

YEARS 9-10 HANDBOOK

LAUNCH



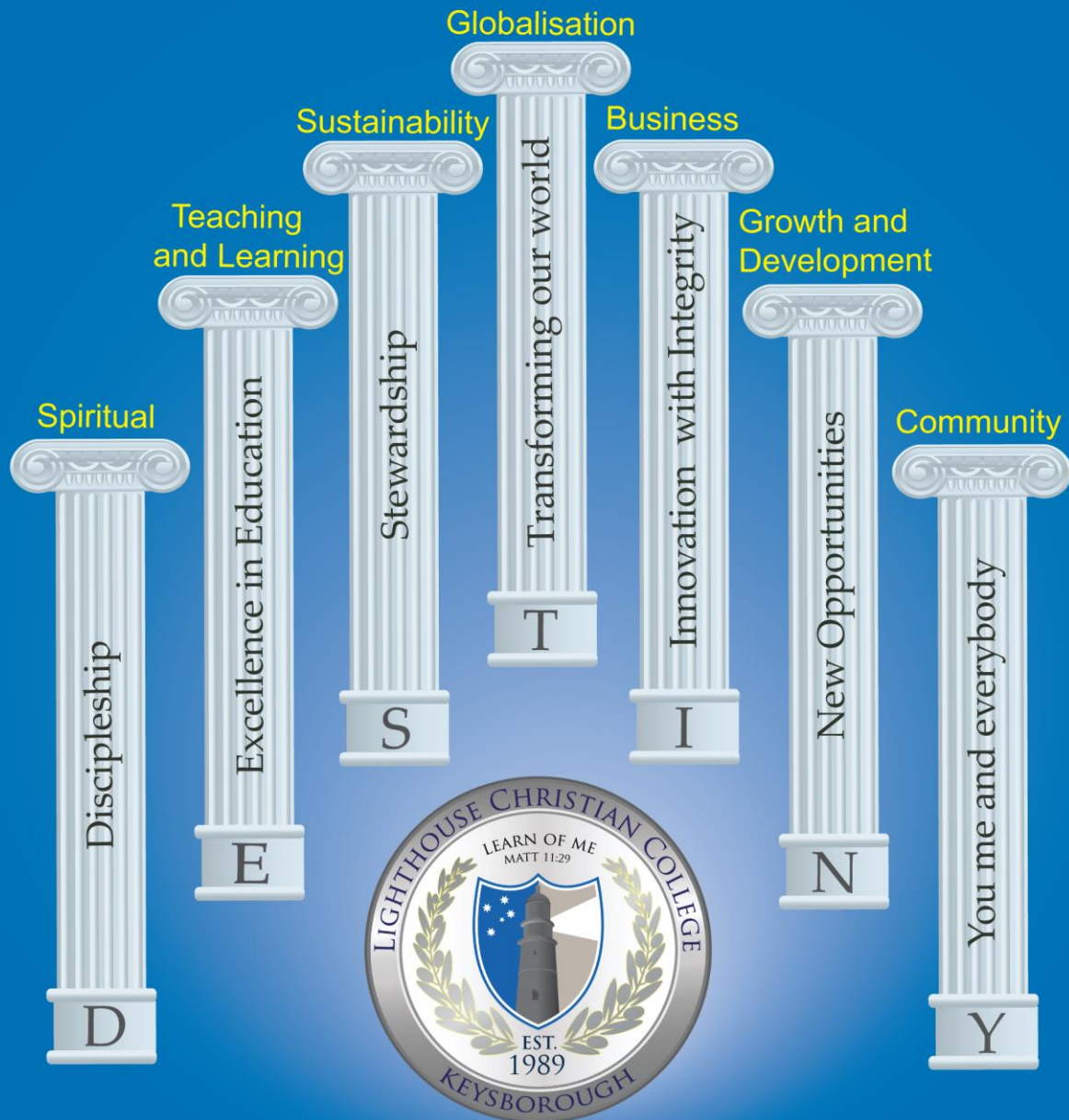
LIGHTHOUSE
CHRISTIAN COLLEGE



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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 Mr Vernon Clark
- Director of Teaching and Learning Mrs Margaret Jewell
- Launch Coordinator Mr Chris Ellis
- Chaplain Mr Mark Goode

