



SOLI
DEO
GLORIA

YEAR 9-10

HANDBOOK 2020

REHOBOTH CHRISTIAN COLLEGE

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PRINCIPAL'S INTRODUCTION



At Rehoboth Christian College, we value your children as individuals; their progress, both spiritually and academically, is in the forefront of our hearts and minds. We offer a safe and supportive environment for our students that includes a strong pastoral care 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.

The Year 9 Curriculum at Rehoboth is built around the eight learning areas of the Arts, English, Health & Physical Education, LOTE (Indonesian), Maths, Science, Humanities & Social Science and Technology & Enterprise. It includes programs which develop life skills and has an emphasis on specialist programs which will extend our students. This balance of key learning areas aims to assist students in choosing their vocational pathway and to prepare them for the future. The aim of the Year 9 program at Rehoboth is to provide a challenging learning environment that enables each student to expand their horizons. It provides them with the opportunity to 'shine' in the areas in which they are gifted, and to discover more about these areas. We aim to create a curriculum that is full of hands-on, learning-rich activities designed to engage the students, and teach them problem solving skills, creativity and ways of learning that will benefit them in their later years of study.

The Year 10 Curriculum at Rehoboth is built around the same eight learning areas as in Year 9. Year 10 is a springboard into the pathways that students choose in Year 11 and 12. In Year 10, it is crucial that students develop a homework and study plan. Good study habits in Year 10 will assist students as they move into the Senior School years. A student's marks matter more than ever before. All Year 11 University entrance (or ATAR courses) have minimum pre-requisite marks that students must achieve before they are accepted into a subject. 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 Year 9 Head of Students is Mr Peletier and Year 10 is Mr Vasquez. They can be contacted for any pastoral care needs or concerns that parents may have.

May God bless each of us as we work together to help our children grow into their full potential in Christ.

M Louwen

Principal

THE REHOBOTH STORY

Our history began over 50 years ago when Dutch migrants who came to Australia saw something was missing. Many of these migrants had been to Christian schools – ‘Schools with the Bible’ – where Christian parents were helped to raise their children to love and serve God in all areas of life. In Perth, just as they did around Australia, these migrants spread the vision of starting schools where God was proclaimed as the King of all life. They dreamed of schools with Christian teachers who were just as excited about these ideas and prayed that their children would have schools where they could be taught to ‘think Christianly’.

In 1959, the Association for Christian Education (ACE) was started and planning began for a Christian school in Perth. The Association commenced a ‘Saturday school’ for the children of members in 1961. In 1966, Rehoboth Christian Primary School (Years 4–7) was started in Wilson with 2 teachers and 23 students. Rehoboth celebrated its 50th Anniversary in 2016. In 1977, Rehoboth Christian High School began in South Perth, and then in 1979, it moved to the current site in Kenwick. The Association expanded in 1992 when a second primary campus opened in Yangebup, but this eventually closed at the end of 2001. In 2005, a primary campus was added on at the Kenwick site. Currently, over 700 students attend Rehoboth Christian College on its two campuses.

Rehoboth means, “For now the Lord has made room for us, and we shall be fruitful in the land.” (from Genesis 26:22 ESV). We are thankful today that God has allowed our schools to be fruitful. We are thankful for the vision of our founders, and the sacrifices they made. We are also thankful that many other Christians have ‘caught the vision’ and that Rehoboth’s existence has encouraged many other groups of Christians to start other Christian schools. We are thankful for the way that Rehoboth has touched the lives of thousands over the past 50 years, and the way that their lives have also been fruitful because of the Christian education they received. To God be the glory!

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.” (R.J. Edlin, The Cause of Christian Education)

Christian Worldview

At Rehoboth, students 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 reveals to them. We believe that nothing happens by chance or fate, but things within the context of the ‘big story’ of scripture, which started with what God intended (the Creation). The story developed into what went wrong (the Fall, when sin entered and tainted the world); and led to what God did to heal and fix the problem of sin (Redemption). It finishes with our response and how God will restore his creation (Restoration).

REHOBOTH'S CREST & MOTTO

THE COLLEGE CREST

The Crest features the College colours (red, white and blue) and its design has several important aspects which remind us of the nature of our schools.



The Cross

This symbol of our faith and salvation draws our attention to the redeeming work of Christ. The world we now study in our schools is one spoiled by sin, but through Christ's salvation and promise, we look forward to the full restoration of His creation and kingdom.

The Bible

The open Word of God reminds us that it is our aim to present all of education and life in the light of His Word.

THE COLLEGE MOTTO

SOLI DEO GLORIA

To God Alone Be the Glory

This Latin phrase was a catchcry of the Reformation. It points to both the reformed nature of our schools, and the fact that Christian education should lead students to acknowledge God's sovereignty in all things.

"For from Him, and through Him, and to Him are all things ..."
(Romans 11:36)

Secular education with its humanistic ideals, praises man, and what man has made and discovered and understood. Christian education strives to glorify God at all times, and to lead students to think and live for that goal in every aspect of their own lives.

... to "demolish arguments and every pretension that sets itself up against the knowledge of God" and to "take captive every thought to make it obedient to Christ."
(2 Corinthians 10:4,5)

REHOBOTH'S VISION & MISSION

ASSOCIATION FOR CHRISTIAN EDUCATION, INC.

We believe that:

1. God's ultimate goal is to preserve, display and glorify His own greatness and glory.
2. He has displayed that glory in creation and redemption.
3. God's purpose for mankind, therefore, is to glorify God and bring Him pleasure. Because of the presence of sin, we can only do this in the power of the Holy Spirit, sent by Christ, to all who look to Him for salvation.
4. God has given us His word, the Bible, as the authoritative guide to living for His glory and pleasure.
5. The fulfilment of God's plan, through the Lord and Saviour Jesus Christ, is to make us partakers of His divine nature and continue in His presence forever.
6. Parents are responsible for the training and instruction of their children. It is the duty and privilege of Christian parents to consistently nurture their children to respond in faith and obedience to God in all areas of life.

LOCUS 2019:

The College's strategic plan for 2016-2019, defines Rehoboth's mission and vision as:

Vision:

By 2019, Rehoboth Christian College will be recognised for excellence in the provision of a distinctly Christian education program that honours Jesus Christ as Lord of all, utilising the best innovations and resources of a 21st century learning environment.

Mission:

Our mission is to partner with parents as a covenant community in order to support them in their task of nurturing and educating their children. We achieve this by developing structures that support and promote dynamic 21st century learning, immersion in a Christian worldview, and stimulating the God-given creativity and curiosity of lifelong learners.

"Rehoboth has a strong emphasis on the consideration and formulation of world view. As texts are studied, students are encouraged to interrogate the world views presented and compare these with a Biblical world view. This critical thinking is authentic and stimulating to young people who are laying down the foundation for a life of service and joy to the Lord. Rehoboth's desire to partner with parents in this developmental area is intentional and permeates all areas of study, while the College rigorously covers the required curriculum." (Mrs M. Gwynne)

Mrs Gwynne was part of the English staff from 2015-2017, having worked at Southern Hills CC, and previously was Head of English at Kelmscott SHS.

REHOBOTH'S VALUES

SHARED COLLEGE VALUES

We expect all of our Staff and students to reflect and uphold our shared College values. These are outlined in LOCUS 2019, the Rehoboth Christian College Strategic Plan for 2016-2019.

The goals, embedded attitudes and beliefs of the College need to be understood well as it is out of these that our Vision and Mission will emerge.

God First

We aim to put God at the centre of all planning, decision making, and student learning. Our motto, 'Soli Deo Gloria' (To God Alone Be the Glory) is often explicit, but always implicit, in everything we do.

Five Solas

These principles originally developed during the Protestant Reformation of the 16th century, summarise our view of God and the Christian faith, and connect us to our Reformed heritage.

- Sola Fide (by faith alone)
- Sola Scriptura (by Scripture alone)
- Solus Christus (through Christ alone)
- Sola Gratia (by grace alone)
- Soli Deo Gloria (glory to God alone)

Purpose, Preparation, Partnership

This is not simply an advertising slogan, but a summary of our beliefs and approach to Christian Education. No educational model is values-neutral, and so we choose to make ours thoroughly Christ-centred rather than man-centred.

Ephesians 2:8-10

Because we regard all members of the College community – students, parents, staff, and visitors – as made in the image of God and empowered by Him for good works, it is one of the chief aims of Christian Education to nurture a student's God-given gifts and abilities and provide adequate opportunities for the exercising of those gifts.

Matthew 28:19-20

Our aim as Christian educators, in partnership with the home and church, is to bring students to a more complete understanding of the sovereignty of Christ over all things, including their own lives, and to encourage them to accept God's covenant promises for themselves.

We encourage our students to achieve their personal best in all their pursuits at school, and value the diversity of the programs we offer, allowing all students to experience and excel in a range of academic pursuits, sports and arts programs, leadership positions and personal development. It is our firm belief that students should feel safe at all times and always have someone to turn to for advice or assistance while at the College.

HOUSES & HOUSE COMPETITION

All staff and students are attached to one of the College's three Houses: Newton, Tyndale or Wycliffe

Newton House

Motto: Sola gratia (by grace alone)

Colours: Green and Gold

Head of House: Mrs Erispe

This house is named after John Newton (1725-1807), hymn writer and pastor. Originally a ship's captain, Newton was involved in the slave trade. His conversion followed his miraculous survival during a gale at sea. Newton later became a pastor and wrote many hymns including '*Amazing Grace*'. He also played a prominent role in the anti-slavery movement.

Tyndale House

Motto: Sola fide (by faith alone)

Colours: Black and White

Head of House: Mr Peletier

This house is named after William Tyndale (1494-1536), a teacher, translator and preacher. He believed in justification by faith alone. After moving to Germany, he completed his translation of the New Testament into English and had it published. This was significant in that it gave people access to the Bible in a language they could understand.



Wycliffe House

Motto: Sola scriptura (by scripture alone)

Colours: Blue and Red

Head of House: Mr Kuipers

This house is named after John Wycliffe (c1330-1384). He was called the '*Morning Star of the Reformation*' as he challenged a number of the accepted practices of the Church. He based his views on the absolute authority of the Bible, God's law, which he distinguished from the teachings of the Church. He argued that every man had the right to examine the Bible for himself.



