



COOMERA  
ANGLICAN  
COLLEGE

**SUBJECT SELECTION GUIDE**  
**FOR STUDENTS ENTERING**  
**YEAR 10, 2021**

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## COLLEGE PURPOSE STATEMENT AND LOGO

### College Purpose

Coomera Anglican College's purpose is to *inspire excellence in teaching, learning, service and faith.*

### The College Logo

The College logo is designed to reflect the traditional heritage of the Anglican Church and the contemporary ideals of a modern College in a developing world. The logo 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 reading, knowledge and the pursuit of academic excellence.

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

**Church:** Just as the Cross is at the centre of the logo, the Anglican tradition is central to every aspect of College life.

## AUSTRALIAN CURRICULUM

The Australian Curriculum is designed to help young Australians become successful learners, confident and creative individuals, and active and informed citizens. Presented as a developmental sequence of learning from Foundation-Year 10, the Australian Curriculum describes to teachers, parents and students what is to be taught and the quality of learning expected of young people as they progress through school.

The three-dimensional design of the Foundation-Year 10 Australian Curriculum recognises the importance of disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities.

Disciplinary knowledge, skills and understanding are described in the eight learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages. The latter four learning areas have been written to include multiple subjects, reflecting custom and practice in the discipline. In each learning area or subject, content descriptions specify what young people will learn, and achievement standards describe the depth of understanding and the sophistication of knowledge and skill expected of students at the end of each year level or band of years.

## GENERAL SUBJECT SELECTION

When considering subjects for Year 10 it is recommended that students consider:

- The subjects they perform well in
- Subjects they enjoy
- Career pathways they may take after College

## ASSESSMENT

The new Queensland Certificate of Education (QCE) system commenced for Year 11 students in 2019. This system involves the use of specific internal and external assessment instruments and processes to measure student performance. In Year 10 a similar set of assessment procedures is used to familiarise students with these processes and the nature of the feedback and reporting that is used in Year 11 and 12.

## REPORTING AND GRADE POINT AVERAGES

Year 10 assessment is graded using numerical marks. The result a student receives on a piece of assessment will therefore be a number. The total marks available for a subject is typically 50 in each semester (100 marks for the year).

Grades are reported for three specific reasons:

- To provide feedback to students on their achievement in assessment tasks
- For teachers to judge how effective the teaching and learning programme is in helping students develop
- To provide students, teachers and parents with information at reporting time

As such, Grade Point Averages (GPA) are also a number out of 100 (percentage). The grade boundaries used for these semester reports are shown below.

A grade	85-100%
B grade	70-84%
C grade	50-69%
D grade	30-49%
E grade	0-29%

Grade point averages are used to determine if a student qualifies for progression to the next year level. Such progression is not automatic and students who achieve a GPA below 50 will be subject to further consideration before being permitted to progress to the next year level.

## ASSIGNMENTS

Assignments are an essential component of all subjects in the curriculum at Coomera Anglican College. Assignments may be written, verbal 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 learned at College, however, it also allows for the fact that students learn at different rates and have different needs. Hence a student's home study may vary from that of their peers. Daily study gives parents an opportunity to encourage and relate positively to their child/ren.

Home study, assignments and assessment tasks are all essential elements of learning. To develop successful home study habits, students should include three parts in their routine.

1. Revise work completed during the College day. This may involve completing or correcting work done in class.
2. Complete set homework and/or any planned assessment work that is required.
3. The student should choose something they know will help or prepare them for the next lesson. This may include pre-reading, research or collecting resources.

<b>Suggested study time for Secondary students is as follows:</b>	
<b>Year 7</b>	Approximately 60-75 minutes per night, 5 nights a week
<b>Year 8</b>	Approximately 75-105 minutes per night, 5 nights a week
<b>Year 9</b>	Approximately 105-120 minutes per night, 5 nights per week
<b>Year 10</b>	Approximately 120 minutes per night, 6 nights per week
<b>Year 11 and 12</b>	Will vary, however, successful students average 180 minutes per night

## **DUE DATES AND EXTENSIONS**

Assessment planners are published at the start of each College term. These planners are available in *PASSMARC* under *Letters to Parents*, and in the *Hive*. The planner contains the due dates for all assessment tasks and examination dates.

