RTO 15327

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- Binnacle Training RTO 31319
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- Prestige Service Training RTO 31981
# Table of Contents

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Subject Selection</td>
<td>4</td>
</tr>
<tr>
<td>Decision Process</td>
<td>5</td>
</tr>
<tr>
<td>Core - English</td>
<td>6</td>
</tr>
<tr>
<td>Core - Health and Physical Education</td>
<td>7</td>
</tr>
<tr>
<td>Core - History</td>
<td>8</td>
</tr>
<tr>
<td>Core - Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Core - Science</td>
<td>10</td>
</tr>
<tr>
<td>Core - Spiritual Development</td>
<td>11</td>
</tr>
<tr>
<td>Elective - Dance</td>
<td>12</td>
</tr>
<tr>
<td>Elective - Drama</td>
<td>13</td>
</tr>
<tr>
<td>Elective - Music</td>
<td>14</td>
</tr>
<tr>
<td>Elective - Visual Art</td>
<td>15</td>
</tr>
<tr>
<td>Elective - Food and Textiles Studies/Hospitality Certificate I</td>
<td>16</td>
</tr>
<tr>
<td>Elective - Languages – French and Japanese</td>
<td>17</td>
</tr>
<tr>
<td>Elective - Business Education</td>
<td>18</td>
</tr>
<tr>
<td>Elective - Geography</td>
<td>19</td>
</tr>
<tr>
<td>Elective - Digital Technology</td>
<td>20</td>
</tr>
<tr>
<td>Elective – Design Technology</td>
<td>21</td>
</tr>
<tr>
<td>Elective - Industrial Technology/Furnishing Certificate I</td>
<td>22</td>
</tr>
<tr>
<td>Elective - Rural Operations Certificate II</td>
<td>23</td>
</tr>
<tr>
<td>Elective - Extension English</td>
<td>24</td>
</tr>
<tr>
<td>Elective - Extension Mathematics</td>
<td>25</td>
</tr>
<tr>
<td>Elective - Extension Science</td>
<td>26</td>
</tr>
</tbody>
</table>
Introduction to Subject Selection

Dear Students, Parents and Carers

Years 7 and 8 have been a time to enable students to settle into the Middle School at Canterbury College, to experience a wide range of subjects and to adjust to new academic challenges. It is now time for students to begin to make choices about the pathway they will follow in education. As they are about to narrow the range of subjects they study, students should keep their options open in order to be as well prepared as possible for an exciting future.

Students, parents and guardians should remember that they can only make what appears to be the right choice at the time. All is not lost if students later feel they have made an inappropriate choice. There are many pathways to where we want to be. The value to us is the learning along the way. A wise and realistic choice of subjects should make a change of subjects unnecessary. However, if after the current semester the student is finding the subject choice inappropriate, he/she should see the Director of Curriculum to discuss the possibility of a subject change.

Students are advised to choose subjects that they enjoy, and in which they have already been reasonably successful. Also, studying a range of subjects will keep open the doors to a number of careers – few early adolescents know precisely what career or occupation they want to follow in the next few years’ time.

Academic pathways after Year 10 can be quite flexible. On one hand, students may take an academic course that leads to further study at university; on the other hand, students may choose a vocational course that incorporates starting apprenticeships, traineeships or Certificate courses while in Years 11 and 12; and in the middle of these two options, there are combinations of academic and vocational courses.

It will not be possible to offer every subject combination. Obviously too many or too few requests for a given subject will present problems. Further, the College reserves the right not to offer an “uneconomic class”. This could mean that a particular subject is not offered at all. More importantly, it could mean that numbers are restricted to one class only, in which case admission could be on the basis of merit. If it is not possible to provide the course selected for students will be advised and helped in selecting an alternate course.

This Curriculum Handbook contains information about the courses offered for Years 9 and 10. Reading and using it is an important part of the subject selection process. The subject selection process has been designed to be intentionally engaging and informative for all students.

Levies, subject charges and the like will be set by the College Board for the 2018 school year. The 2017 Fees and Charges Schedule (located on the College website) will be a reasonable indicator for 2018. Courses will be offered dependent on student numbers.

Yours sincerely

MS RALDA DEOKI
Director of Curriculum Yrs 5-12

MR TONY NUTT
Dean of Middle and Senior Schools
Decision Process

Term 3 Week 2
Wednesday 20 July Parent Teacher Interviews

Term 3 Week 3
All Year 8 students receive the Years 9 and 10 Curriculum Handbook

Term 3 Week 4
Thursday 3 August Year 9-10 Subject Selection Evening. All Year 8 students and at least one parent to attend.

Term 3 Week 5
Submit selections.
Core - English

Curriculum Coordinator: Mrs Simone Hartley

General Information
English is a subject which teaches students to become confident, effective and critical users of language and texts. Our Year 9 and Year 10 English course focuses on a range of classic and contemporary literature to develop basic literacy and thinking skills.

“The study of English is central to the learning and development of all young Australians.”
(Australian Curriculum; English Rationale)

Recommendations
English is a compulsory subject for students in Year 9 and Year 10.

