Rehoboth Christian College

YEAR 10 COURSE HANDBOOK 2015
SUBJECT AND COURSE INFORMATION FOR YEAR 10 STUDENTS - 2015 -
As a College, we value your children as individuals. Their progress, both academically and spiritually, is on the forefront of our hearts and minds. At Rehoboth, we offer a safe and supportive environment for our students. This includes a strong pastoral care and discipline framework. We pray that all our students will have a desire to learn and achieve their potential in a positive atmosphere where they are encouraged to do their best. It is our firm belief that students should be safe at all times and always have someone to turn to for advice or assistance while at the College.

Year 10 is a springboard into the pathways that students choose in Year 11 and 12. In Year 10, it is crucial that a homework and study plan be developed. Good study habits in Year 10 will assist students as they move into the senior years. A student’s marks matter more than ever before. All ATAR (university entrance) subjects have minimum pre-requisite marks that students must achieve BEFORE they are accepted into a particular subject. Subject selection for Year 11 occurs during Term 3 each year. This means that the marks that are used as pre-requisites are the ones achieved on the Semester 1 reports. Pre-requisites are aimed at trying to assist students to be correctly placed in the courses that match their ability level, and give them the best opportunity for success.

The Australian Curriculum in the subjects of English, Humanities (History & Geography), Science and Mathematics is the core of the Year 10 learning program. Students can look forward to a range of interesting elective courses, as outlined later in this handbook. The Year 10 Director of Students is Mr Martens, and he can be contacted for any academic matter, or any questions or concerns that parents may have.

At Rehoboth, our students are taught to examine issues with a Christian world view and to look at the world through the lens of God’s word. They are taught that they are unique and special; that they are made in the image of God; and that they have a destiny and purpose that God will reveal to them.

"The Christian school is an exciting and challenging environment. Students are encouraged to develop all of their abilities – academic, artistic or whatever – in faithful response to the Lord. They are challenged to think. They may at times feel uncomfortable as they tackle the difficult issues of life. They develop an eternal perspective and God’s supreme authority to deal with life’s challenges.”

(Richard Edlin)

We challenge all of our Rehoboth students to work hard now to achieve big tomorrows. There is no reason why they cannot achieve their dreams and God-given potential if they work hard from the outset of the year and do their best.

R. Stirling
Principal
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NOTICE TO PARENTS

We suggest that you keep this Handbook securely so that you can refer to it during the year as your son / daughter progresses through Year 10. It will help you to know what courses are being studied at any particular time, so that you can most effectively monitor your son's / daughter's progress in the different courses.

It will be especially valuable at the times when school reports are issued, as an aid to understanding the different courses which will be shown on them. In addition, we suggest that the Handbook may be a useful starter for you to discuss your son's / daughter's school work with him / her on a regular basis during the year.

In particular, we would like to draw to the attention of students and parents the section entitled "Prerequisites for Year 11, 2016" - this section provides a guide to the requirements for entry into Year 11 courses from Year 10, and parents and students need to be aware of these at the very beginning of Year 10 so that students know what they need to aim for in their studies.
Our Year 10 course structure begins the transition for our students to an ‘upper school’ mode of course offerings. All Year 10 students will study a total of 9 courses in each semester. The school week will be divided into 40 periods, each of 40 minutes. Core courses including English, Mathematics, Science and Humanities will be taught for 6 periods per week. There are required courses in Christian Studies and Health & Physical Education which will each be taught for 3 periods per week. Students will study three elective courses selected by the students and parents, for three periods per week for each course throughout the year. There will also be one period per week devoted to Form activities.

The school requires that certain pre-selected courses be taken by all students in order to provide a balance to the educational experiences of each student. These courses are: English, Mathematics, Science, Humanities, Christian Studies and Health & Physical Education.

Course descriptions for all courses are given in the Course Information section of this Handbook – see Contents page for subject listings.

All courses will be taught in semester-length modules.
Students will receive a Grade for each subject each Semester. The Grades which will be used will be A, B, C, D or E. Grades will be awarded according to the extent to which the student fulfills the requirements of each course.

Assessment will be based on both term work and end of semester examinations - that is, continuous assessment will be carried out. Year 10 students will be issued with two reports during the year, at the end of Term 2 and the end of Term 4 (i.e. a semester report system).

*It is important that all school reports are kept in a safe place, to form part of a student’s resume portfolio when seeking further study or employment.*
**Making Your Elective Course Selection**

*Students: Make up your own mind!*

Choose the course that *you* are really interested in! It’s not a good idea to choose a course just because your friend is choosing it – you may regret the choice when the course starts, and you can see your friends at other times.

Students will study three of the following courses for the whole year. As far as possible students will be allocated to the courses of their first choice, having regard however to reasonable maximum class sizes for the effective teaching of each course. These courses will be taught for 3 periods / 2 hours per week.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>Materials Design &amp; Technology (Technology &amp; Enterprise) (Fee: $70)</th>
<th>Visual Arts (The Arts) (Fee: $45)</th>
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<tr>
<td>Line 2</td>
<td>Music (The Arts) (Fee: $20)</td>
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</tr>
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<td>Line 3</td>
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<td>Drama (The Arts) (Fee: $25)</td>
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</tbody>
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*Individual course descriptions will be found in the Elective Subjects section – see Contents page to locate individual subjects*
Expectations of Year 7 – 10 Students

The expectations below are minimum requirements which students are expected to follow, so that students and teachers can work in an environment which helps support learning and the development of good working habits. These expectations are also presented to students in the School Homework Diary which students buy each year (issued to students on the first day and billed on the family’s school fee account).

