ANNANDALE CHRISTIAN COLLEGE

*the Way, the Truth, the Life*

*Life & Learning through Christ*

# A GUIDE TO SUBJECT CHOICES

# Years 9 & 10 – 2026

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# OUR PURPOSE

## Vision

*To be a College that celebrates life and learning through Christ-centred education.*

This is where we are headed, the College that we strive to be.

## Mission

*To provide quality Christ-centred education through a partnership of parents, teachers and students, which recognises the Lordship of Christ and the integrity of the Scriptures.*

To foster in each student a life-long love of learning; an appreciation and unfolding of their God-given gifts and to emulate the service of Christ for the community. This is how we hope to achieve our Vision. Every day, these things are the 'mechanics' of what we do to become a Christ-Centred College.

# TEACHING AND LEARNING FROM A CHRISTIAN WORLDVIEW

Canterbury Christian School (now Annandale Christian College) commenced in 1982 with thirteen students and one teacher in the football clubhouse at Pioneer Park, Kirwan. The founding families' goal was *to use the spiritual privileges and knowledge which are ours by the grace of God to provide for our children, and for the children of any who want to join us, the finest education which we believe must be based ultimately upon the revealed Word of God... a school which is unequivocal in its values - a school which points its students to the Saviour of mankind - to a life of worthwhile service to God and man - a life that will never end.* (Mr Ron Fyffe, Foundation Board Member).

In all subjects offered at Annandale Christian College, students are constantly engaging in content as specified by syllabus requirements, but approached from a Christian Worldview. This does not mean that a token Bible verse will be added on to a lesson where it fits, nor do we define Christian Education by making sure we pray every day. Teaching and learning from a Christian Worldview is intentionally based upon the fundamental principles of God's Word, the Bible, and seeks to develop those principles holistically in our students. Christian Education seeks to be Christian in every hour of the college day (*NUPCCS - 'Is the State School a Christian School?' circa 1970*).

In our classrooms, matters of spirituality are addressed constantly as they relate specifically to subject content. Our goal is not to develop students who have good values and excellent academic outcomes, but rather to provide opportunities where students may develop their individual gifts in the context of an educational community striving to be faithful to God in all areas of life.

# ACADEMIC EXCELLENCE AT ANNANDALE CHRISTIAN COLLEGE

> *Jesus replied, "The most important commandment is this: 'Listen, O Israel! The LORD our God is the one and only LORD. And you must love the LORD your God with all your heart, all your soul, all your mind, and all your strength.' The second is equally important: 'Love your neighbour as yourself.' No other commandment is greater than these."* Mark 12:29-31
>
> *"Work willingly at whatever you do, as though you were working for the Lord rather than for people".* Colossians 3:23

Excellence is a quality most parents value when weighing up the educational opportunities available to students. The priority of excellence in academics is of great value at Annandale Christian College. Our faith in God provides a clear and serious context for our understanding of excellence.

Our motivation for excellence, rather than being 'superior' to others is found in the biblical principle of whole-hearted love for God. We do not believe that true excellence is possible, except through a partnership of our values, priorities and motives. Our understanding is that God desires for us to be people of excellence

both in our character and deeds. In our college, this is reflected by our desire to provide students with opportunities to reach outstanding outcomes in every area of their education by using their entire God-given-potential to bring glory to God, our Creator.

# CHOOSING YOUR YEAR 9 SUBJECTS

In Year 8 (2025), students at Annandale Christian College study the following subjects:

1. Business Studies
2. Drama
3. English
4. Health and Physical Education
5. Home Economics
6. Humanities
7. Digital Technologies
8. Manual Arts
9. Mathematics
10. Music
11. Science
12. Visual Art
13. Chinese

Year 9 at Annandale Christian College introduces students to a reduced number of subject offerings from Year 8; 12 subjects to 7 subjects. **These 7 subjects are arranged as a Core of five subjects plus two Elective subjects.**

Generally, Year 9 will:

- Enable students to further explore and develop abilities in a wide range of studies.
- Provide some specialised studies so that each student's course of study will begin to head in a particular direction toward either a general area of employment or further study.
- Further develop the student's skills of individual study, reliability and self-evaluation to prepare for the student's future study / work.
- Afford opportunities for furthering the student's ability in developing teamwork by working with others in a variety of settings.
- Allow for students to work across the Key Learning Areas.

The five core (compulsory) subjects have been chosen because they form the foundation of a sound educational program and to satisfy requirements of the national curriculum.

1. English (4 lessons per week)
2. Mathematics (4 lessons per week)
3. Science (3 lessons per week)
4. Humanities (3 lessons per week)
5. Health and Physical Education (2 lessons per week)

Students choose **two** elective subjects from the following group of eight subjects.

1. Business Studies
2. Design & Technologies - Construction
3. Design & Technologies - Food & Textiles
4. Design & Technologies - STEM
5. Digital Technologies
6. Drama
7. Music
8. Visual Arts
9. Chinese (Dependent on sufficient numbers)

# CHOOSING YOUR YEAR 10 SUBJECTS

Year 10 at Annandale Christian College is more aligned with preparing students for specific subject choices in Years 11 and 12. Unlike Year 9, the subjects are now arranged as a Core of four subjects plus three Elective subjects (HPE is now an elective).

Generally, this year will:

- Enable students to further explore and develop abilities in a wide range of studies.
- Provide some specialised studies so that each student's course of study will begin to head in a particular direction toward either a general area of employment or further study.
- Further develop the student's skills of individual study, reliability and self-evaluation to prepare for the student's future study / work.
- Afford opportunities for furthering the student's ability in developing teamwork by working with others in a variety of settings.
- Allow for students to work across the key learning areas.

