

# Curriculum Handbook

## Year 9&10



Werribee **2026**

## TABLE OF CONTENTS

<b>WELCOME TO YEARS 9 AND 10 .....</b>	<b>4</b>
How is the curriculum structured? .....	5
<b>CORE SUBJECTS.....</b>	<b>6</b>
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 (Jumpstart) Year 9.....	16
Mathematics Year 10 .....	17
VCE General Mathematics Units 1 and 2 (Year 10).....	18
Physical Education Year 9.....	19
Physical Education Year 10.....	20
Science Year 9.....	21
Science Year 10.....	22
<b>ACADEMIC ELECTIVES.....</b>	<b>23</b>
Commerce Year 9 .....	23
Commerce Year 10 .....	24
Culture and Environments Year 9 .....	25
French Year 9.....	26
French Year 10.....	27
Geography Year 9 .....	28
Geography Year 10 .....	29
VET Applied Language (Chinese) Years 9 & 10.....	30
Latin Year 9.....	31

Latin Year 10.....	32
<b>ARTS AND TECHNOLOGY ELECTIVES.....</b>	<b>33</b>
Art Year 9.....	33
Art Year 10.....	34
Café 10.....	35
Design and Technology: Engineering Systems and Principles Year 9 .....	36
Design and Technology: Engineering Systems and Principles Year 10 .....	37
Design and Technology: Food Technology Year 9.....	38
Design and Technology: Food Technology Year 10.....	39
Design and Technology: Woodwork Year 9 .....	40
Design and Technology: Woodwork Year 10 .....	41
Design and Technology: Textiles Year 9 .....	42
Design and Technology: Textiles Year 10.....	43
Digital Technologies (Computing) Year 9.....	44
Digital Technologies (Computing) Year 10.....	45
Drama Year 9.....	46
Drama Year 10 (Semester 1: Masks in Performance) .....	47
Drama Year 10 (Semester 2: Eclectic Theatre).....	48
Multimedia Year 9.....	49
Multimedia Year 10 (Semester 1: Animation) .....	50
Multimedia Year 10 (Semester 2: Film) .....	51
Music Year 9.....	52
Music Year 10.....	53
Outdoor Education Year 9.....	54
Outdoor Education Year 10.....	55
Visual Communication and Design Year 9 .....	56
Visual Communication and Design Year 10 (Semester 1: Graphic Design) .....	57
Visual Communication and Design Year 10 (Semester 2: Architecture).....	58

## 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 an engineer, for instance, does not need to study Engineering Systems and Principles at Year 9 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.

These years also offer students the chance to begin a VET or VCE subject. Students who continue with Chinese in Years 9 and 10 will complete the VET Certificate II in Applied Languages (Chinese). Students in the Jumpstart Mathematics program in Year 9 can progress in Year 10 to complete Units 1 and 2 of VCE General Mathematics. Completion of these subjects up to Units 3 and 4 can count towards a student's ATAR at the end of Year 12.

## 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
<b>Core Subjects</b>	<p>English</p> <p>Year 9 Mathematics <i>OR</i> Jumpstart Mathematics</p> <p>History</p> <p>Science</p> <p>Health and Physical Education</p> <p>Christian Life Studies</p>	<p>English</p> <p>Year 10 Mathematics <i>OR</i> Units 1 and 2 VCE General Mathematics</p> <p>History</p> <p>Science</p> <p>Health and Physical Education</p> <p>Christian Life Studies</p> <p>Careers</p>
<b>Academic Electives</b>	<p>French, VET Chinese <i>OR</i> Culture and Environment</p> <p>Latin <i>OR</i> Geography/Commerce</p>	<p>French, VET Chinese <i>OR</i> Geography/Commerce</p> <p>Latin (available in place of one Arts and Technology elective)</p>
<b>Arts and Technology Electives</b>	<p>Art</p> <p>Digital Technology (Computing)</p> <p>Design and Technology: Food</p> <p>Design and Technology: Textiles</p> <p>Design and Technology: Woodwork</p> <p>Design and Technology: Engineering Systems and Principles</p> <p>Drama</p> <p>Music</p> <p>Outdoor Education</p> <p>Visual Communication Design</p>	<p>Art</p> <p>Digital Technology (Computing)</p> <p>Design and Technology: Food</p> <p>Design and Technology: Textiles</p> <p>Design and Technology: Woodwork</p> <p>Design and Technology: Engineering Systems and Principles</p> <p>Drama</p> <p>Multimedia</p> <p>Music</p> <p>Visual Communication Design</p>