1. Students will **line up quietly and on time** outside the classroom before a lesson begins. Students will not sit on the benches outside classrooms while waiting for the teacher.

2. At the start of each lesson, students will **bring to class everything which is needed** for the lesson, including homework diaries and any homework which is due.

3. Students will **not distract other students** from completing work and other tasks.

4. Students will **give total focus to the teacher** when the teacher is speaking - total focus will include the student's eyes consistently looking at the teacher; the student having hands empty of all property; and the student remaining silent and listening.

5. Students will **show courtesy and respect to the teacher and to each other** at all times. Sarcasm, rudeness, hurtful comments and speaking while someone else is speaking are all inappropriate behaviours. Everyone has the right to work in a peaceful, courteous and effective teaching and learning environment.

6. Students will **take responsibility to keep up with class work** and to keep their books and files in an organized manner. When students are absent they must make sure they find out what they missed out on, firstly by asking other students before coming to class, and then by asking the teacher.

7. Students will **submit homework on the due date** unless an extension has been requested and granted before the due date.

8. Students will **raise their hands on each occasion when they wish to speak**, and will never call out without being given permission to speak.

9. Students will **not leave their seats or move around the classroom** for any reason without permission from the teacher.
**Prohibited Items at School**

There are various items which the school requires that students not bring to school because of problems which have occurred when these items are brought to school. Each of these is mentioned in the *School Information Handbook* which is provided to all families each year, but we are taking this opportunity to remind families of these requirements. The following items may not be brought to school at any time, and students who do so should expect to be disciplined.

- **Chewing gum** – because of the damage to carpets and furniture when students discard used gum inappropriately.

- **Spray deodorants, perfumes, body sprays etc** – because of the health risks to some students and staff with allergies; roll-on and dab-on forms of these products are permitted.

- **Liquid paper / whiteout in brush / bottle form** – because of damage to carpets and furniture when this is spilled; whiteout in pen, roll-on or other non-spillable forms is permitted.

- **Laser pointers** – because of the misuse students sometimes put these to in the classroom, and the danger to vision posed by some types of laser devices.

This list is not exhaustive, and in general students should not bring to school items which may be dangerous, which have the potential for misuse and/or which are not necessary for them to have at school as part of normal school activities. Your assistance in ensuring that your children do not bring such items to school will be very helpful in providing a safe and attractive school for all students.
**MOBILE PHONES & OTHER ELECTRONIC DEVICES**

The school acknowledges that students will use these technologies outside the school and our role is to assist students to use them responsibly and appropriately.

With regard to the use of mobile phones and other electronic devices, the following rules and guidelines apply:

- Students who choose to have mobile phones and other electronic devices at school will be entirely responsible to make sure that they are kept in a secure place.
- Students are not permitted to use a mobile phone or any other electronic device at all during the school day.
- A teacher may permit a student to use a mobile phone or other electronic device during a class as part of the educational purpose of the class. If this is permitted, the teacher will give specific instruction on each occasion concerning (a) which student(s) may operate such devices, and (b) the tasks for which the devices may be used.
- Students should not have a mobile phone or other electronic device in their possession during any in-class assessment or exam. These can be checked in with the supervising teacher if necessary and collected at the end of the assessment.
- Students not following these rules will face normal disciplinary procedures. Confiscation of a phone or other electronic device may occur during a school day. Confiscated devices will be returned to the student at the end of the same school day.
- Use of these technologies inappropriately, which harms another student or staff member, will be treated under the bullying policy.

**HOMEWORK**

Students should be doing about 2 to 2½ hours minimum x 5 times per week - about 12½ hours per week in Year 10. This minimum figure will need to be exceeded sometimes, and some students will choose to do more. Students who need to work more slowly may also require a longer time commitment to homework. It is important to always keep in mind that homework is being done primarily to benefit the student's learning, and the greater time spent the greater will be the learning achieved, provided that the time is spent effectively. This equates to about 1½ - 1¾ hrs per subject per week (depending on subject) - this is an average figure; some subjects will require very little ever, but others may regularly require more.
During Year 10 the College will be assisting students to develop goals and aspirations for the future, with regard to possibilities in employment or further study or training. Most Year 10 students will be seriously examining the option of returning to Rehoboth Christian College for Year 11 in 2016. Their success in gaining entry to Rehoboth's Year 11 courses, and their ability to cope with such courses, will very much depend upon their performance in the Year 10 courses studied during 2015. It is important, therefore, to draw students' attention to required prerequisite grades and levels in Year 10 courses for entry into Year 11 courses. The grades on which your Year 11 subject choices will be based are finalized by the end of Semester 1. You will have to prove your suitability to enter a course of your choice by enhanced performance in Semester 2 if you do not meet entry requirements. Students may lack sufficient background to achieve this if you have not worked effectively from the beginning of Year 10.

Students should also be aware that entry to Year 11 at Rehoboth is much more likely for students who have demonstrated success in a broad range of lower school studies. Don't make the mistake of thinking that you should concentrate on a narrow selection of 'prerequisite' subjects!

Year 11 studies impose a degree of stress on students even when they do have the necessary study background for the courses they are taking. Our experience has been that students who do not have the foundations required rarely cope with the course - even if they are prepared to work hard or have extra tutoring. For a student to be allowed to attempt these courses without having first achieved a certain level of work in Year 10 is unreasonable first of all for the student concerned. This is because the expectations of the course are likely to be impossible for the student to meet with any degree of success, and an unacceptable level of stress and damage to the student's self-confidence will then result. Some other schools will avoid emphasizing prerequisite requirements on entry to their Year 11 courses, but this is often for other enrolment-related interests of the school concerned.

