etc.

No Work Experience arrangement can be made without the signed consent of parent, student, school and employer. Students are also required to complete Occupational Health and Safety Training at the College prior to commencing placements.

To maximise the benefit of the program, students have been encouraged to choose areas that are consistent with both their aptitudes and interests. The DEEWR Job Guide For Victoria is particularly helpful in this respect – go online to www.jobguide.deewr.gov.au.

Students have been asked to take the responsibility for finding their own placements. This may be done through personal contacts of parents, letters seeking work experience, interviews, etc. Where difficulty is experienced in finding a placement, the College will seek to help.

Waverley Christian College students on Work Experience are expected:

- To perform the tasks and duties of the job in which they are placed to the best of their ability
- To follow instructions and abide by all the rules and regulations that apply to full-time employees
- To dress suitably and behave appropriately
- To ask questions and make observations concerning their particular job and the place of work in society
- To carry out the tasks set by the school, i.e., complete and return the Work Placement Report Book, take part in an evaluation of the program afterwards and ensure the school copy of the evaluation sheet is returned to the school.
YEAR 10

CORE SUBJECTS
Year 10
BIBLICAL STUDIES

“A thorough knowledge of the Bible is worth more than a college education.”
- Theodore Roosevelt

Brief Description of Course
In Year 10 Biblical Studies, students explore the Christian Biblical Worldview. Students are shown how to look at life issues through the lens of scripture.

In the Book of Acts unit, the students explore the development and expansion of the early church. Students are given the opportunity to find their place in the local church by discovering their spiritual gifts. They also look at the powerful role of the Holy Spirit in the spread of the church.

General Aims and Objectives
- To continue to build the discipline of Bible reading in the life of the student
- For students to gain an understanding of the Christian Biblical Worldview
- Challenge students to be part of the local church and spread of the Gospel

Topics

Semester One
- Christian Biblical Worldview

Semester Two
- Book of Acts

Time Allocation
- 2 periods per cycle

Special Requirements to be supplied by students
- Any full translation of the Bible
- Book-listed items

Assessment
- Bible Reading Plans
- Research Assignments
- Oral Presentations
- Tests

“But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.”
1 Peter 3:15
**YEAR 10**  
**CAREER EDUCATION**

“We make a living by what we get, but we make a life by what we give”  
- Winston Churchill

**Brief Description of Course**
The overall goal of Career Education is to assist young people in their career development process. The program consists of the following components:

- Self-awareness - activities that help students identify their personal attributes
- Opportunity awareness - activities that involve students in investigating, exploring and experiencing the world of work and the various pathways within it
- Decision learning – learning to make decisions regarding Career development
- Transition planning – planning for the stages necessary in their career pathway

**General Aims and Objectives**

- To develop a general understanding and appreciation of the world of work
- To create an opportunity to identify, explore, expand and test career choices before the end of Year 10
- To provide opportunities for students to gain confidence and better workplace communication skills
- To introduce students to self-reflection regarding their skills, knowledge and attitudes towards future career choice
- To develop students understanding of key competencies and employability skills
- To help students develop job seeking skills
- To assist students towards exploring pathways beyond Year 10
- To reinforce the creational mandate from God to be involved in productive work

**Topics**

- Career Pathways Planning
- The Nature of Work
- Work Experience
- Job Seeking Skills
- Introduction to VCE and Subject Selection
- Building Your Workplace Skills

**Time Allocation**

- 3 periods per cycle

**Special Requirements**

- Students will need to organise their Work Experience placements with guidance from their class teacher and the Work Experience Coordinator for term two and term four

**Assessment**

- Career Pathways Folio
- Occupational Health and Safety Testing
- Oral Presentations
- Resume and Letter of Application
- Work Experience Journal
- Tests

“Whatever you do, work at it with all your heart, as though you were working for the Lord and not for men.”  
Colossians 3:23
“We must contemplate the import of ignoring the printed word. If you cannot read, you can do only what you are told.”
- Joseph P. Bean

YEAR 10
ENGLISH

Brief Description of Course
In Year 10 English, the focus is on developing students’ critical thinking skills. This is achieved in each strand of learning: reading and studying texts, creating and presenting, issues, speaking and listening, and language. These strands feed directly into the VCE English course, and at the end of Year 10 students are well prepared to tackle higher English. Students are introduced to some classic texts representative of their genre; Shakespeare’s ‘Macbeth’ and Golding’s ‘Lord of the Flies’. The contemporary film, ‘The Truman Show’ is also explored. The issues strand concentrates on analysing persuasive language, letters to the editor and issue cartoons. The course includes oral activities, creative writing and language-based work.