In Year 10, students study four core subjects. These have been chosen because they form the basis of a sound educational program and are organised to prepare you for senior subjects.

1. English: English or Preparatory Essential English
2. Mathematics: Preparatory General Mathematics or Preparatory Mathematical Methods
3. Science
4. Humanities

Students will also choose three elective subjects from the following group of nine subjects.

1. Business Studies
2. Design & Technologies - Construction
3. Design & Technologies - Food & Textiles
4. Design & Technologies – STEM
5. Digital Technologies
6. Drama
7. Health and Physical Education
8. Music
9. Visual Art
10. Chinese

## Preparing for Senior Studies and ATAR

In order to prepare Year 10 students for Senior Studies, all Year 10 subjects with an associated **"General Senior Syllabus"** will begin introductory course work from the first units of the senior syllabus. In week 4 of **Term 4,** Year 10 will officially transition to Year 11 subjects**.**

Students wishing to study a particular 'General' subject in Senior are **strongly advised** to take its associated Year 10 subject in Semester 2 Year 10**.**

These subjects are:

1. Business Studies (Accounting - Senior Subject)
2. Drama
3. Health and Physical Education (Physical Education - Senior Subject)
4. Digital Technologies (Digital Solutions – Senior Subject)
5. Music
6. Visual Arts

Core subjects (English, Maths, Science, Humanities) will begin preparatory work for all students throughout Year 10.

Detailed explanation about Senior Studies will be given at the Senior Subject Selection evening, usually held around the end of May.

# SOME GENERAL ADVICE

## Making wise choices about your Subject Choices…

It is wise to pray about your options! The Bible clearly tells us that God knows the plans He has for each one of us and that those plans are GOOD!

> *"I know the plans I have for you,"* declares the Lord*, "plans to prosper you and not to harm you, plans to give you a hope and a future".* *Jeremiah 29:11*

At Annandale Christian College we believe firmly in this promise for each of our students.

### It is unwise to choose (or neglect) a particular subject or course of study simply because…

- **Your friends are doing it.** You are a unique individual – gifted quite differently, perhaps, to others in your social group, in accordance with the plan God has for you in His service. Working towards a successful Semester Report, and His ultimate goal for you, is a serious business and, while there should always be some time in every day to be with friends, class time is reserved for concentrated work. Similarly, try not to be influenced by suggestions that you will not like a particular subject because a friend / brother / sister disliked it when they studied it.
- **It is taken by a particular teacher.** By the time you reach Year 9, you will have developed the necessary skills to work with a variety of different teachers. It is sometimes difficult to predict, when choosing an entire course or individual subjects, exactly which teachers will be taking them the following year.
- **The subject is "easy".** It is foolish to regard any Year 9 subject as *easy*.

## So where do you go from here?

### Make wise choices by considering…

- **Your abilities.** The Queensland Curriculum & Assessment Authority (QCAA) has designed and approved a wide variety of syllabus in the Key Learning Areas to meet the educational needs of students in Year 9 classes and to prepare them for the Senior Phase of Learning (Years 10, 11 & 12). This variety of subjects recognises that students bring a range of backgrounds and differing gifts and abilities to their secondary education. Your Year 8 results are usually a good indication of your ability areas and, as such, are a valuable guide to future subject choices. If, for example, you have shown ability in Visual Art, it is quite likely you would also succeed in Visual Art in Year 9, and this course, in turn, will prepare you well should you decide to continue with your study of Visual Art or Visual Art Studies in Years 11 and 12.
- **Your interests.** Success in studying any Year 9 subject requires a consistent commitment of time and effort. *(There really is "no gain without pain".)* You are more likely to maintain consistent levels of effort in subjects that interest you.
- **Your future plans.** Although many students at the end of Year 8 are unsure of their precise career path after the completion of secondary schooling, most already know whether they intend to pursue further study of some kind or move towards a vocational career. This decision will influence your subject choices.
- **Your study habits.** Given the same amount of ability, the student who is prepared to work, and already has a steady pattern of work, will usually achieve better results than the student who does little work. Students who do not work hard cannot expect any magical improvements in later years at college, and quite often the results worsen. The student's attitude to college work in general, and to study in particular, will play an important part in the student's future results.
- **The advice given by parents, teachers and the career development officer**. Be sure to talk things out with trusted adults who will take the time to listen and provide ongoing support during your future years of secondary schooling. Seek out necessary answers to your questions.

  Check the following sources of information on careers:
  - http://myfuture.edu.au
  - http://www.jcu.edu.au/
  - http://www.qcaa.qld.edu.au

After checking through this information, it is likely that you will generate a list of prerequisite subjects need for courses and occupations that interest you.

- **Possible subject changes.** During Year 9 & 10, students may wish to change a subject. Such changes will be processed only within the first three weeks of Semester 1 & Semester 2. The Deputy Principal is the person to see about a subject change.

  **Please Note: Subject changes can occur in Semester 2.**

# SUBJECT CHOICE MATRIX

Each student is to choose seven subjects for Year 9 & 10. A selection is to be made from each of the blocks in the table below.

Please Note:

- Year 9 **must select Health & Physical Education** in one of the blocks.
- Students choosing the new STEM subject (Block1) in Year 9 will **not be able to continue the subject in Yr10.**
- Some elective subjects have student number restrictions placed on them, usually because of Occupational Health & Safety regulations or the size of the specialist classroom available for the subject. When a subject is over-prescribed because of student interest, **preference is given to Year 10 students**, as this is the last opportunity for them to experience the subject prior to Year 11 subject selection.

