

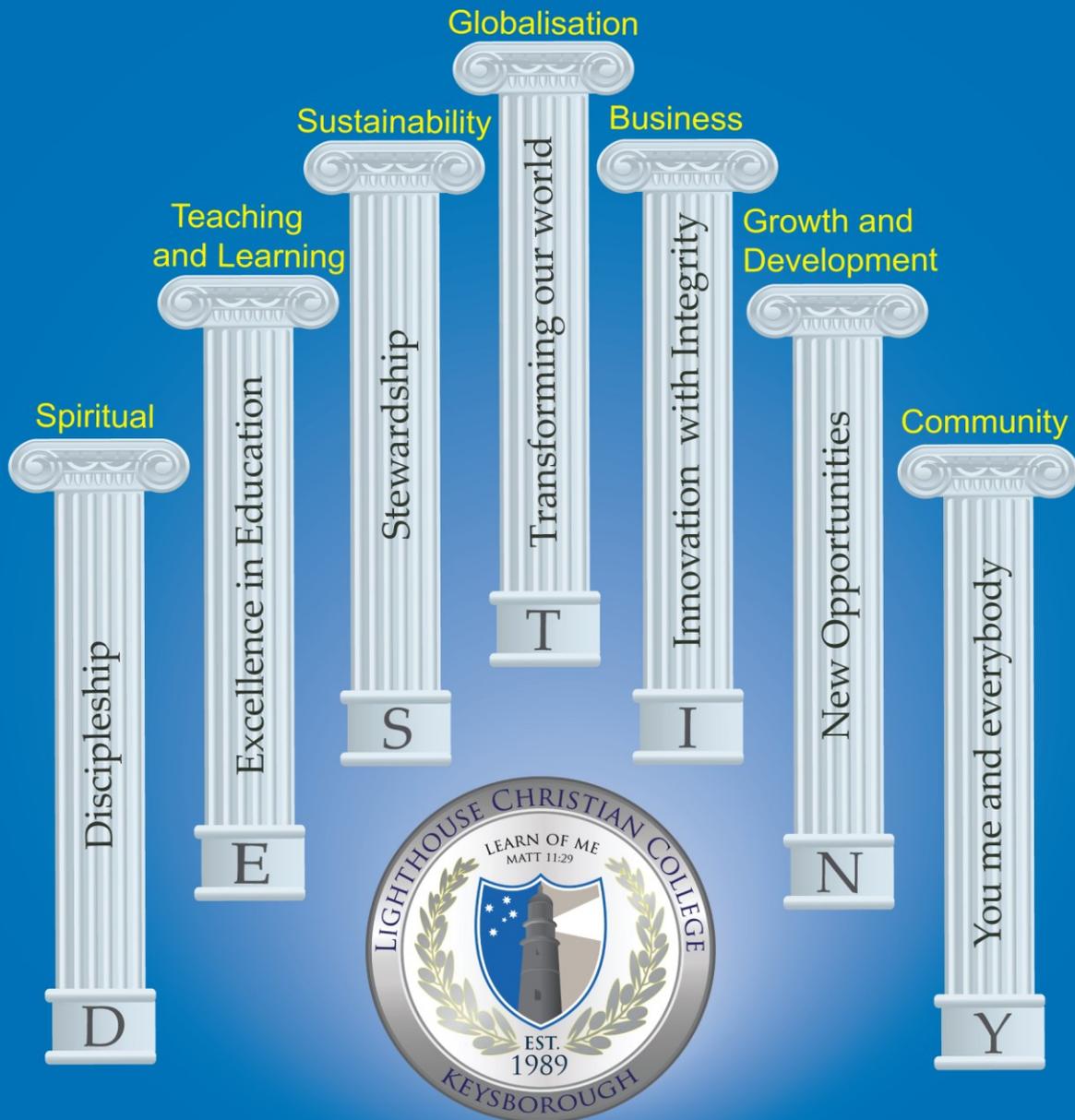
LAUNCH



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Raising Students with Purpose



The Seven Pillars

Proverbs 9:1 Wisdom has built her house; she has set out her seven pillars.

MISSION OF LIGHTHOUSE CHRISTIAN COLLEGE



The Christian Choice for Excellence in Education

Our Mission and Values

To assist Christian parents to teach and train their children in a Christian environment, so that they will fulfill God's purposes in their lives and bring an uncompromising Christian influence to our society.

Our Values:

- Integrity
- Community
- Love
- Excellence
- Responsibility
- Respect
- Friendship
- Compassion
- Courage
- Humility

LAUNCH (YEARS 9-10) LEADERSHIP TEAM

- College Principal Mrs Avril Howard
- Deputy Principal Operations Mr Vernon Clark
- Deputy Principal Academic Mr David Lepileo
- Launch Sub-School Leader Mr Joseph Kan
- Launch Sub-School Coordinator Mrs Hazel Ashley
- Chaplain Mr Joshua Rodriguez

LAUNCH VALUES

- L:** Lead
- A:** Aspire
- U:** Unite
- N:** Nurture
- C:** Create
- H:** Honour



MESSAGE FROM THE PRINCIPAL

I wish to extend a very warm welcome to you and your child as they enter Launch (Years 9 and 10) at Lighthouse Christian College. I trust their learning experience will be both enjoyable and challenging.

The scripture the Lord impressed on the founders of the College and which remains a promise for future years is: *'Not by might, not by power, but by my Spirit,'* says the Lord (Zechariah 4:6). This scripture reminds us that it is by the Spirit of God living within us that we are empowered to live with purpose and meaning.

It is the aim of Lighthouse Christian College to enable each student towards discovering their God-given gifts and talents which will position them and provide them with a roadmap ultimately leading to their unique destiny. All alumni comment on how much they enjoyed the community atmosphere at the College and the excellent support they received from the staff during their years of schooling. Please refer to page 8 on the attributes of a Lighthouse graduate.

Years 9 and 10 are important years of consolidation and personal growth. They are also essential preparatory years for the VCE. It is the intention of the Year Level Coordinator and the Teaching and Learning team to ensure that we provide a rich, stable and caring learning environment in which to develop young Christian leaders who will flourish. We stand with you in the educational journey your child is about to embark on and pray God's blessing upon you and your children.

Please do not hesitate to contact us on any educational needs you may have. We are here to assist, serve and **raise children with purpose** in partnership with parents.

Yours in Christ's Service

Avril Howard
Principal



A LIGHTHOUSE GRADUATE

- Is a confident dedicated and passionate disciple of Jesus Christ, empowered by the Holy Spirit, who knows who they are, what they are about and how God has called them to serve Him in His Kingdom.
- Is a uniquely gifted young adult with a strong work ethic and a pathway and a purpose equipped to influence the next generation.
- Is well prepared in the academic disciplines and committed to life-long learning.
- Is an effective written and verbal communicator applying such skills in a confident, persuasive and respectful manner.
- Is self motivated about their future and keen to apply their knowledge and skills to make a tangible difference in the world.
- Is entrepreneurial, flexible, motivated and innovative.
- Is an autonomous learner, resilient, persistent and reflective with their faith grounded both in their experience of God and in the Word of God.
- Is an analytical problem solver who effectively synthesises, initiates, and self manages.
- Is a creative thinker prepared to take risks when learning.
- Is an ethical digital citizen and a confident and competent user of digital technologies.
- Is empathetic with highly developed interpersonal and intrapersonal skills, demonstrating Christ-like love for everyone.
- Is able to articulate the Christian worldview and has apologetic skills to defend their faith.



MESSAGE FROM THE DEPUTY PRINCIPAL - ACADEMIC

What is the Thinker, thinking? One of the most well-known statues ever crafted was the bronze 19th century man, The Thinker (originally known as the Poet). The statue represents a person 'lost in thought' and is often used as an image of great intellectual ability and creativity. Yet, I don't think that this was the intention behind its creation. One interpretation is that Auguste Rodin was hoping to express was the energy and commitment that is involved in thinking.



More than that, the one thing I love about this statue is the fact that it portrays the image of a human, using everything he has, to this one task, Rodin himself described his statue: "What makes my Thinker, think, is that he thinks not only with his brain, with his knitted brow, his distended nostrils and compressed lips, but with every muscle of his arms, back, and legs, with his clenched fist and gripping toes."

For you and as well as 120,000 other senior school students, this stage of schooling is one that isn't simply an intellectual exercise. It involves everything you have and will push you into the next stage of your life.

This guide provides information about different career pathways in the senior school: VCAL, VCE and VET. Each pathway is designed to help you achieve the goals and give you a head start into your chosen career.

When choosing your pathway, can I suggest that you ask yourself the following questions:

How has God gifted you?

What needs are of interest to you that you can respond to?

What opportunities and feedback have you had to date?

What openings, leadings, stirrings has God given you?

I wonder what The Thinker was thinking? Whatever it was, I would have loved to have seen what he accomplished next. Likewise, we look forward to seeing the fruit of your life in the years ahead.

David Lepileo
Deputy Principal- Academic

MESSAGE FROM THE HEAD OF LAUNCH

Psalm 27:1 The LORD is my light and my salvation; Whom shall I fear? The LORD is the strength of my life; Of whom shall I be afraid?

Welcome to Lighthouse Christian College. It is an absolute pleasure to lead the Launch Sub-school.

The Launch Program (Years 8-10) is derived from a study of best practice in middle school education worldwide. It values student-centered inquiry and differentiated challenge for personal academic and social best. The program is based on the belief that teenagers have the capacity to rigorously and passionately explore learning themes and relationships with others.



Our philosophy is based on the concept that students have far greater skills and abilities than they are generally given credit for and with the support and guidance of parents and staff, they have the ability to manage their own education. Within the Launch Program students have the freedom to explore their own passions and interests in depth and this personal agency leads to exceptional levels of engagement and achievement.

Our purpose is to co-create high quality learning experiences within an inclusive and supportive community, as a rule, Yes is the answer. If a student would like to explore their own interest, subject, take on a project or serve (as long as it doesn't negatively impact others learning) we endeavor to assist them in bringing their vision to life.

The Launch Program is packed with multiple opportunities for the students to develop an understanding of the different gifts and talents they have and how these skills can be used in a purposeful career in the future. Programs ranging from City Experience, Student led sustainability programs, Initiative based camps and Mission trips, Year 9 Celebration, Elective Subjects and of course the Coming of Age program.

To supplement these programs, we have developed the Learning Expeditions program which challenges students to make connections between the classroom and the real world through flexible teaching strategies. Students have the opportunity to extend their area/s of interest while learning skills required to succeed at VCE and the Personal Project. The personal Project requires students to take responsibility for their own learning by researching and investigating a project of their own choice.

Personal Project examples from previous years: Student devised computer games, a selection of artworks utilising different mediums, Research projects studying the effect of social networking on students, a working model of how a hydraulic system works, just to name a few.