## CORE SUBJECTS

### CAREERS YEAR 10

#### BIBLICAL PERSPECTIVE

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

#### SUBJECT OVERVIEW

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##### *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

## BIBLICAL PERSPECTIVE

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- Understanding God and his will for us through His Word
- Developing an understanding of how to counter arguments against Christianity
- Understanding God's story
- Recognising and understanding divinely created order
- Developing critical thinking skills
- Appreciating and caring for God's creation

## SUBJECT OVERVIEW

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### *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

## BIBLICAL PERSPECTIVE

- Understanding God and his will for us through His Word
- Developing an understanding of how to counter arguments against Christianity
- Understanding God's story
- Recognising and understanding divinely created order
- Developing critical thinking skills
- Appreciating and caring for God's creation

## 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



## 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 'The Happiest Refugee' by Anh Do. 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

## BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Understanding God's story

## SUBJECT OVERVIEW

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### *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 Truman Show', 'Macbeth' 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

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *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

## 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

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *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 Nine 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

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *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

## 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*

The Year 9 Mathematics curriculum covers a wide range of topics, providing students with a comprehensive foundation in various mathematical areas. This includes working with rational and irrational numbers, applying exponent laws, and manipulating algebraic expressions. Students explore coordinate geometry, focusing on distances, gradients, and midpoints on the Cartesian plane. The curriculum also covers linear and quadratic functions, three-dimensional geometry, ratio and similarity, trigonometry, applications of Pythagoras' theorem, statistics and probability, covering data analysis, sampling techniques, compound events and CAS technology.

### *Skills*

Throughout Year 9, students develop a diverse set of mathematical skills that enhance their problem-solving abilities and analytical thinking. They learn to model real-world problems using mathematical concepts, particularly in financial and applied contexts. Students gain proficiency in graphing and they cultivate skills in geometric reasoning, applying formulas, and using trigonometric ratios to solve practical problems. The use of digital tools for modelling, simulations, and problem-solving, encourage technological literacy. Students also develop critical thinking skills through data analysis, learning to interpret and represent statistical information, and make informed judgments based on sampling techniques. These skills prepare students for more advanced mathematical concepts and real-world applications in future studies.

### *Types of Assessment*

- Quizzes and Tests: Regular assessments to evaluate understanding of specific topics.
- Assignments: Individual projects that apply mathematical concepts to real-world scenarios.
- Exams: Summative assessments at the end of each semester to measure overall proficiency in the content.

### *Lifelong Skills*

- Analytical and critical thinking
- Work-place skills
- Logical reasoning
- Writing and communication skills
- Develop resilience and perseverance in the face of challenging problems.
- Foster a growth mindset, understanding that effort and practice lead to improvement.
- Enhance financial literacy and practical skills for everyday living.
- Appreciate the role of mathematics in various careers and industries, fostering a lifelong curiosity and love for learning.

## BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Recognising and understanding divinely created order
- Students should recognise the order and structure in these processes and ultimately the order in the universe created by our God.

## SUBJECT OVERVIEW

### Content

This is a program that will accelerate selected students through Year 9 and 10 Mathematics in one academic year. Jumpstart is aimed primarily at students who see Mathematics potentially playing a major role in their initial choice of career path. It has also proved very fruitful in maintaining students' focus during Years 9 and 10, by providing a challenge and a focus in a subject that is a pre-requisite for many tertiary courses. The advanced pathway covers content across three strands: number and algebra, measurement and geometry, and statistics and probability. Completing the program in Year 9 allows students to begin VCE General Mathematics 1 and 2 in Year 10. This unit at Year 10 will also include essential content to prepare students for Mathematics Methods in Years 11 and 12.