# YEAR 9 SUBJECT BLOCKS

** You must select HPE in one of the blocks*

| Block 1 | Block 2 | Block 3 |
|---|---|---|
| Health and Physical Education | Health and Physical Education | Health and Physical Education |
| Design & Technologies – Food & Textiles *(cooking & sewing)* | Design & Technologies – Construction *(woodwork & metal work)* | Music |
| Drama | Business Studies | Business Studies |
| Design & Technologies – STEM (1 year subject only) | Visual Art | Design & Technologies – Construction *(woodwork & metal work)* |
| Digital Technologies *(computers)* | Design & Technologies – Food & Textiles *(cooking & sewing)* | Digital Technologies *(computers)* |
| Chinese | | Visual Art |

# YEAR 10 SUBJECT BLOCKS

| Block 1 | Block 2 | Block 3 |
|---|---|---|
| Health and Physical Education | Health and Physical Education | Visual Art |
| Design & Technologies – Food & Textiles *(cooking & sewing)* | Design & Technologies – Construction *(woodwork & metal work)* | Music |
| Drama | Business Studies | Business Studies |
| Design & Technologies – STEM (1 year subject only) | Visual Art | Design & Technologies – Construction *(woodwork & metal work)* |
| Digital Technologies *(computers)* | Design & Technologies – Food & Textiles *(cooking & sewing)* | Digital Technologies *(computers)* |
| Chinese | | |

Each of the Year 9 & 10 Core and Elective subjects listed above are explained in detail in the following pages of this booklet. Please take the time to read carefully the information provided, and don't hesitate to ask a subject teacher, the Learning Support teacher (Mrs Caite Anderson), the Career Development Officer (Mrs Stacey Robertson) or the Deputy Principal (Mr Mal Schneider) if you require further information. The more information and understanding you have, the better choices that can be made.

# BUSINESS STUDIES

**Elective Subject** **Students:** combined Years 9 & 10 class

Business Studies is an 'elective' subject offered to students in Years 9 & 10 with three (60-minute) periods each week. This subject is being taught in line with the Australia Curriculum, which involves additional school-based content.

## Rationale

Business Studies brings together theoretical understandings and practical applications in a range of business activities. Students respond to business challenges by working responsibly while using business practices. Through Business Studies, students develop an awareness of business within the home, College, local, national and global communities. They develop knowledge, practices and dispositions to critically analyse business situations and lay the foundations for essential bookkeeping skills.

Business Studies draws on the fields of accounting, law, economics, marketing, management, communications, industrial relations, human resources, information and communication technologies and administration. Where possible, the expertise of others in different business fields are accessed through guest speakers and field trips.

## Course Content

Students complete four units over the two years of study in this subject. Each unit is a 'stand-alone' unit.

**Unit 1 - Risks, Rewards & Consumer Decisions**

- Managing Financial Responsibilities including Cash Budgets
- Purchasing Assets (Mobile Phones)
- Risk and Investments

**Unit 2 - Accounting I**

- Financial Statements, General Journal → Ledger → Trial Balance
- Analysis and evaluations of financial reports to draw conclusions and make recommendations
- Basic spread sheeting

**Unit 3 - Workplace, Innovation & Marketing**

- Competitive businesses in the global market
- The responsibilities of participants in the workplace and why are these important.
- Payroll concepts including gross and net pay, tax, superannuation
- Basic spread sheeting

**Unit 4 - Accounting II**

- General Journal → Ledger → Trial Balance
- Process for preparing financial reports (Profit or Loss Statements, Financial Position)
- Steps in financial analysis
- Recording a variety of business transactions using an accounting package – MYOB

## Assessment

A range of assessment tasks include: practical examinations focusing on the accounting procedure, research assignments, portfolios of work, theory and practical exams.

## Senior College Subjects

It is strongly recommended to do Unit 2 or Unit 4 (or both) to take Accounting at Year 11.

## More Information

❖ Talk to Mr Trent Welsby or Mrs Fiona Mackereth

# CHINESE

**Elective Subject** **Students:** combined Years 9 & 10 class

Chinese is an 'elective' subject offered to students in Years 9 & 10 with three (60 minute) periods each week. The subject is being taught in line with the Australian National Curriculum.

## Rationale

Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world. Learning additional languages broadens horizons, extends cognitive and cultural experience, and enhances creative and critical thinking. Language leaning also develops communication and intercultural understandings. The study of Chinese expands career options and employability in a range of fields and opens up new perspectives for students. A student's ability to speak Chinese provides him/her with additional skills that are extremely beneficial, given the dominance of China in Australia's tourism and trade industries.

This course will advance students' communication skills through listening, speaking, reading and writing in Chinese. Students could have the opportunity to host visiting Chinese students to develop their Chinese language skills. Participating in a study tour of China is a possibility in the future. In addition to studying the language, students will engage in a variety of cultural activities including cooking Chinese food, participation in a range of Chinese celebrations and various speech competitions and language events.

## Course Content

This course aims to develop the knowledge, understanding and skills to ensure students:

- communicate in Chinese language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding.

Students will explore a range of text types, including informative digital media texts, opinion pieces and news, narrative fiction and non-fiction, short videos, TV programs and music. They learn to interpret, create, evaluate and perform different types of texts, such as procedural, persuasive and narrative, across a range of domains.

## Assessment

Assessment will be conducted over each semester. Students will be assessed in four areas: listening, speaking, reading and writing. Students may also be asked to undertake assessment tasks in small groups in addition to individual tasks.

## Senior College Subjects

Chinese may lead into senior Chinese in Years 11 & 12 if sufficient numbers for a class.

