

COORPAROO SECONDARY COLLEGE

Year 9 and 10 Subject Handbook 2025

Creating
Tomorrow
Together



2025

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PRINCIPAL

Chrissie Coogan

DEPUTY PRINCIPALS

Junior

Amy Lunney (Year 7 to 9)

Senior

Kay Perren (Year 10 to 12)

GUIDANCE OFFICER

Carolyn Pagliano

BUSINESS SERVICE MANAGER

Leisa Crowley

STUDENT SUCCESS TEAM LEADERS

Equity and Excellence Coach

Melissa Badrak

Equity and Excellence

Amelia Hamilton-Smith

Health and Physical Education

Lin Chan

Senior Schooling

Michelle Cunliffe

Mathematics

Chaise Davis

Humanities and Social Sciences

Louis Durand

Science

Nam Hoang

The Arts

Amanda Oliver

English

Rachel Richmond

Learning Support and Inclusive Education

Darryl Ruffell

Technologies

Ashleigh Thomson

STUDENT WELLBEING TEAM

Student Wellbeing Guidance Officer

Genevieve Barnes

School Based Youth Health Nurse

Marie Pritchard

Community Education Counsellor

Uncle Troy Thompson

Student Engagement and Success Teacher

Tash Vazey

COLLEGE CONTACT DETAILS

Mailing Address

PO Box 1225, Coorparoo QLD 4151

Street Address

Cnr Stanley St East and Cavendish Rd,
Coorparoo Qld 4151

Phone

3394 8888

Email

admin@coorparoossecondarycollege.eq.edu.au

Website

www.coorparoossecondarycollege.eq.edu.au

OFFICE HOURS

The college office is open Monday to Friday 8:00am to 3:30pm (except holiday periods)

RESOURCE HIRE/PAYMENTS

Payments for school levies, excursions or camps may be made between 8:00am and 2:00pm Monday to Friday at the College Administration Office.

PAYMENT METHODS

Cash / Cheque / BPoint / Eftpos

DIRECT DEPOSIT:

Account Name: Coorparoo Secondary College

BSB: 064 107

Account Number: 00090091

Reference: Student name/activity

BY BPOINT via internet:

Please click the bpoint link on your invoice/statement.

PLEASE NOTE – NO PAYMENTS CAN BE TAKEN OVER THE PHONE AT THE SCHOOL

STUDENT ABSENCES

When your child is absent, please contact the school absence line on 3394 8813 or text only to 0429 447 229. These numbers are available 24/7.

KEY DATES 2025

Tuesday 28 January – All Year Levels attend

Queensland Term Dates – 2025		
Term	Dates	Length
Term 1	Tuesday 28 January – Friday 4 April	10 weeks
Term 2	Tuesday 22 April – Friday 27 June	10 weeks
Term 3	Monday 14 July – Friday 19 September	10 weeks
Term 4	Tuesday 7 October – Friday 12 December	10 weeks

Student free day for 2025

Friday 5 September

ENQUIRING ABOUT STUDENT PROGRESS

If you wish to enquire about student progress, teaching and learning, or set curriculum in a particular subject: Firstly, please contact the subject teacher. This can be done by telephoning the school office or by email to admin@coorparoosecondarycollege.eq.edu. If you have further questions, contact the Head of Department for the subject in question. The Head of Department can assist by providing further information or by helping to resolve concerns. Parent teacher interviews are held twice per year. More information about these opportunities will be made available closer to the scheduled times.


SCHOOL CANTEEN

Our canteen is facilitated by The Institute of Culinary Excellence. The I.C.E takes pride in making everything from scratch adhering to the healthy eating guidelines while providing fun and tasty lunch options. The canteen operates every school day during the school term but is closed the last Friday of Term 4.

For more information and ordering details (in person or via Flexischools) please refer to the College website under the "Facilities" tab.

SPORTING HOUSES

Students will be put into houses for school sporting competitions and form groups. Colours for each house are:

 Apollo – Yellow

 Orion – Green

 Titan – Red

2025 BRING YOUR OWN DEVICE (BYOD) PROGRAM

Please be aware that only a limited number of College-owned laptops are available for the Equity Program on a first in basis **for families experiencing financial hardship.**

What does my student need to bring to school each day?

- A Windows or Apple laptop that meets the minimum specifications as listed below
- Other required items listed below – **all must be named** to allow the owner to be easily identified

Why Laptops?