Course Overview

<table>
<thead>
<tr>
<th>Year 9 English</th>
<th>Year 10 English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Australian Experience - Local and National Issues</strong></td>
<td><strong>Novel Study</strong></td>
</tr>
<tr>
<td>The students develop skills in analysing and responding to Australian local and national issues.</td>
<td><strong>Protest Texts</strong></td>
</tr>
<tr>
<td><strong>The Australian Experience - Narrative Study</strong></td>
<td><strong>Australians in film</strong></td>
</tr>
<tr>
<td>The students explore a class-set novel and its structure, themes and style.</td>
<td>An exploration of how Australia and Australian people are represented in films.</td>
</tr>
<tr>
<td><strong>The Human Condition - An Introduction to Shakespeare’s Plays</strong></td>
<td><strong>Shakespeare’s Tragedies</strong></td>
</tr>
<tr>
<td>The students explore the worlds created in some of Shakespeare’s tragedies and develop an appreciation for play texts and verse.</td>
<td>A study of Romeo and Juliet and whether it is a play about love or a play about poor choices.</td>
</tr>
<tr>
<td><strong>The Human Condition - Sitcom Study</strong></td>
<td></td>
</tr>
<tr>
<td>The students explore the popular television medium of sitcoms, focusing on how storytelling devices are used to convey the human condition.</td>
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</tr>
</tbody>
</table>

Assessment
In Year 9 and Year 10 English, students are assessed in the following modes: oral, written and multimodal. Assessment will be completed in a range of conditions:
- Open conditions: prior notice of question, access to drafting advice and consultations;
- Supervised conditions: examination style of assessment, time, prior notice of topic and/or access to resources are controlled.
Core - Health and Physical Education
Curriculum Coordinator: Mrs Tracey Clarke

General Information
Health and Physical Education promotes the development of:
- personal and community health, especially as it relates to food and nutrition, and personal safety
- movement skills, physical performance and fitness
- personal development, and in particular identity, interpersonal relationships and resilience.

The Health and Physical Education subject focuses on:

An important component of the Health related strands is a sequential and relevant Sexual Health and Drug Education course that develops students’ understanding of their bodies and the changes that take place in this crucial growth cycle. Students are also encouraged to develop positive strategies in dealing with peer group and external pressure.

Assessment
Students will complete a variety of assessment tasks.
Written instruments include:
- Evaluations of personal health issues and health issues within the community
- Analysing personal training programmes utilising supporting journal documents
- Research and analysis of health and personal development concepts
- Examinations.

Performance instruments for practical assessment include:
- Open closed drill observations
- Modified games
- Competition scenarios
- Participation
- Sportsmanship
Core - History
Curriculum Coordinator: Mrs Juanita Carlson

General Information
History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. It promotes the understanding of societies, events and developments that have shaped humanity from earliest times. The History curriculum takes a world history approach to equip students for the world in which they live. An understanding of world history enhances student’s appreciation of Australian history.

Why Study History?
The purpose of History is to inquire into past human experiences in order to better understand the present. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society. Not only do students gain an understanding of major events and concepts but they also develop transferable skills such as the ability to ask relevant questions; critically analyse sources; consider context; respect different perspectives, and communicate effectively.

Course Content
The History program at Canterbury College is based on the Australian Curriculum. It aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

The History content follows a general chronological sequence and builds on the Middle Ages content covered in Year 8. The depth studies in Years 9 and 10 include:

Year 9
- The Making of the Modern World (1750-1918)
  - Making a Better World? – The Industrial Revolution
  - Australia and Asia – Making a Nation
  - World War I
Year 10
- The Modern World and Australia (1918 to the Present)
  - World War II
  - Rights and Freedoms
  - Popular Culture

Assessment
Students will complete a variety of assessment types each year. These will consist of:

- research assignments, response to stimulus tests, essay responses.

Excursions
Students will have the opportunity to attend excursions over the two-year course.
Core - Mathematics

Curriculum Coordinator: Mr Chris Pollock

General Information
Mathematics in Year 9 starts the pathway to Senior Mathematics. Advanced and Core classes are implemented and students in the respective courses work through the skills necessary for success in their future years of Mathematics at the College.

Recommendations
In order to have every chance of success in the Advanced Maths course, students are expected to gained at least a B grade in Year 8 Core Mathematics or C grade in Year 8 Advanced Mathematics.

Course Content
All students study the Core Mathematics topics as outlined in the Australian Curriculum. Those students in the Advanced Maths course will study each topic to a greater depth.

Assessment
Students will complete a non-calculator and a calculator exam for their respective course each term, as well as an assignment in Semester 2.

Students are assessed under the criteria:
- Knowledge and Procedures
- Modelling and Problem Solving
- Communication and Justification
Core - Science

Curriculum Coordinator: Mr Tory Mills

General Information
Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. It is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Course Content

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Terms 2, 3 and 4 Trial of Senior Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Term 1</td>
</tr>
<tr>
<td>Scientific Inquiry</td>
<td>Our Changing Earth - Geology</td>
<td>Rates of reaction</td>
</tr>
<tr>
<td>Homeostasis and Immunology</td>
<td>Our Changing Earth - Ecology</td>
<td>Genetics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Light, Sound, Action - Energy</td>
<td>Evolution</td>
</tr>
</tbody>
</table>

Extension Opportunities
There are various opportunities for student enrichment in Science in Year 9 and 10. Students have the opportunity to enter various scientific competitions throughout the year. Extracurricular clubs give students the opportunity to take part in the Eureka Science video competition and the Australian Youth Rocketry competition. Students can also work on investigations of their choice, to be entered in the CSIRO Crest awards. In Year 10, a trial of selected senior subjects is offered (Biology, Chemistry and Physics).