## More Information

❖ Talk to Mrs Lily Cui.

# DESIGN & TECHNOLOGIES – CONSTRUCTION

**Elective Subject** **Students:** combined Years 9 & 10 class

Design & Technologies - Construction is an 'elective' subject offered to students in Years 9 & 10 with three (60 minute) periods each week. This subject is being taught within the framework of the Australian National Curriculum.

## Rationale

Design & Technologies - Construction involves the design and manufacture of products, industrial systems and graphical representations. This subject employs techniques and procedures to organise and process materials into useful products. The design stages focuses on the creation, development and communication of concepts and specifications for products. Design & Technologies - Construction combines theoretical understanding with practical applications. The student will design and create products using contemporary materials, tools, equipment, processes and techniques that are industry specific. The student will gain an understanding of the appropriateness of products, as well as the social, ethical and environmental issues pertaining to material use and disposal, and safety within the subject area. Students will work both independently and collaboratively in activities that require them to meet such constraints as time, cost, and availability of resources.

This course of study will equip the student with skills to enter 'Trade' courses at a higher (secondary and tertiary) level. If a student does not wish to pursue a Vocational Education pathway, he / she will have benefited from working with a variety of tools, materials and processes.

## Course Content

The subject Design & Technologies - Construction deals primarily with the materials of timber, metal and plastic and their uses in today's world. Content covered in the three Key Learning Areas typically include:

- **Industrial Systems and Control.** Trends in the building industry, Workplace Health and Safety, Australian standards, setting up a production line, operation of hand and power tools.
- **Graphical Communication.** Principles and elements of design, reading plans and specifications, working within industry standards.
- **Product Design and Manufacture.** Techniques for manipulating and processing materials, time management, safe work practices, suitability of materials for specific purposes, welding techniques, basic fitting and turning.

## Assessment

Assessment falls into three categories: class work, theory tests and assignments. Class work consists of both theory and practical components with manufacture and construction of models providing the focus. Assignments will occur each semester and take the form of a written or practical piece of assessment. The ability to work individually and in cooperation with others in a small group setting is a requirement of the subject assessment criteria.

## Senior College Subjects

It is not necessary to have studied Design & Technologies - Construction in Years 9 & 10 to take Building and Construction Skills in Years 11 & 12, but it would be of assistance. There are a variety of TAFE options available on a Wednesday to students in Years 11 & 12.

## More Information

❖ Talk to Mr Trent Welsby or Mr Darrel Hawksworth.

# DESIGN & TECHNOLOGIES – FOOD & TEXTILES

**Elective Subject** **Students:** combined Years 9 & 10 class

Design & Technologies – Food & Textiles is an 'elective' subject offered to students in Years 9 & 10 with three (60 minute) periods each week. This subject is being taught within the framework of the Australian National Curriculum.

## Rationale

Technologies enrich and impact on the lives of people and societies globally. They can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. Design and Technologies – Food and Textiles covers a range of complex systems in the industry to ensure students engage, critique and have the ability to make transformative decisions in the way they live.

Physical beings need physical nourishment, and to live people need to eat. Through ages and around the globe, the question of 'what is good to eat?' has been answered in a multiplicity of ways and with an increasingly industrialized 'food system', answering this question is more and more difficult. In Food, students develop an awareness of factors that influence food decisions they make. Students will propose and implement strategies to promote healthy eating, they will work collaboratively with others, they will understand functional properties of foods and they will enhance their culinary skills.

Physical beings need to be clothed and housed, which means that living must include planning, designing and producing clothes and household furnishings to be comfortable. In our society, we have become consumers of products rather than designers and makers. Today, there is an ever-increasing demand to mass produce and throw away, but this life is not sustainable. In Textiles, students will understand the design process, investigate fabrics, create products using sustainable practices, understand the impact the textile industry has on the environment and enhance their production and creativity skills.

## Course Content

In Years 9 & 10, students are given the opportunity to build on and refine skills and knowledge related to areas including nutrition, textiles, human development, relationships and behaviour. The two-year course is divided into four units (with one unit being completed each semester).

- **Food Unit (Nourished Through Life.** This unit focuses on developing an understanding of nutrition as it related to the different stages of life; and on developing an awareness of wise food choices and their impact on health.
- **Textiles Unit (Fibres & Sustainability).** This unit fosters understanding of fabric characteristics based on origin, construction and treatments. The students are actively engaged with a toy project and the design process.
- **Food Unit (Classifying Food and Methods of Cookery).** The unit considers the science of food as it applies to cooking, and encourages students to consider, and value, cultural variations in diet and food preparation.
- **Textiles Unit (Design & Recycling).** This textiles unit is based on an understanding of design and its relationship to functional and decorative use of textiles. Students investigate a range of designs and complete an upcycled design project using denim jeans.

## Assessment

Assessment may take a variety of forms including: booklet work, research tasks (oral and / or written), examinations and practical tasks.

## Senior College Subjects

It is not necessary to have studied Design & Technologies – Food & Textiles in Years 9 & 10 to take Hospitality in Years 11 & 12, but it would be of assistance.

## More Information

❖ Talk to Mr Trent Welseby or Mrs Coral Clarke

# DESIGN & TECHNOLOGIES – STEM

**Elective Subject** **Students:** combined Years 9 & 10 class

Design & Technologies - STEM is an 'elective' subject offered to students in Years 9 & 10 with three (60 minute) periods each week. This subject is being taught within the framework of the Australian National Curriculum, which involves additional school-based content.