General Aims and Objectives
- To explore different perspectives on complex issues through reading and viewing a range of texts
- To draw on a repertoire of strategies to maintain understanding through dense or extended texts
- To experiment with knowledge of linguistic structures and features
- To convey detailed information and explore different perspectives on complex, challenging issues through writing for specific and general audiences
- To consider the contexts in which texts were or are created and how these are reflected in texts
- To use the God-given gifts of creativity and discernment

Topics
- Shakespeare’s world and texts
- Shakespearian language
- Creative writing: poetry, stories, songs
- Issue cartoons
- Issues orals
- Analysing persuasive language in newspapers
- Reflections on World War II through ‘Lord of the Flies’
- Oral activities

Time Allocation
- 9 periods per cycle

Special Requirements to be supplied by student
- Book-listed items
- Levy

Assessment
- Text questions and essays
- Individual and group oral presentations
- Craft of writing
- Class participation
- Issue analysis and construction of media pieces
- Examinations

“They read from the Book of the Law of God, making it clear and giving them meaning so that the people could understand what was being read.”
Nehemiah 8:8
YEAR 10
GEOGRAPHY

“Through him all things were made; without him nothing was made that has been made.”
John 1:3

Brief Description of Course
There are two units of study in the Year 10 curriculum for Geography: Environmental Change and Management and Geographies of Human Wellbeing. Environmental Change and Management focuses on an overview of the environmental functions that support all life, the major challenges to their sustainability and how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore programs designed to reduce the gap between differences in wellbeing.

General Aims and Objectives
- To help students to understand their role in the management of the human and natural environment and resources, especially as God’s stewards on the Earth.
- To understand the causes and consequences of change in places and environments and how can this change be managed.
- To help students understand the complexity of biophysical, managed and constructed environments.
- To evaluate the state of our planet today and in the future and the impact of human activities on the environment.
- To consider how worldviews influence decisions on how to manage environmental and social change and how humanity should respond to change / inequality.

Areas of Study
- Environmental Change and Management in
  - Human environments (eg cities)
  - Natural environments (eg marine or inland waters)
- Global Wellbeing and improving living conditions

Time Allocation
- 5 periods per cycle, for one semester

Special Requirements to be supplied by student
- Book-listed items

Assessment
- Assignments / inquiry tasks
- Fieldwork
- Examination

“The earth is the Lord’s, and everything in it, the world, and all who live in it.”
Psalm 24:1
YEAR 10
HISTORY

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

Brief Description of Course
The focus of this course is Australia in the modern world from WWII to present. It looks at Australia’s role in World War II as well as those events from an opposing perspective. It works through issues of National identity and the reasons behind global conflicts. Finally, the course looks at Australia’s position in social movements that have swept the world in the 20th century particularly focusing on the Civil Rights movement in South Africa, the United States of America and Australia.

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 fight for rights and freedoms in 20th Century and today
- Australia’s role in World War II, Nazism and the Holocaust
- World War II in the Pacific
- Civil Rights movement in the USA and Australia

Time Allocation
- 5 periods per cycle, for one semester

Special Requirements to be supplied by student
- Book-listed items

Assessment
- Research assignments or reports, including oral and multimedia presentations
- Document Analysis
- Tests
- Class participation and group work
- Examination

“Write on a scroll what you see and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea.”
“Write, therefore, what you have seen, what is now and what will take place later.”
Revelation 1:11,19
YEAR 10
MATHEMATICS

“God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us is this respect.”
- Asa Sparks

Brief Description of Course
Mathematics incorporates skills practice, standard applications, extended problem solving, project work and testing. Students are expected to have access to and become proficient in the use of a CAS calculator. Students are generally expected to complete the coursework designated for their year level; and are encouraged to utilise their talents faithfully. However, it is recognised that there are different levels of mathematical ability. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program which develops a deeper understanding of set topics and extends students to provide access to more complex applications. This will enable greater access to advanced mathematics options in senior year levels. It is expected that Narre Warren South will offer two Year 10 Mathematics courses. One which leads to Mathematics Methods and one which leads to General Mathematics.

General Aims and Objectives
- To develop each student to their fullest mathematical potential according to their unique God-given talent.
- To appreciate the historical development of Mathematical concepts.
- To appreciate the way in which mathematics reflects the order in God’s Creation.
- To develop the students’ understanding of the concepts of number and space and their inter-relation ship
- To deepen the students’ awareness and understanding of mathematics as a functional tool in solving everyday problems.