House Competition

Each year there are number of House Activities in which the Houses can compete to obtain house points. At the end of the year, the perpetual House Trophy is awarded at the Graduation Ceremony to the House with the most points. The House activities include the House Carnivals, and different House Activities which are organized as lunch time activities throughout the year. There is a different House activity organised in each term of the College year, and these may include Form periods as well. These House activities may include Basketball, Soccer, Chess, Bible Quiz etc. As Secondary students, Year 7 & 8 students are included in the Secondary Carnivals and House activities.

THE YEAR 9 & 10 PROGRAM

WHAT DOES 21ST CENTURY LEARNING LOOK LIKE?

Our goal is to develop four essential skills sets that can be expected to be developed in a 21st century learning environment. These are:

- Communication – the ability to effectively share thoughts, questions, ideas and solutions;
- Collaboration – the ability to recognise the God-given talents of others and be able to work together to achieve shared goals;
- Critical Thinking – looking at problems, tasks, and issues in fresh ways by linking ideas and concepts across disciplines to find solutions;
- Creativity – trying new approaches and resources to achieve solutions (innovation and invention).

Classrooms in the 21st century are flexible, interactive learning environments. They are rich in learning materials and resources. In this sort of environment, there are different spaces set aside to meet a variety of learning needs, including areas for group work and discussions, areas for creating, places to study and think alone, and outdoor spaces to use. Our Library Resources Center (LRC) has been refurbished to take this into account. The classroom is also filled with all kinds of learning tools: mobile devices, art supplies, low- and high-tech materials for do-it-yourself projects, equipment for tinkering, and other materials as determined by the unique needs of the learners.

Education in the 21st century offers a huge variety of learning options: direct instruction via a teacher; face-to-face or virtual peer collaborations; and through local or virtual access to experts and professionals. Students are not dependent on the teacher alone for content specific knowledge and can be the primary agents of their education with access to an almost limitless number of online resources. Learning should not be thought of as memorizing subject-specific facts and concepts in a vacuum, but rather as cross-disciplinary and in real-world contexts. In a 21st-century learning environment, students are not just consumers of content, but should be given opportunities to have a voice and to contribute to the real world by creating content as part of their learning processes.

This handbook will enable you to discuss your child's work with him/her on a regular basis, as it will help you to know what subjects your child is studying. There will be an opportunity to discuss the teaching curriculum at a 'Meet the Teachers' evening for Year 7-12 parents on Tuesday, 11 February 2020 (Week 3 of Term 1). If you have any questions as you go through this booklet, please contact the Mr S. Peletier (Head of Students Year 7-9) or Mr J. Vasquez (Head of Students Year 10-12) straight away. Do not feel that you need to wait until your child has commenced Year 9. We are more than happy to talk through any of the questions or concerns that you may have.

COPING WITH TRANSITION

Students will be experiencing transition this year as they move into the Secondary School. With change, can come uncertainty and anxiety. Whenever we are in a new situation, there is a period where we are learning and adapting. Adapting is about making choices and developing a set of new routines that will help you to cope with the new demands. Some tips are:

Ask Questions

Ask lots and lots of questions. If you are unsure about something, don't sit there in silence, ask a question. If you feel uncomfortable asking the teacher directly, ask a friend or ask the teacher after

class. Be aware, there are probably many other students with the same question and they will probably be thankful that someone asked the question they also had.

Find a Buddy

It is much easier if you have someone to talk to about what you are both experiencing. This is someone you can check things with, even just someone to listen to you when you want to moan and groan, or celebrate. You don't have to specifically say 'let's be buddies', but look out for a like-minded person so that you can help each other along the way.

Consolidate

When you are learning new things, or have lots of new information heading your way, it's important to take time to consolidate. This could be explaining what you are learning to someone like your parents, or it could be writing a short list or summary of what you have been told so you don't forget it.

Have a Positive Attitude

Your attitude can make a world of difference to the type of experiences you have during any transition. Reflect on your thoughts. Are they negative or positive? You can start to take control and direct the way you think about a situation and this in turn will change how you feel. For example, if something goes wrong and you notice you're thinking something like, 'What an idiot, I can't believe I did that,' catch yourself and say, 'Everyone makes mistakes. At least now I know what I need to do for the next time'. Develop the habit of positive self-talk, rather than running yourself down.

Aim for your 'Personal Best'

Don't compare yourself to other people. Aim for your own 'personal best'. Strive to do the best you can, to learn, to grow and develop. We all have different skills and strengths and sometimes these aren't always evident in the school situation. Focus on being the best student you can be and celebrate your strengths and gifts – in whatever arena you have them.

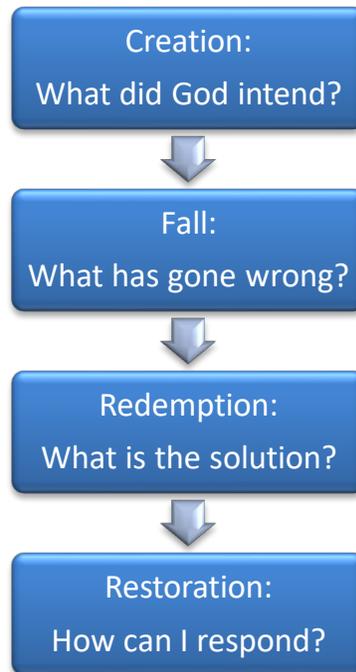
Chaplain

You should always talk to someone and tell them how you feel. The Year 9 & 10 Form teachers and the Chaplain are here to help.

YEAR 9 & 10 PROGRAM

A BIBLICAL FRAMEWORK FOR YEAR 9 & 10

A Christian education acknowledges that all of life is part of God's creation, and as such, all subject areas will be studied from a Christian perspective. The following diagram shows the basic framework which will form the basis of our curriculum planning:



Our teachers are Christians who build the curriculum on biblical foundations, while still fulfilling state and national requirements. As we teach from a biblical perspective, we believe that we present God's world in a coherent and connected whole – created by our one creator God.

Students will be encouraged to respond to their learning in the way in which they treat others, in the way they encourage and respect others, their focus on sharing Christ and by doing their best in all things. Students will be encouraged to develop honesty and integrity in order to be 'salt and light' in the world.

Students will be encouraged to respond in relation to what they learn. Just as the Bible describes that faith without action is dead (James 2:17), so too knowledge, without a response or change in attitude is incomplete. As Christian teachers, we aim to fulfil the Biblical commands to go and make disciples and to train children in the way in which they should go (Matthew 28:19 and Proverbs 22:6).

EXPECTATIONS OF YEAR 9 & 10 STUDENTS

The expectations below are minimum requirements which students are expected to follow, so they can work with their teachers in an environment which helps support learning and the development of good working habits.

Christian Attitude, Values and Character Behaviour Expectations

- We RESPECT God, others and ourselves.
- Every student has the right to feel safe and to be safe.
- We treat all things with care.
- We respect the role of students to LEARN and of teachers to TEACH.
- We LISTEN and use positive words to solve problems.

Classroom rules

- Students will bring to class at the start of each lesson everything which is needed for the lesson, including homework diaries and any homework which is due for that lesson.
- Students will not distract other students from completing work and other tasks.
- 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 distractions; and the student actively listening to their teacher.
- 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 learning environment.
- Students will take responsibility to keep up with class work and to keep their books and files in an organized manner.
- Students will submit homework on the due date unless an extension has been requested and granted before the due date.

Outdoor rules

- Students will line up quietly and on time outside the classroom before a lesson begins.
- Students will walk in all Year 7–12 areas, and along concrete pathways.
- All play must take place away from the fences.
- Trees must be left alone and not climbed.
- Students are not to be in the classroom without the teacher's permission or presence.
- Throwing or collecting of stones, sticks or tree parts is not permitted.
- All rubbish is to be deposited in the bins provided.
- All play ceases when the bell rings, and students will return to class.
- Students are not allowed to leave the College premises.

ASSESSMENT & TESTING

Assessment for Year 9 & 10 students will be based on term work, tests and exams. Semester exams are one part of a student's total work which counts towards assessment, so it is important for students to be working hard all of the time. Year 9 & 10 students will be issued with two reports, at the end of Term 2 and the end of Term 4 (i.e. semester reports). In addition, an Interim Report will be issued during Term 1, to provide parents with some early feedback on their child's progress and how they are settling into the Year 9 and 10 programs. Other learning areas will also be assessed, but less frequently.

Grade Descriptors

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 fulfils the requirements of each subject area.

Grade	Descriptors
<p style="text-align: center;">A Excellent</p>	<p><i>The student has demonstrated excellent achievement of what is expected for this Year level. This grade means that the student has:</i></p> <p>Achieved the essential requirements of the course;</p> <p>A superior knowledge and understanding; Competency in a wide range of skills; Demonstrated appropriate and ready application of knowledge and skills to new situations; Worked at a very high standard overall.</p>
<p style="text-align: center;">B High</p>	<p><i>The student has demonstrated high achievement of what is expected for this Year level. This grade means that the student has:</i></p> <p>Achieved the essential requirements of the course;</p> <p>A good knowledge and clear understanding; Competency in a range of skills; Demonstrated reasonable success in applying knowledge and skills.</p>
<p style="text-align: center;">C Satisfactory</p>	<p><i>The student has demonstrated satisfactory achievement of what is expected for this Year level. This grade means that the student has:</i></p> <p>Achieved the essential requirements of the course;</p> <p>A knowledge of much of the content with reasonable understanding; Adequate development of the fundamental skills; Demonstrated some success in applying knowledge and skills.</p>
<p style="text-align: center;">D Limited</p>	<p><i>The student has demonstrated limited achievement of what is expected for this Year level. This grade means that the student has:</i></p> <p>Achieved the essential requirements of the course;</p> <p>Limited knowledge of the content; Demonstrated limited development of the fundamental skills.</p>
<p style="text-align: center;">E Very Low</p>	<p><i>The student had demonstrated very low achievement of what is expected for this Year level. This grade means that the student has:</i></p> <p>Failed to achieve the essential requirements of the course;</p> <p>Little knowledge of the subject; Demonstrated few of the relevant skills.</p>

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.