**PLEASE NOTE:** This subject is a one year program, students choosing this elective in Year 9 **will not be able to continue the subject in Yr10.**

## Rationale

**Design & Technologies – STEM** explores the integration of science, technology, engineering and mathematics through the design, development and investigation of innovative, real-world problems. This subject will challenge students to apply critical and creative thinking to the design, construction and evaluation of various project-based learning challenges, such as underwater remotely operated vehicles (ROVs) **and** STEM racing F1 cars. The design process is central to the subject, with students engaging in problem identification, ideation, modelling, testing, and communication of solutions. Through project-based learning, students will develop and apply knowledge of aerodynamics, hydrodynamics, electronics, mechanical systems and digital technologies.

The course combines theoretical learning with hands-on application, allowing students to explore engineering principles, CAD design, 3D printing, laser cutting and testing processes. Students will use industry-standard tools, materials and software to bring their concepts to life, while gaining insight into the iterative nature of design and the importance of testing and evaluation. A strong emphasis will be placed on teamwork, project management, and innovation. Students will work both independently and collaboratively to overcome challenges involving time constraints, budget limitations and material selection. Sustainability, safety, as well as ethical considerations in design and material use are embedded throughout the course.

This subject provides a pathway to further study in engineering, design, technology and STEM-related fields. For students not pursuing a vocational or tertiary pathway, the course offers valuable transferable skills including problem solving, critical thinking, technical proficiency and collaborative project development.

## Course Content

Students complete two major units over the year of study in this subject. Each unit is a 'stand-alone' unit. These two units consider the following content and practices:

**Industrial Systems and Control**

- Engineering & Manufacturing: Explore modern advancements in robotics, marine technology, and motorsports.
- Safety and Workplace Practices: Understand health and safety procedures and operate tools and machinery safely.
- Control Systems: Learn the basics of motors, sensors, and programming used in ROVs and F1 cars.
- Manufacturing Processes: Set up production and assemble components for prototypes.

**Graphical Communication**

- CAD and 3D Modelling: Use CAD software to create digital models of designs.
- Technical Drawings: Interpret and create technical drawings and specifications.
- Industry Standards: Follow professional standards for both marine and motorsport engineering.

**Product Design and Manufacture**

- Material Selection: suitable material selection to produce high-performance designs.
- Manufacturing Techniques: Use tools like 3D printers, CNC machines, and laser cutters.
- Testing & Refining: Conduct testing to improve product performance and quality.
- Time Management: Organize tasks to meet deadlines and project goals.

## Assessment

A range of formative and summative assessment tasks will be completed, including production of physical prototypes of an F1 racing car and an underwater ROV. In addition, students will be required to produce an in-depth multimodal report for each unit as a semester summative assessment. As a collaborative team assessment, students will present their design ideation and prototype in a simulated stakeholder sales pitch meeting to secure future funding (fictitious real-world scenario).

## Senior College Subjects

This subject supports progression into future design, engineering and science pathways.

## More Information

- Talk to Mr Trent Welsby or Mr Darrel Hawksworth.

# DIGITAL TECHNOLOGIES

**Elective Subject** **Students:** combined Years 9 & 10 class

Digital Technologies is an 'elective' subject offered to students in Years 9 & 10 with three (60 minute) periods each week. This subject is being taught within the framework of the Australian National Curriculum.

## Rationale

The rapid growth of digital transformation and automation demands the purposeful design of digital solutions prioritising user empowerment, autonomy, and accountability. Digital Technologies at Annandale Christian College equips students with the skills and knowledge to manage digital systems safely while addressing societal, environmental, and economic challenges through emerging technologies and sustainable practices. Students engage with various digital systems, including mobile devices, desktop computers, and networks, to enhance collaboration, communication, and problem-solving. This fosters creativity, respect, and ethical behaviour, enabling students to become discerning decision-makers and critical consumers of digital information. Through practical, real-world challenges, students deepen their understanding of information systems and develop the capability to participate as active and informed citizens in a rapidly evolving technological landscape.

## Course Content

The Years 9 & 10 Digital Technologies course includes the following learning areas:

- **Digital Systems and Data Representation:** Students learn how digital systems operate, including hardware, software, and networks, and how data is represented and stored. This understanding forms the backbone of their ability to develop digital solutions.
- **Acquiring, Managing, and Analysing Data:** A focus is placed on the collection, organisation, and interpretation of data. Students learn to process information accurately and efficiently, preparing them for more advanced projects in later years.
- **Generating and Implementing Solutions:** Through hands-on activities, students apply their knowledge to generate creative solutions. This includes designing and implementing digital systems that respond to real-world needs and reinforcing the problem-solving skills essential for success in a rapidly changing world.
- **Collaborating and Communicating with ICTs:** Students develop the ability to collaborate and communicate effectively using various ICT tools. This section emphasises the importance of teamwork and digital communication in achieving shared goals.
- **Ethics and Responsibility in ICT Use:** Ethical considerations are central to the curriculum. Students learn the significance of safety, privacy, and responsible use of ICT, ensuring that they engage with technology in a manner that is both respectful and secure.

## Assessment

A range of assessment tasks include: folios capturing the design process, designed solutions in the form of a product, written evaluations, multimodal presentations and theory and practical exams. Students are assessed on knowledge and understanding, process skills and production skills.

## Senior College Subjects

It is not necessary to have studied Digital Technologies in Years 9 & 10 to take Information and Communications Technology Studies and Digital Solutions in Years 11 & 12, but it would be of assistance.

## More Information

❖ Talk to Mr Trent Welsby or Mrs Corna Van der Merwe.

# DRAMA

**Elective Subject** **Students:** combined Years 9 & 10 class

Drama is an 'elective' subject offered to students in Years 9 & 10 with three (60 minute) periods each week. This subject is being taught within the framework of the Australian National Curriculum.