Topics
- Calculator Use
- Exponential Functions
- Factorisation
- Geometry
- Linear functions
- Measurement
- Probability
- Quadratic Functions
- Statistics
- Trigonometry
- Variation

Time Allocation
- 8 periods per cycle, streamed according to ability

Special Requirements to be supplied by student
- Booklisted items
- CAS Calculator

Assessment
- Unit tests
- Assignments and projects
- Problem solving tasks
- Semester examinations

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

“Indeed, the very hairs of your head are all numbered. Don’t be afraid; you are worth more than many sparrows.” Luke 12:7
YEAR 10
PERSONAL DEVELOPMENT

“All men have their frailties; and whoever looks for a friend without imperfections, will never find what he seeks. We love ourselves notwithstanding our faults, and we ought to love our friends in like manner.”
- Cyrus the Great, founder of the Persian empire

Brief Description of Course
This subject is structured to capture the enthusiasm of Year 10 students. Topics covered vary from year to year, according to group needs and interests. Students are encouraged to consider their own relationship with the Lord, as well as general areas such as the Gospel, testimonies and missions work. Highlights of the course are the open forums where various topical questions are considered.

General Aims and Objectives
- To enable students to develop spiritually and emotionally
- To develop Christian character qualities
- To encourage growth in relationships with the Lord Jesus Christ
- To give Biblical guidelines for various areas of development
- To enable students to grow in confidence through sharing ideas in a group setting
- To understand Christian character is the product of the Holy Spirit’s work in us
- To develop a healthy Christian worldview

Topics
Topics covered throughout the year:
- Goal setting
- Community Service
- Drugs
- Mental Health
- Growing Up

Time Allocation
- 1 period per cycle

Special Requirements to be supplied by student
- Bible
- Booklisted items

Assessment
- Nil

“Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart, with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself. All the Law and the Prophets hang on these two commandments.”
Matthew 22:36-39
YEAR 10
PHYSICAL EDUCATION

“The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God.”
- Thomas M. Bagdon

Brief Description of Course
Through involvement in Physical Education, students will continue to work on their level of personal fitness and students will focus on game play and tactics within team sports.

General Aims and Objectives
- To develop motor skills for successful participation in a range of activities
- To improve their level of personal fitness
- To develop positive attitudes towards involvement in physical activity
- To continue involvement in physical activity throughout their life
- To develop respect for their body as a unique gift of God’s creation
- To interact with others in a respectful, considerate and cooperative manner
- To increase knowledge of rules and tactics in a range of activities

Topics
- Athletics
- Australian Rules Football
- Badminton
- Basketball
- Cross Country
- European Handball
- Netball
- Soccer
- Tennis
- Touch Rugby
- Volleyball

Time Allocation
- 2 periods per cycle

Also
- House Sports: (Athletics, Ball Sports, Bat Tennis, Cross Country, Swimming)
- Interschool Sports: (Badminton, Basketball, Netball, Soccer, 5-a-side Soccer, Super 8’s Cricket, Tennis, Table-Tennis, Volleyball)
- Interschool Carnivals: (Athletics, Cross Country, Swimming)
- WCC Activities: (Aerobics, Ball Sports, Beach Volleyball, Cycling, Self-Defence, Swimming, Water and Surf Safety)

Special Requirements to be supplied by student
- Physical Education uniform as per College Handbook
- A mouth-guard is recommended to be used for activities that involve a higher level of physical contact
- Interschool sport where student is selected will result in additional invoice during the year
- PE/Sports levy is charged via the College Fees for a majority of excursions

Assessment
- Attitude and Application
- Fitness
- Skill Acquisition

“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize.” 1 Corinthians 9:24-27
YEAR 10
SCIENCE

“The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honouring Him.”
- James F. Jekel

Brief Description of Course
Students will study some of the main theories as to how the Earth was created, factors that cause extinction, how genetic traits are inherited. They will study some of the features that allow a species to survive in its environment. Students will investigate more complex aspects of chemistry through experimental work. The Laws of Motion will be studied through the top of Physics.

General Aims and Objectives
- To explore the nature of the biological, physical and chemical worlds
- To appreciate that some past scientific explanations remain appropriate and others don’t
- To develop skills in communication, investigation and inquiry
- To gain some understanding of the contemporary cultural significance of science and technology

Topics
- Chemical Reactions
- Origins, Creation and Evolution
- Force, Mass and Movement
- Genetics
- Space Science
- Earth, Science and Geology
- And a selection from:
  - Fossils
  - Structural Engineering
  - Forensics
  - Global Systems
  - Further Chemistry

Time Allocation
- 8 periods per cycle for semester one

Special Requirements to be supplied by student
- Levy
- Booklisted items

Assessment
- Unit tests
- Assignments
- Semester examinations
- Practical investigations and reports

“In the beginning God created the heavens and the earth.”
Genesis 1:1
YEAR 10

SPECIALIST SUBJECTS
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
- Digital Logo design, business card and letterhead
- Analysis of Advertisements
- Promotional Poster

Time Allocation
- 4 periods per cycle

Pre requisites
- Nil

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

Assessment
- Design tasks: fulfilling the brief
- Analyses of advertisements
- Computer: knowledge and application
- Folio Presentation
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
- 4 periods per cycle

Pre requisites
- Nil

Special requirements to be supplied by student
- Estimated Levy $25

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

Subject Domain: Language Other Than English (LOTE)
Subject: Chinese

Brief Description of Course:
The Year 10 Chinese course builds on topics covered in Years 8 and 9 and includes such
topics as school life, leisure life, travelling, and sickness.