EXAMS, NAPLAN & OLNA

Academic Standards

Rehoboth's academic standard is excellent. This is contributed to by small class sizes, individual attention and Rehoboth's decision to specialise in the areas that most of our students need for tertiary entrance. With good fundamental teaching, systems and methods, Rehoboth's students compete with the best, as shown in the ATAR, NAPLAN results and in academic competitions. In 2017 Education Perfect, Rehoboth ranked third in WA in Social Sciences (102 schools), Languages (107 schools), and English (122 schools) and thirteenth in Science (136 schools) against ALL schools. Our graduates have qualified in diverse areas, such as Medicine, Law, Engineering, Business, Physiotherapy and Occupational Therapy, to name a few. Included among these is a member of the W.A. Parliament in the Legislative Council, the General Manager of Sonshine Radio, and a Captain of an A.F.L. Football team.

Exams (Year 9 & 10)

Rehoboth's Year 9 & 10 program encourages creative thinking, learning via discovery and most importantly – teaching students how to learn. We believe that it is important that students learn the skill of sitting exams to equip them for the demands of Senior Secondary. Rehoboth runs Year 9 & 10 exams at both mid-year and end-of-year in: English, Humanities, Maths, Science, Music and Indonesian, as part of its rigorous and challenging approach. Teachers will prepare students for these exams, explaining the process and providing revision tips. It is also important that parents work with their child to ensure that they are dedicating some time to study in the lead up to the exams.

NAPLAN (Year 9)

NAPLAN tests identify whether all students have the literacy and numeracy skills that provide the critical foundation for their learning. In the past few years, the *Weekend Australian* newspaper has ranked Rehoboth between 25 to 32nd school in W.A., placing it as one of only a handful of low fee schools consistently in the 'Top 50' Schools. In 2017, Rehoboth achieved excellent Year 9 results, with scores well exceeding the W.A. mean in all categories – Spelling (+37), Grammar & Punctuation (+36), Writing (+36), Reading (+20), Numeracy (+20). In addition, Rehoboth achieved its highest Year 7 results on record. Graphs showing these results are posted on the main noticeboard.

OLNA (Year 10)

Students who have achieved Band 8 or higher in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in that component and will not be required to sit the corresponding OLNA component. If students have NOT achieved this level, there are two further opportunities to achieve this in Year 10, two in Year 11 and two in Year 12. This level is required to satisfy the minimum literacy and numeracy requirement needed to achieve the WACE in Year 12. After school tutoring is provided to these students in Literacy and Numeracy to assist them in achieving this level.

EXTENSION PROGRAMS

INSTRUMENTAL MUSIC PROGRAM (IMP)

Students are invited to become part of Rehoboth's expanding Instrumental Music Program (IMP). In addition to improving musical and creative skills, learning an instrument also develops a sense of commitment, perseverance, critical assessment and time management. Creating music gives both enjoyment and a sense of achievement to students, boosting their confidence. Lessons are offered on a weekly basis in an individual or group setting with specialist tutors on-campus in the following instruments: Flute; Clarinet; Guitar; Saxophone; Piano; Drums; Violin and Voice. Please see the [College website](#) or contact the Business Office for further details.

Rehoboth also runs a number of music ensembles, which are open to all College students. Students are encouraged to join a music ensemble to further their skills on their instruments; to learn about playing in a group environment; to meet new people; and to engage in performances on and off campus. The College runs a Year 7-8 Worship Band, a Year 9 Worship Band and a Year 10-12 Worship Band, in addition to our Secondary Choir. For further details, please contact Mr S. Thomson at sthomson@rehoboth.wa.edu.au.

TESLA (TECHNOLOGY, ENGINEERING AND SCIENCE)

TESLA is a Year 9 and 10 extension elective. See page 37/45 for course details.

In association with TESLA and the LRC, a Maker-Space club will be run during the year. Details will be provided.



Pictured are students engaged in Music Ensemble (left) and Cadets (right) activities

EMERGENCY SERVICES CADETS

Rehoboth's Emergency Services Cadet Unit meets in the Gym on Thursday afternoons between **3.30pm and 5.00pm**. The Cadets program assists young people to develop practical life skills, leadership, teamwork and initiative. Cadets learn about the diverse nature of W.A.'s emergency services and develop qualities of community responsibility and service. Rehoboth Cadets is made up of many Year 7-10 students, with Year 11-12 students as Cadet leaders, and a variety of secondary teachers as Instructors. There is no cost involved in Cadets. Cadets are issued with a Cadet Polo Shirt and Jumper that will be worn with their Rehoboth PE shorts and sneakers. The Cadet program includes an annual camp for cadets that regularly attend its weekly meetings.

YEAR 9 & 10 SPECIAL EVENTS

ARTS FESTIVAL WEEK

This is a week of events to celebrate our Music, Drama and Arts program held during Term 3. This includes lunchtime activities, an Art exhibition, an International Assembly, and a Festival Drama and Music Concert.

YEAR 9 CAMP

This three-day camp takes place during Term 4 and is an adventure style camp which focuses on developing teamwork and leadership.

YEAR 10 WORK EXPERIENCE

Rehoboth conducts a Year 10 Work Experience program which takes place at the start of Term 3 each year. This program enables students to receive direction and feedback as they see which skills potential employers are looking for in an employee. This program is co-ordinated by Mr Blennerhassett.

YEAR 10 RIVER CRUISE

Rehoboth will include a Captain's Buffet Dinner Cruise as part of our Year 10 program in 2020. This will take place during Term 4. Year 10 students and teachers will spend an evening on the Swan River that highlights the beauty of the city from the water.

YEAR 10 LEONORA 'BUSH' MISSION

Year 10 students will have an opportunity to apply for this week-long mission trip, which is held during the first week of the Term 3 holidays. It is a service program which encourages Year 10 students who have a heart for mission and service to spend a week in Leonora serving the local community through drama, craft, bible stories and sport.



Above: Work Experience

"Rehoboth's aim is to provide a holistic education that promotes excellence in ALL areas of development. academic, spiritual, cultural, emotional and physical aspects complement each other at Rehoboth, so that all children are given the encouragement to succeed and enjoy aspects of their schooling. That is why it is important to develop a broad extra-curricular and strong pastoral care program, through which a lot of learning can take place. Success is closely aligned with growing student's character traits and attitudes. These include: being the best that you can be; perseverance; determination; diligence; resilience; and above all, trusting in God." (Mr R. Stirling) Rehoboth's Principal from 2008-2017.

STREAMING IN YEAR 9 & 10

Streaming refers to the grouping of students within a certain ability range as a class. The objective is to allow 'like' students to move ahead at a pace which matches their abilities. The research is divided on the subject of streaming. At Rehoboth, we advocate streaming, but not for an entire year level or

too early in a child's development. In our experience the results of streaming are more often beneficial than otherwise, particularly in the case of individual subjects.

Within a streamed class setting, the teacher is able to set a suitable pace for the class and maintain that pace. The entire class is challenged at a level gauged to be appropriate for the whole group. The teacher can move ahead at a brisk pace with students who do not require as much supervision and reduced individual attention. In a class of struggling students, the same applies. However, a slower pace would be necessary, and a lower number would usually be assigned to this class if teaching is to be most effective. An education assistant may be allocated to this group to work with students who need a lot of assistance. In either situation, the teacher is able to select an appropriate pace and move ahead with it. In a streamed class setting students are able to:

- motivate each other because they possess similar abilities.
- move ahead at the same pace because there are no major disparities in ability within the stream.
- grow in confidence and self-esteem as no one is made to feel inferior among his/her peers. In fact, they offer each other friendly competition, which is motivational.

At Rehoboth, Year 9 students are streamed in Maths into a 9.1, 9.2 and a 9.3 class. Students are streamed on the basis of their Year 8 Semester 2 results. The level of difficulty is not greatly different at the start, but the pace of work is. It is still possible to move between classes, for students that show improvement or for those that struggle. This normally takes place at the end of Semester 1.

In Year 10, students are streamed in English into a 10.1, 10.2 and a 10.3 class, while in Year 10 Maths, the class is streamed into three classes – 10 Ext, 10.1 and 10.2. Further details are provided in the subject description under the Maths and English course descriptions (see pages 21-23).

By Year 10, the differences between the three groups has grown. Year 10 is the introduction to Year 11 (which divides into the ATAR – University stream and the Vocational stream), and so the work becomes more difficult, and the differences in levels between the groups becomes greater. Movement between the classes (especially upwards) is less likely.

In Science and Humanities there is no streaming in Year 9 or Year 10. However, in Year 10, these subjects are taught by a multiple number of teachers, who teach their speciality to both groups at different times.

HOMWORK AND SUBJECTS

Homework:

We believe that setting homework is important for reinforcing disciplined working habits as your child goes through school. It is also important that this homework level is gradually increased over the years and is not too time-consuming for the age of your child. The recommended time is a good balance between reinforcing and extending the work covered in class, while also allowing for the individual passions and pursuits of each child and family time.

Homework will be content that the teacher has instructed the class to complete at home (i.e. complete Maths exercise 5B; or instrument practice). We also encourage our students to get into the habit of study as part of their weekly homework routines, especially when there is no set homework. Study and revision are not only useful around test and exam times but are a vital part of the learning process. Revising a chapter from their Science book or re-reading a chapter from the English text are good examples of helpful study exercises.

SUBJECT AREAS

All Year 9 & 10 subjects in 2020 are taught in Semester-length units which are graded and reported on at the end of the semester. The beginning of each day will commence with a devotion and prayer time. The Australian Curriculum is the basis of what is taught, but it will be taught from an overtly Christian perspective.

PRE-REQUISITES FOR YEAR 11 SUBJECTS

To choose subjects in Year 11, students MUST ensure that they have achieved the minimum subject prerequisite. The harder the subject, the higher the pre-requisites are. The pre-requisites for 2020 are included here as a guide. Students should use these as a goal to aim for. Pre-requisites are expressed as a percentage or grade achieved on the Year 10 Semester 1 Report. This is because the subject selection for Year 11 in 2020 occurs during Term 3. Prerequisites are based on the degree of difficulty of the Year 11 course and the kind of background students need to be successful. Most schools use them, and University pre-requisites exist for entry to their courses after Year 12.

