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Contact Staff
Welcome to Emmanuel Christian Community School.

Pedro Cruz
Serving as Principal since 1988
M.Ed.Adm.(UNE) BSc (UWA) Dip.Ed. (UWA) MACEL MACEA

Our vision is: that through the teaching of God’s Word we will bring people to Christ and help them to grow in Him as it is found in Matthew 28:19-20. At the same time we aim to build a place of quality teaching and learning excellence that honours Christ and prepares our students for life.

Mrs. Carol Davis
Deputy Principal – Administration
B.A. (UWA), Dip.Teach. (STC), Dip.Chr.Ed. (ITCE)

Mr. Phillip Gabrielson
Deputy Principal – Students
B.A. Ed. (ECU)
From the Past to the Future

Emmanuel Christian Community School is a ministry of the Girrawheen Baptist Church. It grew out of the deep concerns that Christian parents had for the desire to exercise their God given responsibility to bring up their children in the nurture and admonition of the Lord.

The academic curriculum at Emmanuel Christian Community School is designed to provide students with the best practice of education. As we move to Secondary schooling, Emmanuel Christian Community School will endeavour to meet the needs of students, the aspirations of parents, the legitimate demands of the community and address the expectations of State and Commonwealth Governments’ educational requirements.

Australian Curriculum & Curriculum Framework

The Curriculum Framework has been implemented in Western Australia for a number of years, however, as from 2014 all schools will teach the Australian Curriculum.

The Australian Curriculum sets out what all young Australians are to be taught and the expected quality of that learning as they progress through schooling. At the same time, it provides flexibility for teachers and schools to build on student learning and interests.

In 2008, the Australian Education Ministers agreed that a national curriculum would play a key role in delivering quality education and committed to the development of a Foundation to Year 12 national curriculum.

The Australian Curriculum is being developed initially in the areas of English, Mathematics, Science and History, followed by Geography, the Arts and Languages and the remaining learning areas focusing on Economics and Business, Civics and Citizenship, Health and Physical Education, Design and the technologies.

AUSTRALIAN CURRICULUM IMPLEMENTATION IN WESTERN AUSTRALIAN.

- **Phase 1**
  English – Mathematics – Science and History to be fully implemented by commencement of 2015.

- **Phase 2 and 3**
  2014 Tailoring the content to suit Western Australian schools, including identification of core and additional content.
  2015 Development of Judging Standards to assist teachers to assess and grade student work.
  2016 Curriculum available to schools for familiarisation.
  2017 Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents by the end of Semester 1, 2017.

Inclusivity

We are passionate about teaching children about the love of Jesus. That means all children, including those who have unique gifts and needs.

All children are important in our school. Not only do they benefit from being fully included in Emmanuel Christian Community School life, but they provide the rest of the students with an opportunity to practice living out their faith by caring for kids who are different from themselves.
Cross-curriculum priorities

(The Shape of the Australian Curriculum, December 2010)
As directed in the above Report, The Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face.

With this and the education goals of the Melbourne Declaration in mind, the curriculum gives special attention to three priorities:

• **Aboriginal and Torres Strait Islander Histories and Cultures:** to ensure that all young Australians will be given the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on our world.

• **Asia and Australia’s engagement with Asia:** to reflect the importance of young people knowing about Asia and Australia’s engagement with Asia because as they develop a better understanding of the countries and cultures of the Asia region, they will come to appreciate the economic, political and cultural interconnections that Australia has with the region.

• **Sustainability:** to allow young people to develop an appreciation of the need for more sustainable patterns of living, and to build capacities for thinking, valuing and acting necessary to create a more sustainable future.

Each of these priorities is represented in learning areas in ways appropriate to that area. For each of the cross-curriculum priorities, a continuum of learning has been developed to ensure strong and coherent inclusion in the Australian Curriculum.
Streams (in core subjects)

When students commence Year 7 at Emmanuel Christian Community School they are placed in un-streamed classes except for Mathematics.

Each learning area meets the needs of the students taking into account their specific requirements for the subject area.

English

In 2014, all Year 7 to 10 English subjects will be based on the Australian Curriculum.

Year 8 to 10 students will be streamed in classes based on their previous year’s academic performance and where appropriate NAPLAN results will also be used. Students will be assessed against the three strands of learning of the Australian Curriculum; Language, Literature and Literacy. The Year 7 to 8 programmes will focus on consolidating skills and concepts taught in primary school. Initial focus is placed on comprehension skills, across a range of text types, including fiction, non-fiction as well as film and image analysis. Years 9 and 10 English will require the student to study the English language, how it works and how to use the language effectively. It will enable the student to access knowledge and actively contribute to society through personal growth and self-development.

YEAR 8 AND 9 ENGLISH IS OFFERED ON THREE LEVELS:

The **Advanced Stream** is an academically rigorous course. These students have shown strong ability in comprehension skills as well as written expression.

The **Standard Stream** is a mainstream course which caters for the majority of students.

In the **Modified Stream**, the course is paced to enable students to develop fundamental skills in language where they experience difficulty.

The most obvious difference among the streams is in the pace of the course, the assessments and in some cases, the texts chosen for study. Texts are selected carefully to engage students and stimulate their thinking while meeting their literacy needs.

YEAR 10 ENGLISH IS OFFERED ON THREE LEVELS:

The **Advanced Stream** aims to prepare students effectively for the senior Stage 2 and 3 of Literature or English courses. Literary theory is introduced along with the development of the students’ understanding of critical literacy.

The **Standard Stream** is a course founded on the development of both functional and critical literacy. Students are introduced to the analytical skills required to develop their understanding of the relationship between language and power in a society. These courses prepare students for the WACE Stage 2 English course in Year 11.

In the **Modified Stream** students continue to focus on the development of functional literacy and fundamental critical literacy skills. Typically they will proceed to a Stage 1 English course in Year 11.
Mathematics

Year 7, 8, 9 and 10 students are placed into streamed classes so that all students can be catered for at their level of ability. In Years 8, 9 and 10 the courses offered are:

The **Advanced Stream** is suitable for students who have demonstrated a fluency with the basics of Mathematics. Typically this class will be working at a higher level than the standard stream, with the aim of providing students the opportunity to spend more time on the complex aspects of each topic. This class will provide students with the opportunity to continue into Year 11 with Stage 3 Mathematics.

The **Standard Stream** will provide a course that is at the standard year level. This class will provide students with the opportunity to continue into Year 11 with Stage 2 Mathematics.

The **Modified Stream** will provide a course for students that find Mathematics difficult and hence the course operates at a slower pace. There is an emphasis on the basics of mathematics, as well the provision for greater scaffolding for problem solving.

All three streams are designed to allow maximum flexibility. This enables students not to be fixed at a particular stream, however they may move between streams according to need and performance.

Science

All Year 7 to 10 Science subjects are be based on the Australian Curriculum.

