

Curriculum Handbook

Year 9 & 10

2024



Melton

TABLE OF CONTENTS

WELCOME TO YEARS 9 AND 10	4
How is the curriculum structured?	5
CORE SUBJECTS.....	6
Careers Year 10	6
Christian Life Studies Year 9	7
Christian Life Studies Year 10	8
English Year 9	9
English Year 10	10
Health Year 9	11
Health Year 10	12
History Year 9	13
History Year 10	14
Mathematics Year 9	15
Mathematics Year 10	16
Physical Education Year 9	17
Physical Education Year 10	18
Science Year 9	19
Science Year 10	20
ACADEMIC ELECTIVES	21
Commerce Year 10	21
Culture and Environment Year 9	22
French Year 9	23
French Year 10	24
Geography Year 10	25
Latin Year 9	26
YEAR 9 & 10 ELECTIVES	27
Art Year 9/10	27
Cultural studies: Understanding Asia 9/10	28
Design and Technology: Food Technology Year 9/10	29
Digital Technologies (Computing) year 9/10	30
Drama Year 9/10	31



Literature Year 9/10	32
Music Year 9/10	33
Outdoor Education Year 9/10 (Semester 1).....	34
Visual Communication and Design Year 9/10.....	35
Fitness And Training Year 9/10 (Semester 2).....	36
Global Health And Wellbeing Year 9 /10	37



WELCOME TO YEARS 9 AND 10

Heathdale Christian College is committed to providing a curriculum that not only provides for the academic development of students, but also for student's spiritual and social development.

As students enter Years 9 and 10, as well as continuing their study in the core learning areas of the Australian Curriculum, they are able to start choosing more of the subjects that they will study. This greater choice allows students to make decisions such as whether or not to continue with studying a language other than English, as well as the ability to select subjects of interest that they may not have had the opportunity to study previously. Students should use this as an opportunity to choose subjects that they may wish to pursue in Years 11 and 12, as well as the chance to broaden their experience of school by pursuing other areas of interest not reflected elsewhere in the curriculum.

Students should remember that none of the elective subjects available in Years 9 and 10 are required in order for them to undertake any specific areas of study in Years 11 and 12 or beyond school. A student who is interested in becoming a physiotherapist, for instance, does not need to study Fitness and Training at Years 9 and 10 to pursue that pathway later. However, students are encouraged to select subjects at Years 9 and 10 that reflect their particular interests and areas of talent, as a key part of them growing in their God-given potential as students at Heathdale Christian College.



HOW IS THE CURRICULUM STRUCTURED?

Subjects at Years 9 and 10 can be grouped into three categories: 1) Core Subjects, 2) Academic Electives, and 3) Art and Technology Electives.

While the majority of subjects offered are the same in Years 9 and 10, there are some changes across the two years. All subjects offered at each year are outlined in the following table.

	Year 9	Year 10
Core Subjects	English Mathematics History Science Health and Physical Education Christian Life Studies	English Mathematics History Science Health and Physical Education Christian Life Studies Careers
Academic Electives	French <i>OR</i> Latin <i>OR</i> Culture and Environment	French <i>OR</i> Geography and Commerce
Arts and Technology Electives	Art Digital Technology (Computing) Design and Technology: Food Drama Music Outdoor Education Cultural Studies Literature Fitness and Training Global Health and Wellbeing Visual Communication and Design	



CORE SUBJECTS

CAREERS YEAR 10

BIBLICAL PERSPECTIVE

- Developing a Biblical understanding of vocation
- Identifying and developing God-given abilities

SUBJECT OVERVIEW

Content

Year 10 Careers is organised into two main interrelated strands: skills for learning and work, and career and life design. Students will examine the relationship between changing circumstances, learning and 21st century work opportunities, and learn about the work-related communication tools and capacities needed. They will also learn about the importance of growing self-awareness in improving learning, accessing work opportunities and making informed subject and career choices. Further, they will explore the roles of agencies associated with employment support. They will learn about 21st century approaches to recruitment and selection, and the skills required in responding to them. They will also identify possible tensions arising in work-related contexts and the approaches to resolving them, exploring the benefits of different cultural perspectives in managing work and problem-solving. Year 10 Students will also be involved in a Careers Week in which they will have the opportunity to explore the world of work, various careers and industry immersion through Virtual Work experience and guest speakers.

