



Casey Senior Campus - Endeavour Hills

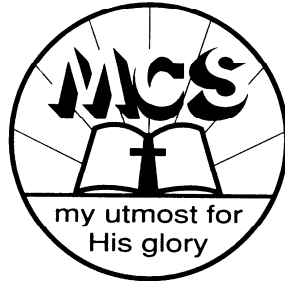
Year 9/10

Course Information

2010



MARANATHA CHRISTIAN SCHOOL



YEAR 9 AND 10 COURSES OF STUDY

This book provides students with a concise description of all subjects offered in Years 9 and 10 at Maranatha Christian School. Before a course of study is selected all information should be read and carefully considered.

Information is divided into three sections as follows:

SECTION 1

Year 9 and 10 Course Information.

SECTION 2

Core Subject Descriptions.

SECTION 3

Elective Subject Descriptions.

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YEAR 9 AND 10 COURSE INFORMATION

Students at these levels are required to study both compulsory core subjects and elective subjects, which are chosen from a wide range of offerings.

CORE SUBJECTS

All students are required to take subjects in the core. These subjects are:

YEAR 9 CORE SUBJECTS		YEAR 10 CORE SUBJECTS	
Subject	Periods	Subject	Periods
English	10	English	10
Mathematics	10	Mathematics	10
Science	8	Science	8
History	5	History	5
Geography	5	Geography	5
Business Studies	6	Business Studies	6
Physical Education	6	Physical Education	4
Afternoon Activities	2	Afternoon Activities	2
Year Level Assembly	2	Year Level Assembly	2
		Careers	2

TIMETABLE

Secondary students at Maranatha Christian School follow a ten-day timetable that consists of 7 x 45 minute periods (or lessons) per day, (ie 70 x 45 minute periods per 10 day cycle). At Year 9 and 10 levels, the core subjects are studied in 54 out of the total 70 periods within the ten-day timetable. The remaining 16 periods are allocated to elective subjects.

Each student is issued with a personalised ten-day timetable at the beginning of the school year, which outlines the subject, teacher and room number for each period of the school day.

AFTERNOON ACTIVITIES

A significant enhancement to the school program at Year 9 and 10 levels is that one afternoon each fortnight, students will be engaged in organised sporting/interest group activities for the last two periods of the school day. Some of these will require students to wear PE uniform; as for PE classes, correct and complete PE uniform must be worn. There may be transport costs for some activities.

HOMEWORK

At the beginning of first semester, all students from Years 7 to 10 will be issued with a homework timetable. Each evening, students at Year 9 and 10 levels are expected to spend 30 minutes of homework time on each of the three/four subjects listed on the homework timetable for that evening. Students are to use their homework diaries to record all homework set by staff.

YEAR 10 WORK EXPERIENCE

The last two weeks of Term Two are set aside for the **Year 10** Work Experience Program. This is an opportunity for all students to spend time in a work-place environment, allowing them to explore possible career pathway options and develop important employability skills such as following instructions, ability to deal with pressure and problem solving. The program is monitored and teacher and employer reports will be compiled on students' performance.

Work Experience is an important work requirement of the Year 10 course. Work Experience is scheduled for the last two weeks of Term Two and it is a program commonly included in the Year 10 curriculum by many school. Many employers are inundated with student requests. Early planning can avoid disappointments. Therefore students are advised to arrange work experience placements by the end of the first term in Year 10.

ELECTIVE SUBJECTS

In addition to the compulsory core subjects, there are subjects that students may elect to take according to their interests, talents or skills. These elective subjects are divided into two blocks and will consist of eight periods each within the ten-day timetable cycle. Therefore, students will study elective subjects for 16 periods in the ten-day cycle.

The elective subjects being offered are as follows:-

ELECTIVE BLOCKS

BLOCK 1 and 3

Art
Drama
Graphic Communication
Music
Engineering
Media Studies
VCE Health & Human Dev. Units 1 & 2
Food Technology/Textiles
Year 10 Indonesian

BLOCK 2 and 4

Art
Graphic Communication
Food Technology
Digital Design
Textiles
Information Technology
VCE Physical Education Units 1 & 2
Woodwork
Year 9 Indonesian

Each block of subjects will be timetabled at the same time during the week. Apart from Indonesian, each subject is divided into complete, non-sequential units of work, each unit being one semester in length. Indonesian units must be studied sequentially.

Year 9 and 10 students are vertically streamed for most of these elective subjects, (ie Year 9 and 10 students may work together in any one class). However, students may only select Indonesian in the year level indicated and the V.C.E. subjects listed are for Year 10 students only.

All students should be aware that many tertiary institutions offer a scaled increment of up to five points on their E.N.T.E.R. score if a language other than English (L.O.T.E.) is studied in Year 12. These points could prove to be invaluable for gaining entry into many popular courses. If Indonesian, Maranatha Christian School's L.O.T.E. subject, is to be studied at Year 12, students will need to study this subject consecutively in Years 9, 10 and 11.

Year 9 and 10 students are required to take one subject from each of the elective blocks per semester, (ie two subjects for Semester One and two more for Semester Two). If Indonesian is selected, it must be studied in both semesters at each year level.

The subjects in each elective block are tabled in more detail on the following pages. It is necessary that these be studied carefully in conjunction with the explanations that follow.

SEMESTER ONE

BLOCK ONE		
Subject		Pref
Art	Drawing and Printmaking	
Drama	The Art of Acting	
Graphic Communication	Designing and Marketing a Product	
Music	Rock Elements and Styles*	
Engineering	Small Motors	
Media Studies	Darkroom Skills	
VCE Health & Human Dev.	Unit One – Adolescence	
Textiles	Costume Design	
Year 10 Indonesian	Unit One	
BLOCK TWO		
Subject		Pref
Art	Painting	
Art	Metals and Jewellery Making	
Food Technology	Food for Life	
Digital Design	Designing with Photoshop	
Textiles	Casual Wear	
Information Technology	Movie Making	
VCE Physical Education	Unit One – Improving Physical Activity	
Woodwork	Multipurpose Storage Unit*	
Year 9 Indonesian	Unit One	

SEMESTER TWO

BLOCK THREE		
Subject		Pref
Art	Sculpture and Ceramics	
Drama	Acting and Stagecraft	
Food Technology	Food by Design	
Graphic Communication	Freehand Drawing and Package Design	
Music	Music Core	
Engineering	Metalwork	
VCE Health & Human Dev.	Unit Two – Families	
Media Studies	Camera Skills	
Year 10 Indonesian	Unit Two	
BLOCK FOUR		
Subject		Pref
Art	Jewellery Casting	
Food Technology	Celebration Foods	
Graphic Communication	Architectural & Technical Drawing	
Digital Design	Creative Layout Design	
Textiles	Fashion	
Information Technology	Introduction to Programming	
VCE Physical Education	Unit Two – The Nature of Physical Activity	
Woodwork	Clock Making*	
Year 9 Indonesian	Unit Two	

*Indicates that this subject alternates each year (see information booklet)

The elective subjects above are correct at the time of printing. Please note, however, that the school reserves the right to make modifications if the need arises.

POLICY MATTERS CONCERNING YEAR 9 AND 10 ELECTIVE BLOCKS

Students are required to select one unit of work per semester from each of the blocks illustrated, (ie four units in all).

eg **SEMESTER ONE:-**

Textiles (Casual Wear) - Block 1
Media (Darkroom Skills) - Block 2

SEMESTER TWO:-

Food Technology (Celebration Foods) - Block 1
Drama (Acting and Stagecraft) - Block 2

Students are not permitted to take the same subject twice.

Eight periods within the ten-day timetable cycle have been allocated for the study of the subjects in the two elective blocks.

Listed in the third section of this book is a course outline for each elective subject. Parents and students together should read each outline carefully to familiarise themselves with the content of the units of work being offered. It is necessary also to discuss the talents and abilities of the student to ascertain the suitability of pursuing a particular subject before final choices are made.

At this stage it is necessary for Year 9 students to choose subjects for 2010 only. As students will be issued with just one copy of this book, it is important that it be retained to assist them to make choices for 2011 at the end of Year 9.

VCE and VCAL

Students and parents must familiarise themselves with the policy matters regarding VCE and VCAL in preparation for Year 11 and Year 12.

Application for Other Unit 1 and 2 Subjects

In 2010 Year 10s are permitted to apply to take a different Year 11 subject which falls in either Block 1/3 or Block 2/4. A list of these subjects is below. This application must include a cover letter requesting consideration, copies of Year 8 and Year 9 reports and Year 7 and 9 NAPLAN results. A student taking a Year 11 subject that is not part of the 9/10 Elective Block will have one lesson clash on their time table. It is the student's responsibility to make up material which is covered in the period which he/she misses.

Block 1 Subjects

11 Biology
11 Food & Tech
11 Info Tech
11 Indonesian
11 Legal Studies

Block 2 Subjects

11 English
11 Chemistry
11 History
11 Media
11 Math Methods

POLICY MATTERS CONCERNING THE VCE and VCAL

VCE and VCAL COURSE ELIGIBILITY

Eligibility

An overall percent average will be calculated for each student based on subject results from both semesters. Using these percentages, the following policy will apply:

Level 5 Student: Year 10 students who average 90% or above are eligible to take two Year 12 subjects (or their equivalent*) when they are in Year 11.

Level 4 Student: Year 10 students who average between 85%-90% may apply in writing to the Head of Campus for consideration in order to take two Year 12 subjects (or their equivalent*) in Year 11. This application must include a cover letter requesting consideration, copies of Year 9 and Year 10 reports and Year 7 and 9 NAPLAN results.

Level 3 Student: Year 10 students who average between 60% - 85% are eligible to take one Year 12 subject (or its equivalent*) when they are in Year 11.