If a student has NOT met the pre-requisites for a course, they are NOT eligible to enrol in that course. Students cannot expect to be able to cope with a subject such as Maths Methods ATAR Unit 1 and 2 if they have only achieved a 'C' grade in Maths. If students fail to meet the pre-requisites, they can only choose the subjects they qualify for. However, if they achieve the pre-requisites in their Semester 2 report, they may apply to change their subjects at that point. Please direct any questions to the Year 10-12 Head of Students.

<i>YEAR 11 COURSES</i>	<i>MINIMUM PRE-REQUISITES</i>
Authority Developed Workplace Learning	Entry to ADWPL is subject to an interview with Mr Blennerhassett and approval by Mr Vasquez, as there is a limit to the number of VET courses that may be studied.
Certificate II in Business	Entry requires subject approval from Mr Vasquez as there is a limit to the number of VET courses that may be studied.
Certificate II in Building & Construction	Design and Technology 10 is preferred. Inclusion outside of this prerequisite is at the discretion of the teacher. Class size is limited. Design and Technology 10 is preferred. Inclusion outside of this prerequisite is at the discretion of the teacher. Class size is limited. (When choosing this course, students have a compulsory ADWPL component with 110 hours in a construction-based workplace).
Chemistry ATAR Unit 1 & 2	A 'B' grade in Science 10 in the Chemistry Component; and a 'C' grade in Semester 1. 'C' grade in Mathematics 10.1, Semester 1.
English General Unit 1 & 2	Students need to have attained Band 8 in NAPLAN or Level 2 in the OLNA Test, and a 'C' grade in English 10, Semester 1. Students who do not qualify for the Year 11 English General Course will study the Year 11 English Foundation Course.
English Foundation Unit 1 & 2	Students who have not demonstrated the minimum standard in the literacy component of the OLNA will need to enrol in the English Foundation Course.

English ATAR Unit 1 & 2	A high 'C' – 'A' grade in English 10(1), Semester 1 is required. A recommendation from the Year 10 English teacher is also important.
Food Science & Technology General Unit 1 & 2	There are no prerequisites for this course, but students should enjoy cooking and working in a team.
Geography ATAR Unit 1 & 2	A strong 'C' grade (<i>with a minimum of 60%</i>) in Geography (Humanities) 10, Semester 1 is required.
Human Biology ATAR Unit 1 & 2	A 'B' grade in the Biology component and a 'C' grade in the Chemistry component of the Year 10 Science course.
Indonesian: SL/Background ATAR Unit 1 & 2	Students need to have studied Indonesian in Years 8, 9 and 10. In Indonesian for tertiary entrance, the minimum requirement is a Year 10 'B' grade.
Literature ATAR Unit 1 & 2	A 'B' grade in English 10(1), Semester 1 is required. A recommendation from their Year 10 English teacher is also required.
Maths Essential General Unit 1 & 2	Completion of Maths 10.1 or 10.2. Students who do not qualify for the Year 11 Maths Essential General need to select the Year 11 Maths Foundation Course.
Maths Foundation General Unit 1 & 2	Students who have not demonstrated the minimum standard in the numeracy component of the OLNA will need to enrol in the Mathematics Foundation Course. Once this has been achieved, students will transfer to Maths Essential General course.
Maths Applications ATAR Unit 1 & 2	The prerequisite for the Mathematics Applications ATAR Unit 1 & 2 course is a 'C' grade in Maths 10.1 or a minimum of 75% in Maths 10.2.
Maths Methods ATAR Unit 1 & 2	The prerequisite for the Mathematics Methods ATAR Unit 1 & 2 course is a 'B' grade (with a minimum of 70%) in Maths 10 Ext.
Maths Specialist ATAR Unit 1 & 2	The prerequisites for the Mathematics Specialist ATAR Unit 1 & 2 course is an 'A' grade in Maths 10 Ext. <i>Note: To select Mathematics Specialist Unit 1 & 2, students need to have Mathematics Methods Unit 1 & 2 with the Specialist course for University entrance.</i>
Modern History ATAR Unit 1 & 2	A high 'C' grade in Humanities 10 (min. of 65%) and a 'B' grade' in English 10 (min. of 65%), in Semester 1 is required.
Music General Unit 1 & 2	Students must have completed Year 10 Music with a minimum 'C' Grade.
Music ATAR Unit 1 & 2	Students must have completed Year 10 Music with a minimum 'B' Grade. For the practical component, students must also be undertaking regular weekly lessons with a specialist music tutor and must meet the minimum standard of playing for their instrument.
Physical Education Studies General Unit 1 & 2	A 'C' grade in Physical Education in Year 10. Students need to have demonstrated an excellent attitude to PE in lower school.

Physical Education Studies ATAR Unit 1 & 2	Students need to have achieved a 'B' grade or higher in Year 10. Students need to have demonstrated an excellent attitude in PE.
Physics ATAR Unit 1 & 2	A 'B' grade in the Physics component of the Year 10 Science course.
Visual Arts General Unit 1 & 2	It is strongly recommended that students will have successfully completed Year 10 Art. However, students with artistic ability will be considered.

PRE-REQUISITES FOR YEAR 11 SUBJECTS

To choose subjects in Year 11, students MUST ensure that they have achieved the minimum subject prerequisite. The harder the subject, the higher the pre-requisites are. The pre-requisites for 2020 are included here as a guide. Students should use these as a goal to aim for. Pre-requisites are expressed as a percentage or grade achieved on the Year 10 Semester 1 Report. This is because the subject selection for Year 11 in 2020 occurs during Term 3. Prerequisites are based on the degree of difficulty of the Year 11 course and the kind of background students need to be successful. Most schools use them, and University pre-requisites exist for entry to their courses after Year 12.

If a student has NOT met the pre-requisites for a course, they are NOT eligible to enrol in that course. Students cannot expect to be able to cope with a subject such as Maths Methods ATAR Unit 1 and 2 if they have only achieved a 'C' grade in Maths. If students fail to meet the pre-requisites, they can only choose the subjects they qualify for. However, if they achieve the pre-requisites in their Semester 2 report, they may apply to change their subjects at that point. Please direct any questions to the Year 10-12 Head of Students.

<i>YEAR 11 COURSES</i>	<i>MINIMUM PRE-REQUISITES</i>
Authority Developed Workplace Learning	Entry to ADWPL is subject to an interview with Mr Blennerhassett and approval by Mr Vasquez, as there is a limit to the number of VET courses that may be studied.
Certificate II in Business	Entry requires subject approval from Mr Vasquez as there is a limit to the number of VET courses that may be studied.
Certificate II in Building & Construction	Design and Technology 10 is preferred. Inclusion outside of this prerequisite is at the discretion of the teacher. Class size is limited. Design and Technology 10 is preferred. Inclusion outside of this prerequisite is at the discretion of the teacher. Class size is limited. (When choosing this course, students have a compulsory ADWPL component with 110 hours in a construction-based workplace).
Chemistry ATAR Unit 1 & 2	A 'B' grade in Science 10 in the Chemistry Component; and a 'C' grade in Semester 1. 'C' grade in Mathematics 10.1, Semester 1.

English General Unit 1 & 2	Students need to have attained Band 8 in NAPLAN or Level 2 in the OLNA Test, and a 'C' grade in English 10, Semester 1. Students who do not qualify for the Year 11 English General Course will study the Year 11 English Foundation Course.
English Foundation Unit 1 & 2	Students who have not demonstrated the minimum standard in the literacy component of the OLNA will need to enrol in the English Foundation Course.
English ATAR Unit 1 & 2	A high 'C' – 'A' grade in English 10(1), Semester 1 is required. A recommendation from the Year 10 English teacher is also important.
Food Science & Technology General Unit 1 & 2	There are no prerequisites for this course, but students should enjoy cooking and working in a team.
Geography ATAR Unit 1 & 2	A strong 'C' grade (<i>with a minimum of 60%</i>) in Geography (Humanities) 10, Semester 1 is required.
Human Biology ATAR Unit 1 & 2	A 'B' grade in the Biology component and a 'C' grade in the Chemistry component of the Year 10 Science course.
Indonesian: SL/Background ATAR Unit 1 & 2	Students need to have studied Indonesian in Years 8, 9 and 10. In Indonesian for tertiary entrance, the minimum requirement is a Year 10 'B' grade.
Literature ATAR Unit 1 & 2	A high 'C' grade in English 10(1) Extension in Semester 1 is required. A recommendation from their Year 10 English teacher is also required.
Maths Essential General Unit 1 & 2	Completion of Maths 10.1 or 10.2. Students who do not qualify for the Year 11 Maths Essential General need to select the Year 11 Maths Foundation Course.
Maths Foundation General Unit 1 & 2	Students who have not demonstrated the minimum standard in the numeracy component of the OLNA will need to enrol in the Mathematics Foundation Course. Once this has been achieved, students will transfer to Maths Essential General course.
Maths Applications ATAR Unit 1 & 2	The prerequisite for the Mathematics Applications ATAR Unit 1 & 2 course is a 'C' grade in Maths 10.1 or a minimum of 75% in Maths 10.2.
Maths Methods ATAR Unit 1 & 2	The prerequisite for the Mathematics Methods ATAR Unit 1 & 2 course is a 'B' grade (with a minimum of 70%) in Maths 10 Ext.
Maths Specialist ATAR Unit 1 & 2	The prerequisites for the Mathematics Specialist ATAR Unit 1 & 2 course is an A' grade in Maths 10 Ext. <i>Note: To select Mathematics Specialist Unit 1 & 2, students need to have</i>

	<i>Mathematics Methods Unit 1 & 2 with the Specialist course for University entrance.</i>
Modern History ATAR Unit 1 & 2	A high 'C' grade in Humanities 10 (min. of 65%) and a 'B' grade' in English 10 (min. of 65%), in Semester 1 is required.
Music General Unit 1 & 2	Students must have completed Year 10 Music with a minimum 'C' Grade.
Music ATAR Unit 1 & 2	Students must have completed Year 10 Music with a minimum 'B' Grade. For the practical component, students must also be undertaking regular weekly lessons with a specialist music tutor and must meet the minimum standard of playing for their instrument.
Physical Education Studies General Unit 1 & 2	A 'C' grade in Physical Education in Year 10. Students need to have demonstrated an excellent attitude to PE in lower school.
Physical Education Studies ATAR Unit 1 & 2	Students need to have achieved a 'B' grade or higher in Year 10. Students need to have demonstrated an excellent attitude in PE.
Physics ATAR Unit 1 & 2	A 'B' grade in the Physics component of the Year 10 Science course.
Visual Arts General Unit 1 & 2	It is strongly recommended that students will have successfully completed Year 10 Art. However, students with artistic ability will be considered.

