COOMERA ANGLICAN COLLEGE

YEAR 10

SUBJECT SELECTION HANDBOOK

FOR STUDENTS ENTERING YEAR 10 IN 2020

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Coomera Anglican College's PURPOSE is to:

~ Inspire Excellence in Teaching, Learning, Service and Faith ~

The College Insignia

The College insignia is designed to represent both the traditional heritage of the Anglican Church and the contemporary ideals of a modern school in a developing area of south-east Queensland. The insignia comprises five distinct components, each of which reflects a key aspect of College life: –

Community: The supportive and caring College community is represented by the adult figure placing its hands on the shoulders of the child which, in turn, reaches out to the adult.

Growth: Personal development and the growth of the wider Coomera community is represented by the three leaves.

Knowledge: The open book represents the pursuit of academic excellence.

Spirituality: The flash of light represents the development of the whole student spiritually, emotionally, physically, culturally, socially and academically.

The Church: Just as the Cross is at the centre of the insignia, the Anglican tradition is central to every facet of College life.

AUSTRALIAN CURRICULUM

Since 2012 the College has been planning its curriculum in accordance with the first phase of the Australian Curriculum which included the subjects of English, Mathematics, Science and History. The second phase will occur in the next few years. This will see the development of Geography, Arts and Languages, followed by a third phase involving the rest of the curriculum.

The College will continue to develop its quality curriculum in accordance with the Australian Curriculum, as it is published.

You can view the P–10 Australian Curriculum for English, Mathematics, Science and History online at www.australiancurriculum.edu.au.

GENERAL SUBJECT SELECTION PROCESS

CHOOSING YEAR 10 SUBJECTS

There are many important decisions you have to make while at the College. Some of the most important are concerned with the choice of subjects to take in Year 10, and later the selection of subjects for Years 11 and 12. These are important decisions since they may directly affect your success at school and how you feel about school.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have already had some success
- keep many careers open to you
- which will develop skills, knowledge and attitudes useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

ASSESSMENT

The Queensland education system is changing. The changes will involve a new teaching and learning framework based on inquiry learning. Assessment will consist, in the final year, of school based assessment and external assessment. In preparation for the senior courses of study, we will be using similar assessment techniques and marking guides as students will use in Years 11 and 12. Naturally, these will be adapted for Year 10 students. This model requires the development of a profile of student learning from the student's earliest days in a subject, through to the time of exit. During the course of study in a subject, a student will be able to observe how their general skills, processing of information, and knowledge are developing through their profile. More information will be provided at the information evening at the start of Year 10.

GRADE POINT AVERAGES

Promotion to the next year level is NOT automatic at Coomera Anglican College.

GRADING PURPOSE

Grading is for three purposes, these are:

- To give feedback to students on their achievement on individual assessment tasks and across time
- To allow teachers to judge how effective the teaching and learning is in helping students to develop
- To give students, teachers and parents information on progress at reporting time.

In Years 10, 11 and 12 students will be graded using numerical marks. These marks total to 50 for a Semester and 100 for courses running across both Semester One and Semester Two. The semester reports will reflect a score out of 50 or 100 and a letter grade using A, B, C, D, E scale. The grade boundaries used at Coomera Anglican College are A – 85%, B – 70%, C – 50% and D – 30%.

Grade Point Averages are used to determine whether a student is eligible for promotion to the next year level. In other words, a GPA of less than 50 means that promotion to the next year level is not 'automatic' and is subject to further consideration. Grade Point Averages (GPA's) will be determined by calculating an average of the results completed by each student.

ASSIGNMENTS

Assignments are an essential component of all subjects in the curriculum at Coomera Anglican College. Assignments may be written, oral or practical. They are tasks set over a period of time involving extra research, practice and skill development for the student. Assignments are set to provide the opportunity for developing independence in learners. Such independence comes from a knowledge of critical and creative thinking skills, information retrieval skills, cognitive processes and selection of appropriate resources.

HOME STUDY

Regular home study for secondary students not only encourages the consolidation of what has been learnt at school, but it also allows for the fact that students learn at different rates and have different needs. Hence a student's home study may vary on occasions from that of his/her peers. Daily study at home gives parents an opportunity to encourage, express approval and relate positively to their children. All homework should be recorded in the Student Diary.

To develop successful home study habits, students should include three parts in their routine home study. Students should first revise the day's work. This may involve completing or correcting work done in class. The student should then complete set homework or any planned assignment work that is required. Lastly, the student should choose something that they know will help or prepare them for the next lesson. This may include pre-reading, general research or collecting resources. This last stage encourages the students to be proactive. This home study method is called the 'time-slot model'.

Suggested study time for Secondary students is as follows:

Year 7	approx. 60 - 75 minutes per night
Year 8	approx. 75 - 105 minutes per night for 5 nights per week
Year 9	approx. 105 - 120 minutes per night for 5 nights per week
Year 10	approx. 120 minutes per night for 6 nights per week
Year 11 and 12	will vary - successful students average 180 minutes per night.

Home study, assignments and assessment are all essential elements of learning. Parents are asked to monitor that their children are keeping up to date with these important areas.

MEETING ASSESSMENT DEADLINES OR DUE DATES

An important part of the preparation for Senior Courses is the need for all students to work towards meeting assessment due dates. It is vital that students appreciate the importance of organising their study programme to ensure that they submit completed assignments by the due date. Assessment Planners are issued at the start of each term to assist students in this endeavour.