Study of culture is an integral part of the curriculum. Students continue to develop and refine
their reading in Chinese characters and character writing skills through exposure to a range of
documents in the Chinese script and structured study of grammar. Listening and speaking
skills are developed through activities such as role-plays, pair work, interviews, and the use of
multimedia and technologies such as CDs and DVDs, IPads, and laptops. A student’s progress
is assessed in the outcome strands of listening and responding, and speaking; viewing, reading
and responding; and writing. Students are taught in mixed ability groups and may choose to
continue their studies into Years 11 and 12.

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 China and Chinese speaking
  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 Chinese within the world of teenage experience and
demonstrate comprehension of factual information from topics of interest.

Topics
- asking school subjects, tests, class
- getting around, modes of transport
- leisure activities
- describing appearances
- travel, holidays
- feeling sick
- celebrations

Time Allocation
- 9 periods per cycle

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

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

Assessment:
- Oral and written communication activities
- Classroom work and activities, workbook/games/role-plays
- Ability to respond to Chinese instructions
- Tests and exams
DIGITAL PHOTOGRAPHY

Subject Domain: The Arts
Subject: Media

Brief Description of Course
Year 10 Digital Photography students will develop the ability to produce photographs using digital technology (digital or conventional photographs). Students will understand the scope and nature of Digital Photography and will be able to select appropriate equipment to use in various situations. Students will learn about various cameras, lenses and other accessories. They explore different elements of composition in order to learn to make more interesting photographs and further develop their understanding of camera settings such as shutter speed and aperture. They develop a folio consisting of conventional and digital images taken to suit specific design briefs and project based assessments.

General Aims and Objectives
• To learn about various photographic equipment and studio set up methods
• To explore different elements of composition to improve general photo quality
• To understand what it means to work to a design brief and produce a folio of photographs for a client, as a professional would do
• To improve general photographic editing skills and final presentation of a piece

Topics
• Career Opportunities in Photography
• Monochrome and Macro Photography
• Three-Piece Portraits
• Creative Composition Challenge
• Conceptual Photography and Interactive Art
• Portrait Studio and Lighting Set Up
• Portraiture and Posing (Family Portrait Session)

Time Allocation
• 4 periods per cycle

Prerequisites
• Ideally the student will have studied Year 8 or 9 Digital Photography for a basic understanding of aperture, shutter speed and composition, however this is not absolutely essential

Special Requirements to be supplied by student
• Estimated Levy: $35 to cover printing costs and equipment maintenance

Assessment
• All class work – practical projects completed during lessons
• One family portrait session scheduled outside of school hours
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

**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
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 will be required 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.

General Aims and Objectives
- To give students experience in developing a production
- To prepare students for VCE Drama or 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
- 4 periods per cycle
- A fortnight before the Major Production some minimal extra-curricular rehearsal time will be required

Prerequisites
- Ideally the student will have studied Year 8 or Year 9 Drama, however this is not absolutely essential
- Students will be asked to enrol 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: Not yet determined

Assessment
- In-Class Performance Tests
- Journal
- Professionalism
- Final Performance
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. 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
- Composition
- Music Technology
- Theory
- Aural Studies

Time Allocation
- 4 periods per cycle

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

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

Assessment
- Written, Performance and Aural Tests
- Music Performance Synthesis Project
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 or have an interest in composition.

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.

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

Time Allocation
- 4 periods per cycle

Prerequisites
- Learning of an instrument/singing

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

Assessment
- Written, Performance and Aural Tests
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. 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.

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

Topics
• Stanislavski Training
• Choosing and casting the play
• Rehearsal – Documented by journal entries and group participation
• Performance – Preparation for maximising audience impact

Time Allocation
• 4 periods per cycle

Prerequisites
• Ideally the student will have studied Year 8 or Year 9 Drama, however this is not absolutely essential

Special Requirements to be supplied by the student
• Estimated Levy: Not yet determined

Assessment
• In-Class Performance Tests
• Journal
• Professionalism
• Final Performance
SPORTS SCIENCE 1

Subject Domain: Health and Physical Education
Subject: Physical Education

Brief Description of Course
This course will look at two main areas of study, fitness components and assessment, and training principles and methods. Students will develop an understanding of the health and skill related fitness components and how to conduct an effective games analysis. The students will also look at the core training principles and develop the ability to link training goals to training principles and methods.

