



COORPAROO SECONDARY COLLEGE
Creating Tomorrow Together

Year 9 and 10 Subject Handbook 2022

COORPAROO SECONDARY COLLEGE

COORPAROO
SECONDARY
COLLEGE



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PRINCIPAL

Chrissie Coogan

DEPUTY PRINCIPALS

Junior

Amy Lunney (Year 7 to 9)

Senior

Kay Perren (Year 10 to 12)

HEADS OF DEPARTMENT

The Arts/LOTE

Amelia Hamilton-Smith

English/Humanities

Cathy Terry

Senior Schooling/HPE/Library/
Social and Community Studies

Allison Tumini

Mathematics/Science

Melissa Badrak

Learning Support and Inclusive
Education

Darryl Coleman

BUSINESS SERVICE MANAGER

Leisa Crowley

SUPPORT STAFF

Guidance Officer

Carolyn Pagliano

Chaplain

Tamar Mulholland

Community Education Counsellor

Troy Thompson

COLLEGE CONTACT DETAILS

Mailing Address

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Street Address

Cnr Stanley St East and Cavendish Rd,
Coorparoo Qld 4151

Phone

3394 8888

Fax

3394 8800

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 2022

Monday 24 January – All Year Levels attend

Queensland Term Dates – 2022		
Term	Dates	Length
Term 1	Monday 24 January – Friday 1 April	10 weeks
Term 2	Tuesday 19 April – Friday 24 June	10 weeks
Term 3	Monday 11 July – Friday 16 September	10 weeks
Term 4	Tuesday 4 October – Friday 9 December	10 weeks

Student free days for 2022

Friday 2 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.

UNIFORM POLICY

CSC has a dress code and standard and students are expected to wear the full, correct school uniform with pride. This is supported and endorsed by the College's Parents and Citizens Association. When wearing the uniform, students convey a strong message about themselves as well as the high standards set by our school community. Wearing the uniform helps to maintain a positive tone in the school community and ensures that the primary focus is learning. Students are to wear the school uniform to a high standard at all times. Please refer to the Student Diary.

We don't have a uniform shop on campus but all CSC uniform items are available at Lowes, Westfield Carindale which is conveniently located on the ground floor.

SPORTING HOUSES

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

-  Apollo - Yellow
-  Orion - Green
-  Titan - Red

MOBILE PHONE AND ELECTRONIC DEVICE POLICY

Coorparoo Secondary College has established the following policy for mobile phones and electronic devices that provides teachers, students and parents guidelines and instructions for the appropriate use of mobile phones and electronic devices when at school.

The policy reflects the importance the school places on students displaying the schoolwide expectations:

- I am safe
- I am responsible
- I am respectful

In line with these expectations, we aim to reinforce a culture within and beyond the classroom that ensures students are using devices in classes as a learning tool.

Key Points

- 1. In class time** mobile phones and electronic devices may not be used except at the direction of the teacher as part of the learning program. They must be switched off or turned to a silent setting and kept out of sight. Teachers will instruct students to place their phones in the Green Box at the commencement of each lesson.
- 2. In break times** mobile phones and electronic devices may be used for personal reasons.
- 3. Security of a personal device.** Where the student elects to keep the phone on them during the day, it is strongly recommended that it remains out of sight in a pocket rather than in a bag unattended.
- 4. Safety and Emergency Contact.** Parents are reminded that in cases of emergency, or in cases where a student becomes ill at school or any other scenario where a student needs to leave school, the school office remains the only point of contact. This ensures your child is reached quickly, assisted in the appropriate way and accounted for.

2022 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@coorparoosesecondarycollege.eq.edu.au

The College will provide:

Student Diary and Student Identification Card

The student will provide:

4 x blue or black biros
 2 x red biros
 2 x HB or 2B pencils
 1 pack of highlighter pens
 Ruler
 Stapler and staples
 2 x Erasers
 2 x Glue sticks

Scientific Calculator (please refer to approved calculators).