Level 2 Student: Students who average between 40% - 60% may apply in writing to the Head of Campus for consideration in order to take one Year 12 subject (or its equivalent*) in Year 11. This application must include a cover letter requesting consideration, copies of Year 9 and Year 10 reports and Year 7 and 9 NAPLAN results.

Level 1 Student: Any student going into Year 11 or 12 is permitted to do VCAL rather than VCE. However, students who have an average below 40% are expected to do VCAL in Year 11.

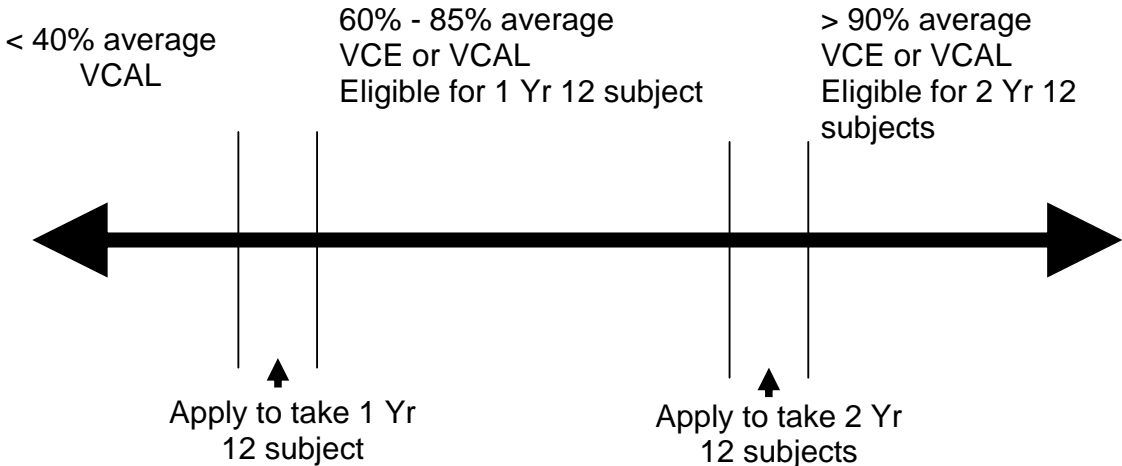
Eligibility Table

	Level 1	Level 2	Level 3	Level 4	Level 5
Average	< 40%	40% - 60%	60% - 85%	85% - 90%	> 90% average
Available Course	Qualify to take VCAL	Qualify to take VCE or VCAL	Qualify to take VCE or VCAL	Qualify to take VCE or VCAL	Qualify to take VCE or VCAL
Eligibility		Must apply to take one Yr 12 subject (or its equivalent*)	Eligible for one Year 12 subject (or its equivalent*)	Must apply to take two Yr 12 subjects (or their equivalent*)	Eligible for two Year 12 subjects (or their equivalent*)

* VET/TAFE subject, distance ed. subject, university enhancement course or VCE accredited foreign language.

See diagram on the next page:

VCE and VCAL Eligibility Policy



BUSINESS STUDIES

YEAR 9

GENERAL AIMS

This course aims to equip students with the basic skills and the Christian principles needed to actively participate in society and the commercial world. The main objectives can be summarised as follows:

- To develop a Christian perspective on life as a participant in our society's commercial and technologically changing world
- To involve the students in practical, activity-based experiences, establishing the vital link between classroom and the world beyond the school
- To develop skills, attitudes and principles towards citizenship, consumerism, the law, business activities and human management.

CURRICULUM FOCUS

Semester One – Civics and Citizenship

1. Government and Politics

- Origin of Australian Parliamentary system
- The role and nature of the Australian government:
 - Federal
 - State
 - Local
- Election processes and procedures

2. Economics

- Goods and services
- Needs and wants
- Types of resources
- Availability of resources
- Supply and demand
- Consumer choices

3. Advertising

- The role of consumers
- The role and nature of advertising
- Types of advertisements
- Techniques used in advertising

Semester Two – Economy and Society

4. Small Business

- Theories of management and management skills

5. Small Business

- Types of small business
- Small business failure
- Important elements in small business success
- Aspects and development of a small business plan, including finances

6. **The Law in Operation**

- The difference between legal and non-legal rules
- The need for laws in our society
- The role of the courts
- Types of crime and defences
- Punishment

LEARNING OUTCOMES

Semester One

On completion of this unit, students should be able to:

- Understand basic economic principles
- Make wise consumer choices
- Given a design brief, develop and use specialist techniques to design and construct an advertisement
- Evaluate the impact on advertising on the community
- Understand the dynamic nature, and vital importance of management in business
- Recognise and understand small business principles and recognise their effectiveness
- Develop a business plan.

Semester Two

On completion of this unit, students should be able to:

- Understand and analyse the principles, structure, organisation and control of the government
- Understand the operation of State and Federal Parliament, and how it affects and is affected by individuals and community needs and values
- Recognise and understand the significance of the law
- Understand the basic nature of crime
- Analyse the role of enforcement agencies on criminal behaviour.

ASSESSMENT TASKS

Semester One

- Short answer test
- Creative advertisement presentations of individual or co-operative initiatives including learnt factors and techniques
- Multiple choice test
- Small business research activities
- Semester One Examination

Semester Two

- Management test
- Small business plan and execution
- Research activity on business types and structure
- Case study
- Semester Two Examination

YEAR 10

GENERAL AIMS

This subject encourages students to view their education and training options and the role they expect to play in society in the twenty-first century. It offers a broad study of the law, the financial sector and information technology.

CURRICULUM FOCUS

Semester One

1. Financial Literacy

- Role of money, savings and investment in our society and during different stages of our lives
- Advantages and disadvantages of credit
- Principles of Budgeting
- Exploration of investment options
- Superannuation
- Taxation
- Role of financial institutions and advisors
- Using Excel to assist with financial planning and records

2. Law and Society

- Law of Torts and Contract Law
- Civil Remedies
- Role of Police in society
- Dispute resolution

3. Information Technology

- MS Excel

Semester Two

1. Young People and the Law

- Law of Torts and Contract Law
- Civil Remedies
- Role of Police in society
- Dispute resolution
- Law relating to young people
- Rights and responsibilities
- Values, ethics and morals in law

2. Traffic Safety Essentials

- Driving or just steering
- Focused or fractured
- Speeding and stopping
- Alcohol and other drugs
- Hoons or harassed
- Travel choices

LEARNING OUTCOMES

Semester One

On completion of this unit, students should be able to:

- Explain the role and significance of saving and investment for individuals and for the economy.
- Explain the principles of budgeting and prepare a budget for an individual and/or family.
- Describe the consequences of poor financial management.
- Discuss the advantages and disadvantages of credit.
- Analyse the role that financial systems and institutions play in the economy, and evaluate their performance in achieving appropriate economic outcomes for individuals and for society.
- Use Excel to prepare budgets.
- Demonstrate selective use of the Internet for research purposes.
- Use the ASX website to participate in the ASX Stock Exchange Game.

Semester Two

On completion of this unit, students should be able to:

- Explain the impact of the legal system on youth
- Discuss the values, ethics and morals of society affecting our laws today
- Identify ways in which disputes between individuals can be resolved in the legal system.
- Examine the law of torts and contract.
- Examine the role of police in society.
- Understand and explain the rights and responsibilities of young people in society.
- Gain an understanding of the legal and social responsibilities involved in owning and running a motor car.

ASSESSMENT TASKS

Semester One

- Folio of technology exercises
- Financial management information brochure
- Budgeting case study
- Investment assignment
- Investigation of civil law
- Semester One examination

Semester Two

- Presentation: Youth and the Law
- Essay – Values, ethics and morals
- Traffic Safety Essentials presentation
- Semester Two examination

CAREERS

GENERAL AIMS

“The LORD will fulfil his purpose for me.” Psalm 138:8. By focusing on God’s special gifts and talents to each one of us we are on a journey to discover his purpose for those gifts and talents and indeed for our lives.

Students are assisted in developing their career path by learning to use resources to investigate occupations and tertiary courses. Specific skills such as Resume writing and career search preparation are vital part of the course.

CURRICULUM FOCUS

Semester One

3. **My interests and ability**

- Career interest assessment using Career Voyage
- Learning to identify own unique gifts and talents students also practice Self marketing
- Investigate study and work options after completing secondary education

4. **Work Experience**

- Benefits of Networking to secure a work place
- Approaching Employers – prepare a Resume and a letter of enquiry
- Completing the Work Experience form
- Completing the Occupation Health and Safety Certificate
- Work Experience Ready self-assessment

Please note Work Experience is completed during the last two weeks of Term Two. Early planning is important to secure a work place. Students are required to secure work experience placements by the end of the first term in Year 10.

Semester Two

1. **My Employability Skills**

- Reflect on Work Experience
- Employability Skills self-assessment

3. **My Dream Job**

- Job seeking skills
- Job investigation
- Job application
- Job interview

4. **Future planning**

- Goal setting
- Issues in the work environment

LEARNING OUTCOMES

Semester One

On completion of this unit, students should be able to:

- Develop confidence in identifying their God given gifts and talents
- Recognise the importance of employability skills in a workplace
- Secure and prepare for the completion of work experience

Semester Two

On completion of this unit, students should be able to:

- Develop proficiency in using a range of Career investigating tools.
- Identify the relevant employability skills in particular occupations.
- Develop a career pathway plan.
- Become familiar with and discuss the relevance of several career issues.

ASSESSMENT TASKS

Semester One

- E-folio of career investigation and resume development

Semester Two

- Work Experience Report
- Career Portfolio including a range of job search and job application tasks.

ENGLISH

GENERAL AIMS

"The fact that God values expressiveness, imagination and originality is reflected in the way Scripture itself is written." (H.Van Brummelen)

The language course is designed to teach students to communicate ideas effectively through the processes of reading, writing, speaking and listening. It is also designed to foster critical thinking, and to appreciate language as a powerful tool for communicating God's truths, as well as the intricacy, frailty and splendour of His creation.