Years 8, 9 and 10 science is offered on three levels:

The **Advanced Stream** is an academically rigorous course suitable for students who have shown a strong ability in science. Typically this class will be working at a higher level than the standard year level, with the aim of providing gifted/talented students the opportunity to be enriched as well as providing an excellent platform for their senior school Physics and Chemistry studies.

The **Standard Stream** will provide a course that is at the standard year level. Students in this stream will be expected to continue into senior Biological Sciences.

The **Modified Stream** will provide a course for students that find Science difficult and hence the course operates at a slower pace with greater scaffolding provided for the experiments and research assessments.

All three streams are designed to allow maximum flexibility. This enables students not to be fixed at a particular stream, however, they may move between streams according to need and performance.

Humanities

Years 7 to 9 Humanities is offered at the standard year level with mixed ability classes. Through the use of open ended research questions, the more able students will be provided the opportunity to extend their research and conceptual understanding.

Students who struggle are provided the opportunity to complete assessments at their own level and benefit from the presence of more able students in the class.

Year 10 Humanities is offered on two levels: the **Advanced Stream** aims to extend students in their research skills and increase their capacity to cope with more complex concepts across the humanities subjects.

The **Standard Stream** for the other three classes is offered at the standard year level in mixed ability classes. Whilst the Extension Stream covers the same curriculum as the other classes, those students have the opportunity to explore the units covered in greater depth and complexity.
Daily Schedule/Timetable

Classes at Emmanuel Christian Community School run daily from 8.30am to 3.15pm commencing in early February and ending in early December. At the end of each ten week term, there is a two week vacation period, apart from the Christmas vacation break which is approximately seven weeks in duration. There are also a number of pupil free days which will be outlined in advance on the annual calendar.

The Secondary School day is divided into eight (8) teaching periods.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30am - 8.50am</td>
<td>Form/Pastoral Care – School commences</td>
<td>20 mins</td>
</tr>
<tr>
<td>8.50am – 9.40am</td>
<td>Period 1</td>
<td>50 mins</td>
</tr>
<tr>
<td>9.40am - 10.30am</td>
<td>Period 2</td>
<td>50 mins</td>
</tr>
<tr>
<td>10.30am - 10.50am</td>
<td>RECESS</td>
<td>20 mins</td>
</tr>
<tr>
<td>10.50am - 11.40am</td>
<td>Period 3</td>
<td>50 mins</td>
</tr>
<tr>
<td>11.40am - 12.30pm</td>
<td>Period 4</td>
<td>50 mins</td>
</tr>
<tr>
<td>12.30pm 1.10pm</td>
<td>Period 5</td>
<td>40 mins</td>
</tr>
<tr>
<td>1.10pm - 1.40pm</td>
<td>LUNCH</td>
<td>30 mins</td>
</tr>
<tr>
<td>1.40pm - 2.30pm</td>
<td>Period 6</td>
<td>50 mins</td>
</tr>
<tr>
<td>2.30pm - 3.10pm</td>
<td>Period 7</td>
<td>50 mins</td>
</tr>
<tr>
<td>3.10pm - 3.15pm</td>
<td>Form/Pastoral Care – School ends</td>
<td></td>
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</tbody>
</table>

Each day commences with Form/Pastoral Care which is a very important part of the School day and is used to check attendance and allow time for spiritual input and communication. A strong Form culture develops the sense of a safe place where students feel that they are an integral part of School life.

The Form Teacher will be the first point of contact for the day and will aim to understand students’ needs. Therefore mutual trust and respect is paramount.

*IT IS VERY IMPORTANT THAT STUDENTS ARRIVE ON TIME FOR FORM.*
Compulsory Subjects

English 6 periods
Mathematics 6 periods
Science 6 periods
Humanities 6 periods
Languages 2 periods
Beliefs and Values 1 period

Changing Subjects/Electives

Where subject/elective choices are involved, changes to subject/elective may only occur in the first three weeks of the subject/elective being taken. Subsequent to that date students must remain in that subject/elective for the remainder of the programme. To change subjects/electives students must obtain a Change of Subject Form from administration. Changes are subject to the approval of teachers involved and are dependent on the availability of space in the respective class.
Electives

Students select one elective from each of the four grid lines of which Health and Physical Education studies must be one.

Proposed Elective Grid-lines

The gridlines will change each Term to give access to more subject choices.

**YEAR 7**

<table>
<thead>
<tr>
<th>Elective 1</th>
<th>Visual Art</th>
<th>Music</th>
<th>Computing</th>
<th>Fabrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective 2</td>
<td>Food</td>
<td>Wood</td>
<td>Media</td>
<td>Drama</td>
</tr>
<tr>
<td>Compulsory</td>
<td>Philosophy</td>
<td>Beliefs and Values</td>
<td></td>
<td></td>
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</tbody>
</table>

**YEAR 8**

<table>
<thead>
<tr>
<th>Elective 1</th>
<th>Visual Art</th>
<th>Music</th>
<th>Computing</th>
<th>Fabrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective 2</td>
<td>Food</td>
<td>Wood</td>
<td>Media</td>
<td>Drama</td>
</tr>
<tr>
<td>Compulsory</td>
<td>Philosophy</td>
<td>Beliefs and Values</td>
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</tbody>
</table>

**YEAR 9**

<table>
<thead>
<tr>
<th>Elective 1</th>
<th>Visual Art</th>
<th>Music</th>
<th>Computing</th>
<th>Fabrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective 2</td>
<td>Food</td>
<td>Wood</td>
<td>Media</td>
<td>Drama</td>
</tr>
<tr>
<td>Compulsory</td>
<td>Philosophy</td>
<td>Beliefs and Values</td>
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**YEAR 10**

<table>
<thead>
<tr>
<th>Elective 1</th>
<th>Media</th>
<th>Music</th>
<th>Robotics</th>
<th>Childcare and/or Textiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective 2</td>
<td>Food</td>
<td>Wood</td>
<td>Visual Art</td>
<td>Drama</td>
</tr>
<tr>
<td>Compulsory</td>
<td>Philosophy</td>
<td>Beliefs and Values</td>
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Music Instrument Tuition

Instrumental tuition on a fee-for-service basis is available for some musical instruments.

Individual tuition is conducted during school hours for a 40 minute lesson and at the convenience of the relevant tutor.

A student may enrol for Music instrument tuition at the commencement of each term. Parent/Guardian pays a flat term fee which is required prior to the commencement of each term.

The Music student is released from a different subject/elective each week to allow for the minimum academic impact on any given subject/elective. The student will be encouraged at the discretion of the Tutor and Director of Music to sit Music examinations and competitions where appropriate. The Music tuition is designed for the student who is motivated and who wishes to attain nationally accredited qualifications.

Weekly attendance as well as regular practice and progress are required to fulfil the requirements of tuition.
YEAR 7 CORE SUBJECTS

YEAR 7 ENGLISH

Year 7 English will focus on consolidating skills and concepts taught in primary school. A strong emphasis will be placed on the receptive (listening, reading and viewing) and productive modes (speaking, writing and creating) across the three strands of learning of the Australian Curriculum.