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 7 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 DIRECTOR OF TEACHING AND LEARNING

In this booklet you will find helpful information about the core subjects and elective options studied at Year 9 and 10, the camping program which extends learning beyond the classroom, opportunities for learning, fun and friendship through the co-curricular program and opportunities for involvement and fitness through the sporting program. We encourage you be involved in the broad life of the school. We have also included information about the VCE at Lighthouse to enable future Pathway planning essential for successful transition to tertiary study or employment.



Lighthouse Christian College offers a comprehensive carefully designed, balanced sequential curriculum with opportunities for specialisation. The curriculum gives students the opportunity to engage actively in their own learning. Enthusiastic teaching teams use a range of teaching methods which accommodate different learning styles. Learning technologies are used to enhance students' learning across the curriculum.

The teachers at Lighthouse teach all subjects in the framework of biblical authority. To accomplish this we use the Bible in each subject both directly and indirectly. It is applied directly when we derive our understanding of each topic from the actual statements of the Bible. It is applied indirectly as we work out the implications of biblical truth as the proper framework for understanding each subject.

As an Australian Council of Educational Research study recommends, we aim to:

- Stimulate students' learning by setting high but realistic expectations.
- Encourage the pursuit of personal bests rather than comparison with other students.
- Develop students' sense of personal value to take with them into adult life.
- Encourage students in active learning, sharing responsibility for their learning.
- Provide a curriculum that is relevant, coherent, inclusive and responsive to change
- Provide collaborative decision making in an open responsive environment.

God bless you as we journey together providing the best possible Christian education.

Please feel free to contact me if you have any concerns. We are here to help.

Margaret Jewell
Director of Teaching and Learning

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
- Class Captains etc
- School Clubs
 - Chess
 - Billy Cart Challenge
 - Hillary Challenge
- International food festival and other P&F activities
- Debating
- 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)
- Work Experience (Year 10)
- Coming of Age/Blessing Night (Year 10)

CAMPS – YEAR 9 & 10

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.

CAMP – 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 is provided.

Please note: The Canberra trip will now be held at Year 11 Level starting in 2017.

CAREERS CAMP – YEAR 10

The “**Creating a Personal Pathway**” Careers camp is held at “Mount Morton Lodge” in Belgrave 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.

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 in to 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 9 and 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 9, students are expected to be completing up to one and a half hours of homework per night, 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 student's 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 (6-12)



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 weekly via the Skoolbag app 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 communicated using the diaries.
- Please check 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.

REPORTING

Parent-Student-Teacher interviews take place in Terms 1 and 3. A brief progress report is issued at the end of Term 1. The Progress report alerts students and parents if there is need for extra attention in some subjects. Two detailed Semester Reports are issued at the end of Term 2 and Term 4.

NAPLAN

NAPLAN 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 2017 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 make a contribution 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

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.

COSTS ASSOCIATED WITH YEARS 9 AND 10

Students are required to purchase the following items:

- School Approved Electronic Device – Lenovo Thinkpad
- Stationery
- Textbooks
- Year 10 Camp - \$50 food cost (students create their own menu and purchase the necessary supplies)

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	Learning Expeditions
English	Mathematics
Health & Physical Education	Science
Humanities	

ELECTIVES AVAILABLE FOR STUDY

(TWO ELECTIVES PER SEMESTER ARE TO BE SELECTED.