I would like to challenge the students to continue to seek after these opportunities in school and beyond.

Joseph Kan
Head of Launch (Year 8-10 Sub-School)

TEACHING AND LEARNING IN THE 21ST CENTURY

1. Developing a biblical worldview.

Underpinning all learning will be an explicitly articulated biblical worldview and moral purpose. This will be facilitated by learning experiences which enable students to:

- Think about, discuss and write about biblical applications.
- Think about, discuss and write about ethical and moral themes and issues
- Explore topics which have a link to the world outside the classroom enabling the development of values and ethics.
- Understand a code of behavior for responsible and safe use of digital resources
- Be active Digital Citizens by applying their biblical moral compass to: digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital health and wellness and digital security.
- Understand how to create a positive presence online in order to optimize employment opportunities.

2. Skills and Thinking.

• **Becoming Independent Learners and Thinkers.**

Students will take responsibility for their own learning by practicing independent decision-making. This will be facilitated by learning experiences that enable students to:

- Acquire the skills to ask open-ended questions helping them to build the capacity to view the world critically.
- Make choices about their learning.
- Become aware of and monitor their own learning. Students will know how they are progressing through formative assessment measures.
- Listen seriously to other students in the classroom enabling them to value others' thoughts and ideas.

• **Developing transferable skills**

Students are encouraged to make links between studies and to see the big picture. This will be facilitated by learning experiences which enable students to:

- Read regularly, often and widely.
- Continually refine and develop critical literacy, language and numeracy skills.
- Apply their knowledge to contexts that are different.
- Engage in activities and classroom discussions that are exploratory.
- Refine their research skills through inquiry-based learning.

3. Understanding Concepts and Ideas

Learning opportunities built around big ideas can facilitate the development of a deep understanding of complex concepts. This will be facilitated by learning experiences which enable students to:

- Accommodate new knowledge by connecting it with prior knowledge and experience.
- Develop information literacy skills and routinely evaluate the relevance, accuracy and significance of digital and printed source material.
- Demonstrate understanding by selecting from and practicing a variety of presentation styles.
- Test their understanding by challenging or questioning self and others.

4. Attitude and Outlook

- **Developing a Sense of Self**

Students learn in different ways. This will be facilitated by learning experiences which enable students to:

- Understand their unique place in God's plan.
- Learn in an environment where there is mutual trust and respect between students and between students and their teachers.
- Value excellence and find satisfaction in doing their 'personal best'.

- **Engaged and Motivated to Learn**

Learning experiences should allow students to find scope for creativity and imagination. This will be facilitated by learning experiences which enable students to:

- Take ownership of their learning experiences.
- Connect their own experiences and prior learning to challenging tasks.

- **Encouraging Lifelong Learners**

This will be facilitated by learning experiences which enable students to:

- See that challenges are achievable
- Reflect on learning, set personal learning goals and reflect on learning.
- Experience success in a variety of endeavours.
- Experience success with unfamiliar problems and content.

- **Becoming Flexible and Collaborative Learners.**

This will be facilitated by learning experiences which enable students to:

- Work in groups which necessitate the sharing of ideas and an acceptance of the views of others.
- Use learning technologies which encourage initiative, innovation and responsibility.

- **Supporting Reflection**

Students will become aware of and monitor their own learning if regular, explicit reflection is factored into learning experiences; the 'how', 'what' and 'why' of learning. This will be facilitated by learning experiences that enable students to:

- Explore and justify own thoughts.
- Actively participate in discussions and other opportunities to become aware of the attitudes of others as compared to others.
- Use working journals to articulate thoughts about the way they have worked and to reflect on learning.
- Use the writing process to draft and edit work.
- Become aware of their preferred learning style while practicing those less preferred styles.

5. Developing an International Outlook

Students will develop an awareness of, and knowledge of the world. This will be facilitated by learning experiences which enable students to:

- Develop an appreciation of the ways in which language and culture interact and of the structural differences between languages.
- Analyse why attitudes have changed by examining key events in world history and by assessing their impact on people and environments.
- Understand cultures and develop relationships in Asia.

8 PEDAGOGICAL STANDARDS

1. We know our students and how they learn.
2. We know the content and how to teach it.
3. We plan for and implement effective Teaching and Learning.
4. We create and maintain effective learning environments.
5. We assess and report on student learning.
6. We engage in professional learning.
7. We engage professionally with colleagues, parents and carers.
8. Implementation of a Christian perspective throughout programs and assessment.

CO-CURRICULAR ACTIVITIES

- School Production
- SRC & Captains
- School Clubs
- International food festival and other P&F activities
- Debating
- CSEN Sport
- Open day activities
- Science Week Activities
- 40 hour famine and other social awareness programs
- Financial literacy programs
- Student choir activities
- Programs within the local community (community Service)
- Cross Age Mentoring
- Missions Trips (Palm Island – Year 9)
- City Experience
- Work Experience (Year 10)
- Community Service (Year 10)
- Coming of Age/Blessing Night (Year 10)

CAMPS – YEAR 8 - 10

Unforgettable memories are formed through these various year level camps. In unfamiliar environment, students must rely greatly on their peers and teachers to overcome different challenges. Though these special moments, students build long lasting relationships with their peers.

It is compulsory for students to participate in the annual camp activities as many skills taught during these camps are essential for the development of life-long learners themselves, to become empowered to become the leaders of their generation - true leaders of character, team spirit and spiritual intelligence. The aim of camps is to provide experiences that will equip young people with skills that allow them to make positive life decisions and cope with our ever-changing world.

GOLD COAST - YEAR 8

Students will gain a detailed understanding and awareness of the importance of coastal systems, via direct interaction with the natural environment (excursion) or through interactive activities with a variety of coastal environment items to pass around/try (incursion). The learning objectives include: Increase awareness of impacts of human activities on coastal environments – both a global and local perspective and to foster a connection to and raise stewardship of Australia’s coastal environment. Students conduct a variety of field-work activities (collecting primary data) and gain first –hand experience in the field. Activities supports the understanding of sustainability one of the key pillars at our school. Students learn about the importance of being good stewards of God’s resources. The excursion also includes a visit to Bond and Griffith universities. The highlight of the camp for our students is spending the last day at a Theme Park.

LAKE EILDON – YEAR 9

Lighthouse Christian College's Year 9 Camp, in conjunction with Outdoor Education Group. With increasing demands on young people to take in more information, there seem to be fewer opportunities to reflect on values, beliefs and relationships with self, others and environment.

The purpose of the camp is for students to become empowered to become the leaders of their generation - true leaders of character, team spirit and spiritual intelligence. With a major focus on Life Skills, the aim of the camp is to provide experiences that will equip young people with skills that allow them to make positive life decisions and cope with our ever-changing world.

Murray River/ Grampians National Park – YEAR 10

Year 10 is an important year of personal and academic growth. Young people are developing a greater understanding of themselves as people and as learners. To support this growth, the Year 10 camp develops independent thinking, problem solving skills and leadership.

Facilitated by the Outdoor Education Group, the Year 10 camp caters for all students by being both a base camp and a journey camp. Activities may include rafting, hiking, mountain biking, canoeing. All specialist equipment and catering are provided.

CAREERS CAMP – YEAR 10

The **“Creating a Personal Pathway”** Careers camp is held in March. This personal development camp is specially designed to help Year 10 students begin thinking about career aspirations and pathways.

Planned activities encourage the students to set personal goals in the context of a senior environment. Activities encourage the development of an understanding of self and God's unique purpose, strong relationships within the year level, mature relationships with staff, and provide the foundation for the Careers program.

Workshops and guest speakers focus on career dreaming, self-awareness values analysis and goal setting. Our guest speaker, Arthur Bolkas will speak on the topic “Success: What is it?” Through the telling of his story students will be encouraged to focus on decision making, setting goals and learning from challenges.

China Study Tour – Year 7 to 10

In keeping with the vision of our College to develop global citizens, Lighthouse has provided the China Study Tour for students from Year 7, Year 8 students, and Year 9 & 10 Chinese Language, Culture, Society elective students. It is a 10-day trip and students will be visiting Beijing, Shanghai and Hangzhou. This is a fantastic opportunity for our students who currently learn Mandarin to experience a language in a Mandarin speaking environment and explore Chinese cultural history. The overseas experience will help students enhance their personal development, connecting them the world and broadening their views. Students can bring an oriental perspective on school socialisation in an Australian context. This perspective will generate useful examples in subjects like literacy, language, and humanities.

MISSION TRIP – PALM ISLAND

YEAR 9

As a part of the College's commitment to developing Christian leaders who influence our society, we believe in motivating, equipping, and empowering today's youth to impact their communities. Since 2007, the College has partnered with YWAM (Youth With A Mission) Townsville to offer positive, hands-on experiences for young people to connect with their local communities and abroad, while gaining a greater connection with God as a part of YWAM's Youth Adventures program.

YWAM Youth Adventures offers 10 days of action-packed training with a cross-cultural outreach experience. Participants are challenged in the areas of leadership, teamwork, and community service. These skills, taught by dedicated and passionate staff, will broaden perspectives and inspire youth to return to their communities with the enthusiasm and confidence to better their own communities.

COMING OF AGE/BLESSING NIGHT – YEAR 10

At year 10 our students undergo a highly significant age-and-stage and developmental program known as "Coming of Age". This program culminates in a formal dinner celebration known as "Blessing Night". Through student seminars and parent/student evenings the Coming of Age program helps facilitate the progression of our young people from childhood into adulthood, a vital process for their development. While this is not the only avenue open to parents and carers for the marking of such a transition we believe it is a powerful and impacting opportunity for our year 10 student to pursue – together with their peers and in partnership with their parents – prior to the beginning of year 11 and 12, as evidenced by the success of the program in past years.

Our year 10 students are blessed, equipped and empowered through two whole day seminars with dynamic presenters along with Christian Studies classes as part of the program. There are also five parent/student evening along with the Blessing Night. Issues and subjects addressed include life mission and purpose, call of God and career, self-identity and self-esteem, cross-generational relationships, the purpose and power of blessing, rite of passage, relationships and marriage, financial independence and more.

WORK EXPERIENCE – YEAR 10

Work Experience provides students with a taste of the workforce and develops their employability skills of communication, time management, responsibility and much more. This opportunity will allow them to think about their future career pathways with the support from tools such as Careers Fast Track and The Morrisby Profile Testing. This will allow them to make informed choices about their studies and career aspirations.