PLEASE NOTE: Extensions are only granted in exceptional circumstances and where documentary evidence (e.g. Doctor's Certificate) has been provided.

REPORTING

The College provides an electronic Report for each student and it is the responsibility of the Parent/Guardian to download and keep a copy for future reference.

The College Reports are generated at the end of each semester. Parent/Teacher interviews are held at the College early in Term Two and Term Four.

After each assessment task is completed students and parents will receive feedback from the subject teacher as well as the results for that particular task. This will be via progressive reporting.

At the end of each semester, a report is produced and made available on-line. It indicates the student's scores in a range of criteria presented in each subject.

These scores are then summarised to provide an overall scores and grade for that particular subject. Parents and students should read the report carefully, take particular note of the criteria being assessed, and discuss the student's achievement. It is important to focus on the performance in each criterion; that way it is easier to know the areas of strength and weakness. This can be of great assistance in identifying the areas on which to focus for improved performance.

INTRODUCTION TO TIMETABLING

Students will be asked to study seven subjects for each semester. In opening up this choice, we are enabling students to choose the subjects in which they are most comfortable or best challenged.

Giving students the opportunity to select what they study enables them to become more responsible for their own learning. It also allows them to focus on what they need to achieve, in order to complete the pathway they have plotted for themselves.

CHOOSING SUBJECTS

To ensure that students achieve a broad, liberal education over the course of the four years, it is desirable that all eight Key Learning Areas (KLAs) proposed in the national curriculum are studied. These areas include English, Mathematics, Science, Arts, Humanities, Health and Physical Education, LOTE (Languages Other Than English) and Technology.

Our aim is for students to study at least one semester in all Key Learning Areas. The order in which students study the units will be largely determined by their selection. *Please note that some units may not be offered, depending on student selections.*

By the end of the first four years in Secondary at Coomera Anglican College, students should have completed eight semesters in Mathematics, English, Religious and Values Education (RaVE), Science, Humanities and at least six semesters in Health and Physical Education (HPE). Additionally, students should have studied a range of other subjects, thus experiencing as broad an education as possible at this stage.

We believe that this presents a tremendous opportunity for students to become more involved in their own learning, by empowering them to make choices appropriate to their needs and areas of interest. Students should experience as many subjects as possible, before needing to specialise in Years 11 and 12.

FACULTIES AND KEY LEARNING AREAS (KLA'S)

The subjects offered are classified according to Learning Area and Faculty as per the following:

FACULTY	JUNIOR SECONDARY	SENIOR SECONDARY
Mathematics	• Mathematics	• Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics
Science	• Science	• Biology • Chemistry • Physics
English	• English	• Essential English • English • English as an Additional Language • Literature • English and Literature Extension
Humanities	• Humanities	• Ancient History • Modern History • Geography • Legal Studies
Business	• Business Education	• Business • Accounting
Languages	• Chinese (Mandarin)	• Chinese (Mandarin) • Chinese Extension (Yr12 Only)
Technologies	• Design • Digital Solutions • Industrial Technology Skills • Food Technology	• Design • Digital Solutions • Industrial Technology Skills • Hospitality Practices
The Arts	• Visual Art • Drama • Music • Media	• Visual Art • Drama • Music/Music Extension • Film, Television and New Media
Physical Education	• Physical Education (Core) • Physical Education	• Physical Education
Religious and Values Education	• Religious and Values Education (RaVE)	• Religious and Values Education (RaVE)

GUIDELINES FOR SELECTION IN 2020

All Year 10 students will study 14 Semester Units in 2020 of which 11 are compulsory:

English (2 units), Mathematics (2 units), RaVE (2 units), Science (2 units), Humanities (2 units) and Physical Education (1 unit).

MATHEMATICS

Students will be placed in either Essential Mathematics, General Mathematics or Mathematical Methods based on their Year 9 results. The prerequisite requirements are shown on pages 11 and 12.

ENGLISH

At the end of Term 3, students will be placed in either English, Essential English or English as an Additional Language based on their results and teaching recommendations. At the commencement of Term 4, they will begin Year 11 coursework in whichever pathway they have been placed.

ELECTIVE UNITS

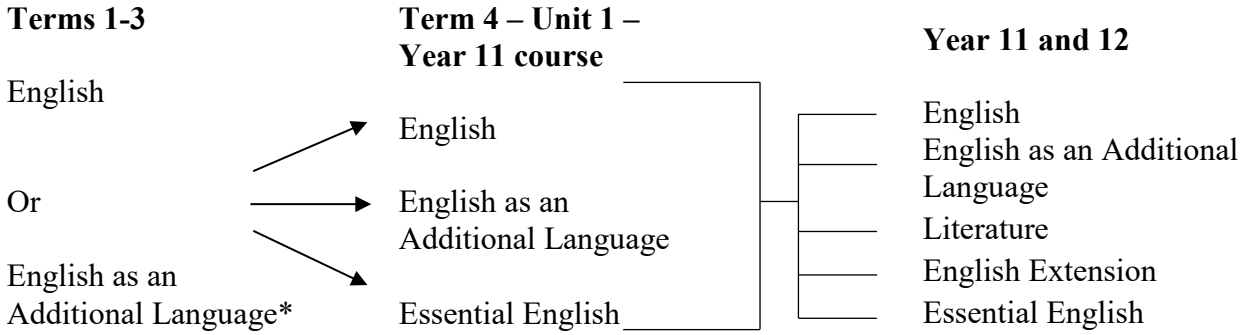
Students in Year 10 will be required to select three subjects from the alternatives listed below.