Skills

In Year 10 Careers, students will:

- Apply entrepreneurial skills to plan, implement and complete a negotiated action project
- Evaluate their findings, propose actions, make recommendations and present these to an audience of stakeholders
- Synthesise increased self-knowledge and career information to school and career-based decisions and create potential career scenarios

- Conduct research to identify trends in work arrangements over time and evaluate agencies that support various employment situations
- Practise using current recruitment and selection tools, methods and skills for accessing real and created work opportunities
- Collect and interpret information on different cultural approaches to ways of working

Types of Assessment

There are no formal assessments in careers. The following tasks are completed in Careers which play a part in the student's career journey over the final years of their Secondary Education:

- Morrisby Profiling
- Career Action Plan
- Resume and Cover Letter
- Interview Skills
- Career Research Task
- Pathway and Subject Selection for Year 11
- Creating a Digital Portfolio
- Virtual Work Experience

Lifelong Skills

- Analytical thinking
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills



CHRISTIAN LIFE STUDIES YEAR 9

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Understanding God's story
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

The Year 9 course is titled 'A Sneaking Suspicion'. In Part 1 it examines some of the things that our society tells us about beauty and morality. It shows how our world has been led astray and that God's perspective is for our best. In Part 2, the course deals with several stumbling blocks which sometimes prevent people from trusting God, such as: Didn't science get rid of God? How can I trust the Bible? Where is God when it hurts? What about other religions? Won't God accept me if I'm good enough? In Part 3, we examine questions concerning life, death, God and forgiveness.

Skills

Some of the skills that this courses seeks to help students develop include: biblical literacy, apologetical, critical, analytical, social, metacognitive, creative, ethical and reflective.

Types of Assessment

- Oral presentations
- Bookwork

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skill



CHRISTIAN LIFE STUDIES YEAR 10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Understanding God's story
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

The Semester 1 course on ethics provides a solid, biblical ethical framework for students to negotiate their way through the maze of life, as well as giving them the tools to assist with ethical decisions, both global and personal. This encourages students to think carefully about the type of ethical person they hope to become. In the Semester 2 course on worldviews, we explore ten of society's most influential frameworks for understanding life. Through providing an accurate and balanced introduction to these ten worldviews, this course equips students with a biblical framework through which they can filter these dominant voices of our culture.

Skills

This courses seeks to develop apologetical, critical, analytical, social, metacognitive, creative, ethical, reflective and biblical literacy skills.

Types of Assessment

- Debates
- Media Analysis
- Work book
- Research tasks
- Film study
- Oral presentations

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills



ENGLISH YEAR 9

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Developing God-given creativity

SUBJECT OVERVIEW

Content

The study of English in Year 9 is designed to develop students' abilities to think critically and creatively in response to a range of texts, both fiction and non-fiction, to produce their own work. Students will explore high-quality literature, film and media texts through interpreting, creating, evaluating and discussing. Texts developed by the students are both aesthetic and designed to inform or persuade. Through regular discussion, students will grow in their ability to express complex and original thought in response to the texts.

Skills

Building on earlier years, students will grow in their knowledge and understanding of English and develop their skills in listening, reading, viewing, speaking, writing and creating. Texts studied include 'Animal Farm' by George Orwell, 'The Book Thief' (film) by Brian Percival, and 'Unpolished Gem' by Alice Pung. A range of Australian Literature, both poetry and short stories, from the 19th and 20th centuries will also be explored. Students will produce creative and analytical written texts and will also be required to give an oral presentation.

Types of Assessment

- Analytical essays
- Creative writing
- Oral presentations
- Persuasive writing
- Tests

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Critical and creative thinking
- Reflective skills



ENGLISH YEAR 10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Understanding God's story

SUBJECT OVERVIEW

Content

In Year 10 English, students engage with a range of text types such as plays, films, poetry, and multimedia to engage in critically examining how we communicate, and also how we can improve our own communication in writing and speaking. Texts such as 'The Crucible', 'King Lear' and a selection of world poetry are engaged with, and students write and speak in a variety of styles in response to these.

Skills

Year 10 is an important year in preparing students for their compulsory VCE English choice, and skills related to close analysis, linguistics and analytical writing are focused on in order to enable students to have a broad skill-set heading into the VCE.

Types of Assessment

- Analytical essays
- Creative writing
- Oral presentations
- Persuasive writing
- Tests

Lifelong Skills

- Writing and communication skills
- Group work
- Analytical thinking
- Initiative
- Work-place skills
- Logical reasoning
- Reflective skills



HEALTH YEAR 9

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

Students refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different social, and online situations. Students learn to critically analyse and apply health information to devise and implement personalised plans for maintaining healthy habits.