General Aims and Objectives
- Define health related and skill related fitness components
- Explain factors affecting performance in each of the fitness components
- Knowledge of the application of fitness components to various sporting situations
- Understanding the various elements of a games analysis, and personal involvement in data collection
- Linking a games analysis to fitness components and other game demands including skills performed, muscles used, energy systems, etc.
- Selecting specific fitness tests, comparing results to norms and consideration of strengths, weaknesses and possible training program inclusions
- Identify core principles of training (SIDOF)
- Identify key features of the various training methods
- An ability to consider training programs and identify possible “problem” areas
- Identify key factors responsible for causing fatigue and consider appropriate measures to facilitate recovery
- Understanding how training programs link to fitness testing and the ability to select appropriate training methods to achieve fitness goals
- Discuss the effectiveness of a self-designed training program and offer possible improvements
- An ability to link theoretical training program concepts to practical settings

Topics
- Fitness Components and Assessment
- Training Principles and Methods

Time Allocation
- 5 period per cycle
- This unit is only offered in Semester 1, however Sports Science 2 is offered in Semester 2.

Prerequisites
- None

Special Requirements to be supplied by student
- Estimated Levy: $30

Assessment
- Oral presentations
- Topic tests
- Laboratory report
- Participation in all practical sessions
SPORTS SCIENCE 2

Subject Domain: Health and Physical Education
Subject: Physical Education

Brief Description of Course
This course will look at sports psychology, sports injuries and drugs in sport. Students will develop an understanding of the different psychological skills that are used in sports psychology and how an athlete can use these to improve their performance. The students will look at the importance of risk management in sport and injury prevention. They will also learn about the different roles that a variety of health care professional have while treating a recovering athlete.

General Aims and Objectives
• Students will understand the difference between both intrinsic and extrinsic motivation
• Recognise different ways that you can deal with stress on and off the sporting field
• Be able to accurately identify the different types of attentional focus
• Comprehend the importance of imagery on the sporting field
• Have a good understanding of the SMART principle ad how it can be applied
• Distinguish between different injury classifications
• Students will be able to apply their own risk management plans for their own club
• Understand the importance of checking all sporting equipment prior to an activity
• Identify a variety of banned substance and their affects
• Formulate their own opinion about the advantage and disadvantage in taking banned substances

Topics
• Sports Psychology
• Sports Injuries
• Drugs in Sport

Time Allocation
• 5 period per cycle
• This unit is only offered in Semester 2, however Sports Science 1 is offered in Semester 1.

Prerequisites
• None

Special Requirements to be supplied by student
• Estimated Levy: $30

Assessment
• Oral presentations
• Topic tests
• Laboratory report
• Participation in all practical sessions
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
- 4 periods per cycle

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
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
- 4 periods per cycle

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
TECHNOLOGY (ELECTRONICS)

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
- 4 periods per cycle

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

Special requirements
- Estimated Levy: $100 for materials

Assessment
- Workshop skills and safety
- Component identification and selection
- Testing systems
- Student projects
TECHNOLOGY (SMART TECHNOLOGY)

Subject Domain: Technology
Subject: Electronics

Brief description of course
Computer Aided Design (CAD) This is a beginner’s course in drafting and design principles and applications and is an appropriate course for any student who may one day pursue a career in industrial, manufacturing or engineering technology. Students will construct various drawings using Tinker CAD and 123dCAD software. In this class, the student will be doing a wide range of assemblies and students will further their skills in solid modelling. Relations are used to define attributes such as angles, shapes, and mechanisms’ with respect to sketch geometry. Students will also learn additional basic features such as gears, which allow modelled gear assemblies to accurately reproduce the rotational movement of an actual gear train.

Computer Aided Design and Computer Aided Manufacture can be thought of as two separate processes. CAD involves the creation of a design using a computer. Designs do not have to be in the traditional technical style, they may also be very graphical, such as the graphics for a new shop front, or in the form of 3D models, etc. CAM involves using a computer to control the operation of a manufacturing tool. This may be a vinyl cutter, a sewing machine, a laser cutter, etc. In recent years CAD and CAM have converged with data from the CAD system automatically generating tool paths and operating machines directly. CAD/CAM has revolutionised industry, cutting time and costs, and improving accuracy.