Any student who does not submit a task by the due date, or is not present on the day of an examination will score NR (not rated) for the piece of assessment and receive a score of zero. If the absence was due to unforeseen illness or misadventure, the student will need to obtain a medical certificate from a General Practitioner and submit this using the *extension request form* link on *PASSMARC*.

Extensions are not automatic and each case is reviewed on a case by case basis. Please be aware that teaching staff are not permitted to grant individual extensions or to modify due dates beyond what is listed on the assessment planner.

## REPORTING

After each assessment task is completed, students and parents will receive their results and a task specific comment from the subject teacher via progressive reporting.

The College reports are generated twice a year and made available online to parents and guardians. The academic report contains the student's results in a range of criteria for each subject. These scores are then summarised to provide an overall result for that particular subject. Parents and students should read the report carefully, take particular note of the criteria being assessed, and discuss their achievement. It is important to focus on the performance in each criterion; that way it is easier to identify areas of strength and areas of opportunity. This can be of great assistance in identifying the areas on which to focus for improved performance.

Parent/Teacher interviews are held at the College in Term 2 and Term 4.

## CHOOSING SUBJECTS

To ensure students achieve a broad, liberal education, 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).

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 specialising in Years 11 and 12.

## FACULTIES AND KEY LEARNING AREAS

The subjects offered are classified according to Learning Areas and Faculty are shown below.

<b>FACULTY</b>	<b>JUNIOR SECONDARY</b>	<b>SENIOR SECONDARY</b>
<b>Mathematics</b>	Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
<b>Science</b>	Science	Biology Chemistry Physics
<b>English</b>	English	English English as an Additional Language English and Literature Extension Essential English Literature
<b>Humanities</b>	Humanities	Ancient History Geography Legal Studies Modern History
<b>Business</b>	Business	Accounting Business
<b>Languages</b>	Chinese (Mandarin)	Chinese (Mandarin) Chinese Extension (Year 12 Only)
<b>Technologies</b>	Design Digital Solutions Industrial Technology Skills Food Technology	Design Digital Solutions Industrial Technology Skills Hospitality Practices
<b>The Arts</b>	Drama Media Music Visual Art	Drama Film, Television & New Media Music/Music Extension Visual Art
<b>Physical Education</b>	Physical Education (Core) Physical Education	Physical Education
<b>Religious and Values Education</b>	Religious and Values Education (RaVE)	Religious and Values Education (RaVE)



## GUIDELINES FOR SELECTION IN 2021

All Year 10 students will study 14 semester units in 2021 of which 11 are compulsory:

- English (2 units)
- Mathematics (2 units)
- RaVE (2 units)
- Science (2 units)
- Humanities (2 units)
- Physical Education (1 unit)

### English

Students will be placed in English, English Literature, English as an Additional Language, or Essential English based on their Year 9 results. The prerequisite requirements are discussed in the English section of this guide.

At the end of Term 3, students will be placed in either English, English Literature, 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, Unit 1 coursework in the pathway they have been placed.

### Mathematics

Students will be placed in either Essential Mathematics, General Mathematics or Mathematical Methods based on their Year 9 results. The prerequisite requirements are discussed in the Mathematics section of this guide.

### Electives

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

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

## ENGLISH - COMPULSORY

English is an integral part of education. As such, eligibility for an Australian Tertiary Admission Rank (ATAR) will require satisfactory completion of any Queensland Curriculum and Assessment Authority (QCAA) English subject. The subjects English, English Literature or English as an Additional Language are common prerequisites for many university courses. Students who wish to pursue a 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. 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

Terms 1-3, Year 10 Course		Term 4, Unit 1, Year 11 Course	
English or English Literature	→	English or English Literature or Essential English	} There is an option to study English } and Literature Extension in Year 12
Essential English	→	Essential English	
English as an Additional Language	→	English as an Additional Language	

### The Key Features of English

The Year 10 English course is structured and assessed following the syllabus guidelines of the QCAA Senior English syllabus v1.5, which is an extension of the F-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 AND ENGLISH LITERATURE COURSE OUTLINE (TERMS 1-3)