BUSINESS	HEALTH AND PHYSICAL EDUCATION	LANGUAGES	MATHEMATICS	TECHNOLOGIES	THE ARTS
Business	Physical Education	Chinese A Chinese B	Mathematics Extension	Design Digital Solutions Hospitality Practices Industrial Technology Skills	Drama Film, Television and New Media Music Visual Art A Visual Art B

ENGLISH – COMPULSORY

English is an integral part of education. Achievement at a sound achievement level in the study of the subject *English* is a common pre-requisite subject for many university courses, while students who wish to pursue a post-secondary pathway in a traineeship, apprenticeship or directly entering the workforce will have their needs better met by electing to study Essential English in Years 11 and 12. In addition, students from a background where English is not the primary language spoken may be better served through the English as an Additional Language pathway.

Pathways
The possible student pathways can be seen in the diagram below:



What are the key features of English?
The Year 10 English course is structured and assessed following the syllabus guidelines of the QCAA Senior English syllabus v1.4, which is an extension of the K-10 Australian Curriculum for English:

- *Language* – where students learn about the English language and how it works.
- *Literature* – where students learn to interpret, appreciate, evaluate and create literary texts, such as narrative, poetry, prose, plays, film and multimodal text, in spoken, print and digital forms.
- *Literacy* – where students apply their knowledge about language to effectively listen to, read, view, speak, write and create a growing range of texts.

ENGLISH COURSE OUTLINE – TERMS 1-3
Unit One – Dark Things – Gothic literary texts (short story, film, poetry texts)
Unit Two – Reading with Eyes Wide Open – Contemporary novel study
Unit Three – Making a Difference – Poetry as an agent for change
Unit Four – Shakespeare Today – Play script and modern film versions of *Romeo and Juliet*

Assessment

- Imaginative Narrative
- Persuasive Letter
- Festival Presentation
- Analytical Essay

ENGLISH AS AN ADDITIONAL LANGUAGE COURSE OUTLINE – TERMS 1-3*

You will complete a similar version to the English subject course outline (as detailed above), while developing knowledge, understanding and language skills in Standard Australian English (SAE). This subject values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring into the classroom.

NB: This subject may only be studied by students from a background where English is not the primary language. The College with liaise directly with students for whom this subject is advised.

ESSENTIAL ENGLISH COURSE OUTLINE – TERMS 1-3* (CONTINUING INTO TERM 4)

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.

Students who have not met a C standard average in Year 9 will be automatically placed in the Essential English pathway course in Year 10.

Unit One – Australian Identity
Unit Two – Novel Study – The Outsiders
Unit Three – Romeo and Juliet
Unit Four – Inspirational Films

Assessment

- Speech of Introduction (s)
- Imaginative Narrative (w)
- Persuasive Presentation (s)
- Film Review (w)

ENGLISH OPTIONS - TERM 4

In Term 4, students will transition into one of three pathways to begin Unit 1 of the core Year 11 English syllabus course options, either *English, Essential English*, or *English as an Additional Language*. Placements will be made according to the assessment results achieved up to the end of Term 3 in Year 10 and performance on NAPLAN testing in Year 9, as well as background English speaking factors (in the case of potential candidates for English as an Additional Language).

SENIOR ENGLISH – PREREQUISITES

Student must have completed Year 10 *English* with a minimum 50% achievement

ESSENTIAL ENGLISH – PREREQUISITES

Automatic progression into Senior Essential English course will occur for all students who have completed the Year 10 *Essential English* course in Terms 1-3. Students who have not met a minimum 50% achievement in Year 10 *English* will also automatically be placed in this pathway.

ENGLISH AS AN ADDITIONAL LANGUAGE – PREREQUISITES

Student must have completed Year 10 *English* or Year 10 *English as an Additional Language* with a minimum of 50% achievement.

MATHEMATICS – COMPULSORY

Mathematics is an integral part of our educational program and life in general. It is important in making informed decisions on a variety of everyday issues and can enhance our understanding of the world in which we live, providing essential tools which can be used at the personal, civic, professional and vocational levels. The skills taught in the mathematics courses offered at Coomera Anglican College in Years 9 and 10 provide a solid foundation to mathematics studies in Years 11 and 12, support students' learning in other subjects and provide a good general background for many areas of further study.

Students will be taught a variety of concepts mainly in a life related context, where they can explore the link between the mathematical concept and its application. Students will work systematically and logically, and practise communicating with and about mathematics. Students will also experience the richness of mathematics through a number of technological applications including spreadsheets and graphics calculators.

What are the key features of the K–10 Australian Curriculum for mathematics?
The K–10 Australian Curriculum for mathematics is organised around three content strands and four proficiency strands.

