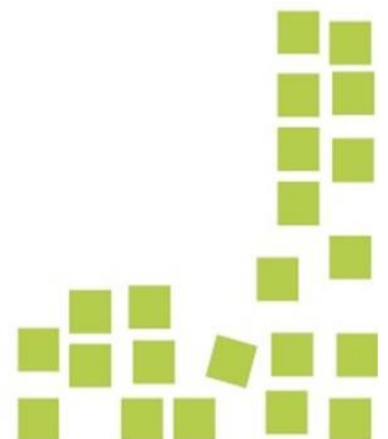




Years 9 & 10 2011

School Certificate Assessment Booklet



IMPORTANT DATES

12-14 SEPTEMBER 2011:	TRIAL EXAMS
17-19 OCTOBER 2011:	TRIAL EXAMS
7 NOVEMBER 2011:	ENGLISH –LITERACY AND SCIENCE EXAMS
8 NOVEMBER 2011:	MATHEMATICS, AUSTRALIAN HISTORY, GEOGRAPHY, CIVICS & CITIZENS EXAMS
9 NOVEMBER 2011:	COMPUTING SKILLS EXAM
14-17 NOVEMBER 2011:	GERROA CAMP
23 NOVEMBER 2011:	GRADUATION & FORMAL
25 NOVEMBER 2011:	FINAL CELEBRATIONS
8 DECEMBER 2011:	S.C. AWARD DOCUMENTS ARRIVE AT SCHOOL

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 - 2.4 Mathematics
 - 2.5 Personal Development, Health and Physical Activity
 - 2.6 Science
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Who was Abraham Kuyper?

Abraham Kuyper, an extraordinary and historic figure, was a pastor, theologian, scholar, journalist, educator and statesman. Though beginning in the parish ministry, he moved on to become editor of two Christian periodicals, founded the first Dutch political party and the first Christian Democratic party in the world and established the Free University in Amsterdam, a Christian university founded on Reformed worldview principles. He served as Prime Minister of the Netherlands from 1901 to 1905. He was also a courageous advocate for equality regardless of social status, race or gender at a time when that notion was not the overwhelming sentiment of the day.

Kuyper articulated more clearly than anyone the importance of recognizing that everyone has a worldview (a personal and also corporate way of perceiving and interacting) with reality. Kuyper taught us that we must discover and understand what this means to each individual and to the mind and systems of the culture we are trying to reach with God's word and grace. This is the essence of effectively carrying out God's great commission throughout the world.

As Kuyper explained it, a worldview that is Reformed in character holds that all of life is to be lived unto the glory of God. In this, there is no area of life that is not subject to the Lordship of Christ, the witness of the believer, and the work of the church. The Bible is the inspiration, insight and guide that informs, instructs and motivates the Christian to give effective witness in the context of his and her day. The direct application of scriptures into every area of our lives, and in addressing the nature of the world around us, makes our faith both a public as well as private matter.

Today, Kuyperian cultural and social thought, along with his biblical worldview, are the subject of theological, scholarly and societal studies at the *Kuyper Center for Public Theology* at Princeton Theological Seminary, *The Kuyper Scholars Program* at Dordt College, *The Kuyper Foundation* in England and at seminars in colleges and seminaries throughout the world.



"There is not a square inch in the whole domain of our human existence over which Christ, who is Sovereign over all, does not cry: 'Mine!' "
Abraham Kuyper (1837-1920)

Abraham Kuyper

BOARD OF STUDIES PROCEDURES FOR THE 2011 SCHOOL CERTIFICATE

Preamble

At Kuyper Christian School we affirm the centrality of God's truths in all life experiences. The vision statement of our school is:

Kuyper Christian School is a community of families, teachers and friends who acknowledge Christ as the source of truth and life as revealed in the Bible and his world.

We serve Christ by supporting parents in their God-given responsibility to nurture their children.

We recognise the worth and uniqueness of each individual and provide a co-operative environment that seeks to develop the whole child, so that each one may grow in their relationship with God and serve Him.

All teaching and learning takes place within this context of moving students towards thoughtful engagement in God's world.

The Stage 5 courses are an integral component of this educative process. Kuyper Christian School recognises the importance of this "step" in education and places a high value on working towards the outcomes of this stage.

All courses are taught in accord with the Board of Studies requirements. The school, if registered or exempt from registration only, will inform parents of students in writing each year that the school is not eligible to enter candidates for the award of the School Certificate and will indicate the consequences for potential candidates for that Certificate of the school not being accredited.

In 2007 Kuyper Christian School is a registered and accredited school with the NSW Board of Studies therefore students are eligible to receive the award of a School Certificate at the successful completion of the Year 10.

School Certificate Information:

Students sitting for the School Certificate will sit for external tests in November.

- These tests will comprise English, Mathematics, Science, Australian Geography, Australian History, Civics and Citizenship and Computing Skills.
- These tests are externally set and marked, and students receive individual marks for these tests.
- Each test will be based on the Board of Studies Syllabuses and reported against standards achieved by all students.
- Course performance descriptors will be used for all subjects to report school assessment. Performance descriptors are typical student achievements and are graded A to E.
- Special provisions will be available for students who need access to these.

What will you receive at the completion of your Year 10 studies?

- A School Certificate testamur
- A School Certificate Record of Achievement that has TWO components:

PART A: A school based assessment for each subject undertaken, the number of hours studied in each subject, the student's grade and relevant subject performance descriptors.

PART B: External test results. These include individual marks achieved and subsequent placements in a percentile band. Students will also receive individual reports for each subject tested.

What are Course Performance Descriptors?