### Skills

- UNDERSTANDING: the ability to describe relationships, explaining and estimating algebraic functions and equations.
- MATHEMATICAL FLUENCY: applying index laws and developing familiarity with calculations in a range of areas.
- PROBLEM-SOLVING: identifying and using formulas to solve practical questions.
- REASONING: following mathematical arguments, using statistical knowledge, and developing strategies to investigate graphs.

### Types of Assessment

- Quizzes and Tests: Regular assessments to evaluate understanding of specific topics.
- Assignments: Individual projects that apply mathematical concepts to real-world scenarios.
- Exams: Summative assessments at the end of each semester to measure overall proficiency in the content.

### Lifelong Skills

- Analytical thinking
- Group work
- Initiative
- Logical reasoning



## BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Recognising and understanding divinely created order
- Students continue to develop the ability to recognise the order and structure in these processes and ultimately the order in the universe created by our God.

## SUBJECT OVERVIEW

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### *Content*

Year 10 Mathematics covers content that prepares students for either VCE General 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
- Exams

### *Lifelong Skills*

- Analytical thinking
- Logical reasoning
- Reflective skills

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**BIBLICAL PERSPECTIVE**

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

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**SUBJECT OVERVIEW**

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*Content*

The study of General Mathematics in Units 1 and 2 involves topics like practical and financial mathematics, matrices and number patterns. Linear graphs and equations (straight line graphs) are taught extensively while shape and measurement (perimeter, area, volume) which was covered in Year 9 is also explored. The last topic students look at is statistics, where students will analyse and compare data in different forms.

Most students who select this subject in Year 10 will also be preparing to undertake Mathematical Methods in Year 11. To prepare them for that pathway, this course will go into extension units on Trigonometry, Graphing and Algebra.

*Skills*

Students will develop problem-solving skills in each of the chapters covered. They will continue to grow their understanding of everyday mathematics and apply theories covered to their own lives. Students will utilise their learning from previous years and build upon their foundation of mathematics, to respond to and analyse worded questions, as well as apply these concepts to real life situations. Edrolo will enable students to analyse their understanding of every exercise and to correct any misunderstandings. Calculator use is essential in all assessments, so students will become more proficient and effective at using their CAS calculators.

*Types of Assessment*

- Tests
- Problem-solving tasks

*Lifelong Skills*

- Analytical thinking
- Logical reasoning
- Group work
- Reflective thinking
- Critical and creative thinking

## BIBLICAL PERSPECTIVE

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- 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

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### *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; Cycling; 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

## BIBLICAL PERSPECTIVE

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- 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

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### *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
- Self Defence
- Touch Football
- Badminton
- Lawn Bowls
- Group Fitness Classes

### *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

## 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

## 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 9

#### BIBLICAL PERSPECTIVE

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

#### SUBJECT OVERVIEW

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##### *Content*

Economics and Business:

The focus in Year 9 will be on Australia as a trading nation and its place within the Asia Pacific region; global economic dependence, managing financial risks and rewards, innovation and the changing roles in the workplace.

Civics and Citizenship:

The focus in Year 9 will be on Government and democracy, including the role of political parties, political choices, and the roles of Prime Minister and Cabinet. They will also study the key features of Australia's court system, justice system and the right of appeal, and investigate how individuals and groups contribute to civic life, diversity and Australian identity.

##### *Skills*

Students must be willing to develop important skills in research, communication, technology, problem-solving and working as a member of a team.

##### *Types of Assessment*

- Research tasks
- Tests
- Examination

##### *Lifelong Skills*

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

## 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 Economics and Business, 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.

In Civics and Citizenship, students learn about:

- Government and democracy: features of Australian government compared to that of an Asian neighbour countries; global responsibility and participation in global aid and peacekeeping.
- Laws and citizens: The role of the High Court and interpretation of the constitution; international legal obligations and relation to Aboriginal and Torres Strait Islander Peoples.
- Citizenship, diversity and identity: Challenges to and ways of sustaining a resilient democracy and cohesive society.

*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



BIBLICAL PERSPECTIVE

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

SUBJECT OVERVIEW

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*Content*

Culture and Environments 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, Psychology and Legal Studies.

*Skills*

Culture and Environments 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

## 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

## 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

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

Year 9 Geography investigates biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. Students will also examine how people are connected to places throughout the world and how these connections help to make and change places and their environments.

