<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>2</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>CHRISTIAN STUDIES (COMPULSORY)</td>
<td>7</td>
</tr>
<tr>
<td>DANCE</td>
<td>8</td>
</tr>
<tr>
<td>ENGLISH (COMPULSORY)</td>
<td>10</td>
</tr>
<tr>
<td>GEOGRAPHY (COMPULSORY)</td>
<td>12</td>
</tr>
<tr>
<td>GRAPHICS &amp; DESIGN</td>
<td>16</td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION</td>
<td>18</td>
</tr>
<tr>
<td>HISTORY (COMPULSORY)</td>
<td>20</td>
</tr>
<tr>
<td>HOSPITALITY</td>
<td>23</td>
</tr>
<tr>
<td>JUNIOR TECHNOLOGY STUDIES</td>
<td>25</td>
</tr>
<tr>
<td>LANGUAGES EDUCATION</td>
<td>27</td>
</tr>
<tr>
<td>FRENCH</td>
<td>27</td>
</tr>
<tr>
<td>LANGUAGES EDUCATION</td>
<td>27</td>
</tr>
<tr>
<td>CHINESE</td>
<td>30</td>
</tr>
<tr>
<td>MATHEMATICS (COMPULSORY)</td>
<td>32</td>
</tr>
<tr>
<td>MULTIMEDIA &amp; COMPUTER PROGRAMMING</td>
<td>35</td>
</tr>
<tr>
<td>MUSIC</td>
<td>37</td>
</tr>
<tr>
<td>SCIENCE (COMPULSORY)</td>
<td>39</td>
</tr>
<tr>
<td>SPEECH &amp; DRAMA</td>
<td>41</td>
</tr>
</tbody>
</table>
WHAT IS ART?

Art has existed since the very beginning of civilization and predates language in the written form as a means of communication. Art is one of the most important means by which men, women and children express their innate creativity and communicate visually in their daily lives. Art is the study of the aspect of human existence.

SPIRITUAL OBJECTIVES

Creativity of God’s Nature
Design through wisdom is one facet of God’s role as Creator and is displayed in humankind as his creatures and image. Students will demonstrate this creativity through various Artistic mediums. They will further develop their identity in God through Art.

Righteous Choices
Making the right decisions is developed from an appreciation of the need for love and respect of others, and submission to governing authorities. Students will develop an understanding of God’s perspective in relation to the Arts and will further develop the ability to make a stand as a Christian.

Relationships
We have a unique relationship with God and this course will help students understand their flaws, areas of expertise and the ways in which they communicate.

WHO SHOULD STUDY ART AND WHY?

Art should be seen as an important part of the development of all students. A significant study of Art should be included in the Junior schooling of each child as:

♦ Preparation for Life.

Creativity is an essential attribute for survival in a knowledge economy.

Art develops general learning abilities such as visual perception, pattern recognition and the understanding of spatial relationships.

Art develops aesthetic sensitivity and the enjoyment of making art.

♦ Vocational Preparation.

Art is an invaluable preparation for many vocations including:

- architecture  - engineering  - town planning
- teaching  - fashion  - advertising
- film & TV  - performing arts  - industrial design

♦ Preparation for further study at Senior and Tertiary levels.
### WHAT IS STUDIED IN ART?

Art offers a diverse range of experiences in the practical and theoretical aspects of the visual arts.

All students are involved in creative learning experience in the following areas:

- drawing
- colour work (e.g. painting, print making, collage)
- real space (e.g. construction, ceramics, sculpture)
- tactile work (e.g. modelling)
- oral and written activities
- digital image making

### HOW ARE STUDENTS ASSESSED?

Students are assessed on their ability to create and to communicate about art. Assessment includes practical work and a variety of written tasks.

### HOW CAN PARENTS HELP?

- Support the art program in your child’s school and keep informed about the objectives of the art program.
- Encourage students to talk about and explain what they are doing in the course.
- Encourage students to practise art skills, by giving them art materials and providing a conducive environment.
- Take students to art exhibitions.
- Discuss and talk about the visual environment.
- Encourage students to practice their skills on a daily basis.
WHY STUDY BUSINESS?

No matter what career choice is taken, almost every individual becomes responsible for earning and handling money. Sadly though, even in a richly blessed country such as Australia only 20% of the population come close to being financially successful. The other 80% experience unnecessary failures and ultimately become dependent on the government pension at retirement. The secrets to being in the 20% are not hidden away for only an elite group to enjoy. Rather, the answers are available to anyone who studies and applies them. The problem is that many people leave school and start their working life without ever having been exposed to the principles of financial success. Citipointe’s Middle School Business program is a Bible-based course which helps students learn how to be in the 20% and encourage them to get started on their financial journey.

SPIRITUAL OBJECTIVES

This course integrates spiritual understandings that should be the hallmark of all Christian businessmen and businesswomen. Students discover that God owns everything and they are exposed to Godly principles such as working for money, wise personal and corporate stewardship of money and resources, civil and biblical responsibility of taxation, and financial self-discipline. They become aware of ethics in business through discernment of business practices and investigation of honesty in business.

WHAT ARE THE BENEFITS AND WHO CAN CHOOSE BUSINESS?

Students of Business develop a basic understanding of the operation of the business world in order to appreciate the interplay of consumers, businesses and government in the economy. The rapid changes of technology within the business world make for greater demands on individuals. Clearly, basic competence in business education prepares students to confidently meet the changing business environments and gives them the basic tools necessary to commence charting their personal financial course. For this reason, all students are given the opportunity to undertake this course whether or not they have studied Business previously. Students undertaking this course will develop a firm foundation for senior studies in the OP Authority subjects of Accounting, Business Communication and Technologies (BCT), Business Organisation and Management (BOM), Economics and/or Legal Studies.

WHAT DO STUDENTS LEARN?

Students are introduced to the world of money, finance and business. Through Citipointe Christian College’s very practical hands-on course, students become immersed in the principles and practices of business. Some of the topics covered include:
YEAR 9

MONEY AND PERSONAL FINANCES
• The importance of budgeting and how to budget for financial success.
• The importance of saving and how to save for financial independence.

RUNNING A SUCCESSFUL BUSINESS
• Practical entrepreneurial experience in planning, setting goals and objectives and running a business for profit. Students’ innovation is encouraged and they are to prepare a business plan and how to logistically implement their plan
• Marketing a product in a world of intense competition.
• Giving exceptional customer service.

CONSUMER SMARTS
• Students investigate marketing techniques and quickly become aware of the tips and traps of being a consumer in a highly competitive business world. They come to understand their legal rights and responsibilities and are made aware of financial issues that will soon confront them, such as buying a car, mobile phone etc.

THE LAW
• Students are introduced to our legal system with a look at its origins in the Christian faith and an analysis of the adequacy of its evolution into our current set of laws.
• Students become aware that the law governs and impacts upon individuals and groups, proclaims rights and establishes responsibilities, that the law is not static but changes to reflect values within society.
• Students discuss how we should respect and seek to change laws to benefit society.

YEAR 10

ACCOUNTING PROCEDURES
• Basic accounting procedures give students an understanding of the systems used to record financial data, and provides the basic tools to control, monitor and account for their money, be it in a personal or business context.

ECONOMICS AND INVESTMENT
• The more common forms of investment such as shares, property and cash are investigated in detail with students being involved in analysing and understanding various investment strategies and ultimately developing their own personal financial investment plan.

INTERNATIONAL TRADE
• Investigation is made into the benefits, requirements and strategies of taking a product into the global marketplace.

E-COMMERCE
• Using the internet to maximise business opportunities is explored.
• Students apply case studies to create their own e-commerce design.
HOW CAN STUDENTS LEARNING BE ASSISTED?