Unlike previous generations, changes to employment, apprenticeship and TAFE (technical and further education) opportunities for 15/16-year-olds mean that almost all students are proceeding to Years 11 and 12 these days. In fact students must now seek formal exemption to leave school before the end of Year 12. This is deliberate government policy to provide a more skilled and educated work force for the future of Australia. This means that all students should be aiming to enter some of the Year 11 courses shown, and will
therefore need to achieve some of the minimum grades shown here. Some students will want to study some of the more 'academic' subjects, leading perhaps to later university studies, while others will want to study more 'practical' subjects, aiming perhaps for studies at a polytechnic or other Training WA provider, or for employment after Year 12 - but every student should be aiming for good Year 10 grades which will give them entry to some sort of Year 11 studies.

With these factors in mind, we have presented here the pre-requisites for current Year 11 courses at Rehoboth.

To have the best chance of success in Year 11 courses such as these, you should aim for at least the achievement and levels shown in the prerequisite Year 10 courses below and on the following pages - these achievements and levels are regarded as minimum levels of Year 10 achievement. Teacher and departmental recommendations for or against a student studying a Year 11 subject will also be taken into account.

Many of the pre-requisites stated below specify performance in Year 10 Semester 1 courses. This is because Year 11 course selections are made before the end of Semester 2. All enrolments for Year 11 courses are provisional and may be reviewed if a student showed a significant decline in performance in a relevant Semester 2 course following the completion of Year 11 enrolments.

**YEAR 11 MINIMUM PRE-REQUISITES**

**AUTHORITY DEVELOPED WORKPLACE LEARNING**

Entry is subject to an interview with the VET Coordinator and subject approval by the Principal.

**CERTIFICATE II IN BUSINESS**

No formal pre-requisite but requires subject approval by the Principal.

**CERTIFICATE II IN VISUAL ART - FURNITURE STREAM**

Materials Design & Technology in Year 10 - C Grade
Inclusion outside this prerequisite is at the discretion of the teacher having regard to other exposure to workshop and wood working. Class size is limited.

**CHEMISTRY (ATAR) – UNIT 1 & 2**

Science 10(1) – Chemistry component  
*and* Science 10(1), Semester 1 overall  
*and* Mathematics 10(1), Semester 1  
- **B Grade**  
- **C Grade**  
- **C Grade**

**DRAMA (GENERAL) - UNIT 1 & 2**

No formal pre-requisite, but having studied Drama at Year 9 or 10 level would be an advantage.

**ENGLISH (GENERAL) – UNIT 1 & 2**

English 10, Semester 1  
- **C Grade**  
Students also need to have attained Band 8 in the NAPLAN Test or Level 2 in the OLNA Test. Students who do not qualify for this course will study the Year 11 English (Foundation) course.

**ENGLISH (ATAR) – UNIT 1 & 2**

English Year 10, Semester 1  
- **High C Grade**  
B Grade is preferred. Students who have achieved at this level should be able to confidently choose Year 11 English (ATAR). A recommendation from your Year 10 English Teacher is important.

**FOOD SCIENCE AND TECHNOLOGY (GENERAL) – UNIT 1 & 2**

No formal Year 10 prerequisites, but students should enjoy cooking and be able to work in a team. Class size is limited.

**GEOGRAPHY (ATAR) – UNIT 1 & 2**

Humanities (Geography) Year 10, Semester 1  
- **C Grade**  
(Interview with the Humanities HOLA is required if the overall semester result is below 60%)
HUMAN BIOLOGY (ATAR) – UNIT 1 & 2
Science 10(1), Semester 1 - C Grade
OR Science 10(2), Semester 1 - B Grade
Science 10 – Biology component - B Grade
Science 10 – Chemistry and/or Physics component - C Grade

LITERATURE (ATAR) – UNIT 1 & 2
English 10, Semester 1 - B Grade
A recommendation from your Year 10 English teacher that English Literature would be suitable is also required.

MATHEMATICS ESSENTIALS (GENERAL) – UNIT 1 & 2
Completion of Mathematics 10(1) or Mathematics 10(2) courses. Students who do not qualify for this course will study the Year 11 Mathematics (Foundation) course.

MATHEMATICS APPLICATIONS (ATAR) – UNIT 1 & 2
Mathematics 10(1), Semester 1 - C Grade
OR Mathematics 10(2), Semester 1 - B Grade (with a minimum mark of 75%)

MATHEMATICS METHODS (ATAR) – UNIT 1 & 2
Mathematics 10(1) OR Mathematics 10A Extension, Semester 1 - B Grade (> 75%)

MATHEMATICS SPECIALIST (ATAR) – UNIT 1 & 2
Mathematics 10(1) OR Mathematics 10A Extension, Semester 1 - A Grade
This course must be combined with Mathematics Methods (ATAR) Unit 1 & 2 if it is intended to use this course towards university entrance.

MODERN HISTORY (ATAR) – UNIT 1 & 2
Humanities 10, Semester 1 - B Grade
and English 10, Semester 1 - B Grade
PHYSICAL EDUCATION STUDIES (GENERAL) – UNIT 1 & 2

Health & Physical Education 10, Semester 1 - C Grade
Students must have demonstrated an excellent attitude to Physical Education in lower school including the wearing of the sport uniform, participation in a range of sports and a demonstrated interest in the theory components of the course. Class size is limited.