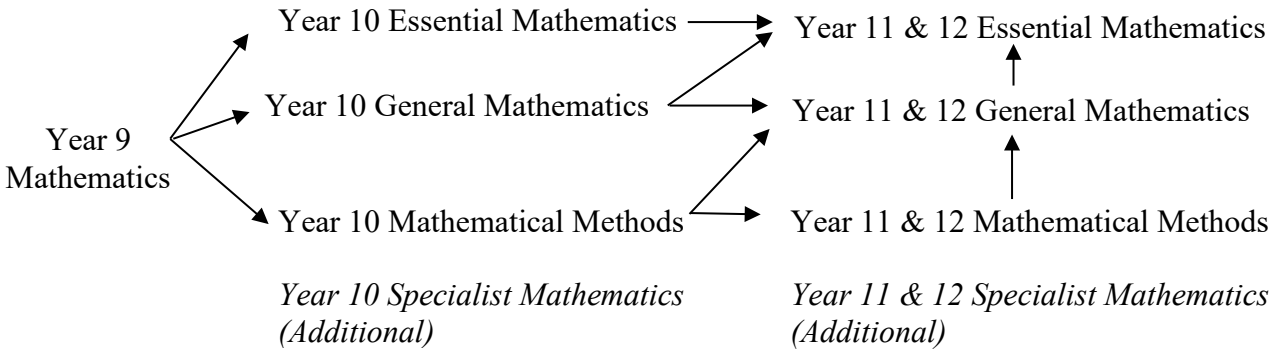
The content strands are:
- *Number and algebra,*
- *Statistics and probability*
- *Measurement and geometry*

The content in those strands describe 'what' it is students will be taught.

The proficiency strands – *Understanding, Fluency, Problem solving* and *Reasoning* – describe the 'how' – the way content is explored or developed through the 'thinking' and 'doing' of mathematics. The proficiencies have been incorporated into the content descriptions in each of the three content strands.

This approach ensures students' proficiency in mathematical skills is developed throughout the curriculum and becomes increasingly sophisticated over the years of schooling, and that students develop their capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.

Pathways
The possible student pathways can be seen in the diagram below:



Mathematical Methods is a prerequisite for some tertiary courses. Students should begin to explore possible career pathways and work towards meeting the prerequisites of Mathematical Methods by the end of Year 9 if they choose to study this subject in Year 10. Students who are unsure of their direction and have achieved the prerequisite requirement at the end of Year 9 should study Mathematical Methods. Specialist Mathematics is a senior subject available to students studying Mathematical Methods, who performs in Mathematical Methods, in Year 10, at a high standard.

Assessment
A system of continuous assessment will be used in determining student performance during the course. A variety of assessment items will be used including formal examinations and Problem solving and modelling tasks.

ESSENTIAL MATHEMATICS - *Prerequisite: Nil*
This course is designed for those students who will be electing to take Essential Mathematics in Years 11 and 12. Students will explore foundation topics including number, data, location and time, measurement and finance. Students will spend time consolidating and reviewing basic skills in preparation for the topics covered in Essential Mathematics.

GENERAL MATHEMATICS - *Prerequisite: "C" in Year 9 Mathematics*
This course is designed for those students who will be electing to take General Mathematics in Years 11 and 12. Students will explore similar foundation topics to those covered by Mathematics Methods students. Some of the more complex sections of these topics will be covered to a lesser extent. There is also reduced emphasis on some of the pure mathematics basics necessary for Mathematical Methods in Years 11 and 12. There are several topics that will be covered in Mathematical Methods that are not covered in General Mathematics. It is, therefore, important that students choose the most appropriate stream of Mathematics. Students who have found the Year 9 Mathematics course difficult and who do not feel that they will need Mathematics for entry into University should choose General Mathematics. Students studying General Mathematics will not require a Graphics Calculator.

MATHEMATICAL METHODS - *Prerequisite: "B" or above in Year 9 Mathematics*
This course is designed for those students who will be electing to take Mathematical Methods in Years 11 and 12. Students will further expand their algebra skills, and will develop a more rigorous approach to mathematical modelling in preparation for topics covered in Mathematical Methods. Due to the mathematical demands of this course, it is a prerequisite that students have attained a B or above by the conclusion of Year 9. Students who are unsure of their direction and have achieved the prerequisite requirements should study Mathematical Methods. For students to study Mathematical Methods in Years 11 and 12, they must achieve at least a score of 70 in Mathematical Methods by the end of Semester Two.

SPECIALIST MATHEMATICS
This course is designed for those students who are passionate about mathematics and curious about the contextual applications of pure mathematics. This programme is recommended if you are considering Specialist Mathematics in the future. The topics studied may include mathematical proof in geometry and patterns, number theory and combinations. Students wishing to take this course should be confident in their grasp on algebraic principles and prepared to investigate a wide variety of mathematics both independently and within groups.

PHYSICAL EDUCATION – COMPULSORY

CORE [COMPULSORY] UNIT

"THE DIVERSE NATURE OF SPORT IN AUSTRALIA"

Students participate in an "Aussie Sports" unit, with a focus on Rugby Union, AFL, Netball and Soccer. Through participating in a high number of practical units, students are exposed to a range of popular Australian sports and they develop an appreciation for Australian sports culture. Students will also combine the learning of practical lifesaving skills with the development of first aid and resuscitation in the Lifesaving unit.

RELIGIOUS AND VALUES EDUCATION – COMPULSORY UNITS

"WHO ARE OUR NEIGHBOURS?

Through a study of Luke's Gospel and the movie, The Blind Side, we will explore what it means to be a neighbour in our multicultural society. Jesus told the parable of the Good Samaritan in order to clarify that our neighbours include all citizens of this world - regardless of their race, gender, culture, religion or creed. We will explore how we can be loving neighbours to one another.

"VOCATION - WHAT WORK WOULD REALLY SUIT ME?"

Work takes up a large proportion of our lives. It can be viewed as something meaningful or as just a means to an end. This unit explores the 'spiritual' issues behind the work we choose to do. How does our work life affect the way we live? What might it mean to have a vocation and to find meaning in the work we do?