Students need to be involved in a wide range of learning activities to achieve the aims and objectives of the course. Students will be involved in activities which include the application of business procedures, role playing, group work, excursions, debates and discussions, talks from specialist speakers, audio-visual presentations, research activities, assignments and projects, and the opportunity to run a real market day venture. These will often involve 'real life' learning wherever possible.

ASSESSMENT

A wide range of measurement techniques is used to determine the relationships between student's achievement and the criteria of the course. These criteria relate to business knowledge and practical applications, and may include:

- entrepreneurial skills
- preparation of documents, records and reports
- completion of documents
- short paragraph questions
- field trip reports
- case studies
- objective questions
- assignment research
- oral presentations

HOW CAN PARENTS HELP?

Students are assisted in their study by the provision of a supportive learning environment. By showing interest and encouraging them in their work, parents will support students in their learning. Family discussion of personal experiences and opinions of current and interesting issues relevant to business and commerce provides students with valuable perspectives on the course of study. Providing access to television and radio programs, newspapers and journals assists the students to consider their studies in the wider context of the real world. Frequent communication between the home and the school should also provide additional support for students.
WHAT IS CHRISTIAN STUDIES?

The Christian Studies subject aims to give students a framework of knowledge of the Christian worldview which they can use to understand and categorise their other learning and experiences at school, church, home and work. The time allocation for this subject is small and accordingly it is not a comprehensive Bible, theological or religious education course.

COURSE ORGANISATION

The Christian Studies curriculum begins in the junior years with studies on the person of Jesus, foundations of the Christian faith, and an overview of the Bible, and moves on throughout the senior secondary years to look at more philosophical and social elements of the Christian worldview as applied to relationships, psychological and emotional awareness, morality, ethics, and life choices. Students in senior years are also engaged in studies of other religions, as well as how to apply spiritual disciplines to their own Christian faith.

Students in Years 7-10 are required to complete one assessment piece per semester. This is to fully engage them in their class studies, as well as to gauge their level of understanding of what has been taught. Students in Years 11 and 12 are exempt from assessment items in this subject, to allow for more class time to discuss relevant topics, and to reduce already heavy workloads.

ASSESSMENT AND REPORTING

Assessing the learning of beliefs taught to teenagers is a delicate area. It is a natural phenomenon for adolescents to question authority and to experiment with alternative beliefs. The more harsh and dogmatic the belief is, the stronger will be the tendency to oppose or reject it by the teenager. Applying normal subject deadlines and penalties to learning activities based around beliefs can have the effect of repelling the student from those beliefs. On the other hand, requiring no work from the same student creates a perception of worthlessness of the content. So a balance needs to be sought.

The balance in Christian Studies is achieved by requiring small amounts of work from students, which are produced from enjoyable learning activities and which can be partially done in class time. Neither the students’ belief, nor character is assessed, but solely their ability to engage with the subject content and to process and express their own views in an appropriate manner.

Reporting takes place at the end of each semester, and includes a grade of Good/Satisfactory/Unsatisfactory for Years 7-10, and a general comment for all, indicating to parents their student’s involvement and achievement in Christian Studies.
WHAT IS DANCE?

Dance is a human activity of ancient tradition. It is a unique way for students to structure movement, to capture and convey ideas, images and feelings, and to use the human body as the instrument of communication. In the course, students will learn to choreograph, perform and appreciate dance. They have the opportunity to experience a range of dance styles and should develop an awareness of dance in various contexts (eg. historical, geographical, social, political).

SPIRITUAL OBJECTIVES

God, our Creator, made us in His image and gave us His creative nature, and dance is one way of encapsulating that creativity, using the medium of movement. Dance has the capacity to express what words fail to describe, involving powerful ways of teaching, bringing change and even healing by incorporating the whole person - body, soul, mind and spirit. As well, due to the ever-increasing emphasis on visual technology, such as television and computers, people are becoming accustomed to strong visual impact, and words alone are not able to influence and keep people's attention the same ways as they did in the past. Hence, Christians need to realize this occurrence, and acknowledge that dance is a powerful means by which these developments can be accommodated.

Finally, as dance is becoming an increasing part of Christian ministry within churches and through public outreaches, it is necessary for students to develop the skills and processes involved in dance, so they are able to understand and participate in this ministry, and perhaps even become leaders in this field.

WHO SHOULD STUDY DANCE AND WHY?

Dance should be viewed as an important part of the development of all students, regardless of experience or training in dance. The study of dance is important in preparing students to be active participants in adult life, including preparation for the vocational aspect of their lives, and the ability to use their leisure time constructively. It teaches them to:

- communicate ideas, images and feelings through the human body and written language.
- develop an aesthetic awareness and an ability to be creative
- think and perceive using abstract and logical methods
- plan and organise activities
- work with others and in teams/groups, developing social skills
- solve problems
- work with technology
- understand human civilisation in a unique way
- be self-motivated, self-disciplined and self-confident
• respect the body, increasing the quality of a person's physical well-being

The skills developed in dance can also be carried over to the study of other subjects, as dance integrates the body, mind and emotions.

Dance is beneficial to students pursuing a career in one of the many dance related fields including early childhood/primary teaching, secondary arts teaching, arts administration, arts journalism, dance therapy, physiotherapy, performing, dancing, entertaining, acting, choreography, studio dance teaching, costume designing, lighting technician, stage design, spatial design and many occupations in tourism and recreation.

WHAT DO STUDENTS LEARN?

Dance develops in learners the ability to communicate and express ideas, thoughts and values. It involves:

• Choreography - making, structuring and controlling movement
• Performance - demonstrating the physical skills of dance
• Appreciation - being able to describe, analyse, interpret and evaluating dances in speaking and writing

Students may learn about dance through the ages, the functions of dance, dance from various cultures, and many styles of dance such as popular dance, ballroom dance, contemporary dance, dance in musical theatre, ballet and post-modern dance.

HOW DO STUDENTS LEARN?

The students learn by taking part in composition and technique classes where theory and practice are integrated. The course involves seeing performances of dance - both live and videoed.

All students will choreograph, perform and appreciate dance in the course of developing their understanding of dance.

HOW ARE STUDENTS ASSESSED?

Students will be required to choreograph movement sequences in groups or as individuals, perform prepared movement sequences in technique classes, perform in front of peers and/or the larger school community, and write and speak about dance through research assignments and reviews about live/video performances. Generally, these skills will be assessed at the conclusion of each unit, focusing on skills developed towards the end of the course.
ENGLISH (COMPULSORY)

WHAT IS ENGLISH?

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part of developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

Aims

The Australian Curriculum: 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
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

HOW IS ENGLISH ASSESSED?

Students undertake a number of different tasks that enable them to demonstrate the extent to which they have achieved the Aims of the course.

In Year 9, a balance of oral and written assessments is set: 2 oral and 4 written.
In Year 10, 4 written and 2-3 oral tasks are set. As the year progresses, the demands of these assessment items become more like those of the Senior English syllabus, in order to prepare students for the requirements of Years 11 and 12.

In Years 9 and 10, a Language Skills Examination is set twice a year, in addition to the other assessment mentioned.

In Year 9, students also sit the NAPLAN tests, and all Year 10 students compete in the ICAS English competitions.

In assessing student performance, teachers give consideration to the size and complexity of the task, and take account of the conditions under which the task is carried out.

At least 50% of written work is undertaken under conditions which allow the teacher to confirm the authorship of all work submitted by the student.

**HOW CAN PARENTS HELP?**

**At school:**
- by seeking feedback and assistance from the English teacher (directly, and/or from school reports) to build a picture of the students’ strengths and weaknesses and to understand ways that students might be helped;
- by encouraging students to take advantage of opportunities for development such as participation in school plays, musicals, excursions to plays and films, and learning assistance programs;
- by seeking ESL, tutoring (COCA) or homework (Independent Study Centre) support should it be required.