INTER-SCHOOL AND HOUSE SPORT OPPORTUNITIES

CSSN Sport

There are many opportunities to regularly compete against other schools within the Christian Schools Sport Network (CSSN). Competition is on a fortnightly basis across Term 1 – Term 3 and then we have a Rally day competition in Term 4. Some of the sports that are on offer include: Basketball, AFL, Soccer, Volleyball, Badminton, European Handball, Softball, Cricket, Baseball, Table Tennis and Tennis. We also have Victoria wide CSSN competitions across 3 divisions for Swimming, Athletics and Cross Country.

House Sport

We have a thriving and spectacular House Sport competition across a range of sports including House Soccer, Volleyball, Basketball, Cross Country and Athletics.

Lunch sport

Soccer, Table Tennis, AFL and Volleyball are the main sports that are played at lunchtime. There is always space for some 4 square, 2 touch or tagging games around the schoolyard.

READING, LITERACY AND LEARNING

Language is the vehicle for learning. In order for our young people to enjoy the benefits of education it is vitally important for them to be confident language users. Lighthouse values reading not only because it develops language, but because a good book can captivate and inspire the imagination.

Reading Expectations for Year 8 - 10 Students:

- **At least 20 minutes of reading every night**
- **The regular and on-going completion of a reflective reading journal is an Assessment requirement for all students.**

HOMWORK GUIDELINES

Homework is intrinsically linked to and grows out of work done in the classroom. Homework is seen as important to a student's progress and success. Homework is used to complement the study of each subject, while study aims to increase student understanding and knowledge through the encouragement of ongoing, independent learning.

Homework tends to be task orientated and has a set completion date that students must meet.

Study tends to be student centered, self-initiated and ongoing in nature.

At Year 8, students are expected to be completing up to 1 hour of homework per night. At year 9, students are expected to be completing up to one and a half hours of homework per night, and at Year 10, two hours per night and 4 hours on the weekend.

Please note that homework time allows not only for set homework, but also revision time, such as reading over chapters, making summaries/tables/charts on class work, and wider reading. Research has shown that students who revise their work, develop a deeper understanding of that topic and perform better in exams.

Homework areas should be quiet, well lit, comfortable and an area that encourages study. Students can prepare for lessons in advance and as a minimum, be reading their novels.

Students will always have work to do and if there is no set work, there is always revision and wide reading to do. Please contact your child's teacher if no homework is coming home regularly. Failure to complete set homework may result in the student being issued with an After-School Detention.

ADDRESSING OVERDUE WORK

Students are expected to meet due dates set by teachers for the submission of work. Failure to do so may adversely affect the learning of other students as teachers often feel they need to delay the return and explanation of work to accommodate students who submit work past the due date. Students who submit work past the due date without a note will be issued with a detention.

Procedure Years 7-10

Work that is submitted late will be marked as 'Satisfactory' only, unless there is a very good reason which is supported by a note from parents. Although students will receive an 'S' for any overdue task, the teacher will continue to provide written feedback on the work.

Parents will be notified of any overdue work by email or phone call. A letter will be mailed to parents if the work is not submitted after the initial contact is made and a detention issued.

PROCESS TO ADDRESS OVERDUE WORK



MAINTAINING COMMUNICATION

Maintaining the communication link between the home and school is vital for your child's wellbeing and progress. Take time to talk with your child about school and feel free to contact staff when you can.

- Copies of the newsletter are distributed via SEQTA and is also available from the College website. We encourage you to read the newsletter regularly as it is an important source of news and information.
- Diaries are an important link between school and home and homeroom teachers will be signing them regularly.
- Homework, projects and other important information will be available on SEQTA and communicated using the diaries.
- Please check SEQTA and your child's diary weekly and contact the homeroom teacher if you have any concerns.
- Diaries must not be covered with graffiti and a student may be asked to purchase another one if it is damaged.
- Teachers and College Leaders will also be communicating through Direct Messages on SEQTA.

REPORTING

Parent-Student-Teacher interviews take place in Terms 1 and 3. Continuous reporting is delivered through SEQTA and two detailed Semester Reports are issued via SEQTA at the end of Term Two and Term Four.

NAPLAN ONLINE

NAPLAN Online is a national assessment and is accessible to all students to demonstrate their actual skills and knowledge. Although NAPLAN is not considered a critical test as compared to the Victorian Certificate of Education (VCE) test, it is useful to help the school and parents understand the performance of their children compared with students from the same cohort.

It enables the school to better understand where students are performing well and at the same time helps teachers focus on areas where students need additional assistance.

Through NAPLAN, it gives the school a good diagnosis of the overall performance of our students as compared with other like schools.

Lighthouse students continue to excel in NAPLAN and we are committed to continue helping all our students perform to their best potential in these tests.

From 2018 NAPLAN tests will be conducted online. Each student will need their school approved device.

SCHOLARSHIPS AND AWARDS

Lighthouse Christian College is committed to excellence and as such seeks ways in which to promote and foster Christian leadership, and academic achievement. Scholarships form part of the vision of the College to encourage excellence and as such scholarships are awarded to those who fulfil the criteria for such an award.

- Scholarship application through ACER is open to all new and current Year 9 and 10 students.
- Students may reapply
- The achievement of high results in the ACER Scholarship test held at the College in May
- Demonstrated commitment to school life including; initiative, independent study skills, leadership, involvement in co-curricular activities
- Promote academic achievement
- General scholarship – covers performing arts, Christian character and service including students who contribute to the College in the time they have been a student.
- All scholarship students must sit the ACER scholarship test held at the College in May of each year

Selection Criteria

- Committed Christian
- Demonstrated leadership ability
- Community service
- Letter to Principal and participation in a panel interview with Principal, Deputy Principal and Director of Teaching and Learning

Types of Scholarships

- Full scholarship – (50% of College Fees)
Ranked position to be in the top 10% of the Level cohort at which the test has been undertaken
- Half scholarship – (25% of College Fees)
Ranked position to be in the top 20% of the Level cohort at which the test has been undertaken
- Textbook bursary
Ranked position to be in the top 30% of the Level cohort at which the test has been undertaken
- Principal's Scholarship

KWONG LEE DOW YOUNG SCHOLAR'S PROGRAM FOR YEAR 10

The Kwong Lee Dow Young Scholar's program is an academic enrichment program supporting high-achieving students. The award is presented by the University of Melbourne to a highly academically capable Year 10 student. Benefits include a pathway into the University, leadership and networking enrichment activities and access to Melbourne University facilities and staff.

PARENT-STUDENT-TEACHER CONFERENCES

In addition to carefully reading written reports and talking them over with your child, parents are urged to attend Parent-Student-Teacher interviews when there is an opportunity to discuss a student's progress. Students are strongly encouraged to attend these interviews with their parents.

Parents who are concerned about their child's progress should not hesitate to contact the Director of Teaching and Learning or the appropriate member of staff.

YEAR 8 PROGRAM OVERVIEW

Within the framework of a Biblical Worldview, the Year 8 Program has been designed to provide a comprehensive curriculum with opportunities for students to choose elements of the program. It is designed to give students an opportunity to engage actively in, and to take increased responsibility for their own learning.

- Meaningful and collaborative relationships between teachers and students.
- A learning program that considers students' learning styles
- Meaningful reflection
- Elements of student choice.

LIST OF STUDIES THAT ALL YEAR 8 STUDENTS WILL COMPLETE	
Christian Studies	Humanities
English	Mathematics
Health & Physical Education	Science

Please refer to page 69 for instructions on how to enter your elective choices online through Web Preferences.

YEAR 8 PROGRAM SUBJECT INFORMATION

YEAR 8 ACADEMIC STUDIES

ART

YEAR 8

Overview

The course is underpinned by the recognition that we are made in God's image, and we are creative, as He is our Creator. Students are encouraged to explore and develop their creative potential and to consider God's original intention for the visual arts.

Students will

- Develop drawing skill in constructing a portrait with accurate proportions.
- Study some of the major artistic styles of the 20th Century, through a Biblical framework.
- Use the art elements and principles to create effective compositional arrangements.
- Analyse and evaluate examples of artworks using appropriate terminology.
- Explore a variety of starting points for both two and three dimensional artworks.

Assignments

The award of satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the tasks specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on the following assessment tasks designated for the unit;

- Bookwork
- Homework tasks-one per week
- Class work – Painting, cubist portrait, Pop Art sculpture.
- Examination

CHRISTIAN STUDIES

YEAR 8

Semester One

Overview

- Conflict and change
- Jesus – Who is He?
- Jesus – Past, Present and Future
- Jesus' Resurrection

Assessments

There will be a range of methods used to assess the development of knowledge and understanding in this subject. Including: tests, oral presentations, group work and assignments

Semester Two

Overview

- Miracles
- Will – Freedom to choose and love
- Martyrs – Defending the truth
- The Written Word – What it means and how it came about

Assessments

There will be a range of methods used to assess the development of knowledge and understanding in this subject. Including: tests, oral presentations, group work and assignments

DRAMA

YEAR 8

Requirements

- 48-page book

First Term

Overview

Throughout first term student's focus on character work with their experiences ranging characters from literature, animals and biblical times. Using Christian centered scenarios students are encouraged to develop detailed scene work and, in the process, create and present characters that make us laugh, cry and maybe even fear.

Assignments

The major assessment for first term is a short student created production, performed in front of an audience, exploring issues and topics taught throughout the term. In addition to this, students reflect on their learning through the student journal.

Second Term

Overview

In the second term students explore mime and the development of comedy. Using practical activities students explore communication through the body, including body language and movement. The students then learn techniques of mime and incorporate them into a range of improvised performances.

Assignments

During second term students create short performance pieces which culminate in a Comedia Del Arte performance at the end of term. In addition to this, students maintain a reflective journal. Throughout these assignments, students reflect upon uses for these new skills in their Christian walk.

ENGLISH

YEAR 8

English is the language of Australia and the vehicle through which we communicate with each other and establish relationship, bringing about God's purposes for the world. It is through the study of English that we learn to analyse, understand, communicate with and sustain relationships with God, others and our world. Our students need to be confident, fluent and effective in language for them to be able to extend and restore God's purposes for the world. As confident communicators, imaginative thinkers and informed citizens we learn to analyse, understand, communicate with and sustain relationships with God, others and our world. English helps students to engage imaginatively and with critical Godly discernment to expand the scope of their experience and understanding.

English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.

Literature

- Students will develop their understanding and awareness of local *issues*, specifically those that affect their local communities.
- Students will understand how to maintain literary features from a set text in their own creative writing; specific focus will be given to characterisation and narrative voice.
- Students will understand how to identify and explain the role of the following literary features:
 - suspense (creating tension);
 - reader identification (readers' sympathy with characterisation);
 - non-diegetic sound (the use of a soundtrack to create mood);
 - satire (comedic stereotyping);
 - symbolism;
 - perspective

Language

- Students will understand the importance of referencing; specific focus will be given to paraphrasing and acknowledging source texts. Students will understand the value of a developed vocabulary for this purpose.
- Students will understand how to deconstruct an essay topic through brainstorming related examples and ideas; specific focus will be given to understanding the instructive phrases 'Discuss', 'Do you agree?', 'To what extent do you agree?' and 'Compare'.