Skills

Students propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices. They develop the ability to investigate how empathy and ethical decision making contribute to respectful relationships. Students will critically analyse and apply health information from a range of sources to health decisions and situations.

Types of Assessment

- Research tasks
- Oral presentations
- Tests
- Problem-solving tasks

Lifelong Skills

- Work-place skills
- Logical reasoning
- Leadership
- Writing and communication skills
- Group work



HEALTH YEAR 10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Understanding God's story
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

Health is a discussion-based subject aimed at allowing students to participate in and listen to discussions on health-related topics and how we can effectively cope with them.

Areas of Study:

- Dimensions of Health
- Nutrition
- Mental Health – Stress
- Relationships
- Risk Taking
- CPR

Skills

- Evaluating factors that shape identities and critically analysing how individuals impact the identities of others.
- Proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks and planning and practising responses to emergencies where they may be required to administer first aid to a friend, including CPR.
- Proposing, practising and evaluating responses in situations where external influences may impact on their ability to make healthy and safe choices.
- Proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment.

Types of Assessment

- Practical reports
- Research tasks
- Oral presentations
- Tests
- Problem-solving tasks

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills



HISTORY YEAR 9

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation

SUBJECT OVERVIEW

Content

Year 9 History covers world history from 1750 to 1918, with a focus on Australia. The beginnings of the modern world are investigated through the Industrial Revolution, with its key economic, social and political consequences. This study is contextualised by the emerging global empires being won by European powers. The connection is made from the Industrial Revolution to the settlement and development of Australia up to Federation in 1901. The final unit of study is the First World War, which sums up the themes examined throughout the year and as well as the progression of Australia's developing sense of nationhood.

Skills

Year 9 History continue to deepen comprehension, research and analysis skills, from the previous year's history study, in order to understand and explain how historical events are connected through cause and effect and their significance for those involved. Students develop an ability to select, analyse, make interpretations and justify positions on areas of historical study through formal written expression, discussion and examination of primary and secondary source documents that lead to differing historical perspectives.

Types of Assessment

- Analytical essays
- Tests
- Research tasks
- Document Interpretation

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Logical reasoning
- Critical and creative thinking
- Reflective skills



HISTORY YEAR 10

BIBLICAL PERSPECTIVE

- Understanding God's story
- Developing critical thinking skills
- Appreciating and caring for God's creation

SUBJECT OVERVIEW

Content

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. Within this study, students will examine World War II, including the causal factors and effects, the Indigenous Rights Movement in Australia, and Popular Culture and its relationship with the Australian sociocultural landscape.

Skills

Throughout the Year 10 curriculum students will be developing skills related to chronology terms and concepts, historical questions and research, analysis and use of sources, understanding perspectives and interpretations, and explaining and communicating their research and analysis.

Types of Assessment

- Analytical essays
- Research tasks
- Oral presentations
- Tests

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Initiative
- Logical reasoning
- Critical and creative thinking
- Empathy
- Reflective skills



MATHEMATICS YEAR 9

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Recognising and understanding divinely created order
- Using the patterns set up by God to solve practical problems

SUBJECT OVERVIEW

Content

Students will cover a variety of interesting topics: Understanding money and ratio, scale and similarity, techniques for analysing data, the mean and median in skewed, symmetric and bi-modal data, index laws, scientific notation, the expansion of binomial expressions, the distance between two points on the Cartesian plane, the gradient and midpoint of a line segment, linear and non-linear relations, areas, volume and surface area of shapes, Pythagoras' Theorem and trigonometry, relative frequencies and probabilities, outcomes for two-step experiments and probabilities, histograms, back-to-back stem-and-leaf plots and CAS Technology.

Skills

Year 9 Mathematics builds on the students' previous skills while introducing the new topics of Pythagoras, trigonometry, scientific notation, quadratic equations and CAS Technology. Students will further develop their ability to solve problems involving direct proportion, graphs and equations, index laws, financial mathematics, algebra, linear relationships, measurement, geometry, statistics and probability. Overall, students will develop a variety of skills with a view to solving many types of the problems found in the world of art, business, science and industry as well as those required in their day to day life such as measurement and financial decision making.

Types of Assessment

- Tests
- Problem-solving tasks
- Design projects

Lifelong Skills

- Analytical thinking
- Group work
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Writing and communication skill



MATHEMATICS YEAR 10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

Year 10 Mathematics covers content that prepares students for either VCE General/Further Mathematics and Mathematical Methods. As such, the subject includes general and foundational topics to both, such as Indices, Linear Equations and Logarithms. For General Mathematics, it covers Finance, Statistics and Measurement, while for Methods, Quadratics and Advanced Trigonometry. Each semester will be assessed through SACs, containing one assignment and two tests. A larger emphasis for preparing students for VCE also includes the use and development of a bound reference and CAS calculator on nearly all assessments to reflect the nature of VCE Mathematics.