- **Language**: knowing about the English language.
- **Literature**: understanding, appreciating, responding to, analysing and creating literature.
- **Literacy**: expanding the repertoire of English usage.

Initial focus is placed on comprehension skills, across a range of text types, including fiction, non-fiction as well as film and image analysis.

Students:

- **Learn to** listen to, read, view, speak, write, create and reflect on texts.
- **Understand** how Standard Australian English works in its spoken and written forms.
- **Develop** interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.
- **Create** a range of imaginative, informative and persuasive types of texts.

**Texts and Text types**

- Novel, poetry, film and image analysis, non-fiction, Asian texts.

YEAR 7 MATHEMATICS

Year 7 Mathematics is designed to revise and reinforce all primary school mathematics learning, regardless of the student’s primary background. It is a year to ‘close gaps’, as well as to introduce the student to the secondary school mathematics teaching/learning environment. The subject focuses on the following areas:

1. **Number and Algebra** – students use mathematical language and processes to apply concepts of number and algebra to develop mathematical models, solve practical problems and explain and justify relationships. Students will focus on numerical accuracy for numbers in the form of integers, fractions, decimals and percentages, as well as the basic skills of Algebra.

2. **Space and Measurement** – students use mathematical language and processes to apply the concepts of space and measurement to develop mathematical models, solve practical problems and explain and justify relationships. Students will work with common two-dimensional shapes and work with both direct and indirect measure.

3. **Chance and Data** – students conduct chance experiments, represent outcomes, quantify chance and interpret chance, and collect, organise, represent, summarise, interpret and report data. Students will focus on graphical representation of data, as well as summarising data through the use of averages.
YEAR 7 SCIENCE

Year 7 Science aims to provide a transition from primary science into Year 7 science, thus providing adequate preparation for secondary school studies. Scientific invention and exploration by their very nature play a significant role in our society and affect our scientific thought processes and decisions. Year 7 science is an interactive and practical subject. The student will have the opportunity to engage in scientific projects, discussion, constructing scientific models and engage in laboratory experiments which may be undertaken independently and cooperatively with others. The subject focuses on the following four sciences:

1. **Physical** – change to an object’s motion is caused by the effect of unbalanced forces acting on the object. Earth’s gravity pulls objects towards the centre of the Earth.
2. **Chemical** – the student will learn mixtures, including solutions contain a combination of pure substances which can be separated using a range of techniques.
3. **Biological** – the student will classify and investigate the differences between groups of organisms. The student becomes more aware that human activity can affect these interactions.
4. **Earth and Space** – the student will learn how the Sun, Earth and Moon effect the seasons, eclipses and other phenomena. The student further investigates renewable and non-renewable resources.

YEAR 7 HUMANITIES

**ANCIENT HISTORY**

This subject aims to provide the student with the opportunity to study the earliest human communities to the end of the ancient period. The period was defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries and the mysteries surrounding this period of history. The subject should develop the student's skills in the domains of Historical Knowledge and Understanding and Historical Skills through three in-depth studies on: how historians investigate the ancient past; a study of the ancient Mediterranean and Asian society.

**ECONOMICS**

A study of economics allows the student to examine the production, distribution and consumption of goods and services. Economics endeavours to examine the concept of opportunity cost and the realisation that not all our wants can be satisfied. The student will examine ways that man may improve their living conditions and more effectively manage resources to maximise their satisfaction. This course will encourage students to further develop their reasoning, logic and other thinking skills.

**GEOGRAPHY**

Year 7 Geography will introduce the student to a field of inquiry that brings together the human and physical dimensions of the world by examining people, places and environments. This includes the study of interrelationships between the physical and human environments. The student will examine the natural and cultural features of places, the processes and spatial patterns between and within features. The student should develop a range of skills to interpret the past, scrutinise the present and explore sustainable strategies for the future. The student will focus on comparing the natural and human patterns in Australia and Japan.

**POLITICS & LAW**

In any civilised society, the Law is an important part of life. Often it spells out the rights, privileges and responsibilities of individuals within society, and it is vital that students have an understanding of these. As they take up their role as citizens in a free and democratic country such as ours, they are required to live harmoniously with others and be protected by the rules which govern our society. The year 7 course therefore, aims to develop student understanding of how our laws and legal systems have been developed – from ancient law codes, to the modern system of common and statute law, and their role in the legal process.
YEAR 7 HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a compulsory key learning area that all students from Years 7 to 10 must study for 3, forty minute periods each week. Health and Physical Education aims to address the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for the student to learn about and practise ways of adopting and maintaining a healthy, productive and active life. It also provides the student the opportunity to learn through movement experiences that are both challenging and enjoyable. This elective should improve the student’s capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activities in their lives.

The practical content will cover the following sports, however, other sports may be included depending on the availability of facilities:

1. Fitness Testing
2. Basketball
3. Athletics
4. AFL
5. Soccer

In the theory component of the course the students will cover the following topics:

1. Myself and others
2. Values
3. Bullying
4. Resilience
5. Basic Nutrition
6. Fit and Healthy
LANGUAGES

Two Languages will be taught in Year 7 – One semester of Indonesian and one semester of Latin.

INDONESIAN

This elective aims to introduce the student to Bahasa Indonesian (Indonesian Language) and for those students who already have skills, knowledge and understanding of Indonesian to extend them. The students will have the opportunity to develop their skills in Indonesian grammar, writing and speaking skills. The teaching program is strongly augmented by discussions and activities from a Christian perspective and with reference to Australia/Indonesia relations and current affairs.

LATIN

This elective aims to provide students with a key to the literature, history and culture of the Greco-Roman world. Through the study of a variety of original texts, including both historical and philosophical writing, students acquire a knowledge and appreciation of ancient life and culture. An understanding of the form and structure of Latin, and the ability to apply this knowledge, can also improve students’ skills in English and other languages.

The students will understand that language is a gift from God. The school's Biblical values will be fully integrated into the lessons

YEAR 7 ELECTIVES

YEAR 7 CLOTHING & FABRICS

Year 7 Clothing and Fabrics is predominantly a practical elective in which students will learn basic skills in sewing. Students will learn how to use a sewing machine and an iron safely. They will make a variety of textile articles, including a simple garment.

Specific fabric requirements for each individual task will be given to students prior to the commencement of each task.

YEAR 7 COMPUTING

Students will have the opportunity to develop their skills and knowledge in the use of information technology by manipulating different software packages including word processing, spread sheets and web design. The students will examine how best to present information using a variety of techniques and will be provided with the opportunity to consider the social implications of computer use and information systems such as the internet.

YEAR 7 DRAMA

Year 7 Drama introduces students to the exciting and stimulating world of Drama and dramatic communication. From a Christian perspective, the study of Drama can be profoundly linked to its place in the Christian life, by giving expression to creative thinking and initiative by affirming the validity of each student’s God given potential. It is a basic means by which many cultures visually, verbally and physically communicate with each other, passing on values of the past and present.