PHYSICS (ATAR) – UNIT 1 & 2

Science 10(1) – Physics component - B Grade

VISUAL ARTS (GENERAL) – UNIT 1 & 2

It is strongly recommended that students will have successfully completed Year 10 Visual Arts. However, other students with artistic ability will be considered.

NOTE: These prerequisites are a guide only, as they show the current courses offered in Year 11, and the current prerequisites. However, only minor variation in this information occurs from year to year.
COURSE INFORMATION

ENGLISH

Streaming of English classes in Year 10
English in Year 10 in 2015 will begin the year as unstreamed classes. It is likely that they will be moved into streamed classes later in the year.

Background
In Years 8 and 9, students have had opportunities to extend skills across the range of language modes: Listening, Speaking, Viewing, Reading and Writing, developing insights into ways in language operates in different contexts, for different audiences and for different purposes. Students have had varied experiences in responding in written and oral forms to an increasingly broader range of literary, transactional and media texts.

Purpose
The purpose of this course is to provide students with further opportunities to:

1. Develop an understanding of the ways in which language is an aspect of humans being created in the image of God, allowing them to think, order, reflect, respond, make meaning and communicate and operate in community.

2. Use the conventions of Standard Australian English with increasing understanding, in a variety of forms and situations.

3. Speak, listen, view, read and write effectively with purpose and critical awareness, learning to critique all texts from a Christian worldview.

4. Provide support for students experiencing areas of difficulty and extension work for students who will benefit from more complex learning opportunities.
Course Description

**SEMESTER 1**

The focus of this semester will emphasize the concept of ‘representation’ in a range of narrative texts including short story, novel and feature film, with a thematic focus and developing increasingly formal means of oral and written response. This semester includes a detailed study of how attitudes, values and beliefs are communicated in different texts. Students will also become familiar with the ways in which ethnicity, gender, class, cultural identity and power are represented in texts.

**SEMESTER 2**

This semester’s course includes a study of poetry from various historical and cultural contexts, and a major literature study of a Shakespearian play. The semester includes creative work, essay writing, oral presentation skills and consideration of how a literary drama text can be represented as film.

**Further Information**

Mrs Ball
HOLA – Mrs Ball
Streaming of Maths classes in Year 10

Parents are advised that Year 10 Maths classes are streamed into levels, based on the student’s performance in Year 9 Maths. It is not based on a child’s perceived ability or potential in Maths, but on what they have actually demonstrated. Some students may reach the end of Year 9 and then realize that they should have worked harder or more efficiently. It may be possible for such students to demonstrate a new level of achievement in the first semester of Year 10 then be moved into the higher class, but this will be likely for only a small number of students. Students need to realise that the work they do early in Year 10 will affect what Maths they will be able to study in Year 11. Students in the 10(2) class will only be able to enter Mathematics Foundations, Mathematics Essential and Mathematics Application (given a mark of greater than 75%). Students in the 10(1) class will only be able to enter Mathematics Foundations, Mathematics Essential and Mathematics Application (given a grade greater than C). Only students taking the 10A extension course will be able to enter Mathematics Methods (given a A or B grade). Furthermore, for 2015 our Year 10 cohort will be following the Australian Curriculum and both classes will be covering the work, although the 10(2) class will work at a slower pace than the 10(1) class.

The Australian Curriculum provides for an extension program called 10A, which enables students doing ATAR Mathematics a smoother transition into Yr 11 and 12. Students who achieved either an A or B in Year 9(1) Maths will be selected for this extension program. They will not have to do extra work, rather the 10(1) students not doing the extension program will be given 2 periods a week to consolidate their learning.

Purpose

Year 10 Maths aims to complete and consolidate understandings developed in lower school, in order to enable students to make appropriate choices for their mathematical study in Years 11 and 12. Students have opportunities to use CAS calculators as well as scientific calculators to enhance their understandings of ideas presented and explored. Students in 10(1) class will be require to their own CAS Calculator (Casio Classpad) for the entire year. It is also intended that students will understand that the consistency of Mathematical truths demonstrates the orderliness and precision of God, that Mathematical truths are always the same, and that they exist because God made them.
HOTmaths
All students will have access to the Cambridge HOTmaths website (www.hotmaths.com.au), and will use it at school and at home. The $28 fee to cover this will be added to the family school fee account in February (please note this is a significant discount on the individual fee of $79.95).

Cambridge HOTmaths is a comprehensive mathematics learning system — an interactive online maths learning, teaching and assessment resource for students and teachers, for individuals or whole classes, for school and at home.

MATHEMATICS 10(1) & 10(2)

Mathematics Year Level Description

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.

Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigating the shape of data sets.

Problem Solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.
Mathematics Content Descriptions

Number and Algebra

Money and financial mathematics
- Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies.

Patterns and algebra
- Factorise algebraic expressions by taking out a common algebraic factor.
- Simplify algebraic products and quotients using index laws.
- Apply the four operations to simple algebraic fractions with numerical denominators.
- Expand binomial products and factorise quadratic expressions using a variety of strategies.
- Substitute values into formulas to determine an unknown value.

Linear and non-linear relationships
- Solve problems involving linear equations, including those derived from formulas.
- Solve linear inequalities and graph their solutions on a number line.
- Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology.
- Solve problems involving parallel and perpendicular lines.
- Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate.
- Solve linear equations involving simple algebraic fractions.
- Solve simple quadratic equations using a range of strategies.

Measurement and Geometry

Using units of measurement
- Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids.

Geometric reasoning
- Formulate proofs involving congruent triangles and angle properties.
- Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes.