Skills

Students will continue learning how to be fluent in the key mathematical concepts, understanding when to apply their knowledge for real world applications and problem solving based questions, as well as learning how to utilise their resources at their disposal, namely their bound reference and CAS calculator. These skills are the three main outcomes that are assessed heavily in both VCE Mathematics subjects.

Types of Assessment

- Tests
- Problem-solving tasks

Lifelong Skills

- Analytical thinking
- Logical reasoning
- Reflective skills



PHYSICAL EDUCATION YEAR 9

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Understanding God's story
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

The Year 9 PE Curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply information to devise and implement personalised plans for maintaining healthy and active habits.

The Health and Physical Education program facilitates participation in a variety of physical activities, provides opportunities for recreation, fitness, social interaction and competition. The experience also provides challenge, personal growth, enjoyment and the development of movement competence through the promotion of lifelong participation in physical activity.

Areas of Study include: Fitness Testing; Athletics; Netball; Volleyball; Badminton; Softball; Soccer.

Skills

Students learn to apply movement skills and strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students analyse how participation in physical activity and sport influence an individual's identity, and explore the role participation plays in shaping cultures.

The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Types of Assessment

- Practical reports
- Research tasks
- Tests
- Problem-solving tasks

Lifelong Skills

- Analytical thinking
- Group work
- Leadership
- Initiative
- Work-place skills
- Critical and creative thinking
- Logical reasoning
- Reflective skills



PHYSICAL EDUCATION YEAR 10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Understanding God's story
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

Physical Education is a practical subject that covers a broad range of local recreational activities and sports. Participation, fitness and skill development are the main focus. Students are encouraged to seek improvement in these areas, whatever their level of fitness and skill.

Areas of Study:

- Fitness (F45)
- Hapkido (Self Defence)
- Badminton
- Lawn Bowls

Skills

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students analyse how participation in physical activity and sport influence an individual's identity, and explore the role participation plays in shaping cultures.

They will refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

To understand movement they will design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.

Types of Assessment

- Practical reports
- Research tasks
- Oral presentations
- Tests
- Problem-solving tasks

Lifelong Skills

- Analytical thinking
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills



SCIENCE YEAR 9

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

The main focus of Year 9 Science is to engage and challenge students to think scientifically as well as to help them appreciate the complex world and ecosystems in which they live. They study topics which engage them in learning about how their body systems are controlled and coordinated by their brain and the importance of remaining healthy so that this coordination is effective. They also learn about chemical and physical processes that help them understand about their macro and micro world. They learn to appreciate how all of this comes under God's amazing direction and design.

Skills

- Critical thinking skills
- Practical report writing skills
- Team work and communication skills

Types of Assessment

- Analytical essays
- Field reports
- Practical reports
- Research tasks
- Scientific posters
- Tests
- Problem-solving tasks
- Examination

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Logical reasoning
- Critical and creative thinking
- Design skills
- Reflective skills



SCIENCE YEAR 10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order
- Understanding God's story

SUBJECT OVERVIEW

Content

Year 10 Science focuses on a range of important scientific skills and concepts. Biological Science explores genetics and the transmission of characteristics from one generation to another, and the study of the theories in evolution and the diversity in living things. Chemical Science explores the relationship between chemical properties and chemical structure, chemical reactions and the various products that are produced. The unit of Physical Science aims to investigate the conservation of energy through energy transformation, and the study of motion and the law of Physics. Lastly, the Earth and Space Science unit explores the study of the global systems, the biosphere and biodiversity.

Skills

Year 10 Science has an emphasis on key scientific skills and knowledge needed to support students in their transition to VCE Sciences using outcomes from the Australian Curriculum. The Chemistry unit provides key skills in the analysis of the periodic table, the quantification of chemical reactions, and predicting products of various reactants. The Physics unit harnesses key skills in evaluating the changes in motion through the relationship between force, mass, and acceleration. The Biology unit allows students to develop skills to explain the diversity of life through theories in genetics and evolution. The Earth and Space unit helps to develop skills in the evaluation of global systems.