## Rationale

Drama is a significant aspect of everyday life. It entertains, records events, promotes ideas, provokes responses, and stimulates discussions. It provides opportunities for students to create, reflect, challenge, ritualise, critique, and celebrate. It also plays an important role in expressing and sharing the vitality of cultures and communities, in constructing personal and cultural identities, and in transmitting values and ideas.

Through education in Drama, students develop creative talents, competencies and skills that can be transferred to their working and recreational lives. They experience and come to understand both the collaborative and the self-managing aspects of dramatic practice. Students become aware of the socialising influence of drama and are motivated to participate and enjoy drama as discerning practitioners and consumers.

## Course Content

The Year 9 & 10 Drama course involves students working through a variety of units that have been prepared to meet current syllabus expectations. Content is organised around four interrelating strands:

- **Exploring and Responding**
- **Developing skills and practices**
- **Creating and Making**
- **Presenting and Performing**

## Assessment

Assessment tasks may be either written or performance pieces.

## Senior College Subjects

It is not compulsory to have studied Drama in Years 9 & 10 to take Drama or Drama in Practice in the Senior years, but it is recommended as foundational skills and concepts are developed. Students wishing to study Drama in Years 11 &12 without these, however, are welcome to speak with the Senior Drama Teacher.

## More Information

❖ Talk to Mrs Mary Vance.

# YEAR 9 ENGLISH

**Core Subject** **Students:** separate Year 9 classes

English is one of the 'core' subjects studied by all students in Year 9 with four (60 minute) periods each week. (This subject is being taught in line with the Australian Curriculum 9.0.)

## Rationale

The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts include various types of media texts including film, digital and online, novels, non-fiction, poetry, dramatic performances and multimodal. The themes and issues involve levels of abstraction, higher order reasoning and intertextual references. Students begin to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts comprises the literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

## Course Content

A variety of unit topics are studied over the year. Here is a sample unit:

**Persuasion**

In this unit, students examine the power of persuasion by looking at a range of advertising, political campaign posters, and speeches. They consider how persuasive texts position audiences to take on attitudes, values, and beliefs, and how they – as Christian communicators – can and should be a voice for change and social justice in the world around us. They then write and present their own persuasive speech about a current issue that matters to them. In this unit, students will interact with powerful speeches by people such as Adam Goodes and Malala Yousafazai.

## Assessment

Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences.

## Subject Levy

English has no annual Subject Levy.

## Senior College Subjects

Year 9 English leads into two possible subjects in Year 10: English and Preparatory Essential English.

## More Information

- Talk to Mrs Nicole Broadley.

# YEAR 10 ENGLISH

**Core Subject** **Students:** separate Year 10 classes

English is one of the 'core' subjects studied by all students in Year 10 with three (60 minute) periods each week. (This subject is being taught in line with the Australian Curriculum 9.0.) In Year 10, students study either **English** or **Pre-Essential English**, based on Year 9 results in English.

## Course Content

A variety of unit topics are studied over the year. Here is a sample unit:

**Sonnets and Beyond**

In this unit, students will be introduced to the sonnet form and the poets most renowned for its use, as a foundation for exploring Shakespeare's *Romeo and Juliet*. Through a close study of the play as a representative Shakespearean tragedy, students will analyse, evaluate, and compare the underlying attitudes and beliefs about love and courtship presented in the text. These will be critically examined alongside Biblical teachings on love to foster deeper reflection. In addition, students will explore competing representations of masculinity and consider how emotional well-being is portrayed throughout the play.

## Assessment

Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews, and critical responses for a range of audiences.

## Senior College Subjects

A prerequisite to this course is a result of C+ or higher in Year 9 English.

Year 10 English leads into two possible subjects in Year 11: General English and Essential English.

## More Information

- Talk to Mrs Nicole Broadley.

# YEAR 10 PRE-ESSENTIAL ENGLISH

**Core Subject** **Students:** separate Year 10 classes

English is one of the 'core' subjects studied by all students in Year 10 with three (60 minute) periods each week. (This subject is being taught in line with the Australian Curriculum 9.0.) In Year 10, students study either **English** or **Pre-Essential English**, based on Year 9 results in English.

## Course Content

A variety of unit topics are studied over the year. Here is a sample unit:

**Texts that represent human experience**

In this unit, students read "The Wave" by Morton Rhue. We look at the ideas of mass manipulation and control, and at the "less severe" aspects of these ideas like persuasion and peer pressure as aspect of the human experience. We consider how teens re represented in texts, and how repeated negative representations often create negative attitudes, values and beliefs in society about teens. Conversely, positive representations can have a positive impact on society's attitudes about teens.

## Assessment

Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews, and critical responses for a range of audiences. **In addition, students will complete a set of tasks to complete the QCAA Literacy Course, obtaining a credit point towards their QCE.**

## Senior College Subjects

Year 10 Pre-Essential English leads into Year 11 Essential English.

## More Information

- Talk to Mrs Nicole Broadley.

# HEALTH and PHYSICAL EDUCATION

**Core Subject Year 9, Elective Subject Year 10** **Students:** Combined Years 9 & 10 classes

Health and Physical Education is compulsory for Year 9 (three 60 minute lessons per week) and an 'elective' subject offered to students in Year 10 with three (60 minute) periods each week. (This subject is being taught under the Australian National Curriculum.)

## Rationale

The Health and Physical Education Key Learning Area enables students to develop skills, understanding and a willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environment in the pursuit of good health. Upon consideration of this subject, please recognise that 75% of the course is based upon participation in sport / physical activity. Active participation is a requirement to pass the subject.