In the context of teamwork, the study of this introductory performing arts elective should develop the student’s self-confidence, public speaking and effective verbal and non-verbal communication skills.

YEAR 7 FOOD AND NUTRITION

This elective runs for a semester and aims to introduce students to cooking by providing them with basic cooking skills and knowledge on a variety of topics. These include hygiene and safety practices, oven management and use of kitchen equipment, basic cutting skills, measuring, reading basic recipes and preparation methods.

The students will cook a range of simple recipes using basic food skills and food processing techniques and developing organisation and management skills in the kitchen.
YEAR 7 MEDIA

Year 7 Media encourages the student to engage in discussion, exploration and reflection on the influence and role of the media in society from a Christian perspective. This provides the student opportunities to investigate the social and cultural implications of the media, to develop the media language and a range of simple technical skills pertaining to news and advertising.

YEAR 7 MUSIC

The student learns how to make music through sounds and silence, using the voice, body, acoustic and electronic instruments through the key activities of creation, production and analysis of music. Activities and experiences in Music include:

1. Experimentation with sound, soundscapes, including creation of music, listening, performance, improvisation and self-assessment.
2. Activities using pulse, rhythm, melody and harmony.
3. Group (ensemble) work, informally assessed.
4. Movement to rhythm.
5. Language of music and aesthetic response.
6. Safe use of sound equipment, musical instruments and computer technology.

YEAR 7 VISUAL ARTS

The emphasis of this elective is to provide the student with the opportunity to expand their enjoyment of the Visual Arts, understanding and use of arts language and the development of crucial thinking and creative skills. The student will be provided valuable opportunities to respond to the aesthetic impact of artists’ works, in discussion with other students using simple, subjective, structural and cultural frames. Students will develop their understanding and application of basic art elements and principles.

YEAR 7 WOODWORK

Year 7 Woodwork is an introductory elective for those students who have limited experiences in construction. The student is introduced to principles and practices of design for the manufacturing of a range of products. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for the purpose. The student is introduced to relevant technological process skills while producing simple timber products such as a fruit basket or pencil box.
YEAR 8 CORE SUBJECTS

YEAR 8 ENGLISH

Year 8 English will focus on consolidating skills and concepts taught in year 7. A strong emphasis will be placed on the receptive (listening, reading and viewing) and productive modes (speaking, writing and creating) across the three strands of learning of the Australian Curriculum:

- **Language**: knowing about the English language.
- **Literature**: understanding, appreciating, responding to, analysing and creating literature.
- **Literacy**: expanding the repertoire of English usage.

In Year 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. In year 8 focus is placed on reading and comprehension, language and grammar skills as well as figurative and persuasive language. In year 8, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

In addition students:

- **Learn to** listen to, read, view, speak, write, create and reflect on texts.
- **Understand how Standard Australian English works** in its spoken and written forms.
- **Develop interest and skills** in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.
- **Create a range of imaginative**, informative and persuasive texts.

**Texts and Text types**

- Novel, poetry, film and image analysis, non-fiction and Asian texts.

YEAR 8 MATHEMATICS

Year 8 Mathematics is designed to advance the student in all areas of mathematics, with particular focus on skills in the area of Number and Algebra. The student will be encouraged to develop an appreciation of Mathematics and to link its content to other learning areas. The subject focuses on the following areas:

1. **Number and Algebra** – students use mathematical language and processes to apply concepts of number and algebra to develop mathematical models, solve practical problems and explain and justify relationships. Students focus on a fluency with number skills and a link to some more advanced algebra.
2. **Space and Measurement** – students use mathematical language and processes to apply the concepts of space and measurement to develop mathematical models, solve practical problems and explain and justify relationships. Students will work with common shapes, both in two and three dimensions. Students will focus on direct measurement of shapes and also make links between algebra and indirect measurements.
3. **Chance and Data** – students conduct chance experiments, represent outcomes, quantify chance and interpret chance, and collect, organise, represent, summarise, interpret and report data. Students will continue to develop their understanding of chance and working with data.
YEAR 8 SCIENCE

Year 8 Science provides the student with the foundation for secondary school studies. Scientific invention and exploration by their very nature play a significant role in our society and affect our scientific thought processes and decisions. Year 8 Science is a practical subject. The student will have the opportunity to manipulate materials, use science equipment, interact co-operatively with others and communicate ideas. Enhanced student performance is encouraged as the student becomes more engaged in areas of interest and their own learning. The subject focuses on the following four sciences:

1. **Physical** – the student will further their knowledge of kinetic, heat and potential energy.
2. **Chemical** – the student will examine the properties of different states of matter to explain motion and the arrangement of particles. The student will be provided with the opportunity to engage in chemical experiments involving substances reacting to form new substances.
3. **Biological** – the student should understand their biology and that of other living things and recognise the interdependence of life.
4. **Earth and Space** – the student will learn about sedimentary, igneous and metamorphic rocks. The student also investigates how these rocks were formed over time.

YEAR 8 HUMANITIES

**ANCIENT AND MODERN HISTORY**

The student is provided the opportunity to examine the end of the ancient to the beginning of the modern period (c.650 CE – c. 1750). This period was when the major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. Students will undertake in-depth studies of European and Asian societies within this timeframe.

**ECONOMICS**

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to analyse and understand the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal, business and government behaviour at the local, national and global levels. The student will develop reasoning, logical thinking and interpretation skills which are demanded in the world of work, business and government. These skills are related to a variety of qualifications in vocational, technical and university education contexts. The learning experiences will provide the student the opportunity to explore the knowledge, values and opinions which surround the complex range of economic events and issues such as unemployment, income distribution, business strategy and international relations.

**GEOGRAPHY**

In the Year 8 Geography course, the focus is on developing understanding of the processes that drive climates, and the impact that climate and other factors have on population distributions. Students spend time developing the key geographical skills of analysing maps in order to identify and describe patterns, and then using their knowledge to explain why such patterns exist. The unit has a focus on Australian climate and population patterns, along with an Inquiry task that explores the climate and population patterns of an Asian nation.

**INTRODUCTION TO LAW**

This subject introduces students to a basic understanding of the different aspects of Law, how it is derived and administered in our courts. In any civilised society, the Law is an important part of life. Often it spells out the rights, privileges and responsibilities of individuals within society and it is vital that students have an understanding of these. As they take up their role as citizens in a free and democratic country such as ours, they are required to live harmoniously with others and be protected by the rules which govern society.
YEAR 8 HEALTH AND PHYSICAL EDUCATION

The focus for Year 8 Health and Physical Education is personal awareness and ownership. The subject should provide the student with the opportunity to consider decisions relevant to leading physically active and healthy lives as they move from childhood to adulthood.