Assessment
Students are assessed against the Australian Curriculum achievement standards. Students are assessed in the strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. A variety of assessment methods are used. These include: written exams, online exams, laboratory investigations, research tasks, practical assessments, student presentations and anecdotal records.
Core - Spiritual Development
Curriculum Coordinator: Mrs Deanne Hamilton

General Information
The College Mission Statement and Charter of Values are at the heart of our Spiritual Development program. Our aim is to:

- Foster growth in personal faith
- Develop inquiring and flexible minds and an attitude to life that involves a sense of direction, a positive self-concept, and the personal resources necessary to lead a full life
- Foster an understanding of other world religions and a respect for other people’s beliefs
- Develop a heart for justice in the world and a willingness to serve others
- Develop an awareness and understanding of the spiritual nature of all aspects of life
- Provide opportunities for worship, reflection and prayer
- Foster growth in character by developing a set of Biblical values and character traits that will serve the individual and the community well
- Foster an understanding of the Bible, Christian beliefs and ethics.

The Spiritual Development program is based on ‘The Ethos Statement for Anglican Schools’ and is an expression of the ‘Religious Education and Curriculum Framework’ published in the Brisbane Diocese and of ‘A Framework for Teaching Religious Education in Anglican Schools’ published by the Anglican Schools’ Commission.

All of these documents emphasise the fact that, Anglican schools are firstly Christian schools and this is reflected in all areas of the program – including our Chapels, classes, Retreats and daily Readings and Scriptures and Prayers.

The Year 9 Spiritual Development Course includes units of work:
- Dimensions of Self: Physical, Social, Intellectual, Emotional and Spiritual
- The wonder of Creation and the nature of God
- Issues of belief including a study of Christian ethics (The Letter of James)
- Introduction to Buddhism and worldviews
- Film Study – The Power of One.

The Year 10 Spiritual Development Course includes the following units of work:
- Exploring the nature of ‘Courage’
- Ethics Study
- Film Study - ‘Schindler’s List’ (focus on justice)
- Investigating Islam and worldviews.

Students complete a number of in-class activities and are encouraged to actively engage in class discussions. Each activity is designed to reflect on the core issues of each unit, enabling the students to provide their ‘voice’ to the topic. A culminating formative task is completed once per term.
Elective - Dance
Curriculum Coordinator: Mrs Hayley Nicholls

General Information
The study of Dance allows students to develop their skills in choreographing, performing and appreciating a wide variety of dance genres and styles. The study of dance promotes self-confidence, an ability to think creatively, communicate ideas to peers and recall learnt phrases.

Why Study Dance?
Dance allows students to be physically active building an awareness and appreciation for how their body can move whilst using higher order thinking skills such as analysing, evaluating and designing to produce and question unique and exciting dance works. Extension opportunities are offered through our extensive extra-curricular dance program and excursions to view live professional dance works. Students will be given opportunities to perform to public audiences as part of the assessment program.

Recommendations
Dance is suited to students who enjoy physical activity and are willing to perform in front of peer and public audiences. Students who are creative, work well in groups and have an interest in experimenting with a variety of dance styles would be well-matched to this subject.

Course Content
The course has various focus units which centre on a specific dance style or idea to develop the following key skills:

Dance Appreciation: Through analysis of professional and peer dance works students learn to interpret and critically evaluate art. Students learn dance specific language and employ writing skills to explore the social, ritual and artistic functions of dance and how these fit within a historical and cultural context.

Creating Dances: Students learn the choreographic and structural devices required to create an effective piece of dance and develop creative ways to respond to stimulus in the creation of original movement.

Performance Skill: Students focus on developing basic dance performance techniques in Contemporary, Jazz, Musical Theatre and Hip Hop dance styles. Through active participation in practical dance classes, students are given an opportunity to further develop their strength, flexibility, musicality and coordination. Multiple performance opportunities allow students to develop greater confidence in front of a group.

Assessment
Skills developed throughout the course are assessed within three dimensions. All three areas are weighted equally.

Choreography: The creation of Dance. Student-devised Dance is either improvised or developed through workshopping in response to given ideas or stimulus.

Performance: The presentation of technical and performance skills learnt through teacher devised and student devised pieces, both individually and as a group.

Appreciation: The written analysis of professional and peer dance works in relation to a historical context.
Elective - Drama

Curriculum Coordinator: Mr Matthew Kopelke

General Information
Drama is a practical subject designed to offer students a chance to engage with a variety of performance styles to explore issues relevant to them as young people in society. Students will learn not only how to be a competent performer in front of others, but also how Drama can be used to shape and change the world in which they live in.

Why Study Drama?
Like all of the Arts, Drama has a deep impact on the academic success of the student. The study of Drama not only teaches acting skills required for the stage and screen, but skills that can be transferred to all areas of life and study. It teaches the students responsibility, concentration, co-operation, memory skills, discipline, and self-control. It develops self-confidence, public speaking skills, and leadership skills – all areas highly valued in other subjects whilst at school.