#### *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
- Examination

#### *Lifelong Skills*

- Writing and communication skills
- Reflective skills
- Analytical thinking
- Group work

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *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

This course is offered via Ripponlea Institute and delivered by Heathdale staff.

10949NAT Certificate II in Applied Languages (Chinese)

Ripponlea Institute (21230)

Delivery mode: Face to face

Duration: 1 Year



## BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity

## SUBJECT OVERVIEW

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### *Content*

This course is intended to provide participants with the following general education outcomes: Graduates of the Certificate II in Applied Language will be able to communicate in simple and basic tasks requiring a simple and direct exchange of information and opinions on familiar and basic matters.

### *Skills*

It provides students with a broad range of skills and knowledge to pursue a career or further training in related industries in language studies.

### *Types of Assessment*

- Reading assessments
- Written assessments
- Oral presentations
- Listening assessments

### *Lifelong Skills*

- Critical and creative thinking
- Design skills
- Work-place skills
- Group work

BIBLICAL PERSPECTIVE

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

SUBJECT OVERVIEW

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*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

BIBLICAL PERSPECTIVE

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

SUBJECT OVERVIEW

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*Content*

We follow the stories of Quintus (the poet Horace) as he travels to Athens and experiences the changing circumstances of the Civil War. He fights on the losing side, then tries to return to his devastated home town, in search of his family. We learn about participles, passive verbs, the subjunctive, and gradually more complex sentence 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
- Logical reasoning
- Writing and communication skills
- Second Language Acquisition skills



# ARTS AND TECHNOLOGY ELECTIVES

## ART YEAR 9

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

Year 9 Art is a semester-long subject that is designed to immerse students in artmaking skill development as a response to Visual Thinking Strategies. Art appreciation and understanding starts with researching artist styles and the exploration of concepts and ideas through art. Their focus will be on street art and contemporary art styles and learning how the artist developed their studio practice skills by applying these in their own art making. Documentation of research, critical thinking, idea development, artists and inspiration will be in visual dairies.

#### *Skills*

- Skill development in visual literacy with the focus of applying research in studio practice.
- 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 include skate deck art, caricature design, abstract art and t-shirt designs.
- Practical application of artmaking skills in painting, printing making, illustration and 3D art.

#### *Types of Assessment*

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

#### *Lifelong Skills*

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

## 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*

Year 10 Art is a semester long subject that is designed to immerse students in artmaking skill development as a response to Visual Thinking Strategies. 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.

*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.

*Types of Assessment*

- Practical reports
- Research tasks
- Folios
- Creative writing
- Problem-solving tasks
- Design projects

*Lifelong Skills*

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

## CAFÉ 10

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity
- Developing hospitality through welcoming and ushering
- Displaying generosity and compassion to others through serving

### SUBJECT OVERVIEW

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#### *Content*

Students will operate Café 10 during their double lessons in the Creative Arts block. Students will run this small business within the timeframe of a Semester. They will need to create a Business Plan, conduct an OHS assessment and learn the operations of a café.

#### *Skills*

Throughout this course, students develop a range of transferrable employability skills such as planning and organising, problem solving, interpersonal skills, leadership and teamwork, communication and decision making.

#### *Types of Assessment*

- Personal growth plan
- Café overview
- Occupational Health and Safety and Work Health and Safety
- Café operation
- Individual roles reflection

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Logical reasoning
- Initiative
- Resilience
- Critical and creative thinking
- Time management

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

Students will explore the fundamentals of systems engineering through the design and construction of an automated plant watering system. They will gain knowledge in electronics (sensors, actuators, Arduino microcontrollers), mechanical systems (pumps, tubing, 3D-printed components), and digital technologies (programming and CAD). The course introduces systems thinking using the IPO model and builds understanding of the systems engineering approach to solving real-world problems, laying a strong foundation for VCE Systems Engineering and future pathways in engineering, trades, and technology.

*Skills*

Students will develop a range of practical and cognitive skills including:

- Designing and prototyping using the engineering design process.
- Programming microcontrollers as part of an integrated system.
- Using CAD software (e.g., Fusion 360) to model components.
- Constructing and testing electronic and mechanical systems.
- Applying critical thinking to troubleshoot and refine working systems.
- Documenting and evaluating their work through a structured design portfolio.