The practical content will cover the following sports, however, other sports may be included depending on the availability of facilities:
1. Fitness Testing
2. Handball
3. Athletics
4. Netball
5. Cricket

In the theory component of the course the students will cover the following topics:
1. Being Sun Smart
2. Active Lifestyles
3. Food and the Environment
4. Smoking
5. Stress
6. Cyber Bullying

LANGUAGES

YEAR 8 INDONESIAN

This elective aims to introduce the student to Bahasa Indonesian (Indonesian Language) and for those students who already have skills, knowledge and understanding of Indonesian to extend them. The student will have the opportunity to develop their skills in Indonesian grammar, writing and speaking skills. The teaching programme is strongly augmented by discussions and activities from a Christian perspective and with reference to Australia/Indonesia relations and current affairs.

YEAR 8 LATIN

This elective aims to provide students with a key to the literature, history and culture of the Greco-Roman world. Through the study of a variety of original texts, including both historical and philosophical writing, student acquire a knowledge and appreciation of ancient life and culture. An understanding of the form and structure of Latin, and the ability to apply this knowledge, can also improve students’ skills in English and other languages.

The students will understand that language is a gift from God. The school’s Biblical values will be fully integrated into the lessons.
YEAR 8 ELECTIVES

YEAR 8 CLOTHING & FABRICS
Year 8 Clothing & Fabrics is predominantly a practical elective in which the student will learn basic skills in sewing. The student will learn how to use a sewing machine and sew a variety of textile articles including a bag and a simple dress. The focus is to develop the student’s use of sewing machines, machine stitching, use of basic patterns, ironing and finishing of garments. A student without prior experience in textiles will have the opportunity to learn basic skills and produce wearable clothing items.

Specific fabric requirements for each individual task will be given to students prior to the commencement of each task.

YEAR 8 COMPUTING
The student will develop and improve their skills and knowledge in the use of information technology by manipulating different software packages including spreadsheets, sound recording and image creation. The student will be provided the opportunity to develop audio tracks for movies, manipulate graphics and record podcasts for a specific audience.

YEAR 8 DRAMA
Year 8 Drama introduces the student to the vibrant and engaging world of Drama in its many different forms. Drama plays an important role in assisting the student to explore and develop their own identity and to express that identity with confidence communicating creatively and effectively. Drama should contribute to a student’s personal development and awareness through role playing, characterisation, verbal and non-verbal communication and body language subtleties. The student will have the opportunity to develop their personal confidence, public speaking skills, awareness of relationship issues and interaction in human society. This interactive elective focuses on the following fundamentals:

1. Theatre Conventions
2. Theatre History
3. Stage Craft
4. Improvisations
5. Components of Production (costume, sets, props, lighting)
6. Script Writing

YEAR 8 FOOD AND NUTRITION
This semesterised practical elective focuses on teaching the student basic skills in food preparation. The student will be introduced to basic hygiene and safety practices in the kitchen and will have the opportunity to use various technologies as they apply to the food production process. The elective will also cover recipe reading, time management and basic nutritional requirements for health.

A variety of delicious foods will be prepared in order to develop a basic range of food preparation skills. Foods suitable for breakfast, lunch and dinner, as well as foods suitable for snacks will be prepared. The student will use the technology process to design, make and evaluate food products to meet specific needs and preferences.

YEAR 8 MEDIA
Year 8 Media provides the student the opportunity to develop their critical thinking and analysis skills, their application of media codes, conventions and use of the media language. Students have the opportunity through the unit of introduction to photography to develop competencies which equip them with important foundation media techniques.
YEAR 8 VISUAL ARTS

The emphasis of this engaging, studio based elective is to provide the student with valuable opportunities to develop their creative self-confidence and capacity for ideas generation, design skills and competent use of the arts elements and principles. The elective will allow students to acquire new studio skills and techniques in drawing, painting, ceramics and mixed media works.

YEAR 8 WOODWORK

Simple projects will be constructed by the student using a range of materials such as wood and plastic. To complete these projects the student will be introduced to and use a wide variety of hand tools. The student will learn about the tools and their different functions and how to select the correct tool for a particular purpose. They will investigate materials that will be used for the purpose of their project and develop safe working habits.

YEAR 8 MUSIC

Year 8 Music is designed to encourage the student to explore the basic elements of music, including notation, basic composition, improvisation, aural and aesthetic response. Activities and experiences in Music include:

1. Introduction to elements of music, include listening, performance and improvisation.
2. Rhythmic, melodic and harmonic activities.
3. Group (ensemble) work, informally assessed.
4. Language of music and aesthetic response.
5. Safe use of sound equipment, musical instruments and computer technology.
YEAR 9 CORE SUBJECTS

YEAR 9 ENGLISH

The overarching themes of Language and People and Language and Culture allow the student to interpret the world around them through the receptive (listening, reading and viewing) and productive modes (speaking, writing and creating) across the three strands of learning of the learning of the Australian Curriculum.

- **Language**: knowing about the English language.
- **Literature**: understanding, appreciating, responding to, analysing and creating literature.
- **Literacy**: expanding the repertoire of English usage.

The student will be encouraged to develop analytical skills and express ideas in an organized and structured format.

The student will be challenged to take increasing personal responsibility for their development in this subject area.

**Texts and Text types**
- Novel, film study, poetry, Drama, non-fiction, Asian and Aboriginal texts.

YEAR 9 MATHEMATICS

Year 9 Mathematics continues to advance the student in all areas of mathematics, with particular focus on the links between the different areas of Mathematics. The student will be encouraged to regard Mathematics as a completely integrated course, rather than just separate topics. The subject focuses on the following areas:

1. **Number and Algebra** – students use mathematical language and processes to apply concepts of number and algebra to develop mathematical models, solve practical problems and explain and justify relationships. Students focus on algebra skills, including its use in the other areas of mathematics.

2. **Space and Measurement** – students use mathematical language and processes to apply the concepts of space and measurement to develop mathematical models, solve practical problems and explain and justify relationships. Students will focus on indirect measurements such as trigonometry and be encouraged to make links with the use of algebra.

3. **Chance and Data** – students conduct chance experiments, represent outcomes, quantify chance and interpret chance, and collect, organise, represent, summarise, interpret and report data. Students will focus on summarising data and efficient calculations, as well as develop their understanding of the concept of chance.
YEAR 9 SCIENCE

Year 9 Science provides the student with opportunities to develop the skills of working scientifically by engaging them in thinking critically and creatively in problem solving processes. The student will be encouraged to work individually and in teams to plan and conduct investigations. The student will engage in critical analysis of data and information, evaluate science related issues and problems, develop questions for inquiry, investigation and draw conclusions. The student will learn how to apply and communicate their findings, understandings and viewpoints in a scientifically literate way when making decisions about the environment, nature and technological world.

The Science programme takes into account the diverse needs of all students. It identifies essential knowledge, understandings, skills, values and attitudes. It also assists the student to maximise their achievement in science through the acquisition of additional knowledge, understandings, skills, values and attitudes. This knowledge should assist the student to acknowledge that there is a Creator who cares about them. The student is provided with the opportunity to thoughtfully and logically appraise information, whilst approaching new situations with an inventive and Christian perspective.