Consequently, Drama appeals to a wide range of students, including those who pursue it with a view to leisure activities, skills they may transfer to their social lives or future employment, as well as many who may actively seek a career in the Arts.

Recommendations
Drama should be studied by students with a love of performing, and by those willing to take a creative risk in front of an audience of their peers and the wider College community.

Course Content
The aim of Drama is to encourage students to express their ideas creatively, and develop performance techniques. Students will actively engage in a variety of activities which will explore all elements of Drama including: improvisation, extended role play, student devised drama, non-verbal communication, directing, public speaking, characterisation, creative movement, and scripted text. Unit topics include:
- The Elements of Drama, Improvisation and Theatresports
- Children’s Theatre
- Contemporary Australian Drama
- Documentary and Collage Drama

Assessment
Skills developed throughout the Drama course are assessed within the three dimensions of Forming, Presenting and Responding. All three areas are weighted equally and students need to complete both the practical and written dimensions of the course.
- Forming - The creation of Drama. Forming tasks can be written or practical, completed individually or in groups. The most common tasks are improvisation and script writing.
- Presenting – The performance of Drama. Presenting tasks are the physical performance of student-devised or scripted Drama, either in groups or as individuals.
- Responding - The analysis of Drama. Responding tasks analyse dramatic action, which may include another group’s performances, films or live theatre. Responding tasks are sometimes presented orally, but usually take the form of a written response.
Elective - Music
Curriculum Coordinator: Dr Katrina Peddell

General Information
Music holds a significant and special place in the everyday life of all cultures and societies. It forms the basis of our interaction with others in a myriad of social occasions; it is a source of entertainment and it is recognised throughout the world as an effective mode of communicating emotion and feelings.

Why Study Music?
When students study music they gain a deeper level of knowledge, understanding and actively participate in music making. This may support them in maintaining a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression.

Recommendations
The ability to play a musical instrument, though advantageous, is not a requirement for the Year 9 and 10 Music course.

Course Content
The aim of Years 9 and 10 Music is to encourage students to experience and appreciate a wide range of musical styles through listening, performing and composing. There is an emphasis on practical work throughout the course and students are introduced to music technology when they learn how to notate and arrange their compositions using the computer software, Sibelius. Unit topics may include Music of the Masters, World Music, Musical Theatre, Jazz and Blues, Music and Meaning.

Assessment
Making in Music and Responding in Music form the basis of all assessment. Specific areas assessed are listening, composing and performing.

Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing. Responding in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others’ musical works.

Extension Opportunities
As music is a creative and individual process, there are many opportunities available for extension, including more challenging assessment opportunities, particularly in the areas of composing and performing. Emphasis is always placed on matching assessment outcomes with a student’s individual ability and talent.

Excursions
Year 9 and 10 Music students may have the opportunity to attend professional performances in quality venues. Previous excursions have included attending concerts and musicals and participating in music workshops.
Elective - Visual Art

Curriculum Coordinator: Ms Suzi Bennett

General Information

Visual Art students learn to make and study works of Art. Students express their ideas, thoughts and feelings through the creation of images and objects. Their capacity to make innovative and skilful artworks is developed. Furthermore, students' literacy skills are enhanced by the study of and response to relevant art works.

Why Study Visual Art?

Visual Art is a preparation for life. We are living in an increasingly visual world in which the ability to think creatively and flexibly is very important. Visual Art emphasises these skills along with the development of social and personal skills that promote confidence, cooperation, responsibility and an informed lifelong enjoyment of Visual Art.

Course Content

The media areas in Year 9 and 10 are: Units can come under the headings of, but are not exclusive to:

- Painting
- Ceramic Vessels
- Drawing
- Mixed Media Drawings
- Ceramics/Sculpture
- Fauvists Paintings
- Printmaking
- Gothic Architecture and Gargoyles
- Developing Observational Drawing Skills
- Pop Art Printmaking
- Indigenous Art

Extension Opportunities

All units of work are designed to incorporate extension opportunities into lessons. Students are also given opportunities to take part in gifted and talented workshops such as those offered in the Arts Academy and Art Studio extracurricular activities. Students are encouraged to enter their own work in exhibitions and competitions throughout the year.

Assessment

Students' work will be assessed using the following outcomes:

- Making Artworks: Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.
- Responding to Art Works: Students analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their own visual art-making.

Equipment

Students are required to bring to every class their A4 Visual Diary, a 2B and 4B pencil plus a 0.4mm black fine line felt pen (Artline or similar).

Excursions

Students are informed of current exhibitions and competitions and are encouraged to visit art galleries. Formal College excursions are arranged if exhibitions link to appropriate learning opportunities for Year 10 students.
Elective - Food and Textiles Studies/Hospitality Certificate I

Curriculum Coordinator: Mrs Caroline Diprose

General Information
Food and Textiles is an area of study that aims to empower students to become informed members of their communities while developing the skills to live independently and with others. Throughout this two year course, students will develop the values, knowledge and competencies to be confident, connected, actively involved, lifelong learners, ready to respond to the future needs of the community.