Pythagoras and trigonometry
- Solve right-angled triangle problems including those involving direction and angles of elevation and depression.
Statistics and Probability

Chance
- Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence.
- Use the language of ‘if ....then’, ‘given’, ‘of’, 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language.

Data representation and interpretation
- Determine quartiles and interquartile range.
- Construct and interpret box plots and use them to compare data sets.
- Compare shapes of box plots to corresponding histograms and dot plots.
- Use scatter plots to investigate and comment on relationships between two numerical variables.
- Investigate and describe bivariate numerical data where the independent variable is time.
- Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data.

MATHEMATICS 10A EXTENSION
Class 10A Content Descriptions

Number and Algebra

Real numbers
- Define rational and irrational numbers and perform operations with surds and fractional indices
- Use the definition of a logarithm to establish and apply the laws of logarithms

Patterns and algebra
- Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems

Linear and non-linear relationships
- Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations
- Solve simple exponential equations
- Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation
- Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts

Measurement and Geometry

Using units of measurement
- Solve problems involving surface area and volume of right pyramids,
right cones, spheres and related composite solids

**Geometric reasoning**
- Prove and apply angle and chord properties of circles

**Pythagoras and trigonometry**
- Establish the sine, cosine and area rules for any triangle and solve related problems
- Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies
- Solve simple trigonometric equations
- Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles

**Statistics and Probability**

**Chance**
- Investigate reports of studies in digital media and elsewhere for information on their planning and implementation

**Data representation and interpretation**
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets
- Use information technologies to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation

**Mathematics Achievement Standard**

By the end of Year 10, 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 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.

**Further Information**
Miss Smoker & Mrs van Wyk
HOLA – Miss Smoker
SCIENCE

Subject Fee
$30.00
This fee covers access to the online Education Perfect website.

Streaming of Science classes in Year 10
Parents are advised that in Year 10, the Science classes are streamed into levels, in much the same way as happens for Mathematics from Year 9. Streaming is based on the student’s performance in Year 9 Science. It is not based on a child’s perceived ability or potential in Science, but on what they have actually demonstrated and achieved. Some students may reach the end of Year 9 and then realize that they should have worked harder or more efficiently because they are going to be streamed in a different class than they would have liked. In such cases it may occasionally be possible for such students to demonstrate a new level of achievement in the first semester of Year 10 in a lower class and then be moved into a higher class for the second semester, but this will be likely for only a small number of students each year.

Students cannot be warned strongly enough that work they do early in Year 10 will affect what Science they will be able to study in Year 11.

SCIENCE 10(1)

Background
Year 8 and 9 Science.

Purpose
Students will develop an understanding of Chemistry, Physics and Human Biology and their applications. This course is essential as preparation for upper school Science courses.

Course Description

Physics
Students will study the characteristics of movement and how force and mass affect movement. This will include drawing distance/displacement and speed/time diagrams and learning Newton’s three laws. They will then apply these concepts to collisions in everyday life. Taking a step back, students will also then look at the big picture of the universe, studying the light from stars and finally looking at ways the universe is changing.
**Biology & Human Biology**

We will focus on Earth as a whole, looking at the systems and interactions on Earth at a global scale. We will explore weather and climate systems as well as the many natural cycles on Earth. How humans impact the Earth and its many systems will be discussed with a focus on how we can take care of God’s creation.

DNA will be studied, looking at how it is inherited and how research has led us to make many discoveries about our own genetic material. We will examine the biodiversity of our planet and at the many different types of living organisms on the planet.

**Chemistry**

Chemistry is the study of matter. We will first look at atoms and how each of the different elements is organised into the periodic table. We will focus on the relationship between the structure of the periodic table and the properties of the elements. This includes the different types of bonding; metallic, ionic, covalent molecular and covalent network, and how we use these different substances in everyday life. We will also look at the chemical industry focusing on reactions and rates and the safety involved when using chemicals.

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**SCIENCE 10(2)**

**Background**

Year 8 and 9 Science.

**Purpose**

Students will develop an understanding of Physics, Chemistry, Biology and Human Biology and how they relate to each other and our everyday life. This course is less intensive than the 10 (1) course, and is intended for students who may be studying Human Biology in upper school.

**Course Description**

This course includes a revision of many Year 8 and 9 topics looking at extending the students' knowledge so they can apply their understanding to real life scenarios. This will include a look at basic chemistry including properties of materials, forces, motion and energy. A significant focus will also be on Human Biology, preparing those students who successfully pass the Year 10 prerequisites the option of entering Year 11 Human Biology.

**Further Information**

Mr Nightingale
HOLA – Mr Martens
Streaming of Humanities classes in Year 10

In Humanities the classes are mixed, with no streaming taking place. A team teaching approach is used where each teacher works with each class for one semester.

SEMESTER 1

Background

Students have completed two years of Humanities in which the following topics have been covered: Physical Geography, the Mediaeval World, European Studies, Asian Studies, International Conflict, Rights and Freedoms, and Migration Experiences.

Purpose

This course prepares students for upper school Geography and History according to the Australian Curriculum. Each topic involves a mastery of a body of knowledge, together with the development of relevant skills and techniques, and the reinforcement of Christian attitudes and values.

Course Description

The course focuses on two topics of study:

Topic One: Australian Landscapes

The topic deals with the physical geography of Australia and our cultural response to that environment. This unit will introduce fundamental skills and concepts that will provide foundations for the study of Geography in years 11 and 12. The course deals with the physical Geography and our cultural response to it. Example to be studied are the Southern Oscillation Index and the 2011 flooding in Queensland. Skills areas to be covered in mapping and graphing will include landforms, weather, climate, vegetation, population and cultural landscapes.