The subject focuses on the following four sciences:

1. **Physical** – the student will examine the different forms of energy.
2. **Chemical** – the student will extend their knowledge on chemical reactions by examining combustion and reactions of acids on living and non-living systems and energy transfer.
3. **Biological** – the student will examine multi-cellular organisms and how they rely on co-ordinated and interdependent internal systems to respond to changes in the environment.
4. **Earth and Space** – the student will examine the theory of plate tectonics in terms of geological activity and continental movement.

YEAR 9 HUMANITIES

**ECONOMICS**

Year 9 Economics has a focus on the impact of technology on our economic world. As such, it seeks to build on the skills, knowledge and understanding of students in the society and environment subject area. It is hoped that as students engage themselves in developing their analytical and literacy skills, many will gain more confidence in communicating their findings within the framework of a dynamic and changing world.

**GEOGRAPHY**

This subject focuses on the investigation of major natural hazards and disasters. The student will be provided with the opportunity to examine the causes of these hazards, distribution and effect on natural and human environments. In order to increase the student’s understanding and reality of these phenomena into the classroom, the student will examine case studies of floods, tornadoes, tropical cyclones and bushfires. The student will undertake a closer examination of several environmental issues like Global Warming, Ozone Depletion, Acid Rain, El Nino, Greenhouse Effect on landscapes and the life forms they support. Learning about the world through the study of Geography equips the student to develop confidence in decision making, encourages active participation and stewardship.

**HISTORY**

Year 9 History will introduce the student to the practice of using evidence to research and understand the development of Australia. This subject will provide the student to further their understanding of Australian history from 1901 to 1945. The emphasis of the subject is to provide the student with the opportunity to develop their research skills and use of evidence to present and support an argument.

**POLITICS AND LAW**

This subject introduces the student to a basic understanding of the different processes of decision-making concerning society’s collective nature. In any civilised society, politics and law is a focal aspect of life. The student will examine their rights, privileges and responsibilities in society. Students will develop good citizenship skills which will enable them to be effective in a free and democratic nation like ours which encourages living harmoniously and the protection of people’s rights and property.
YEAR 9 HEALTH AND PHYSICAL EDUCATION

Year 9 Health and Physical Education will include both practical and theoretical components of learning. The student will learn the movements/skills required to be actively involved in sports. Theoretical components include all aspects of health. The student will examine how lifestyle impacts the physical, social, mental, emotional and spiritual components of health.

The practical content will cover the following sports, however, other sports may be included depending on the availability of facilities:

1. Fitness Testing
2. Indoor Hockey
3. Athletics
4. Soccer
5. Netball

In the theory component of the course the students will cover the following topics:

1. Health and Illness in Australia
2. Changing and Growing
3. First Aid and Sporting Injuries
4. Fundamental Movement Skills
5. About Alcohol

LANGUAGES

YEAR 9 INDONESIAN

This elective aims to introduce the student to Bahasa Indonesian (Indonesian Language) and for those students who already have skills, knowledge and understanding of Indonesian to extend them. The student will have the opportunity to develop their skills in Indonesian grammar, writing and speaking skills. The teaching programme is strongly augmented by discussions and activities from a Christian perspective and with reference to Australia/Indonesia relations and current affairs.

YEAR 9 LATIN

This elective aims to provide students with a key to the literature, history and culture of the Greco-Roman world. Through the study of a variety of original texts, including both historical and philosophical writing, student acquire a knowledge and appreciation of ancient life and culture. An understanding of the form and structure of Latin, and the ability to apply this knowledge, can also improve students’ skills in English and other languages.

The students will understand that language is a gift from God. The school’s Biblical values will be fully integrated into the lessons.

YEAR 9 ELECTIVES

YEAR 9 CLOTHING & FABRICS

Year 9 Clothing & Fabrics builds on the skills that the student has learnt in previous years while providing opportunity for students who have had no prior experience in textiles to be able to learn key skills.

The student should develop a wide range of sewing skills including the use of patterns and sewing machines to make fashionable garments. They will sew articles such as a skirt (or shorts for boys) and a simple T-shirt and will also explore the key elements and principles of design, commercial pattern use and fibre classification.

Students will be expected to purchase materials, patterns and other items specific to their chosen garments. Specific fabric requirements for each individual task will be given to students prior to the commencement of each task.
YEAR 9 COMPUTING

The student will learn skills in Flash to create animated stories as well as photo manipulation, painting and drawing skills. This elective will also provide students with a firm grounding in the development and manipulation of databases to prepare them for future studies in computing.

YEAR 9 DRAMA

Year 9 Drama develops further the foundation of Year 8 Drama. Drama plays an important role in assisting students to further develop their own identity and appreciate others. It allows them to express their identity with confidence with others and to communicate creatively, emotively and effectively for a variety of audiences and defined purposes. Drama should contribute to a student’s personal development and awareness through role playing characterisation, verbal and non-verbal communication and body language subtleties.

This engaging elective seeks to explore in more depth the different forms of dramatic presentation as follows:

1. Verbal Communication
2. Non-Verbal Communication
3. Production Roles
4. Conversation Skills
5. Duologues
6. Improvisation
7. Play Building
8. Characterisation
9. Greek Theatre
10. Melodrama
11. Elizabethan Drama

YEAR 9 FOOD AND NUTRITION

This elective builds on the skills established in Year 8. Food and nutrition aims to provide the student with cooking skills they will be able to use to maintain a healthy lifestyle throughout life. The elective focuses on assisting students through the myriad of choices for a well-balanced diet while also providing the essential skills they require for food preparation.

The elective will revolve around a heavy practical element which should provide the student with essential skills in food preparation and cooking a variety of delicious foods. The elective comprises the following topics:

1. Healthy eating and nutrition
2. Cooking for people with allergies
3. How to adapt recipes to make them healthier

YEAR 9 MEDIA

Year 9 Media provides the student with the opportunity to develop key competencies which will equip them with more advanced analysis, digital, film, sound and production skills. The elective focuses on developing the student’s critical understanding of media and making them more aware of some of the many processes, institutions, value systems and decisions that contribute to the global film industry. Students will extend media skills by scripting, filming, editing and producing the opening scenes of a film.
YEAR 9 MUSIC

Year 9 Music is designed to expand the student’s previous knowledge and understanding of their language and elements of music, improvisation, sight singing, basic piano, simple melody and rhythm writing by ear, music history (including popular styles), use of sound equipment and performance. Activities in Music include:

1. Group (ensemble) work on instruments and voice.
2. Rhythmic, melodic and harmonic activities at an intermediate level.
3. Notation and composition (equivalent to Grade One to Two AMEB).
4. Safe use of music technology and sound equipment.

YEAR 9 VISUAL ARTS

Year 9 Visual Arts focuses on the development of students’ understanding of physical, emotional, intellectual and cultural intelligence through the investigations of artists’ works and their context. Students will begin to refine their selection and use of the arts language, elements and principles in their written analysis and art history investigations. The student will be provided the opportunity to work in a variety of studio areas which may include drawing, painting, printmaking, sculpture, textiles and ceramics.