- Standardised teaching and learning environment for staff and students
- Compatibility with College-owned computers to minimise connectivity issues
- Students can create and use a wide range of digital content across all curriculum areas
- Most suitable and cost-effective device to meet all curriculum requirements at this point
- Minimum specifications would usually provide a three-year laptop lifespan subject to individual use

Minimum specifications for Laptops:

- Windows **OR** MacBook laptop **NOTE:** *MacBook required for students choosing to enrol in Music Excellence*
- **Laptop Size:** minimum 11 inch size **NOTE:** *maximum 13" recommended to avoid breakage and minimise weight*
- **Operating system:** Windows 10 64 bit **OR** Apple OS Mojave 10.14 **NOTE:** *The Department of Education Platform Development Team has advised schools to avoid upgrading to MacOS 10.15 Catalina. However, students have not experienced difficulties with this to date. If there are issues, a solution is to roll back to MacOS 10.14 Mojave – see an Apple vendor.*
- **Battery:** 6-8 hour battery life
- **Processor:** Intel Core i5 2.5Ghz 7th Generation
- **Display:** FHD (1920x1080) – 1080p or higher
- **Graphics:** Intel UHD Graphics 620 or higher **NOTE:** *Newest Macbooks do not come with VGA or HDMI ports – an adaptor must be purchased if students need to connect to data projectors or digital televisions.*
- **Memory:** 8GB or higher
- **Storage:** 256GB solid state hard drive (SSD)
- **Ports:** 2 USB ports (additional recommended especially if a mouse is being used) **NOTE:** *Newest Macbooks do not come with USB ports – an adaptor must be purchased to enable a USB to be plugged in.*
- **Network connectivity:** Dual Band AC compatible wireless – 5GHz
- Integrated speakers and microphone with headphone ports and webcam (standard in laptops)

Other required items:

- Headphones with a microphone to suit their laptop
- Hard protective water-resistant laptop case to suit laptop model.
- New Macbooks only – USB adaptor

Required software:

- Security software suite with anti-virus and anti-malware e.g. Nortons by Symantec, AVG, McAfee, Trend Micro, Avira
- Office 2016 or later version (free for state school students)
- Internet browser **NOTE: Microsoft Edge is the default Windows 10 browser; Safari is the default MacOS browser. Students should also install Google Chrome and Mozilla Firefox as alternative browsers as different sites work better with different browsers.**

Other recommended items:

- Mouse (USB cable or wireless)
- 3-year warranty with next day on-site support. **NOTE: Parents/carers should investigate Australian Consumer Law before purchasing additional warranty and seek clarification from vendors what repairs and/or replacements would be covered under this law <https://www.accc.gov.au/consumers/consumer-rights-guarantees/warranties>**
- 3-year Accidental Damage insurance
- New Macbooks only – VGA and HDMI adaptor to enable connection to data projectors, etc.
- Backup up storage device e.g. USB or external drive
- Extra charge cable with power pack

Other software to consider – Apple laptops only:

Consider purchasing a Windows 10 licence to enable the Apple laptop to also run Windows software. MacBook vendors should be able to provide this service for a reasonable charge if assistance if needed. Contact licensing@data3.com.au to enquire about student licencing arrangements for Windows 10 or purchase through a Windows reseller.

Purchasing Considerations:

A wide range of computer vendors and laptop makes and models should be investigated, and “total cost of ownership” considered. **The cheapest laptop may not be the most economical over the life of the laptop** (usually minimum 3 years depending on individual usage). Consider included components, technical support, warranty and accidental damage arrangements. Upgraded laptop specifications generally provide better performance over a longer period of time, depending on individual usage. The College takes no responsibility for private laptop purchases and/or finance arrangements. All issues with laptop purchases or technical issues need to be taken up with the vendor. Deliveries must not be made to the College.

What if I can't provide a laptop due to financial hardship?

For families experiencing financial hardship, a limited number of College-owned laptops are available for borrowing from the Student Laptop Hub in the Library each day on a first in basis. Applications for participation in the College Equity Program are through the Principal at the start of each year. Information and application forms are distributed at the start of Term 1 each year and then made available on the College website.

Are there any BYOD Program Costs?

No. All BYOD costs (including Equity Program and daily borrowings) are included in the ICT charge in the annual College Student Resource Scheme, which also contributes to connectivity infrastructure, technical support and licencing costs.

For further information contact the College IT Technician, Ben Carter on 07 33948888 or email admin@coorparoosecondarycollege.eq.edu.au

YEAR 9 SUBJECT LIST

CORE SUBJECTS

English
Health and Physical Education
History
Mathematics
Science

ELECTIVE SUBJECTS

Humanities and Social Sciences:
Civics and Citizenship
Economics and Business
Geography

Technologies:
Digital Technologies
Design and Technologies

The Arts:
Dance
Drama
Music
Visual Arts

YEAR 10 SUBJECT LIST

CORE SUBJECTS

English
English Extension
English Foundation
Health and Physical Education
History
Mathematics
Mathematics Extension
Mathematics Foundation
Science
Science Extension
Science Foundation

ELECTIVE SUBJECTS

Humanities and Social Sciences:
Civics and Citizenship
Economics and Business
Geography

Technologies:
Digital Technologies
Design and Technologies

The Arts:
Dance
Drama
Music
Visual Arts

COURSE OVERVIEW

Coorparoo Secondary College is implementing the Australian Curriculum for English. The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students are assessed for proficiency in both the receptive mode (listening, reading, and viewing) and the productive mode (speaking, writing and creating).