YEAR 9 & 10 CURRICULUM

ENGLISH

Year 9

There is no streaming in Year 9 English. This course addresses the three modes of English (Literature, Literacy and Language) included in the Australian Curriculum. The purpose of the Year 9 English course is to provide students with opportunities to:

- Develop an understanding of the ways in which language is an aspect of people being created in the image of God, allowing them to think, order, reflect, respond, make meaning and communicate and operate in community.
- Use the conventions of Standard Australian English with increasing understanding, in a variety of forms and situations.
- Speak, listen, view, read and write effectively with purpose and critical awareness, learning to critique all texts from a Christian worldview.

First Semester will focus on narrative and media texts and Second Semester will focus on transactional writing, poetry, stage drama and a close study of a novel. Students will learn formal language skills (including grammar, punctuation, vocabulary, comprehension and spelling) and be given the opportunity to read for pleasure. Various forms of comprehension strategies and creative expression will be explored through analysis of short stories, novels, feature films, newspapers, poetry, magazines and the internet. Emphasis will be placed on values and attitudes, context and purpose. Students will develop their essay writing skills and other forms of creative and analytical written and oral expression. A close study of a novel will be completed with journal activities. Students will deconstruct a prescribed stage drama, write and perform an original stage drama text.

Year 10

In Year 10 English, students are streamed into 10.1 Ext, 10.1 and 10.2 classes, and the differences between these are quite significant. In Year 10, the work becomes more demanding. Movement between the classes (especially upwards) is possible, but the evidence necessary for such a move must be consistent across a number of assessment tasks. In English, while the 10.1 Ext and 10.1 classes each study Australian Culture, Poetry, a Shakespearean play and a novel, the 10.2 English stream focuses more on the development and application of language skills through a range of less complex texts. The 10.1Ext and 10.1 English streams prepare students for ATAR by developing the application of sophisticated vocabulary and genre-specific terminology in extended analytical and creative skills across both written and oral assessment tasks.

Course Content

The Year 10 English courses include a range of activities related to Reading, Writing, Viewing, Speaking and Listening outcomes, including:

- Understanding the ways in which language is an aspect of humanity created in the image of God;
- Providing opportunities for students to think, order, reflect, respond, make meaning, communicate and operate in community;

- Using the conventions of Standard Australian English with increasing understanding, in a variety of forms and situations;
- Speaking, listening, viewing, reading and writing effectively with purpose and critical awareness.

Students will continue to develop and demonstrate formal language skills (accurate application of grammar, punctuation, vocabulary, comprehension and spelling); writing in various forms for a broad range of audiences and contexts; literary appreciation of diverse genres (including novel, short stories, poetry and media); and creative writing. Individual and group speaking, and presentation skills are included as these activities require group discussion and mature listening skills and confidence. These tasks aim to encourage the extension of students' analytical and creative abilities. Tasks will often include multiple skills and will provide opportunities for students to use a variety of learning styles.

Further Information

Head of English & HASS Learning Areas

MATHEMATICS

Year 9

Year 9 students are streamed in Maths. There are three classes of Maths in 2020: 9.1A Maths, 9.1B Maths and 9.2 Maths. Criteria for the selection is done based on their Year 8 Semester 2 marks and in consultation with the Year 8 Maths teacher. The 9.1A/B Maths stream will be challenging, extensively covering the W.A. Maths Curriculum and where appropriate, extending their knowledge. Success in this course will provide a firm foundation for 10.1 Maths or 10 Extension Maths, which leads on to any of the ATAR Mathematics units in Year 11 and 12 (which are used for University entrance).

The 9.2 Maths stream will provide a practical interpretation of the W.A. Curriculum. It focuses on consolidating core mathematical concepts and developing vital numeracy skills. The grade each student achieves is based on the Year 9 W.A. Curriculum Standard, thus the cut-offs for the 9.2 course are C: 70 – 100%, D: 50 – 69% and E: 0 – 49%. Success in this course will provide a firm foundation for General Mathematics units in Year 11 and 12. If a C- grade is maintained in Year 10.2 Maths, students are able to select Mathematics Applications ATAR (which can be used for University entrance).

Course Content

In Number and Algebra, students will solve problems involving simple interest. They apply the index laws to numbers and express numbers in scientific notation. Students expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. Students sketch linear and non-linear relations.

In Measurement and Geometry, students interpret ratio and scale factors in similar figures. They explain similarity of triangles. Students recognise the connections between similarity and the trigonometric ratios. They calculate areas of shapes and the volume and surface area

of right prisms and cylinders. Students use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.

In Statistics and Probability, students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They compare techniques for collecting data from primary and secondary sources. Students construct histograms and back-to-back stem-and-leaf plots.

Year 10 Maths

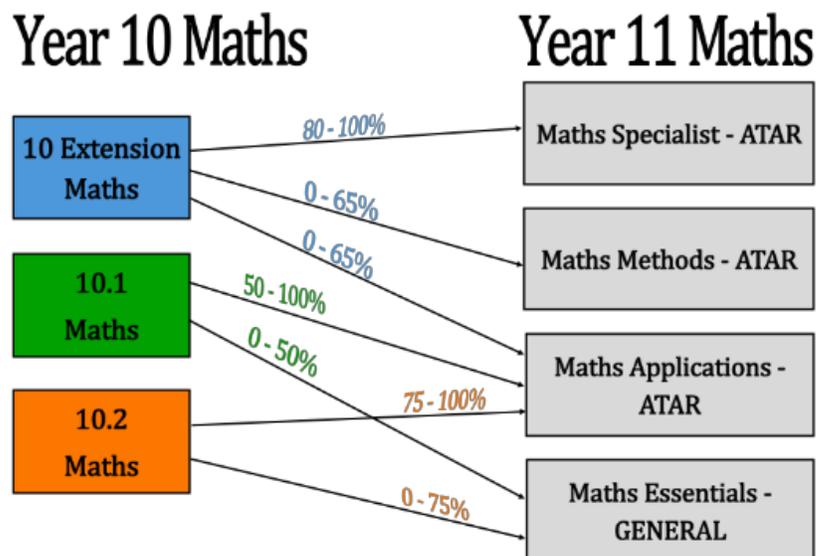
There are three streams of Year 10 Maths in 2020: 10 Ext (Extension) Maths, 10.1 Maths and 10.2 Maths. Criteria for the selection is done based on their Year 9 Semester 2 marks and in consultation with the Year 9 Maths teachers. In the 10 Ext Maths stream, students will cover both the Year 10 W.A. Curriculum and the Year 10A W.A. Curriculum. The 10 Ext curriculum is to extend students and begin some of the concepts required for Year 11 Maths Specialist ATAR and Maths Methods ATAR. In the 10.1 Maths stream, students will cover the Year 10 W.A. Maths Curriculum in this course. Success in this course will provide a firm foundation for Year 11 Maths Application ATAR units. The 10.2 Maths stream provides a practical interpretation of the W.A. Curriculum and focuses on consolidating core mathematical concepts and developing vital literacy and numeracy skills. The grade each student achieved is based on the Year 10 W.A. Curriculum Standard, thus the cut-offs for the 10.2 course are C: 70-100%, D: 50-69% and E: 0-49%.

Course Content

In Number and Algebra, students will recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. Students make the connections between algebraic and graphical representations of relations. They expand binomial expressions and factorise monic quadratic expressions. Students 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.

In Measurement and Geometry, 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 use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles.

In Statistics and Probability, students 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 list outcomes for multi-step chance experiments and assign probabilities. They calculate quartiles and inter-quartile ranges.



Further Information

Miss Smoker (Head of Maths Learning Area)

HUMANITIES

Year 9

In Year 9, the students study units in Civics and Citizenship, Economics and Business, Geography and History. The students will be reminded of the commandments of Jesus, to love God and our fellow neighbour in the choices we make individually and as a community.

In Civics and Citizenship, our students will build on their understanding of the concepts of the Westminster system of democracy and justice. They will examine the role of key players in the political system and analyze the way citizens make decisions. They will also learn how Australia's courts work in support of a democratic and just society. In the Economics unit, the students will be introduced to the concepts of specialization while continuing to further their understanding of the key concepts of scarcity and consumer sovereignty. They will examine the connections between consumers, businesses and governments in the provision of goods and services. The two Geography units are 'The Geographies of Interconnection' and 'Biomes and Food Security'. The students will learn about our responsibilities in a globalized world. The History units cover the Industrial Revolution and World War One, where students will investigate Australia's role in a technological world and our role as peacekeepers in the world are investigated.

Year 10

In the History units of 'Investigating World War Two' and 'Rights and Freedoms', students will investigate key concepts within the context of the modern world and Australia from 1918, with an emphasis on Australia in a global context. The students will be encouraged to act as agents of change by identifying and responding to injustices that shape our nation. In the Civics and

Citizenship unit, the students will learn the key features of the Australian democratic system and compare them with one other system in the Asian region.

In the Economics unit, the students are introduced to the concept of economic performance and living standards while continuing to further an understanding of the concepts of making choices. God expects us to be wise stewards of the resources He has provided. In the Geography units of 'The Geography of Wellbeing' and 'Environmental Change and Management', the students will explore case studies with a local, national and global context.