Types of Assessment

- Practical reports
- Research tasks
- Oral presentations
- Persuasive writing
- Problem-solving tasks
- Topic tests
- Design projects
- Scientific posters
- Examination

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Design skills
- Reflective skills



ACADEMIC ELECTIVES

COMMERCE YEAR 10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Understanding God's story

SUBJECT OVERVIEW

Content

In Commerce, students learn about indicators of economic performance including GDP, Unemployment Rate and CPI; how this influences both material and non-material living standards; the Government's management of the economy, and its influence on consumers and business management.

Skills

Students must be willing to develop important skills in research, communication, technology, problem-solving and working as members of a team. Students learn to interpret economical data and critically analyse different perspectives.

Types of Assessment

- Research tasks
- Tests
- Case Studies
- Examination

Lifelong Skills

- Writing and communication skills
- Analytical thinking
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking



CULTURE AND ENVIRONMENT YEAR 9

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing empathy and awareness
- Developing independence
- Understanding God's story

SUBJECT OVERVIEW

Content

Culture and Environment aims to develop students' awareness and deepen their understanding of the significance of culture in Australia and around the world. This course explores valuable knowledge in Aboriginal Studies, Asia Studies and Sustainability. These ideas and skills provide interdisciplinary opportunities in other subjects e.g. English, History, Geography, etc.

Skills

Culture and Environment will cover a variety of skills, knowledge and practical activities. Students will draw on their own experiences as well as investigating different perspectives to deepen their cultural awareness and empathy. Students will have the opportunity to develop research skills as well as public speaking skills. In Sustainability Studies students will participate in student-led, project-based learning and will show case their findings in a presentation evening.

Types of Assessment

- Research tasks
- Oral presentations
- Reflective writing

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Reflective skills
- Logical reasoning
- Initiative
- Critical thinking



FRENCH YEAR 9

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity

SUBJECT OVERVIEW

Content

The study of Year 9 French seeks to enable students to consolidate the fundamental structures of language. Students obtain a greater confidence in their listening comprehension and speaking skills, and they also extend their knowledge of verb conjugations. We will also take part in the annual Alliance Francaise Poetry Competition.

Areas of Study:

- Holidays
- Camping
- Ailments and food
- Transport and shopping
- Understanding the formation of the present and perfect tenses (le passé composé).

Skills

Communicating and understanding are at the core of Year 9 French. Students continue to expand upon the four key skills of language – reading, writing, listening and speaking – as well as the new skill of viewing which involves looking at and garnering information from authentic graphic material. Students will also revise and expand upon their vocabulary and range of grammatical structures. They will also study various aspects of the culture of France and the French-speaking world.

Types of Assessment

- Oral presentations
- Tests
- Creative writing

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Logical reasoning
- Critical and creative thinking



FRENCH YEAR 10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity

SUBJECT OVERVIEW

Content

Year 10 French seeks to enable students to obtain a greater grasp of the linguistic structures of the French language. Students obtain greater confidence in their listening comprehension of spoken French and they also learn more verb tenses to assist in adding sophistication to their written and spoken expression. They will also take part in the annual Alliance Francaise Poetry Competition.

Areas of Study:

- Family and relationships
- Discussing part time jobs
- Cultural exchange
- Environmental issues
- Schooling in France

Skills

Communicating and understanding are at the core of Year 10 French. Students continue to expand upon the four key skills of language – reading, writing, listening and speaking – as well as the new skill of viewing which involves looking at and garnering information from authentic graphic material. Students will also revise and expand upon their vocabulary and range of grammatical structures. They will also study various aspects of the culture of France and the French-speaking world.

Types of Assessment

- Tests
- Creative writing
- Oral presentations

Lifelong Skills

- Logical reasoning
- Critical and creative thinking
- Analytical thinking
- Writing and communication skills
- Group work



GEOGRAPHY YEAR 10

BIBLICAL PERSPECTIVE

- Appreciating and caring for God's creation
- Understanding God's story
- Recognising and understanding divinely created order
- Developing critical thinking skills

SUBJECT OVERVIEW

Content

Students study the challenges that are brought about by environmental change and management at different scales. As part of this unit, students will investigate the impacts to the changes in the environment and research various responses to see how the impacts are managed. In Unit 2, students study the geographies of human wellbeing and will look at how human wellbeing is compared across the world.

Skills

Students will learn new skills in how to collect, record and evaluate information they have gathered while out in the field as well as how to represent their findings in a range of appropriate forms. Spatial technologies will also be used to interpret and analyse maps and data to explain patterns, trends and relationships.