Literacy

- Students will understand how genres of text can be subverted or blended.

- Students will understand how text types can be subverted or blended.
- Students will develop their use of the body paragraph; specific focus will be given to the example element.
- Students will understand the role of the conclusion in an argumentative essay; specific focus will be given to summarisation.

Assessments

- Creative writing
- Analytical writing and essays
- Speeches and oral presentations
- Examination

FOOD TECHNOLOGY

YEAR 8

Overview

The year 8 Food Technology course consolidates the students' understanding of the technology processes and healthy eating concepts learnt in Year 7.

In the theoretical component, students consider the importance of cereals and dairy in the prevention of bone diseases. Cheese and eggs are used in practical cooking classes at this stage of the learning process.

Students first learn about the importance of meat, fish, fats oils and nuts in both theory and practical lessons during this semester. A brief overview of alternative food choices such as vegetarian, celebration and multicultural Australian cooking is commenced.

Assessments

Students are assessed during the practical lessons on method and progress. The finished product is also assessed. Bookwork such as note taking, answers to review questions and research undertaken is assessed weekly.

Students complete a major independent assignment task where they research the features and prices of microwave ovens. This task gives students an understanding of the availability, latest improvements and costing associated with purchasing equipment from retail outlets.

HUMANITIES

YEAR 8

The Humanities and Social Sciences are structured ways of exploring, analyzing and understanding the characteristics, inter-dependence and wonder of God's Creation. They allow the social, economic and environmental spheres of life to be studied in an integrated manner and evaluated in light of biblical Christian understandings. God has given humans the responsibility for stewardship over His creation within both a personal and a global context. The study of Humanities and Social Science give students knowledge and skills which will help them make wise and sustainable business and lifestyle choices.

History aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.
- Develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world
- Enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining
- Enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places
- Develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways

History

Students study medieval history with the rise of the church and construction of cathedrals across Europe. Beginning with the Viking Age and the attacks on church communities and their ultimate conversion and concluding with the Renaissance and the revival of humanism. Students will examine the political and social aspects of the Middle Ages, in addition to the organizational structures, values and beliefs, culture, trade, contributions to our society, key individuals and the issues of daily life. How far and how close to Biblical principles the government and culture of the nations affected were, provides a spine to the study direction.

Geography

Students will analyse the interaction between people and environments, and the effects of these interactions both on people and the environments. They will compare and contrast characteristics of various regions in Australia and the world. The topics covered at this level are Antarctica and the Arctic, weather and climate and natural disasters. Stewardship of God's planet and relief efforts of Christian groups to mitigate trauma will be examined.

Assignments

Projects, timelines Oral Presentations, Tests, Assignments and models.

LANGUAGES OTHER THAN ENGLISH CHINESE

YEAR 8

Rationale:

Language has always been a tool in the purposes of God. God spoke the world into existence. Language is both the means by which we communicate with one another and in many cases a barrier to communication.

Communication via a common language opens the door to sharing God's love, His Word and His way. God commands His people to communicate the gospel across race and language groups. Studying a second language enables friendships to be developed across national boundaries. The acquisition of second and subsequent languages therefore opens up opportunities to relate to a wider sphere of people and to testify of God's goodness in fulfilment of the Great Commission (Matthew 28:18-20).

The learning of a second language has many benefits for work, travel, further study and mission opportunities. An understanding and use of a language other than their primary language can assist students in the mastery of linguistic principles and facilitate the learning of further languages. Students' awareness and appreciation of different cultures is heightened, and cultural and communication barriers can be broken down. Because language is inseparable from culture, the learning of other languages allows the individual to evaluate and challenge their ethnocentric view of the world. It becomes obvious that diversity adds richness to our world and is to be celebrated, not feared. (Scott, 2007).

The Australian Curriculum recognises Australia's distinctive and dynamic migration history. Language learning builds upon student's intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt.

Learning languages also develops students' overall literacy, strengthening literacy-related capabilities

LOTE Chinese aims to ensure that students develop the skills, knowledge, and understanding required to communicate in Chinese, develop an intercultural capability in communication and understand themselves as communicators.

Learning Outcomes:

The key concepts of language, culture, and learning underpin the learning area.

The content in the Australian Curriculum: Languages is organised by two interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating, and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

Assessment

- Comprehending and composing texts
- Intercultural understanding
- Listening, speaking, reading and writing
- Semester Examination

MATHEMATICS

YEAR 8

Learning Outcomes

Mathematics is a way to describe the patterned order of God's creation and God's creation reveals God's nature and eternal power (Romans 1:19ff). Mathematics investigates the numerical and spatial aspects of God's creation in order that we may better understand God's world.

Copernicus, "The hand of God is in the marvelous correlation between mathematical conclusions and the actions of nature. ...enables man to discover order in a pre-established universe.

Albert Einstein (1879-1955), "There is a pre-established harmony in the universe."

Pierre Duhem (1861-1916), "It is impossible for us to believe that this order and this organisation [revealed by mathematical theory] are not the reflected image of real order and organisation." Man does not "create" mathematical reality that lies outside of him. The works of the Lord are great, studied by all who have pleasure in them. Psalm 111:2. Colossians 1:17 "... In Him all things hold together."

By the end of Year 8 Mathematics, students will be able to attain proficiency in Understanding, Fluency, Problem Solving and Reasoning which are integral part of mathematical content across the three content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. These proficiencies reinforce the significance of working mathematically within the content strands and the exploration or development of such.

Assessment

Assessments will be conducted to measure, confirm and/or remedy any shortfalls to enable students attain the Achievement Standard set for Year 8 Mathematics.

The following forms of assessment may be employed

- End of Unit Tests /Semester Examinations
- Assignments/ Home Work
- Mathematics Portfolio

Achievement Standard

By the end of Year 8 Mathematics, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

PHYSICAL EDUCATION

YEAR 8

Requirements

- PE uniform (as per diary)
 - House tops are to be worn for House Sport only.
 - Runners (good grip, lace up)
 - Hats – Term 1 and 4 are compulsory (sport caps are for PE)
 - Scaling system of consequences for not bringing full correct uniform

Overview

Physical Education at a Secondary level is focused on mastering the fundamental motor skills developed through primary level physical education. Each student will experience participating in a range of sports. Through a variety of drills, minor games, sports and other activities this subject develops game sense in students where students are encouraged to become strategic, thinking players.

Students will use the fundamental motor skills they mastered in primary school to be a tool to develop leadership, responsibility and teamwork within class and each are encouraged to assist through coaching younger students or running an activity. Each student is encouraged to reach their God-given potential in this subject.

Physical education is a great environment for students to develop their social skills through interacting during activities. Students are encouraged to honour God by trying their best and building each other up.

Assessment

Students are assessed through a range of practical tests, observation of game sense development, discussions about tactics, mini tests about sports or topics covered during class. This is a practical class and is therefore assessed through observation of development, organization (being changed into correct uniform), effort and encouraging others.

SCIENCE

YEAR 8

Rationale

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

“For by Him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities, all things were created by Him and for Him.” Colossians 1:16

God shows special care for all His creatures, not just man alone, and His care is exercised towards them (Psalm 104: 10-23). He has fitted them into His created world in a loving and benevolent way, yet they exist in a fallen and sin cursed world as a result of man's transgression.

In a Christian study of Science, we recognize man's position, under God, as rulers of creation – as stewards – developing an increasing awareness within our community of the need to understand and sustain the complex interaction of life on earth.

Science is the knowledge gained and confirmed by observation, investigation and experience. It adds to our understanding of God and His creation.

Students learn best when they are allowed to work out explanations for themselves, over time, through a variety of learning experiences. In this way, they link new information with prior knowledge.

Assignments

- Semester Exams

VISUAL COMMUNICATION

YEAR 8

Overview

The course is underpinned by the recognition that we are made in God's image, and we are creative, as He is our Creator. Students are encouraged to explore and develop their creative potential and to consider how design can be used to serve others, and honour the kingdom of God.

Students will

- Develop competence using different drawing systems including; one- and two-point perspective, planimetric, isometric and oblique views.
- Work with a variety of methods, materials & media including; Adobe Illustrator and Photoshop, ink, coloured pencil, markers and water colour.
- Learn to intentionally use and manipulate the design elements and principles in their work.
- Analyse and evaluate two- and three-dimensional design work using appropriate terminology.
- Learn to interpret and work to a design brief.

Assignments

The award of satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the tasks specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on the following assessment tasks designated for the unit;

- Bookwork
- Homework tasks-one per week
- Class work – Package Design, Logo Design, Perspective drawing.
- Examination

WOOD TECHNOLOGY

YEAR 8

Requirements

- Display book

First Term

Overview

During the first term of Wood Technology students us practical activities to explore basic joining and construction techniques. Students receive a design brief and must design and create a finished product using a personal interest to influence their design.

Assignments

During first term students create a portfolio and product to show their understanding of the topic and complete research projects. Throughout these assignments, students reflect upon uses for these new skills in their Christian walk.

Second Term

Overview

Throughout second term students continue to participate in workshops exploring different elements of design and wood technology. Using these skills students design and create a wooden toy for use within the school community.

Assignments

The major assessment for term two is a reflective portfolio exploring issues and expectations for the product created during the term. In addition to this, students are assessed on the final construction of their product.

YEAR 9 PROGRAM OVERVIEW

Within the framework of a Biblical Worldview, the Year 9 Program has been designed to provide a comprehensive curriculum with opportunities for students to choose elements of the program. It is designed to give students an opportunity to engage actively in, and to take increased responsibility for their own learning. Research in Australia and the United States finds that the key components of learning for students in this age group should include:

- Meaningful and collaborative relationships between teachers and students.
- A learning program that considers students' learning styles
- Meaningful reflection
- Elements of student choice.

LIST OF STUDIES THAT ALL YEAR 9 STUDENTS WILL COMPLETE	
Christian Studies	Humanities
English	Mathematics
Health & Physical Education	Science

Please refer to page 69 for instructions on how to enter your elective choices online through Web Preferences.

YEAR 9 PROGRAM SUBJECT INFORMATION

CHRISTIAN STUDIES

YEAR 9

Students will be focusing on reading the Bible in order to develop contextual understanding of Old Testament stories, and to gain an understanding of key themes and characters in the Old Testament. They will also be introduced to the way in which the Old Testament reaches fulfillment in Jesus, through a brief study of the Gospels, Romans and Hebrews.