Recommendations:
While the Certificate I in Hospitality is not a prerequisite for students wishing to take Hospitality or Events and Tourism in Years 11 and 12, it is beneficial for students who wish to undertake these certificates.

Course Content:

Year 9
Food and Nutrition: Unit 1: Nutrition throughout the Lifespan, Unit 2: Health promotion within Society
These units cover the basic food preparation skills that allow students to manage the materials and time required to produce a range of nutritious dishes. A study of essential dietary vitamins and minerals is conducted throughout these units to reinforce the concept of healthy eating and to assist students to make informed decisions regarding a healthy diet.

Textiles and Design: Unit 1: The Fashion Designer, Unit 2: Toy Shop
These units cover more advanced sewing and applied design skills to produce personalised garments and plush toys. Over this semester of study, students will examine colour theory and fabric dyeing techniques, commercial pattern reading, over-locking, hand embroidery and various embellishment techniques to give them the underpinning knowledge required to complete these design briefs.

Assessment:
Students will be required to complete the following assessment tasks to demonstrate their learning: Research Projects, Examinations, Practical Journals, Presentations and Practical Demonstrations.

Year 10
Certificate I in Hospitality. This course aims to equip students with practical skills surround food and beverage service, customer service, and interpersonal skills that they can apply while working in the Hospitality industry. Students will undertake SIT10216 Certificate I in Hospitality which comprises the following units of competency:
- SITXFSA001- Use hygienic practices for food safety
- BSBWOR203 - Work effectively with others
- SITHFAB004 - Prepare and serve non-alcoholic beverages
- SITXWH001- Participate in safe work practices
- SITHCC002- Prepare and present simple dishes
- SITXCCS001 - Provide customer information and assistance
Elective - Languages – French and Japanese

Curriculum Coordinator: Ms Sarah Bakanay

Why Study Languages?

Much research has been conducted to highlight the benefits of studying a second language. The results are always very pleasing yet not very surprising. Some commonly known benefits are listed below:

- Boost Brain Power
- Improve Memory
- Fight Alzheimer’s
- Self Confidence
- Multi-Tasking
- Problem Solving
- Flexible Thinking
- Decision Making
- Open Mind
- Cultural Sensitivity
- Career Options
- Flexible Thinking
- Career Options
- Global Access
- Career Potential
- Improve First Language
- Building Connections
- Improve Academic Performance

Recommendations

Students planning on studying French and/or Japanese in Years 11 and 12 must study these languages in Years 9 and 10 also.

Course Content

The primary objective of the Language courses is that students should be able to communicate in within the following themes:

1. Family and Community
2. Leisure, Recreation and Human Creativity
3. School and Post-school options

Assessment

The course gives equal emphasis to all four language skills – listening, speaking, reading and writing, which are tested under supervised conditions. There are no assessable assignments in Languages.

Which Language to Study

French

A proficiency in French gives access to the living and working language of hundreds of millions of people around the world and is the first or second language spoken and understood in more than 50 countries. French is the language of many organisations such as; The United Nations, UNESCO, NATO, International Olympic Committee, the Council of Europe, and the European Community, the European Court of Justice, International Red Cross and Médecins sans Frontières just to name a few. France continues to be one of the most important economic powers and a world leader in aeronautics, computing, medicine, telecommunications, engineering, mining, electronics and scientific research in the fields of genetics, high-energy physics and nuclear fusion.

Japanese

For Australia, Japan is of critical importance. It is one of our closest neighbours and major trading partners. Japan provides Australia with its largest overseas market, and opportunities in commerce, technology, law, health care, international affairs, tourism and education are available to students who have a knowledge and understanding of Japanese language and culture.
Elective - Business Education

Curriculum Coordinator: Mrs Juanita Carlson

General Information

Business Education gives students the opportunity to further their understanding of the role of the Australian economy in allocating and distributing resources, and explore what it means for Australia to be a part of the Asia region and the global economy. The subject uses real-life case studies and current issues to develop understandings and business skills, enabling students to better participate in the current economic and business environment.

Why study Business Education?

Business Education develops a basic understanding of the operations of business, consumers and government in our economy. It focuses on improving the financial literacy of our students through an introduction to personal finance and investing in order to equip students to secure their financial futures. Economics and business provides students with opportunities to develop enterprising behaviours to be able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently. These are all skills employers will look for in the 21st century.

Course Content

Students will examine the nature, function and operation of business in our economy through studying the following topics:

- Role of the Australian economy
- Roles of businesses and the government in the Australian and global economy
- Personal finance and investing
- ASX Sharemarket Game for Secondary Schools
- Consumer education
- Running a small business
- Business planning
- Website design and creation
- Canterbury College ‘Market Day’
- Accounting and Financial Principles
- MYOB computer software
- Creation of financial records
- Marketing and Advertising
- Sustainable Business Practices.

Assessment

A variety of assessment types are used in Business Education. These include:

- Report Writing
- Business Plans
- Multi-modal Presentations
- Short Response Exams
- Preparation of Financial Statements and Records
- Case Study Research and Essay Responses.
Elective - Geography
Curriculum Coordinator: Mrs Juanita Carlson

General Information
Geography integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Why Study Geography?
Geography empowers students to become engaged and active citizens. It provides skills that can be applied in everyday life and in the workforce, especially in an ever changing world. It teaches students to respond to questions critically, plan an inquiry, collect, evaluate, and interpret information, and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of skills including information and communication technology skills, an appreciation of different perspectives, an understanding of ethics, a capacity for teamwork and an ability to think critically and creatively.