Unit One – Reading with Eyes Wide Open – Contemporary novel study

Unit Two – Making a Difference – Poetry as an agent for change

Unit Three – Shakespeare Today – Play script and modern film versions of *Romeo and Juliet*

Unit Four – Dark Things – Gothic literary texts (short story, film, poetry texts)

## **Assessment**

- Website Article/Analytical Essay (Literature pathway)
- Persuasive Presentations
- Analytical Essay
- Imaginative Narrative

### **ENGLISH AS AN ADDITIONAL LANGUAGE COURSE OUTLINE (TERMS 1-3)**

Students 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 value and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring into the classroom.

This subject may only be studied by students from a background where English is not the primary language. The College will 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 Literature*, *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, as well as background English speaking factors (in the case of potential candidates for English as an Additional Language).

## 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 in Years 9 and 10 provide a solid foundation for mathematical 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.

### **Key Features of the F–10 Australian Curriculum for Mathematics**

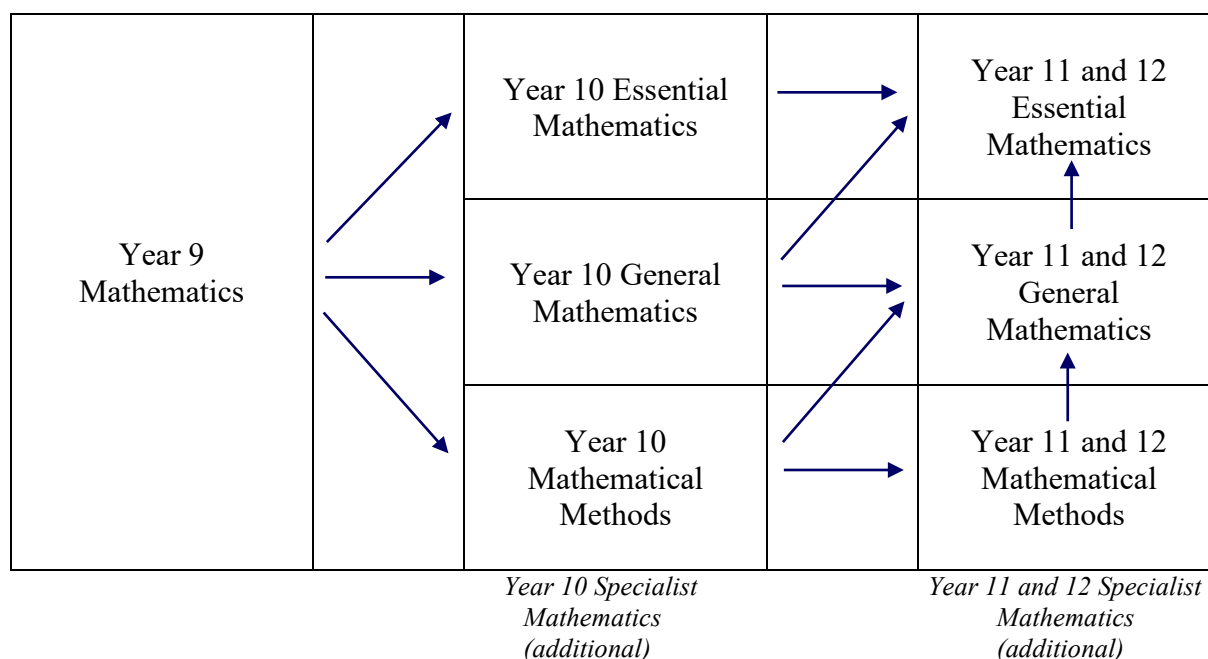
The F–10 Australian Curriculum for Mathematics is organised around three content strands and four proficiency strands. The content strands are *Number and Algebra*, *Statistics and Probability* and *Measurement and Geometry*.

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, and that students develop their capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.

## Pathways



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.

