



Citipointe  
Christian College

# **Preparation for Senior Schooling Year 10 Handbook DEEPEN**

# Message from the Principal



Secondary school at Citipointe Christian College provides you with wonderful opportunities and the chance for making life changing choices. Our staff pray daily that each one of you will make the most of the opportunities you are being given and that you will make wise choices, academically, spiritually and behaviourally.

Psalm 1 outlines some useful instructions on how to do this well.

<sup>1</sup>  
<sup>2</sup> *They love the*

*and they think about those teachings day and night.*

## Senior Assessment & Tertiary Entrance System

Students in Year 11 and Year 12 will complete their Senior schooling under the Queensland Senior Assessment and Tertiary Entrance system administered by the Queensland Curriculum and Assessment Authority.

Year 10 students need to know information about the Year 11/12 SATE system. More details can be found in the Senior Academic Handbook on the College website, and also on the QCAA website <https://www.qcaa.qld.edu.au>

The Queensland SATE system consists of exit results in each subject studied, and an Australian Tertiary Admission Rank (ATAR) for eligible

monitored and moderated by QCAA teacher panels, and an external examination in each subject sat by all students in each subject in Term 4 of Year 12. In most subjects, the external exam will account for 25% of each subject result; in Maths and Science, the external exam will account for 50% of the subject result. All Year 12 students in Queensland will sit the subject external exams on the same day and exams will be supervised by College staff and also community supervisors.



## DEEPENING IN YEAR 10

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Our students are unique creations, with God-

## YEAR 11 and YEAR 12: COURSE & SUBJECT INFORMATION

PATHWAYS FOR SENIOR SCHOOLING

ACADEMIC 6 QCAA subjects

tertiary entrance to UniverncC, BTwoo

## YEARS 7-12 CITIPOINTE CURRICULUM STRUCTURE

### AUST CURRICULUM & QCAA KEY LEARNING AREAS OFFERED AT CITIPOINTE

*Applied subjects in italics*

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEARS 11/12
<b>English</b>	English English Honours EAL	English English Honours English Fundamentals EAL	English English Honours English Fundamentals EAL	English English Honours EAL	English Literature English as an Additional Language <i>Essential English</i>
<b>Mathematics</b>	Mathematics Mathematics Honours Mathematics Essentials	Mathematics Mathematics Honours Mathematics Essentials	Mathematics Mathematics Honours Mathematics Essentials	Mathematics Advanced Mathematics Mathematics Essentials	General Mathematics Mathematical Methods Specialist Mathematics <i>Essential Mathematics</i>
<b>Science</b>	Science Science Honours	Science Science Honours	Science Science Honours	Science <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> </ul>	Biology Chemistry Physics
<b>Business</b>		Business	Business	Business <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Economics</li> <li>• Legal Studies</li> </ul>	Accounting Business Economics Legal Studies Cert III Bus Admin
<b>History &amp; Geography</b>	History & Geography Humanities Hons	History & Geography Humanities Hons	History & Geography Humanities Hons	History OR Geography Humanities Hons	Ancient History Modern History Study of Religion Geography
<b>LOTE</b>	Chinese OR French	Chinese OR French	Chinese &/or French	Chinese &/or French	Chinese &/or French
<b>Technology</b>	Technology	Design Technologies; Digital Technologies; Food Technologies	Design Technologies; Digital Technologies; Engineering Technologies; Food Technologies	Design Technologies; Digital Technologies; Engineering Technologies; Food Technologies	Design Digital Solutions Engineering Cert III Hospitality <i>Furnishing Skills</i>
<b>Arts</b>	Arts	Art Dance Music Speech & Drama	Art Dance Music Speech & Drama	Art Dance Music Speech & -nBTT/F2	

# ART

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## Description

Before we could write, we communicated through art.

Visual arts education is much more than making things. It enables students to develop and creatively express their ideas and solve problems. Our society depends on the ability to create new and better solutions to the challenges that continue to face us. Individuals who can think creatively, feel sensitively, and see clearly will be our greatest resource for the future.

The study of Visual Art is a vital and basic component in the development of all human beings. It is a necessary

Visual Arts will enhance student skills of perception and transference.

## Christian Worldview Rationale

In the beginning, God created the heavens and the earth.

Art should matter to Christians. Art brings vibrancy and beauty to our lives. Creativity is both a fully human and fully divine experience. It is an acknowledgement that something eternal and full of truth lies behind the temporal world in which we live. It focuses our eyes on the pain around us, the injustice in front of us, the joy abounding within us, and the pull we feel towards meaning and significance.