ELECTIVES RUNS FOR ONE SEMESTER, HOWEVER YOU CAN DO THE SAME SUBJECT IN BOTH SEMESTERS)

<p>Arts</p> <ul style="list-style-type: none"> • Animation • Ceramics • Drama – Think It, Write It, Act It • Media Studies • Music • Photography • Visual Communication <p>Christian Studies</p> <ul style="list-style-type: none"> • Practical Ministry & Theology <p>English</p> <ul style="list-style-type: none"> • Literature <p>Health, PE & Sport</p> <ul style="list-style-type: none"> • Elite Sports Academy • Outdoor Education 	<p>Humanities</p> <ul style="list-style-type: none"> • Philosophy • You and Your Money <p>Language</p> <ul style="list-style-type: none"> • Chinese <p>Maths</p> <ul style="list-style-type: none"> • Maths Development • Maths Extension <p>Technologies</p> <ul style="list-style-type: none"> • Best of IT • Digital Electronics • Food Technology • Wearable Craft • Wood Technology
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Please refer to page 36 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 responses
- 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 team work 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 (eg. 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 (eg. Podcasts, short film)
- Mapping projects
- Posters and pamphlets
- Essays
- Tests
- End of semester Examination

LEARNING EXPEDITIONS

YEAR 9

Overview

Learning Expeditions take place throughout the entire year.

The Learning Expeditions Program derives from a study of best practice in school education worldwide. It values student-centred inquiry and differentiated challenge for personal academic and social best. "Many are the plans in a person's heart, but it is the Lord's purpose that prevails" (Proverbs 19:21).

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, the College has created the Learning Expeditions program at year 9 and 10 to help students explore and make direct connections between each of the core subjects and the dreams and plans the students have for their lives.

The program is based on the belief that teenagers have the capacity to rigorously and passionately explore learning themes and relationships with others. With personalised guidance, students develop skills and understandings to the highest level. Practical activities are designed to encourage students to develop an understanding of self and God's unique purpose on their lives. They explore topics which link to the world outside the classroom enabling the development of values and ethics. Students are intellectually challenged and learn about themselves as learners, leaders and members within a shared community. They are expected to identify opportunities and to initiate. They are expected to seize and share responsibilities which shape their living and learning in communities.

Each term Learning Expeditions asks students to explore a theme from the perspective of differing subject disciplines. Students study a single theme taking on the role of a scientist, historian, geographer, mathematician or creative thinker where necessary during the expedition. Students are encouraged to discover and experience a wide range of learning activities and increase their knowledge of how differing academic areas view and respond to each theme.

How does this improve pastoral care, learning, results and experience for students?

- Puts student at the centre through project based collaborative learning across the year level.
- Term based project for each individual student, researching how they learn and then unpacking it in front of parents etc.
- Staff will get to know students better (mentoring opportunities)
- Program builds self-awareness, building connections with parents as experts which will increase adult to student ratio.
- Students will engage and use higher order thinking with greater self-awareness.

Assessments

- Tests and examinations
- Reports
- Formative assessments
- One year extended project (designed so students can practise their learning skills in a practical manner)
- Presentation of learning and learning expeditions
- Individual learning outcomes based on chosen role

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/ Home Work
- 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.

YEAR 9 MATHS ACCELERATION

Highly talented Year 8 Mathematics students will be **invited** to participate in an acceleration program in Year 9 which opens up the following pathway.

- Maths Methods Unit 1 and 2 in Year 10
- Maths Methods Unit 3 and 4 and Specialist Maths 1 and 2 in Year 11
- Specialist Maths and University Enhancement Maths in Year 12

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 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 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.

Animation

In this unit you will learn animation production processes including script building, storyboarding, character design, layout design, and final production.

Ceramics

In this unit you will learn about clay production and firing processes. You will develop your own art piece using clay hand building techniques.

Digital Electronics

Digital Electronics is a science which uses electronics equipment to explore interesting applications of electric circuits. Students use electronics kits to follow carefully constructed experiments to make and explore simple electronic devices, with both simple digital and analogue circuitry.