Course Content
The Geography program at Canterbury College is based on the Australian Curriculum. It aims to ensure that students develop:
- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the capacity to be competent, critical and creative thinker as active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

The course will look at a variety of local and global issues, and students will be expected to develop an awareness of what is happening in the world today, and why. The specific topics studied are diverse in nature but can include:
Year 9
- Biomes and Food Security
- Geographies of Interconnections
Year 10
- Environmental Change and Management
- Geographies of Human Wellbeing

Assessment
A variety of assessment techniques are used in Geography. Assessment may take the form of
- practical skills tasks, field trip reports, response to stimulus examinations, short answer responses.

Excursions
The study of Geography will involve a compulsory fieldwork component, where students are expected to collect, interpret, analyse and present information from their own observations and fieldwork.
Elective - Digital Technology

Curriculum Coordinator: Mrs Alana Patterson

General Information
Digital Technology is a subject which focuses upon the use of computer programs in the creation of digital products. Students will be taught how to use a range of computer programs in fields such as website design, digital image editing, digital video editing and computer game design. Students will learn different programs each term and use this information to create assessment pieces using the software.

Why Study Digital Technology?
Students will use their skills from this subject for the rest of their lives. In a society which has a focus on technology and the knowledge that our world is advancing at a rapid rate, knowledge of technology is essential. This subject will train our students for life in the future and will aid them in university courses, employment and their careers. Coding, programming, controlling, electronics – these are all in the future of your student and we will help them prepare for it as best we can!

Recommendations
There are no prior skills required for this course. In fact, this course is designed for the student with minimal computer skills and is intended to develop essential skills that would be required of all senior students at Canterbury.

It is also a course that will enable students who are already proficient users to apply and extend their knowledge.

If you are a student who enjoys developing your problem solving skills and have an interest in multimedia applications, then this would be a suitable course for you.

Course Content
We are constantly evolving this course as students’ needs and interests change, and as new technology becomes available. This makes it a dynamic and interesting subject choice for all students! Some samples of programs/tasks we work on include:-

Year 9
- Computers – hardware, software, programs, language and problem solving
- Adobe Photoshop – Digital image editing and manipulation
- Adobe Muse – Website design using design based development
- Scratch – simple coding of circuits and equipment

Year 10
- Gamemaker – Computer game development and design using coding and programming skills
- WeVideo/I Movie – Digital video editing using simple techniques and procedures.
- Google CS First – Programming using coding techniques
- Arduino Programming of robots, drones and circuits

Assessment
This is a practical subject where students design and create their solutions to each assessment problem. They work individually on their solutions using their laptops. We use software that can be accessed by all students so they can load programs onto their devices with ease. Students are graded on an A-E criteria and will be reported on each term.
Elective – Design Technology

Curriculum Coordinator: Mrs Alana Patterson

General Information
Design Technology allows students to design their own projects and create them. Students will be given a design problem, and will need to use a combination of research, sketching, ideas and evaluation to select the best solution to the design problem.

Students will produce an assignment for each unit which will detail all of their research and planning and they will submit this with their physical project for marking at the end of the unit.

Why Study Design Technology?
Students in Design Technology have the ability to control their product solutions. They will use new and emerging technologies including electronic circuitry, 3D printing, laser cutting, CNC machining and electromechanical systems in the production of their product solutions. This subject is appealing to students who like to question solutions to problems, research alternatives and use higher order thinking skills to design effective and efficient solutions. Students will also be required to evaluate their solutions and discuss how effective their final product was in solving the original problem they were presented with.

Recommendations
Students will draw on their learnings from Year 8 Design Technology for this subject.

Course Content
Year 9
- Design Challenge – introduction/foundation unit
- I Pod Docking Station – electronics unit
- Hydraulics Unit – create a hydraulic arm
- Mechanical Vehicle Unit – electromechanical systems and gears
- Laser Cutter focus unit – use of the laser cutter to produce items

Year 10
- CNC machining – flat pack furniture design
- Study Lamp – electronics unit
- C02 Dragster Unit – Designing to competition standards
- 3D Printed Prototypes – design and print projects

Assessment
Students complete 3-4 Design Folios per year and will also complete exams to justify allocation of results.

Design folios are written assignments and will include research, investigation, design sketching, innovation, justification and evaluation. Projects produced may take the form of models or prototypes to fulfil the practical criteria if size constraints are a factor.

Students are marked against the Australian Curriculum for Technologies, and will be graded on a set of A-E criteria. Students will be reported on each term.
Elective - Industrial Technology/Furnishing Certificate I

Curriculum Coordinator: Mrs Alana Patterson

General Information
This course will cover two (2) subjects in years 9 and 10.

Year 9 - Industrial Technology. Students will use a range of hand and power tools to produce projects using materials including timber, metal and plastics. They will be taught correct techniques for cutting, joining, assembling and finishing their projects. They will be taught to use tools and equipment correctly and safely in the construction of their projects. These skills will be used in Year 10.