**At home:**
- by encouraging students to belong to local libraries, join drama groups, visit the theatre, subscribe to magazines, and attend writers’ camps;
- by encouraging students to enter competitions for public speaking, producing a children’s story book, and writing short stories and poetry;
- by helping students develop a systematic approach to managing class notes and other information and resources;
- by helping students manage time effectively through meeting deadlines for homework tasks, assignments and exams, and allocating sufficient time to complete them;
- by being available so that students may discuss information gathered and the formulation of ideas during planning stages of tasks;
- by reading and/or listening responsively to what students are preparing;
- by ensuring that students save computer-generated work in three places: on the home computer, on their USB and on the school system. This will help avoid lost work due to computer failure;
- by encouraging personal reading through sharing reading experiences with students.
GEOGRAPHY (COMPULSORY)

YEAR 9

The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and are taught in an integrated manner.

There are two units of study in the Year 9 curriculum for Geography.

**Biomes and food security** focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

The content descriptors of this unit are as follows:

a) The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity.
b) The environmental, economic and technological factors that influence crop yields in Australia and across the world.
c) The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations.
d) The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world.
e) The capacity of the world’s environments to sustainably feed the projected future population to achieve food security for Australia and the world.

Assessment: Stimulus Response Exam

**Geographies of interconnections** focuses on investigating 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. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The content descriptors of this unit are as follows:

a) The perceptions people have of place, and how this influences their connections to different places
b) The way transportation and information and communication technologies are used to connect people to services, information and people in other places
c) The ways that places and people are interconnected with other places through trade in goods and services, at all scales
d) The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-east Asia.

e) The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places.

Assessment: Written Report (based on field work)

**BIBLICAL FOCUS FOR YEAR 9 GEOGRAPHY**

1. SOCIAL JUSTICE: 2 Cor 7:2 *We have wronged no one, we have corrupted no one, we have defrauded no one.*

In all our dealings with others at a personal, national or international level God requires us to act justly and to consider the interests of others.

2. SOCIAL RESPONSIBILITY: Matt 22: 39 *love your neighbour as yourself.*

The Bible clearly teaches that God is loving, just and merciful and he desires these same attributes to be reflected in his people. Ignoring the needs of others invites God’s judgement. This unit focuses on the meeting the basic need for sufficient food for all the people on the planet. The world’s population grows is expected to peak at about 9 billion people by 2050. Feeding this number of people is a challenge we all face. As Christians we need to be informed and caring as we see to overcome these global challenges.

**YEAR 10: Environmental Change and Management**

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and are be taught in an integrated manner.

There are two units of study in the Year 10 curriculum for Geography:

**Semester 1: Environmental change and management** focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the 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, including those of Aboriginal and Torres Strait Islander Peoples. Students investigate a specific type of environment and environmental change in both Australia and one other country. They apply human-environment systems thinking to understand the causes and likely consequences of the environmental change being investigated.

The content descriptors of this unit are as follows:

a) The human-induced environmental changes that challenge sustainability.

b) The environmental worldviews of people and their implications for environmental management.

c) The Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management in different regions of Australia.

d) The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated.

e) The application of geographical concepts and methods to the management of the environmental change being investigated.
f) The application of environmental economic and social criteria in evaluating management responses to the change.

Assessment: Examination and Response to Stimulus Examination

**BIBLICAL FOCUS** Environmental worldviews and Stewardship of God’s earth

Ps 24:1 (a) *The Earth is the Lord’s and everything in it.*

Gen 1: 26-30. *I am putting you in charge of the fish, the birds, and all the wild animals.*

Our worldview informs our value judgements and how we perceive our purpose in life. Our environmental values are shaped by education, media and exposure to environmental impacts.

Stewardship (when applied to the environment) is an ethical position that supports the careful management of environmental resources for the benefit of present and future generations. Stewards do not own resources, only manage them. Christians need to be able to understand how a Biblical worldview informs their environmental values and be able to articulate their beliefs in a coherent manner.

**Semester 2: Geographies of human wellbeing** focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

The content descriptors of this unit are as follows:

a) The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places.

b) The reasons for spatial variations between countries in selected indicators of human wellbeing.

c) The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands.

d) The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region.

e) The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale.

f) The role of international and national government and nongovernment organisations’ initiatives in improving human wellbeing in Australia and other countries.

Assessment: Stimulus Response Examination and and Extended Written Response

**Biblical focus: Social responsibility and action**

*Matthew 25 vs 35:* for I was thirsty and you gave Me food; I was thirsty and you gave Me drink; I was a stranger and you took Me in; I was naked and you clothed Me; I was sick and you visited Me; I was in prison and you came to Me. Vs 45 ... Assuredly, I say to you, inasmuch as you did not do it to one of the least of these you did not do it to Me.

*Micah 6:8* He has shown you. O man, what is good and what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.”
Understanding our responsibility as global citizens, and our commission as Christians in the world, requires us to develop empathy with societies disadvantaged. Students are encouraged to investigate effective ways to play a role in addressing issues of disadvantage locally, nationally and globally.
Please note:
Graphics and Design Studies articulates to Technology Studies (OP Authority Subject) or Industrial Skills (Vocational Subject), in Years 11 and 12.

WHY STUDY GRAPHICS AND DESIGN

Graphics & Design can give students an insight into our modern technical world. By studying and working with timber and plastic materials, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. As the roots of our technology lie in the ancient handcrafts, at this early stage students concentrate on hand skills linked closely with planning and design procedures.

The Graphics segment of the course is about enlarging students’ ranges of communication skills and developing their understanding of shape, pattern and space. Often speech and writing cannot adequately fulfil our communication needs. Graphical communication - the universal language - is seen as an efficient and effective means of replacing the spoken word. This is especially true in our increasingly complex society where there is so much information to be absorbed and acted upon each day. Much of this information is of a technical nature. A basic knowledge of Graphics is an important part of preparation for life in today’s society. This course also teaches the fundamentals of computer aided design. Students will experience CAD in solving real-life problems eg architecture, product design.

SPIRITUAL OBJECTIVES

The Christian approach to Design & Technology should result in craftsmanship, stewardship, honesty and wisdom, which will be seen as basic skills. These skills are developed over time in the individual to provide in future year for self and dependents.

Righteous Choices

Share work with others, co-operate, practise the fruits of the Spirit. “But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, self control.” Gal. 5:22-23.

The Bible teaches that God selects certain people and fills them with His Spirit, with ability, intelligence, knowledge, and craftsmanship and inspires them to teach others. Exodus 25:30-35; 36:1-2. Romans 12:3-13; Ephesians 4:15-16.

Jesus’s example honoured the manual skills of a carpenter. “Is not this Jesus, the carpenter?” Mark 6:3

WHAT IS STUDIED?

Students study graphics and graphical representations which include technical drawing and geometry, timber, timber products (plywoods, hardboards and particleboards), acrylic sheet and other plastic materials along with appropriate working and fastening methods. As well as learning to use hand tools, students operate the wood lathe, bench drill and a number of portable power tools, and learn about the safe use and storage of paints, varnishes, polishes and other finishing materials. This practical work is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials. Graphics and Design involves students in the study of designing engineered artefacts, systems or
environments where safety is an important aspect of the course. It is incorporated into all activities associated with design and safety in daily life. They will also have the opportunity to learn the fundamentals of electronics.

**HOW IS DESIGN & TECHNOLOGY STUDIED?**

Students learn by drawing and working with materials, tools and equipment. They design, draw and construct a number of individual projects. Technical information comes from printed material, videos, films and visits to industry. During the course, students are encouraged to form judgements about the quality of craftsmanship, design and construction methods.