Types of Assessment

- Field reports
- Research tasks
- Tests

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Logical reasoning
- Critical and creative thinking
- Reflective skill



LATIN YEAR 9

BIBLICAL PERSPECTIVE

- Recognising and understanding divinely created order
- Appreciating God's gift of language

SUBJECT OVERVIEW

Content

We follow the stories of Quintus (the poet Horace) as he travels to Rome and experiences the pleasures and perils of living in Rome, from visiting the chariot races to witnessing the assassination of Caesar. We learn about subordinate clauses, past tense verbs, and gradually more complex structures.

Skills

Our goal is to be able to read Latin with pleasure and ease. We focus on increasing our reading skills by combining reading tasks with listening tasks, and using visual and audio resources to build our vocabulary. Our focus with grammar skills is in recognising and understanding the meaning of word forms so that we can get the fullest meaning from the texts.

Types of Assessment

- Tests

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Logical reasoning
- Second Language Acquisition skills



YEAR 9 & 10 ELECTIVES

ART YEAR 9/10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

Art is a subject that is designed to immerse students in artmaking skill development as a response to Visual Thinking Strategies. This subject covers art media such as drawing, painting, printmaking, mixed media on paper, ceramics, sculpture and installation. Art appreciation and understanding begins with researching Art History images of specific class themes. Inspired by artist styles and their personal ideas exploration, students will explore a variety of ways to visually create their finals. Documentation of research, critical thinking, idea development, artists and inspiration will be in visual dairies.

This study is a valuable introduction to the processes and skills developed in VCE Art Making and Exhibiting (Previously known as Studio Arts)

Skills

- Skill development in visual literacy with the focus of applying their research in their studio practice documentation.
- Students will learn about correct technique and safety in use of different materials.

- Practical skill development inspired by artists, class themes, as well as individual artmaking abilities.
- Evidence of research and design skills documented in their visual diary to support final artworks.
- Materials explored will be individually driven dependant on student research.
- Practical application of artmaking skills.
- Practical application of artmaking skills in painting, printing making, illustration and 3D art.

Types of Assessment

- Practical reports
- Research tasks
- Folio
- Creative writing
- Final Artworks

Lifelong Skills

- Analytical thinking
- Fine motor skills
- Writing and communication skills
- Initiative
- Critical and creative thinking
- Reflective skills



CULTURAL STUDIES: UNDERSTANDING ASIA 9/10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

Building on Culture and Environment, Cultural Studies offers students the opportunity to understand the interrelationships and global implications of contemporary political and social issues around the world. In this class, Asian culture is a focus and students will examine topics in relation to countries such as Japan, North Korea, Myanmar, China, India and Taiwan. These topics range from discussions about the belief systems of these countries, to the differences in social phenomena such as K-pop, Anime and Manga and professional E-Sports.

Skills

Culture Studies will cover a variety of skills, knowledge and practical activities. Students will draw on their own experiences as well as investigating different perspectives to deepen their cultural awareness and empathy. Students will have the opportunity to develop research skills as well as public speaking skills.

Types of Assessment

- Research tasks
- Oral presentations
- Reflective writing

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Reflective skills
- Logical reasoning
- Initiative
- Critical thinking



DESIGN AND TECHNOLOGY: FOOD TECHNOLOGY YEAR 9/10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

Students will further develop their skills in designing and producing food items to fulfill specific needs. The main focus areas are utilizing grain-based ingredients and gaining an understanding of how different processes result in different food products. They will also study different cultures' foods and the influence these have had in shaping the Australian culinary world.

Skills

- Designing food items for set criteria
- Food preparation and production planning skills
- Food safety and hygiene practices
- Organisational skills

Types of Assessment

- Practical reports
- Problem-solving tasks
- Design projects

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Initiative
- Critical and creative thinking
- Design skills
- Reflective skills



DIGITAL TECHNOLOGIES (COMPUTING) YEAR 9/10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Developing God-given creativity
- Recognising and understanding divinely created order

SUBJECT OVERVIEW

Content

Students learn computational thinking and programming skills. They do this by learning how to decompose problems, recognise patterns, and create algorithms to solve problems using flow charts and pseudocode. Students also learn how to program games in Unity using the C# object-oriented scripting language, working collaboratively to design, create, and evaluate a solution. Students will have the opportunity to focus on applying these skills to the area of Game Development in this course.

Skills

Learning to program games in the Unity Engine using C#

Types of Assessment

- Practical reports
- Research tasks
- Tests
- Problem-solving tasks
- Design projects

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Initiative
- Logical reasoning
- Critical and creative thinking
- Design skills
- Reflective skills



DRAMA YEAR 9/10

BIBLICAL PERSPECTIVE

- Developing God-given creativity

SUBJECT OVERVIEW

Content

Drama contains two units of work.