### 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 (PSMT).

### ESSENTIAL MATHEMATICS

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

This course is designed for those students who will be studying General Mathematics in Years 11 and 12. It is a prerequisite that students must have attained a C grade in Year 9 Mathematics to be able to undertake General Mathematics in Year 10. Students will explore similar foundation topics to those covered in Mathematical Methods. Some of the more complex sections will be covered to a lesser extent. There are topics that will be covered in Mathematical Methods that are not covered in General Mathematics. It is important that students choose the most appropriate stream of Mathematics. Students who found the Year 9 Mathematics course difficult and do not need Mathematics for entry into University should choose General Mathematics. Students studying General Mathematics will not require a Graphic Calculator.

## **MATHEMATICAL METHODS**

This course is designed for those students who will be electing to take Mathematical Methods in Years 11 and 12. Students will 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 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 of Year 10.

## **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 independently and within groups.

# **PHYSICAL EDUCATION - COMPULSORY**

## **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 Volleyball. By participating in a high number of practical units, students are exposed to a range of popular Australian sports and therefore 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**

### **WHO ARE OUR NEIGHBOURS?**

Through a study of Luke's Gospel and the movie, The Blind Side, students will explore what it means to be a neighbour in our multicultural society. Jesus told the parable of the Good Samaritan to clarify that our neighbours include all citizens of this world regardless of 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 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 provides 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, while others are exceedingly difficult. It is helpful to have some guide to assist us in making these decisions. This unit seeks to explore frameworks for making informed and thoughtful decisions in life.

## SCIENCE - COMPULSORY

In the Year 10 Science 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. Atomic theory is developed to understand relationships within the periodic table, and energy, motion and forces are related by applying physical laws. Students also foster knowledge of how heritable characteristics are transmitted between generations. This course is divided into two semester-based units delivered in the following sequence.

### SEMESTER ONE

This unit involves the study of Physics, Biology and Chemistry. In Physics, students investigate 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. In Biology, students develop an understanding of the structure and function of DNA, and how the transmission of heritable characteristics from one generation to the next occurs. In Chemistry, students study 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.

Assessment in Semester One includes a written assignment and an examination encompassing the knowledge gained in all three modules of Science during the semester. The result from the examination will be used to help determine the Student's pathway in Science in Semester Two of Year 10.

### SEMESTER TWO

There are two different pathways students can pursue in Science during Semester Two, and this is determined by their results from Semester One. The first pathway includes studying modules in Chemistry, Biology and Physics. In Chemistry, students develop a deeper understanding of the properties and structure of atoms, as well as examining range of models at the atomic and molecular scale which enable explanation and prediction of the structure of materials, and how this structure influences properties and reactions. In Biology, students study how the structure and function of cells and their components are related to the need to exchange matter and energy with their immediate environment. In Physics, students explore the ways that laws are used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies; specifically investigating heating processes. Assessment of this pathway includes a written assignment and an examination covering all knowledge developed through the Semester.

The second pathway during Semester Two involves the study of a variety of inquiry-based Science modules which are assessed by the completion of a student portfolio.



## 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 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 students with an overview of current legal issues, and 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 daily lives. Citizens who are informed of their basic rights, obligations and duties will be more likely to constructively help improve laws, institutions and legal processes.

### **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. 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. 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 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, students will define their own topic for inquiry which reflects either a legal study, geographical or historical approach. Students will learn how to use a range of research tools, including online academic databases and academic research methodology.

## THE ARTS

### KEY LEARNING AREAS WITHIN FACULTY

- Visual Art
- Drama
- Film, Television and New Media
- Music

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

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

## THE ARTS – VISUAL ART

There are **two** separate semester based Visual Art units on offer, each with a unique focus. Both units include a personal project where students have a choice of style and media. Students will have the opportunity to participate with an Artist in Residence and workshops to develop their Art skills in both units. Students can select **one** or **both** units.

### VISUAL ART A – ART IN SYMBOLISM AND PERSONAL PROJECT

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 artist workshops, an excursion, Artist in Residence and a hands-on exploration through the concept of “Symbolism”.

In this unit students will be influenced by different stimulus concentrating on Photography, Painting and Drawing, while visiting local artists guide students on their Art. Students will be given the opportunity to go to on an excursion as a stimulus for their Art and all these activities will influence their Personal Project. Students will explore their ideas and design their own Body of Work. This course gives the artist freedom to develop their individual artistic style.