General Aims and Objectives
• Investigate the use of CAD and CAM and its features
• Print to a Forge 3D printer
• Draw solid models using CAD
• Use SEQTA and tutorials to develop knowledge and skills

Topics
• Workshop skills and safety
• Student Projects
• Mechanisms and assemblies such as gears
• Drawing of complex solid shapes
• How to use TinkerCAD and 123dCad in the design and analysis of mechanisms
• Design multi-body parts
• Layout and design principles
• 3D Printing

Time allocation
• 4 periods per cycle

Prerequisites and/or recommended studies
• Nil

Special requirements
• Estimated Levy: $50 for materials

Assessment
• Drawing quizzes
• Research and Analysis
• Student Designed Assessments
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

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

Time Allocation
• 4 periods per cycle

Prerequisites
• Nil

Special Requirements to be supplied by student
• Estimated Levy: $15
• USB stick – minimum of 8GB

Assessment
• Website development
• Website
• Report of the impact of their website
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
   In this area of study, students examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia. Business ethics and socially responsible management are also important considerations for businesses and will have an impact on the various stakeholders of all businesses. In investigating these business characteristics, students gain an understanding of the interrelationships that affect, and are affected by, business activity.

2. Small Business Decision-Making, Planning and Evaluation
   There are many decisions to be made and considerable planning to be undertaken prior to the commencement or purchase of a small business. Students also examine the ongoing decisions and planning that must occur throughout the life of the business. Evaluation of the performance of a business is vital; students examine the performance of a business using a range of measures including key performance indicators. The management practices of small businesses are also considered with respect to their ethical and socially responsible approach to decision-making, planning and evaluation.

3. Day-to-Day Operations
   In this area of study, students examine the essential, ongoing activities which sustain an ethical and a socially responsible small business and promote its successful growth. To manage a small business, knowledge and skills should be developed in areas including introductory accounting, management of staff, effective use of information and communications technology and introduction to legal requirements. Students examine one or more of these topics.
UNIT 2: COMMUNICATION AND MANAGEMENT
AREAS OF STUDY

1. **Communication in Business**
   This area of study introduces students to the concept of communication in business, with an emphasis on its importance and methods. Communication and its relationship to business objectives and business strategy are considered. Management should understand that the type and purpose of the information that is to be communicated will depend upon the intended audience. Appropriate methods of communication for different management contexts and situations will be considered. Students learn to evaluate the appropriateness of methods of communication used in different business-related situations.

2. **Managing the Marketing Function**
   This area of study involves an examination of the planning used by management to position its products and services in the marketplace. Students learn the essential characteristics of effective marketing and apply selected market research methods to the business environment. Also, issues in marketing will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

3. **Managing the Public Relations Function**
   This area of study involves an examination of the role management plays in creating and maintaining the image of the business. The public relations function can be considered as an application of fundamental communication methods. Public relations objectives and strategies are used in a range of planned and unplanned business situations.

**BIBLICAL PERSPECTIVE**

Biblical leadership principles are examined as students consider the application of management styles and skills to their own lives and to possible careers in a business environment. In addition, students will evaluate social responsibility and ethics in examining change in large organisations. The application of conflict resolution strategies (see Matt 18:15 and 1 Corinthians 6) will be considered.

God has created us to be in relationship both with Himself and with our fellow human beings. Therefore, students must consider how strong, Christ-centred relationships can be developed and maintained as an integral part of harmonious interactions within the business organisation.

**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)
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

In this area of study students develop an understanding of the concepts of youth health and individual human development, and explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status and develop a greater understanding of the health status of youth.

2. Youth Issues

In this area of study students develop understanding of a range of determinants and their ability to influence youth health and individual human development.

Students explore the importance of nutrition and the development functions it performs in the body, including the consequences of nutritional imbalance on the health and individual human development of youth.

Students investigate in detail one health issue relevant to youth. They explore the impact of this health issue on all dimensions of youth health and individual human development. They develop an understanding of how determinants of health act as risk and/or protective factors in relation to their selected health issue. Students form conclusions about personal, community and government strategies and programs designed to influence and promote youth health and individual human development.
UNIT 2: INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES
AREAS OF STUDY

1. Prenatal health and individual development
   In this area of study students develop understanding of the health and individual human development of Australia’s unborn children. Students study the physical changes that occur from conception to birth. Students investigate how determinants, including physical environment, biological, behavioural and social, influence prenatal health and individual human development.

2. Child health and individual development
   The focus of this area of study is the development of students’ understanding of health and individual human development of Australia’s children. Students study the period from birth to approximately twelve years. They explore the physical, social, emotional and intellectual changes that occur from birth to late childhood.

   Students investigate how determinants, including physical environment, biological, behavioural and social, influence child health and development.

3. Adult health and individual development
   The focus of this area of study is the development of students’ understanding of the health and individual human development of Australia’s adults, including older adults. Students explore the physical, social, emotional and intellectual changes that occur during adulthood. They describe the health status of Australia’s adults, including the various determinants that have an impact on health and individual human development.