"MONEY. GOD"

This unit explores the effects of consumerism on culture and society in the western world. It also challenges the sense of hyper-reality generated by entertainment, the media and a focus on celebrity. Furthermore, the unit provide a Christian perspective on money and questions the existence of global poverty in an age of affluence. It explores the 'true cost' of consumerism and challenges what really makes us happy.

"DECISIONS, DECISIONS"

How do you decide what is right and wrong? As we journey through life we are confronted with many moral decisions and ethical dilemmas. Some of these decisions are easy to make, others are exceedingly difficult. It is always helpful to have some guide to assist us in making these decisions. This unit seeks to explore some frameworks for making informed and thoughtful decisions in life.

SCIENCE – COMPULSORY

Year 10 Science course is based on the Australian curriculum. In this course students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical and physical evidence for different theories, such as the theories of natural selection and evolution. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

This course is divided into four term-based units delivered in the following sequence:

TERM ONE – CHEMISTRY

This unit involves the study of how the atomic structure and properties of elements are used to organise them in the Periodic Table and how different types of chemical reactions are used to produce a range of products and can occur at different rates. Some of the key concepts covered in this unit include; periodicity, atomic structure, electronic structure, the reactivity of metals, industrial chemistry, chemical equations and reactions and factors effecting reaction rate. This term includes Internal Assessment 1: The Data Test.

TERM TWO – PHYSICS

This unit involves the study of how energy conservation in a system can be explained by describing energy transfers and transformations and how the motion of objects can be described and predicted using the laws of physics. Some of the key concepts covered in this unit include; the law of conservation of energy, energy transfer and efficiency, energy transformations, measuring motion and Newton's laws of motion. This term includes Internal Assessment 2: The Student Experiment.

TERM THREE – BIOLOGY

This unit involves the study of how the transmission of heritable characteristics from one generation to the next through DNA and genes occurs, and how the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence. Some of the key concepts covered in this unit include; the role of DNA, genes and chromosomes in controlling the characteristics of organisms, genetics and inheritance, mutation, variation, natural selection, biodiversity, evolution and the current evidence to support this theory.

TERM FOUR – RESEARCHING SCIENCE

This unit includes the final internal assessment (Internal Assessment 3: The Research investigation). This will involve students engaging in research to instigate a claim. The claim will be from their selected scientific disciple from Term 1 - 3 (Biology, Chemistry or Physics). They research, analyse and interpret secondary evidence from scientific texts to form the basis for a justified conclusion about the claim. Research practices include locating and using information beyond students' own knowledge and the data they have been given. Students will also complete the cumulative summative assessment on all content from Term 1 - 3.

HUMANITIES – COMPULSORY

The Year 10 Humanities program is structured around a series of introductory units to senior Humanities subjects. These units are designed to enable to students to make informed decisions about their subject choices for Year 11 and 12, while at the same time, building upon important skills of research, evaluation and analysis, and communication.

TERM ONE – LEGAL STUDIES

In the 21st century, significant issues face individuals in Australian society. Many are of a legal and political nature, and this introduction to Legal Studies provides Year 10 students with an overview of current legal issues, as well as an introduction to Senior Legal Studies. Members of society need to be better informed of their legal positions, rights and responsibilities. Students will investigate and understand the reasons for, and be able to contribute to, constructive criticism and discussions relating to reform of a legal system that regulates their daily lives. Citizens who are informed of their basic rights, obligations and duties will be more likely to question constructively and help improve those laws, institutions and legal processes, than those who remain unconcerned or ill-informed.

TERM TWO – GEOGRAPHY

The purpose of this unit is to provide students with an introduction to the type of study undertaken in Senior Geography by examining and investigating the political, social, economic and environmental issues present in developing countries and newly industrialised countries in comparison to developed countries. As part of this study, students will examine elements of the 'blood diamond' trade, the management of fair trade producers and the role of developing countries in supporting and building the economy. Students will develop their skills in research, analysis, evaluation and interpretation of data to make reasoned decisions regarding proposed solutions to world issues.

TERM THREE – MODERN HISTORY

This unit introduces students to the discipline of Senior History and is based upon the Australian Curriculum for Year 10 Students. In this unit, students will explore, speculate and research the causes and consequences of World War 2. They will identify key nations and groups of people involved in this conflict, and question why young men, and women, were so keen to enlist in war. Specific events such as the fall of Singapore, the Holocaust and conflict in Asia, will be studied in terms of their impact on the war effort, and their lasting legacy on wartime history. Students will research important roles performed by both men and women, the controversy of conscription, and the influence of propaganda on the civilian population. The unit will culminate with debates on the nature and significance of the war on the development of Australian nationalism.

TERM FOUR – INDEPENDENT STUDY

This Independent Study unit is designed to provide students with an opportunity to refine their research and formal communication skills. To do this, they will define their own topic for inquiry which reflects either a legal studies, geographical or historical approach. Students will learn how to use a range of research tools, including online academic databases, as well as academic research methodology which will support their studies in many subjects in Year 11 and 12.

THE ARTS

KEY LEARNING AREAS WITHIN FACULTY

- Arts

GUIDELINES FOR SENIOR PREPARATION

To study **VISUAL ART** in Year 11 and 12, you should:

- Complete at least one of the units in Visual Art in either Year 9 or 10.

To study **DRAMA** in Year 11 and 12, you should:

- Complete at least one of the units in Drama in either Year 9 or 10

To study **FILM, TELEVISION AND NEW MEDIA** in Year 11 and 12, you should:

- Complete at least one of the units in Media in Year 9 or Film, Television and New Media in Year 10.