Students will have the opportunity to visit the Gallery of Modern Art, Queensland Art Gallery and Queensland College of Art. The students will participate in a photography session through Brisbane, be involved in specialised workshops with practicing artists, and exhibit in Art shows and competitions.

### **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 PERSONAL PROJECT**

This unit invites students to select their own areas of study in Visual Art using current techniques, while expressing Art in Rebellion. The Personal Project allows students to choose from a variety of different disciplines in Visual Art.

Students will explore digital imagery, electronic imaging, vector illustration and street art. This unit offers students the creativity and freedom to explore their own style. The students will be involved in workshops with a professional artist.

During this unit students will illustrate, understand street art and develop digital skills to create their imagery. Software programs, such as Adobe Capture, Procreate and Adobe Illustrator will be explored. Students will be working with an Artist in Residence using spray paints, the air compressor, stencil art and unconventional methods in creating art. A contemporary unit designed around current issues and graffiti style artworks. There are a number of different areas of selection for students and more than one can be selected from the list below.

- Spray Painting, Air Compressor, Stencil Art
- Digital Imagery
- Sculpture, Installation, Public Art, Laser Cutter
- Vector Illustration, Adobe Illustration, Graffiti and Street Art

- Photography
- Ceramics



## THE ARTS - 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 performance 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)**

Students will have the exciting opportunity to experience all the magic of the stage as they work cooperatively to plan, rehearse, produce and present 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. 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.

## THE ARTS – FILM, TELEVISION AND NEW MEDIA

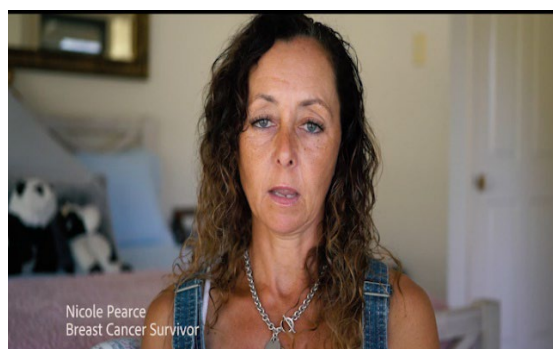
### THE REEL LIFE

Students will focus on documentaries and mockumentaries. Documentaries have evolved over the course of film history and are now one of the most successful genres in the film industry. Students will be exposed to a variety of documentaries and mockumentaries to learn the conventions and techniques used.

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 documentaries and mockumentaries. 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 4, 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.

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)



## THE ARTS - 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 students to become creative and adaptable thinkers and problem solvers, making informed decisions and developing their abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making may support students 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, students will study various musical styles that have been utilised in films and gaming software. Activities will include creating atmospheric music to portray a developing movie or gaming scene. Students 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. Students will analyse and evaluate the ability of music to portray a variety of moods and scenes through a range of musicology tasks. Students will also perform musical works used in films, both as a soloist and as a member of a group. Student 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 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 is offered in Semester One and repeated in Semester Two.

### ESTABLISHING A SMALL ENTERPRISE VENTURE

#### **Terms 1 and 3: 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 and forms of ownership
- Market research and analysis to identify target markets
- Competitor research and analysis
- Marketing product development

## Term 2: 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

## LANGUAGES - CHINESE

### SENIOR CHINESE VPR PROGRAMME

To study Year 11 CHINESE in Year 10, students should:

- Choose both Chinese A and B as two elective 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 China will have the largest economy in the world, creating many job opportunities for our youth, with Chinese speakers 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. Many students will take advantage of these opportunities 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.

Students 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 acquire a study line.

You will gain language skills to:

- Describe lifestyle and leisure activities
- Understand the contribution of Chinese culture to the world
- Socialise and connect with peers
- Complete secondary school, plan and reflect

To achieve these skills students, watch films, listen to songs, use interactive technologies, perform dialogues, play a variety of vocabulary games and complete challenging grammar, vocabulary and comprehension tasks.