**HOW ARE STUDENTS ASSESSED?**

Various techniques are used to assess student progress and evaluate achievement over the total course. The information obtained is used to match student performance with expectations set down in the school's work program. Classwork projects and practical tests may be used to assess hand skills, and understanding of project planning and work methods. Multi-choice tests, short answer tests and assignments of various types may be used to assess knowledge, understanding of theoretical principles, research and design skills.

**HOW CAN PARENTS HELP?**

To obtain the full benefit from the course, students need to continue learning at home and in the community. Parents can assist by:

- encouraging your child to discuss the present construction project;
- finding out more details of the course structure and context from the school's work program;
- valuing the projects that students construct and make a place for them in the home;
- asking your child's opinion on the quality of workmanship and design of household purchases;
- taking your child to interesting public events and public institutions such as machinery displays, historical displays and museums.
HEALTH & PHYSICAL EDUCATION

WHAT IS HEALTH & PHYSICAL EDUCATION?

Health and Physical Education is a course of study designed to encourage students to develop knowledge that will help them make informed decisions about their health. Studies in this subject will assist them to become involved in, as participants and spectators, sports and sports related activities. Students will also acquire knowledge and skills to help them develop their own physical performance in various sporting activities as individuals and as team members.

HOW DOES HEALTH AND PHYSICAL EDUCATION BENEFIT STUDENTS?

Health and physical education helps students acquire knowledge about healthy lifestyles so that they may make informed decisions about everyday living and develop skills in a number of lifelong activities. Since sport is a part of the Australian way of life, students learn the values of being a spectator as well as a participant. Further, because physical fitness is an integral component of personal health and physical performance in any activity, emphasis is given to regular active participation. The Year 10 course work provides a foundation for Year 11 & 12 Physical Education, and allows students to become familiar with the style and content of assessment.

SPIRITUAL OBJECTIVES

- To acknowledge that God wants us to take care and utilise the abilities of the bodies he has given us;
- To promote Sport as a vehicle for personal appreciation of the omnipotence of the Creator;
- 1 Corinthians 9:25
  Every athlete exercises self-control in all things. They do it to receive a perishable wreath, but we are imperishable.
- To use Sport as a vehicle for equipping students with the knowledge and understanding necessary to communicate in the Sporting context to others from a Christian worldview;
- To develop God-given Sporting talent in order to be used in the service of others;

WHAT DO STUDENTS LEARN?

The subject Health and Physical Education is designed to provide students with experiences to develop knowledge, processes, skill and attitudes necessary to…

- Select and use information and apply problem solving and decision making strategies to make informed decisions about health, physical activity and personal development.
- Develop and refine motor skills necessary for participation in physical activity and acquire and apply movement concepts to enhance performance.
- Develop positive attitudes towards participation in regular physical activity and as appreciation of the benefits of physical activity.
- Students will be involved in a variety of sports and activities throughout the year. Major areas of study include Athletics, Aquatics, Team sports and Games and Individual sports.
HOW DO STUDENTS LEARN?

Students are involved in various learning experiences either within the classroom or by participating in practical activities using the facilities provided. The health and physical education emphasis is on physical activity.

HOW ARE STUDENTS ASSESSED?

Students are assessed in the following criteria.

- Acquire
- Apply
- Evaluate

Acquiring
Acquiring refers to the ability to acquire knowledge, understandings, values, attitudes, capacities and skills in, about and through physical activity.

Applying
Applying refers to the ability to apply the knowledge, understandings, values, attitudes, capacities and skills in, about and through physical activity.

Evaluating
Evaluating refers to the ability to evaluate knowledge and understand values, attitudes, capacities and skills in, about and through physical activity.

HOW CAN PARENTS HELP?

Work programs are available from the school. Students are provided with information on course content and assessment. They will require practice time at home to consolidate the skills being taught and developed at school, in the practical elements of the course. Parents may also assist by encouraging children to participate in local teams and clubs.
HISTORY (COMPULSORY)

RATIONALE

History can help students make sense of their modern world.

The impression the modern world makes on us is powerful. Its values, beliefs and practices are very real forces in our lives. We can easily become present-minded - seeing the present world and its problems as fixed and inevitable.

By studying key developments in our past, students become less present-minded. They may see the background to the modern world, and the reasons for and alternatives to what they are experiencing today. For History students, the future should become more open to possibilities, and less closed and inevitable.

By developing skills of critical inquiry, reflection and decision-making, students are better able to cope with the complex demands of modern living.

History confronts students with issues - of justice and injustice, of liberation and oppression, of discrimination, of violence and with human responses to problems. Studying History helps students clarify their attitudes to such issues, both as they existed in the past and as they are found in the modern world.

Few people would argue that our world is perfect. Most would probably acknowledge that some changes are needed. The study of History helps students take their places as active citizens in a democratic society by reducing their present-mindedness, by helping them develop important understanding and skills and by confronting them with problems to help clarify their values.

Ultimately, students are encouraged to understand how their spiritual walk is influenced by their past. They are challenged in their spiritual development through being asked to consider what it is that they believe what values a maturing Christian should develop in the supportive environment of a Christian school.

SPIRITUAL OBJECTIVES

The History course tries to highlight the importance of the value of faith-stories: as the Jewish people were commanded by God to instil from generation to generation the values of Jewish nationhood, so as Christians we have an opportunity to instil values of character in a Christian context. The primary value we seek to instil is the command “to love our neighbour as ourselves” as a method for the hope of peace and reconciliation. The retelling of an individual and a nation’s heritage is an important part of developing individuals who are mature, and socially and spiritually aware. God has given us a responsibility to care and develop the ‘Garden of Eden’. A study of the mistakes and the correct approaches that we have made in history will help us to make better decisions in the future.
HOW IS HISTORY STUDIED?

The emphasis is on ‘doing’ history - on being involved in the processes of historical investigation. Students encounter problems, seek out evidence, subject it to critical analysis and evaluation, and formulate explanations based on available sources.

Materials used are extensive - documents, texts, illustrations, photographs, graphs, maps, video and film. Activities are varied - lecture, research, discussion, debate and excursion. Importance is placed on questioning, systematic reading, careful thinking and coherent, purposeful writing.

HOW ARE STUDENTS ASSESSED?

Various techniques are used to assess student progress. In Years 7 – 9 students are given a number of opportunities to display their abilities in the various criteria, through more frequent smaller scale-style assessment. In Year 10, as preparation for Senior more detailed and wide-ranging research and inquiry focussed tasks over several weeks are encouraged.

Research tasks may be presented in assignment, display or seminar format. Students are encouraged to present evaluations of historical problems through document studies, paragraph responses, audio-visual presentations, group seminars and individual oral and written reports. Examination-style assessment may incorporate a number of these techniques.

Such assessment items are extensions of learning experiences encountered in the classroom. They encourage critical thinking and careful judgment. Assessment helps students to develop by identifying strengths and weaknesses in their historical abilities.

WHERE MIGHT HISTORY LEAD?

The study of History helps develop major skills of the educated person. Many professions and occupations value persons with the skill of being able to develop and express a reasoned opinion. Studies in History may help young people gain employment in the travel industry, journalism, advertising, public relations, teaching, the public service and research work in a variety of fields such as consumerism and industrial relations.

Studies in numerous tertiary courses are also greatly aided by a knowledge of History and the skills developed through its study, e.g. Anthropology, Archaeology, Architecture, Art, Commerce and Economics, Education, English, Geography, Government, Law, Journalism, History, Media Studies, Music, Psychology, Social Work and Law.

Students interested in careers in any of these fields should consider studying Ancient, Modern History and the Study of Religion in the senior school.