*Types of Assessment*

- Design Portfolio
- Planning and Production Documentation
- Tests

*Lifelong Skills*

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

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

Students will explore the fundamentals of systems engineering through the design and construction of an automated plant watering system. They will gain knowledge in electronics (sensors, actuators, Arduino microcontrollers), mechanical systems (pumps, tubing, 3D-printed components), and digital technologies (programming and CAD). The course introduces systems thinking using the IPO model and builds understanding of the systems engineering approach to solving real-world problems, laying a strong foundation for VCE Systems Engineering and future pathways in engineering, trades, and technology.

*Skills*

Students will develop a range of practical and cognitive skills including:

- Designing and prototyping using the engineering design process.
- Programming microcontrollers as part of an integrated system.
- Using CAD software (e.g., Fusion 360) to model components.
- Constructing and testing electronic and mechanical systems.

- Applying critical thinking to troubleshoot and refine working systems.
- Documenting and evaluating their work through a structured design portfolio.

*Types of Assessment*

- Design Portfolio
- Planning and Production Documentation
- Tests
- 

*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
- Programming skills

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

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### *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

## 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 develop food design and preparation skills within set criteria. They will gain an understanding of food processing and preservation and the application of some of these processes. They will participate in a design project that develops their culinary skills, understanding of Indigenous foods and promotes independence in recipe selection as well. Students will also explore making family friendly “takeaways” for home cooking. They will also learn skills in sensory analysis of food.

*Skills*

The focus of this course will be the development of skills and related knowledge in the design, preparation and presentation of food. Students will investigate and make judgments on how the principles of food safety, preservation, preparation and sensory perceptions influence the creation of food solutions to enable healthy eating. Students will use the design process to plan, select, produce and evaluate a variety of recipes.

*Types of Assessment*

- Practical reports
- Research tasks
- Design projects

*Lifelong Skills*

- Writing and communication skills
- Initiative
- Work-place skills
- Critical and creative thinking
- Design skills
- Reflective skills

## BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity
- Exercising good stewardship of created resources

## SUBJECT OVERVIEW

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### *Content*

The STEM based course introduces students to powered hand tools, jigs and fixtures and the more complex joint making and finishing techniques used in modern manufacturing. Students learn how to research and then design a solution for a practical need. They investigate existing products and how design factors influence the design process. Students consider the constraints and considerations that guide the design process, make design choices and practical decisions in order to produce a suitable outcome. By the end of the course the students will better understand the Design and Technology process required to produce a product.

### *Skills*

- Workshop safety
- Use of hand and powered woodworking tools
- Furniture making joining techniques
- Furniture grade finishing techniques
- Design methodology

Practical furniture construction drawingsThis study is foundational for YR10 Design & Technology - Furniture Making and a pathway for those interested in pursuing VCE/VET Furniture Making.

### *Types of Assessment*

- Folios
- Design projects

### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Work-place skills
- Design skill
- Risk assessment and Health and Safety awareness



BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity
- Exercising good stewardship over created resources

SUBJECT OVERVIEW

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*Content*

The STEM based course introduces students to more complex forms, joint making and assembly techniques used in modern manufacturing and builds on their previous experience in CAD. It also extends the principles used in the Design Process. Students learn how to research and then design a solution for a practical need. Students explore the constraints and considerations that guide the design process, make choices and practical decisions in order to produce a suitable outcome. By the end of the course students will be required to produce a product that adheres to a design brief.

*Skills*

- Workshop safety
- Using hand and powered woodworking tools
- Furniture grade jointing and assembly techniques
- Furniture grade finishing techniques
- Design methodology
- Practical furniture construction drawings

This study is foundational for students interested in pursuing VCE Design Technology (Wood) in VCE.