Topics include:

Term 1: Literary Perspectives

Term 2: Australian Identity

Term 3: Issues through Drama

Term 4: Versions of the Future

ASSESSMENT

Students engage in assessment throughout the year. They are assessed against criteria based on the achievement standard of the Australian Curriculum for Year 9 English, using both the Receptive mode and the Productive mode, as described below. They complete written tasks under conditions ranging from fully supervised exams to assignments that are partially completed in class. Over the year, 5-6 assessment tasks are completed, including at least one spoken task.

YEAR 9 ACHIEVEMENT STANDARDS

Receptive modes (listening, reading and viewing)

By the end of Year 9, students [analyse](#) the ways that text structures can be manipulated for effect. They [analyse](#) and [explain](#) how images, vocabulary choices and language features [distinguish](#) the work of individual authors.

They [evaluate](#) and integrate ideas and information from texts to form their own interpretations. They [select](#) evidence from the text to [analyse](#) and [explain](#) how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Productive modes (speaking, writing and creating)

Students [understand](#) how to use a variety of language features to create different levels of meaning. They [understand](#) how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students [demonstrate](#) how manipulating language features and images can create innovative texts.

Students create texts that [respond](#) to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

COSTS

There are no set costs associated with the study of English. On occasion students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost.

EQUIPMENT REQUIRED

Notebook, USB, ruler, pencil, pens, eraser, glue, highlighter.

RESOURCES

Novels (various titles) and other English texts are provided through text hire resource scheme.

ADDITIONAL INFORMATION

NIL

Year 10 English

COURSE OVERVIEW

Coorparoo Secondary College is implementing the Australian Curriculum for English. The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students are assessed for proficiency in both the receptive mode (listening, reading, and viewing) and the productive mode (speaking, writing and creating).

Topics include:

Term 1: Novel Study

Term 2: Representations of issues in the media

Term 3: Extended study of a dramatic text

Term 4: Depending on their level of proficiency, it is anticipated that students of Year 10 English will be well-prepared for entry into Year 11 General or Essential English.

ASSESSMENT

Students engage in assessment throughout the three terms of Year 10. They are assessed against criteria based on the achievement standard of the Australian Curriculum for Year 10 English, using both the Receptive mode and the Productive modes, as described below. They complete written tasks under conditions ranging from fully supervised exams to assignments that are partially completed in class. Over the year, 4 assessment tasks are completed, including at least one spoken task.

YEAR 10 ACHIEVEMENT STANDARDS

Receptive modes (listening, reading and viewing)

By the end of Year 10, students [evaluate](#) how text structures can be used in innovative ways by different authors. They [explain](#) how the choice of language features, images and vocabulary contributes to the development of individual style.

They [develop](#) and [justify](#) their own interpretations of texts. They [evaluate](#) other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They [explain](#) different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.

They [develop](#) their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to [articulate](#) complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They [demonstrate](#) understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

COSTS

There are no set costs associated with the study of English. On occasion students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost.

EQUIPMENT REQUIRED

Notebook, USB, ruler, pencil, pens, eraser, glue, highlighter.

RESOURCES

Novels (various titles) and other English texts are provided through text hire resource scheme.

ADDITIONAL INFORMATION

NIL

Year 10 English Extension

COURSE OVERVIEW

Coorparoo Secondary College is implementing the Australian Curriculum for English. Like Year10 English, **Year10 English Extension** is based on the Australian curriculum for Year 10, with its three interrelated strands of language, literature and literacy. However, students selecting English Extension are anticipated to have quite well-developed command of the macro-skills of English (reading, writing, speaking, listening and viewing). Accordingly, they will engage with more challenging literature and more sophisticated written and spoken analysis and discussion. There will be an emphasis on collaborative discussion of texts, concepts and issues to aid in the development of critical thinking – a Twenty-first Century skill. Creative thinking, another Twenty-first Century skill, will be developed through the production of written and spoken responses.

In **Terms 1 to 3** topics include:

Novel Study, narrative writing, the study of representations of issues and concepts in a range of media, persuasive speaking and the extended study and analysis of a dramatic text.

Term 4: It is anticipated that English Extension students will study Year 11 General English in Term 4 and beyond.