CURRICULUM FOCUS

- Students will be required to study and respond critically to texts created for a wide range of purposes and audiences. They will be encouraged to engage with, and explore, increasingly complex texts, themes and issues that arise.
- Oral work will aim to develop the capacity to speak in a variety of formal and informal situations and explore different perspectives on complex ideas and issues. Students will need to make informed judgements about the most effective way to engage an audience.
- Students will be introduced to media analysis and learn to critique and analyse a variety of media and multi-media texts.
- Students will be encouraged to write in a variety of text types, exploring more complex themes and issues for specific and general audiences and purposes, using more sophisticated linguistic structures to convey meaning.

AREAS OF STUDY

1. **Writing:** This is a focus in all areas of English. Students will write for a range of purposes and audiences and in a range of forms.
2. **Reading:** Students are required to read and respond to a variety of set texts and media articles.
3. **Speaking and Listening:** When students use language competently, they are able to express meaning and share experiences with others. The aim here is to explore and extend their knowledge of language through oral language activities.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Speak and listen critically in dealing with a range of specified audiences and purposes
- Read and interpret a range of texts, identifying themes and issues and explaining salient features of language
- Write about issues and themes for a range of contexts, purposes and audiences; demonstrating control of linguistic structures and features.

ASSESSMENT TASKS

Students are required to complete **all** assessment tasks based on writing, reading and study of texts, language study, oral communication and poetry incorporating computer-generated assessment. An examination will be written at the end of second semester. All pieces of work required to be submitted will be used for assessment purposes.

COURSE WORK ASSESSMENT

1. Response to selected texts
2. Writing Folio
3. Speaking and Listening
4. Conventions of Written English
5. Semester One and Two examinations

GEOGRAPHY

YEAR 9

GENERAL AIMS

God's creation is not static. He has made provision for agents of change, and as Lord of creation He changes our landscape through volcanic, earthquake and river activity. From this we can discover not only patterns in the distribution of these activities but also make predictions as to where and how these changes may occur. Through a greater understanding of the forces that bring about change we gain a greater appreciation of the Creator.

Change is not confined to physical geography. It also occurs in human geography. Two such changes are urbanisation and the development of multi cultural society. It is important that God's people understand these changes, how they affect us, and how we live in urban areas in a multi cultural society.

CURRICULUM FOCUS

The Year 9 curriculum deals with change in both the physical and the human environments and also how each one interacts and impacts on the other.

Unit 1 deals with changing physical landscapes as a result of volcanic, earthquake and the action of the ocean upon the environment.

Unit 2 deals with the geography and influence of water in the form of rivers on the landscape and the devastation of disaster on both human and natural environments.

LEARNING OUTCOMES

Semester One

Students will have successfully completed this unit if they have demonstrated ability to:

- Describe, locate and explain the factors and distribution of events which change the earth's surface eg earthquake and volcanic activities
- Analyse and describe the environmental impact of earthquake and volcanic activity on human and natural environments
- Evaluate and assess the management of coastal and/or other waterway systems.

Semester Two

Students will have successfully completed this unit if they have demonstrated:

- An ability to describe how the action of water shapes the landscape using various geographical techniques
- An ability to define and discuss rivers, drainage basin and watershed
- An ability to express the use of rivers and the impact they have during flood
- An understanding of natural disasters and the devastation they can wreak on communities.

ASSESSMENT TASKS

Assessment tasks may include the following:

Semester One

- Report on volcanoes and their features
- Coasts investigation
- Annotated visual display on volcanoes
- Test
- Semester One examination

Semester Two

- Case Study investigation of Rivers
- Class Assignments
- Research Activity
- Tests
- End-of-year examination.

YEAR 10

GENERAL AIMS

As Christians, we are exhorted to ‘get wisdom’ and grasp hold of ‘knowledge’. Geography is the perfect opportunity in getting to know the workings of our creation - “The world being our laboratory”.

The earth’s atmosphere and climate are studied and humankind’s negative impact on the atmosphere in the form of global warming is examined. The influence of running water in the erosion process also forms part of our physical studies.

Human Geography studies - global population growth and the increasing movement of refugees from areas of unrest in Third World countries are pertinent and topical issues for geographers today.

CURRICULUM FOCUS

1. Hydrology and man’s influences on landscapes, including accelerated erosion and salinization.
2. Settlement patterns and growth, including forces operating in urban environments.
3. Regional studies – an in-depth look at China, the 3 Gorges Dam and its ‘One child policy’
4. Contrasts in living conditions between developed and underdeveloped countries.

LEARNING OUTCOMES

On completion of this study, students should be able to:

- Understand the development and changes occurring in landscapes as a result of running water
- Know the causes and solutions to problems associated with soil erosion and land salinization
- Appreciate and understand the dynamics of forces shaping and influencing the growth of rural and urban environments
- Recognize problems and solutions involved in the population struggles of China
- Differentiate between factors influencing living conditions in contrasting regional environments.

ASSESSMENT TASKS

These may include the following:

- Research Projects in the form of annotated visual displays (AVD's) or PowerPoint presentations
- Internet research and writing up results
- Class tests
- Data response exercises
- School-assessed course work (SAC) in which students research a topic and write a report
- Semester One and Two examination

HISTORY

YEAR 9

GENERAL AIMS

Although Australia's history is predominantly a secular one, our History course aims to promote the understanding that our nation is an integral part of God's ongoing plan and purpose for people. God's grace is clearly evident in the transformation of an unpromising convict 'dumping ground' into the thriving, prosperous, though flawed, democratic nation of today. Students will gain an overview of events from Australia's history in the nineteenth and twentieth centuries and our evolving national identity.

Students will be encouraged to develop an awareness of historical method, be involved in gathering and analysing source materials and making informed conclusions.

CURRICULUM FOCUS

Students will learn about how Australia developed socially, culturally and politically in the nineteenth and twentieth centuries.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Describe the reasons for, and the circumstances of colonisation of Australia
2. Describe the circumstances of the development of Australian society through the nineteenth and twentieth centuries
3. Analyse the continuing significance of major events such as the World Wars, which shaped Australian society, including the significance of Aboriginal and Torres Strait Islander communities.

ASSESSMENT TASKS

These will be selected from the following:

1. Work book
2. Tests
3. Research assignments
4. Semester One and Two examination

YEAR 10

GENERAL AIMS

The aim at Year 10 level is to have the students realise that History is a significant record of the past, which is both dynamic as well as open to interpretation.

Through research, incorporating prescribed texts, Internet access and library resources, students will be encouraged to appreciate the fact that the eighteenth, nineteenth and twentieth centuries were periods of enormous flux and change in America, and in the past sixty years, in Australia.

The importance of learning from past successes and failures in human endeavour is studied as an essential element in the study of history.

From a Christian perspective, the aim of History is to acknowledge the achievements of the past as well as to foster the realisation that the 'sins' of the past continue to be perpetuated in the modern world.

CURRICULUM FOCUS

The area of study covered in Semester One will be American history from slavery and the causes of the Civil War to the Civil Rights movement of the 1950s and 1960s. American democracy was founded on Christian principles over two hundred years ago. The theme of this unit will be to investigate how America has both succeeded and failed to live up to the noble ideals outlined in the Declaration of Independence.

In Semester Two, Australia's involvement in Vietnam will be traced back to 1942. America helped Australia in her 'darkest hour' when an invasion by Japanese forces seemed likely. Australia's participation in the Vietnam War and the effect this involvement had on the domestic front will also be examined.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Demonstrate an understanding of America's political system and ideals
- Describe how these ideals created a creative, dynamic society
- Develop an understanding of human oppression
- Identify and explain the causes of the Civil War
- Examine how dissent was manifested
- Evaluate how successful was this dissent in creating change
- Identify and explain the causes of Australia's involvement in the Vietnam War
- Describe Australia's involvement in the Vietnam War
- Examine how Australian's responded at different stages of the Vietnam War
- Explain how attitudes towards involvement changed
- Describe why Australia extracted itself from the war.

ASSESSMENT TASKS

These may include essays, document analyses, tests, participation in 'Liberty Day', oral presentations, and a Semester One and Semester Two examination.

MATHEMATICS

GENERAL AIMS

This study is designed to enable students to:

- Appreciate Mathematics as an intellectual and enjoyable activity based on numerical order which in turn reflects the order of God's creation
- Develop mathematical knowledge and skills
- Apply this knowledge while analysing, investigating, modelling and solving problems in a variety of situations
- Use technology as an effective support for these activities.

CURRICULUM FOCUS

The course over Years 9 and 10 covers the following areas of study:-

YEAR 9

Semester One

1. Fractions in Algebra
2. Laws of indices
3. Linear Equations
4. Linear Graphs
5. Simultaneous Equations
6. Geometry

Semester Two

1. Measurement
2. Pythagoras' Theorem
3. Trigonometry
4. Expansion and Factorisation
5. Statistics

YEAR 10

Semester One

1. Review of Indices and Factorising
2. Equations and Inequalities and Problem solving
3. Linear Graphs and modelling
4. Simultaneous Equations and Problem solving
5. Trigonometry and Radian Measure

Semester Two

1. Quadratic Equations – factorising, formula and completing the square
2. Quadratic Graphs
3. Circle Geometry and Allied Angles
4. Statistics and Probability
5. Surds

LEARNING OUTCOMES

At the end of each semester, students should be able to:

- Define and explain the key concepts in each topic and their application to a range of related mathematical routines and procedures
- Apply these concepts in an investigation of a non-routine type, and to analyse and discuss these applications of mathematics
- Use appropriate technology to develop ideas, produce results and carry out analysis effectively.

ASSESSMENT TASKS

During class and allocated homework time, students are required to complete questions and exercises in order to practise skills and standard applications relevant to the topics being studied. Also they are required to maintain a neat, well-organised workbook.