Topic Two: The Modern World and Australia.

Throughout history, man individually and nations generally, have given way to greed, ambition and pride. There is a similarity between the way nations have advanced their own causes and the way we lead our own private lives. We need to develop strategies to resolve conflict, evaluate our goals and reconcile our ambitions with the plans and purposes
of God. This unit of study seeks to develop a historical aspect to international conflict and the ways they have been resolved. God has provided for us role models who have forged the way of peace.

We live in an age where it is very easy to lose hope in the future but our students need to be assured that God is in control. We need to look forward to a time when every knee shall bow and proclaim Him as Lord.

The students will study in depth the causes and effects of major conflicts that Australians have been involved in since Federation, including the aftermath of World War I, World War II and the Cold War.

**SEMMSTER 2**

**Background**
Students would have completed two and a half years of high school Humanities.

**Purpose**
The course contributes to the preparation of students for upper school History and Geography. Students will be given the opportunity to evaluate the way we use our resources, time and money.

**Course Description**
The course focuses on two topics of study. In Term 3 students will study World Environmental Issues; in Term 4 students will study Rights and Freedoms and also the Globalising World.

*Topic One: World Environmental Issues*
“The Earth is the Lord’s and the fullness thereof.” The students will be encouraged to learn about the world, its features, the systems in place and man’s responsibilities for it. The sustainable use of the environment has strong implications for our ability to live together in harmony with our fellow man and God’s creation.

They will explore such issues as poverty, overpopulation, agriculture, industry, urbanization, resources, energy and climate change. They will learn there are consequences for our actions and that we need to use our resources wisely, forming the basis for study of Geography in Year 11 & 12.

This topic will introduce fundamental skills and concepts, which will provide foundations for the study of Modern History in Years 11 & 12. The key areas of social, political and economic history will be introduced within the context of the Globalising World.

The struggle for rights and freedoms, as well as the implications of migration on Australian society will be a part of this topic.

In the Depth Study on Rights and Freedoms students will learn about the issues Indigenous Australians have faced since the arrival of the European settlers, the effectiveness of the actions they have taken, changing government policies and the ongoing struggle. They will also study significant Indigenous Australians and the contribution the have made. They will examine the American Civil Rights movement and how this influenced attitudes across the globe. They will consider what the Word of God has to say especially in the light of Christ’s teachings. They will discuss what these rights and freedoms are and what the responsibilities are that go with them.

In the Depth Study on Migration Experiences the students will examine government policy changes since Federation, the different waves of migration that followed and how this influenced Australian society and culture. The case study on migration after the Vietnam War links to the topic from Semester One and brings home the human tragedy and triumphs experienced by so many migrants in our society.

Further Information
Mrs Drennan & Miss Webster
HOLA – Mrs Drennan
CHRISTIAN STUDIES

Background
Students at Rehoboth have a general appreciation of the Bible, Christian History and Christian living through their time at school, church and family. It is expected that students will have different levels of understanding on these areas. In addition it is assumed that students have different levels of ability in research and communication skills as they commence this course.

Purpose
This course allows students to become familiar with issues of faith and living, which transcends specific times and places. This allows students to reflect on the struggles and victories of the Christian life under different cultural, historical and political contexts. Students are exposed to the examples of Christian witnesses through history. They have the opportunity to research material from a variety of sources, extending their information literacy skills and communication skills through the use of a variety of media. They will also be provided with the opportunity to use their knowledge to serve others.

There will be set readings from the Bible for students to complete before coming to class. We want the students to grow in their understanding of God’s Word and the way to do that would be to spend time reading the Bible for themselves. Our prayer is that the study of God’s Word may draw them closer to the very one it testifies about, Jesus Christ, the Son of God.

Course Description

**SEMESTER 1**

The Bible teaches important truths about God that can make a big difference in our everyday life. What we believe about God can help us decide how to act – at home, at school, at church and in our neighborhood. People
watching how we act are able to tell what we believe, because believing and acting go together.

We will also cover the development of protestant denominations from the 16th century to the 21st century. Students have their whole lives ahead of them and everywhere they go they will meet people. We want to equip them with the gospel so that the gospel goes wherever they go.

**SEMESTER 2**

The Bible teaches important truths about God and what He requires of us. We will discover how to really live as we learn about His law, and to not obey has serious consequences. When we trust Christ – who did keep the law perfectly – we can actually begin to please God. Then by understanding and using the ‘tools’ God has given, we can grow in loving Him.

We will also be covering the area of peacemaking. In a world full of conflict, God wants to involve us in making peace. We will learn how to approach conflict in any situation in a way that will change our relationships and our life.

**Further Information**

Mrs Nathan
Health & Physical Education

Background
Year 9 Physical Education.

Purpose
- To provide students with strategies for maintaining their physical activity levels (1 Cor 6:19, 20).
- To provide students with opportunities to demonstrate competent and confident participation in a variety of physical activity contexts (e.g. aquatic, athletic & ball games).
- To provide learning opportunities which allow for students to demonstrate strategies/tactics and movement skills in physical activities to optimise their own, and the team’s performance.
- To provide safe opportunities for students to experience regular physical activity.
- To allow students to experience opportunities to display their God-given talents.

Course Description
Health & Physical Education (HPE) promotes the value of physical activity in students’ lives. It gives students opportunities to learn about and practice ways of working with others and adopt and maintain a healthy, productive and active life.

Requirements: Sports sneakers (not flat, canvas-type shoes as these do not give sufficient support and protection during intensive physical activity) and uniform will be a requirement to participate in Physical Education.