ASSESSMENT

Students engage in assessment throughout the three terms of Year 10. They are assessed against criteria based on the achievement standard of the Australian Curriculum for Year 10 English, using both the Receptive mode and the Productive modes, as described below. They complete written tasks under conditions ranging from fully supervised exams to assignments that are partially completed in class. Over the year, 4 assessment tasks are to be completed, including at least one spoken task.

YEAR 10 ACHIEVEMENT STANDARDS

Receptive modes (listening, reading and viewing)

By the end of Year 10, students [evaluate](#) how text structures can be used in innovative ways by different authors. They [explain](#) how the choice of language features, images and vocabulary contributes to the development of individual style.

They [develop](#) and [justify](#) their own interpretations of texts. They [evaluate](#) other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They [explain](#) different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They [develop](#) their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to [articulate](#) complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They [demonstrate](#) understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

COSTS

There are no set costs associated with the study of English Extension. On occasion students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost.

EQUIPMENT REQUIRED

Notebook, USB, ruler, pencil, pens, eraser, glue, highlighter.

RESOURCES

Novels (various titles) and other English texts are provided through text hire resource scheme.

ADDITIONAL INFORMATION

NIL

Year 10 English Foundation

COURSE OVERVIEW

Coorparoo Secondary College is implementing the Australian Curriculum for English. **Year 10 English Foundation** is based on significant aspects of the Australian curriculum for Year 10, with its three interrelated strands of language, literature and literacy. Students selecting English Foundation are anticipated to need differentiated support in their use of some of the macro-skills of English (reading, writing, speaking, listening and viewing). Accordingly, they will engage with more accessible literature and more manageable written and spoken analysis and discussion. Students will participate in small and large group discussion and more scaffolded production of written and spoken responses to set tasks.

In **Terms 1 to 3** topics include:

Novel Study, narrative writing, the study of representations in the media, persuasive speaking and the extended study of a dramatic text.

Term 4: It is anticipated that English Foundation students will study Year 11 Essential English in Term 4 and beyond.

ASSESSMENT

Students engage in assessment throughout the three terms of Year 10. They are assessed against criteria based on significant aspects of the achievement standards of the Australian Curriculum, using aspects of both the Receptive mode and the Productive modes, as described below. They complete written tasks under conditions ranging from fully supervised exams to assignments that are partially completed in class. Over the year, 4 assessment tasks are to be completed, including at least one spoken task.

YEAR 10 ACHIEVEMENT STANDARDS

Receptive modes (listening, reading and viewing)

By the end of Year 10, students [evaluate](#) how text structures can be used in innovative ways by different authors. They [explain](#) how the choice of language features, images and vocabulary contributes to the development of individual style.

They [develop](#) and [justify](#) their own interpretations of texts. They [evaluate](#) other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They [explain](#) different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They [develop](#) their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to [articulate](#) complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They [demonstrate](#) understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

COSTS

There are no set costs associated with the study of English Foundation. On occasion students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost.

EQUIPMENT REQUIRED

Notebook, USB, ruler, pencil, pens, eraser, glue, highlighter.

RESOURCES

Novels (various titles) and other English texts are provided through text hire resource scheme.

ADDITIONAL INFORMATION

NIL



ENGLISH

HUMANITIES and SOCIAL SCIENCES

Year 9 History

COURSE OVERVIEW

Coorparoo Secondary College implements the Australian Curriculum V8.4 for History in Year 9. History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts; they also consider the challenges of the future.

In Year 9, students will study a period of history covering the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonization of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the 'war to end all wars'.

Topics include:

Term 1: Making A Nation

Term 2: Industrial Revolution

Term 3: World War I

Term 4: Specialised topic study

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed against the Year 9 achievement standard for History and will complete 2 assessment tasks per semester.

SEMESTER 1	SEMESTER 2
Making a Nation: Historical Essay in response to sources	World War I: Historical Knowledge and Understanding exam
Industrial Revolution: Independent Source Investigation	Specialised topic study: visual display

COSTS

There are no set costs associated with the study of History. On occasion, students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost.

EQUIPMENT REQUIRED

Notebook, USB, ruler, pencil, pens, eraser, glue, highlighter, colouring pencils.

RESOURCES

History texts are provided through the college's text hire resource scheme.

ADDITIONAL INFORMATION

NIL



Humanities and Social Sciences

Year 10 History

COURSE OVERVIEW

Coorparoo Secondary College implements the Australian Curriculum V8.4 for History in Year 10. History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts; they also consider the challenges of the future.

In Year 10, students will study a period of history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

Topics include:

Term 1: World War II

Term 2: Rights and Freedoms

Term 3: Popular Culture

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed against the Year 10 achievement standard for History and will complete **3** assessment tasks over 3 terms.