To study **MUSIC** in Year 11 and 12, you should:

- Complete at least one of the units in Music in either Year 9 or 10

VISUAL ART

There are **TWO** separate **Visual Art** units' students can select. Both units have the Free Choice component where they will have the opportunity to develop their own PERSONAL PROJECT. Both units will have the opportunity to participate with an Artist in Residence and fun workshops to develop their Art skills. In Year 11 the excursions are extended into an Art Camp Trail over three days.

Students can select BOTH units or ONE unit, depending on their individual needs.
Each Unit is a semester in length and has separate focus.

VISUAL ART A - "SYMBOLISM AND FREE CREATIVE CHOICE"

This unit has a creative approach to media application using exciting and unconventional methods. The course will include advanced techniques in **Photography, Drawing and Painting,** with local artists workshops, an excursion to Brisbane, Artist in Residence and hands on exploration through the Concept of "Symbolism".

In the first unit you will be guided by different Visual Art stimulus concentrating in Photography, Painting and Drawing, while attending visits from local artists to guide you in your art journey. You will be given the opportunity to go to on an excursion as a stimulus for your Art. All these activities will be influential to your free choice unit.

The second unit is **free choice.** You will be given the opportunity to develop your own individual project. You will explore your own individual ideas and design your own Body of Work.

This course gives the artist more **freedom** to develop their own artwork and style preparing them as young artists.

Excursion & Workshops

The students will have the opportunity to go to Brisbane to visit the Gallery of Modern Art, Queensland Art Gallery and Qld College of Art. The students will also participate in a Photography shot through Brisbane city, will be involved in specialised workshops with practicing artists and exhibit in Art shows and competitions.

This unit is an opportunity to advance your photography, drawing and painting skills in preparation for Year 11 or for the enjoyment of appreciating Visual Art.

UNIT INCLUDES:

- Drawing and Advanced Drawing Techniques
- Painting (Artists in Residence)
- Photography and Painting with Light
- Digital Imagery
- Personal Project

VISUAL ART B - "ART IN REBELLION AND FREE CHOICE PROJECT"

This unit invites you to select **your own personal areas of study in Visual Art using current art techniques, while expressing Art as a Rebellion**. It gives you the opportunity to have free choice in your creative field. You will have the experience to develop a technique and style of art that you have a passion for. The Creative Choice Unit allows you to choose from a variety of different discipline's in Visual Art and will prepare you for Senior Art. You will also explore digital imagery, electronic imaging, Vector Illustration and Street Art. This unit has an enjoyable creative approach with the freedom to explore your own style. The students will also have the opportunity to be involved with workshops with a professional artist.

UNIT INCLUDES:

Art in Rebellion and Creative Choice

During these units students will have the opportunity to select their own personal interest area and develop their skills in Visual Art. Students will have the opportunity to develop a Body of Work and understand the process of developing a Body of Work.

Vector Art, Vector Illustration and Street Art

During this unit students will have the opportunity to illustrate, understand Street Art and work on iPads to create their imagery. In this unit Vector art will be created using vector illustration software programs, such as Adobe Capture and Adobe Illustrator. This program is quick and easy to create art that is clean and ready to use in Design. Students will be working with an Artists in Residence using Spray paints, the Air Compressor, Stencil Art and unconventional methods in creating works of art. A contemporary unit designed around current issues and graffiti style artworks.

Areas of Selection (Students can select more than one discipline)

- Spray Painting/ Air Compressor/ Stencil Art
- Ceramics
- Digital Imagery
- Sculpture / Installation / Public Art/ Lazor Cutter
- Vector Illustration/ Adobe Illustrator/Graffiti and Street Art
- Personal Project

DRAMA

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding of humanity and the world around them as creative and critical thinkers. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

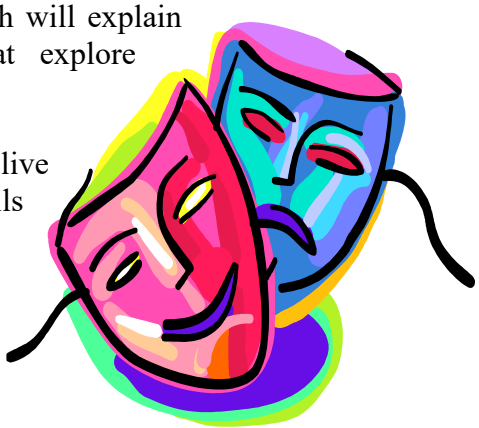
The objectives of the Drama course are to develop students' knowledge, skills and understanding in the making of and responding to dramatic works. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

"ON-STAGE ACTION" (CLASS PRODUCTION)

In this unit, students will have the exciting opportunity to experience all the magic of the stage as they work cooperatively to plan, rehearse, produce and perform their own live performance. A variety of dramatic styles, including Gothic Theatre, Realism, Theatre for Social Comment and Physical Theatre will be explored, practised and performed so that students will be able to offer audiences an engaging, entertaining and thought-provoking theatrical experience. Specifically, students will hone their acting skills, with a particular focus on developing and refining their skills of voice and movement. Students will also assume a production role and explore the effect that lighting, sound, multi-media, costumes and set can have on the overall success of a production.