What can students expect to learn from HPE?
HPE studies allow students to:

- Participate in regular and varied Physical Education experiences.
- Learn about health issues from a Christian view. Topics will include Lifestyle choices; Wellness; Drugs; and Healthy relationships (HIV/AIDS, STDs, abstinence, contraception, marriage).
- To develop skills in a variety of sports that they will be able to use during and after school life.
- Develop and refine personal and social skills to promote positive interactions with others, be resilient and manage their own lives.

“You must expect great things of yourself before you can do them.”

— Michael Jordan

Further Information
Mrs Klomp – girls
Mr de Bruyn - boys
ELECTIVE COURSES

DESIGN AND TECHNOLOGY

Subject Fee
$70.00
This consumables fee will be added to the school fee account in February. This amount covers consumables and general timber products. Students may wish to purchase different timber and materials throughout the year. These amounts will be added to school accounts each semester also.

Background
Students will be greatly benefited by having completed the Year 9 Materials Design and Technology course. Many aspects of the Year 10 course follow on from the design and practical skills learned in earlier years.

Purpose
This course will focus on the fundamentals of production with a strong emphasis on the development of industry recognised skills in timber construction. Students will learn about and use a variety of timber related products, tools and wood working techniques.

Course Description
This year’s major design project will involve the learning and practice of common timber joining techniques. Students will design and construct one detailed furniture item throughout the year as well as a smaller project using manufactured timber products. Through these projects students will work through a logical design process and will carry out the steps required to produce finished prototypes. During the course students will also learn how to effectively present their work in the form of a detailed portfolio.

Further Information
Mr Kuipers
**Drama**

**Subject Fee**
$25.00
This subject fee will be added to the school fee account in February.

**Background**
Students completed various oral and drama exercises as part of the Year 8 English course, focusing mainly on speaking and expression, character presentation and ‘readers theatre’ exercises. The Year 9 Drama elective allowed students to refine their skills further in a range of individual and group tasks, covering both improvised and scripted tasks. The Year 10 Drama elective is best suited to those students who did well in Drama in Year 9. The Year 10 Drama course will require a high degree of confidence and commitment to refining performances and a willingness to put in time outside of class hours.

**Purpose**
The course will provide a range of opportunities to explore Drama as a powerful means of visual communication which provides both entertainment and an insight into life. Dramatic skills are part of our creative nature, as people created in the image of a creative God. Students will explore ways in which our voices, hands, faces, bodies, movement, space, silence, gesture and body language can be used for creative entertainment and to enhance our communication possibilities.

**Course Description**
Year 10 Drama will build on all the skills developed in the Year 9 course through a range of individual and group tasks. The intention is that, among other exercises, the course will include:

- Developing and presenting an individual dramatic monologue performance to an audience
- An excursion to a professional theatre production
- Developing a short script and group performance related to the major themes in one of the novels studied in the Year 10 English course
- Exploring Shakespearean theatre
- Presenting a drama performance

**Further Information**
Mrs Ball
FOOD TECHNOLOGY

Subject Fee
$80.00
This subject fee will be added to the school fee account in February.

SEMESTER 1

Background
Students will need to have completed a Year 8 Introductory Food Technology course and/or a Year 9 Food Technology course.

Purpose
This course examines how food is used as a socialising agent and as a symbol of hospitality. Colossians 3:23-24 reminds us to work for the Lord and not for men; in whatever we do, do it with all our hearts. Food service offers our students the opportunity to develop the concept of service to one another as a picture of our service to Jesus Christ.

Course Description
Café Culture
Students will be involved in planning and preparing foods for a variety of social occasions to help develop skill in more specialised food preparation techniques. They will be given opportunities to analyse and develop a range of different menus and to create food products from these menus, including restaurant and cafe style food. Skills in food service and presentation will also be developed.
SEMESTER 2

Background
Students will need to have completed a Year 8 Introductory Food Technology course and/or a Year 9 Food Technology course.

Purpose
Students will be encouraged to appreciate and respect other cultures through the preparation, cooking and serving of foods from cultures other than their own. The study of other cultures gives us opportunities to practice compassion as we consider the differences in the lifestyles of the developing countries as well as our own. Students will be encouraged to consider the words of Matthew 25:40 “Whatever you did for one of the least of these .... you did for me”, as we explore opportunities of food service.

Course Description
International Foods
A wide range of cultures will be studied in relation to food and the food preparation skills unique to each of these cultures. Students will be given opportunities to investigate foods from Asia, Europe, as well as the Americas. Students will also develop further skills in food presentation and service, through the preparation of meals they can share together as a class, as well as a variety of school functions.

Further Information
Mrs Howard
INDONESIAN

Subject Fee
$30.00
This subject fee will be added to the school fee account in February.

Background
Students with limited or no Indonesian knowledge may enrol.

Purpose
Students who have chosen to study Indonesian in Year 10 have come to a realization that they have the opportunity to use their language skills in serving the Lord as they relate to Indonesian speaking people. The focus of this unit is “The world of youth”. It introduces students to the Indonesian language and culture from a personal perspective, enabling them to share personal information from others related to personal identity, aspects of living in Indonesia and popular culture.

Course Description
Students begin to develop an understanding of what it is to be Indonesian and Indonesian-speaking, and compare their own lives to those of others in Indonesia. They also begin to develop the skills and strategies to use Indonesian to achieve the outcomes of the unit.

Students learn about their own world and their personal identity, including relationships, daily activities and aspects of youth life and popular culture.