Throughout each semester, students may be expected to perform the following tasks to test learning:

1. Tests – done in class time only
2. In Semester One – an analysis task completed over a one-week period (mostly in class).
3. In Semester Two – an application task done over an extended period (mostly in class).
4. Semester One and Two examinations

All Year 9 and 10 students are required to have a scientific calculator.

PHYSICAL EDUCATION

GENERAL AIMS

The aims of the Physical Education course at both Year 9 and 10 levels are for students to: participate in a variety of sports activities; improve physical fitness and incorporate physical fitness activities into their lifestyles; improve co-ordination and skill in various sports; display a willingness to co-operate with other class members in Physical Education.

CURRICULUM FOCUS

The emphasis in this subject is on participation, physical fitness, co-operation and consolidation of motor skills.

Activities include:

- Softball
- Baseball
- Basketball
- Netball
- Soccer
- Football
- Cricket
- Hockey
- Volleyball
- Athletics
- Cross country

Increased levels of skill and team work are required by students wishing to represent the School in the Christian Schools Sports Network competition in sports such as basketball, netball, softball, baseball, volleyball, soccer, swimming, athletics and cross country.

LEARNING OUTCOME AND ASSESSMENT TASKS

On completion of this unit, students should be able to demonstrate the following outcomes:

1. Proficiency in motor skills and fitness components which are appropriate to specific games, activities and sports
2. Appropriate behaviour and a sense of fair play in games, physical activities and sports
3. Individual and group tactics, skills and movement patterns employed in games.

It is required that students wear the correct Physical Education uniform for all classes. Also it is necessary that they demonstrate good sportsmanship, be co-operative and participate in all work requirement activities.

SCIENCE

GENERAL AIMS

Science seeks to develop student's abilities to ask questions and to find answers about aspects of God's creation. The Years 9 and 10 Science curriculum provides a framework in which students can actively and practically investigate, verify and apply the laws governing the created physical world.

YEAR 9

CURRICULUM FOCUS

Semester One

CURRICULUM FOCUS

This unit introduces students to:

- | | |
|--|--|
| <ol style="list-style-type: none">1. Marine Science<ul style="list-style-type: none">• Reef and shore ecology• Photosynthesis and respiration• Chemistry of sea water and reefs• Light behaviour in oceans• Waves, tides and currents• Pressure and buoyancy | <ol style="list-style-type: none">2. Human Reproduction<ul style="list-style-type: none">• Female system• Male system• Contraception• Puberty changes and hormones• Menstruation, fertilisation and birth• Sexually transmitted infections |
|--|--|

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Outline general principles of marine science including oceanography, waves, rock-pool taxonomy, photosynthesis, respiration, food-webs and coral reef ecology
- Demonstrate a complex understanding of one aspect of marine science as a result of a significant project conducted in this area of study
- Explain features of human reproductive science including anatomy and physiology, pregnancy, contraception and sexually transmitted infections.

ASSESSMENT TASKS

1. Quizzes
2. Tests
3. Project

Semester Two

CURRICULUM FOCUS

This unit introduces students to:

1. **Forensic Science**
 - Contact traces
 - Properties of light and colour
 - Chromatographic and spectroscopic techniques
 - DNA
 - Other forensic techniques
2. **Carnival of Thinking**
 - Forces related to bridges
 - Construction and testing of bridges
 - History, theory of rockets
 - Construction and testing of rockets
 - History and theory of flight
 - Construction and testing of planes

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Describe various techniques used by forensic scientists and use these techniques to solve simple cases
- Overcome problems encountered in engineering, physics and mathematics to successfully build a number of models, which may include rockets, bridges, planes, dragsters and crash-test compartment.

ASSESSMENT TASKS

4. Quizzes and Tests
5. Project
6. Model Construction
7. Examination.

YEAR 10

Semester One

CURRICULUM FOCUS

This unit introduces students to:

1. **Chemical Science:** the periodic table, chemical bonding and reactions, balancing chemical equations, reactivity and corrosion, acids and bases
2. **Motion and Energy:** velocity and acceleration, forces, Newton's laws, work and energy.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Describe the relationships between force, mass, acceleration and velocity
- Interpret the outcomes of a variety of simple investigations in terms of energy transformations and conservation of energy
- Describe the patterns in the periodic table and how the structure of atoms relates to the formation of ions and molecules
- Discuss how variations in the composition and properties of a material affect its uses
- Describe, using chemical symbols, the characteristics, including chemical reactions, of groups of similar substances.

ASSESSMENT TASKS

1. Written reports of practical work
2. Project – Force and Motion
3. Tests
4. Examination

Semester Two

CURRICULUM FOCUS

This unit introduces students to:

1. **Reproduction:** Reproductive issues relating to IVF, abortion, cloning, etc
2. **Genetics:** Cells, chromosomes, DNA, mitosis and meiosis, heredity, dominant and recessive genes, X-linked variations, mutations, genetic testing, variation and engineering
3. **Investigations:** Investigative skills are developed in a range of investigations including simple harmonic motion, bungee jumping and latent heat.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Discuss reproductive issues relating to IVF, abortion, cloning
- Describe the main features of cells and DNA and the role of DNA in genetic continuity
- Use scientific methods in the conducting of investigations.

ASSESSMENT TASKS

1. Research Project
2. Tests
3. Investigations
4. Examination

VCE FOUNDATION MATHEMATICS

This subject is only available to students who are offered the option of studying Foundation Mathematics in place of Year 10 Mathematics.

GENERAL AIMS

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study.

CURRICULUM FOCUS

Semester One

1. General Skills
2. Distance, Speed and Time
3. Car Project

Leisure Costs

4. Travelling and the Associated Costs
5. Income and Taxation
6. Conserving Resources

Semester Two

1. Spending Money Wisely
2. Surveying and Geometry
3. Accommodation

4. Using Street Directory and Maps
5. Chance and Probability
6. Understanding and Designing Board Games

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Use confidently and competently mathematical skills and concepts from the areas of study of ‘Space and Shape’, ‘Patterns in Number’, ‘Handling Data’, and ‘Measurement and Design’
- Apply and discuss basic mathematical procedures in contexts relating to familiar situations, personal work and study
- Select and use technology to apply mathematics to a range of practical contexts.

ASSESSMENT TASKS

During class and in allocated homework time, students are required to complete questions and exercises in order to practise skills and applications relevant to the topics being studied. Also they are required to keep a neat and well-organised workbook.

Throughout each semester, students may be expected to perform the following tasks to test learning:

1. Open book assignments - in class time only
2. Tests - in class time only
3. In each semester there will be projects/investigations focusing on specific real-life issues - mostly in class ranging in length from 1 to 4 weeks
4. End-of-year examination.

All students will be required to have a scientific calculator.

Students **who are chosen** to undertake this course will need to study General Mathematics (Business) in Year 11 **if** they are planning to study Further Mathematics in Year 12. In other words, taking VCE Foundation Mathematics in Year 10 will limit students’ maths choices in Years 11 and 12.

Parents of students who are selected by staff to study this subject, will be contacted by letter towards the end of the year.

ART

GENERAL AIMS

The general aims of this course are for students to:

- Develop their God-given artistic talents
- Learn specific techniques and skills
- Respect and appreciate the work of others
- Be able to visualise and extend concepts and ideas
- Recognise and glorify God's artistry in the world.

LEARNING OUTCOMES FOR ALL UNITS

On completion of each unit, students should be able to:

1. Document the development of ideas, techniques and processes using appropriate terminology
2. Experiment with art elements and principles so as to explore complex issues and feelings, and develop themes
3. Use an innovative approach to ideas and appropriate skills in order to develop art works with increasing competence
4. Research and report on the development of particular art styles and forms
5. Describe characteristics of works using art terminology and provide personal interpretations with supporting arguments.

SEMESTER 1 – PAINTING

CURRICULUM FOCUS

There is a wide range of painting methods and because it is a 'wet medium', basic skills and approaches need to be mastered. Students will experience that variety and develop their skills with each medium, which may be drawn from:

- | | |
|---------------------|-----------------|
| 1. Acrylic painting | 5. Water colour |
| 2. Gouache | 6. Pastopaint |
| 3. Oil painting | 7. Ink work |
| 4. Mixed media | 8. Air-brush. |

Evaluation of paintings drawn from a number of different periods will be covered. There may be related excursions and assignments.

COURSE WORK ASSESSMENT

Possible assessment tasks:

1. Painting exercises/trialing and experimentation
2. Acrylic work
3. Water colours
4. Oil painting
5. Theory work.

SEMESTER 1 – MICROMETALS - JEWELLERY

CURRICULUM FOCUS

This course will cover the basic skills of jewellery making, focusing on the art of metal smithing. Each student will be guided through the design and fabrication of several pieces of jewellery of their own design, from concept to completion. A selection from the following areas may be covered:

1. Designing wearable objects
2. Decorative surface techniques
3. Photoshop techniques
4. Wire weaving
5. Silver piercing and fabrication
6. Acid etched metal
7. Stone setting and bezel making
8. Resin sculpture.

Evaluation of jewellery from a number of different periods will be covered, along with the study of current metal artists. There will be related excursions and assignments.

COURSE WORK ASSESSMENT

Possible assessments tasks:

1. Pierced and soldered silver ring
2. Silver plated etched arm band/belt buckle
3. Design folio
4. Theory work – Investigation
5. Resin casting.

SEMESTER 1 – DRAWING AND PRINTMAKING

CURRICULUM FOCUS

This is a foundational unit, concentrating on the importance of drawing to all art areas in all units. The aim is to increase skills, techniques and perception. Some drawings will be developed further into various kinds of prints.

Areas of drawing and printing that may be covered:-

1. Design folio work
2. Outdoor sketching/excursions
3. Copying from two-dimensional sources
4. Experimenting in a range of mediums
5. Portraits (self)
6. Etching/engraving
7. Lithography
8. Life/figure drawing (timed)
9. Observational work/still life
10. Photoshop techniques
11. Figures in action – sport and animals
12. Two-colour lino printing
13. Texture printing/rubbings
14. Monotypes.