UNIT 1	UNIT 2	UNIT 3
World War II: Historical Knowledge and Understanding exam	Rights and Freedoms: Independent Source Investigation	Popular Culture: Historical essay in response to sources

COSTS

There are no set costs associated with the study of History. On occasion, students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost.

EQUIPMENT REQUIRED

Notebook, USB, ruler, pencil, pens, eraser, glue, highlighter, colouring pencils.

RESOURCES

History texts are provided through the college's text hire resource scheme.

ADDITIONAL INFORMATION

A short excursion to the State Library of Queensland to undertake research workshops is likely to occur in Semester 2.



Humanities and Social Sciences

Year 9 and 10 Civics and Citizenship, Economics and Business, Geography

INTRODUCTION

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In Years 9 and 10 at Coorparoo Secondary College, students can elect to study:

- Civics and Citizenship
- Economics and Business
- Geography

SUBJECT OVERVIEW

SUBJECT	YEAR 9 and 10 OVERVIEW
CIVICS AND CITIZENSHIP	<p>A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy.</p> <p>Civics and Citizenship in Years 9 and 10 provide students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.</p>
ECONOMICS AND BUSINESS	<p>As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who can make informed decisions and actively participate in society and the economy as individuals and more broadly as global citizens. Young Australians will also face a number of social, economic and moral challenges in their lifetimes that will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills that will empower them in the face of such challenges.</p> <p>Economics and Business in Years 9 and 10 empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.</p>

SUBJECT	YEAR 9 and 10 OVERVIEW
GEOGRAPHY	<p>In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.</p> <p>Geography in Years 9 and 10 empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.</p>

ASSESSMENT

A range of assessment techniques is used across Humanities and Social Sciences. Students are assessed against the relevant Year 9 or Year 10 achievement standard for their elective.

COSTS

There are no set costs associated with the study of Humanities and Social Sciences electives. On occasion students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost.

EQUIPMENT REQUIRED

Notebook, USB, ruler, pencil, pens, eraser, glue, highlighter, colouring pencils.

RESOURCES

History texts are provided through the college's text hire resource scheme.

ADDITIONAL INFORMATION

A short excursion to the State Library of Queensland to undertake research workshops is likely to occur in Semester 2.



Humanities and Social Sciences

HEALTH and PHYSICAL EDUCATION

Year 9 Health and Physical Education (HPE)

COURSE OUTLINE

Health and Physical Education classes at Coorparoo Secondary College use the Australian Curriculum: Health and Physical Education, to inform student learning.

The Australian Curriculum: Health and Physical Education is broken into two content strands

- Personal, social and community health and
- Movement and physical activity.

The Units covered during year 9 are:

STRANDS	TERM 1 – Unit 1	TERM 2 – Unit 2	TERM 3 – Unit 3	TERM 4 – Unit 4
Personal, social and community health	Food for me	Growth mindset	Party safe	Respectful relationships 2
Movement and physical activity	Ball games (Basketball or netball or AFL)	Stick games (Soft cross or hockey or soft ball)	Team sports (Oz tag, ultimate disk, team games)	Community fitness (Oz tag, ultimate disk, team games)

Students will experience two lessons of Health and Physical Education each week over the school year. Practical and theory lessons are delivered in blocks of time during the term. This means that students will complete 5 weeks of theory and 5 weeks of practical work in a 10-week term.

ASSESSMENT

Students will be assessed through a range of assessment techniques from research investigations, and examinations with the practical being assessed through observation, teacher and peers.

Students are assessed against the HPE ACARA Achievement Standards for year 9 and 10.

HPE ACHIEVEMENT STANDARDS FOR YEARS 9 AND 10

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. – *Australian Curriculum – Health and Physical Education Version 8.4*

REQUIREMENTS

The class requirements for Year 9 Health and Physical Education students are:

- Textbook (provided through text hire).
- Pens, pencils, highlighters, ruler, eraser, glue stick, scissors (small), correction tape and USB
- A4 workbook
- Water bottle
- School hat for practical sessions



HEALTH AND
PHYSICAL
EDUCATION

Year 10 Health and Physical Education (HPE)

COURSE OUTLINE

Health and Physical Education classes at Coorparoo Secondary College use the Australian Curriculum: Health and Physical Education, to inform student learning.

The Australian Curriculum: Health and Physical Education is broken into two content strands

- Personal, social and community health and
- Movement and physical activity.

The Units covered during year 10 are:

STRANDS	UNIT 1	UNIT 2	UNIT 3
Personal, social and community health	First Aid Basics	Looking after me and my friends	Active Aussies
Movement and physical activity	Touch football, badminton or volleyball	Touch football, badminton or volleyball	Touch football, badminton or volleyball

Students will experience two lessons of Health and Physical Education each week for three terms. Practical and theory lessons are delivered in blocks of time during the term. This means that students will complete 5 weeks of theory and 5 weeks of practical work in a 10-week term.