Further Information:

Head of Learning Area English & HASS

SCIENCE

Year 9

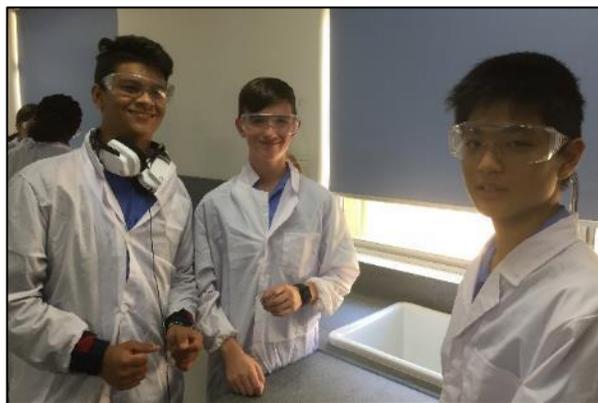
In Year 9 Science students will have the opportunity to develop their scientific skills by engaging with investigative and problem-solving processes. Throughout the year students will learn to critically analyze data, evaluate scientific theories, develop inquiry questions, and communicate their scientific knowledge with others. As they learn about the world around them, students will be led to marvel at their Creator. Science is divided into four interconnected fields of study: Biological, Chemical, Physical, and Earth & Space.

In Biological Science, Students will explore the interdependencies between all living things and their environment, we will then examine how our own bodies rely on the interdependency of all our body systems. In Chemical Science, the atom takes center stage as we explore radiation, its uses, its dangers, and its origins. We will investigate the different types of reactions and how they are used in industry. In Physical Science students will conduct an inquiry project into how energy is used to communicate. They will question the safety and use of different forms of energy before getting hands-on with electrical circuitry. In Earth and Space Science, the Earth is our focus. How do we know what it's made of? What forces are causing our planet to change? Can we explain volcanoes, earthquakes, mountain ranges? This topic asks students to question what evidence they have for their beliefs about planet earth.

Year 10

The units of study in this course are divided into the areas of Biological Science, Chemical Science, Earth and Space Science, and Physical Science.

The Biology unit provides students with an introductory understanding of genetics, inheritance, and how genetic information can change over time. This topic will cause students to think about the ethical and moral questions raised by modern technology, issues like designer babies and genetic screening. Students will also be introduced to evolutionary theory and begin to cross examine the different types of evidence used to support the theory. The Chemistry unit focuses on the structure and characteristics of atoms and molecules, how they react, and how this relates to radioactivity. In



this study, matter, beauty, harmony and order should emerge as a tribute to the only Creator of all things. The Earth and Space unit will explore the heavens. What are stars and how do they work? What can we learn about the universe by studying the stars? These questions will allow students to learn about nuclear fusion, particle physics, stellar parallax, and the beauty of God's creation. Students will be confronted with different worldviews to their own and will need to develop the ability to appraise and understand different perspectives. The Physics unit introduces the natural laws in the Created order. Topics presented are: kinematics (the study of motion), energy, work and power. Students should be prepared to be involved with experimental work in small groups. Skills to be learned are: efficient manipulation of lab equipment, measurement and recording of data, analysis and interpretation of data. Students are expected to demonstrate proficiency in mathematics.

Further Information

Mr Taylor (Head of Science Learning Area)

CHRISTIAN STUDIES / CHURCH HISTORY / FORM

"The Christian Studies and Church History Courses are currently being revised and rewritten. The courses will differ from the outline below and these will be updated when completed."

Our desire for our students is to develop their sense of belonging, a spirit of excellence and a commitment to discipleship while at Rehoboth, developing their heads, hearts, hands and habits.

Year 9

Semester 1: God is king over the universe. He reigns in perfection, and cares for all in His kingdom. After the fall people stopped acknowledging God as king. They refused to love him and began to harm their neighbours. Jesus Christ is the epitome of a perfect king. We will be covering the following areas, as well as following a regular Bible reading program.

- Creation to the promised land
- Time of the judges
- The united kingdoms
- The divided kingdom

Semester 2: In the Garden of Eden, human beings were perfect and knew only to choose God, to choose right, and to choose life. With the fall, human beings lost their ability to choose good, and chose evil. Human beings now naturally choose sin and sinful ways. Through studying ethics, '2-Ways to Live' as well as following a regular Bible reading program, we are better equipped to live for God's glory in a sinful world.

- How to make decisions on big and small issues in life
- How to live life pleasing to God
- How to discern between good and evil

Year 10

Semester 1: God has revealed Himself to us, through His word, creation and His Spirit. We are made in His image and He teaches us what to believe about Him. We are repaying God by making Him in our image. As we study the scriptures, we get to know the God of the Bible in a deeper and more intimate way. God desires for us to see His hand of providence at work over history. The gospel is great news! It's God's rescue plan from the beginning of time. It's about Jesus, promised to us, and

it's for sharing. We will be covering the following areas, as well as following a regular Bible reading program.

- Kids Evangelism Explosion
- Doctrine

Semester 2: God desires that we live in unity. Man has various perspectives of the world. Sin has brought us disharmony with God, each other and within. **What a difference Jesus makes!** By coming to this world, Jesus has brought us God's perspective. We will look at how to glorify God in our conflicts, taking the log out of our own eye and forgiving. Looking at the first eleven chapters of Genesis helps us to form a Christian Worldview. We will be covering the following areas, as well as following a regular Bible reading program.

- Peacemaking
- Worldviews

Further Information

Mr C. Murray (Coordinator of Christian Studies)

FORM

Year 9 and 10

Students meet on a weekly basis in House groups, led by a member of staff. These small group gatherings enable students and teachers to connect with each other in a more relational context.

During Form class students are given instruction on Effective Study habits, exam preparation, upcoming events, Road Safety Programs and personal growth.

HEALTH & PHYSICAL EDUCATION

Year 9

The Year 9 HPE program at Rehoboth encourages students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Focus areas to be addressed in Year 9 include:

- Health benefits of physical activity;
- Alcohol and other drugs;
- Food and nutrition;
- Healthy relationships.



Year 10

In Year 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. The program also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Focus areas to be addressed in Year 10 include:

- Mental health and wellbeing;
- Relationships and sexuality;
- Risk-taking and personal safety.

Further Information

Mr de Bruyn (Head of Health & PE Learning Area)



2020 Year 9 Electives Selection

Please choose the courses that **YOU** are really interested in.

It's NOT a good idea to choose a course just because your friend is choosing it.

Students will study **ONE** of the following courses **on each elective line for the whole year**. As far as possible students will be allocated to the courses of their first choice, allowing for reasonable maximum class sizes for the effective teaching of each course. These courses will be taught for 3 periods per week. Any subject changes must take place by Friday 12 February 2021 and are subject to the availability of places.

Your Time to Choose

To complete this form, you need to place a **1 against your first preference, and a 2 next to your second preference on each line**. While every effort will be made to accommodate student's first choice, it is important to consider the order of which subjects that students prefer to study.

The subject descriptions are included in the Year 9 & 10 Secondary Handbook.

Students should return this form to the Secondary Office from 8.00am on Monday 26 October 2020. Forms will not be accepted prior to this date to give every parent and child the opportunity to consider their subject choice. Returning the form on or as soon as possible after that date will maximize the student's likelihood of being placed in the courses of their first preference.

ELECTIVE LINE 1	Preference
Indonesian 9 Fee: \$30	
Drama 9/10 Fee: \$30	
Specialist Sport 9 Fee: \$80	
Design and Technology Fee: \$50	

ELECTIVE LINE 2	
Music 9 Fee: \$30	
TESLA 9/10 Fee: \$50	
Visual Arts 9 Fee: \$50	
Food Technology Fee: \$60	

Individual course descriptions are found on the following pages.

LINE 1 ELECTIVES – YEAR 9

INDONESIAN – YEAR 9

Background

Students with limited Indonesian may enrol.

Purpose

This course 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.



A few points to consider

- Switching between two languages has been compared to mental gymnastics and is good for brain development.
- In Year 9 there is the opportunity to travel to Indonesia and participate in a Language Program.
- At the end of Year 12 there is a LANGUAGES Bonus: If the student has a scaled score in Indonesian, 10% of the Indonesian scaled score is added to the Tertiary Entrance Aggregate (best four scaled scores). Your child will receive this bonus even if Indonesian wasn't counted in one of his/her best four.
- After high school and in the future work force, skills in highest demand will be: firstly, in digital literacy and secondly, in bilingualism.
- Jesus said that the second greatest commandment was to love our neighbours as ourselves. Learning Indonesian, the language of one of our closest neighbours covers 240 million people (the 4th most populated country).

Subject Fee

\$30. This subject fee will be added to the school fee account in February.

Further Information

Mrs E. Anggadaja (Indonesian Teacher)

DRAMA – YEAR 9 & 10 COMBINED

Background

Students have completed several oral and drama exercises as part of the Year 8 English course. These have focused on speaking, expression and character presentation exercises. The Year 9/10 Drama course will be best suited to those who have enjoyed and done well in the Year 8 exercises. The units will be rotated over 4 Semesters (two in 2020 and two in 2021), although students may opt for a shorter one-year course.

Purpose

The course will provide a range of opportunities to explore drama as a powerful means of visual communication which provides both entertainment and insight into life. Dramatic skills are part of our creative nature, as humans made 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.

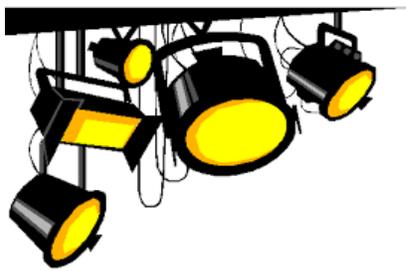
Course Description

Semester 1: The course will concentrate on using space and playbuilding skills as well as the writing and performance of monologues. Students will explore the use of space and plan how best to create a drama within it, as well as learning to contribute, select, develop and structure ideas in an improvisation. They will also explore characters and relationships through improvisation techniques and collaborate in developing planned and spontaneous scenarios.

Semester 2: Students will look at Elizabethan theatre and will be encouraged to learn short scenes from Shakespeare, as well as translating his storylines into more modern, improvised pieces. They will continue to look at Drama in an historical context, specifically focusing on Commedia dell'Arte with an opportunity to learn theatre skills such as make-up and costuming as well as acting. Although students are marked primarily on their practical contribution to the class, some written work is required for all courses.