In theory work, students are expected to analyse and respond to different types of drawings and art works from a number of art periods. There may also be related excursions and assignments.

COURSE WORK ASSESSMENT

Assessment tasks may be drawn from:

1. Design folio
2. Life drawing and observation work
3. Portraiture
4. Print-making
5. Theory work - Investigation.
6. Tests

SEMESTER 2 – SCULPTURE AND CERAMICS

CURRICULUM FOCUS

Students will work with a variety of three-dimensional materials that will involve construction, cutting away and building up techniques. Clay work may involve casting and firing. A selection from the following areas will be covered.

1. Glaze techniques and handling
2. Mixed media construction
3. Work on the pottery wheel
4. Outdoor sculpture construction
5. Clay sculpture (kiln fired)
6. Ceramics – hand built art pieces
7. Use of kiln - firing
8. Design folios for production

Theory work will cover the development of sculpture and pottery. Students are expected to gain an insight into sculptural methods and processes through assignments and possible excursions and visiting artists.

COURSE WORK ASSESSMENT

Assessment tasks may be drawn from:

1. Complete hand built clay work
2. Sculpture and mixed media
3. Design folio
4. Theory work - Investigation.
5. Tests

SEMESTER 2 – MICROMETALS – JEWELLERY CASTING

CURRICULUM FOCUS

This unit is an introduction to the fundamental techniques of direct and lost wax casting, including model and mould making for the purpose of lost wax casting. It will extend individual students' ability to design and manufacture innovative jewellery and the metal smithing of artefacts. A selection from the following areas may be covered:

1. Etched silver ring fabrication
2. Mould making and firing
3. Resin casting
4. Pewter casting
5. Design folio
6. Enamelling
7. Cuttlefish casting
8. Wax carving
9. Ring making using lost wax casting
10. Kiln formed glass jewellery.

Theory will cover both ancient and modern casting techniques. There may be related excursions and assignments.

COURSE WORK ASSESSMENT

Possible assessment tasks:

1. Design folio
2. Etching silver
3. Mould making
4. Lost wax casting
5. Kiln formed glass
6. Theory work – investigation.
7. Tests

DIGITAL DESIGN

GENERAL AIMS

Digital design aims to nurture students' God-given talents by giving them the opportunity to broaden their range of visual arts techniques and develop their computer graphics skills. These electives would be of particular interest to those who enjoy Visual Communication and Design (Graphics), Art and Media and/or those who plan to study these subjects at VCE level, as these VCE subjects require the use of some Computer Graphics. These courses will enable students to begin Unit One in these subjects with an excellent grasp of the techniques.

The Internet, mass-marketing and computers offer a wealth of ready-made images, however, a computer itself cannot create great concepts, display personal style, or combine elements to express emotion or faith. As humans we have been given an ability to express our unique thoughts, character and experience. The computer, although revolutionary in the design process, is still just a tool. Students, therefore, will be encouraged to develop their drawing skills in visual brainstorming, tracing, simple image generation and layout planning exercises and neatly present them in a display book.

We are constantly bombarded by mass marketing. The advent of Digital Design has had the effect of blurring visual plagiarism boundaries, encouraging unrealistic expectations of beauty and changing how and who communicates/receives mass visual messages. The theory work in this subject will enable students to evaluate the impact and ethics of Digital Designers and analyse the design elements and principles of various compositions.

SEMESTER 1 – DESIGNING WITH PHOTOSHOP

CURRICULUM FOCUS

Students will be introduced to Photoshop CS4, a digital imaging program used by most professional designers worldwide. No prior knowledge of this program is required. Students will learn to master a variety of lighting, colour, type, distortion and 3D effects through step-by-step tutorial sessions. After specifying an audience and purpose for their designs, students will research images, develop concepts and use the computer skills they have learnt to create their own imaginative designs.

Most tasks will include drawing components such as visual brainstorming, tracing, simple image generation and layout planning. Students will also use the scanner, digital camera, library and Internet to research their topics.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Use the design process to develop and present designs which explore themes, issues and ideas appropriate to a stated brief
2. Demonstrate skill in the use of computer hardware and software
3. Analyse and evaluate the purposes and content of relevant design examples
4. Analyse the characteristics and influences on relevant design examples in different cultural/historical contexts.

ASSESSMENT TASKS

Learning Outcomes will be assessed through some of the tasks listed below:

1. An analysis of computer graphic illustration
2. Developmental drawing folios for all practical projects
3. A Portfolio of Font tutorial exercises
4. A carry case/portfolio design (with graphics)
5. A surrealistic artwork based on a theme of choice

SEMESTER 2 – CREATIVE LAYOUT DESIGN

CURRICULUM FOCUS

In this unit students will learn how to create their own desktop publications using the design process, scanners, Adobe 'InDesign' and 'Photoshop' software. Students will create an autobiographical double page spread for a magazine that will be circulated to the class and will also design multiple layouts for an 'A6' sized 'Mini-book' on a theme of choice. Students will also have the opportunity to work with a real client. In previous years students have been offered incentive prizes and have their work published on a website and printed professionally. To generate ideas for their own work, a variety of magazine layouts will be evaluated and a folio of drawings will be developed. The theory component of the course will focus on analysing the use of design elements and principles, style continuity, and balancing positive and negative space.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Make and present visual communications that explore themes, issues and ideas.
2. Use a visual communication production process to develop and present communications appropriate to a brief
3. Analyse and evaluate the purposes and content of visual communications.

ASSESSMENT TASKS

Evidence of competence will include:

1. A double page layout for a 9/10 magazine article
2. A design task for a real client (e.g. logo, brochure, advertisement)
3. A miniature book on a theme of choice (A Tract, A How to....., My Favourite.....etc)
4. An analytical task in written/'Powerpoint' format.

DRAMA

GENERAL AIMS

Drama is the enactment of real and imagined events through roles and situations. This course aims to encourage students, both as individuals and in groups, to explore, shape and represent ideas and feelings and their consequences. Students will make, create and re-create drama through improvisation, role-play, characterisation and interpretation of texts. They will plan, rehearse, present and reflect on their drama and the dramatic works of others, past and present.

As Drama requires sensitive and empathetic dynamics within the group, the initial part of each unit of study will be spent exploring activities that help to develop these important skills.

SEMESTER 1 - THE ART OF ACTING

CURRICULUM FOCUS

Students will explore the important elements of drama, which help to create interesting and successful pieces, e.g. students will explore elements of drama such as relationship with audience, voice and body control, commitment, focus and dramatic tension.

Students will use these skills to further explore various dramatic forms. They may also use these skills to work towards presenting characters in a performance.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Use starting points such as observation and experiences to construct character
- Develop an understanding of performance as actor, director and stage manager
- Talk and write analytically yet informally about observations of drama.

SEMESTER 2 - ACTING AND STAGECRAFT

CURRICULUM FOCUS

Students will utilise important dramatic techniques to prepare pieces and develop them to performance standard. Emphasis will be placed on creating and performing melodrama. Mask and/or puppetry construction and design may be included in this unit.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Select, combine and manipulate dramatic elements to construct character
- Present dramatic work(s) appropriate to chosen styles and forms
- Analyse and interpret the structure, content and aesthetic qualities of drama.

ASSESSMENT TASKS FOR BOTH UNITS

Learning outcomes may be assessed through:

1. Practical work including participation in workshops and activities
2. Competence in performance of characters(s) within chosen theatrical styles
3. Written drama journals including script writing and analysis of theatre performances.

NB It is essential that drama students attend live theatre wherever possible. Excursions to the theatre are organised and, wherever possible, we avail ourselves of concessions.

FOOD TECHNOLOGY

GENERAL AIMS

Food Technology uses the technology process to investigate, design, produce and evaluate food. Students will develop an understanding and appreciation of food in the diet. They will study nutritional, cultural, social, manufacture and marketing influences on the choice and design of food.

Food Technology is also concerned with food preparation and practical skills to implement food designs and create well balanced meals.

This subject presents an opportunity within an enjoyable atmosphere to:

- Develop creative skills in food preparation and presentation
- Inform students of the importance of nutrition and the role of nutrients in maintaining good health and well-being

Food Technology presents an opportunity for students to develop good management and organisational skills within a given framework.

SEMESTER 1 - FOOD FOR LIFE

CURRICULUM FOCUS

This unit is focused on food and nutrition in the diet and the importance of a well balanced diet for good health and well-being particularly during adolescence.

Students will investigate the importance of a good breakfast and the role of pasta and milk in the diet to meet nutritional needs. They will also study the use and place of convenience and fast foods in the diet, the role of snacks between meals and the utilisation of foods from the pantry.

During this unit students will have the opportunity to study the historic perspectives and multicultural influences on Australian food trends and patterns, in particular the Asian/Pacific Rim.

ASSESSMENT TASKS

1. Tests
2. Investigation and Research Activities
3. Practical Production
4. Production Reports

SEMESTER 2 - FOOD BY DESIGN

CURRICULUM FOCUS

In this unit students will investigate the factors to consider when planning a meal, meal preparation and food presentation.

This unit also offers the opportunity to understand the production of bread making and the role of vegetables in a healthy diet. Students will examine the factors affecting food choice and eating habits, the importance of manufacture and marketing of food products, labelling and use of processed foods in the daily diet.

Students will also study the increasing use of Australian bush foods in cooking and meal preparation.

ASSESSMENT TASKS

1. Tests
2. Investigation and Research Activities
3. Practical Production
4. Production Reports.

SEMESTER 2 - CELEBRATION FOODS

This course is designed to prepare students for VCE Food Technology. It involves both a greater quantity and higher level of theory as well as a more advanced level of practical skills. It is aimed at (but not limited to) year 10 students.