Course Performance Descriptors are an assessment and reporting tool set by the Board of Studies and used carefully by staff at Kuyper in assessing student achievement. These descriptors assist staff across the state in making sound and consistent judgements about overall student achievement at the end of a course.

The descriptors summarise observable and measurable features of student achievement and assist staff in awarding grades to students based on descriptions of typical achievement from elementary to excellent.

Performance Descriptors:

- indicate the STANDARDS or levels of achievement
- assist in the awarding of grades
- are concerned with the assessment of achievement related to knowledge and skills NOT values, attitudes and interest.

Teachers will make the final determination of the grade deserved on the basis of available assessment information and with reference to the Performance Descriptors for that course of study. There is no pre-determined percentage of students in any grade.

Satisfactory Completion of a Course

1. In order to receive a School Certificate, students must have satisfactorily completed courses of study as approved by the Board of Studies in the following KLA's:

English	Mathematics	Science	History & Geography
Creative Arts	PD/Health/PE	LOTE	Design & Technology

A School Certificate WILL NOT be awarded if the student has not satisfactorily completed the minimum pattern of courses as prescribed by the Board of Studies.

2. Satisfactory completion of each course requires that students have:
 - followed the course developed or endorsed by the Board;
 - applied themselves with diligence and sustained effort to the tasks and experiences provided in the course by the school. This requires a satisfactory effort in class and satisfactory completion of homework
 - achieved some or all of the course outcomes;
 - made a genuine attempt at assessment tasks;
 - attended for at least 85% of the available school days.

Students at Risk

An “Unsatisfactorily Studied” or “N” award may be given to a student in any course of study if they do not satisfactorily complete the course.

Students who are at risk of being awarded an “Unsatisfactorily Studied” for a School Certificate course will undergo the following process.

Insufficient Application

1. On the first occasion of unsatisfactory application the class teacher will send a “Warning letter” to parents stating the area(s) of concern. The letter will list the work to be completed and a “redemption date” by which work can be completed and the warning redeemed. Parents may wish to contact the class teacher.
2. On the second occasion of unsatisfactory application the class teacher will send a “Warning letter” home listing the continuing concerns. The letter will list the work to be completed and a “redemption date” by which work can be completed and the warning redeemed. The Core Teacher will interview the student and the parents.
3. On the third occasion a “Warning letter” will be sent to the parents again detailing the work to be completed and a “redemption date”. Another letter will be sent requiring a parental interview with the Deputy Principal and Secondary Coordinator. If this third letter is not redeemed and the student’s application does not improve satisfactorily then the student will be awarded an “Unsatisfactorily Studied” for the course. This will result in the course not appearing on the student’s “Record of Achievement” and may result in them not satisfying School Certificate requirements.

Poor Attendance

1. A letter indicating a poor pattern of attendance will be issued at the first indication of a problem in this area.
2. If the poor pattern of attendance continues a parent interview with the Deputy Principal and Secondary Coordinator will be required so that the consequences of poor attendance can be fully discussed.
3. If there has been no acceptable resolution to the problem the Board of Studies will be informed and the student will be deemed ineligible for the School Certificate.

The issues other than those listed above that could lead to the “N” determination include:

- malpractice in the School Certificate tests
- a non-serious attempt at the School Certificate tests
- failure to do a School Certificate test
- leaving school prior to the final day for Year 10 at Kuyper

Commonly Asked Questions

How will students be notified of a task?

The task dates are included in this handbook. You will be given a reminder by your teacher prior to the task. If an assessment date changes you will be given at least one week’s notice.

What information will I be provided with?

The details will include the:

- nature of the assessment task
- percentage weighting of the task within the course
- date students will sit/submit the task
- outcomes to be assessed
- penalties to be applied if task is submitted late

What is the maximum number of tasks I can expect to have to do in a week?

This may vary depending on the nature of the tasks set, however as a general rule you will not be expected to do more than 3 tasks in any week. Some courses of study have the expectation that coursework and homework are included in their assessment. This is an ongoing requirement of the course and not to be included in the assessment task list.

If you feel that you are having an unreasonably pressured time, please speak with your Core Teacher.

When do I submit an assessment task?

Tasks must be submitted at the time nominated by your teacher. If it is submitted later than this without the necessary documentation, it will be dependant upon the assessment requirements of that faculty as to whether or not the task is marked. (In some instances, a gradual loss of marks is determined eg. 10% for each day late; in other cases the task will simply receive zero. Teachers will notify students of this when the task is set.)

It is the responsibility of each student to ensure that tasks are submitted on the due date or a note requesting an extension of time is brought to the teacher at least one day before the task is due. Please note: a request of this nature is not automatically granted and is within the discretion of the teacher to accept or not according to the particular arrangements for that task.

What do I do if I am sick?

If possible, obtain a doctor's certificate to cover your absence.

Make sure you bring a note from your parents to your class teacher who, on approval of the request, will re-schedule the task or make alternative arrangements.

What if I experience computer problems?

You MUST KEEP A HARD COPY OF YOUR WORK so if problems occur AT THE LAST MINUTE (eg. hard drive crashes, etc.) you are able to substantiate that you have worked on the task.

Any student who experiences last-minute computer problems must submit 75% of their work in whatever form available.

Will I be warned if I am not meeting course requirements?

Yes. If you are in danger of receiving an "N" award or unsatisfactory award you will be warned in writing. If you receive 3 warning letters and you do not redeem the work listed on the warning letters, you will be awarded an "N" for the course.

What if I disagree with the impending “N” award?