HISTORY COURSE OUTLINE:

Year 9 History follows the theme of ‘The Making of the Modern World’. The Year 9 National Curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.
The program takes an investigative approach to the study of historical source material, encouraging students to develop their abilities to think critically about history and extend the range of thinking skills that students have at their disposal in order to develop their analytical skills. There is a deliberate focus on learning how to read visual source material with an eventual expansion into literary historical source material.

The topics studied in Junior History are divided into two parts, Overview studies and Depth studies. These include for Year 9:

1. Progressive ideas and movements (1750 – 1918)
2. The Industrial Revolution (1750 – 1914)
3. Making a nation – Australia
4. World War I (1914-1918)

In Year 10 the National Curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. 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. It is a preparatory year that focuses on developing the skills needed for Years 11 and 12, and in doing so, encourages students to develop their own areas of research (with guidance and within the context of an overall focus). The topics studied in Junior History are divided into two parts, Overview studies and Depth studies. These include for Year 10:

1. World War II (1939-45)
2. Rights and freedoms (1945 – present)
3. Migration experiences (1945 – present)
4. Environmental history (1945 – present)
5. Popular culture (1954 – present)

It is to be noted that all topics are covered but not necessarily in the order presented here, according to resource and timetable restrictions.

**HOW CAN PARENTS HELP?**

Parents can encourage their children by discussing current issues. Similarly, they can encourage an interest in current affairs by watching the news, reading newspapers or watching documentary types programs on television. Above all, parents should encourage a questioning and thoughtful attitude in their children.
WHY STUDY HOSPITALITY?

Junior Hospitality provides some basic knowledge and skills for students wishing to study Hospitality of Hospitality Studies in Years 11 and 12 or for those students interested in learning more about food preparation and service. The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This subject is designed to give students basic skills in the areas of food preparation and service so as to give them life skills and skills required by the hospitality industry.

INTEGRATED SPIRITUAL OBJECTIVES

This subject integrates the following biblical concepts:

SERVANT HOOD

Through the development of Food and Beverage production and service skills, students learn how to be hospitable to one another and to the community in which they serve. Students are therefore able to demonstrate a spirit of servant hood and grace.

Matt 20:26, Matt 23:11, 1 Cor 9:19

HUMILITY

Students learn to take responsibility for themselves and others as they experience accountability through the experience of simulated work situations. Through grace and humility, students are able to develop excellence as they learn to serve others.

James 4:6 & 4:10, 1 Peter 5:5-6

MORAL OBJECTIVES

Love one another
Service to others
Caring in our community
Aim for excellence

1 Peter 4:9

WHAT IS STUDIED?

Junior Hospitality provides students with a foundation in food and beverage production and service including:

- Food and beverage preparation
- Food presentation
- Food service
- Entertaining and catering for functions
- Cultural appreciation

Students acquire a variety of thinking, operational, teamwork and workplace skills, as well as a range of interpersonal skills related to employment within the industry.
HOW DO STUDENTS LEARN?

Junior Hospitality draws on practical experiences and applications using a variety of materials in simulated industry situations. Students learn to make decisions and use problem solving strategies as an individual and in team situations. They learn to communicate and co-operate in a variety of simulated situations.

Learning experiences will include:

♦ Food preparation (weekly practical cooking)
♦ Food service (theory and practical components)
♦ Organising and participating in group catering experiences
♦ Use of commercial kitchen, coffee shop and dining facilities

HOW ARE STUDENTS ASSESSED?

The aim of assessment in Junior Hospitality is to provide students with opportunities that are real and similar to those in industry. Assessment is seen as encouraging students to participate actively in the learning process and as encouraging a realistic understanding of their own achievement. The format and content of these items vary so as to cater for a variety of learning styles and to enable students to experience and investigate real hospitality scenarios.

HOW MAY PARENTS HELP?

Parents may help by:

♦ supporting the school Hospitality Program, especially by providing essential requirements for practical work
♦ talking to students about what they are doing in the Junior Hospitality course
♦ encouraging students to practise skills at home, e.g. food preparation and presentation
WHY STUDY STUDY JUNIOR TECHNOLOGY STUDIES?

Please note - In years 11 & 12 - Junior Technology Studies articulates to Engineering Technology or Technology Studies; both of these are OP Authority subjects.

SUBJECT OVERVIEW:

Junior Technology Studies is a course of study that provides an opportunity for students to gain an understanding of the underlying basic concepts and principles of engineering in its broadest sense. It is concerned with those concepts related to the study of materials, engineering principles and its applications, control systems (robotics), industry and society. Engineering communication and computer applications are integrated throughout. The course draws upon the fundamental principles of science and technology, encouraging a positive interest in the translation of theory into practice.

The course of study in Junior Technology Studies provides for a wide range of student interests through real-life problem-solving activities. The knowledge acquired in this course, the intellectual skills, capabilities and attitudes it promotes, should benefit all students living and functioning in a technology-based society through enhancement of their technological literacy.

SPIRITUAL OBJECTIVES

The Christian approach to Junior Technology Studies should result in high skilled individual who are diligent, honest and wise. These skills are developed and built on over time in the individual to provide a springboard for employment opportunities.

Righteous Choices
Share work with others, co-operate, practise the fruits of the Spirit. “But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, self control.”

The Bible reaches that God selects certain people and fills them with His Spirit, with ability, intelligence, knowledge, and craftsmanship and inspires them to teach others. Exodus 25:30-35; 36:1-2. Romans 12:3-13; Ephesians 4:15-16.

WHAT DO STUDENTS STUDY?

Junior Technology Studies is an applied study requiring activities involving investigative and/or experimental techniques. The subject is taught through an integrative approach and dealt with in the context of at least four technology areas. These areas may be chosen from energy technology, environmental technology, manufacturing technology, communication technology, construction technology, transportation technology or another recognised technology (for example, medical, rural, fashion, mining, local government).

Throughout the course of study, emphasis must be given to the development of appropriate communication skills within an engineering context. Through an inquiry approach, students
are encouraged to become more aware of the interrelationships among technology, society and the built environment.

The subject is structured so that students cover the following prescribed areas of study and their associated study topics:
- Technology, Industry and Society
- Engineering Materials
- Engineering Principles
- Control Systems.

**HOW ARE STUDENTS ASSESSED?**

The assessment program will include a variety of assessment techniques that are integrated with the learning experiences.

The criteria are:
- Knowledge and understanding; reasoning; communication

Assessment techniques used by schools often include short written response items, extended written response tasks, objective items, practical application items, responses to stimulus materials, project work and assignments. Non-written presentations such as datashow or multimedia presentations, seminar presentations, debates, mock interviews, radio/TV news reports may also be employed.

**HOW CAN PARENTS HELP?**

Parents can help students by providing a supportive environment in the home, by showing an interest in what students are doing daily, and by encouraging them in their learnings. They should encourage their child to read widely in the subject and to remain abreast of recent technological developments.

Parents and guardians might also consider:
- perusing the Junior Technology syllabus from which schools plan their programs of work
- discussing the school work program with the teacher
- discussing the student's progress with the student and relevant school personnel
- drawing attention to engineering-related issues as presented in the media.
WHY STUDY FRENCH?