The curriculum focus of this unit will be celebration foods ie. foods for special occasions. Students will plan, design and make food menus for specific celebratory occasions. They will also investigate celebrations around the world.

Students will have opportunity to design menus for specific situations such as family celebrations or formal dinners.

ASSESSMENT TASKS

1. Tests
2. Design activities and research
3. Practical production
4. Production reports/Evaluations

LEARNING OUTCOMES FOR ALL UNITS

On completion of these units, students should be able to:

1. Plan a design option specifying materials or techniques required
2. Produce the selected food product using a variety of appropriate processes and materials
3. Encourage students to investigate, produce and evaluate a range of food products and design options
4. Develop and encourage healthy eating practices and lifestyle
5. Understand the requirements for a healthy and safe working environment
6. Produce food within such an environment
7. Identify the nutritional requirements during a person's lifespan particularly adolescence
8. Identify influences on individual and family food selection
9. Develop a broad understanding of the important of food in our society, including food presentation, celebration and multicultural influences.

(NOTE: Students will be expected to make a contribution toward the cost of ingredients for all units of work. The cost of a meal, where that is an integral part of an excursion, is to be met by the students.)

GRAPHIC COMMUNICATION

GENERAL AIMS

Graphic Communication aims to develop students' ideation, drawing and computer skills by working through the design process. All units include a variety of drawing activities in order to create and develop eye-catching visual solutions to set tasks. The process of research, analysis, exploration and development of ideas will be recorded in the student's developmental folio (visual diary) and is a substantial part of their assessment. This developmental work will also include an analysis of design examples that are relevant to their practical work and a major written evaluation assignment. Students will have the opportunity to experiment with a wide range of techniques and media including computer graphics. These studies will also help students develop a greater understanding of design elements and principles and 2-dimensional and 3-dimensional technical drawing conventions. Students will be encouraged to read 'between the lines' of advertising messages, question unethical marketing strategies, and create visual solutions that are imaginative without using concepts that are inconsistent with a Christian World view.

SEMESTER 1 - DESIGNING AND MARKETING A PRODUCT

CURRICULUM FOCUS

The major focus of this unit is the design process, which will be recorded in a developmental folio. This process begins with writing a fictional design brief that defines the client, audience and requirements of a new product. Students then analyse existing examples that are similar to the type product they are designing, before they generate, develop and refine ideas to suit their brief. Students will use the Internet, scanners and a wide variety of computer graphics techniques (mainly Photoshop), however, this particular unit has more of an emphasis on instrumental (precisely ruled) drawing by hand. The developmental folio will include instrumental perspective, oblique, isometric, planometric and orthogonal drawings. Students will also complete tasks that develop their practical and theoretical understanding of the Design Elements and Principles.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Make and present designs which explore themes, issues and ideas
2. Use a visual communication production process to develop and present communications appropriate to a brief
3. Analyse and evaluate the purposes and content of visual communications.

ASSESSMENT TASKS

1. Design Elements and Principles Grid (extended drawing exercise)
2. Analysis and evaluation tasks
3. Developmental folio for an Aftershave/Perfume Bottle Design (including a folio of instrumental technical drawings)
4. Aftershave/Perfume Bottle Design
5. Magazine Advertisement featuring the Aftershave/Perfume Bottle
6. T-shirt design. (This will be printed onto iron-on fabric transfer paper.)

SEMESTER 2 - ARCHITECTURAL AND TECHNICAL DRAWING

CURRICULUM FOCUS

Students will be introduced to the conventions and exciting possibilities of architectural and interior design. They will research and analyse examples of architecture to aid them as they develop their own creative floor plans and exterior and interior designs. Students will then develop and explore their ideas through experimentation with media, techniques, design elements and principles. This process will allow students to develop their skills in 2-dimensional and 3-dimensional drawings and use scanners and computer graphics programs in order to refine their finished pieces. Students will discuss and evaluate the ethics of advertising techniques. Students will be involved in analysing the ways architects use their designs to glorify God and to communicate something of the nature of God.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Make and present visual communications, which explore themes, issues and ideas
2. Use a visual communication production process to develop and present communications appropriate to a brief
3. Analyse and evaluate the purposes and content of visual communications
4. Analyse the characteristics and role of the visual communications in different cultural contexts.

ASSESSMENT TASKS

Learning outcomes may be assessed through:

1. Oblique building exterior
2. Isometric building exterior
3. One-point perspective bedroom interior
4. House plan and elevation
5. Rendered two-point perspective house exterior
6. Three-dimensional computer aided planometric house interior
7. Rendering exercises.

SEMESTER 2 - FREEHAND DRAWING AND PACKAGE DESIGN

CURRICULUM FOCUS

The design process in this unit includes computer graphics techniques, but has an emphasis on freehand drawing (drawing without rulers or technical instruments) from real 3D objects. After defining the audience and purpose of the design in a brief, students research and analyse packages similar to the one they are designing. Students will trial media such as paint, ink, markers and charcoal using a wide variety of realistic perspective, expressive and abstract painting and drawing techniques to develop images. They will further develop their images by using the computer to experiment with design elements, design principles and lettering styles.

Students will choose images and lettering styles to design and construct packages that suit the specific audience defined in their design brief. They will explore the environmental impact of current packaging design trends and through study ecodesign, will approach their own work with consideration towards God's creation. Students will also complete a small folio of technical drawings as the basis of the advertisement for a package.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Make and present visual communications which demonstrate understanding of aesthetic and functional considerations
2. Use a visual communication production process to develop and present communications appropriate to a brief
3. Analyse and evaluate the purposes and content of visual communications.

ASSESSMENT TASKS

1. Analysis and evaluation tasks
2. Folio of freehand drawings and paintings
3. Design elements and principles digital experimentation
4. Colour printed and constructed 2D and 3D yo-yo package design
5. Folio of technical drawings
6. Advertisement for the yo-yo

INDONESIAN

GENERAL AIMS

The acquisition of a second language can provide students with skills, attitudes and knowledge which have value in an age when there is an increasing awareness of the world as a whole, as well as an increasing awareness of its cultural and linguistic diversity. By means of language study students can develop a deep understanding of another culture - in the case of Indonesian, the culture is that of a country which is of great importance to Australia. Indonesian must be studied sequentially.

Each unit will cover four aspects of language: oral/aural, creative writing, grammatical concepts and culture.

YEAR 9

UNIT 1 - Semester One

Students will learn to speak in simple conversational terms about themselves, daily activities, complete a personal profile. Students will develop oral conversations into dialogues, reports and instructions for a variety of functions in everyday life. They will learn to write simple sentences describing these topics and also listen to a variety of native speakers speaking the target language. During these activities, students will acquire an understanding of tenses, prepositions and possessive forms. Cultural studies will focus on advertisements, technology and looking at Indonesian animals at the Melbourne Zoo.

UNIT 2 - Semester Two

Students will be able to write short essays, and personal accounts about education, career aspirations and socialising. In both these oral and written forms students will acquire the concepts of intransitive verbs, the object construction and simple verbs. In the cultural sphere they will study Indonesian cuisine and entertainment.

LEARNING OUTCOMES

UNIT 1 - Semester One

1. **Listening:** Students should be able to demonstrate comprehension of factual and non-factual information through listening exercises.
2. **Speaking:** Students should be able to sustain a conversation for 2 minutes.
3. **Reading:** Students should be able to read and comment on a variety of different texts.
4. **Writing:** Students will write several postcards and a description of an outing, 120 to 150 words in length.

UNIT 2 - Semester Two

1. **Listening:** Students should be able to demonstrate comprehension of factual and non-factual information through listening exercises.
2. **Speaking:** Students should be able to sustain a presentation and news report for 2 to 3 minutes in length.
3. **Reading:** Students should be able to read and comment on a variety of different texts.
4. **Writing:** Students will write a report on an outing and description of a house, 150 to 200 words in length.

ASSESSMENT TASKS FOR BOTH UNITS

1. Vocabulary tests
2. Listening work
3. Oral work
4. Written work
5. Written tests.

YEAR 10

To be included in this class, students must have studied Indonesian at Year 9 level.

CURRICULUM FOCUS

UNIT 1 - Semester One

In oral work students will read frequently, answer comprehension directly in Indonesian, interview each other, report on events and discuss outings, attitudes, weekend activities, church and home life. Written essays will be extended. Aspects of grammar covered during these activities will include object construction, passive/active voice and revision of tenses. Cultural studies will focus on travelling around Yogyakarta and performing their own shadow puppet play. Students will also learn about film and travelling around Indonesia. There will be a unit of study on media and film where students will watch an Indonesian film and discuss it in class.

UNIT 2 - Semester Two

Students will practise their oral ability in announcing, commenting, narrating, acting in plays and cultural scenes and singing. They will be writing letters, reports, summaries and abstracting information from literature. These activities include the clarification of the use of prefixes and suffixes and the formation of nouns and conjunctions. They will learn to describe symptoms of an illness and conduct themselves in a doctor's surgery in Indonesia. In the cultural sphere they will study teenage life in Indonesia and compare hobbies and leisure time activities.

These units should form a sound basis for students wishing to continue Indonesian as a V.C.E. subject in Years 11 and 12.

LEARNING OUTCOMES

UNIT 1 - Semester One

1. **Listening:** Students should be able to demonstrate comprehension of factual and non-factual information by summarising and providing an opinion about the information.
2. **Speaking:** Students should be able to sustain conversation in a role-play for approximately 2 minutes.
3. **Reading:** Students should be able to read and comment on a variety of different texts and identify specific features.
4. **Writing:** Students will write an article about 200 words in length.

UNIT 1 - Semester Two

1. **Listening:** Students should be able to demonstrate comprehension of factual and non-factual information by summarising and providing an opinion about the information.
2. **Speaking:** Students should be able to sustain conversation in a role-play for approximately two minutes.
3. **Reading:** Students should be able to read and comment on a variety of different texts and identify specific features of the language.
4. **Writing:** Students will write a persuasive letter about 200 to 250 words in length.