Drama – Think It, Write It Act it!

Ever wanted to be the centre of attention, or clown around and make people laugh? Are you a star in the making? Then this subject for you! In this course you will explore the skills of improvisation, play building and script writing ending with a performance that may change the world...

Food Technology – MACAROONS TO MACARONS

Every one of us enjoys eating! This unit is about creating yummy treat. Surprise your friends with your culinary expertise as you create lovely and popular cakes, biscuits, tarts and pies.

Language Other Than English (LOTE) - Chinese

In this elective the key concepts of language and culture continue to be covered. 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.

Assessments include: Comprehending and composing texts, Intercultural understanding, Listening, speaking, reading and writing & Semester Examination

Lighthouse Advanced Sport Academy (The Elite Sport Group)

This unit is for those who want to: Get fitter. Reach their potential. Be challenged. Desire more physical education. Develop leadership skills. Experience both exhaustion and exhilaration. Then select this class! If not, please don't. You have been warned! Come enjoy the journey that will take place....if you dare :)

Literature

Literature is about language, love and life. Human beings are story tellers by nature which is reflected in the powerful narratives of scripture. This course will challenge students to deepen their understanding of timeless works of fiction, unravelling literary puzzles and discovering hidden treasure. Students who enjoy reading and are aiming at excellent VCE English or VCE Literature will get the most from this subject.

Maths Development

Maths Extension

Media Studies

Do you spend your days watching the TV wishing you could be involved? Or have you ever wondered how movies are made? Then choose this subject. You will develop your performance skills but also develop a real understanding of what it takes to create a short film. You will explore acting, lighting, special effects and editing through this course.

Music

The Elective Music program develops an appreciation of different types of music. Students explore a range of musical styles and genres including Jazz, Classical, World, Rock, Pop, Blues and Reggae. Students learn to critique, analyse and identify the elements of each genre. Students are also exposed to practical class workshops, where they explore these musical genres by replicating the sounds and styles they have heard. Students work in small groups to rehearse, compose and perform in a range of styles, focusing on key skills to enable young musicians to reach their full potential.

Philosophy

Philosophy is the art of 'thinking well'. This course will enhance students' skills in logic and Socratic questioning for the purpose of exploring God's truth about the world, ourselves and Himself. Students will learn how to articulate and analyse thoughts precisely, as well as develop a rational understanding of the existence of God.

Photography

In this unit you will learn how to use a camera to compose effective photographs. You will learn about lighting, composition and special effects and how to enhance your photos using Photoshop.

Practical Ministry and Theology

Got questions? Not sure what you believe? Wondering what God has to do with life? Want to make a difference in the world around you? Practical Ministry and Theology is an opportunity to grow, learn, serve and work out who God is and what He has to do with you. What you believe is what you DO! This subject will help you work out what's most important while having a blast making a difference in the world around you

Outdoor Education

Outdoor Education engages students in developing self-reliant expedition skills in activities as far ranging as scuba diving, bushwalking, rock-climbing, first aid and survival skills. Outdoor education also develops a greater awareness of risk management procedures, sensible risk taking behaviour and sustainable management practises to improve our ecological footprint.

The Best of Information and Learning Technologies

There are many exciting options in I.T. Together we will choose our favourite from a selection of software ranging from: Great multimedia presentations in PowerPoint and Prezi, Make your own movies with Windows movie maker, ulead video suite, sony vegas Neat little programming tricks with Excel macro's and other advanced functions. Real programming: visual basic programming, Python and/or php; .Let's make our own Webpage: wordpress and dreamweaver; Creative communications: desktop publishing with inDesign and publisher to create flyers, cards, brochures and storybooks. And even more.....