*Types of Assessment*

- Folios
- Design projects
- Problem-solving tasks

*Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Work-place skills
- Critical and creative thinking
- Design skills

## BIBLICAL PERSPECTIVE

- Developing God-given creativity
- Exercising good stewardship over created resources
- Overcoming setbacks

## SUBJECT OVERVIEW

*Content*

Year 9 Textiles introduces students to a range of sewing techniques and processes including hand sewing, machine sewing, garment design, pattern drafting and embellishing. Students will explore fabric properties and select their own fabrics as they make design choices for a skirt or pair of shorts. They will use and adapt basic sewing patterns as they start to produce their own unique garment, which will be theirs to keep. Students will go through the design and production process as they draft, cut, pin, sew, iron, finish and embellish their garment.

*Skills*

Subject specific skills include:

- Machine and hand sewing
- Designing within a brief
- Visual communication of design ideas
- Using and adapting sewing patterns
- Production process understanding
- Selecting and manipulating fabrics

*Types of Assessment*

- Practical sewing projects including a finished garment
- Design Illustration
- Pattern drafting
- Production Planning and Evaluating

*Lifelong Skills*

- Initiative
- Resilience and perseverance
- Work-place skills
- Critical and creative thinking
- Design skills
- Reflective skills
- Budgeting
- Time management
- Risk assessments
- Health and safety awareness
- Creative problem-solving
- Fine-motor skills

## BIBLICAL PERSPECTIVE

- Developing God-given creativity
- Exercising good stewardship over created resources
- Overcoming setbacks

## SUBJECT OVERVIEW

*Content*

Students may select to do Year 10 Textiles for the full year or for only one semester. However, Semester Two has a prerequisite of a previous semester of Textiles at either year 9 or 10.

Semester One of Year 10 Textiles focuses on the design process. Students create design solutions for their own unique hoodie, then plan for and complete the production of this garment which is theirs to keep. Students learn a variety of techniques to modify a commercial sewing pattern to achieve their design, and they increase the complexity of their skills in machine sewing and overlocking.

Semester Two Textiles requires a previous completion of a semester of Textiles at either Year 9 or 10. In this course students have the option to create a uniquely designed product which can be either a dress, hoodie or quilt. They will learn more complex sewing techniques and processes. In both semesters, students will explore sustainable choices within the textile and fashion industries and learn to follow the design process and to document and evaluate the production of their product.

*Skills*

Subject specific skills:

- Machine sewing
- Garment construction
- Pattern drafting
- Designing
- Project planning and managing
- Product Evaluation

*Types of Assessment*

- Folios
- Designs
- Production Documentation
- Finished Products

*Lifelong Skills*

- Project Management
- Design skills
- Reflective skills
- Working to a brief
- Time management
- Budgeting
- Safe work practices
- Sustainability

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

This course enables students to learn the fundamentals of the coding languages of HTML, CSS and JavaScript. Students complete activities and exercises to help them learn these coding methods, before putting them into practice in their major project – designing and coding a website. Students consider the end user of their website and plan to the functions and layout required for their end user to navigate the website effectively. They document their learning and evaluate the effectiveness of their final project.

#### *Skills*

##### Subject Specific Skills

- Programing and Coding skills and knowledge
- Design skills and use of design elements
- Analytical and planning skills
- Problem-Solving Skills.
- Project Management skills

#### *Types of Assessment*

- Skill-building Exercises
- Refelections
- Major Project

#### *Lifelong Skills*

- Analytical thinking
- Logical reasoning
- Critical and creative thinking
- Design skills
- Reflective skills

BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Ethical connections with people and the world around us
- Developing God-given creativity
- Recognising and understanding divinely created order
- Stewardship of resources

SUBJECT OVERVIEW

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*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 C# Programming, 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. Networking is also covered, where students look at the role of networks and how they manage, control and secure the movement of and access to data.

*Skills*

While learning to create a game using a game development engine. Students will develop skills in coding, designing for user-friendly and efficient use, planning and managing projects and evaluating their work and skills.

*Types of Assessment*

- Weekly Reflection Log
- Problem-solving tasks
- Collaborative project

*Lifelong Skills*

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

## BIBLICAL PERSPECTIVE

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- Developing God-given creativity

## SUBJECT OVERVIEW

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### *Content*

Drama is a semester-long subject that provides students with important life skills in addition to acting skills. Drama is a fun way to grow in self-confidence and team building. It develops confidence, communication in speaking, growth in non-verbal communication, improvisation skills, using imagination, and growth in empathy.