ASSESSMENT TASKS FOR BOTH UNITS

1. Vocabulary tests
2. Listening work
3. Oral work
4. Written work
5. Written tests.

INFORMATION TECHNOLOGY

GENERAL AIMS

Information Technology aims to increase students' awareness of the place computers and computer technology have in their lives. Both units concentrate on developing students' skills and abilities to use a particular type of software as well as examining the ways in which information technology is affecting and changing our lives.

SEMESTER 1 – FILM MAKING

Ever thought of yourself as the next Steven Spielberg? What about reporting cutting edge segments about soap powder for “A Current Affair”? Maybe you just want to make better use of that video camera at home? Well, this could be the subject for you!

CURRICULUM FOCUS

Students will investigate film making using digital video. They will cover a range of skills from pre-production, production and post-production areas, including camera techniques, digital editing using a PC, lighting, sound and script writing. There may also be an opportunity to investigate stop motion animation techniques.

Most work will be undertaken in small groups and there will be several short film pieces produced.

LEARNING OUTCOMES

At the end of this unit students should have developed:

1. Knowledge in digital video camera function and camera operation techniques
2. Basic skills in digital video editing using PC based software
3. Creative skills through script writing and production.

ASSESSMENT TASKS

1. Practical test in digital video camera operation.
2. Folio of short edited video pieces.
3. Write and produce a short film.

SEMESTER 2 - INTRODUCTION TO PROGRAMMING

CURRICULUM FOCUS

This unit will introduce students to the concepts of computer programming. As well as teaching general programming techniques, a major part of the course will consist of learning the fundamentals of Visual Basic as an example of a Windows based object oriented programming language.

LEARNING OUTCOMES

At the end of this unit, students should be able to:

1. Apply a range of programming skills to design, implement and evaluate solutions to information problems
2. Design and implement a computer program to solve an information problem.

ASSESSMENT TASKS

Assessment tasks derive from several of the outcomes. They may include:

1. Folio of Visual Basic exercises
2. Program Design project.

ENGINEERING

GENERAL AIMS

Cars and motors are an integral part of our everyday life, but how do they work? This course aims to give students an opportunity to learn how small engines work, and to study some of the developments in this field.

Also, the course will enhance students' skills in working with metalwork tools and aims to teach them problem solving skills.

Engineering is a course designed to give students a chance to develop their God given talents in this area and to learn valuable skills, which they can use in their lifelong interaction with motors and metals.

SEMESTER 1 – SMALL MOTORS

CURRICULUM FOCUS

This unit seeks to introduce students to the world of motors, looking primarily at small two and four stroke lawn mower and brush cutter motors. Students will have the opportunity to study the inner workings of these motors through both theoretical and practical means. This will give students the opportunity to become proficient in the use of a number of specialised tools used in the maintenance of powered equipment.

Students will also learn general maintenance and problem solving techniques that are used in a variety of motors. They are further encouraged, through the theory covered, to consider good stewardship of the resources God has given them in maintaining engines as specified by the manufacturer, as well as examining the very real spiritual repercussions when they desire bigger and better cars.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Demonstrate an understanding of how two and four stroke motors work
2. Demonstrate the ability to work independently using a range of processes to safely repair small engines
3. Evaluate the use of alternative fuels as a viable option for our future motors.

ASSESSMENT TASKS

1. Assignment and Theory Work
2. Practical Motor Assignment
3. Small Engine Repair.
4. Safety in the workshop

SEMESTER 2 – METALWORK

CURRICULUM FOCUS

This unit will give students the opportunity to examine different materials and processes involved in working with various types of metals.

Students will be working individually and in teams to produce quality pieces using a variety of tools and equipment.

A certain amount of theory will also be covered during the semester.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Demonstrate an understanding of various metals and the basic differences between them
2. Demonstrate safe working practices in the workshop
3. Demonstrate the ability to exploit various properties of metals and use these to create models.

ASSESSMENT TASKS

1. Assignment and Theory Work
2. Practical Model Construction

MEDIA STUDIES

GENERAL AIMS

Media attempts to enhance the appreciation as well as the critical assessment of media forms that dramatically influence students today, such as commercial radio, television, photography, internet, journalism and cinema. In doing so students also experience the technical means and processes used in producing media products.

SEMESTER 1 - DARKROOM SKILLS

CURRICULUM FOCUS

Emphasis in practical areas will be on experiencing darkroom work through projects that involve printing and development of film and photographic paper. These could include use of pin-hole cameras, brownie box, photograms, sun prints, digital prints, panorama, film and paper development and vasographs. Theory work in the technical aspects of the darkroom will be covered.

Other areas are the study of film from diverse eras and cultures, projects on visual themes in creation, advertising and an introduction to the media. Students will be required to examine and investigate the structure and narrative of feature films and short films from around the world.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Make and present media productions and texts
2. Analyse and interpret qualities of media texts from various cultures or periods.

ASSESSMENT TASKS

These may be assessed through a selection of the following:

1. Textbook Questions and Answers (Photographic Technique)
2. Short Film Study Tests
3. Major Feature Film Assignments
4. Brownie Box Paper Negative Assignment
5. Direct Sun Prints (Toning and Mounting)
6. Archival Family Negative Assignment
7. Photograms and Manipulation
8. Digital scanning to make positives
9. Media Habits Survey
10. Vasographs.

SEMESTER 2 - CAMERA SKILLS

CURRICULUM FOCUS

The still or moving image camera are extensions of the human eye, tools designed to focus attention, analysis and appreciation by recording on light sensitive material or digital forms.

Emphasis in practical areas will be on experiencing various types of cameras in a range of projects that will explore varieties of film, processing, printing and lens format. Basic introduction to SLR cameras, video and digital may be included as well as darkroom experimentation.

Theory work in this subject covers various areas of the media with a special emphasis on a study of films from diverse cultures. Students will be shown how short and feature films are constructed through variation in settings, editing, characters and lighting etc to produce meaning and to reflect the specific social values of their makers and culture.

The technical aspects of cameras to be used will be covered, such as various lenses (wide angle and telephoto/zoom) and their functions and use; shutter speeds and apertures. Light meters will also be studied and used. Other areas of study are scrapbook projects on visual themes in creation or society, the film industry, as well as excursions to photographic exhibitions and practical assignments. Students will also reflect on their own media habits and productions.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Make and present media productions and texts
2. Analyse and interpret qualities of media texts from various cultures and historical periods.

ASSESSMENT TASKS

These may be assessed through a selection of the following:

1. Textbook questions and answers (camera technique)
2. Minor Film Study Tests
3. Major Feature Film Research Assignment
4. Paper Negative Assignment
5. Portrait Assignment (Movement and Lighting)
6. Thematic or Sequence Assignment
7. Landscape or Animal Excursion Assignment
8. Creation Scrapbook Project
9. Polaroid Manipulation
10. Digital Image Manipulation.

MUSIC

GENERAL AIMS

The goal of classroom music is to foster an environment where students can develop their intellectual and expressive potential within a Christian context. Experiencing and evaluating music of different styles from different eras, students will discern values reflected in contemporary music. Students will develop skills and techniques for creating, making and presenting music. Students will learn the fundamental theory and aural skills for VCE Music.

It is strongly recommended that all students undertaking Music as an elective should be enrolled in music instrumental tuition (including voice) for the duration of their studies.

SEMESTER 1 – EXPLORING FILM MUSIC (alternates with Rock Elements and Styles)

LEARNING OUTCOMES

At the conclusion of this unit, students should be able to:

1. Establish an understanding of the elements of music and explore how these are used in film score.
2. Identify how music can express emotions, create a mood or an atmosphere
3. Identify how music can convey characters and ideas

ASSESSMENT TASKS

Evidence of competence may include:

1. A Music Listening Journal
2. Composition Portfolio
3. Active involvement in writing, listening and playing music.
4. Completion of set Theory Lessons and Worksheets

SEMESTER 1 – ROCK ELEMENTS AND STYLES (alternates with Exploring Film Music)

LEARNING OUTCOMES

At the conclusion of this unit, students will have an understanding of:

1. The basic characteristics of rock- the main instruments used by a rock band, rock song form and improvisation
2. Terms used within rock music, including beat, hook, bridge, drum fill, riff and melodic elaboration.

ASSESSMENT:

1. A Listening Journal
2. Composition Portfolio
3. Active involvement in writing, listening and playing music.
4. Completion of Theory Lessons and Worksheets.

SEMESTER 2 – MUSIC CORE

CURRICULUM FOCUS

Developing foundational skills for VCE Music.

LEARNING OUTCOMES

1. Music Performance (solo and group)
2. Theory/Aural
3. Music History and Analysis
4. Ensemble participation

ASSESSMENT:

1. Solo and Group performance (in class)
2. Theory Test
3. Aural Test
4. Music Analysis Assignment

TEXTILES

GENERAL AIMS

The general aim of this study is for students to use the Technology process to investigate and solve problems in order to create solutions for each learning task. This process includes the four key areas: investigating, designing, producing and evaluating. Textiles at Maranatha Christian School is studied under the Materials strand of Technology.

SEMESTER 1- CASUAL WEAR

CURRICULUM FOCUS

In this unit students will investigate, design, produce and evaluate the use of natural fibres in the construction of casual wear - shorts/skirt/pants and then sleepwear such as pyjamas. They will also look at the Australian standards for garment labelling.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Analyse the appropriateness of using particular materials, including emerging materials, for specific purposes
2. Prepare detailed design proposals, make products using some complex equipment, and analyse the effectiveness of the products with reference to specified criteria.
3. Research Australian standards in labelling and produce a care label and swing tickets for a specific garment.