Semester One

Overview

- Beginnings (Genesis)
- Deliverance, Journey to the Promised Land (Exodus, Numbers, Deuteronomy)
- Conquest and Settlement of Canaan (Joshua, Judges, Ruth)
- The United Monarchy of Israel (1 and 2 Samuel; 1 Kings 1 – 11)

Assignments

There will be a range of methods used to assess the development of knowledge and understanding in this subject. These will include topic tests, bookwork, and a semester examination.

Semester Two

Overview

- The Divided Kingdom and Assyrian invasion (1 and 2 Kings, Jonah, Isaiah)
- The Babylonian invasion, exile and return to the Promised Land (2 Kings 21-25, Ezra, Esther, Jeremiah, Ezekiel, Daniel & Obadiah)
- The fulfilment of the Old Testament in the New Testament (Mark, Romans & Hebrews)

Assignments

There will be a range of methods used to assess the development of knowledge and understanding in this subject. These will include topic tests, bookwork, and a semester examination.

ENGLISH

YEAR 9

English is the language of Australia and the vehicle through which we communicate with each other and establish relationship, bringing about God's purposes for the world. It is through the study of English that we learn to analyse, understand, communicate with and sustain relationship with God, others and our world. Our students need to be confident, fluent and effective in language for them to be able to extend and restore God's purposes for the world. As confident communicators, imaginative thinkers and informed citizens we learn to analyse, understand, communicate with and sustain relationships with God, others and our world. English helps students to engage imaginatively and with critical Godly discernment to expand the scope of their experience and understanding.

English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.

The course emphasises the importance of language development as an integrated process. It promotes activities that draw upon and subsequently develop the skills of reading, writing, speaking, listening and thinking. Learning Technologies are used as tools for the extension of cognitive abilities in language and literature education, as well as to draft, edit and publish class work with increasing confidence and competence.

Learning Outcomes:

- To identify and discuss ideas, themes and issues in set literature and media texts.
- To construct responses to set texts.
- To communicate effectively in writing taking into account context, purpose and audience.
- To explore ideas and issues orally, giving considered reasons for a point of view and listening effectively to the views of others

Assessment

- Assignments and class exercises
- Creative response
- Text response essays
- Oral presentations
- An examination at the end of Semester 1 and 2

HEALTH & PHYSICAL EDUCATION

YEAR 9

HEALTH

Humans are created beings, made by God for activity and relationship. Therefore, as humans we have unique value and purpose. God knows us intimately and as we acknowledge who we are in Him we can learn the best way to interact with others and function physically. We are stewards of the bodies that God has given us. We are to look after them through physical activity and good nutrition. We are also stewards of the relationships that we have with each other. We must nurture and care for one another as God's people.

As God's people we have a mandate to relay His story to those in our sphere of influence, fulfilling the purpose for which He has called us. He has instilled within us gifts and capacities to bring glory and honour to Him. It is our responsibility to harness, nurture and develop the gifts that have been placed within each one of us.

Overview

Health Education is a vital part of the education of any child. Health provides a safe place to learn about the facts across a variety of topics. Health helps students to understand the consequences, both positive and negative, on a range of decisions that they may be faced with in life. Health Education will also help each young person to make informed decisions in the future and to understand God's wisdom in protecting us from some dire consequences.

Topics Covered Include

- Nutrition
- Drugs
- Relationships
- Anti-Bullying
- Active Lifestyles
- Road Safety
- Godly decisions

Assessments

- Book work
- Assignment
- Participation

PHYSICAL EDUCATION

Requirements:

- PE uniform (as per diary)
 - House tops are to be worn for House Sport only.
 - Runners (good grip, lace up)
 - Hats – Term 1 and 4 are compulsory (caps are for PE)
 - Scaling system of consequences for not bringing full correct uniform

Overview

Physical Education provides a range of experiences to participate in a broad spectrum of sports. Through a variety of drills, minor games, sports and other activities this subject develops game sense in students where students are encouraged to become strategic, thinking players.

Students will use the fundamental motor skills they mastered in primary school to be a tool to develop leadership, responsibility and teamwork within class and each are encouraged to assist through coaching younger students or running an activity. Each student is encouraged to reach his or her God-given potential in this subject.

Physical education is a great environment for students to develop their social skills through interacting during activities. Students are encouraged to honour God by trying their best and building each other up.

Assessment:

Students are assessed through a range of practical tests, observation of game sense development, discussions about tactics, mini tests about sports or topics covered during class. This is a practical class and is therefore assessed through observation of development, organization (being changed into correct uniform), effort and encouraging others.

HUMANITIES

YEAR 9

The Humanities and Social Sciences are structured ways of exploring, analysing and understanding the characteristics, inter-dependence and wonder of God's Creation. They allow the social, economic and environmental spheres of life to be studied in an integrated manner and evaluated in light of Biblical Christian understandings. God has given humans the responsibility for stewardship over His creation within both a personal and a global context. The study of Humanities and Social Science give students knowledge and skills which will help them make wise and sustainable business and lifestyle choices.

History and Geography aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.
- Develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world
- Enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining
- Enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places
- Develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways

Semester One

Overview

The focus of this semester is on the study of Australian Curriculum: History. We look at the making of the modern world from 1750 to 1918, a period of industrialization and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonization of Australia was part of the expansion of European power. The period culminated in World War 1, the 'war to end all wars'. The history content at this year level involves two strands: Historical Knowledge and Understanding, and Historical Skills. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Assessments

- Multimedia presentations (e.g. Podcasts, short films)
- Posters and pamphlets,
- Essays
- Tests,
- End of semester Examination

Semester Two

Overview

The focus of this semester is Australian Curriculum: Geography. There are two units to this study; Biomes and Food Security, and Geographies of Interconnections. The first unit examines the biomes of the world, their alteration and the environmental challenges and constraints using studies drawn from Australia and across the world. The second unit investigates how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. The Biblical perspective, of how God calls us to be stewards of His creation and resources, requires students to consider their roles.

Assessments

- Multimedia presentations (e.g. Podcasts, short film)
- Mapping projects
- Posters and pamphlets
- Essays
- Tests
- End of semester Examination

MATHEMATICS

YEAR 9

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

By the end of Year 9 Mathematics, students will be able to attain proficiency in Understanding, Fluency, Problem Solving and Reasoning which are integral part of mathematical content across the three content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. These proficiencies reinforce the significance of working mathematically within the content strands and the exploration or development of such.

Assessment

Assessments will be conducted to measure, confirm and/or remedy any shortfalls to enable students attain the Achievement Standard set for Year 9 Mathematics.

The following forms of assessment may be employed

- End of Unit Tests /Semester Examinations
- Assignments/ Homework
- Mathematics Portfolio

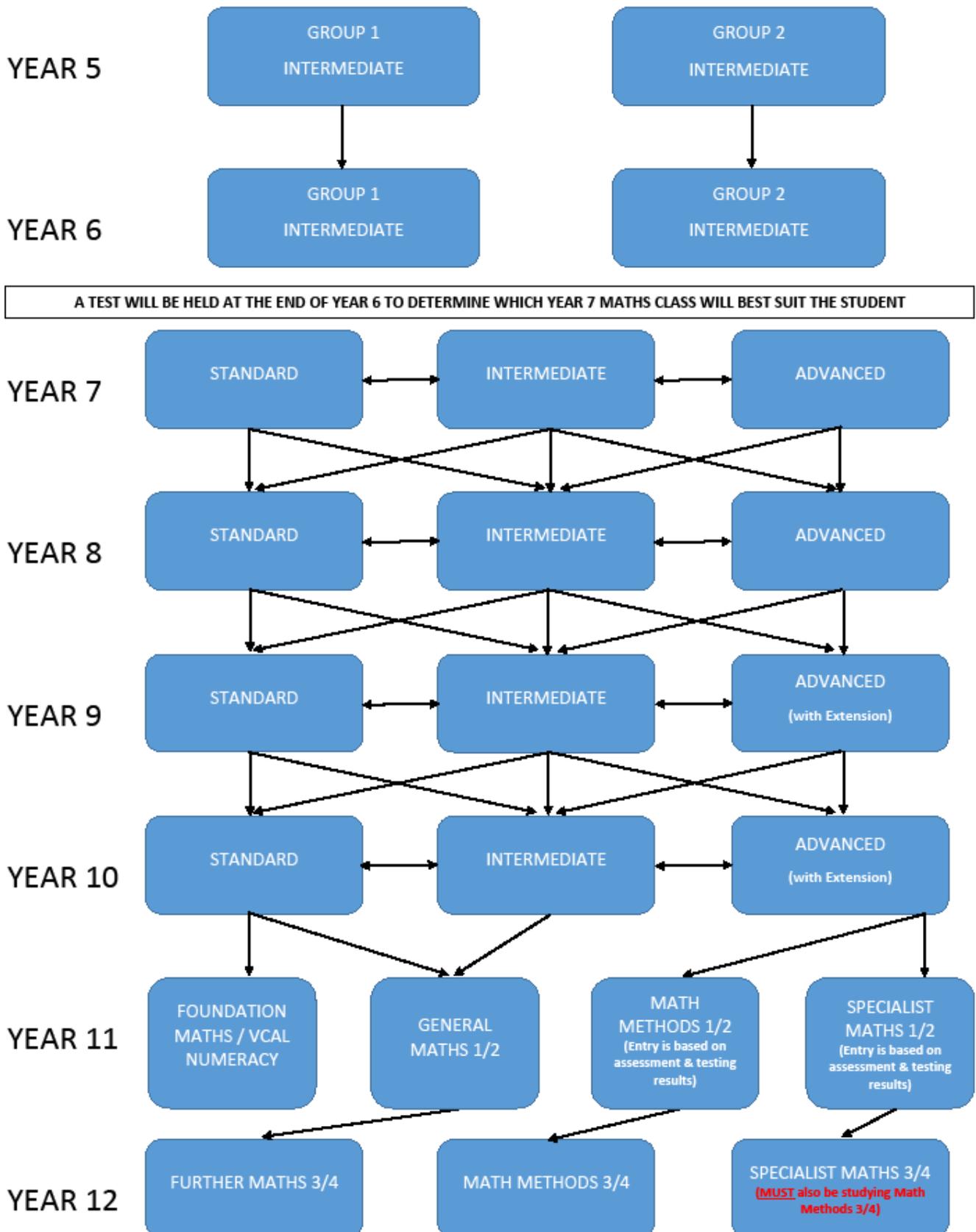
Achievement Standard

By the end of Year 9 Mathematics, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

MATHEMATICS PATHWAYS

Entrance to ALL maths classes including VCE maths, will be based on assessment and testing results.