Sharpener

Scissors

1800 (semicircle) protractor

compass

Correction tape (not liquid)

*If students are borrowing a graphics calculator from the College for advanced maths classes in Senior, they do not require a Scientific Calculator

BYOD:

BYOD in 2022 applies to all grades. Please refer to the College website for more information for BYOD specifications at <https://coorparoosesecondarycollege.eq.edu.au/curriculum/bring-your-own-device>

BYOD devices to have their own case, satchel or padded bag for protection

USB Headphones with Mic for BYO device

16GB USB

The student will provide the following equipment:

School hat/School cap (to be purchased at Lowes)

Water Bottle, School Bag and sunscreen.

For all HPE practical classes and Interschool SPORT sessions:

It is a mandatory requirement that students wear the Sports Uniform, CSC hat/cap, sun cream and have a water bottle.

The student will provide the following subject specific requirements:

YEAR 9	Creating Tomorrow Together Classes	1 x A4 Exercise Book A4 Plastic Display Book Folder 20 page
	The Arts electives	1 x 98 page A4 Exercise Book per elective
	English	2 x 98 page A4 Exercise Books Post-It notes (small version for annotating texts) Plastic document wallet
	Health and Physical Education	Sports Uniform School cap/School hat Water bottle 1 x 98 page A4 Exercise Book A4 Plastic Display Book Folder 20 page
	Humanities and Social Sciences	1 x 98 page A4 Exercise Book 1 box coloured pencils 1 x plastic document wallet
	Mathematics	2 x 128 page A4 Exercise Books 2 x A4 Grid Books (96 pages)
	Science	2 x 128 page A4 Exercise Books

YEAR 9	Technologies	1 x 98 page A4 Exercise Book 1 HB pencil 1 x 32 GB USB
	Visual Art	1 x A4 Visual Diary (no Exercise Book required)
YEAR 10	Creating Tomorrow Together Classes	1 x A4 Exercise Book A4 Plastic Display Book Folder 20 page
	Dance	1 x 98 page A4 Exercise Book Students will wear Sports Uniform for practical lessons
	Drama	1 x 98 page A4 Exercise Book
	English	2 x 98 page A4 Exercise Books Post-It notes (small version for annotating texts) Plastic document wallet
	Health and Physical Education	Sports Uniform School cap/School hat Water bottle 1 x 98 page A4 Exercise Book A4 Plastic Display Book Folder 20 page
	History	1 x 98 page A4 Exercise Book 1 x plastic document wallet
	Mathematics Extension	1 x 128 page Exercise Book 1 x A4 Grid Books (1cm or 0.5cm) Students will be required to hire a graphics calculator from the College
	Mathematics Core	2 x 128 page A4 Exercise Books
	Media Arts	8GB SD card Sandisk Ultra (recommended brand) 1 x 98 page A4 Exercise Book
	Music	1 x A4 plastic Display Book Folder 20 page 1 x 98 page A4 Exercise Book
	Technologies	1 x 98 A4 Exercise Book 1 HB pencil 1 x 32 GB USB
	Law and Business	1 x 98 page A4 Exercise Book 1 x plastic document wallet
	Science	2 x 128 page A4 Exercise books 1 x A4 plastic display folder 20 page
Visual Art	1 x A4 Visual Diary (no Exercise Book required)	

*QCAA (Queensland Curriculum and Assessment Authority) has an approved scientific calculator list, however at CSC we recommend that you purchase the calculators listed below as these are the ones the teachers will be teaching with:

Brand	Models
CASIO	fx-82AU fx-82AU PLUS fx-82AU PLUS II fx-82AU PLUS II 2 nd Edition fx-100AU fx-100AU PLUS fx-100AU PLUS 2 nd Edition

Resources

All textbooks and core consumables are available through the Text and Resource Hire scheme at Coorparoo Secondary College. See the Student Resource Scheme Agreement for more information. Payment can be made in full (cash/cheque/BPoint/EFTPOS), by initial deposit and payment plan, by Centrelink deduction.