All students who may be receiving an “N” award have the right of appeal. There is a process for this that is clearly set out by the Board of Studies. The school will fully support any student’s right to appeal and will be proactive in ensuring all necessary documentation is available. If a student wishes to appeal an “N” result they are to obtain forms from the school Principal after an interview with parents.

What happens if cheating occurs?

Any task that involves cheating will be awarded a zero result.

What are my responsibilities?

- To obtain and understand the school’s assessment policy
- Attempt each task to the best of my ability so that I can demonstrate maximum level of achievement
- Ensure that any questions I might have about marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back
- Demonstrate, through application and achievement, that I have met the requirements of the course.

Should I expect a high correlation between my school results and the School Certificate grades?

You would not necessarily expect a high correlation. It must be remembered that the grades appearing on the Record of Achievement reflect a student’s performance over a wider range of outcomes than the external tests. Some students are able to better demonstrate their knowledge and skills relative to the course objectives in types of assessment tasks other than an external test.

Will the Board of Studies monitor school’s allocation of grades?

Yes. The general pattern of results across courses will be monitored and any significant anomalies investigated.

Do Year 9 courses count towards the School Certificate Grades?

For all 200 hour courses performance in Year 9 tasks will not count. All 100 hour courses undertaken in Year 9 will receive a grade on the School Certificate.

What about informal assessment tasks?

At Kuyper Christian School it can be expected that there will be a range of both formal assessment tasks and informal tasks. Most assessment will be based on formal task information (assignments, oral tasks, tests, fieldwork etc), designed to measure student achievement of outcomes. Formal tasks are specifically designed for the purpose of assessment.

Informal tasks may occur during the process of teaching in a variety of situations not specifically designed for assessment purposes. If, in the process of regular informal assessment, an indication of a student’s decline or rise in knowledge or skills occurs, it may be necessary to reassess that student formally.

Dear

Re: OFFICIAL WARNING – Non-completion of a School Certificate Course

I am writing to advise that your son / daughter is in danger of not meeting the Course Completion Criteria for the School Certificate Course
(student name) (course name)

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the (eg 1st, 4th) **official warning** we have issued concerning
(course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completions of course) determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. **Students who receive an 'N' determination in a mandatory course are not eligible for the award of the School Certificate.**

..... Course name	<input type="checkbox"/>	is a mandatory course	<input type="checkbox"/>	is not a mandatory course
----------------------	--------------------------	-----------------------	--------------------------	----------------------------------

To date, has not satisfactorily met of the
Student name (indicate a), b) or c))
Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or which a genuine attempt has not been made. In order for
(student name)

to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and / or achieved.

Please discuss this matter with And contact the school if further
(student name)
information or clarification is needed.

Yours sincerely

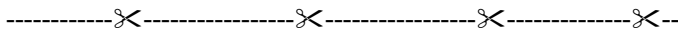
.....
Class Teacher
/ / 11

.....
Principal
/ / 11

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by

Student name

Task Names(s) Course Requirement(s) Course Outcome(s)	Original Due Date (if applicable)	Action required by student	Revised date to be completed by (if applicable)



Please detach this section and return to core teacher

Requirements for the Satisfactory Completion of a School Certificate Course

- I have received the letter datedindicating that
(student name)
- is in danger of not having satisfactorily completed
(course name)
- I am aware that this course may appear on his / her Record of Achievement with 'Not Completed' indicated.
- I am also aware that 'N' determination may make him / her ineligible for the award of the School Certificate.

Parent / Guardian's signature: Date:

Student Signature: Date:

Mandatory Courses

- 2.1 English**
- 2.2 Australian Geography**
- 2.3 Australian History**
- 2.4 Mathematics**
- 2.5 Personal Development, Health and Physical Education**
- 2.6 Science**

2.1 ENGLISH

Year 9

English Studies focus on the great resources that we have been given over the years in writings, drama and movies. The freedom to explore the experiences of humans in varying situations and to reflect on this is a valuable treasure as we all have the emotions and struggles and joys of other humans. As students understand the writings of others they are encouraged to weigh these responses to life in the light of God's word so that they gain the wisdom and direction of God for their own lives.

In addition students are encouraged to respond and to be creative in their own styles of writing and thought. God offers much for us to respond to and we can and must respond in a way that glorifies Him. Not only will students be exposed to the darker side of life as in "Romeo and Juliet" but also to the brilliance that we find in the Bible as God shines His light on life in there.

Assessment Tasks:

Due Dates

1. "Romeo and Juliet" Mini performances and paragraph on dramatic presentation	15%	17th March
2. War Poetry Analysis	20%	8 th June
3. Feature Article on "Children at War"	25%	14 th September
4. "My Place" response essay	30%	3 rd November
5. "My Place" double page spread	10%	3 rd November



2.1 ENGLISH - Year 10

Home to a Whole New World

In this unit we explore challenges and opportunities facing Australia after WW2. Has Australia indeed become home to a new world of opportunities? The experiences of people migrating to this land, indigenous people, women and men, allow for case studies to view ways in which people struggled for rights in Australia and how these struggles have been expressed through the film *Rabbit-proof Fence*. Students use a multi-level computer program to analyse the film in depth. Enrichment and a comparison with the film are offered through the study of the novel *Follow the Rabbit-proof Fence* by Doris Pilkington. Gender issues and their continuance and changes from the 1930's to the present era are investigated. A Christian perspective of gender is presented and analysed. In response students present a folio, which includes a visual representation of males and females, a "self help" brochure for teenagers and a persuasive speech.

Sydney City: Deliverance or Decline?