SCIENCE

YEAR 9

Science explores the processes and structures of God's good Creation, many of which have been marred and/or misused by fallen humanity. Science is a dynamic human endeavor through which people seek to observe, investigate and understand the world, and to manage and develop it responsibly. Using the process of scientific inquiry, people attempt to understand, describe and explain the design of God's creation with its order, diversity, complexity and beauty, and to apply that knowledge to manage and develop that world, in this way responding to Christ's redemptive work. Through the study of Science, students will recognize their own place in God's creation and redemptive work, thereby adding responsibility and meaning to their own lives.

Rationale:

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

"For by Him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities, all things were created by Him and for Him." Colossians 1:16

God shows special care for all His creatures, not just man alone, and His care is exercised towards them (Psalm 104: 10-23). He has fitted them into His created world in a loving and benevolent way, yet they exist in a fallen and sin cursed world as a result of man's transgression.

In a Christian study of Science, we recognize man's position, under God, as rulers of creation – as stewards – developing an increasing awareness within our community of the need to understand and sustain the complex interaction of life on earth. Science is the knowledge gained and confirmed by observation, investigation and experience. It adds to our understanding of God and His creation. Students learn best when they are allowed to work out explanations for themselves, over time, through a variety of learning experiences. In this way, they link new information with prior knowledge.

Australian Curriculum covers topics such as

Science as Understanding, Science as a Human Endeavour, Science Inquiry Skills

Biological Sciences

- Learning with the Brain
- Control and coordination
- The body at war

Chemical Sciences

- Inside the atom
- Chemical Reactions

Physical Sciences

- Energy transmission

- Heat and electricity

Earth Sciences

- Dynamic Earth

Assessment

- Practical work
- Topic tests
- Assignments and projects
- Semester Exam

YEAR 10 PROGRAM OVERVIEW

Within the framework of a Biblical Worldview, the Year 10 program provides an appropriate preparation and foundation for the Victorian Certificate of Education (VCE). It is structured to provide a broad preparation for the senior years by including essential learning through core subjects, elective studies and the opportunity to accelerate into Unit 1 and 2.

The Year 10 Program aims to

- Provide a challenging, stimulating and enjoyable program which recognizes the students' enhanced capacity to take responsibility for their learning and to make a contribution to the wider school community.
- Ensure that students continue with a general program developing understanding and skills in all areas of learning.
- Keep all major careers and study areas open to all students, most of whom are just beginning the journey of career exploration and study pathways.
- Provide students with the opportunity to study in greater depth disciplines in which they have a special ability and/or interest.
- Provide an opportunity for some students to study a VCE subject as introduction to the VCE.

LIST OF STUDIES THAT ALL YEAR 10 STUDENTS WILL COMPLETE	
Christian Studies	Humanities
English	Mathematics
Health & Physical Education	Science

Please refer to page 69 for instructions on how to enter your elective choices online through Web Preferences.

**YEAR 10
PROGRAM
SUBJECT
INFORMATION**

CHRISTIAN STUDIES

YEAR 10

Year 10 Christian Studies is a dynamic course encouraging and facilitating spiritual growth, discipleship, reflection, leadership development, fresh engagement with the Bible and exploration of faith. Students participate in many in-depth class and small group discussions, pursue devotional reading and major assignments and learn to wrestle with the hard issues of faith, belief, pride, the future, God's plan, social injustice and much more.

Units covered include:

- SOAP and learning to read the Bible again
- The book of John and the Person of Jesus
- My Story (myself, my past, my world, my faith, my future)
- Faith as action/Pride and the hard questions
- Matt 25/Learning to Serve
- The Full Scope of Scripture/Worldview
- Coming of Age/Blessing Night (refer to page 16)

Learning objectives

- Engaging with the Bible in a personal way
- Growing in ownership of faith and an ability to wrestle with the hard questions
- Growing in self-confidence and presentation skills
- Increased understanding of self
- Increased understanding of the full Personhood of Jesus
- Understanding belief as action and what it means for the future
- Understanding social injustice
- Understanding the full scope of Scripture and how it affects worldview

Assessments

- Devotional reading and journaling
- Class participation and engagement
- My Story essay
- My Story presentation
- Semester examinations
- Community Service: action and reflection
- Full Scope of Scripture and Worldview assignment

Year 10 Christian Studies prepares students to pursue the Vetamorphus Certificate 3 in Christian Ministry and Theology in year 11 (if chosen) or to be a part of a Year 11 Christian Studies small group (for all students at Lighthouse at Year 11).

ENGLISH

YEAR 10

English is the language of Australia and the vehicle through which we communicate with each other and establish relationship, bringing about God's purposes for the world. It is through the study of English that we learn to analyse, understand, communicate with and sustain relationship with God, others and our world. Our students need to be confident, fluent and effective in language for them to be able to extend and restore God's purposes for the world. As confident communicators, imaginative thinkers and informed citizens we learn to analyse, understand, communicate with and sustain relationships with God, others and our world. English helps students to engage imaginatively and with critical Godly discernment to expand the scope of their experience and understanding.

English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.

The course emphasises the importance of language development as an integrated process. It promotes activities that draw upon and subsequently develop the skills of reading, writing, speaking, listening and thinking. Learning Technologies are used as tools for the extension of cognitive abilities in language and literature education, as well as to draft, edit and publish class work with increasing confidence and competence.

Learning Outcomes

- To identify and discuss ideas, themes and issues in set literature and media texts.
- To construct responses to set texts.
- To communicate effectively in writing taking into account context, purpose and audience.
- To explore ideas and issues orally, giving considered reasons for a point of view and listening effectively to the views of others.

Assessment

- Assignments and class exercises
- Creative responses
- Text response essays
- Oral presentations
- An examination at the end of Semester 1 and 2

HEALTH & PHYSICAL EDUCATION

YEAR 10

HEALTH

Humans are created beings, made by God for activity and relationship. Therefore, as humans we have unique value and purpose. God knows us intimately and as we acknowledge who we are in Him we can learn the best way to interact with others and function physically. We are stewards of the bodies that God has given us. We are to look after them through physical activity and good nutrition. We are also, stewards of the relationships that we have with each other. We must nurture and care for one another as God's people.

As God's people we have a mandate to relay His story to those in our sphere of influence, fulfilling the purpose for which He has called us. He has instilled within us gifts and capacities to bring glory and honour to Him. It is our responsibility to harness, nurture and develop the gifts that have been placed within each one of us.

Overview

Health Education is a vital part of the education of any child. Health provides a safe place to learn about the facts across a variety of topics. Health helps students to understand the consequences, both positive and negative, on a range of decisions that they may be faced with in life. Health Education will also help each young person to make informed decisions in the future and to understand God's wisdom in protecting us from some dire consequences.

Topics Covered Include

- Nutrition
- Drugs
- Relationships
- Anti-Bullying
- Active Lifestyles
- Road Safety
- Godly decisions

Assessments

- Book work
- Assignment
- Participation

PHYSICAL EDUCATION

Requirements:

- PE uniform (as per diary)
 - House tops are to be worn for House Sport only.
 - Runners (good grip, lace up)
 - Hats – Term 1 and 4 are compulsory (caps are for PE)
 - Scaling system of consequences for not bringing full correct uniform

Overview

Physical Education provides a range of experiences to participate in a broad spectrum of sports. Through a variety of drills, minor games, sports and other activities this subject develops game sense in students where students are encouraged to become strategic, thinking players.

Students will use the fundamental motor skills they mastered in primary school to be a tool to develop leadership, responsibility and teamwork within class and each are encouraged to assist through coaching younger students or running an activity. Each student is encouraged to reach his or her God-given potential in this subject.

Physical education is a great environment for students to develop their social skills through interacting during activities. Students are encouraged to honour God by trying their best and building each other up.

Assessment:

Students are assessed through a range of practical tests, observation of game sense development, discussions about tactics, mini tests about sports or topics covered during class. This is a practical class and is therefore assessed through observation of development, organization (being changed into correct uniform), effort and encouraging others.

HUMANITIES

YEAR 10

The Humanities and Social Sciences are structured ways of exploring, analysing and understanding the characteristics, inter-dependence and wonder of God's Creation. They allow the social, economic and environmental spheres of life to be studied in an integrated manner and evaluated in light of Biblical Christian understandings. God has given humans the responsibility for stewardship over His creation within both a personal and a global context. The study of Humanities and Social Science give students knowledge and skills which will help them make wise and sustainable business and lifestyle choices.

History and Geography aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.
- Develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world
- Enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining
- Enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places
- Develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways

Semester One

Overview

The focus of this semester is the Australian Curriculum: History. It provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. The historical content at this year level involves two strands: Historical Knowledge and Understanding, and Historical Skills.

Assessments:

- Essays and Analyses
- Debates, speeches
- Multimedia presentations (eg. podcasts, short film),
- Tests
- End of semester Examination

Semester Two

Overview

The focus of this semester is Australian Curriculum: Geography. There are two units of study: Environmental Change and Management, and Geographies of Human Well-being. The first unit begins with looking at environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews that influence how people perceive and respond to these challenges. Students then investigate a specific type of environment and environmental change in Australia and one other country. The second unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

Assessments

- Research projects,
- Multimedia presentations (e.g. podcasts, short films),
- Essays and Analyses
- Tests
- End of semester Examination

MATHEMATICS

YEAR 10

Mathematics is a way to describe the patterned order of God's creation, and God's creation reveals God's nature and external power (Romans 1:19). Mathematics investigates the numerical and spatial aspects of God's creation in order that we may better understand God's world.

Copernicus, "The hand of God is in the marvellous correlation between mathematical conclusions and the actions of nature. ...enables man to discover order in a pre-established universe.

Albert Einstein (1879-1955), "There is a pre-established harmony in the universe."

Pierre Duhem (1861-1916), "It is impossible for us to believe that this order and this organisation (revealed by mathematical theory) are not the reflected image of real order and organisation. "Man does not 'create' Mathematics autonomously. With the mind given to him by God, he 'discovers' the mathematical reality that lies outside of him.

The works of the Lord are great, studied by all who have pleasure in them. Psalm 11:2.

Colossians 1:17, "... In Him all things hold together."

Learning mathematics creates opportunities for and enriches the lives of all Australians. God created man in His image and likeness and put him in charge of the earth to manage it (Gen 1: 27-28; Psalm 8: 6-8). This responsibility has been the genesis of mankind's orientation to mathematical knowledge, its discovery and application.

Learning Outcomes

By the end of Year 10 Mathematics, students should be able to attain proficiency in gaining Understanding, Fluency, Problem Solving and Reasoning which are an integral part of Mathematical content across the three content strands of

Number and Algebra,

Measurement and Geometry,

Statistics and Probability.

These proficiencies reinforce the significance of working mathematically within the content strands and the exploration or development of such.

Assessment

Assessments will be conducted regularly in order to measure, confirm and make any suitable changes needed to enable students to attain the Achievement Standard set for their Groups (see later section on VCE Pathways) in Year 10 Mathematics, and complete extension work if necessary.