The scope of the Health and Physical Education syllabus embraces learnings that traditionally may have been included in subjects such as health education, home economics, life skills, outdoor education, personal development, physical education and sport education.

## Course Content

The Years 9 & 10 Health and Physical Education course consists of both theoretical and practical components. Theory topics include:

- Human Movement – *Movement Skills, Composition and Performance, Performance Appraisal.*
- Physical Fitness and Your Community – *Building an active lifestyle, Fitness: what does it mean?, Fitness testing / training methods / programs.*
- Human Development – *Systems of the body, Growth and Development.*
- Human Relations – *Relationship rights and responsibilities, Family / peer relationships, Gender-role stereotypes, Self-concept / self-esteem.*
- Harm Minimisation – *Risk taking, First Aid, Drugs.*
- Australia's Health – *The cost of ill health, Environmental health.*

The practical component of the course gives students the opportunity to build skills in a range of physical activities including athletics (field events), basketball, soccer, tennis, volleyball.

## Assessment

In Health and Physical Education, assessment could include demonstrations in a range of forms including written, oral or practical. For example: a research assignment; a training journal; an informative report; a multi-modal presentation or simple and complex performance tasks.

## Senior College Subjects

Years 9 & 10 Health and Physical Education leads into the Years 11 & 12 subject, Physical Education.

## More Information

❖ Talk to Mrs Stacey Robertson or Mrs Alison McLaren.

# HUMANITIES

**Core Subject** **Students:** separate Year 9 or 10 classes

Humanities is one of the 'core' subjects studied by all students in Year 9 with three (60 minute) periods each week. (This subject is being taught in line with the Australian Curriculum for History, Geography and Civics and Citizenship.)

## Rationale

Humanities key learning area focuses on people and the way they interact with each other and the environment. In Humanities, students are encouraged to be active participants in their world through engagement with controversial or challenging issues, thinking critically about the world and appreciating and applying different perspectives.

## Course Content

In Year 9, students will complete one semester of History and one term each of Civics & Citizenship and Geography.

- The History units focus on the topic 'The Making of the Modern World: 1750-1918'. Within these chronological boundaries, students study three units:
  - Making and transforming the Australian nation
  - World War I
- The Civics & Citizenship unit focuses on the development of law in Australia
- The Geography unit focuses on global interconnections as they relate to trade

## Assessment

Students will experience a range of assessment techniques, including extended written responses to evidence, written research tasks, non-written presentations and tests (e.g. objective tests, response to stimulus tests). Students can expect to do five assessment pieces per year.

## Senior College Subjects

Year 9 Humanities leads into Year 10 Humanities.

Humanities subject options in Years 11 & 12 include Modern History and Study of Religion.

## More Information

❖ Talk to Mrs Kate Quayle

# MATHEMATICS

**Core Subject** **Students:** separate Year 9 or 10 classes

Mathematics is one of the 'core' subjects studied by all students with four (60 minute) periods each week. (This subject is being taught in line with the Australian Curriculum.)

## Rationale

Mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. Mathematics assists individuals to make meaning of their world. The use of mathematics empowers individuals to distil the essence of life experiences into universally true abstractions and, at the same time, to apply these abstract ideas to interpret new situations in the real world.

Mathematical concepts and the processes of mathematical analysis and justification provide a unique and coherent framework for explaining a myriad of physical and social phenomena. The concise language of mathematics, verbal and symbolic, enables communication of shared mathematical understandings within and among communities. An understanding of mathematical knowledge, procedures and strategies empowers individuals to be effective participants in an interdependent world.

Mathematics has developed within and across cultures, changing in response to cultural needs and ways of viewing and interpreting life situations and providing a sense of order in the world. The diversity of thinking, reasoning and working mathematically in response to life situations has characterised, and will continue to characterise mathematics.

## Course Content

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Students will learn *how to do* mathematics and *when and where* to apply mathematical knowledge. The Mathematics key learning area is arranged in six strands:

- **Number and Algebra**. Number operations, percentage, fractions, ratio and proportion, trigonometry, finance. Variables, linear and quadratic equations, graphing.
- **Measurement and Space.** Length, area, volume, units and conventions. Analytical and deductive geometry, maps and navigation.
- **Statistics and probability.** Probability, prediction and justification, statistics.

Technological tools incorporated in the Mathematics course range from pen and paper, measuring instruments and tables through to higher technologies such as computers and graphing calculators.

## Assessment

Usually, each semester will consist of two exams and one investigative assignment.

## Subject Levy

Mathematics has no annual Subject Levy.

## Senior College Subjects

Year 9 Mathematics leads into three Year 10 subjects: Preparatory General Mathematics, Preparatory Mathematics Methods and Preparatory Essential Mathematics.

Year 10 Mathematics leads into four possible subjects in Years 11 & 12 – Mathematics Methods, General Mathematics, Specialist Mathematics, Essential Mathematics.

## More Information

❖ Talk to Mr Enzro Smith.

# MUSIC

**Elective Subject** **Students:** combined Years 9 & 10 class

Music is an 'elective' subject offered to students in Years 9 & 10 with three (60 minute) periods each week. This subject is being taught within the framework of the Australian National Curriculum.

## Rationale

Over a two-year cycle, students will engage in a wide range of performance, composition and analysis activities which are designed to promote student-centred learning. Fundamental to the study of music is the development of creativity and expressiveness, which goes hand in hand with fostering self-discipline, concentration, listening skills and fine-motor skills. The subject Music will help students develop important interpersonal skills and a sense of responsibility and teamwork.