This unit examines many of the issues significant to urban development today. We look at the many changes Sydney has experienced, detailing the changes and pressures brought to bear on a growing urban environment. The novel and film *Playing Beattie Bow* are combined with a field trip to the Rocks to study Sydney of the past. Sydney of the present is viewed through the eyes of the media, both electronic and print. The effects of industrialisation and the alienation of an urban environment are investigated through a study of the picture book *The Lost Thing* by Shaun Tan. The inevitability of change and the need for empathy, appreciation for difference and the importance of connection to God and others is emphasised as a Christian antidote to the effects of postmodernism.

Power and the Passion

In this unit students study the book and film *To Kill a Mockingbird*. Through the study of the novel students have the best opportunity to enter into situations and understand what involvement in a moral dilemma is like and the consequences of decisions. In studying the film, students raise their awareness of the power of the human mind to interpret clues, learn to think critically and analytically as well as develop skills to effectively "read" both film and other media products. Both the book and film articulate a classic liberal response to social and political problems: education and tolerance will finally lead to personal and political improvement. The students will evaluate this response by comparing it to a Biblical view of humanity and God's answer to human sin. The major assessment task is writing an essay on *To Kill a Mockingbird* and time is spent instructing students in the skills needed.

World's View and Worldviews

This unit examines the place of Australia in its regional context, through the eyes of the Australian media. Media reports, particularly those reporting on cultural issues, will be gathered, analysed and critiqued. We also examine how people here and overseas establish their 'worldviews' and how actions can be determined by beliefs. This is examined through the investigation of visual texts and films that represent cultural values.

Assessment Tasks:

Due Dates

1. Gender Issues Folio – Part 1	5%	4 th March
Part 2	10%	18 th March
Part 3	20%	31 st March
2. Playing Beattie Bow Narrative	20%	24 th June
3. The Lost Thing Picture Book Redesign	20%	29 th July
4. To Kill A Mockingbird Essay	25%	23 rd September

2.2 AUSTRALIAN GEOGRAPHY

Year 9

Term 3 – A Nation at Last

This unit looks at the local region of Australia, including the landscape and climate of Australia. Understanding our country and our attitude to the land is also featured and we explore the different ways that land is viewed, including an indigenous perspective. Natural hazards are examined with a specific focus on bushfires.

Term 4 – Partners with the Land

This unit focuses on the way we are using the land and how management is the way forward in rejuvenating forests, catchment areas and waterways. A close look at the Hawkesbury River and the changes that have occurred to it since white settlement brings this topic closer to home.

Assessment Task

Due Date

1.	Bushfires research poster	40%	10 th August
2.	My Place mapping task and geographical issue	40%	7 th September
3.	Geography exam	20%	17 th October

Year 10

Term 1 – Worldviews and our Near Neighbours

In this unit we examine the place of Australia in its regional context. It explores the diversity of topography, climate, culture and beliefs found in our region. Links that Australia has with the Asia-Pacific region are examined, including economic ties, treaty and Australia's concern for the well being of the region. We also examine how people here and overseas establish their 'worldviews' and how actions can be determined by beliefs.

Term 2 - Sydney City: Deliverance or Decline?

This unit examines many of the issues significant to urban development today. We look at the many changes that Sydney has experienced, detailing the changes and pressures brought to bear on a growing urban environment. Students explore the pressures created for people in urban areas, while also exploring reasons behind the decline of some rural districts in the state.

Assessment Tasks

Due Dates

1.	Asian country brochure	30%	14 th March
2.	Sydney geographical skills	35%	11 th May
2.	Demographic research and analysis	35%	25 th May

2.3 AUSTRALIAN HISTORY

Year 9

Year 9 study both World War I and World War II. Students look at the causes of the wars, the political systems of the countries that fought in the wars, the deaths and casualties and the course of the war both in the European sector as well as the Pacific sector. Students trace the changes that have occurred over the last one hundred years and the causes that brought about the huge development of some Western countries.

Students also look closer to home to see how the wars affected Australian society and what changes came about that have shaped our society since then. In this way students are sequencing the growth of Australia and are able to put into some perspective the state and growth of our nation Australia now.

Assessment Tasks:		Due Dates	
1.	Millennium Calendar	25%	10 th March
2.	Multi-media presentation on WWI	30%	18 th May
3.	Essay: "Australia's changing relationship with Britain"	45%	10 th June

Year 10

Term 1 - Home to a Whole New World

In this unit we explore challenges and opportunities facing Australia after WWII. Has Australia indeed become home to new world of opportunities? The experiences of people migrating to this land; indigenous people, allow for case studies to view ways in which people struggled for their rights in Australia between 1945-1972. There is a project focused around the changes in the 50's housing, home appliances, entertainment, transport, communications, fashion, music, entertainment, sport and the impact of Australian society.

Term 3 - Power and the Passion

In this unit we explore in detail, the history of this nation over the last 30 years. The 1970's was a time of great change. From start of the Vietnam War to the election and dismissal of Whitlam government in 1975, we evaluate the actions, reactions and changes brought about in social attitudes and perspectives. The growing awareness of the value of history and heritage too form part of our focus on this period of history.

Assessment Tasks		Due Dates	
1.	50's PowerPoint	25%	8 th August
2.	Vietnam War Timeline	35%	21 st September
3.	Essay: Impact of People power on Australia	40%	17 th October

2.4 MATHEMATICS

Mathematics is a disciplined thought structure that describes both the numerical and spatial aspects of God's creational structure.

Through the study of mathematics, students develop a sense of wonder and the nature of God as they become aware of the order, precision, design and constancy of creation through seeing patterns and relationships.