Visual Communication

In Visual Communication we encounter essential principles of Graphic design in the area of Perspective Drawing. This enables the student to draw floor plans, product designs and 3D objects to the specifications that are standard for Graphic Designers around the world. Using the 'Design Process', students embark on creative journeys selecting their own product to design and promote. An introductory module on the popular computer programs 'Photoshop' and 'Illustrator' are brought into the mix being key instruments commonly used in the design industry. All the skills covered here are essential components for the Visual Communication Units offered at VCE level.

Wearable Craft

Even if you have never sewed in your life you can learn to make a bag for different occasions. Options include: every day bag, overnight bags, back pack, evening bags with beading, gift bags. You can learn to make a bag to go with that special outfit or for a gift for your friends.

Wood Technology

Ever needed a shelf, table or other storage device to hold all your important things? Then look no further than Wood Technology. In this class you will work through the whole design process from design and costing all the way to construction. The choice is yours. You design it! You build it!

You and Your Money

Being wise with our resources is an essential life skill! Our God has called us to be stewards over our resources including money. It is important that we understand the principles of managing money to use for God's glory. In our fast-paced world where goods and services are readily available and where there are many financial choices and options are available we need to manage our personal money wisely. This is financial literacy. By taking this course you will develop a basic understanding of how the economy works and gain confidence in making informed decisions about your financial goals and needs and the needs of the community and God's Kingdom.

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 July 29.** Please do not leave it to the last minute as you cannot make selections after this date. **Printed receipts to be handed to Mr Ellis on or before August 3.**
- a) You will receive an **email to your Lighthouse address on July 12** with your login details. **Portal opens on July 13. 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.

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	Learning Expeditions
English	Mathematics
Health & Physical Education	Science
Humanities	

ELECTIVES AVAILABLE FOR STUDY

(TWO ELECTIVES PER SEMESTER ARE TO BE SELECTED.

ELECTIVES RUNS FOR ONE SEMESTER, HOWEVER YOU CAN DO THE SAME SUBJECT
IN BOTH SEMESTERS)

Arts

- Animation
- Ceramics
- Drama – Think It, Write It, Act It
- Media Studies
- Music
- Photography
- Visual Communication

Christian Studies

- Practical Ministry & Theology

English

- Literature

Health, PE & Sport

- Elite Sports Academy
- Outdoor Education

Humanities

- Philosophy
- You and Your Money

Language

- Chinese

Maths

- Maths Development
- Maths Extension

Technologies

- Best of IT
- Digital Electronics
- Food Technology
- Wearable Craft
- Wood Technology

VCE UNITS ON OFFER AT YEAR 10 LEVEL

(VCE UNITS ARE COMPLETED OVER THE WHOLE YEAR WILL RUN AT THE SAME TIME
AS THE ELECTIVES)

Legal Studies Units 1 & 2

Mathematical Methods Units 1 & 2

Psychology Units 1 & 2

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

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 13)

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 team work 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 Australian 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 (eg. podcasts, short films),
- Essays and Analyses
- Tests
- End of semester Examination

LEARNING EXPEDITIONS

YEAR 10

Overview

Learning Expeditions take place throughout the entire year.

The Learning Expeditions Program derives from a study of best practice in school education worldwide. It values student-centred inquiry and differentiated challenge for personal academic and social best. "Many are the plans in a person's heart, but it is the Lord's purpose that prevails" (Proverbs 19:21).

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The program is based on the belief that teenagers have the capacity to rigorously and passionately explore learning themes and relationships with others. With personalised guidance, students develop skills and understandings to the highest level. Practical activities are designed to encourage students to develop an understanding of self and God's unique purpose on their lives. They explore topics which link to the world outside the classroom enabling the development of values and ethics. Students are intellectually challenged and learn about themselves as learners, leaders and members within a shared community. They are expected to identify opportunities and to initiate. They are expected to seize and share responsibilities which shape their living and learning in communities.