In the first unit, students study two distinct styles of mask use in performance. Basel Masks, developed by the French practitioner Jacques Lecoq, and Commedia Dell'arte, an Italian style from the 16th century. In small groups, students create a short movement piece, applying Basel masks and focus on movement and storytelling. Their major task for Commedia Dell'arte is rehearsing and memorising a scripted Commedia piece. Students will also have the opportunity to see a professional theatre production and analyse the production afterwards.

In the second unit, students study various performance styles. Students are introduced to Transformation Theatre and aspects of Epic and Poor Theatre styles.

Inspired by stimulus material based on a theme, students in groups use play-making techniques to devise their own performance. Students improvise and script ideas and apply Transformation techniques. In the second part of the unit, students create a character and apply transformation skills in a 1-2 minute solo performance.

Students will also have the opportunity to see a professional theatre production and analyse it afterwards.

Skills

Both these styles are a great base for actor training as they focus on developing, refining and exaggerating body language and movement. The scripted task gives students the opportunity to apply expressive voice to their movement skills and further develop characterisation. Students will develop their analysis skills and link their learning in the classroom to the real theatrical world.

Drama provides students with opportunities to grow in many life skills such as communication, group work and confidence.

Types of Assessment

- Performances
- Analysis questions

Lifelong Skills

- Writing and communication skills
- Group work
- Leadership
- Initiative
- Critical and creative thinking



LITERATURE YEAR 9/10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Understanding God's story
- Developing God-given creativity

SUBJECT OVERVIEW

Content

Year 9/10 Literature is a semester-long subject that appeals to students who enjoy reading and analysing novels or poems. The subject involves discussion and interpretation of the meaning of the texts and the context in which they were written. As students have different life experiences and literary knowledge, they will bring varied reflections and understandings to the study of the texts. This subject will include texts such as 'Northanger Abbey' and a selection of poetry from Emily Dickinson.

Skills

Students develop critical thinking skills through close analysis and reflection. Close analysis involves discerning the deeper meaning behind phrases such as the connotations, narrative voice, recurring images and the overall tone of the text. Students develop their interpretation of the texts through discussions and reflections. Year 9/10 Literature will provide students with opportunities to hone their skills in preparation for VCE Literature.

Types of Assessment

- Analytical essays
- Oral presentations
- Research tasks
- Creative writing

Lifelong Skills

- Critical and creative thinking
- Writing and communication skills
- Group work
- Reflective skills



MUSIC YEAR 9/10

BIBLICAL PERSPECTIVE

- Appreciating and caring for God's creation
- Developing God-given creativity

SUBJECT OVERVIEW

Content

Music gives students the opportunity to perform music as a soloist and a member of a group with a strong emphasis on initiative and leadership. A great depth of musical analysis, composition and aural recognition skills are also taught to continue to build the knowledge and skills necessary in preparation for VCE studies in Music Performance and Vet Music Industry which students may have the opportunity to undertake in future year levels.

Skills

Music teaches a variety of aural recognition skills such as musical intervals, chords, harmonic progressions, rhythmic progressions and analysis. As well as this, students develop a performance skill set of technical exercises, scales, arpeggios, chords if applicable and a variety of contrasting repertoire.

Types of Assessment

- Tests
- Performances
- Assignments

Lifelong Skills

- Group work
- Leadership
- Initiative
- Critical and creative thinking



OUTDOOR EDUCATION YEAR 9/10 (SEMESTER 2)

BIBLICAL PERSPECTIVE

- Appreciating and caring for God's creation
- Understanding God's story

SUBJECT OVERVIEW

Content

The Outdoor Education course consists of seven units. Five of these units are built around preparing students with the specific knowledge and skills required for completing an overnight bushwalk in an easy, tracked area. The final two units involve participating in a bushwalk and completing a field report.

Skills

Key skills include:

- Correctly erecting and disassembling a shelter
- Correctly setting up a Trangia cooker
- Safe food handling
- Nutritious meal preparation
- Correctly setting and navigating compass bearings
- Map reading
- Following a mapped route
- Correctly packing and fitting a backpack

Types of Assessment

- Field reports
- Oral presentations
- Research tasks
- Practical reports

Lifelong Skills

- Group work
- Leadership
- Initiative
- Work-place skills
- Reflective skills



VISUAL COMMUNICATION AND DESIGN YEAR 9/10

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Developing God-given creativity

SUBJECT OVERVIEW

Content

Students explore the world of Visual Communication Design (VCD) through the lense of the three design fields: Industrial Design, Communication Design and Environmental Design. In this course, students will cover the fundamentals of design theory such as the design process, brief, client, target audience and design elements and principles. They will apply this knowledge to a project from each of the design fields. Students will be introduced to a number of different styles of technical drawing to assist in the presentation and communication of their designs. They will also develop valuable and transferable skills using both adobe Illustrator and Photoshop.