Further Information
Mrs Nathan

CRICOS Provider No 01984B
**Music**

**Subject Fee**
$20.00
This subject fee will be added to the school fee account in February.

**Background**
Students will preferably have basic music theory skills and knowledge as a prerequisite to this course. While it is normally expected that students will have completed Year 9 Music prior to studying Year 10 Music, exceptions may be granted at the discretion of the teacher.

**Purpose**
Music is a social art that allows students to interact with others, express themselves and ultimately bring glory and praise to God. This course will enable students to explore their God-given musical talents through performing, singing, and creating music.

**Course description**
Year 10 Music will provide students with the opportunity to expand on their musical skills, and equip them to be successful musicians. The course will focus on essential tools for musicians, including music theory, aural skills, composition, listening and analysis, and performance.

Students will study and perform music from a wide range of styles. These include Western Art, jazz and contemporary music, as well as musical theatre. Students will also have several opportunities to compose music using instruments and composing software on the College’s Macbooks.

As part of the course, students will also be required to join a school music ensemble. Students are expected to attend rehearsals once a week (either during lunchtime, before or after school), and perform in school performances throughout the year as part of their ensemble participation. A list of ensembles and their rehearsal times will be made available at the start of the year.

**Further Information**
Miss Khoo
OUTDOOR EDUCATION

Subject Fee
$150.00
This subject fee will be added to the school fee account in February.
This fee covers basic costs. Some additional resources may need to be purchased or costs paid for off-campus activities.

Background
Students who have an interest in understanding concepts about the natural environment and enjoy participating in outdoor activities are well suited to enrolling in Outdoor Education.

No prior experience is necessary, however students will need to be prepared to meet new physical challenges, work well with others in a team and have a positive attitude to being outdoors; rain, hail or shine!

Purpose
The purpose of this course is to provide students with the opportunities to:
1. Develop understandings of the natural world God created. Part of this will be to look at our environment from a Christian worldview and man’s relationship with nature.
2. Enhance personal skills in practical areas. Often meeting new challenges and working through strategies to overcome obstacles.
3. Develop teamwork skills, such as communication, cooperation and encouragement.
4. Undertake leadership training, which may prepare students to be ready to become Camp Leaders in the future for organisations like Scripture Union or Camp Australia.

Course Description
The Outdoor Education course will largely focus on three areas, which are either directly or indirectly taught. They are:
1. Outdoor Experiences - which includes planning, practice and safety.
2. Knowledge of Self and Others - including personal skills, groupwork and leadership.
3. Environmental Awareness
- focuses on our relationship with the environment and its management.

It should be noted that this course will have a strong practical focus and would suit those students that like to be active. Most of the teaching that will be conducted in this course will be through experiential learning.

**Further Information**

Mr de Bruyn
Subject Fee
$45.00
This consumables fee will be added to the school fee account in February.

Recommendations
Students intending to study Visual Arts in Year 11 are strongly recommended to select this course in Year 10
Students who found the Year 9 Visual Arts courses too challenging are encouraged not to select this course in Year 10

*** SPECIAL NOTE ON VISUAL ARTS ***:
Parents and students should be aware before selecting VISUAL ARTS that an extra amount of self-discipline is required from students in this subject, because students are required to work with a range of specialist equipment and materials in a context which allows considerable freedom of movement, interchange of ideas and use of resources. Students are expected to exhibit appropriate behaviour at all times, with respect shown to each other, their teacher and the materials and supplies of the Art room. Students who may not be able to provide the degree of self-discipline which is required, should not select Visual Arts.

Background
Students in Year 9 Visual Arts explored different aspects of drawing, painting, printmaking, graphic design and ceramics in order to create individual works of art.

Purpose
Developing an appreciation of the arts
comes from not only creating art works but also studying the art from other cultures and times as well as our own. This course has three purposes:

1. Students will be provided with opportunities to extend their skills in solving artistic problems in order to create both two-dimensional and three-dimensional works of art, while exploring a variety of methods and materials in order to do so.

2. Students will be introduced to the major art movements of the twentieth century to learn about the characteristics of each style as well as to become familiar with some famous artists, both Australian and international, associated with each art movement. This component of the course does require some degree of literacy skills beyond that normally associated with the practical nature of a Visual Arts course.

3. Students will learn to examine, interpret and evaluate art works with a special emphasis on a Christian perspective.

**Course Description**

We will review the ‘elements’ of art (colour, line, tone, texture, shape, space and pattern) to create art works – both two- and three-dimensional – which have a focus on one of the elements in particular. At the same time we will examine art works by famous artists to explore their use of the elements of art and how art has changed over time. We will include a special look at the art work of Christian artists. Students will create drawings, paintings, collages, prints, graphic designs and ceramic artworks.

**Further Information**

Mrs Crittenden
VISUAL COMMUNICATION

Subject Fee
$150.00
This subject fee will be added to the school fee account in February. *This fee covers basic costs. Some additional resources may need to be purchased or costs paid for off-campus activities.*

Background
Parents and students should be aware before selecting Visual Communication that an extra amount of self-discipline and maturity is required from students in this subject. Students will work with expensive equipment in various locations around the school and will not be directly supervised at all times.

Purpose
This course will encourage students to use their God-given creativity to capture and manipulate images. Students will learn to appreciate the beauty of God’s world and how to create work that tells a story.

Course Description
Students will learn how to use digital imaging technology to create quality pictures. Students will understand how digital SLR cameras work and how to manipulate images using the latest web-based software. By understanding and applying artistic and technical photographic techniques, students will discover what makes an excellent image.

Further Information
Mr Kuipers