God has equipped people to reason logically in the abstract. Through the study and application of mathematics students can develop their God-given gifts and abilities in logical thought, decision making, discovering truth, problem solving, creating and inventing. The study of Mathematics contributes to the development of Biblical attitudes such as perseverance, discipline, diligence, and the striving for excellence.

Mathematics is a tool which enables the child to function adequately in daily life. It aids in the development of understanding and appreciation of our society with its economics, technology, science and consumerism. It provides students with the opportunity to serve their society.

Years Nine and Ten are known as Stage Five. At the beginning of Year Nine Mathematics students are placed in one of the following *pathways*; 5.1, 5.2 or 5.3. The 5.3 *pathway* is the most challenging of the three. Usually, a student remains in the one *pathway* for both Years 9 and 10.

Assessments:

Year 9

Type of Task	Topic Area		Dates
1. Assignment	Data Analysis	15%	Term 1 Week 6
2. Exam	Half Yearly	25%	Term 2 Week 5
3. Worksheet	Coordinate Geometry	15%	Term 2 Week 8
4. Test	Algebraic Techniques	15%	Term 3 Week 8
5. Exam	Yearly	30%	Term 4 Week 3

Year 10

Type of Task	Topic Area		
1. Assignment	Rational Numbers/Sim eqns	15%	Term 1 Week 6
2. In class assignment	Trigonometry	15%	Term 1 Week 8
3. Exam	Half Yearly	20%	Term 2 Week 4
4. Practical	Surface Area & Volume	15%	Term 2 Week 9
5. test	Consumer Arithmetic	15%	Term 3 Week 3
6. Exam	Yearly	20%	Term 3 Week 9

2.5 PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Celebrating Diversity

We are all created in God's image, with no individual being of more value or intrinsic worth. We need to be aware that there are situations in life where bias or prejudice in judgement may arise. We however, need to be consistent in how we act and judge others, with our bias and concern always being to be faithful servants, and bring glory to God. Throughout His ministry Jesus provides us with a perfect example of this.

Making a Difference

Considerations for career pathways need to be based on the question of how we may best serve God and bring glory to him, and through that serve others.

We need to take into account our gifts and talents and the wisdom of those who know us as we select suitable occupations for ourselves.

Ultimately our secure future will be in heaven with Christ if we are one of His people. Whatever job you choose, choose it for God's glory as we seek to serve Him.

Drug Use

God loves us and delights in our enjoyment of His gift of life. However, our bodies are 'temples of the Holy Spirit' and being a faithful servant demands that we do not abuse our bodies in any way. Drugs and alcohol should not be misused but used beneficially in the knowledge that all God's creation is good and ultimately beneficial. Our assertiveness and communication skills are indispensable, and at times assertiveness and refusal skills are necessary.

Planning for Safety

In Term 4, students refresh, revise and confirm skills learnt throughout the year and focus their understanding and decision making on keeping smart and safe in social situations.

Practical lessons

Throughout the year students incorporate communication and decision making skills into practical movement skills through participation in various individual and team sports. These include wide games, aquatics, cross country running, athletics and dance. Leadership in events and involvement and participation at sports carnivals also contributes towards student practical assessment results.

Assessment Tasks:

Due Dates

1.	Discrimination Task – Making a Difference	15 %	30th March
2.	Practical Assessment (Includes carnival participation and practical lessons)	30 %	17th Feb 5th April 17th June
3.	Issues of Illicit Drug Use Group Task	15 %	8th June
4.	Practical Dance Assessment	20 %	14th September
5.	Culture Group Research Task	20%	26 th October

2.6 SCIENCE (Year 9)

“For since the creation of the world God’s invisible qualities – His eternal power and divine nature have been clearly seen, being understood from what has been made, so that men are without excuse.”
Romans 1:20

The apostle Paul wrote these words nearly 2000 years ago long before the advent of modern scientific understanding. He understood the value of the created order in leading to the Creator. How much more is this true in the light of modern scientific discoveries? As we study Science, we see more of the awe of God’s Creation, from the intricacies of the human body to His majesty displayed in Nature and the fascinating properties of light.

Term 1 – ‘Top Gear’ and ‘Let There Be Light’

Students study the Physics, Chemistry and ecological issues associated with the motor car. The workings of the engine, combustion, forces, speed and acceleration, machines and road safety are some of the aspects covered. Students then investigate the nature and behaviour of light by completing a series of practical activities and writing up scientific reports on their work. Applications of various types of electromagnetic radiation are considered.

Term 2 – ‘The Human Body’

Over the two terms, students will study some aspects of the human body, including “The Body at War” (on Infection and Disease) and Reproduction.

Terms 3 & 4 – ‘Energy’ and ‘Earth Science: Living in God’s World’

Energy transformations and responsible use of energy are studied, as well as electric circuits. Then follows a unit on things geological and ecological. Consideration of resources from the Earth and the dynamic nature of the Earth’s surface will feature in “Our Amazing Planet,” while some amazing ecology of our country, incorporating some indigenous Science, follows.

Assessment tasks	Due date	Weighting
1. ‘Let There Be Light’ Practical Series	13 th May	20%
2. Reproduction/ Disease Task	10 th June	20%
3. Test: Written component Practical component 15%	22 nd August 26 th August	10%
4. Free choice Oral Presentation	16 th September	15%
5. Process Skills Quiz	28 th October	20%

SCIENCE (Year 10)

“The heavens declare the glory of God; the skies proclaim the work of His hands.
Day after day they pour forth speech; night after night they display knowledge.”
Psalm 19:1-2

“He shakes the earth from its place and makes its pillars tremble...
He alone stretches out the heavens and treads on the waves of the sea.
He is the Maker of the Bear and Orion, the Pleiades and the constellations of the south.
He performs wonders that cannot be fathomed, miracles that cannot be numbered.”
Job 9: 6, 8-10

In Science in Year 10, students will continue to examine the amazing processes in nature, from the tiny scale of the atomic model and reactions between atoms and molecules, to movement in the Earth's crust and out to the huge scale of the Universe. The course will also enable students to understand the basics of Genetics and be fascinated with how characteristics are passed from one generation to the next. Modern research will be investigated as it relates to our focus areas.