This study is a valuable introduction to the processes and skills developed in VCE Visual Communication Design.

Skills

Throughout the course, students will be encouraged to develop design thinking skills by using the design process and engaging in critical thinking to resolve problems and think like a designer. They will gain skills in the use of Adobe Illustrator and Photoshop and be able to apply those skills to their project-based work.

Students should be willing to extend themselves in the use of a variety of media and enjoy the challenges offered during creative tasks. Please note that Visual Design requires the observance of standard conventions in drawing as well as exploration of the design elements and principles.

Types of Assessment

- Design projects
- Problem-solving tasks
- Assignment-based work

Lifelong Skills

- Critical and creative thinking
- Design skills
- Logical reasoning
- Reflective skills
- Work-place skills



FITNESS AND TRAINING YEAR 9/10 (SEMESTER 2)

BIBLICAL PERSPECTIVE

- Exploring and understanding God's purpose for and abilities of the human body
- Developing and creating lifelong movements through the intrinsic and perfect design of God's creation – the human body

SUBJECT OVERVIEW

Content

This subject has a practical and theory component providing students with an opportunity to investigate and undertake a range of training methods, movements and theories designed to improve personal fitness.

Students will design and implement a personal, sports-specific training program as well as undertake regular and varied fitness sessions. Students will develop an understanding of fitness and the different fitness components upon which training is developed. Students will be introduced to the principles of training and the varied training methods adopted by athletes.

Fitness testing will be undertaken to provide opportunities for analysis and review of results and motivation for improved physical fitness.

Acute responses to exercise and chronic adaptations to training will be investigated. Students are also given the opportunity to visit external community-based fitness organisations local to the area such as F45 and other training centres to be exposed to and to experience different forms of training and physical activity. These activities will come at a small financial cost to participate. This subject is a great pathway to studying Physical Education at the VCE level.

Skills

Fitness and training students will:

- Develop and understand their perception of fitness and training.
- Enhance their learning on the types of training and how to effectively implement them inside/outside of school.
- Demonstrate and build high levels of resilience and teamwork throughout fitness and training practical settings.
- Conduct management and leadership through the undertaking of different teams, groups, and training regimes.
- Formulate programs in class that directly translate to improved fitness and activity in practical class.

Lifelong Skills

- Communication
- Collaboration

Types of Assessment:

- Practical participation
- Theory coursework submission tasks
- Training program design
- Exam



GLOBAL HEALTH AND WELLBEING YEAR 9 /10

BIBLICAL PERSPECTIVE

- Developing a biblical worldview of health and wellbeing
- Creating unity and purpose through health and wellbeing
- Understanding the design of God's creation in all cultures and nations and further explaining the importance of health in a global context

SUBJECT OVERVIEW

Content

Global Health and Wellbeing is a subject that encompasses various aspects of health and wellbeing, including physical, spiritual, mental, emotional, and social health, in the context of Australia and different cultures and regions around the world.

The students explore health issues and trends that affect populations globally, as well as understanding the various factors that contribute to health outcomes, including social, cultural, and environmental factors.

This subject investigates the impact of global health issues such as infectious and non-communicable diseases, as well as the impact of social and cultural factors on health and wellbeing.

Students in Global Health and Wellbeing learn about global health trends, the factors of health, the role of global health organisations, and strategies for improving global health and wellbeing outcomes.

Global Health and Wellbeing prepares students for further study in VCE Health and Human Development, and provides a foundation for future careers in healthcare, research, or public health.

Skills

Global health and wellbeing students will:

- Develop a belief and understanding of Health and Wellbeing worldwide.
- Build a strong foundation of Health and Wellbeing for individuals, communities and populations.
- Understand the constraints and limitations of different countries in their health and wellbeing.
- Explore the impacts health and wellbeing has on people and their purpose in life.
- Recognising the links between health governance and health challenges worldwide
- Ability to analyse different types of health-related data, research, and studies.

Lifelong Skills

- Communication
- Collaboration

Areas of Assessment:

- Podcast/Presentation
- Quiz/Test
- Examination