Please contact the College for more information about payment.

Some subjects have an additional consumables charge.

YEAR 9 and 10 SUBJECT LIST

CORE SUBJECTS

Civics and Citizenship
Economics and Business
English
Geography
Health and Physical Education
History
Humanities and Social Sciences – (Year 9 only)
Mathematics
Mathematics Extension
Science

ELECTIVE SUBJECTS

Law and Business – (Year 10 only)
The Arts:
Dance
Drama
Media Arts
Music
Visual Arts
Technologies:
Digital Technologies
Design and Technologies

ENGLISH/HUMANITIES and SOCIAL SCIENCES/YEAR 10 HISTORY

Year 9 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: 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. Students are assessed against criteria based on the achievement standard for Year 9 English and will complete **3** assessment tasks per semester.

SEMESTER 1	SEMESTER 2
Memoir Excerpt (W)	Lawyer's Summation (S)
Analytical Essay (W)	Short Story (W)

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 (Boys of Blood and Bone)

Term 2: Representations of issues in the news media

Term 3: Extended study of a dramatic text

Term 4: Year 11 preparation

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed against criteria based on the achievement standard for Year 10 English and will complete **2–3** assessment tasks per semester.

SEMESTER 1	SEMESTER 2
Narrative Intervention (W)	Literary Analysis
Persuasive Speech (S)	
Analytical Essay (W)	

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 9 Humanities and Social Sciences

COURSE OVERVIEW

Coorparoo Secondary College is implementing the Australian Curriculum for Humanities and Social Sciences (HASS). The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental and political contexts. 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 the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of History, Geography, Civics & Citizenship and Economics & Business. These studies provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the 21st century.

Topics include:

Semester 1: History (Industrial Revolution, World War 1 and Making a Nation)

Semester 2: Students to **select one** of the following Humanities strands for final study:

1. Geography (Biomes and Food Security, Interconnections)
2. Business and Economics (Financial Responsibilities)
3. Civics and Citizenship (Change through the political and legal systems)

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed using criteria, and will complete 3-4 assessment tasks per semester.

SEMESTER 1	SEMESTER 2
Research Booklet	Exam: Source analysis
Knowledge and Understanding Exam	Investigation
Source Analysis written response	Project
	Multimodal Presentation

YEAR 9 ACHIEVEMENT STANDARDS

HISTORY

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

GEOGRAPHY

By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

CIVICS AND CITIZENSHIP

By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.

When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.

ECONOMICS AND BUSINESS

By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to

an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.

COSTS

There are no set costs associated with the study of HASS. 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

Humanities and social sciences texts are provided through the college's text hire resource scheme.

ADDITIONAL INFORMATION

NIL

Year 10 History

COURSE OVERVIEW

At Year 10 level, Coorparoo Secondary College is implementing the Australian Curriculum for History. History is a disciplined process of enquiry into the past. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. The process of historical inquiry develops transferable skills, such as: the ability to ask questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively. Developing these skills is excellent preparation for the Senior subject, Modern History. Year 10 History is taught over one semester only.

Topics include:

Unit 1: World War II

Unit 2: Rights and Freedoms

Unit 3: Popular Culture

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed using criteria, and will complete **3** assessment tasks per semester.

UNIT 1	UNIT 2	UNIT 3
Short response to stimulus (written examination)	Research (booklet)	Not assessed

YEAR 10 ACHIEVEMENT STANDARDS

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and

discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these 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

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

RESOURCES

NIL

ADDITIONAL INFORMATION

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

Year 10 Law and Business

COURSE OVERVIEW

This elective is a school-designed subject that is excellent preparation for the senior subjects, General Legal Studies and Applied Business Studies. It addresses relevant aspects from the Australian Curriculum for Humanities and Social Sciences.