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

## PHYSICAL EDUCATION - ELECTIVE

To study **PHYSICAL EDUCATION (ELECTIVE)** 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 and concepts of Senior Physical Education. Students will participate in an Exercise Physiology laboratory testing, Softball and Badminton unit. Most students have had little exposure to these sports and, therefore, they are 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 WITHIN FACULTY

- Design
- Digital Solutions
- Hospitality Practices
- Industrial Technology Skills

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

- Complete Year 10 Design.

To study **DIGITAL SOLUTIONS** in Year 11, you should:

- Complete Year 10 Digital Solutions.



## TECHNOLOGIES - 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 the needs and 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 and use appropriate features and language for presenting ideas

## TECHNOLOGIES –DIGITAL SOLUTIONS

Digital technologies have become ubiquitous and a significant influence on how we live, work, socialise and interact. The Digital Solutions course introduces students to topics which explore how digital technologies work, the design process, and how technology and people interact. This course is for students interested in learning more about digital technologies and serves as a preparatory course for those considering studying Digital Solutions in Year 11 and 12.

In Term 1 of the Digital Solutions course, students will study:

- **Digital Systems** - Looks at how a range of typical digital systems function, how they are designed and how they interact with humans and the world. Students will learn about the modular nature of modern technologies and gain a block level understanding of how digital devices work.
- **Logic and Algorithms** - This unit looks at how computing devices perform complex tasks such as processing music and written and spoken text, face recognition, and complex mathematics using simple components comprised of logic circuits and the binary digits 1 and 0. Students will learn how a simple system based on easy to learn rules (Boolean) can power complex Internet search engines and super-fast computer processors.
- **Create with Code** – Students will learn the basics of designing and writing coded solutions to simple programming problems. The skills learned throughout this practically oriented part of the course will be used in Term 2 during the Design Project.

In Term 2 of the Digital Solutions course, students will study:

- **Networks, LANs and WANs** - Students learn basic network theory and how components connect and communicate within and between networks. The principles of Internet connectivity and the technologies that enable the Web will be explored.
- **Design Project** - This is the major practical assessment piece for this unit. Students will design and test a coded prototype solution to a given problem. The skills developed during the Create with Code unit will be further developed as the student combine coding and data use to produce an engaging product. Students will test each other's products and produce a project document.
- **Law and Ethics in an Online World** - This short unit of study will give students the opportunity to review a range of social, ethical and legal issues related to personal data use and the principles that are involved when organisations use our data.

## ASSESSMENT

The assessment regime gives students the opportunity to demonstrate their understanding and skills by providing evidence of their ability to *retrieve* and *comprehend*, *analyse*, *synthesise*, *evaluate* and *communicate* the taught elements of the course. The course concludes with a formative assignment requiring the production of a script and associated media in the form of a three-minute factual presentation.

### **Term 1 Portfolio**

- Digital Systems, Logic and Algorithms units – combined online test
- Create with Code – formative task in addition to summative project submission

### **Term 2 Portfolio**

- Networks, LANs and WANs – online test
- Design Project – major design project
- Law and Ethics Online (Formative) – three-minute factual presentation on a suitable topic chosen by student (media and script also required). This is presented by students in the last week of the course.

### **Course Assessment**

Examination of students' learning progress during the Digital Solutions course will include:

- Online tests – these form part of the assessment portfolio and include multiple choice, short and extended answer questions.
- Project submissions – students complete a project in each term of the course. These take different forms:
  - First term project – this is predominantly formative with students completing a set number of practice tasks and challenges. Students practice their use of mind maps, interface designs, flowcharts, algorithms and pseudocode. They write and test commented code. Students engage their peers in evaluating and analysing their solutions while receiving ongoing formative feedback on their code design. The summative element of this assignment is the project document structure and use of appropriate communication methods (technical language use and general literacy).
  - Second term project – this is the major project for the course. It requires students to submit project documentation including design, creation and project evaluation and the documentation techniques practiced in the first term project. Students will also demonstrate and submit prototype solution code files.

## TECHNOLOGIES – HOSPITALITY PRACTICES

### 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 to prepare and produce food products.

### 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.

## TECHNOLOGIES – 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

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