YEAR 9 WOODWORK

A major component of this elective is constructing a number of products using wood, plastics, metal and/or fabric. The student will be encouraged to complete their design adopting their own initiative and design preferences based on their level of knowledge and skills. The student will learn by ‘trial and error’ making their judgements and corrections based on a technology process. Another component of the elective is workshop safety practices and equipment used for the purpose. The student will also learn about forests and the properties of timber.
YEAR 10 CORE SUBJECTS

YEAR 10 ENGLISH EXTENSION

The Year 10 English Extension course builds on the work completed in Year 9 and is designed to enhance the student’s knowledge of skills needed for effective completion of senior school English requirements.

This unit introduces the student to relevant and engaging English, Australian, Aboriginal and Asian literary texts. Students are asked to read poetry, prose and drama and to consider how all texts use language and conventions in particular ways. They consider how the understanding of a specific literary text is shaped by the way it is presented.

Students also develop their abilities to explore and consider their affective responses to literary texts. They will produce experimental and affective responses to literary texts, involving both personal and creative writing activities before developing and emphasising analytical, discursive and reflective readings of texts.

This level of English requires a more rigorous approach to literary texts and adequately prepares students for entry into year 11 Stage 2 English as well as Stage 2 Literature.

A strong emphasis will be placed on the receptive (listening, reading and viewing) and productive modes (speaking, writing and creating) across the three strands of learning of the Australian Curriculum.

- **Language**: knowing about the English language.
- **Literature**: understanding, appreciating, responding to, analysing and creating literature.
- **Literacy**: expanding the repertoire of English usage.

Texts and Text types

- Novel, film study, poetry, drama, non-fiction, Asian and Aboriginal texts.

YEAR 10 ENGLISH STANDARD

The Year 10 English programme’s overarching themes of Language and Society and Language and Texts are designed to create an awareness of how language, through text, comments on society, past and present.

Students are encouraged to develop skills through receptive and productive modes. Ever increasing levels of independent study are expected. The development of analytical skill is a focus. This includes: observation, insight, contextual understanding and consolidation of ideas. Texts with a variety of contextual information will be presented for study; challenging students to consider the intended purpose of texts.

The subject teaches the student how to write in different ways for different audiences, how to structure writing, talks, speeches, selecting an appropriate style and using grammar, punctuation and spelling effectively.

A strong emphasis will be placed on the receptive (listening, reading and viewing) and productive modes (speaking, writing and creating) across the three strands of learning of the Australian Curriculum.

- **Language**: knowing about the English language.
- **Literature**: understanding, appreciating, responding to, analysing and creating literature.
- **Literacy**: expanding the repertoire of English usage.

Texts and Text types

- Novel, film study, poetry, Drama, non-fiction, Asian and Aboriginal texts.

This level of English adequately prepares students for entry into Stage 2 English as well as Stage 2 Literature in Year 11.
YEAR 10 ENGLISH MODIFIED

The Modified Stream, the course is paced to enable students to develop fundamental skills in language where they experience difficulty and typically prepares students for entry into stage 1 courses in Year 11.

YEAR 10 MATHEMATICS

Year 10 Mathematics is designed to further enhance the value of the various areas of mathematics across different learning areas. The subject is also designed to provide the student with a clear direction for upper school Mathematics.

The subject focuses on the following areas:

1. **Number and Algebra** – students use mathematical language and processes to apply concepts of number and algebra to develop mathematical models, solve practical problems and explain and justify relationships. Students focus on linear and quadratic relationships and are introduced to further polynomials and functions. Students will also focus on the links that exist with the other areas of mathematics and the usefulness of Number and Algebra in each.

2. **Space and Measurement** – students use mathematical language and processes to apply the concepts of space and measurement to develop mathematical models, solve practical problems and explain and justify relationships. Students focus on indirect measures, such as the use of trigonometry and circle geometry and the usefulness of these techniques.

3. **Chance and Data** – students conduct chance experiments, represent outcomes, quantify chance and interpret chance, and collect, organise, represent, summarise, interpret and report data. Students continue to develop their understanding of chance and the link between uncertainty and small or large samples. There will be a stronger emphasis on interpretation of data, rather than simply calculating summary statistics.

YEAR 10 SCIENCE

Year 10 Science provides students with the opportunity to further continue their investigation into physical, chemical, biological, earth and space sciences. The subject focuses on the following four sciences:

1. **Physical and Chemical** – the student will further their knowledge of physical properties of substances, the nature of matter, chemical reactions and processes.

2. **Biological** – the student will further their understanding of the human anatomy, genetics, DNA and gene technology applications as well as examine the theory of evolution and explore socio-scientific issues such as greenhouse effect.

3. **Earth and Space** – the student will examine further the universe and key astronomical features like galaxies, stars and the solar system. The Big Bang Theory will be investigated in how some scientists explain the origin of the universe with the biblical evidence.

YEAR 10 HUMANITIES

**ECONOMICS**

The Economics Course in Year 10 focuses in depth on the concepts of opportunity cost, supply, demand and equilibrium. These concepts are explored through a range of practical case studies and projects, such as living as a hypothetical 18 year old, and running a food stall at school. In addition, key Macroeconomic concepts such as inflation, unemployment and economic growth are studies as a foundation for upper school economics.

**GEOGRAPHY**

The Geography course in Year 10 is focused on a study of coastal and marine ecosystems – understanding the forces at work in creating the landforms and patterns evident, and in exploring the human impact on these ecosystems. The course also provides an opportunity to undertake field studies at Point Peron, where students develop a range of fieldwork techniques including constructing photo essays, note taking and sketch mapping.
**HISTORY**

The Year 10 History course 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. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing. In studying these aspects of history, students will develop their skills in document analysis, recognising the role of historical forces in shaping both continuity and change, as well as their research skills.

**POLITICS AND LAW**

This subject is titled “Making and Breaking the Law” and has a focus on the nature, practice and conventions of the Australian legal system. The subject further develops prior learning on the structure of the legal system, with an emphasis on different types of laws and courts. The student will also learn about the procedures involved in criminal and civil cases. The sentencing process, associated issues, the role of the community in making and changing laws is also explored by the student. Our own rights and responsibilities as individuals and Christians will be addressed.

**YEAR 10 HEALTH AND PHYSICAL EDUCATION**

Year 10 Health and Physical Education will include both practical and theoretical components of learning. The student will develop a deeper understanding of what they have learnt in previous years. They will learn more complex movement skills required to be actively involved in sports. Theoretical components include all aspects of health. The student will examine how lifestyle impacts the physical, social, mental, emotional and spiritual components of health.

The practical content will cover the following sports, however, other sports may be included depending on the availability of facilities:

1. Fitness Testing  
2. Ultimate Frisbee  
3. Athletics  
4. Volleyball  
5. Gaelic Football

In the theory component of the course the students will cover the following topics:

1. How my Body Works  
2. Advanced Body Systems and Energy  
3. Basic Biomechanics  
4. Nutrition for Physical Activity  
5. Introduction to Sports Psychology  
6. Sexual Health

**LANGUAGES**

**YEAR 10 INDONESIAN**

This elective aims to introduce the student to Bahasa Indonesian (Indonesian Language) and for those students who already have skills, knowledge and understanding of Indonesian to extend them. The student will have the opportunity to develop their skills in Indonesian grammar, writing and speaking skills. The teaching programme is strongly augmented by discussions and activities from a Christian perspective and with reference to Australia/Indonesia relations and current affairs.