Semester 3: Students will gain more experience in producing and working with scripted dramas. This will include an historical study of Melodrama. Students will also study a unit on Melodrama and will work on developing characters using gestures and physical stylization, applying these skills to a short, scripted Melodrama for presentation

Semester 4: Students will study a playbuilding unit which will focus on using specific improvisation and acting techniques to communicate dramatic meaning and develop linear and non-linear scene structures to communicate ideas. This will lead to an opportunity to learn and present short scenes that focus on identity.



Subject Fee

\$30. This subject fee will be added to the school fee account in February.

Further Information

Mr K. Dougherty (Drama Teacher)

SPECIALIST SPORT – YEAR 9

Background

This course suits students that have an interest in sport and wish to develop greater understanding of sporting concepts. This course particularly serves those students who are interested in Specialist Sport in Year 10 and Physical Education Studies in Year 11 & 12.

Aims:

- To focus on developing advanced skills in key sports throughout the course.
- To gain knowledge and understanding of physical fitness and fitness components used to compete with excellence in sport.
- To develop knowledge and understanding of nutrition of Physical Activity.
- To be able to identify fundamental movement patterns in sport through the study of anatomy and physiology.
- To establish a pathway for those interested in studying Physical Education Studies in Senior School.



Course Description:

The Specialist Sport course seeks to encourage students to persevere with developing and fine-tuning their skills in physical activity. It is predominantly a practical subject with a theory component. The theory component will focus on fitness, nutrition, anatomy and physiology for sport.

Requirements:

Students must wear sports sneakers (no flat canvas shoes) and sports uniform in each lesson.

Subject Fee

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

Further Information:

Mr Peletier (Year 9 Sports Specialist Teacher)

Mr de Bruyn (Head of Health & PE Learning Area)

DESIGN & TECHNOLOGY – YEAR 9

All people are made in the image of their creator God. Through good design we glorify our great designer. This practical course is designed to develop the students' understanding of the importance of effective design as well as the correct and safe use of tools, materials and techniques to achieve a desired outcome. Students will be encouraged to learn to develop a design brief, work within set restrictions and use the design process to develop their ideas.



The goal of the major project will be to design and construct a small stool or small table prototype that represents a proper balance of form and function: aesthetic appeal and practical purpose. This year long course will also cover aspects such as selection of materials and fittings, sustainability, production procedures and computer aided design (CAD). Students will be exposed to new machines, tools and techniques that will enable them to continue to safely develop their skills in construction.

Subject Fee

\$50. This subject fee will be added to the school fee account in February.

Further Information

Mr Kuipers (Head of T&A Learning Area)

LINE 2 ELECTIVES – YEAR 9

MUSIC – YEAR 9

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 8 Music prior to studying Year 9 Music, exceptions may be granted at the discretion of the teacher. It is recommended that students be undertaking lessons with a specialist music tutor, in order to successfully complete performance assessments.



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 9 Music provides students with the opportunity to develop their musical skills. Students will learn more about playing the ukulele, building on work from Year 8 Music. Through their study of the ukulele, students will learn about music theory, aural, listening, music analysis, singing, performing, improvising and creating music. They will also learn about performance, practice and ensemble playing. On top of learning the ukulele, students will also learn how to compose music using software on the College MacBooks. Students will complete assessments on aural, theory, compositional and performance skills.

Students are encouraged to join a school music ensemble to supplement their study of music. However, this is not a mandatory requirement for this subject. A list of ensembles and their rehearsal times will be made available at the start of the year.



Subject Fee

\$30. This subject fee will be added to the school fee account in February.

Further Information

Mr Kuipers (Head of T&A Learning Area)

TESLA – YEAR 9 & 10 COMBINED

TECHNOLOGY, ENGINEERING AND SCIENCE LEARNING ACADEMY

Background

Students who have an interest in Science, Mathematics, Design and Arts and like to apply

principles from each field of knowledge to solve real world problems will enjoy TESLA, which is based on the principles of STEM/STE[A]M.

Purpose



SCIENCE | TECHNOLOGY | ENGINEERING | MATHEMATICS

This course is a multi-disciplinary approach to learning skills and principles that can be applied to real-world problems. Rather than teaching each separately, students will learn how to apply all these disciplines in approaching situations that they encounter in their community. The goal is to provide students with foundational knowledge and introduce them to the wide array of job opportunities in the STEAM areas and the possibility to compete with other schools in designing innovative solutions to real-world problems. This course will build on some of the skills learnt in year 7 and 8 digital technologies.

Course Description

Semester 1:

We will look at learning to code Lego Mindstorm robots and compete in the RoboCup competition. This will teach problem solving and is a good introduction to coding and robot automation.

We will also look at one interest project which changes each year. In 2019 we explored Rocketry and in 2018 we looked at Game design. The interest project is determined by the student group each year.

Semester 2:

The focus is the First Lego League Robotics competition. This is an international competition that aims to equip students with coding, robotics, and engineering skills whilst also encouraging students to engage with problems in their community.

There are three components to this competition:

1. Teamwork and core values
2. Robot design and programming
3. Project

Each year the project tackles a current issue in our society, for example 2018 focused on space exploration and colonisation of mars, while 2019 was all about shaping cities on earth for the future increase in population and increase in people living in cities.

Subject Fee

\$50. This subject fee will be added to the school fee account in February.

Further Information

Mr Taylor (Head of Science)



VISUAL ARTS – YEAR 9

Background

Students who have a strong desire to extend their ability in design development, composition, drawing, painting, printmaking and sculpture are encouraged to join this course.

Purpose

The projects we undertake will stimulate the students' ability to think laterally to solve design and construction challenges. Creating works of art involves the artist selecting and arranging lines, shapes, colours, tones, textures and materials until an arrangement is achieved to which nothing may be added, taken away or moved without reducing its expressive power.

By developing skills in Visual Arts, students learn to express themselves in constructive ways, which help them clarify their abilities to understand themselves and the world around them. Through teaching within a Christian perspective, students learn to observe and appreciate God's creation through studying the shapes, colours, patterns and forms of His world. In addition, students gradually acquire the art of moral discernment within the Visual Arts.



Course Description

Drawing forms the basis of design work as well as how we interpret the world around us. The beginning of this course will have a strong emphasis on developing drawing skills in different contexts and settings, using a variety of media.

The course will explore a variety of painting mediums and techniques using themes from both the realistic and the abstract approach. This course will cover an extensive use of media: pencils, charcoal, watercolours, inks, acrylic paints, aquarelles, chalk and oil pastelles. In this course we will also be creating three-dimensional works of art using clay and plaster. Students will learn about the glazing and firing process in ceramics. Students are required to keep an art folio with their design work and records of each project, including self-evaluations. These are an integral component of individual artistic development.

Subject Fee

\$50. This consumables fee will be added to the school fee account in February.

Further Information

Mr Kuipers (Head of T&A Learning Area)

FOOD TECHNOLOGY – YEAR 9

This course aims to enable students to build on and develop their practical skills to choose and prepare foods for enjoyment and health. The course focuses on developing advanced skills in food handling, preparation and presentation. Students will focus on two units of food production based on the themes of:

- Menu Planning – students will consider meal planning principles for a variety of menus suitable for well-balanced breakfast, lunch and dinners catering for the needs of individuals, with a focus on breakfast planning for students on the go.
- Healthy Foods Fast – the place of fast foods will be investigated, with a focus on developing food preparation skills to enable students to prepare food that is quick, nutritious and cost effective, as an alternative to take away foods.

These units will encourage the development of independence and confidence when working in the kitchen environment. It will provide students with opportunity to engage in weekly practical cooking lessons where they will consider the nutritional needs of teenagers and the impact their choices will have on health and the environment. Students will be encouraged to develop their creativity and design skills using the technology process to help develop solutions to design briefs.

Subject Fee

\$60. This subject fee will be added to the school fee account in February.

Further Information

Mr Kuipers (Head of T&A Learning Area)

2020 Year 10 Electives Selection

Please choose the courses that you are really interested in.

Students will study **ONE** of the following courses **on each elective line for the whole year**. As far as possible students will be allocated to the courses of their first choice, allowing for reasonable maximum class sizes for the effective teaching of each course. These courses will be taught for 3 periods per week.

Any subject changes must take place by Friday 14 February 2021 and are subject to the availability of places.

Your Time to Choose

You need to place a **1 against your first preference, and a 2 next to your second preference on each line**. While every effort will be made to accommodate student's first choice, it is important to consider the order of which subjects that students prefer to study. The subject descriptions are listed in the Year 9 & 10 Secondary Handbook.

Students should return this form to the Secondary Office from 8.00am on Tuesday 27 October 2020. Forms will not be accepted prior to this date to give every parent and child the opportunity to consider their subject choice.

ELECTIVE LINE 1	Preference
Drama 9/10 Fee: \$30	
Music 10 Fee: \$30	
Food Technology 10 Fee: \$80	

ELECTIVE LINE 2	
Indonesian 10 Fee: \$30	
Specialist Sport 10 Fee: \$80	
Visual Arts 10 Fee: \$50	

ELECTIVE LINE 3	
TESLA 9/10 Fee: \$50	
Visual Communication 10 Fee: \$150	
Design and Technology 10 Fee: \$80	

Individual course descriptions are found on the following pages.

LINE 1 ELECTIVES – YEAR 10

DRAMA – YEAR 9 & 10 COMBINED

Background

Students have completed several oral and drama exercises as part of the Year 8 English course. These have focused on speaking, expression and character presentation exercises. The Year 9/10 Drama course will be best suited to those who have enjoyed and done well in the Year 8 exercises. The units will be rotated over 4 Semesters (two in 2019 and two in 2020), although students may opt for a shorter one-year course.

Purpose

The course will provide a range of opportunities to explore drama as a powerful means of visual communication which provides both entertainment and insight into life. Dramatic skills are part of our creative nature, as humans made 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.