BIBLICAL PERSPECTIVES

1 Corinthians 6:19 – 20 “Or didn't you realize that your body is a sacred place, the place of the Holy Spirit? Don't you see that you can't live however you please; squandering what God paid such a high price for? The physical part of you is not some piece of property belonging to the spiritual part of you. 20 God owns the whole works. So let people see God in and through your body.” (The Message translation)

The central focus of the Health and Human Development study is to examine the factors that promote wellbeing in individuals, families and the community. This study aims to develop an understanding of the relationship between health and the various aspects of human development. It incorporates the truth that all life originates in God and that our health and wellbeing are important to Him as our Creator. The study explores the physical, social, emotional and mental aspects of health and development, beginning with the individual and progressing to family, local community and finally to the global stage. With the change in values in our society, students will be challenged to assess their responsibilities, and those of the community, in considering God’s word and developing a sense of stewardship and positive interaction for self, family and the community.

This study recognises that health and human development are influenced by lifestyle, environment, behaviour, politics, genetics and many other factors and the way these factors interact. It is hoped that students will learn to analyse and filter the information presented to them in a godly way and begin to use these principles to influence our society.
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.
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. This course introduces students to the Australian legal system 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
   All societies have rules and laws that govern the behaviour of individuals and groups so that order is maintained and individual rights are protected. Students develop an understanding of the role of the law and the need for effective laws, as well as the concept that the law confers rights and responsibilities on members of society in their dealings with each other. Students investigate the difference between legal and non-legal rules through a consideration of who makes, interprets and enforces rules and to whom they apply. Students gain an understanding of the role of parliament and subordinate authorities in law-making, and the types of laws each creates.

2. Criminal Law
   Criminal law regulates conduct in society in order to protect the community, as well as sanction those who commit crimes. Students develop an appreciation of the importance of criminal law by investigating its principles, types of crimes and their enforcement, and possible outcomes. Students consider a range of illustrative criminal cases to assist them in their understanding of different categories of crime and the related defences. Students investigate the individual’s rights and responsibilities in dealing with the police. Students discuss the purposes of sanctions, the types of sanctions that may be imposed and sentencing trends and approaches. They compare one aspect of sentencing in Victoria with that of an international jurisdiction. Throughout this area of study students apply principles of criminal law to relevant cases and issues.

3. The Criminal Courtroom
   Criminal cases are heard across a number of courts in the Victorian court hierarchy and these are subject to specific processes and procedures. Students investigate procedures that are used prior to bringing a criminal case to trial, as well as the role and jurisdiction of the courts in hearing criminal cases. The adversarial nature of criminal courts is examined, as well as a consideration of the role and operation of juries in criminal cases. Students focus on the concept of a fair trial or hearing and the rights in criminal proceedings protected by the Victorian Charter of Rights and Responsibilities. Students discuss the extent to which features of the criminal justice system contribute to the achievement of justice.
UNIT 2: ISSUES IN CIVIL LAW
AREAS OF STUDY

1. Civil Law
Civil law protects the rights of individuals, groups and organisations in society. Such rights establish responsibilities regarding conduct. Students gain an insight into the importance of civil law in their lives and learn to distinguish between civil and criminal law. They also examine how a situation can result in both criminal and civil action. Students develop an understanding of the process of lawmaking by judges and courts through the operation of the doctrine of precedent and through statutory interpretation. They explore torts and their related defences. Throughout this area of study students apply civil law principles to relevant cases and issues.

2. Civil Law in Action
When an individual, a group or an organisation feels that their civil rights have been infringed, they may seek a resolution to the problem. Students investigate the role and operation of dispute resolution bodies and the methods employed in resolving civil disputes. For those disputes that proceed to court, students examine the purpose and operation of civil pre-trial procedures and the adversarial nature of a civil trial, and evaluate the methods of dispute resolution. Students investigate available remedies and examine their effectiveness. They consider the difficulties faced by parties when attempting to resolve disputes.

3. The Law in Focus
Civil law protects a wide range of rights that exists between parties. The extent and principles of civil rights and responsibilities need to develop along with changes in society, and this creates issues for the law. Students undertake a detailed investigation of a specific area of the law. To develop knowledge and understanding about contemporary issues in the law and their resolution, students consider one or more of the following areas of law:
- Contract law
- Family law
- Consumer protection laws
- Workplace laws
- Wills and inheritance
- Sports and the law
- Tenancy law
- Environmental law
- Any other relevant area of civil law.