Each term Learning Expeditions asks students to explore a theme from the perspective of differing subject disciplines. Students study a single theme taking on the role of a scientist, historian, geographer, mathematician or creative thinker where necessary during the expedition. Students are encouraged to discover and experience a wide range of learning activities and increase their knowledge of how differing academic areas view and respond to each theme.

How does this improve pastoral care, learning, results and experience for students?

- Puts student at the centre through project based collaborative learning across the year level.
- Term based project for each individual student, researching how they learn and then unpacking it in front of parents etc.
- Staff will get to know students better (mentoring opportunities)
- Program builds self-awareness, building connections with parents as experts which will increase adult to student ratio.
- Students will engage and use higher order thinking with greater self-awareness.

Assessments

- Team working skills
- Reports
- Formative assessments
- One year extended project (designed so students can practise their learning skills in a practical manner)
- Presentation of learning and learning expeditions
- Individual learning outcomes based on chosen role
- Self-reflection

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 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 10 Mathematics.

The following forms of assessment may be employed

- End of Unit Tests / Semester Examinations
- Assignments / Home Work
- Year 10 Mathematics Portfolio

Achievement Standard

By the end of Year 10 Mathematics, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

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 **Mathematical Methods Units 1 & 2** – students must be achieving an A in Year 9 Advanced Maths.
 - 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

Areas of Study

1. Law in Society
2. Criminal Law
3. The Criminal Courtroom

Unit 2

Areas of Study

1. Civil Law.
2. The Civil Law in Action.
3. The Law in Focus.
4. A Question of Rights

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 society2. 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	<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 cases2. On completion of this unit the student should be able to explain and evaluate the processes for the resolution of civil disputes

<p>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</p>	<p>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</p> <p>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.</p>
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Unit 1 Assessment Tasks	Unit 2 Assessment Tasks
<ol style="list-style-type: none"> 1. Mock court or role play 2. Assignment 3. Essay 4. Folio and report 5. Case study 6. Test 	<ol style="list-style-type: none"> 1. Case study 2. Folio and report 3. Assignment 4. Essay 5. Test

Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

Levels of Achievement

Individual school decision on levels of achievement.

MATHEMATICS

Rationale

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. Evidences of mathematical relationships are to be found everywhere: in number, form, design and symmetry, and in the constancy, which God has created, and which we describe in terms of laws governing existence and the harmonious working of all things. Thus Mathematics is the study of functions and patterns in number, logic, space, and structure. Note that every decision, design and construction we make has an element of mathematics in it. We therefore cannot escape mathematics in life. Students are therefore encouraged to study Mathematics at the highest level they are capable of for as long as they can.

Aims

This study enables students to:

1. Develop mathematical concepts, knowledge and skills
2. Apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
3. Use technology effectively as a tool for working mathematically

Structure

The study of VCE Mathematics is made up of the following units:

- Foundation Mathematics Units 1 and 2
- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- Specialist Mathematics Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4
- Specialist Methods Units 3 and 4

Entry

There are no prerequisites for entry to Foundation Mathematics or General Mathematics Units 1 and 2. Students undertaking Mathematical Methods Units 1 and 2 or Specialist Mathematics Units 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4. There are no restrictions on the number of units students may obtain credit towards satisfactory completion of the VCE.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Subject Units:	Grade Boundaries:
Foundation Mathematics Units 1 & 2:	None.
General Mathematics Units 1 & 2:	None.
Mathematical Methods Units 1 & 2:	Achieving 75% in Year 10 Advanced Maths.
Specialist Mathematics Units 1 & 2:	Achieving 75% in Year 10 Advanced Maths and must be concurrently studying or have studied Mathematical Methods Units 1 & 2.
Further Mathematics Units 3 & 4:	None.
Mathematical Methods Units 3 & 4:	Achieving 75% in Mathematical Methods 1 & 2.
Specialist Mathematics Units 3 & 4:	Achieving 75% in Mathematical Methods 1 & 2 or Mathematical Methods 3 & 4 and 75% in Specialist Mathematical 1 & 2.