## Course Content

The Year 9 & 10 Music course involves students working through a variety of units that have been prepared to meet current syllabus expectations. Content is organised around four interrelating strands:

- **Exploring and Responding**
- **Developing skills and practices**
- **Creating and Making**
- **Presenting and Performing**

## Assessment

Students are assessed in a variety of ways including own compositions, research tasks, music arrangements and tests. Participation in solo and group performances for class concerts is expected.

## Senior College Subjects

It is not necessary to have studied Music in Years 9 & 10 to take Music in Years 11 & 12, but it is highly recommended that a student contemplating taking Music in the higher year levels should have an ability to read music and competently play an instrument and / or sing.

## More Information

It is strongly recommended that students have private instrumental music lessons on their chosen instrument.

❖ Talk to Miss Crystal Greive

# SCIENCE

**Core Subject** **Students:** separate Year 9 or 10 classes

Science is one of the 'core' subjects studied by all students in Year 9 with three (60 minute) periods each week.

## Rationale

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives. An understanding of scientific concepts contributes to students' sense of awe and wonder about the beauty of creation and God's sustaining power in the Universe.

In the ***Australian Curriculum***, Science is organised in three equally weighted, interrelated strands:

- *Science understanding* - which focuses on the important science concepts from across different areas of science.
- *Science inquiry* - which focuses on skills essential for working scientifically.
- *Science as a human endeavour* - which focuses on the nature and influence of science.

## Course Content

By the end of Year 9 students explain how body systems provide a coordinated response to stimuli. They describe how the processes of sexual and asexual reproduction enable survival of the species. They explain how interactions within and between Earth's spheres affect the carbon cycle. They analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. Students explain the role of publication and peer review in the development of scientific knowledge and explain the relationship between science, technologies and engineering. They analyse the different ways in which science and society are interconnected. Students plan and conduct safe, reproducible investigations to test or identify relationships and models. They describe how they have addressed any ethical and intercultural considerations when generating or using primary and secondary data. They select and use equipment to generate and record replicable data with precision. They select and construct appropriate representations to organise, process and summarise data and information. They analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They analyse the impact of assumptions and sources of error in methods and evaluate the validity of conclusions and claims. They construct logical arguments based on evidence to support conclusions and evaluate claims. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to specific audiences.

## Assessment

Assessment tasks used in Year 9 include written examinations, multimodal presentations, research tasks, folios of work and scientific reports.

## Senior College Subjects

Year 9 Science leads into Year 10 Science.

Year 10 Science leads into four possible subjects in Years 11 & 12: Biology, Chemistry, Physics, and/or Science in Practice.

## More Information

❖ Talk to Mr Enzro Smith.

# VISUAL ARTS

**Elective Subject** **Students:** combined Years 9 & 10 class

Visual Arts is an 'elective' subject offered to students in Years 9 & 10 with three (60 minute) periods each week. This subject is being taught within the framework of the Australian Curriculum.

## Rationale

An awareness of art and its impact upon society is a significant means of understanding and transforming cultures. In this subject, students will make and display artworks to interpret, respond to and communicate their experiences.

Over a two-year cycle, students in Visual Art will engage in practical experiences with a range of materials and cover a variety of processes which are designed to promote student-centred learning. Students will explore ideas through personal research and experimentation and develop these ideas to construct informed visual responses to their explorations through making, displaying and appraising images or objects individually or collaboratively. Students will also curate and present their artworks.

## Course Content

The Year 9 & 10 Visual Art course involves students working through a variety of units that have been prepared to meet current syllabus expectations. Content is organised around four interrelating strands:

- **Exploring and Responding**
- **Developing skills and practices**
- **Creating and Making**
- **Presenting and Performing**

## Assessment

A range of assessment tasks will be completed over the two years of the course. Each semester students will produce both practical and theory-based tasks. For example, a student may produce a printmaking folio which includes lino and/or screen prints and develop a multimodal presentation of an Australian printmaker whom they have studied in the course of their explorations. Assessments may also include: written research tasks and exams as well as participation in exhibitions both inside and outside of the school.

## Senior College Subjects

It is not compulsory to have studied Visual Arts in Years 9 & 10 to take Visual Art or Visual Art in Practice in Year 11, but it is recommended. Skills and concepts learned are foundational. Students wishing to study Year 12 Visual Art however, should discuss suitability on an individual basis with the Senior Art Teachers.

## More Information

❖ Talk to Mrs Jacqui Lane.

# GENERAL INFORMATION

## Assessment

Students must comply with the requirements of each subject as detailed in the assessment statement for that subject. Exams are usually conducted in class time although some may occur during designated Exam Blocks.

## Assessment Calendar

Term Assessment Calendars are usually distributed during the second week of each term.

## Attendance

In order to receive certification for completion of a course of study, students are required to attend 100% of their timetabled classes. Absences must be validated through email (lateabsent@acc.qld.edu.au) written/phone notification from parents/guardians/carers or, in the case of absence from exams, a medical certificate may be required.

## Changing Subjects

Students may be permitted to change subjects after completing at least one whole semester and after fulfilling certain requirements. Changes are not normally accepted after 3 weeks into a semester of study.

***Please Note*: Subject changes can occur in Semester 2.**

## Course Outline

A Semester Course Outline for each subject is usually issued during Week 1 of the semester. It gives information on the course of study as well as details of the assessment program, including due dates of assignments etc.

## Reporting to Parents / Guardians / Carers

The following student reports are sent home:

- Interim Report (March)
- Semester 1 Report (July)
- Term 3 Progress Report
- Semester 2 Report (December)

These are supported by two Parent / Student / Teacher Interviews held in March / April & July / August.