4. A Question of Rights
Individuals can make an impact on the legal system in a number of ways, one of which is the pursuit of cases through the courts. In this area of study students examine an instance where an individual or group has suffered an abuse of their rights and sought redress through the court system. Students investigate an Australian case and develop an understanding of ways in which individuals can shape the law, and examine instances of people being empowered by the legal system. Students discuss the impact of this case on the legal system and the rights of individuals.
BIBLICAL PERSPECTIVES

Legal Studies aims to:-

- cultivate a reasoned and compassionate outlook on social and political behaviour based on Christian principles.
- encourage a responsibility to, and involvement in, political and social activity which effectively promotes Biblical values while respecting the rights, opinions and interpretations of others.
- show the difficulties involved in applying God’s absolute standards to a world corrupted by sin; to recognise, as a consequence, that sometimes the choice is not between good and evil but a matter of choosing the lesser of two evils.
- promote an appreciation of the fact that there may be a number of alternative means, political legal and social, of achieving the implementation of Biblical principles.

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 or multimedia).
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 TECHNOLOGIES OF REPRESENTATION

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 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.

BIBLICAL PERSPECTIVES

The media's influence upon society has been profound. In teaching students to analyse and evaluate the media, this study encourages students to critically examine the media from a Christian worldview.

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 Environmental 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

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Assessment tasks for this unit are selected from the following:

- Tests
- Assignment
- Case studies
- Classroom presentation
- Oral reports
- Written reports
- Multimedia reports
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.

BIBLICAL PERSPECTIVES

1. To better understand ourselves in order to further develop our God-given potential
2. To have a better understanding of the behaviour of others in order to relate more effectively in personal and professional life
3. Through an understanding of “scientific” Psychology, to appreciate its relevance to Biblical principles

ASSESSMENT

**Unit 1**

- Assessment SAC 1: Chapter tests
- Assessment SAC 2: Visual Perception annotated presentation
- Assessment SAC 3: Empirical Research activity on Piaget’s Theory of Development

**Unit 2**

- Assessment SAC 1: Chapter tests
- Assessment SAC 2: Attitudes and Prejudice
- Assessment SAC 3: Intelligence
TEXTS AND TRADITIONS

AIM

This subject provides students with an outstanding 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, its authority and the way the Bible relates to contemporary issues in our society. In Units 3 & 4 students study the Gospel of Luke for the entire year. This includes a strong focus on the background of the Gospel which many students find invaluable for their reading of the New Testament.

CONTENT

UNIT 1: TEXTS AND TRADITIONS
AREAS OF STUDY

1. **Learning to read the Bible as it was intended**
   This area of study includes:
   - The need to interpret
   - The different types of literature found in the Bible
   - Revisiting famous narratives in the Bible’s storyline
   - Set apart to be a prophet. Jeremiah and the exile of Judah

2. **The story that explains all others. Mastering the epic story of the Bible**
   This area of study includes:
   - 66 Books + approximately 1500 years + approximately 40 authors = one story
   - Contemporary methods of opening up the Bible’s story
   - The Law and the Gospel. Reconciling two pillars of the Biblical story

3. **Later uses and interpretations of the Bible**
   This area of study includes:
   - Artistic interpretations of the Exodus and Passover
   - Artistic interpretations of the Gospels
   - Artwork, architecture and the Bible

UNIT 2: TEXTS IN SOCIETY
AREAS OF STUDY

1. **How trustworthy is the text of the Bible today?**
   This area of study includes:
   - How the Bible was put together and handed down to us
   - Evidence for the accuracy and reliability of the Bible
   - Books that didn’t make it

2. **What authority does the Bible have?**
   This area of study includes:
   - The God who speaks. Investigating the Doctrine of Revelation
   - The God who can be trusted. Investigating the Doctrine of Inspiration
   - The Reformation and issues of translation
3. **The other books. Comparing the Bible to texts from world religions**
   This area of study includes:
   - Differences and similarities between the Bible and the Koran
   - Cults and extreme interpretations of the Bible’s story
   - Mormonism and the Book of Mormon

**ASSESSMENT**

**Units 1 and 2**
Assessment tasks are selected from:
- Folio of work
- Bible overview
- Film analysis
- Interview with Senior Pastor
- Essay
- Comparative investigation
- End of semester Examination

**BIBLICAL PERPECTIVES**

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that all God's people may be thoroughly equipped for every good work. [2 Timothy 3:16 – 17 (TNIV)].

This subject will seek to further train students in their ability to read and apply the scriptures to their life and the world that they live in.

**ASSESSMENT**

**Unit 1**
Assessment tasks for this unit are selected from:
- Summaries
- Textual Commentaries
- Essays
- Oral Presentations; where appropriate, supported by multimedia presentations
- Short Reports
- Exegetical Exercises
- Comparative Tables
- Short-Answer Questions

**Unit 2**
Assessment tasks for this unit are selected from:
- summaries
- textual commentaries
- essays
- oral presentations; where appropriate, supported by multimedia presentations
- short reports
- comparative tables
- short-answer questions