**YEAR 10 LATIN**

This elective aims to provide students with a key to the literature, history and culture of the Greco-Roman world. Through the study of a variety of original texts, including both historical and philosophical writing, student acquire a knowledge and appreciation of ancient life and culture. An understanding of the form and structure of Latin, and the ability to apply this knowledge, can also improve students’ skills in English and other languages.

The students will understand that language is a gift from God. The school’s Biblical values, will be fully integrated into the lessons.
YEAR 10 ELECTIVES

YEAR 10 CHILD CARE

This year long elective teaches students skills and understandings that will help them when working with children, as well as in their future lives as parents. In first semester, the students will learn about aspects of child development such as physical, cognitive, social, emotional, moral and spiritual development. They will also learn about the importance of play in development, and will create a toy as well as interacting with children in the kindergarten or pre-primary classes as part of a play and development task.

In second semester, the focus will change to pregnancy and childbirth. Starting from conception, students will investigate the needs of baby and mother during pregnancy. Each student will take part in the Realcare Baby programme during which they will be responsible for the care of a virtual baby over a weekend. They will record their care for the baby in a journal as part of the task.

YEAR 10 COMPUTING

Year 10 Computing is designed around the topics to be covered in Computer Science Stages 2 and 3. The student will be provided the opportunity to continue their study of databases from Year 9, developing the techniques to design and manipulate bespoke systems.

The student will learn about hardware and software and the role they play in a typical computer system, as well as the various components which comprise a computer network. Students investigate network topologies and other factors which affect a computer network. This elective also provides students with an introduction to computer programming. The student will learn how to read and write computer algorithms for a variety of problems and how to debug simple computer programs.

YEAR 10 DRAMA

Year 10 Drama introduces the student to the use of Drama language, and contextual knowledge regarding conventions of theatre, cultural attitudes, experiences and understandings. It also provides the student with an overview of both past and contemporary Drama events and develops individual’s historical and social drama knowledge. This elective introduces the student to the skills, techniques and conventions of narrative and narrative enactment, improvisation and play building; through small scale performance projects. Students develop technical skills in relation to sets, lighting and sound, as well as their skills in public speaking, expression and non-verbal communication.

YEAR 10 FOOD AND NUTRITION

This year long practical elective focuses on teaching the student to meet their nutritional needs, the hospitality menu and social and environmental influences on food consumption. There will also be an emphasis on values including being good stewards of our bodies and the resources God has given us, serving others through hospitality, considering cultural food customs and traditions.

Students will cook each week and will cook through the menu including starters, entrees, main meals and desserts. They will also learn how to make Barista coffee and prepare foods suitable for a café.

YEAR 10 MEDIA

This elective involves the student examining aspects of both the entertainment and infotainment areas of radio and film. Students will view, listen to and examine relevant familiar media texts for both of these areas. The elective is designed to provide the student with knowledge of media language, form, skills and processes and production controls, constraints and responsibilities. It provides the foundation for production processes and allows students to create their own using film and digital technology media.
YEAR 10 MUSIC

The focus of this elective is on the creation and performance of music. The student will be encouraged to develop an understanding of the musical elements, learn aural and music making skills. The student will listen to, reflect on, create and perform a range of music scores. This will involve a substantial amount of work on theory and compositional activities based on Western Art music notation.

YEAR 10 ROBOTICS

This elective is an introduction to engineering studies for Years 11 and 12. Students will develop a range of prototyping skills, including bread-boarding and making printed circuit boards. They will apply these skills to complete various projects such as simple robots. Students will also investigate some of the technologies used to develop robot systems, i.e. electrical, electronic, microprocessor and mechanical systems.

YEAR 10 TEXTILES

Year 10 Textiles provides the student with the opportunity to apply their design and sewing skills in the production of a dress and a garment made out of specialty fabric such as satin or chiffon. These two major projects will provide the student with the opportunity to develop their own solutions in response to design briefs, while exploring a variety of creative and problem solving aspects of their projects.

Students will be expected to purchase materials, patterns and other items specific to their chosen garments. Specific fabric requirements for each individual task will be given to students prior to the commencement of each task.

YEAR 10 VISUAL ARTS

Year 10 Visual Arts has a dominant art production focus which is complemented by art theory. The student will be provided with opportunity to develop personal imagery, express themselves using their imagination, develop art skills and engage in the creation and presentation of meaningful artworks.

The practical component involves the initial inquiry process which will involve drawing, design and media experimentation through to the production of studio art work.

YEAR 10 WOODWORK

Woodwork is a practical elective which allows the student to design and manufacture a range of products, predominantly from wood. The student is introduced to principles and practices of design. Throughout the process, students learn about materials, including their origins, classifications and technological process skills, while producing articles which may include items such as small personalised furniture, clocks and lathe products.
ASSESSMENT POLICY

Years 7 to 10
At the start of each semester, students will receive a course outline for each subject which details the following:
1. Details of the course/subject assessment structure.
2. The type of assessments that will be set.
3. The timing and nature of each assessment.
4. The work that will be covered by each assessment.

Marks and grades
Years 7-9 students will receive a semester grade and mark out of 100 for core subjects and a semester grade only for options.

Homework
It is recommended that students in Years 7 to 9 fulfil the following homework allocation:

Year 7: 45 minutes per night.
Year 8: 1 hour per night.
Year 9: 1 ½ hours per night.

Students are required to submit homework on time and penalties may be enforced where a reasonable explanation for late work is not provided.
Failure to submit Assessments

Students are required to submit assessments on the due date. Where students are unable to do so due to illness or misadventure, a note must be provided by the parent to the HOLA who will make a judgment regarding an extension of time. Where no valid explanation is provided, students will lose 10% of their mark per day for five days. Beyond that, no mark will be received but students may still submit assessments for teacher feedback.

Absence from Tests and Examinations

Students who are absent from tests and exams due to family holidays will receive a mark of zero. Where a student is absent due to illness, a medical certificate must be provided.

Cheating

Cheating in a test or examination will be given a mark of zero for that part of the test/examination or whole. Students who allow another student to access their work during a test or examination will be similarly penalised.

Plagiarism

“Plagiarism occurs when the work of another person or persons, is used and presented as one’s own, unless the source of each quotation or piece borrowed material is acknowledged with the appropriate citation” (Curtin Handbook 1999). Any work submitted by a student that is falsely presented as the student’s own, will not be accepted and that student will receive a mark of zero for the assessment item.

Collusion

Collusion is unauthorised collaboration and constitutes joint effort between students or others in preparing material submitted for assessment. Students who collude will be given a mark of zero for their work.