- More than 200 million people speak French on the five continents. French is the second most widely learned foreign language after English, and the ninth widely spoken language in the world.
- A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and North and sub-Saharan countries).
- French is international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature, as well as films and songs, in the original French.
- France is the world's number one tourist destination and attracts more than 70 million visitors a year. A little French makes it so much enjoyable to visit the regions of France and also comes in handy when travelling to Africa, Switzerland, Canada, Monaco, the Seychelles and other places.
- Speaking French opens up study opportunities at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world. Students with a good level of French are eligible for French government scholarships to enrol in postgraduate courses in France in any discipline and qualify for internationally recognised French degree.
- French is both a working language and an official language at the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts.
- After English and German, French is the third most used language on the Internet, ahead of Spanish.
- French is an easy language to learn. It does not take long to reach a level where you can communicate in French.
- French is a good base for learning other languages, especially Romance languages (Spanish, Italian, Portuguese and Romanian) as well as English, since fifty per cent of current English vocabulary is derived from French.
- First and foremost, learning French is the pleasure of learning a beautiful, rich, melodious language, often called the language of love. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skills for discussions and negotiations.

SPIRITUAL OBJECTIVES

This course integrates spiritual understandings that should be the hallmark of all Christian men and women. Students discover that God created everything through the spoken word. Language is a gift from God and represents part of His character in whose image we are created. Students become aware of their calling to apply biblical standards of truth and morality to the consideration of literature and the study of language in general. They develop cultural understandings of and critically reflect upon texts and other media to express their understandings of God’s creation using language.
HOW IS FRENCH STUDIED?

In Year 9 students study French using *Histoires en Action* and *Jeunesse en Action!* The programs are designed to be a complete language experience. They are active, interactive, in-process approaches that appeal both to adolescents and their teachers. The main goal of the *Histoires en Action* and *Jeunesse en action!* programs is to ensure that students are able to communicate fluently and confidently in both oral and written language, while they develop a love of language learning and pride in their second language skills.

The programs are based on the use of stories, theatre, raps and songs and allow students to draw on all their first-language experience with language and literacy development. These stories, theatre, raps and songs are a way to scaffold language production and ease students into a new language without anxiety.

Actions are integral to the success of the programs. Teachers use individual “finger actions” or “gestures” as one of the techniques to pass directly to meaning when teaching any word, grammatical concept or syntax. Recent research has shown how positive an impact the use of hand signs or gestures can have on language learning, particularly among older students. Studies also suggest that hand gestures play an important role in language processing and development.

Year 10 French is a transitory stage in the students’ learning of French. The program seeks to create a smooth transition between the teaching processes of the Junior program with the AIM method and the more theme-oriented approach of the Senior program. Thus, students will be developing the theme of “Leisure, recreation and human creativity” through the story of “Veux-tu Danser?”

Students in Year 10 need a wide experience of French to develop the ability to communicate in two major contexts:

- the Australian context in which they can discuss aspects of Australia and their own experiences, opinions and aspirations to someone who is French-speaking
- the overseas context where they can participate in the everyday life of a French-speaking community.

In identifying language content for the course of study, teachers should use the following three defined themes to establish topics through which students will experience and use the language:

- leisure, recreation and human creativity
- family
- school and post-school options

Topics are chosen for reasons of interest, enjoyment and relevance rather than for their specific contribution to linguistic progression. However, the sequencing of topics should show coherence so that linguistic consolidation is helped rather than hindered by variety.

It is not expected that a topic will be treated once, and then discarded. The course structure should allow for taking a fresh look at previously taught topics, so that a new perspective can be offered, a new teaching point inserted, further extension given, previously taught grammar reworked and new functions treated.
HOW IS FRENCH LANGUAGE LEARNING ASSESSED?

Various tasks, both oral and written, are used to assess student ability in the French language. These include: listening (taking messages, passing on information); speaking (role-playing, interviews, improvisational story retelling, conversing with the teacher or other students, giving a talk on a familiar topic); reading (responding to different sorts of texts by answering questions, summarising); and writing (story writing and re-telling, Journal writing, summaries, comic strips, letters, invitations, post-cards, commentaries).

HOW CAN PARENTS HELP?

Parents can help students in their study of the French language by:

- making every possible attempt to motivate them to practise their language skills continuously and consistently in a supportive environment.
- encouraging them to pursue opportunities to extend and enrich their skills in French outside the classroom.
- encouraging them to use the foreign language at home, in simple greetings or naming various household items.
- taking note of foreign language programs on television and radio and encouraging students to watch and listen.
- attending displays and fairs that promote cultural aspects of various ethnic groups and promotions that usually include displays of crafts, food, singing and dancing.
- fostering respect for and tolerance of all people whose first language is not English and whose customs and beliefs may be very different from our own.
- encouraging them to go on ISOP tours to New Caledonia and France.
**WHY STUDY CHINESE?**

Chinese is a valuable language for Australians to learn.

- Modern Standard Chinese is the most widely spoken language in the world, with 760 million people speaking it as their first language. Another 232 million speak it as a second or third language – making a combined total of just under a billion.
- Modern Standard Chinese is one of the five official languages of the United Nations.
- China has a long and rich history encompassing many aspects of literature, art, architecture, music and philosophy. Its influence has gone beyond China to other parts of the world. In particular, China has made a significant contribution to the development of the cultures of other Asian societies, such as Japan, Korea and Vietnam.
- Many countries in South-East Asia have a large Chinese-speaking population.
- China, along with other Chinese-speaking countries and regions, such as Taiwan and Singapore, is among the large, dynamic and fast-growing economies in the world. Modern Standard Chinese is a language of trade and commerce in these countries.
- A knowledge of Modern Standard Chinese will facilitate entry into the Asia-Pacific region in areas such as business, trade, tourism and education.
- Governments at the national and state levels are strengthening their ties with China and other Chinese-speaking countries and areas through trade, educational and cultural exchanges.

**SPIRITUAL OBJECTIVES**

This course integrates spiritual understandings that should be the hallmark of all Christian men and women. Students discover that God created everything through the spoken word. Language is a gift from God and represents part of His character in whose image we are created. Students become aware of their calling to apply biblical standards of truth and morality to the consideration of literature and the study of language in general. They develop cultural understandings of and critically reflect upon texts and other media to express their understandings of God's creation using language.

**WHAT IS STUDIED?**

Students study the four main aspects of languages. They learn to listen, speak, read and write in Chinese. It is essential that students develop proficiency in all four areas and the program aims at the acquisition of these skills.

By the end of Year 9, students should be able to:

- understand simple spoken examples of Chinese within the limits of the topics they have studied
- speak with a certain amount of confidence on familiar topics using the forms of language they have learnt
• read simple texts and practical examples of the written language such as menus, timetables, various signs, charts and maps

• write answers to simple questions and write simple stories, short letter and post cards.

**HOW IS IT STUDIED?**

The aim of the program is to enable students to communicate effectively in Chinese. Therefore, the main emphasis is on using the language in the various situations that are specified in the program. Through the learning of the Chinese language, students also learn about the country and its people.

Many materials are used to help in creating a stimulating learning atmosphere - videos, audio-tapes, films, charts, maps and other texts. Students are encouraged to join available local language clubs and participate in language camps, competitions and cultural events so that they can practise their language skills. They are also encouraged to read external Chinese texts, listen to Chinese radio and watch Chinese language programs on television.

**HOW IS CHINESE LANGUAGE LEARNING ASSESSED?**

Proficiency in a foreign language develops over a period of time, and assessment informs students of their progress.

Various tasks are used to assess student ability in a foreign language. These include: listening (taking messages, passing on information); speaking role-playing, conversing with the teacher or other students, giving a talk on a familiar topic); reading (responding to different sorts of texts by answering questions, summarising); and writing (letters, invitations, post-cards, commentaries, Chinese typing).

**HOW CAN PARENTS HELP?**

Parents can help students in their study of Chinese by:

• encouraging them to use Chinese at home, in simple greetings or naming various household items
• encouraging them to do language work consistently to maintain continuity of learning
• taking note of Chinese programs on television and radio and encouraging students to watch and listen
• attending displays and fairs that promote cultural aspects of various ethnic groups and promotions that usually include displays of crafts, food, singing and dancing
• fostering respect for and tolerance of all people whose first language is not English and whose customs and beliefs may be very different from our own
• encouraging them to participate in ISOP tours to countries where Chinese is spoken
WHAT IS MATHEMATICS?