Year 10 - Furnishing Certificate I. This is a VET (Vocational Education and Training) course. Students construct simple items of furniture. These projects are structured within units of the Certificate I in Furnishing course which is nationally recognised and upon successful completion, students receive the formal Certificate I in Furnishing Qualification.

Why Study Industrial Technology?
These two subjects have been specifically chosen and designed to allow students to acquire a range of relevant skills in the use of tools, machinery, equipment and materials which are commonly found in industrial workshops. Students who choose these subjects enjoy working with their hands and constructing projects out of practical materials. Students who complete this course are well placed to continue onto subjects such as Furniture Making Certificate II, Construction Certificate I and Technology Studies in Years 11 and 12.

Course Content
Year 9 Industrial Technology and Design
Students will construct a number of project throughout the year. These projects will be made from different materials and use different processes.

- Metal Tool Box - metal
- Mantle Clock – timber
- Desk Lamp – timber, plastics and electronics
- Decorative Pen – turning on the lathe
- Injection Moulding - plastics

Year 10 Furnishing Certificate I
Students will produce 2 projects in Year 10. These projects are larger and require a higher level of skill and accuracy. These projects will be run per semester.

- Side Table – timber
- Hall Stand – timber
- Associated theory for the certificate course – online.

Assessment
Year 9: Students are marked on their knowledge and ability to construct their projects. Results will be in A-E format and will be reported each term.

Year 10: Students are marked on their ability to show competency in each of the units of the course. Students are required to demonstrate skills on more than one occasion in order to prove competence at the task. Students will receive a result of WTC (Working Towards Competency) until such time as they are deemed C (Competent).
Elective - Rural Operations Certificate II

VET Course Code: AHC21210 Course Coordinator: Mr Ray Stanley

General Information
Certificate II in Rural Operations is a one year course that is available to Year 10-12 Students. This course has a focus on two main areas of Rural Operations, being Horticulture and Animal Practices. Students will be trained in areas relating to the care of and first aid for animals, identification and planting of trees and shrubs and will learn soil and plant recognition and manipulation techniques. This is a practical course, during which students will be physically handling plants/soils for horticulture and animals including chickens to perform their hygiene and health care units.

Recommendations

Course Content
To be awarded a Certificate II in Rural Operations, Competency must be achieved in eighteen (18) units of competency:

- AHCWRK209A Participate in environmentally sustainable work practices
- AHC0HS201A Participate in OHS practices
- ACHPGD203A Prune shrubs and small trees
- ACHMOM203A Operate basic machinery and equipment
- ACHSOL201A Determine basic properties of soil and growing media
- ACHPCM201A Recognise plants
- AHCLSC201 Assist with landscape construction work
- AHCPGD201A Plant trees and shrubs
- ACHINF202 Install, maintain and repair farm fencing
- ACMGAS201A Work in the Animal Care Industry
- ACMGAS202A Participate in Workplace Communications
- ACMGAS203A Complete animal care hygiene practices
- ACMGAS204A Feed and Water animals
- ACMSP3E310 Basic Care of Mammals
- ACMSP3E302 Basic Care of Birds
- VPC Vocational work placement/work experience

Assessment
Students will be assessed using competency-based assessment. All theoretical work and practical tasks will be marked on the ability of the student to complete the specified task to the required standard. Upon completion of a unit of competency, students will be awarded with a level of ‘Competent’ on their report card. If the unit is not yet complete, the report card will read ‘Working towards Competency’.
Elective - Extension English
Curriculum Coordinator: Mrs Simone Hartley

General Information
Extension English is an extension program for students who have a passion for literature. The course enhances and extends the skills of literary analysis taught in the mainstream English course. It focuses on a range of challenging texts in a range of independent and rich tasks and class projects.

Why Study Extension English?
Extension English is a course that develops the skills that are required for success in Senior English.

Extension English is targeted at students who love watching films and reading books and want to spend more time studying the classics and experimenting with writing styles and skills.

Recommendations
To be successful in Extension English, students should have achieved at least a B in Year 8 English.

Course Content

<table>
<thead>
<tr>
<th>Year 9 Extension English</th>
<th>Year 10 Extension English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Every Word Has a History!</strong></td>
<td><strong>Satire Study</strong></td>
</tr>
<tr>
<td>From “Beowulf” to text-messaging, we examine the amazing growth of the English language. Do we really have a need for words such as ‘selfie’?</td>
<td>Gothic novels are dark and dreamy and Jane Eyre is one of the best. There are plenty of others to choose from and you will get the opportunity to find one you love!</td>
</tr>
<tr>
<td><strong>The Power of the Canon</strong></td>
<td>Shakespeare’s Comedies</td>
</tr>
<tr>
<td>The students view a range of films and novels of their choice, reflecting on whether some stories can really 'stand the test of time'.</td>
<td>Don’t forget that Shakespeare wrote comedies too! His play Twelfth Night is one of his best and has also been the subject of a modern film remake. Compare the two!</td>
</tr>
<tr>
<td><strong>What a Tragedy!</strong></td>
<td>Popular Culture and Popular Fiction</td>
</tr>
<tr>
<td>We focus on Hamlet and the evil nature of some of literature’s most well-known characters</td>
<td>The Outsiders changed the way teenagers felt about the world in the 1980s. Does popular fiction have that kind of impact anymore? Try to find one that does.</td>
</tr>
<tr>
<td><strong>You’re the expert!</strong></td>
<td></td>
</tr>
<tr>
<td>Horror, thriller, sci-fi: take your pick! The students explore a literary genre of their choice and become the expert.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
In Year 9 and Year 10 Extension English, students are assessed in the following modes: oral, written and multimodal.