ASSESSMENT

Students will be assessed in each of the units through a research investigation and an examination. Practical work will be assessed by observation by teacher and peers.

Students are assessed against the HPE ACARA Achievement Standards for year 9 and 10.

HPE ACHIEVEMENT STANDARDS FOR YEARS 9 AND 10

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. – *Australian Curriculum - Health and Physical Education Version 8.4*

REQUIREMENTS

The class requirements for Year 10 Health and Physical Education students are

- Textbook (provided through text hire).
- Pens, pencils, highlighters, ruler, eraser, glue stick, scissors (small), correction tape and USB
- A4 workbook
- Water bottle
- School hat for practical sessions

MATHEMATICS/SCIENCE

Year 9 Mathematics

COURSE OVERVIEW

CSC is implementing the Australian Curriculum for Mathematics. Please note, that in order to successfully engage in this subject, a scientific calculator is a mandatory requirement. The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt. The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Topics include:

- Rates, ratio, direct proportion, analytical geometry (gradients, distance between two points and midpoints) of linear equations, sketching simple non-linear equations, simple interest
- Data representation and interpretation (stem-and-leaf plots, histograms, measure of centre),
- application of index laws and binomial theorem to simplify expressions
- Pythagoras Theorem, trigonometric functions and using units of measurement to calculate area of composite shapes, surface area and volume of cylinders and rectangular prisms
- Probability of two step chance experiments both with and without replacement, using tree diagrams, relative frequencies of events involving 'and', 'or', enlargement, scale factors, similarity of triangles.

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed using criteria: *Understanding and Fluency*, and *Problem-solving and Reasoning*. They will complete six (6) assessment tasks throughout the year.

ACHIEVEMENT STANDARDS

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

RESOURCES

Textbook Jacaranda Maths Quest 9 Student Workbook (provided through text hire resource scheme)

ADDITIONAL COSTS INCURRED

Scientific calculator (student must purchase their own)

EQUIPMENT REQUIRED

Scientific calculator, ruler, protractor, pencil, pens, eraser, glue, compass

Year 10 Mathematics

COURSE OVERVIEW

CSC is implementing the Australian Curriculum for Mathematics. The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt. The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling. The purpose of Mathematics in Year 10 is twofold. On the one hand, it builds upon the foundations previously studied in the junior secondary course, presenting new and real world examples and applications. Secondly, it prepares students for more advanced study of mathematics in the senior years of schooling.

Year 10 Mathematics is divided into **three** courses:

- Mathematics Foundation – an introduction into Essential Mathematics (Applied subject) in senior.
- Mathematics – an introduction into General Mathematics (General subject).
- Mathematics Extension – an extension math course that prepares students for Mathematical Methods and Specialist Mathematics (both General subjects).

MATHEMATICS FOUNDATION	MATHEMATICS	MATHEMATICS EXTENSION
<ul style="list-style-type: none">• Compound and simple interest• Statistics• Measurement and Geometry• Probability• Trigonometry• Linear Equations• Substitution into Formulae• Solve simple equations	<ul style="list-style-type: none">• Compound and simple interest• Statistics• Measurement and Geometry• Probability• Trigonometry• Linear Equations• Expanding Algebraic Equations• Substitution into Formulae• Solve simple equations	<ul style="list-style-type: none">• Indices and Functions• Algebra and Algebraic Expressions• Inequalities• Linear Equations• Surds and Irrational Numbers• Quadratic Functions• Unit Circles• Geometry on a Plane• Compound Interest• Substitution into Formulae• Statistics• Co-ordinate Geometry including circles• Surface area, Volume• Index Notation• Log, exponential and polynomial functions• Probability

Students will be placed into Mathematics Foundation, Mathematics and Mathematics Extension dependent upon their subject selection, Year 9 results, attitude and motivation in mathematics. The Mathematics Extension course is a pre-requisite for studying Mathematical Methods and Specialist Mathematics in Year 11.

ASSESSMENT

Student engage in assessment throughout the year, via the strands *Understanding and Fluency and Problem Solving and Reasoning*. Students in Foundation Mathematics and Core Mathematics will complete four (4) assessment tasks for the year. Students in Mathematics Extension will complete three (3).