Students who study Drama become critical thinkers and innovators who better understand themselves and view the world around them with greater sensitivity. In Year 9, Drama students continue to develop their dramatic skills by exploring Comedy and Realism. Through practical workshops and performance work students are exposed to a variety of techniques and skills.

In the study of Realism, students will examine Stanislavski's acting style and apply it to scene work. For their assessment piece, in groups, students present a scene to an audience.

The Comedy Unit includes the study of Slapstick, Farce, stand-up and Satire. Students will work in groups to create their own comedy performance, applying a chosen comedy style and presenting their piece to an audience. Students may have the opportunity to see a professional theatre production in this unit and will write a theatre review on the show.

### *Skills*

Students will have the opportunity to develop skills in script analysis, given circumstances, subtext, emotional memory, character development and apply these techniques to create believable and credible characters for performance.

### *Types of Assessment*

- Performances

### *Lifelong Skills*

- Group work
- Initiative
- Critical and creative thinking
- Reflective skills
- Leadership
- Self-confidence
- Public speaking and communication

## BIBLICAL PERSPECTIVE

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- Developing God-given creativity

## SUBJECT OVERVIEW

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### *Content*

In this 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.

### *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

## BIBLICAL PERSPECTIVE

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- Developing God-given creativity

## SUBJECT OVERVIEW

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### *Content*

This unit involves the study of 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*

This unit gives students the opportunity to extend and challenge their performance and analytical skills and gives them a taste of VCE Drama.

Drama is a great opportunity for students to grow in confidence, group work skills and creativity.

### *Types of Assessment*

- Performances
- Analytical questions

### *Lifelong Skills*

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



## BIBLICAL PERSPECTIVE

- Developing God-given creativity
- Developing critical thinking skills
- Developing creative thinking skills

## SUBJECT OVERVIEW

*Content*

In this study, students will explore two forms of Media through two units: Photography and Animation. Students will be using industry standard software and equipment to learn technical camera skills, the process of creating creative projects, and responding to artists and their work.

*Skills*

Students will develop skills in Photography and how to use professional equipment to take visually interesting photographic compositions. They will also develop their skills in Stop Motion animation as well as industry standard software to create animated sequences. Students will gain a sound understanding of the creative process, from pre-production to post-production.

*Types of Assessment*

- Photography Portfolios
- Stop Motion Animation Projects
- Visual Diary Folios
- Artist Research and Reflections

*Lifelong Skills*

- Writing and Communication Skills
- Critical and Creative Thinking
- Technological Skills
- Reflective Writing and Thinking

## BIBLICAL PERSPECTIVE

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- Developing God-given creativity
- Developing critical thinking skills
- Developing creative thinking skills

## SUBJECT OVERVIEW

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### *Content*

In this study students will be exploring digital media and design. Students will become familiar with components of multimedia and various digital imaging software solutions. Using industry standard software students will produce an interactive sequence and animation to convey information. This is a brief overview of interactive design, providing students with an understanding of what to expect if they enrol in VCE/VET Certificate III in Creative Digital Media at Yr 11.

### *Skills*

Students will develop skills in Digital Animation and how to author an interactive sequence. They will also develop skills in digital imaging, using industry standard software to manipulate and edit images and visual assets.

Students will gain a sound knowledge in scripting and storyboarding for interactive design and animation.

### *Types of Assessment*

- Design projects
- Creative writing
- Folios

### *Lifelong Skills*

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

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

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### *Content*

Students will explore film production as well as digital manipulation and editing of sound and moving images. Using digital media and industry standard software to convey information over time, students will incorporate audio and sound to enhance communication.

### *Skills*

Students will develop skills in film making along with video editing and how to create a narrative. They will also develop skills in digital imaging, using industry standard software to manipulate and edit images and visual assets. Students will gain a sound knowledge in scripting and storyboarding for film and video presentations.

### *Types of Assessment*

- Folios
- Creative writing
- Design projects

### *Lifelong Skills*

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

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

Year 9 Music gives students the opportunity to perform music as a soloist and a member of a group. Musical analysis, composition and aural recognition skills are also taught to build instrumental technique and further develop each student's ability to perform.