"PHYSICAL THEATRE "

In this unit, students will experiment with movement as a means of communicating meaning and sharing stories. This highly interactive and practical course of study will develop students' ensemble skills and provide them with the opportunity to create dynamic dramatic action. Students will have the opportunity to workshop their ideas before presenting their vision for an original, captivating composition via a Director's Pitch, which will explain how Physical Theatre can complement play scripts that explore contemporary issues affecting society.



Finally, students will also *Respond* to Drama via a review of a live performance, which will develop their higher order thinking skills of analysis, evaluation and synthesis.

FILM, TELEVISION AND NEW MEDIA

"CREATING SUSPENSE"
During this semester, students will focus on the thriller genre. A thriller keeps an audience on the "edge of their seats", and as students critique this they learn the importance of using that sudden rush of excitement and exhilaration to drive their narrative, how to create characters and write a plot that effectively builds towards a climax and resolution.

Throughout the semester students will work their way through the three stages of Production. In the Pre-production stage, students will critique the codes and conventions used in contemporary thrillers. Students will then be required to write a Treatment and a Storyboard. In the Production stage students will be taught camera, lighting and sound techniques, equipping them with the expertise required to produce their Short Film. Finally, in the Post-production stage students will edit their Short Film on Adobe Premiere Pro, which is Industry standard software. In Term Four, students will have the opportunity to enter their Short Film into the annual Coomera Anglican College Film Festival held at a local Cinema. This festival gives students the chance to win incredible prizes and have their film screened at the cinemas.

Overview **Skills Acquired** throughout this Unit:
- Writing a Treatment
- Producing a Storyboard
- Camera Techniques
- Lighting Techniques
- Sound Techniques
- Editing Techniques on Adobe Premiere Pro (Industry Standard Software)

MUSIC

Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential, and allow you to contribute to your community's cultural life.

The course of study encourages you to become a creative and adaptable thinker and problem solver, making informed decisions and developing your abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making may support you in maintaining a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression.

"FILM AND GAMING MUSIC" – In this semester unit, you will study various musical styles that have been utilised in films and gaming software. Activities will include creating your own atmospheric music to portray a developing movie or gaming scene. You will use a computer program (such as Mixcraft, Sibelius or Guitar Pro) to create this composition. The final product will be mixed down to mp4 to create a combined visual and audio production. You will analyse and evaluate the ability of music to portray a variety of moods and scenes through a range of musicology tasks. You will also perform musical works used in films, both as a soloist and as a member of a group. Your skills in technology will be enhanced by the use of sound equipment such as microphones, amplifiers, speakers and powered mixers. This will culminate in a class

concert of performances. Throughout the semester, students will reflect upon their work through the completion of Performance and Composition statements.

BUSINESS

Business introduces students to the important, dynamic and diverse World of Business! With the Australian economy reliant upon small and large business, it is important for students to gain an understanding of the way businesses operate, and the contribution they make to our society. Students in this course will apply their entrepreneurial knowledge gained in class by creating a market stall. This acquired knowledge will prepare students for further studies in Business. **The course in Semester One is repeated in Semester Two.**

"ESTABLISHING A SMALL ENTERPRISE VENTURE"

Term One and Three – Focus Area – Business Creation
This unit will help students develop skills in identifying and using opportunities within a market place to generate positive outcomes.

Topics covered in this course include:
- Key personal features in establishing a business
- Identifying business opportunities
- Forms of Ownership
- Market Research and Analysis to identify target markets
- Competitor Research and Analysis
- Marketing product development

Term Two – Focus Area – Developing a Business Plan for the Entrepreneur
This unit will help students develop skills in identifying and using opportunities within a market place to generate positive outcomes. Students will develop detailed business plans and consider options and resource management within their enterprise or venture proposal. They will then have the opportunity to "pitch" their idea to "investors" at an entrepreneurial expo.

Topics covered in this course include:
- Developing a Business plan
- Pricing
- Marketing and Advertising
- Financial Controls
- Communication and Presentation skills

SENIOR CHINESE VPR PROGRAMME

GUIDELINES FOR SENIOR PREPARATION

To study Year 11 Chinese in Year 10, you should:

- Choose both Chinese A and B as two selective subjects

Having the skill to communicate in the most spoken language in the world is of vital importance in today's society. It is predicted that in the foreseeable future – perhaps this decade - China will have the largest economy in the world, creating many job opportunities for our youth, as Chinese speakers will be in high demand in all areas.

The Chinese faculty has a strong exchange program in place, allowing students to visit China and to meet with Chinese exchange students in Australia as well. Many of our students will be taking advantage of some of these opportunities in September every two years. More opportunities for exchange like the senior study tour to Yangzhou University, and study scholarships become available to students as they progress through their Chinese studies.

You will be able to complete the two-year Senior Chinese course by the end of Year 11, then have an option to continue the language programme with the Chinese Extension course or require a spare in that line.

You will gain language skills to do things like;

- describe the lifestyle and leisure activities
- understand the contribution of Chinese culture to the world
- Socialising and connecting with peers
- Finishing secondary school, plans and reflections
- Responsibilities and moving on

To achieve these skills we will watch films, listen to songs, use interactive technologies, perform dialogues and plays, play a variety of vocabulary games and of course complete challenging grammar, vocab and comprehension exercises.

The Senior Chinese course has a strong academic focus and is designed to help prepare students for the coming changes.

NOTE:
Only students who have studied Chinese in Year 9 should consider undertaking this course.