Term 1 – ‘Chemistry In Action’ and ‘Ecology’

The first unit is a study of Chemistry including the nature of matter, chemical bonding and various classes of chemical reactions. The second unit looks at caring for our environment, stewardship of resources, conservation of endangered species and experimental techniques in Ecology.

Term 2 – ‘The Mysterious Universe’ and ‘Genetics’

Marvel at some of the delights of God's majestic Creation as stars, other heavenly bodies and Cosmology are studied. The ‘life cycles’ of stars and theories of origins are considered. Investigations this term will also cover the dynamic nature of the Earth. Studying Genetics will allow students to consider how characteristics are passed from one generation to another, with examples ranging from plants to some parts of our own families.

Term 3 – ‘Life Goes On’

The study of the endocrine system will amaze us this term. The theory of evolution will be investigated and examined. Some revision and extension work on Electricity will follow.

Term 4 – School Certificate preparation (concentrated; this will also be done throughout the year). A unit called, ‘The Quest Goes On,’ allows students to complete their Year 10 studies by examining current cutting-edge scientific research and possible careers in Science.

Assessment task	Due date	Weighting
1. Chemistry Task Part 1	16th March	10%
Part 2	23rd March	10%
2. Ecology Task	9 th May	10%
3. Practical Test	15 th June	20%
4 (a) Student Research Project	3 rd August	20%
(b) Oral Presentation	24 th August	15%
5. Process Skills Quiz	19 th October	15%

Elective Courses

- 3.1 Agricultural Technology**
- 3.2 Drama**
- 3.3 Food Technology**
- 3.4 Industrial Technology - Silver**
- 3.5 Information & Software Technology**
- 3.6 Physical Activity & Sport Studies**
- 3.7 Visual Arts**

3.1 AGRICULTURAL TECHNOLOGY

The 2009 academic year will cover concurrent topics. The two areas focussed on are Livestock and Crops. The livestock area is broken up into the areas of sheep and poultry production. Assessments will focus on maintenance of records of the growth and development of chicks and sheep while the area of cropping will focus on soil testing and a trial hydroponics scheme.

The course is weighted toward practical application rather than bookwork and the students assessments will either be fully practical or practical with a bookwork/recording component.

The course seeks to compare various methods of production of the same product in order to evaluate the strengths and weaknesses of the various methods.

AGRICULTURAL TECHNOLOGY	ASSESSMENTS 200 Hours	Due dates
1. Risk assessments of activity		15 th March
2. Market survey and value adding		14 th June
3 Comparing different systems of growth		9 th August

AGRICULTURAL TECHNOLOGY	ASSESSMENTS 100 Hours	Due dates
1. Growth records of plants	20%	8 th April
2. Growth records of chicks	20%	9 th June
3. Soil Testing	25%	8 th September
4. Sheep handling	25%	20 th October



3.2 DRAMA

Playbuilding - On a Dark and Stormy Night: Playbuilding is the process where students work collaboratively in groups to make their own piece of Drama. The process of playbuilding involves the refining of the plot, themes, characters and staging. This unit analyses the Gothic mode which is becoming increasingly popular in film and television at present. Students consider how the elements of Drama are utilized effectively in the Gothic style, to gain an understanding of its fascination for teenagers. Biblical perspectives on the “supernatural” and the importance of seeking God’s guidance for direction in life are clearly presented.

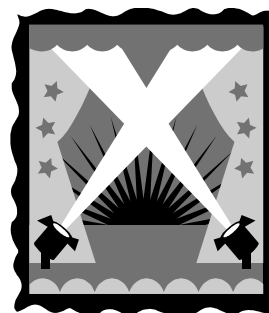
Dramatic Form - Mask: Dramatic forms are an established set of structural principles by which Drama and/or theatre is produced and/or appreciated. In this unit, the dramatic form of *Commedia dell’Arte* is used to teach students how to improvise and to introduce them to the concepts of masked performances. Masks represent types, not individuals, and can be used to reflect human qualities and failings, such as sadness and greed. Historically, wild behaviour occurred when masks were worn during carnivals. From a Christian perspective, the wearing of a mask can never free the wearer from the consequences of their actions.

Issue-based Playbuilding: Students choose an issue about which they wish to protest. Research is undertaken into the issue; this is an essential component of the unit. Structures are developed using the conventions of street theatre, especially the use of visual imagery, props and performance conventions, to develop a piece which will be performed in an appropriate venue to an intended audience at the end of the unit. The elements of Drama heavily incorporated into this unit and are described in the following way: role, character, focus, tension, time, place, situation, space, structure, language, sound, movement, rhythm and moment which together create dramatic meaning and audience engagement.

Assessment Tasks: Years 9 and 10 Drama

Due Dates

1. Gothic Research Task	10%	1 st March
2. Performance (Group practical)	20%	8 th April
3. Elements of Drama Exam	5%	17 th May
4. Commedia dell’Arte (Practical)	25%	13 th September
5. Christmas Performance	30%	TBA
6. Reflective Logbook	10%	18 th October



3.3 FOOD TECHNOLOGY

Food Technology is being offered as a 100 and 200 hour course.