Common paths of study in VCE Mathematics at LCC from Units 1 & 2 to Units 3 & 4

From Units 1 & 2 (Prerequisites)	Into Units 3 & 4
<ol style="list-style-type: none"> 1. Foundation Maths 1 and 2 2. General Maths 1 and 2 3. General Maths 1 and 2 4. Methods 1 and 2 5. Methods 1 and 2 6. Methods and Specialist 1 and 2 	<ol style="list-style-type: none"> 1. No Mathematical Study 2. No Mathematical Study 3. Further 3 and 4 4. Further 3 and 4 5. Methods 3 and 4 6. Specialist Maths 3 and 4 (must be studying or have already studied Methods 3 and 4)

MATHEMATICAL METHODS UNITS 1 & 2

This study is designed for those students with a general interest in mathematics as well as providing a sound base for those students intending to undertake studies in the science and engineering fields. The concepts of functions and graphs and calculus form the major part of the material covered. This course also provides a good introduction to Mathematical Methods and Specialist Mathematics which are taken at Units 3 and 4 level. The areas of study are 'Functions and Graphs, Algebra, Calculus plus Probability and Statistics'.

Students should be averaging a minimum of 75% in Year 10 Advanced Mathematics to enroll in Mathematical Methods Units 1 and 2.

Unit 1

Area of Study 1 – Functions and Graphs

This area of study covers the graphical representation of polynomial and power functions of a single real variable and their key features. The behaviour of functions and their graphs is explored in a variety of modeling contexts and theoretical investigations. The approximation $\sin(x) \approx x$ for small values of x is considered.

Area of Study 2 – Algebra

This area supports students' work in the Functions and Graphs, Calculus and Probability and Statistics areas of study. The algebra of polynomial functions of low degree and transformation of the plane is considered to generalize and analyze properties of functions and their graphs.

Area of Study 3 – Calculus

This area of study introduces an intuitive understanding of constant, average and instantaneous rate of change through familiar situations, and through a graphical and numerical approach to the measurement of rates of change.

Area of Study 4 – Probability and Statistics

Students cover the concepts of event, frequency, probability, sample space; impossible, complementary, mutually exclusive, conditional and independent events involving one, two, or three events, and rules for computation of probabilities for compound events.

Unit 2

Area of Study 1 – Functions and Graphs

This area of study covers the graphical representation of functions of a single real and the key features such as axial intercepts, domain, co-domain and range, asymptotic behaviour, of such graphs. This study also focuses on simple trigonometric and exponential functions.

Area of Study 2 – Algebra

This area focuses of the algebra of some simple transcendental functions and transformations of the plane. Students will study functions such as linear, quadratic, cubic and quartic functions to generalize and analyse their properties and their graphs.

Area of Study 3 – Calculus

In this area, students will cover first principles of differentiation, differentiation and anti-differentiation of polynomial and power functions by rule, and related applications including the analysis of graphs.

Area of Study 4 – Probability

This area of study covers introductory counting principles and techniques (combinatorics) and their applications to probability and the law of total probability in the case of two events.

Unit 1 & 2 Outcomes
<ol style="list-style-type: none">1. On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.2. On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.3. On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches in at least three areas of study.

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. Test 2. Reflective learning journal 3. Report on research investigation 4. Maintenance of logbook 	<ol style="list-style-type: none"> 1. Logbook of practical activities 2. Media analysis and response 3. Scientific poster on research investigation 4. Maintenance of logbook

Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

Levels of Achievement

Individual school decision on levels of achievement.

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 2017

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	N/A
Geography	N/A
Health and Human Development	Health and Human Development
History	N/A
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	N/A
Physical Education	Physical Education
Physics	Physics
Psychology	Psychology
Religion and Society	N/A
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**

***Subjects in bold type are new subjects being offered in 2017**

***Please refer to page 36 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. Eg 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.