Tasks will often take the form of an independent and detailed project, with opportunities for feedback and consultations throughout the project time.
Elective - Extension Mathematics
Curriculum Coordinator: Mr Chris Pollock

General Information
Extension Maths is a two-year elective course across Years 9 and 10. This course offers extended studies from the standard curriculum with special emphasis on enhancing thinking skills through a variety of problem solving activities.

Why Study Extension Maths?
The study of Extension Mathematics is aimed at using higher order cognitive skills. Students are encouraged to think critically and creatively as they will be exposed to some real-life problems, some of which are open-ended with many possible correct solutions. Students also have the time and opportunity to work as true mathematicians by deciding on the question that they would like to solve in their investigations. This extra focus on problem solving skills will provide a strong foundation from which to study Mathematics B and C in Years 11 and 12.

Recommendations
Students who select Extension Mathematics in Year 9 should have achieved at least a B standard in Year 8 Advanced Mathematics. It is expected that students in this subject will participate in various Mathematics Competitions and Olympiads during the year.

Course Content
Extension Mathematics will cover some interesting aspects of mathematics not normally encountered in class or in the standard curriculum. It will encompass the application of mathematics to the real world and how it can be applied to man-made objects and natural phenomena.

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Problem Solving</td>
<td>History of Mathematics</td>
</tr>
<tr>
<td>Introduction to Excel</td>
<td>Computational Mathematics</td>
</tr>
<tr>
<td>Applications of Probability Theory</td>
<td>Logic</td>
</tr>
<tr>
<td>Applications of Algebra</td>
<td>Conics</td>
</tr>
</tbody>
</table>

Assessment
Assessment will be based on three assignment folios of work and an examination in each year level. Students are assessed under the criteria:
- Modelling and Problem Solving
- Communication and Justification.
Elective - Extension Science
Curriculum Coordinator: Mr Tory Mills

General Information
Extension Science is for students who have an interest and proven ability in Science. It is especially beneficial for those intending to pursue a career in a science related field or study a senior science. In this subject you will develop analytical and creative thinking skills, and learn about the application of scientific processes and techniques.

Why Study Extension Science?
By the conclusion of the course, students should be able to:
- conduct scientific experiments and other research – this includes the ability to formulate questions, hypothesise, plan, manage, evaluate, refine and justify decisions made during investigations
- use scientific and technological equipment – this includes the ability to safely select, adapt, apply and operate equipment in the laboratory and the field.

Recommendations
For entry into the Extension Science course, students need to achieve at least a B in Year 8 Science. They also must maintain this grade in core Science throughout Years 9 and 10.

Course Content
The course covers areas of Science not covered in the core Science course. These areas have significant applications in the real world.

Year 9
- Enzymes
- EEI (Extended Experimental Investigation) on Bubbles.
- Aerodynamics
- Heat - Solar Oven Construction Challenge
- Science show – linked with Science week
- Extended Research task (Choices of topics)
- Rocketry
- Energy and Construction Challenge.

Year 10
- Light and Radiation
- Engineering Challenge
- Extended Experimental Investigation
- (EEI) own choice of topic
- Space Exploration
- Science Show
- Electronics
- Robotics
- Nano Technology.

Practical investigations may be entered into various science competitions such as the Crest awards. Extended practical investigations will involve gathering and analysis of data obtained through controlled experiments or field observations, as well as gathering and analysis of secondary research data.

Assessment
Students participate in and complete a variety of assessment pieces throughout the course. These include:
- Practical investigations
- Written tasks
- Research tasks
- Student presentations
- Class discussions, classroom activities and on-going class work
- Construction tasks.
NAME_______________________________     PC Group ______________

All students are required to study the **Core subjects:**

- English
- History
- Mathematics
- Science
- Health and Physical Education
- Spiritual Development

All students are required to study **Mathematics** in Years 9 and 10. Place a 1 next to the level of Mathematics you wish to study:

- [ ] Core Mathematics
- [ ] Advanced Mathematics

All students are required to study **three (3) Elective subjects.** Please place a number from 1 to 5 alongside those subjects you wish to select (1 for the subject you most want, knowing you hope to gain your first 3 choices).

- [ ] Arts – Dance
- [ ] Arts – Drama
- [ ] Arts – Music
- [ ] Arts – Visual Art
- [ ] Hospitality – Food and Textiles Studies/Hospitality Certificate I
- [ ] Languages – French
- [ ] Languages – Japanese
- [ ] SOSE – Business Education
- [ ] SOSE – Geography
- [ ] Technology – Digital Technology
- [ ] Technology – Design Technology
- [ ] Technology – Industrial Technology/Furnishing Certificate I
- [ ] Extension – English
- [ ] Extension – Mathematics
- [ ] Extension Science

**NOTE:** Not all subject combinations will be possible