The Australian Food Industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional food and the environmental impact of food production processes. Students learn through a range of practical experiences, exploring food-related issues, allowing them to make informed and appropriate choices with regards to food.



The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

FOOD TECHNOLOGY TOPICS:

Food Preparation and Processing Overview of food processing and handling.

Nutrition and Consumption Making good food choices.

Food Equity Explores the inequality of food distribution.

Food for Special Needs Looking at the factors that influence food needs.

Food Selection and Health Food choices affect or health and well being.

Food for Special Occasions Food is used to celebrate many different occasions.

Food in Australia Australian cuisine from witchetty grubs to Lamb & feta parcels.

Food Service and Catering The preparation and service of food for others.

Food Product Development Follows development of new food products.

Assessment Tasks:

Due Date

1. Assessment Task 1	22 nd March 2011	25%
2. Assessment Task 2	21 st June 2011	25%
3. Assessment Task 3	6 th September 2011	25%
4. Assessment Task 4	18 th October 2011	25%

3.4 INDUSTRIAL TECHNOLOGY - Wood

Terms 1 & 2 –Hand Tools

This unit of work introduces students to the fundamental skills and hand tools used in woodworking. While learning about the function and purpose of many of the workshop tools they explore the design history and work of current hand tool designers. In the making of their wooden mallet, marking gauge, set square and sliding bevel, they will explore the nature of wood and its suitability for toolmaking, types of wood and their desired properties for tool making, basic joinery, simple machine skills and the range of appropriate hard-wearing finishes.

Terms 3 & 4 - Toolbox

This unit of work is based around the designing, drawing and constructing of a toolbox. The students will utilise a number of different construction methods and will be introduced to wood turning. The visual representation of the toolbox is focused on including 3D rendering. Through the process of making this chest the students will explore basic joinery, case making, fitting of hardware and design skills.



Assessment Tasks Year 9/10

Due Dates

1. "Wooden Box Design Analysis"	15%	28 th March
2. "Wood Theory Test"	15%	28 th March
3. "Hand Tools and Wood Joints"	30%	9 th July
4. "Toolbox Plans"	15%	1 st October
5. "Wooden Toolbox"	25%	Yr 10 – 22 nd October Yr 9 – 3 rd December

3.5 INFORMATION & SOFTWARE TECHNOLOGY

Term 1- Computer Core Basics / Program manual

In this unit students learn about the various types of hardware that computers incorporate, both inside and outside the tower, through hands on exploration of computers and an integrated assignment. Students are challenged to evaluate the introduction of computing technology in society and how that impacts on various aspects of life. 200 hr students are involved in managing a project where they design and create a manual to help others understand how to use a piece of software

Term 2 – Digital Media (Graphics)

In this unit students express their creativity and artistic talent to present a graphics suite as a group using Paint Shop Pro and other suitable graphics programs. Group work and cooperation is emphasised with group goals more important than personal goals. The assignment is an act of service for the school with students making Kuyper focused icons, screensavers, maps etc.

Term 3 – Digital Media (Music / Movie / Animation)

In this unit students express their creativity and artistic talent to present a movie, animation or digital music using a range of computer software and hardware. Students will document the progress of their project and record design, progress and evaluations.

Term 4 – Robotics and Automated Systems

In this unit students examine the types purpose and use of robots and the function of robots in society such as sensors and actuators. Students critically evaluate from a Christian perspective the impact that technology has had in the past on society and continues to have today. iROBOT DVD will be viewed and studied as a means of seeing the possible issues in the future and Asimov's 3 laws of robotics in action.

Computer Assessment Yr 910

Due dates

1a.	100hr – Computers in society portfolio	20%	6 th April
1b.	200 hr – project manual	20%	6 th April
2.	Graphics Suite	30%	10 th July
3.	Music, movie or animation	30%	2 nd October
4.	Examination	20%	30 th October

3.6 PHYSICAL ACTIVITY AND SPORT STUDIES

Through a wide range of physical activities and movement skills students are challenged to learn and understand the complexity and wonders of the human body that God has gifted us with. Students are engaged in coaching, assessing, planning and participation in a range of activities outside of the PDHPE course.

Assessment Tasks:

Due Dates

Benefits of Physical Activity Report	20%	8 th March
Practical Participation	15%	Ongoing
Event Management Assessment (athletics carnival)	15%	TBA
Camp Sommerset - practical and theory	35%	25th - 27th August
Yearly Theory Assessment	15%	22nd September

Please note:

There are no Course Descriptors for this subject as it is a **Content Endorsed Course**.

3.7 VISUAL ARTS

The Visual Arts course at Kuyper gives students the opportunity to explore the wonder of God's creation and the complexities of human nature and expression through making and studying art works. The Stage 5 course is linked to the LIGW units so that students can explore how artists respond to issues they study in Core.

Making Art

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms, including digital media and site specific works in the school grounds. They respond to a topic and their own personal experiences by building a body of work over time. Students record their ideas and experiments in their Visual Arts diary.

Studying Art

Students learn how art is shaped by different beliefs, values and meanings by exploring and writing about artists and artworks from different times and places. By analysing and interpreting the visual language used by artists, students develop critical and reflective skills, becoming more discerning of the intentions of artists as expressed in colour, line, texture, shape etc. They also learn to interpret and explain the relationships in the art world between the artist – artwork – world – audience.