#### *Skills*

Year 9 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

## MUSIC YEAR 10

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

Year 10 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 have the opportunity to undertake in future year levels.

#### *Skills*

Year 10 Music teaches a variety of aural recognition skills such as melodic, rhythmic and harmonic dictation and recognition as well as a deeper analysis of the elements of music. Music technique, demonstrated in performance as well as the use of technical exercises, scales, arpeggios and chords is also a focus in Music at this year level.

#### *Types of Assessment*

- Tests
- Performances and Assignments

#### *Lifelong Skills*

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

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *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 an overnight 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

## BIBLICAL PERSPECTIVE

- Reflecting on God's creation and humanity's role as stewards
- Practising gratitude, self-discipline, and care for others
- Developing perseverance, independence, and responsibility
- Building confidence in unfamiliar or challenging environments

## SUBJECT OVERVIEW

*Content*

This Unit 1 Environmental Science course explores God's creation through the study of the Earth's dynamic systems — the atmosphere, biosphere, hydrosphere, and lithosphere — and how they interact. Students will gain a deep understanding of natural processes and how human activity can influence the balance and health of these systems. The subject includes hands-on investigation and fieldwork, culminating in a 3-day hiking expedition, sleeping in tents, where students apply their knowledge and skills in a natural environment.

Students will undertake a 3-day hike involving camping in tents, where they will conduct field investigations and develop practical skills related to environmental science, teamwork, and personal growth. This immersive experience provides a real-world context for understanding and appreciating the complexity and beauty of natural systems.

*Skills*

Key skills include:

- Energy flow and matter transfer in ecosystems
- Natural and human-induced environmental changes
- Indigenous perspectives on land and sustainability
- Introduction to sustainability science

*Types of Assessment*

- Fieldwork and expedition logbook
- Research assignments
- Reflective journals linking learning to biblical stewardship
- Group discussions and presentations

*Lifelong Skills*

- Scientific Field Skills
- Outdoor Expedition Skills

## BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Developing God-given creativity

## SUBJECT OVERVIEW

*Content*

In this course, students will explore the design process, designing to a client brief, and the elements and principles of design. They will apply this knowledge in a series of assignment-based tasks while developing graphical projects in typography, logos, t-shirt design and a promotional poster. A variety of media will be explored, including software such as Photoshop and Illustrator.

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 design elements and principles differing to Art.

*Types of Assessment*

- Folios
- Design projects

*Lifelong Skills*

- Critical and creative thinking
- Design skills
- Reflective skills
- Design ThinkingVisual



## BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity

## SUBJECT OVERVIEW

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### *Content*

In this course, students will explore the design process, designing to a client brief, and the elements and principles of design. They will apply this knowledge in a series of assignment-based tasks while developing graphical projects in typography, logos, t-shirt design and a promotional poster. A variety of media will be explored, including software such as Photoshop and Illustrator.

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 assessment tasks.

Students will need to have the ability to see a task through to completion over an extended period of time. Drawing skills are not essential but desirable. A willingness to learn software applications is important.

### *Types of Assessment*

- Design projects
- Folios
- Problem-solving tasks

### *Lifelong Skills*

- Reflective skills
- Design skills
- Design Thinking

## BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity

## SUBJECT OVERVIEW

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### *Content*

Students explore the world of Visual Communication & Design (VCD) from the perspective of architects and architecture. Students will gain an understanding of how architects, through hand drawings and electronic means, and use design elements and principles and design processes to create beautiful and functional buildings. Students will study the work of famous architects, architectural history and how buildings communicate the designer's intentions. They will understand how simple buildings are put together and how sustainable design impacts our environment.

Students will explore 2D, such as plans and elevations, and 3D drawings, such as axonometric and perspective, rendering techniques and drawing standards. A variety of tools and media will be explored including software such as Photoshop and Sketchup.

Assessments will be based on several smaller tasks plus a major, semester-long assessment task through designing a beach house on a given site.

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

### *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 3D modelling software and photoshop and apply those skills to their project-based work. They will further develop their drawing skills through a variety of small skill-based exercises and begin to develop a sense of volume and area and how they relate to measurement.

### *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
- Design thinking