Mathematics is concerned with developing basic knowledge of mathematics for life skills, developing an ability to solve problems, developing skills to organise and process information and developing the ability to communicate using symbols.

SPIRITUAL OBJECTIVES

- To acknowledge that God has a heart for mathematics as He is the great designer of the Universe;
- To promote mathematics as a vehicle for personal appreciation of the omnipotence of the Creator;
- To use mathematics as a vehicle for equipping students with the knowledge and understanding necessary to communicate mathematics to others from a Christian worldview;
- To develop God-given mathematical talent in order to be used in the service of others;
- To promote mathematics as a means of God’s intervention in human affairs through medicine, engineering, space exploration and the expansion of knowledge for the benefit of mankind.

HOW DOES MATHEMATICS BENEFIT STUDENTS?

Students develop the ability to determine what procedures to use to solve real life problems. Students develop the ability to think creatively and develop an appreciation of the value of mathematics in nature and our society.

In addition, mathematics provides those students wishing to study mathematics at higher levels with the necessary background for the future.

WHAT DO STUDENTS LEARN?

In Mathematics all students are given the opportunity to achieve to their full potential in all areas of the course. Students develop and enhance their numeracy skills to become effective, competent members of communities and to make informed decisions in a range and balance of situations from life-related to purely mathematical.

At Citipointe Christian College, students study Mathematics until the end of Year 9. This means that they are given the opportunity, if they are capable, to study Level Outcomes up to and including the Beyond Level 6 Outcomes, in line with syllabus requirements.

In Year 10, students are streamed into Mathematics or Mathematics Advanced classes, based on their results at the end of Year 9.

Mathematics Advanced involves a more abstract approach to mathematics than does Mathematics. Both courses ensure that the skills needed for functioning in society are being continually developed and provide necessary preparation for Years 11 and 12 Mathematics.

Note that Mathematics incorporates those topics considered essential for all students. They are demonstrated in a range of contexts over time. Mathematics Advanced is intended to
broaden students’ understandings and provide opportunities for students to pursue interests and challenges beyond the requirements of the core learning outcomes.

Year 9 and 10 and *Mathematics Advanced* covers the following topics:

- Money calculations
- Exponents and surds
- Measurement
- Pythagoras and Trigonometry
- Algebra
- Space – triangle geometry
- Change
- Data

**HOW DO STUDENTS LEARN?**

A wide variety of methods are used to teach and learn Mathematics. These include the use of traditional whiteboard, textbook exercise, supplementary exercises, computer use, activities where students manipulate materials, discussions, demonstrations and watching videos.

The emphasis at all times is on the engagement of students during lessons and their responsibility to consolidate the concepts learned. Mathematics is best learned by *doing*.

**HOW ARE STUDENTS ASSESSED?**

Students are assessed in a number of ways, as not all mathematics skills can be tested in the same way. The assessment techniques may include short answer and traditional tests, assignments, projects and model building, as well as oral presentations. Students demonstrate their knowledge of the subject by answering questions across a range of criteria including Understanding (easier questions), Fluency (more complex questions), Problem Solving (applying their knowledge) and Reasoning (explaining their thinking).

**HOW CAN PARENTS HELP?**

Parents can help their children in the following ways:

- Familiarise yourself with your son’s or daughter’s mathematics course, and with the various mathematics options offered by the College.
- Ensure that your child’s *Assessment Calendar* is displayed at home so that your child can organise his or her schedule to accommodate due dates of examinations and assignments, as well as take note of the questions in exercises applicable to his or her ability level at that stage of development.
- **Check that children are doing all the set homework** in a quiet area of the home, and assist them if possible to devise a workable revision plan. Remember that the electronic resources linked to your child’s textbook are a most valuable tool as they provide tutorials, animations, interactives, extra worksheets and appropriate web links.
- Support your child’s mathematics success by praising their successes.
- Encourage your child to set themselves short-term and long-term goals so that they have reason to strive to do well in mathematics.

**WHERE TO AFTER YEAR 9?**

Students who demonstrate success in their study of more abstract mathematics will be placed in a *Mathematics Advanced* class in Year 10 to help prepare them for an opportunity to do Maths B and/or Maths C in Years 11/12.
Students who are successful in their study of real life and everyday applications of mathematics will be placed in a Mathematics class in Year 10 to help prepare them for Maths A in Years 11/12.
MULTIMEDIA & COMPUTER PROGRAMMING

WHAT IS MULTIMEDIA & COMPUTER PROGRAMMING ABOUT?

Information technology in the twenty-first century are increasingly interlinked and mediated by technology. Information technology enables individuals to access, construct and publish information for particular purposes and audiences. Individuals can use information technology as a medium to express ideas and be creative. Interaction takes place at the interface between humans and machines. Interfaces can be designed and controlled to meet the needs of users.

The course takes a very ‘hands-on’, practical approach to learning to use information technology and students will be able to apply their knowledge and abilities in other subject areas, including senior Information Processing & Technology and Information Technology Systems. Additionally, knowledge form the course will benefit students in many occupations such as Digital Graphics Designer, Web Developer, Computer Programmer, Software Engineer, Network Systems Engineer, Computer Game Developer, Mobile Phone Application Developer and more after graduating from high school.

SPIRITUAL OBJECTIVES:

Creativity of God’s Nature
Orderly design through wisdom is one facet of God's role as Creator and is displayed in humankind as his creatures and image. Students will demonstrate this creativity through Graphic design, Web development and programming.

Righteous Choices
Ethical use of the computer is developed from an appreciation of the need for love and respect of others, and submission to governing authorities. Students will develop an understanding of God’s perspective in relation to the ethical use of technology.

HOW WILL STUDENTS LEARN?

Whilst the course is primarily software application-based, it is hoped that through self-directed learning (via the use of online resources and practical booklets) students will develop problem solving skills and other 'process' cognitive abilities. This is supported by an open learning environment, where students spend a large proportion of class time operating PC equipment and working cooperatively with other students to solve challenges. Students are encouraged to assist each other so that they learn computer-related concepts effectively from peers, further cementing the role of the teacher as a facilitator of learning in the computer classroom rather than a dictator of knowledge.
**WHAT WILL STUDENTS LEARN?**

In Multimedia & Computer Programming, students develop and demonstrate the knowledge, practice and dispositions necessary to operate effectively in information-rich environments.

**Year 9 Course Structure**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Digital Design using: Adobe Illustrator &amp; Photoshop</th>
<th>Term 3</th>
<th>Game Programming using: Objective C &amp; C#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Webpage Development using: Dreamweaver, HTML, HTML5 &amp; Java Scripts</td>
<td>Term 4</td>
<td>Interactive Application Design using: X-Code, Android SDK and Unity etc.</td>
</tr>
</tbody>
</table>

**HOMEWORK**

Some aspects of the course do require students to learn certain knowledge, for example computer definitions. These aspects are best learnt by the students in their own time and therefore may be set as homework. It is up to the individual teacher how much homework is given, but generally a topic will demand a particular level of content knowledge which will drive the amount of homework set. Assessment items will also be an indicator of how much homework is warranted.

**HOW ARE STUDENTS ASSESSED?**

Work completed in each unit is based on the technology process of ‘Design’, ‘Develop’ and ‘Evaluate’.