Course Structure:

CYCLE 1: 2011	CYCLE 2 : 2012
Views of a Nation, Inside and Out. Modernism in Europe and Australia Body of work: Still life and Landscapes	Family Roots Modernism in Europe and Australia Body of work: Portraits of a family member
Seek Peace and Pursue It Animals as symbols in Art, Political Art Body of work: an animal symbolising peace	Wearable Art Wearable art and art inspired by Bible Wearable art inspired by a theme in the Bible
Henry Moore Art of Henry Moore and other war artists Body of work: figure drawings & sculptures	Public Artwork and student interest projects Art projects for communities, favourite artists Mural or group sculpture, interest projects

Assessment Tasks:

CYCLE 1: 2011

	Due Dates	Weighting
1. Body of Work: 9 x 5 inch Landscape paintings, Still life paintings and Lino prints.	26 th May	30%
2. Assignment: Picasso's Guernica	16 th June	15%
3. Body of work: 9 mixed media works on paper exploring an animal symbolising peace.	4 th August	20%
4. Assignment: Henry Moore	8 th Sept	5%
5. Body of Work: Sculptures based on human figure.	20 th Oct	20%

Course Performance Descriptors

Appendix 1: How to Help a Years 9/10 Student – A Parents' Guide

It's not easy being a parent! Many parents of Years 9/10 students finished their schooling 20 years ago – a lot has changed since then! So let us walk the educational journey in partnership with your family.

Schools today are much broader in their programs to educate young people. At Kuyper Christian School we are concerned with developing the whole person, not just the academic side, and with empowering the students to be responsive disciples of Christ as they move into life beyond the school. We are seeking to enable each student to be the best they can be – your child is unique!

How much time and energy should your child put into homework and study?

In years 9 and 10, it is expected that, in general, students will work at home for one-and-a-half hours per night. Students should use the Homework Diary to record and check tasks and parents can support this by signing the Diary each week. Parents can use the Diary to write notes, requests for extensions or queries and teachers will also be writing notes to parents. Core teachers will check the Diary for your signature each Tuesday. It can also be helpful for students to make a study timetable for use at home. This needs to be balanced, with regular breaks, and include revision time.

Points to consider:

- Your child will still need active encouragement, interest and *some* supervision in completing assessment tasks.
- Does your child have a suitable routine, including a place to work without interruptions?
- Is your child getting enough sleep, good food, relaxation and exercise?
- Are you giving your child enough of your time?
- Is your child overloaded with family commitments?
- Does your child have too many other commitments?
- Is your child having personal or social problems?
- Most importantly, ask your child how you can help.
- Ask for information and advice from the school.

Future directions:

Encourage your child to look closely at his/her interests and abilities when choosing a career. Consider growth areas and consider training schemes, apprenticeships, TAFE courses, HSC or IB, colleges or universities.

What was best for you may not be the best for your child. As technology increases, the range of employment opportunities increases. Your child is quite likely to work in 3 or 4 occupations during his/her working life.

Points to consider:

- Let your child be the person God made him/her to be – your child is not you.
- Every child is special – tell him/her so.
- Every child has potential – help foster your child's development.
- Encourage your child to be faithful in using his/her abilities and
- Provide opportunities for your child to serve others.
- Help promote realistic goals and aspirations for your child.
- Encourage independence in daily activities.
- Accept his/her thinking as he/she makes decisions. Discuss possible options but don't say, "If I were you..."
- Within boundaries, allow your child to fail or mess up then learn to deal with consequences.
- Listen to your child, as listening demonstrates that you understand and care.
- Be flexible, exercise tolerance and stay involved.

Appendix 2: Plagiarism

What is plagiarism and why is it important?

With the proliferation of information on the Net, plagiarism has become a wide spread problem. It can be defined as the unacknowledged use of someone else's words or ideas and is a form of dishonesty. Respect for others and honesty in our dealings with people are indicators of our Christian faith. This is the standard we expect from all Kuyper students. Students are to be respected for their individuality and effort, so there is no need to substitute the achievement of others for their own.

All of the following must be credited to the author:

- Direct quotations or paraphrases
- Borrowed ideas
- Facts and statistics not in general knowledge
- Visual images such as artworks and photographs.

Actions that might be seen as plagiarism:

- Buying, stealing or borrowing an assignment
- Hiring someone to write your assignment
- Copying information directly from websites
- Using the information with a little paraphrasing
- Building on someone else's ideas without giving them credit
- Copying from a variety of sources but not giving references.

How to avoid plagiarism:

- Process the information and integrate it in a meaningful way
- Avoid the cut-and-paste approach
- Plan your assignment before starting, then only select information that adds to main idea
- Place direct quotations in "quotation marks" and then explain the quote in your own words
- Give the name of the author, source and page number (if applicable) for direct quotes
- Reference all sources, including book titles, authors and addresses of websites, at the end.

What are the consequences for plagiarism?

If students are detected plagiarising, they will receive a zero for that task and an "N" warning letter will be sent to the student's parents. The student must completely redo the task, without plagiarising, or the student's School Certificate may be in jeopardy. Be aware that for HSC students, no opportunity to redo the task will be given.

Choosing when to give credit:

Need to Document	No need to document
<ul style="list-style-type: none">• Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium• Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing• When you copy exact words or a unique phrase• When you reprint any diagrams, illustrations, charts, pictures, or other visual materials• When you reuse or repost any electronically-available media, including images, audio, video, or other media.	<ul style="list-style-type: none">• Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject• When you are writing up your own results obtained through lab or field experiments• When you use your own artwork, digital photographs, video, audio, etc.• When you are using "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but not historical documents)• When you are using generally-accepted facts, e.g., pollution is bad for the environment.

Acknowledgement: St Paul's Grammar Plagiarism Policy; Tyndale Christian School Plagiarism Policy