ASSESSMENT TASKS

Learning outcomes above may be assessed through the following:

Investigating:	Material testing: flammability, creaseability and durability. Australian standards used in care labelling. Research on manufacturing, properties of materials.
Designing:	Design Folio including work plans, log sheets, design ideas.
Producing:	Construction techniques – open seam, machined hems, darts, facings, buttonholes. Garment - shorts, pants, set of pyjamas and skirt: with care label attached.
Evaluating:	Written evaluation report on established criteria.

SEMESTER 1 - COSTUME DESIGN/FABRIC EMBELLISHMENT

This course is designed to prepare students for VCE Textiles. It involves a higher level of practical skills and concepts. It is aimed at (but not limited to) Yr. 10 students.

CURRICULUM FOCUS

In this unit, students will explore costume design through Fancy Dress as an extension to their practical and designing skills.

The following areas may be covered:

1. History of costume design
2. Basic shapes
3. Decorative techniques/fabric embellishment ideas, i.e. machine embroidery

ASSESSMENT TASKS

Investigating: Video reports/research assignments/bookwork

Sample work

Designing: Fashion Drawing/folio work

Production: Production plans

Completed products/garments/costumes

Evaluating: Written Evaluations

*This unit may link in well with Drama productions.

SEMESTER 2 – FASHION

CURRICULUM FOCUS

In this unit students will be examining the needs of clothing for teenagers. Appropriate materials will be selected for a garment for themselves, (eg. fitted bodice/dress without sleeves or male T-shirt.) (Optional: Students will choose 2nd hand garments that will be totally remodelled into new, modern garments while researching a past fashion era.)

ASSESSMENT TASKS

The learning outcomes may be assessed through the following:

Investigating: Bookwork on a Fashion Era: daywear, fashion designers and research file

Designing: Design folio including design ideas, plans, design options.

Production: Construction techniques: machine embroidery, gathering, darts, buttonholes decorative edging and embellishment.

Garment for themselves/friend that has been made to order by redesigning (e.g. bodice, dress, t-shirt).

Evaluating: Written evaluations report on established criteria.

*There may be time to make a co-ordinating garment.

NOTE: The student will supply all materials for each of the practical projects.

Equipment for lessons includes: pins, hand-sewing needles, Bernina bobbin, scissors, unpicker, tailor's chalk, matching thread and notions to complete the garment designed. All must be named and kept in a container.

VCE HEALTH AND HUMAN DEVELOPMENT

UNIT 1: ADOLESCENCE

GENERAL AIMS

This unit examines the physical, social and emotional development associated with adolescence and the resources available to young people during this stage of their development. In adolescence the child moves from a dependent person to a more independent young adult and assumes many new roles and responsibilities. During adolescence the influence of the family changes and peers, school and the media may become more influential. Many of the attitudes and behaviours developed during adolescence have an impact on young people's current and future health. The role of government and non-government agencies in providing prevention, intervention and post-intervention strategies is investigated.

CURRICULUM FOCUS

1. **Understanding the health of adolescents**

This area of study introduces adolescence as a stage of the lifespan. It defines health and examines aspects of adolescent health, comparing mortality and morbidity statistics and community perceptions.

2. **Changes during adolescence**

This area of study examines the physical, social and emotional changes that occur during this period of the lifespan. These changes are influenced by inherited and environmental factors. Adolescence is a time when young people become more independent, take risks and assume new roles which bring associated rights and responsibilities.

3. **Supportive environments for adolescents**

This unit examines the challenges that many adolescents encounter, and the skills and strategies that are used to manage these situations. The role of government and non-government agencies in providing prevention, intervention and post-intervention strategies is investigated.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Recognise the impact of inherited and environmental factors on an individual's health and development
2. Explain the physical, social and emotional changes that occur during adolescence, and analyse factors that influence these changes
3. Contrast actual and perceived health concerns of adolescents, and evaluate strategies to support adolescent development and health.

ASSESSMENT TASKS

Learning Outcomes will be assessed through:

- Data Analyses
- Media Analyses
- Reports – Written and Oral
- Case Study Analyses
- Structured Questions
- Tests

UNIT 2: FAMILIES

GENERAL AIMS

Families play a major role in providing for the physical, social and emotional requirements of their members. This unit examines diversity in, and the changing roles of family within the broader social and cultural context of Australian society. There are societal expectations placed on all forms of family. The family has many roles and responsibilities. The abilities of families to meet the demands of everyday life is often linked to the provision and availability of community resources supplied by public and private agencies.

CURRICULUM FOCUS

1. An understanding of families

The perceptions about, and representations of, families change. This area of study examines the trends in family compositions and structures, whilst highlighting the diversity and complexity of families within Australian society. The family is seen to influence, and be influenced by, governments in the form of policy and allocation of resources. There are many prevention and intervention strategies that aim to improve the health of family members.

2. Meeting the physical requirements of families

Families have physical requirements that have to be met to ensure the optimal health and development of all family members. This area of study examines the provision of health care, housing and food for all family members.

3. Meeting the social and emotional requirements of families

Families play a major role in providing for the social and emotional requirements of individual members. This area of study examines the societal expectations on families to reproduce, the impact of children and work on adulthood, and the importance of a safe and caring environment to support all family members.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Explain changing perceptions about, and representations of, families and evaluate strategies to support the health of families
2. Analyse the roles and responsibilities of families in optimising the physical, social and emotional health of all family members
3. Examine the effects of ageing on an individual's health and development.

ASSESSMENT TASKS

Learning Outcomes will be assessed through:

- Data Analyses
- Media Analyses
- Reports – Written and Oral
- Case Study Analyses
- Structured Questions
- Exam

VCE PHYSICAL EDUCATION

UNIT 1: IMPROVING PHYSICAL ACTIVITY

GENERAL AIMS

This unit focuses on the general processes that are common to analysing physical performance, learning physical skills and the biomechanical principles of movement involved in these skills. It explores the biomechanics of physical skills from the perspective of improving physical performance.

CURRICULUM FOCUS

1. Skill acquisition

This area of study focuses on the processes involved in skill development and improvement in physical performance.

2. Biomechanics

This area of study focuses on the application of various biomechanical principles to improve physical performance.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Apply skill acquisition principles to improve performance in a range of physical activities
2. Apply biomechanical principles to improve performance in a range of physical activities.

ASSESSMENT TASKS

Learning Outcomes will be assessed through:

- Written reports
- Tests
- Oral reports
- Laboratory reports.

UNIT 2: THE NATURE OF PHYSICAL ACTIVITY

GENERAL AIMS

This unit introduces students to an understanding of physical activity, including the relationship between body systems and physical activity; the place of physical activity in contributing to the well-being of students' own lives as well as within the wider community, and the classification of physical activity in terms of type and experience.

CURRICULUM FOCUS

1. Body systems

This area of study examines specific body systems. It explores the major components and functions of the body systems and their interactions during physical activity.

2. Involvement in physical activity

This area of study focuses on the range of physical activities available in the community and the classification of these activities in terms of types and experiences. The health consequences of activity are explored considering the changing community attitudes towards physical activity.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

1. Explain how the skeletal, muscular, respiratory and circulatory body systems function during physical activities and analyse the short- and long-term health benefits of physical activity
2. Analyse the range and availability of different types of physical activity in the broader community.

ASSESSMENT TASKS

Learning Outcomes will be assessed through:

- Written reports
- Tests
- Oral reports
- Laboratory reports.

WOODWORK

GENERAL AIMS

In the 'Multipurpose Storage' units, students are encouraged to develop their skills in using tools and equipment to craft a storage unit from the given material, wood. They explore a range of factors that affect product design and technological innovation, including function and aesthetics, and social, environmental and economic factors.

This unit provides students with the wonderful opportunity to visualise abstract forms and fashion them into concrete objects; in other words, to 'create', using a beautiful example of God's own creation, timber.

Along the way, students will learn more about their own weaknesses and strengths, as well as experience success in a variety of ways. It is hoped that as they express their own creative gifts, students may be directed to gaze heavenward, thus gaining a deeper knowledge of their Creator and His creation, including themselves.

CURRICULUM FOCUS

Students explore a range of factors that affect product design and technological innovation, including function; aesthetics; and social, environmental and economic factors. They also become aware of organisations that monitor quality control, including the Australian Standards Association.

SEMESTER 1 – FURNITURE 1 (MULTIPURPOSE TABLE) (alternates with multipurpose storage unit)

Students will investigate the variety of materials commonly used in furniture. They will then prepare a design folio for a table, and then produce the furniture item using a variety of tools and procedures.

SEMESTER 1 – FURNITURE 2 (MULTIPURPOSE STORAGE UNIT) (alternates with multipurpose table)

Students will investigate the variety of materials commonly used in furniture. They will then prepare a design folio for a storage unit, and then produce the furniture item using a variety of tools and procedures.

SEMESTER 2 – FURNITURE 3 (MULTIPURPOSE CABINET) (alternates with clock making)

Students will investigate the variety of materials commonly used in furniture. They will then prepare a design folio for a cabinet, and then produce the furniture item using a variety of tools and procedures.

SEMESTER 2 – CLOCK MAKING (alternates with multipurpose cabinet)

Students will investigate the history of clocks and alternative methods of keeping time. A clock that is both functional and well designed will be constructed using a variety of tools and procedures.

LEARNING OUTCOMES FOR ALL UNITS

On completion of each unit, students should be able to:

- Analyse the appropriateness of using particular materials, including emerging materials for specific purposes
- Comprehend and follow detailed design purposes, modifying them where appropriate, to make products using a variety of tools and equipment, some complex.

ASSESSMENT TASKS FOR ALL UNITS

Students will:

1. Complete a design folio and an investigation report for each unit
2. Have their finished product evaluated taking note of the following areas:
 - a) Appeal
 - b) Workmanship
 - c) Finish
 - d) Accuracy
 - e) Design
 - f) Modifications.