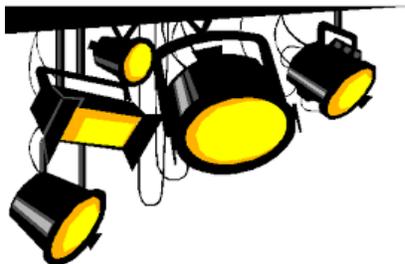
Course Description

Semester 1: The course will concentrate on using space and playbuilding skills as well as the writing and performance of monologues. Students will explore the use of space and plan how best to create a drama within it, as well as learning to contribute, select, develop and structure ideas in an improvisation. They will also explore characters and relationships through improvisation techniques and collaborate in developing planned and spontaneous scenarios.

Semester 2: Students will look at Elizabethan theatre and will be encouraged to learn short scenes from Shakespeare, as well as translating his storylines into more modern, improvised pieces. They will continue to look at Drama in an historical context, specifically focusing on Commedia dell'Arte with an opportunity to learn theatre skills such as make-up and costuming as well as acting. Although students are marked primarily on their practical contribution to the class, some written work is required for all courses.

Semester 3: Students will gain more experience in producing and working with scripted dramas. This will include an historical study of Melodrama. Students will also study a unit on Melodrama and will work on developing characters using gestures and physical stylization, applying these skills to a short, scripted Melodrama for presentation

Semester 4: Students will study a playbuilding unit which will focus on using specific improvisation and acting techniques to communicate dramatic meaning and develop linear and non-linear scene structures to communicate ideas. This will lead to an opportunity to learn and present short scenes that focus on identity.



Subject Fee

\$30. This subject fee will be added to the school fee account in February.

Further Information

Mrs Ball (Head of English Learning Area)

MUSIC – YEAR 10

Background

Students will preferably have basic to intermediate music theory skills and knowledge, or a minimum B grade in Year 9 Music, as a prerequisite to this course. Students who do not meet these prerequisites may approach the Music Teacher on an individual basis for permission to study Year 10 Music, with the understanding that extra catch-up work may be required of them. It is recommended that students be undertaking lessons with a specialist music tutor, in order to successfully complete performance assessments.

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. Students will have opportunities to compose music using instruments and composing software on the College's MacBooks. They will also develop skills associated with performance preparation and practice, as well as playing in a music ensemble.

It is recommended that students be undertaking instrumental tuition lessons to help them prepare for their practical assessments, which will take place on their individual chosen instruments. Students are encouraged to join a school music ensemble to supplement their study of music. However, this is not a mandatory requirement for this subject. A list of ensembles and their rehearsal times will be made available at the start of the year.



Subject Fee

\$30. This subject fee will be added to the school fee account in February.

Further Information

Mr Kuipers (Head of T&A Learning Area)

FOOD TECHNOLOGY – YEAR 10

Food is a symbol of hospitality and is served at almost every social function. Students will learn to cook many of their favorite foods and more, as well as being given opportunities to use their skills to cater for a variety of school functions. Students will also learn to appreciate and respect other cultures through the preparation, cooking and serving of a wide variety of foods from other cultures.

Students will focus on two units of food production based on the themes of:

- Café Culture – students will apply principles of menu planning and budgeting, while focusing on modern café menu design suitable for teenagers. Current food trends and products, as well as an introduction to barista skills will feature as part of their investigations.
- International Foods – Students will investigate cultural factors influencing food and the impact of this on Australian society. They will explore techniques used to creatively produce foods from around the globe whilst developing quality food handling skills and techniques, as well as focusing on staple foods of each culture.

These units will encourage the development of independence and confidence when working in the kitchen environment and will provide students with an opportunity to engage in weekly practical cooking lessons whilst developing their creativity and design skills using the technology process to help develop solutions to design briefs. This course will also provide students with a firm foundation for the Year 11 & 12 Food Science and Technology General courses.

Subject Fee

\$80. This subject fee will be added to the school fee account in February.

Further Information

Mr Kuipers (Head of T&A Learning Area)

LINE 2 ELECTIVES – YEAR 10

INDONESIAN – YEAR 10



Background

Students should have studied Indonesian in Year 9. Alternatively, if they did not study Indonesian in Year 9 but obtained an “A” grade or a high “B” grade in Year 8, they may join the course.

Purpose

Year 10 Indonesian: Builds on the skills, knowledge and understanding developed in previous years and focuses on extending their oral and written communication skills and their understanding of Indonesian language and culture.

Course Description

The focus is on travel to and around Indonesia. It aims to consolidate and develop basic knowledge and skills in Indonesian. Students develop a sense of space and place related to Indonesia and the skills needed to travel within Indonesia, learning more about Indonesian-speaking communities and cultures.



A few points to consider

- Switching between two languages has been compared to mental gymnastics and is good for brain development.
- In Year 10 there is the opportunity to travel to Indonesia and participate in a Language Program.
- At the end of Year 12 there is a LANGUAGES Bonus: If the student has a scaled score in Indonesian, 10% of the Indonesian scaled score is added to the Tertiary Entrance Aggregate (best four scaled scores). The student will receive this bonus even if Indonesian wasn't counted in one of his/her best four.
- After high school and in the future work force, skills in highest demand will be: firstly in digital literacy and secondly in bilingualism.
- Jesus said that the second greatest commandment was to love our neighbours as ourselves. Learning Indonesian, the language of one of our closest neighbours covers 240 million people (the 4th most populated country)

Subject Fee

\$30. This subject fee will be added to the school fee account in February.

Further Information

Mrs E. Anggadjaja (Indonesian Teacher)

SPECIALIST SPORT – YEAR 10

Background

This course suits students that have an interest in sport and wish to develop greater understanding of sporting concepts. This course particularly serves those students who are interested in Physical Education Studies in Year 11 & 12.

Aims

- To focus on developing advanced skills in key sports throughout the course.
- To gain knowledge and understanding of the strategies and tactics used to compete with excellence in sport.
- To develop coaching and umpiring skills.
- To be able to identify and manage the common injuries which may occur as a result of sport.
- To establish a pathway for those interested in studying Physical Education Studies in Year 11.



Course Description

The Specialist Sport course seeks to encourage students to persevere with developing and fine-tuning their skills in physical activity. It is predominantly a practical subject with a theory component. The theory component will focus on the rules and strategies and game plays of sport. It will also cover the injury management of common injuries to sport. Students will practice umpiring and coaching with a goal to achieving official certification at the end of each semester. The practical component will seek to develop students' skills in Rehoboth's core sports.

Requirements

Students must wear sports sneakers (no flat canvas shoes) and sports uniform in each lesson.

Subject Fee

\$80. This subject fee will be added to the school fee account in February.

Further Information

Mr de Bruyn (Head of Health & PE Learning Area)

"For this reason, make every effort to add to your faith, goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness."

VISUAL ARTS – YEAR 10

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. Students intending to study Visual Arts in Year 11 are strongly recommended to select this course in Year 10.

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 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 requires 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 both two- and three-dimensional art works 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.

Subject Fee

\$50. This consumables fee will be added to the school fee account in February.

Further Information

Mr Kuipers (Head of T&A Learning Area)

LINE 3 ELECTIVES – YEAR 10

TESLA – YEAR 9 & 10 COMBINED

TECHNOLOGY, ENGINEERING AND SCIENCE LEARNING ACADEMY

Background

Students who have an interest in Science, Mathematics, Design and Arts and like to apply principles from each field of knowledge to solve real world problems will enjoy TESLA, which is based on the principles of STEM/STE[A]M.

Purpose



This course is a multi-disciplinary approach to learning skills and principles that can be applied to real-world problems. Rather than teaching each separately, students will learn how to apply all these disciplines in approaching situations that they encounter in their community. The goal is to provide students with foundational knowledge and introduce them to the wide array of job opportunities in the STEAM areas and the possibility to compete with other schools in designing innovative solutions to real-world problems. This course will build on some of the skills learnt in year 7 and 8 digital technologies.

Course Description

Semester 1:

We will look at learning to code Lego Mindstorm robots and compete in the RoboCup competition. This will teach problem solving and is a good introduction to coding and robot automation.

We will also look at one interest project which changes each year. In 2019 we explored Rocketry and in 2018 we looked at Game design. The interest project is determined by the student group each year.

Semester 2:

The focus is the First Lego League Robotics competition. This is an international competition that aims to equip students with coding, robotics, and engineering skills whilst also encouraging students to engage with problems in their community.

There are three components to this competition:

1. Teamwork and core values
2. Robot design and programming
3. Project

Each year the project tackles a current issue in our society, for example 2018 focused on space exploration and colonisation of mars, while 2019 was all about shaping cities on earth for the future increase in population and increase in people living in cities.

Subject Fee

\$50. This subject fee will be added to the school fee account in February.

Further Information

Mr Taylor (Head of Science)



VISUAL COMMUNICATION – YEAR 10

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 on and off campus 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, both moving and still. 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 various digital image recording devices through a project-based learning approach. Students will develop skills in shot selection, composition and digital manipulation to create quality still and motion pictures. The course will also look at other forms of Visual Communication.



Subject Fee

\$150.00. This subject fee will be added to the school fee account in February.

Some additional resources may need to be purchased or costs paid for off-campus activities.

Further Information

Mr Kuipers (Head of T&A Learning Area)

*"Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things." Philippians 4:8
2 Peter 1:6*

DESIGN & TECHNOLOGY – YEAR 10

The world around us is evidence of the existence of a God who is not only extravagantly creative but also deliberately ordered. Most of this year 10 Design & Technology course focuses on the ordered design and production process and the development of carpentry and furniture making skills.

During Term 1 students will develop and communicate their table design idea while researching historical design styles and trends. Their own design brief will incorporate the influence of their chosen design period as well as the set restrictions of construction using the leg and rail method. Theoretical components of this course will include research into sustainability and the timber industry, timber properties and joining methods. Students will continue with their table design project throughout the year.

As a part of their major project, students will also be introduced to computer aided design (CAD) and will incorporate a designed feature into their project using a computer-controlled router. Alongside their major project students will also have the opportunity to experiment with plywood forming by developing their own bent ply design.

Subject Fee

\$80. This subject fee will be added to the school fee account in February.

Further Information

Mr Kuipers (Head of T&A Learning Area)