Assessment involves both practical and written work. Practical assessment may include:
- Web Page creation
- Computer Graphics and Digital Design
- Programming Challenges
- Games creation
- iPhone Application Development

Written assessment may include:
- Projects
- Design documentation, Develop documentation and Evaluation
- Theory exams

**HOW CAN PARENTS HELP?**

Perhaps the best way parents can assist their child’s progress in Multimedia & Computer Programming course is to carefully monitor what work they accomplish on the home computer system. Effective use of time when using computers is an important aspect in computer education. This will impact not only on the computer studies subject but on all subjects that require the computer system for homework.
**MUSIC**

**WHAT IS MUSIC?**

Music aims to introduce students to the study of music which, like the other arts, is an important part of our way of life. In the course, students encounter and interact music in a variety of ways. They have the opportunity to play and sing music of all types, to create their own compositions and to learn to listen to music and to understand a variety of musical styles.

**WHAT BENEFIT DO STUDENTS GAIN FROM THE SUBJECT?**

Music will enable students to develop personally in many ways. It can provide an emotional outlet, and a way of getting to know others and getting on with others. Many students will find music most enjoyable, and a subject that assists in balancing their Junior school course.

After completing Year 9, students can continue music into Year 10 and can be involved in music activities such as concert-going, being involved in community groups and simply enjoying playing or singing. The study of music can also lead to continued study in Years 11 & 12 and a wide variety of job opportunities.

**WHAT DO STUDENTS LEARN?**

Music involves:

- **Practical Music Making** - playing and singing in groups and individually.
- **Creating Music** - composing and arranging music such as popular songs, band arrangements.
- **Listening to and Understanding Music** - becoming more informed listeners.
- **Knowing about Music** - being able to discuss musical ideas and formulate synthesised understandings of various style of music.

Students might learn about jazz, popular and rock music, musical theatre, music technology (computers and synthesizers) and the music of Australia, classical music and music of other cultures.

**HOW DO STUDENTS LEARN THIS SUBJECT?**

Students learn by participating actively in music both within the classroom and in the wide variety of school music groups.

It is a requirement of the Course that all Music students be involved in one of the College’s extra-curricular music groups, be it instrumental or vocal.

All students play, sing, write and listen in the course of developing their understanding of music and will have the opportunity to reach excellent standards. Emerging technologies are utilised in all dimensions of music making and composing.
HOW ARE STUDENTS ASSESSED?

Students will normally be required to play and sing as soloists or in groups, to write small compositions, to do listening and written tests and to complete projects. In most cases this will be assessed towards the end of each unit.

HOW CAN PARENTS HELP?

Parents can help in many ways such as:

- supporting the school music program by attending our concerts and other music events
- talking to students about what they are doing in the music course
- encouraging students to practise their playing and singing at home
- attending live music performances
- reading, reviewing and discussing music in the media.
SCIENCE (COMPULSORY)

WHY STUDY SCIENCE?

The study of Science is an essential part of the Secondary curriculum and provides an empirical way of answering interesting and important questions about the biological, physical and technological world. It encourages students to think for themselves. By doing this, students can discover useful things about the natural world around them as well as making sense of our world by exploring the unknown and the technological things we use every day. Science activities also provide an excellent opportunity for students to improve their reading, writing and mathematical skills by making predictions, solving problems and writing scientific reports.

Science courses aim at helping students develop:

- thinking skills
- basic scientific knowledge
- skills in using equipment and handling living things
- positive attitudes to learning.

SPIRITUAL OBJECTIVES

1. To acknowledge that God is interested in the minute detail of our lives and that we are fearfully and wonderfully made. Psalm 139:14
2. To understand the microscopic detail that God has used in His creation and to see how God made all things work together in order to exist in natural harmony.
3. To understand that God is a God of order and structure and that if we follow His laws, consequential blessings follow.
4. To understand that just as the universe is designed with physical laws needed to sustain life, the different disciplines of Science also follows numerous laws.
5. To promote the fact that modern science has revealed a vast web of evidence which supports the biblical record of creation.
6. To encourage students that Christians in science have a godly heritage to follow and that they can make a positive contribution to society in the various disciplines such as medicine, engineering, the pure sciences, medical and chemical research.

WHAT IS STUDIED?

The Science syllabus has four strands:

- Earth and Space Sciences
- Chemical Sciences
- Physical Sciences
- Biological Sciences

Schools are required to develop work programs based on these syllabuses that state what students are expected to learn during the course. Schools have the freedom to select from a wide range of resources, and work programs vary from school to school.
HOW DO STUDENTS LEARN?

Students will be involved in many different learning activities in Science. These are likely to include teacher led discussion, films, written work, practical laboratory work, excursions, library research and use of computers. Whatever the learning activity, the students will be expected to be actively involved, rather than merely taking in knowledge. They will be encouraged to think critically and logically, and to approach problems in a methodical way.

HOW ARE STUDENTS ASSESSED?

Students studying Science will have their progress assessed by a number of different methods. As well as written tests, students could be asked to present practical projects, give talks, make models, implement multimodal presentations, and complete experimental and non-experimental research tasks and investigations. Students will have to demonstrate that they have mastered a number of laboratory skills.

HOW CAN PARENTS HELP?

Parents should become familiar with the work program for the subject. Check study habits and standards of work produced at school and at home. Parents should regularly check that their student is working progressively through their assignments and homework schedules. Even if you ‘don’t know much science’ never feel you are unable to help. Parents should encourage their child to read widely in the subject and to remain abreast of recent scientific developments. Display an active interest in your child’s progress and encourage sound work habits.
WHAT IS SPEECH & DRAMA?

Humans are social beings, and speaking is the most natural way of being social. This subject aims in the most practical way to help students to speak, discuss and negotiate well - in other words with confidence, clarity, control and colour. This, of course, includes non-verbal language and gesture. Teamwork is an essential part of the course, learning to work effectively with all kinds of groups in all sorts of situations.

WHAT ARE THE BENEFITS?

Through face to face communication and through dramatic activities, the students have the opportunity of exploring and interpreting their own social world, and that of outside, for Drama can bring the world beyond the classroom inside, at first hand.

Speech & Drama is useful preparation for the following Senior subjects:

- Drama
- Theatre
- English
- Film/Television
- Dance

and in fact, for all subjects which involve oral presentation.

Beyond school, most vocations demand a high level of personal, group and public communication skills. One does not have to be a teacher, lawyer, doctor, or television personality to appreciate the ability to speak and act confidently and well.

WHAT DO STUDENTS LEARN?

The course is mainly practical, and from this base, theoretical understanding is gained. There are three components to the course:

1. ELEMENTS OF DRAMA: The students explore how drama works and what makes some stories and events dramatic. They have the opportunity to create and take part in simple dramas and dramatic activities.

2. FUNCTIONAL COMMUNICATION: The students are shown how spoken [and unspoken] language works in differing contexts and situations of life, and they practise to improve their own skills.

1. OTHER EXPRESSIVE FORMS: The students explore three other associated areas: narrative and story telling, lyric and the language of emotions, and movement for expressive purposes.
**HOW ARE STUDENTS ASSESSED?**

Assessment involves both practical and written work. Practical assessment may include:

- improvisation
- role play
- performance work
- sound and video presentations
- movement exercises
- formal speeches
- story telling

Written assessment may include:

- journals of progress
- assignments
- reviews
- design

**HOW CAN PARENTS HELP?**

Support the Speech & Drama program in your child’s school and keep yourself informed about its objectives.

Encourage students to talk about and explain what they are doing in the course.

Encourage students to communicate within a wide variety of situations:

- formally within the school and community, for example, through talks and debating; community theatre and/or acting tuition.
- informally, for example, through telephone conversations and speaking with people of different generations.

Take students to see live theatre, street theatre, busking etc. Join your child in discussing and reviewing what you have seen.

Discuss with your child what she/he has seen on film and television.