The Law has a major impact on our daily lives. It establishes rights and responsibilities to regulate how we conduct ourselves. There are many different laws to abide by, so citizens need to understand where and why laws originate, their importance and the impact on their daily life. The interactions between young people and the law will be a focus, along with an investigation into a criminal law issue.

Business activity affects the daily lives of everyone as they work, spend, save, invest, travel, and play. It influences jobs, incomes, and opportunities for personal enterprise. Students learn about such business activity in contexts that are familiar, practical and relevant.

Knowledge of the Law and Business is important for young people in secondary school, as at this stage of their lives students gain a degree of independence in acquiring legal rights and responsibilities, accumulating and managing finances, and making decisions as consumers.

ASSESSMENT

Students will complete 2 assessment items.

Unit 1 Business Studies	Unit 2 Legal Studies
Inquiry Report	Exam Short Answer and Extended response

YEAR 10 ACHIEVEMENT STANDARDS

The achievement standards will be drawn from the relevant Achievement Standards of the Australian Curriculum.

COSTS

While there are no specific costs related to this subject, students may have opportunities to participate in excursions such as visiting the Brisbane District Court. Such activities incur minor expenses for such things as travelling to venues.

EQUIPMENT REQUIRED

No particular equipment is required for this subject.

RESOURCES

NIL

ADDITIONAL INFORMATION

A short excursion to the Queensland Law Courts to better understand the trial process is likely to occur.

HEALTH and PHYSICAL EDUCATION

Year 9 Health and Physical Education (HPE)

COURSE OUTLINE

Health and Physical Education classes at Coorparoo Secondary College uses 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 mindsets	Party safe	Sexuality
Movement and physical activity	Invasion Games (basketball, netball)	Strike out (cricket, softball)	Team sports (Oz tag, ultimate disk, team games)	Moving matters (Oz tag, ultimate disk, team games)

Students will experience two lessons of Health and Physical Education each week over the school year; one theory and one practical.

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

Year 10 Health and Physical Education (HPE)

COURSE OUTLINE

Health and Physical Education classes at Coorparoo Secondary College uses 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
Personal, social and community health	Community health	Introduction to sport science
Movement and physical activity	Clear the Net (badminton, volleyball)	Spirit of activity (a range of sporting activities)

Students will experience three lessons of Health and Physical Education each week for two terms. This will take the format of two theory lessons and one practical lesson.

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 five (5) 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 two courses. The first course is the Core Mathematics that concentrates on the prerequisite knowledge for General Mathematics and Essential Mathematics. An extension course is offered and in this class students will be assessed on core topics but will study additional topics that prepare students for Mathematics Methods and Specialist Mathematics.

CORE	EXTENSION
<ul style="list-style-type: none">• Linear Equations and Inequalities• Algebraic Expressions - expand, factorise• Substitution into Formulae• Solve simple equations• Compound and simple interest• Statistics• Measurement and Geometry• Probability• Trigonometry	<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 Core and Extension Maths streams dependent upon their subject selection, year 9 results, attitude and motivation in mathematics. The Extension course is a pre-requisite for studying Mathematical Methods and/or Specialist Mathematics in Year 11.

ASSESSMENT

Students engage in assessment throughout the year. *Understanding and Fluency* and *Problem Solving and Reasoning*, and will complete five (5) assessment tasks for the year.

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

Core – Scientific calculator (student must purchase their own)

Extension – Graphics Calculator (students may hire from The Discovery Centre)

EQUIPMENT REQUIRED

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

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 seven (7) 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.

Topics include:

- Physical Science – Energy of motion
- Biological Science - Genetics and evolution
- Earth and Space Science – Exploring global systems and the universe
- Chemical Science – Periodic table trends, bonding and reactions

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 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.