ACHIEVEMENT STANDARDS

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

RESOURCES

Textbook Jacaranda Maths Quest 10/10A Student Workbook (provided through text hire resource scheme)

ADDITIONAL COSTS INCURRED

Mathematics Foundation and Mathematics – Scientific calculator (student must purchase their own)

Mathematics Extension – Graphics Calculator (students may hire from The Discovery Centre or purchase their own)

EQUIPMENT REQUIRED

Scientific or graphics calculator, ruler, protractor, pencil, pens, eraser, glue, compass



MATHEMATICS

COURSE OVERVIEW

CSC is implementing the Australian Curriculum for Science. The three (3) interrelated strands that are covered include Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The four (4) substrands of Science Understanding are Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Topics include:

- Biological Sciences – Investigating a system in balance, exploring ecosystems
- Earth and Space Science – The changing earth
- Chemical Science – The atom and reaction types
- Physical Science – Heat, light, sound and electricity

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed using criteria: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills and will complete six (6) assessment tasks during the year.

ACHIEVEMENT STANDARDS

By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

RESOURCES

Textbook – Pearson Science 9 (provided through text hire resource scheme)

ADDITIONAL COSTS INCURRED

Pearson Science 9 Activity Book (~\$20), Scientific calculator (student must purchase their own)

EQUIPMENT REQUIRED

Scientific calculator, ruler, protractor, pencil, pens, eraser, glue

ADDITIONAL INFORMATION

It is a requirement by Work Place Health and Safety in Science that all students wear impervious shoes and tie their hair back when participating in Science related activities.

Year 10 Science

COURSE OVERVIEW

CSC is implementing the Australian Curriculum for Science. The three (3) interrelated strands that are covered include Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The four (4) substrands of Science Understanding are Biological Sciences, Chemical Sciences, Physical Sciences, and Earth and Space Sciences.

Year 10 Science is divided into **three** courses:

- Science Foundation – a course suitable for students who want to explore the fundamentals of Science
- Science – a course for students to prepare for Biology and/or Earth and Environmental Science (General subjects) in senior.
- Science Extension – an introductory course for students who wish to study Biology and/or Chemistry, and/or Physics. Students will focus on developing the skills needed for general science subjects in 2023.

SCIENCE FOUNDATION	SCIENCE	SCIENCE EXTENSION
<ul style="list-style-type: none">• Biological Science – genetics and evolution• Chemical Science – periodic table trends, bonding and reactions• Earth and Space Science – exploring global systems and the universe• Physical Science – energy of motion	<ul style="list-style-type: none">• Biological Science – genetics, evolution and ecology• Chemical Science – periodic table trends, bonding and reactions• Earth and Space Science – exploring Earth's systems, processes and resources, and the universe• Physical Science – energy of motion	<ul style="list-style-type: none">• Biological Science – genetics, ecology and evolution• Chemical Science – organization of the periodic table, bonding, mole concept and basic stoichiometry• Physical Science – forces, energy transfer and transformations

Students will be placed into Science Foundation, Science and Science Extension dependent upon their subject selection, Year 9 results, attitude and motivation in science

ASSESSMENT

Students engage in assessment throughout the year via the strands *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills* and will complete five (5) assessment tasks during the year.

ACHIEVEMENT STANDARDS

By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying

conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

RESOURCES

Textbook – Pearson Science 10 (provided through text hire resource scheme)

ADDITIONAL COSTS INCURRED

Pearson Science 10 Activity Book (~\$20), Scientific calculator (student must purchase their own)

NOTE: If student has hired a graphics calculator, they do not need to purchase a scientific calculator.

EQUIPMENT REQUIRED

Scientific calculator, ruler, protractor, pencil, pens, eraser, glue

ADDITIONAL INFORMATION

It is a requirement by Work Place Health and Safety in Science that all students wear impervious shoes and tie their hair back when participating in Science related activities.



SCIENCE

TECHNOLOGIES

Design and Technologies, Digital Technologies

Technologies – Year 9 to 10

INTRODUCTION

In years 9 and 10, Technologies comprises of two distinct strands;

- Design and Technologies
- Digital Technologies

The Middle Secondary Technologies course ensures all students learning about the traditional, contemporary and emerging technologies that shape the world in which we live in. Students engage in problem-based learning to identify, solve and generate solutions that use critical and creative thinking, develop entrepreneurial skills as well as fostering a systematic approach to develop project management skills.

Students are able to develop a greater depth and breadth of skills related to their context of interest. Students undertake extended project-based tasks requiring the development of project management skills and enhanced communication.

In year 9 and 10 Technologies subjects are offered as **two-year** elective. Students can elect to participate in their area of interest.

Design and Technologies encompasses *Food and Fibre, Engineering Principles and Systems and Industrial Technology and Design*. Within these subjects, student use design thinking to generate and produce solutions in a practical way using a variety of materials and equipment.

Digital Technologies requires students to use logic-based thinking to generate and produce digital solutions within a digital environment.

YEAR 9 AND 10 DESIGN AND TECHNOLOGIES ACHIEVEMENT STANDARD – AUSTRALIAN CURRICULUM V9

By the end of Year 10 students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures.

For one or more of the technologies contexts, students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities.

Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools.

Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions suitable for the intended purpose.

YEAR 9 AND 10 DIGITAL TECHNOLOGY COURSE ACHIEVEMENT STANDARD – AUSTRALIAN CURRICULUM V9

By the end of Year 10 students develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories.

Students acquire, interpret and model complex data with databases and represent documents as content, structure and presentation. They design and validate algorithms and implement them, including in an object-oriented programming language. Students explain how digital systems manage, control and secure

access to data; and model cyber security threats and explore a vulnerability. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects. Students apply privacy principles to manage digital footprints.

Overview of the year 9 and 10 two-year courses.

YEAR LEVEL	DESIGN AND TECHNOLOGIES	DIGITAL TECHNOLOGIES
Year 9 and 10 Electives	<p>Design</p> <ul style="list-style-type: none"> Design Thinking Industrial Design and Production for our world <p>Food & Fibre</p> <ul style="list-style-type: none"> Food Science and food manufacturing Food Analysis Skills and data representation Investigation of textiles and garment production <p>Industrial Technology & Design (Materials and Technology Specialisations)</p> <ul style="list-style-type: none"> Development of wood working and metal working skills <p>Engineering Principles & Systems</p> <ul style="list-style-type: none"> Computer aided design Creation of design products 	<p>Digital Technologies</p> <ul style="list-style-type: none"> Computational and Systems thinking Creating digital products including webpages, games and databases using CSS and HTML/ Microsoft Access and Visio Develop and extended use of programming languages and algorithms to program robots

ASSESSMENT

In Technologies, student will undertake three types of assessment tasks including;

- Examinations
- Investigations
- Projects

REQUIREMENTS

- Laptop
- School diary
- Writing materials
- Lace-up school shoes made from impervious materials

CURRICULUM ACTIVITY CONSENT FORM

A requirement of workshop-based subjects is that all students need to have written parent consent and completed OnGuard Training modules prior to undertaking workshop activities. Electronic copies of the Curriculum Activity Consent Form can be found on the college website under – Support and resources → Forms and documents → Documents or hard copies are available from the College. Student access will be provided to OnGuard Training once class lists have been formalised.

COSTS

Students will be charged an additional levy to cover the cost of consumables depending on the elective offering selected.



THE ARTS

Dance, Drama, Music, Visual Arts

The Arts – Year 9 and 10

INTRODUCTION

The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places. The Australian Curriculum: The Arts comprises four subjects:

- Dance
- Drama
- Music
- Visual Arts

COURSE OUTLINE

SUBJECT	YEAR 9 and 10 OVERVIEW
DANCE	In this subject, students engage with the elements of dance by learning the processes of choreography, performance and appreciation. They engage with different types of dance and examine dance from diverse viewpoints to build their knowledge and understanding. Dance skills, techniques and processes are developed through students' engagement with Dance practices that use the body and movement as the materials of dance with, in later bands, the addition of production components.
DRAMA	Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Both making and responding involve developing practical and critical understanding of how the elements of drama can be used to shape and structure drama that engages audiences and communicates meaning.
MUSIC	Students learning music listen, perform and compose. Both making and responding involve developing aural understanding of the elements of music through experiences in listening, performing and composing. The elements of music work together and underpin all musical activity. Students learn to make music using the voice, body, instruments, found sources and information and communication technology.
VISUAL ARTS	Visual Arts engages student in a journey of discovery, experimentation and problem solving relevant to visual perception and visual language. Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.



ASSESSMENT

There are two interrelated strands in The Arts: Making and Responding. Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions. Responding includes exploring, responding to, analysing and interpreting artworks.

A range of assessment techniques is used across The Arts. Students complete assessment items for both Making and Responding. Some of the assessment techniques include:

	MAKING	RESPONDING
DANCE	Performance Choreography	Exam Multimodal Presentation Extended Response
DRAMA	Student-devised drama Performance	Extended Response Actor's Vlog
MUSIC	Performance (solo and/or ensemble) Compositions	Assignment Exam
VISUAL ARTS	Collection of works (design/print, painting, sculpture)	Assignment

ACHIEVEMENT STANDARDS – THE ARTS

SUBJECT	YEAR 9 and 10 ACHIEVEMENT STANDARDS
DANCE	<p>By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.</p> <p>Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.</p>
DRAMA	<p>By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.</p> <p>Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.</p>

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ACHIEVEMENT STANDARDS – THE ARTS Continued

SUBJECT	YEAR 9 and 10 ACHIEVEMENT STANDARDS
MUSIC	<p>By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.</p> <p>Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.</p>
VISUAL ARTS	<p>By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.</p> <p>Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</p>





COORPAROO
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Creating
Tomorrow
Together

2025

Design by Selena Webber

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SECONDARY
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