The following forms of assessment may be employed

- Scored Weighted Topic Tests which can be accessed on SEQTA
- Scored Weighted Semester Examinations to be accessed on SEQTA
- Scored Problem Solving Assignments to be accessed on SEQTA
- Non Scored Assignments / Home Work
- Non Scored Worksheets (Year 10 Mathematics Portfolio)

Achievement Standard Required

By the end of Year 10 Mathematics, all students will complete the Standard Curriculum for Year 10 which involves the following:

1. Indices and Surds
2. Co-ordinate Geometry
3. Simultaneous Equations and Graphs
4. Quadratic Equations and Graphs
5. Trigonometry of Right Angled and Scalene Triangles
6. Circle Geometry, and revision of earlier Geometry
7. Surface Area and Volume
8. Financial Mathematics
9. Statistics of Univariate and Bivariate Data
10. Simple Probability
11. Programming and Matrices

In addition, students in the Advanced Mathematics Group will be working on:

1. Polynomials and Graphs
2. More Probability
3. Relations and Functions
4. Exponential and Logarithms with laws and graphs
5. Circular Functions and Graphs, the Unit Circle and Trigonometric Equations

Subject Choices for VCE levels at the end of Year 10

Year 10 Mathematics students are streamed according to their ability, performance and achievements in earlier year levels. There is room for fluidity of movement between the groups according to what is best for each student based on periodic reviews throughout the year. Pathways to be followed at VCE level will depend on the groups they are in and their level of achievement.

It is required that students achieve a MINIMUM percentage of 65% in all areas of assessment to gain entry into their choice of VCE Mathematics in Units 1 to 4 (this will be reviewed at the end of Year 11)

Groups are:

1. **ADVANCED MATHEMATICS:** These students are highly likely to reach benchmark levels and gain entry to Mathematical Methods 1 and 2 at Year 11, to continue into Units 3 and 4 at Year 12, and possibly Specialist Mathematics 3 and 4 in Year 12.
2. **INTERMEDIATE MATHEMATICS:** These students will only be allowed to opt for Mathematical Methods 1 and 2 if the desired benchmark is reached. They can gain entry to General Mathematics 1 and 2 based on performance as well.
3. **STANDARD MATHEMATICS:** These students need to achieve desirable scores in order to continue with General Mathematics at VCE level.

NB It must be noted that COMPULSORY MATHEMATICS terminates at the end of Year 10. VCE Mathematics is entirely optional, and to be done only if a student enjoys the subject.

SCIENCE

YEAR 10

Science explores the processes and structures of God's good Creation, many of which have been marred and/or misused by fallen humanity. Science is a dynamic human endeavor through which people seek to observe, investigate and understand the world, and to manage and develop it responsibly. Using the process of scientific inquiry, people attempt to understand, describe and explain the design of God's creation with its order, diversity, complexity and beauty, and to apply that knowledge to manage and develop that world, in this way responding to Christ's redemptive work. Through the study of Science, students will recognize their own place in God's creation and redemptive work, thereby adding responsibility and meaning to their own lives.

Rationale

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers

"For by Him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities, all things were created by Him and for Him." Colossians 1:16

God shows special care for all His creatures, not just man alone, and His care is exercised towards them (Psalm 104: 10-23). He has fitted them into His created world in a loving and benevolent way, yet they exist in a fallen and sin cursed world as a result of man's transgression.

In a Christian study of Science, we recognize man's position, under God, as rulers of creation – as stewards – developing an increasing awareness within our community of the need to understand and sustain the complex interaction of life on earth.

Science is the knowledge gained and confirmed by observation, investigation and experience. It adds to our understanding of God and His creation.

Students learn best when they are allowed to work out explanations for themselves, over time, through a variety of learning experiences. In this way, they link new information with prior knowledge.

Australian Curriculum covers the topics as

Science as Understanding, Science as a Human Endeavour and Science Inquiry Skills

Biological Sciences

- Diversity and Evolution
 - DNA and genetics
 - Geological times
 - Natural selection and evolution
 - Creation

Chemical Sciences

- Properties and Structure
 - The Periodic Table
- Interaction and Change
 - Chemical reactions

Earth Sciences

- Dynamic Earth
 - Global systems
- Systems in Space
 - The universe

Physical Sciences

- Forces and Motion
 - Forces, energy and motion

Assessment Tasks

School based assessment. This will include:

- T.A.S.K sheet (includes assignments, class and homework tasks, projects)
- Chapter tests
- Semester Exams

VCE STUDIES IN YEAR 10 (ACCELERATION)

When considering subjects for Year 10, some Year 9 students may be eligible to apply to study **one** accelerated Unit 1 and 2 study. Students whose academic performance in Year 9 indicates that they have developed a high level of skill, knowledge and understanding may be considered.

Acceleration is a serious academic matter and ultimately only for those students who are performing at high academic levels and demonstrating effective time and self-management skills. A student's Semester One report will be a key document in assisting with the decision-making process. The Director of Teaching and Learning along with Faculty Coordinators and key VCE staff will oversee acceptance of enrolment in any program involving Unit 1 and 2 studies in Year 10.

Criteria for Acceleration

- An **'A'** in the subject closest to the one acceleration is being applied for:
 - To study **Legal Studies Units 1&2** – students must be achieving an A in Humanities.
 - To study **Psychology Units 1&2** – students must be achieving an A in Science.
- A **minimum 'B+'** in English and all other subjects being studied.

LEGAL STUDIES

Thematic Statement

Our Creator, God, is sovereign over all things. As Australians, we have a responsibility to be good stewards of our country. God has put others in authority over us, i.e. The Queen, Prime Minister, The Law, and other heads of government. The Bible teaches us to respect those in authority and to pray for them. Romans 13:1-7, 1 Timothy 2:1-4, Titus 3:1.

Rationale

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4

LEGAL STUDIES UNITS 1 & 2

Unit 1

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Unit 2

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.

Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

Unit 1 Outcomes	Unit 2 Outcomes
<ol style="list-style-type: none"> 1. On completion of this unit the student should be able to explain the need for effective laws and describe the main sources and types of law in society. 2. On completion of this unit the student should be able to explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society. 3. On completion of this unit the student should be able to describe the processes for the resolution of criminal cases and discuss the capacity of these processes to achieve justice. 	<ol style="list-style-type: none"> 1. On completion of this unit the student should be able to explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases. 2. On completion of this unit the student should be able to explain and evaluate the processes for the resolution of civil disputes. 3. On completion of this unit the student should be able to explain one or more area/s of civil law and discuss the legal system's capacity to respond to issues and disputes related to the selected area/s of law. 4. On completion of this unit the student should be able to describe an Australian case illustrating rights issues and discuss the impact of the case on the legal system and the rights of individuals.

Unit 1 & Unit 2 Assessment Tasks
<ol style="list-style-type: none"> 1. Structured assignment 2. Essay 3. Mock court or role-play 4. Folio and report 5. Case study 6. Test 7. Report (written, visual, oral or multimedia)

Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

Levels of Achievement

Individual school decision on levels of achievement.

PSYCHOLOGY

Thematic Statement

Biblical truth states that human beings are created in the 'image of God' (Genesis 1: 26-27). To obtain an understanding of humans we need to obtain an understanding of God, who He is and how He works. Our entire being, spirit, soul and body, is a reflection of the character of God. When we respond to and/or imitate God's character we experience the peace and balance that God designed us to so that He is 'glorified.' The Christian perspective of psychology will therefore be applied throughout this unit.

Whole classical psychology seeks to analyse the mind independent of spiritual considerations, contemporary research is now acknowledging the validity of study of such phenomena. There are many examples of successful and acclaimed Christian psychologists.

Rationale

Psychology is the systematic study of thoughts, feelings and behaviour. As a science, psychology aims to describe, explain and predict behaviour; in doing so it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences.

It helps them to understand their own behaviour and the behaviour of others and it supports a variety of career paths in both business and the profession.

Entry

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work.

PSYCHOLOGY UNITS 1 & 2

Unit 1 – How are Behaviour and Mental Processes Shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2 – How do External Factors Influence Behaviour and Mental Processes

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Research methods are integrated within the different approaches to psychology and students learn to make evaluations of the appropriateness of each model. Consideration of ethical principles in the conduct of psychological research and practice is included.

Unit 1 Outcomes	Unit 2 Outcomes
<ol style="list-style-type: none"> 1. Students should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning. 2. Students should be able to identify the varying influences of nature and nurture on a person's psychological development and explain different factors that may lead to typical or atypical psychological development. 3. Students should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques. 	<ol style="list-style-type: none"> 1. Students should be able to compare the sensations and perceptions of vision and taste and analyse factors that may lead to the occurrence of perceptual distortions. 2. Students should be able to identify factors that influence individuals to behave in specific ways and analyse ways in which others can influence individuals to behave differently. 3. Students should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Unit 1 Assessment Tasks	Unit 2 Assessment Tasks
<ol style="list-style-type: none"> 1. A report of a practical activity involving the collection of primary data 2. A research investigation involving the collection of secondary data 3. A brain structure modelling activity 4. A logbook of practical activities 5. Analysis of data/results including generalisations/conclusions 6. Media analysis/response 7. Problem solving involving psychological concepts, skills and/or issues 8. A test comprising multiple choice and/or short answer and/or extended response 9. A reflective learning journal/blog related to selected activities in response to an issue 10. A report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report. 	<ol style="list-style-type: none"> 1. A report of a practical activity involving the collection of primary data 2. A research investigation involving the collection of secondary data 3. A logbook of practical activities 4. Analysis of data/results including generalisations/conclusions 5. Media analysis/response 6. Problem solving involving psychological concepts, skills and/or issues 7. A test comprising multiple choice and/or short answer and/or extended response 8. A reflective learning journal/blog related to selected activities or in response to an issue 9. A report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.

Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

Levels of Achievement

Individual school decision on levels of achievement.

YEAR 8, 9 AND 10 ELECTIVES

God has created all of us with an individual plan and purpose for our lives. He knows us intimately and as we acknowledge who we are in Him we can learn the best way to interact with others. With this in mind at year 8, 9 and 10 students choose electives to help explore and make direct connections between each of the core subjects and the dreams and plans the students have for their lives.

Please refer to page 36 for instructions on how to enter your elective choices online through Web Preferences.

Electives offered for 2020 (Year 8-10)

Semester 1 Block 1 and/or 2: (Option to choose the full year on all electives)

- **Gaming and App Development (Game-based learning):**

Game-based learning involves using ‘real-life’ games to engage in information and communication technology. They learn about software development and the many systems that enhance design and computing. Students use the world of applications to learn how society communicates with one another and influence the world.