TECHNOLOGIES

Design and Technologies, Digital Technologies

Technologies – Year 9 to 10

INTRODUCTION

Technologies embraces 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, as well as fostering a systematic approach to develop project management skills.

Through the various courses, students develop a greater depth and breadth of skills related to their area 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 electives. Students can elect to participate in their area of interest.

Design and Technologies encompasses *Food and Fibre and Industrial Design and Technology*. 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.

DESIGN AND TECHNOLOGY COURSE ACHIEVEMENT STANDARD – AUSTRALIAN CURRICULUM

By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose.

Students create designed solutions based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

DIGITAL TECHNOLOGY COURSE ACHIEVEMENT STANDARD – AUSTRALIAN CURRICULUM

By the end of Year 10, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation.

Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions.

They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

The achievement standard as outlined by the Australian Curriculum is achieved through the activities listed below.

YEAR LEVEL	DESIGN AND TECHNOLOGIES	DIGITAL TECHNOLOGIES
Year 9	<p>Food & Fibre</p> <ul style="list-style-type: none"> • Safety in the Kitchen and Textiles rooms • Food Science and food product development • Development of textiles skills through traditional and e-textiles projects. <p>Industrial Design & Technology</p> <ul style="list-style-type: none"> • Safety in the Workshop • Developing Isometric drawings • Development of practical metal working skills through the construction of various metal projects. 	<p>Digital Technologies</p> <ul style="list-style-type: none"> • Managing a digital workspace • Investigating human interactions with networked systems • Introduction to web design • Introduction to databases • Develop programming languages and design of algorithms.
Year 10	<p>Food & Fibre</p> <ul style="list-style-type: none"> • Safety in the Kitchen and Textiles rooms • Food Science and entrepreneurialism • Development of textiles skills through traditional and e-textiles projects <p>Industrial Design & Technology</p> <ul style="list-style-type: none"> • Safety in the Workshop • Developing Isometric drawings • Development of practical skills through the construction of various timber and metal projects. 	<p>Digital Technologies</p> <ul style="list-style-type: none"> • Development of websites using HTML and CSS language • Development of Database Management Systems with Visio and Microsoft Access • Development of programming skills to enhance users' experiences. <p>* Law and Business is also offered. Refer to English and Humanities</p>

ASSESSMENT

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

- Examinations
- Investigations
- Projects

REQUIREMENTS

- Laptop/Bring you own device
- School diary
- Writing materials
- Lace-Up school shoes made from impervious materials

COSTS

All costs associated with the production of take-home products are covered in the Student Resource Scheme.

THE ARTS

Dance, Drama, Media Arts, 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 five subjects:

- Dance
- Drama
- Media Arts
- 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.
MEDIA ARTS	In Media Arts, students learn industry standard technologies such as Adobe Photoshop, Premiere Pro film editing and Illustrator design software in a Mac based production studio fully equipped with greenscreen, cameras, microphones and lighting. They learn to create a range of screen-based artworks and films. Students explore, view, analyse and evaluate media culture from a range of viewpoints and contexts. They acquire real world skills and processes to work in a range of forms and styles. Students learn to reflect critically on their own and others' media arts experiences and evaluate media artworks, cultures and contexts. They express, conceptualise and communicate through their media artworks with increasing complexity and aesthetic understanding.

SUBJECT	YEAR 9 and 10 OVERVIEW
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
MEDIA ARTS	Trailer Mash-Up Short Film Opening Credits Production Animation	Exam VLOG Presentation
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>
MEDIA ARTS	<p>By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.</p> <p>Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.</p>
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>

SUBJECT	YEAR 9 and 10 ACHIEVEMENT STANDARDS
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>



Lined writing area consisting of 28 horizontal blue lines.

2022

**COORPAROO
SECONDARY
COLLEGE**



ADMINISTRATION



COORPAROO SECONDARY COLLEGE
Creating Tomorrow Together

COORPAROO SECONDARY COLLEGE

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