PHYSICAL EDUCATION

KEY LEARNING AREAS WITHIN FACULTY

- Physical Education (Elective)

GUIDELINES FOR SENIOR PREPARATION

To study **PHYSICAL EDUCATION** in Year 11, you should:

- Complete at least one Physical Education elective unit in Year 9 or Year 10.
- Achieve a passing grade in Year 9 and Year 10 Core Health and Physical Education.

ELECTIVE UNIT

"IMPROVING THE BODY'S PERFORMANCE IN SPORT" - This elective unit has been designed to introduce students to different content foci and concepts of Senior Physical Education. Students will participate in an Exercise Physiology laboratory testing, Softball and Badminton unit. Most students have had very little exposure to these sports and, therefore, they are all challenged by learning new skills and techniques. The theory units will concentrate on the areas of Exercise Physiology (Year 12 Unit 4 preparation) and Biomechanics (Year 11 Unit 1 preparation) and concepts from these units will be linked to the practical activities covered.

TECHNOLOGIES

KEY LEARNING AREAS (KLAS) WITHIN FACULTY

- Design
- Digital Solutions
- Food Technology
- Industrial Technology Skills

To study **Digital Solutions** in Year 11, you should:

- Complete Year 10 Digital Solutions

To study **Design** in Year 11, you should:

- Complete Year 10 Design

DESIGN

EXPERIENCING DESIGN

In this unit, students will learn about and experience design and design processes. They will be introduced to the breadth of design professions, the design process and how designs of the past inform contemporary design practice. Students will experience design directly as they respond to design problems and learn to devise ideas, using sketching and prototyping and presentation skills. The students will have opportunities to use their design skills to solve Architectural, Digital, Graphic and Fashion Design problems, for example to design a House Boat to suit a particular user. This subject will prepare students for Year 11 and 12 Design.

For each task in **Design** students will need to:

- describe design problems and design criteria
- represent ideas, design concepts and design information using sketching and low-fidelity prototyping
- analyse needs, wants of stakeholders and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about & use appropriate features and language for presenting ideas

DIGITAL SOLUTIONS

CREATING WITH CODE

In this unit students will explore the creative and technical aspects of developing interactive digital solutions. They investigate algorithms, programming features and useability principles to **generate** small interactive solutions using programming tools and gain a practical understanding of programming features. This allows them the opportunity to explore existing and developing trends involving digital technologies.

USER EXPERIENCE AND USER INTERFACE

- The Students will be able to **recognise** and **describe** the meaning of user experience.
- They will **explore** existing user interfaces to **identify** pitfalls and useful solutions
- **Symbolise** ideas for a user interface using sketches, diagrams, schematic diagrams or mock-ups
- **Generate** user interfaces by investigating and applying useability principles
- **Evaluate** and make **recommendations** about user interfaces based on effectiveness, useability and Functionality

ALGORITHMS AND PROGRAMMING TECHNIQUES

- **Recognise** and **describe** programming syntax and rules
- **Understand** that simple algorithms consist of input, process and output at various stages
- **Understand** and use the basic algorithm constructs including assignment, sequence, selection, conditions, iterations and modularisation.
- **Represent** algorithms using NSD's to **symbolise** algorithms and interrelationships with **sketches** and diagrams
- **Identify** and **describe** the steps and their behaviour in the algorithm and explain steps required for a programmed solution
- Understand the five basic features of programming; - variables, control structures, data structures and language specific syntax rules.

- **Recognise**, **describe** and **use** good programming practices, efficiency, testing, debugging, error correction and coding conventions; (including commenting, consistent naming conventions, code simplicity)
- **Explore** the use of a procedural text-based language for:
  - writing and modifying code and using existing code blocks or statements
  - interpreting programming language rules and syntax
  - analysing and critiquing the end result of code statements using input or output evidence, i.e. runtime evidence
  - Functions and Procedures with maintainable code that is reusable
  - The effective use of arithmetic, comparison and logical operators
  - Object/Event triggers
- **Communicate** and clarify knowledge and understanding about the purpose of cide statements and using code comments.

HOSPITALITY PRACTICES

HOSPITALITY PRACTICES IN YEAR 10 CONSISTS OF TWO UNITS:

UNIT 1 - "THE INFORMED CONSUMER"

Through studying this unit students gain an understanding of the nature and extent of the Australian food industry and its growing importance to the individual and society. As consumers, our food habits are influenced by a range of factors such as economic status, cultural background, technological advancements and environmental concerns. Students will examine these factors, in turn allowing them to make informed choices with regards to food. It is also designed to equip students with a broad range of practical skills they can use now and in future situations to prepare and produce food products for themselves and/or others.

UNIT 2 - "FOOD AND CULTURE"

In this unit students examine current food trends and factors that influence the appeal and acceptability of a range of foods. Students identify trends in dining, food presentation and service as well as explore concepts relating to contemporary Australian cuisine. Students will learn how to present and garnish food that is appropriate to a given setting. Students will submit a portfolio of work documenting the design process they have used to create a dish that is appropriate for the Master Chef challenge.

INDUSTRIAL TECHNOLOGY SKILLS

"DO IT YOURSELF!"

This unit focuses on Do It Yourself skills. From making Foldup tables to Jewellery boxes, students will gain competency in basic tool and machine use. The Year 10 Industrial Technology Skills course has a strong practical focus and is designed to help prepare students for the Year 11 and 12 course.

The course will provide students with a general knowledge of materials, equipment, processes and procedures that can be built upon to keep pace with changing technologies. In addition, the course is designed to explore real world design problems and promotes the development of safety awareness and safe working practices.



NOTES