- **Food & Cultural Studies:**

This elective encourages students to enjoy the many different food and cultures that are in the world. The skills and knowledge students learn aims to provide cooking skills that will last a lifetime. The content learned will help students appreciate the food that God provides for his creation and understand that food can be a strong medium for the gift of hospitality. Students also learn the importance of food handling, nutrition and health and safety standards as relevant to the food industry.

- **Mathematical Engineering:**

This elective will help students expand their mathematical thinking and help students apply the concepts learned to real world situations. It will engage students to understand how mathematical principles are enacted within their society and appreciate the order in which God has created the world.

- **Chinese Language, Culture and Society (Students must choose the full year):**

The aim of this study helps students get a better understanding of the Chinese culture and the Chinese language. It is a good subject to develop students’ global thinking and create a pathway into VCE. If a student is currently studying different levels of Chinese language external to LCC, students are welcome to choose this elective to help them work through their content with a specialized teacher to enhance their learning. Learning a language also gives students an advantage to engage in a globalized world as a light bearer for Jesus Christ.

- **Visual Communication and 3D Printing & Design (Maker Space-STEM):**

Visual Communication is a subject that helps students communicate through different mediums. Students create, and brand products, using computer technology imaging and 3D printing. Students also learn to express new ideas and products for potential promotion and distribution. These designs are accompanied by graphic art, and principles of communication through drawings and design.

- **Outdoor Education:**

Students are introduced to many recreational activities with a focus on orienteering, hiking and camping. Students learn how to cook on tranguias, use and read maps for orienteering and understand the many environmental issues that surround society. Students have a practical opportunity through this subject to explore and enjoy God's creation as they are practically involved in excursions and a camp.

- **Performance Arts and Movies:**

The performing arts elective help students develop a range of different expressive tools. It involves drama, music and the general arts. Depending on the skills and talents of each cohort, the performance arts elective will build on knowledge and strengths of students which will involve both music and theatre knowledge and skill. A component of the elective is also learning through movies and how movies are used to convey powerful messages. Students understand the use of story as a powerful means to communicate God's morality and standards within society.

- **Sociology: Gangs, Drugs and Identity:**

The Sociology elective is a subject that focuses on the study of human beings and how they relate and communicate with one another. It explores the world and influence of gangs, drugs and why people attach themselves to these social norms. It explores the work of famous Sociologists (Emile Durkheim) and helps challenge students with their own identity. We aim to teach students about their Christian identity and how this should shape the way they approach and influence the world that they live in.

Semester 2 Block 1 and/or 2:

- **Gaming and App Development (Game-based learning)**
- **Food & Cultural Studies**
- **Mathematical Engineering**
- **Chinese Language, Culture and Society (Students choose the full year)**
- **Visual Communication and 3D Printing & Design (Maker Space-STEM)**
- **Performance Arts and Movies**

- **Sports Science: Body Hack:**

This elective is based on the science of sport. It explores the human body, its strengths and limitations within elite performance. It has a focus on the scientific principles of investigation and its relationship to human endurance, teamwork and activity. Students are also practically engaged in coaching, motivation and observing external sporting competitions.

- **Sociology: Social Media and Pop Culture:**

The Sociology elective is a subject that focuses on the study of human beings and how they relate and communicate with one another. It explores the world and influence of technology and the pressures of social media. It explores the contemporary ideas of norms, mores and values within society and how we understand morality in the world of different cultures.

INSTRUCTIONS FOR ELECTIVE SELECTION ONLINE

- You will make your selections for your electives online. Please follow these instructions:
 - Before you begin make sure you have access to a printer from the computer on which you are making your selection as you will need to print out your receipt.
 - **The closing date for subject selections is August 3.** Please do not leave it to the last minute as you cannot make selections after this date. **Printed receipts to be handed to Mr Kan on or before August 6.**
- a) You will receive an **email to your Lighthouse address on July 18** with your login details.
Portal opens on July 18. If you don't receive the email, please speak to Mrs Jung. If you have issues accessing your Lighthouse email account, please see the IT staff.
- Log on to the weblink included in the email. Enter access code and password.
- b) This takes you to the *Web Preferences Student Portal Welcome Page*
- c) Follow the steps

Step 1. Add new preferences

Step 2. Select preferences

Step 3. Submit, check resubmit

Step 4. Print receipt

Please NOTE:

- **You will complete two electives per semester. Please choose a second and third choice for each block in case you are unable to get your first preference.**
- Please make sure that you enter your choices, if you don't select the electives you want then it may not run.
- If you are wanting to study a VCE accelerated subject, please also enter your elective choices as a decision about accelerated subjects will not be made until Term 4 when the academic criteria for acceleration is checked.
- If you are missing any electives due to the ones you have chosen not running, you will be asked to see Mrs Jung and choose from the list of electives that are running.

LOOKING AHEAD TO THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The rules relating to the VCE are set by the Victorian Curriculum and Assessment Authority (VCAA). To be awarded the VCE students must satisfactorily complete at least 16 units of study. This must include a minimum of:

- An approved combination of three units from the group of English studies which will include English Units One and Two and either English Units 3 and 4 or Literature Units 3 and 4.
- 3 sequences of Units 3 and 4 studies other than English

Each study consists of four semester length units:

- Units 1 and 2 may, in some studies be taken separately. Units 1 and 2 are assessed internally
- Units 3 and 4 must be taken as a sequence. Units 3 and 4 are assessed externally

Lighthouse VCE Program

The VCE program at Lighthouse is designed to provide breadth of study through Units 1 and 2 and depth of study through Units 3 and 4. This will enable students to pursue entry into their preferred tertiary courses. The usual program is for students to undertake 22 units over two years consisting of:

- **Year 11: 6 VCE units per semester at Unit 1 and 2 or 6 VCE units per semester which may include one Unit 3 and 4 sequence and:**
- **Year 12: 5 VCE units per semester**

Some students undertake extra Unit 1 and 2 studies in Year 10, but it is not necessary to stretch VCE studies over three years or to accumulate extra VCE units.

Planning your studies

A VCE program should contain studies you enjoy and will do well in. It should also contain pre-requisite subjects. Prerequisite subjects are those you will need in order to satisfy tertiary entrance requirements in particular courses. To gain entry into tertiary courses, students must have an S (satisfactory completion) in both Units 3 and 4 of their English study.

STUDIES ON OFFER TO YEAR 11 AND 12 STUDENTS AT LIGHTHOUSE CHRISTIAN COLLEGE IN 2020

Unit 1 and 2	Unit 3 and 4
Accounting	Accounting
Art	Art
Biology	Biology
Business Management	Business Management
Chemistry	Chemistry
English: <ul style="list-style-type: none"> • English as an Additional Language 	English: <ul style="list-style-type: none"> • English as an Additional Language
Food Studies	Food Studies
Geography	Geography
Health and Human Development	Health and Human Development
History	History
Language Other Than English: <ul style="list-style-type: none"> • Chinese First Language • Chinese Second Language 	Language Other Than English: <ul style="list-style-type: none"> • Chinese First Language • Chinese Second Language
Legal Studies	Legal Studies
Literature	Literature
Mathematics Studies: <ul style="list-style-type: none"> • Foundation Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics 	Mathematics Studies: <ul style="list-style-type: none"> • Further Mathematics • Mathematical Methods • Specialist Mathematics
Music Performance	Music Performance
Physical Education	Physical Education
Physics	Physics
Psychology	Psychology
Religion and Society	Religion and Society
Theatre Studies	Theatre Studies
Visual Communication and Design	Visual Communication and Design
VET in the VCE: Vetamorphus *A range of options through VET cluster	VET in the VCE: Vetamorphus *A range of options through VET cluster
APEX - Victorian Certificate of Applied Learning (VCAL)	N/A

***VCE units will only run subject to a minimum number of students**

***Please refer to page 37 for instructions on how to enter your VCE acceleration subject choice online through Web Preferences.**

OTHER EDUCATIONAL OPPORTUNITIES WITHIN THE VCE PROGRAM

VET STUDIES

VET Studies. All VET in the VCE programs have full VCE study status and contribute as units towards the satisfactory completion of the VCE. The qualifications are composed of units of competence. Please speak to the Careers Advisor or Director of Teaching and Learning for further information. Up to 8 of the units of study may be VET units obtained over two programs.

LANGUAGES OTHER THAN ENGLISH

Languages Other Than English: External Studies through the Victorian School of Languages. Students will attend classes at another location, but it is the responsibility of Lighthouse to enrol the student on the VCAA VASS database. Should a student wish to study an external LOTE they should indicate this on the VCE Subject Planning sheet.

DISTANCE EDUCATION

Distance Education. Where there are insufficient numbers for a subject to be taught at the College, or if there is a clash of subjects in the VCE blocks, it may be possible to undertake a subject through Distance Education. E.g. History of Revolutions, Economics

Choosing to study through Distance Education does incur additional costs to parents. However, if Distance Education is the best way to resolve a clash on the timetable, then Lighthouse will meet half the cost and the parents meet the other half.

UNIVERSITY ENHANCEMENT STUDIES

University Enhancement Studies. High achieving Year 12 students who have completed a Unit 3 and 4 study in Year 11 may be eligible for enrolment in a University Enhancement study. This enables a student to undertake a first-year university subject whilst completing VCE. A university enhancement study counts both as university credit and as a sixth subject in the calculation of the ATAR

CREATING YOUR VCE PROGRAM

A checklist for Year 10 students

- List your current career aspirations and interests on the VCE Planning sheet found at the back of this book.
- Use a range of career resources to identify the tertiary courses available to enter these career areas.
- Identify any specific tertiary pre-requisites subjects for these courses. Refer to the relevant VICTER guide.
- If you have no specific career area in mind, review the subjects you enjoy and are most interested in at school and possibly explore tertiary courses of a generalist nature eg Arts, Science and Commerce degrees. Please speak to the Director of Teaching and Learning and the Careers Advisor for further guidance.
- You may wish to take note of the current ATAR score required to previously gain entry to these courses. Please note, ATARs change from year to year so the figures you read now act only as guidelines.
- List the tertiary courses you are interested in on your VCE Subject Selection Planning sheet along with the pre-requisite Unit 3 and 4 subjects you require.
- Read the descriptions of all VCE studies carefully. Aim for variety in your program by selecting studies that build on your strengths and interests. Mathematics and Science studies will expand your tertiary options.
- Complete the VCE Subject Selection Planning Sheet Year 11 which is at the back of this book. This will include the name of any proposed Unit 3 and 4 subject you want to study in Year 11 and you have met the grade criteria for. This is your proposed program.
- Bring this program to your VCE selection interview where it will be discussed with the Careers Advisor and the Director of Teaching and Learning.

You may make adjustments to the program in response to this interview but only consistent with VCAA enrolment policies.