## Course Overview

The visual arts involve students intellectually, personally, physically, and emotionally like no other subject in the curriculum.

The junior course of Art studies looks to develop physical skills in drawing, sculpting, painting and digital media. Students will have the ability to explore a variety of mixed media and processes.

Creativity was once thought to be in the hands of a blessed few. We now know that this is a process that can be learned. Through games, activities and projects, students can develop divergent thinking and empathy. They have the opportunity to seek out creative solutions beyond the boundaries of accepted wisdom.

Art offers all students the opportunity to express their own unique visions of the world. Students will learn vital and divergent skills in research and enquiry through both practical projects and a variety of theoretical responses.



# DANCE

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Description

# **DRAMA**

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## **Description**

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as

to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action. Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

## **Christian Worldview Rationale**

Our God is a creative God who has made man in His image. Each person has been blessed with the ability to

## MUSIC

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### Description

Music is uniquely an aural art form. Music exists distinctively in every culture and is a basic expression of human contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood with minimal exposure to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

### Christian Worldview Rationale

Music enhances the celebration of our relationship with God and the life we enjoy, worshipping, enlightening, inspiring, relaxing, entertaining and enriching our lives. Our youth is over exposed to music of vastly varying quality and doubtful content everyday. This subject aims to enlighten students to engage cognitively with music, to question how it contributes or detracts from a Biblical worldview. As informed partakers of the audio world they are taught to be selective and to guard their minds as we are implored to in Romans 12. Creating music that express spiritual values is at the heart of this course.

### Course Overview

Year 9 Students uncover the Classics and Musicals, compose ringtones and film scores on computer or iPad,



## **BUSINESS**

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### **Description**

No matter what career is pursued, almost every individual becomes responsible for earning and handling money.

# CHRISTIAN STUDIES

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# ENGLISH

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## Description

The subject English is about producing students who can confidently, critically and creatively analyse and produce

# GEOGRAPHY

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# HISTORY

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## Description

History can help students make sense of their world. The impression the modern world makes on us is powerful; its values, beliefs and practices are very real forces in our lives. We can easily become present-minded and see the present world and its problems as fixed and inevitable. Students will see the background to the modern world, and the reasons for and alternatives to what they are experiencing today. For History students, the future should become more open to possibilities, and less closed and unavoidable.

By developing skills of critical inquiry, reflection and decision-making, students are better able to cope with the complex demands of modern living. History confronts students with issues of justice and injustice, liberation and oppression, inclusion and discrimination, peace and violence, and with





## Health & Physical Education

### Description

Health and Physical Education is a course of study designed to encourage students to develop knowledge that will help them make informed decisions about their health and fitness, both now and well into the future. Students will also acquire knowledge and skills to help them develop their own physical performance in various sporting activities as individuals and as team members.

### Christian Worldview Rationale

The Christian Worldview is evident in the subject, Health and Physical Education in the acknowledgement that God wants us to take care and utilise the abilities of the bodies he has given us. The subject aims to use Sport as a vehicle for equipping students with the knowledge and understanding necessary to communicate in the Sporting context to others from a Christian worldview and it is through this that students are able to demonstrate Christian values in the competitive environment.

### Course Overview

Year 9	Year 10
Volleyball/Health and Wellbeing	Gym Weights and Physique/Training programs, Energy systems
Athletics/Training program design and implementation	Cycling, Mountain biking/Participation in sport

# Curriculum Overview Years 9&10

## CHINESE

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### Description

Throughout the course, students will learn to communicate in the language in the four micro skills: listening, speaking, reading, and writing. Students will participate in a variety of linguistic and cultural activities using technology, authentic situations, music and art. By the end of Years 9 and 10, students should be able to:

- Listen to and comprehend spoken language at an intermediate level
- Speak confidently and sustain a conversation on a variety of everyday topics
- Read, understand and respond to a variety of texts in a familiar context
- Write with sufficient clarity and accuracy to satisfy their communication needs
- Continue with Chinese at senior level

### Christian Worldview Rationale

The study of languages places the youth within the realms of privilege, opportunity and responsibility, whereby they can communicate the gospel of the Kingdom to a lost world. It is a privilege and an act of love to communicate with our RatiourP pri

# FRENCH

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## Description

Throughout the



## SCIENCE

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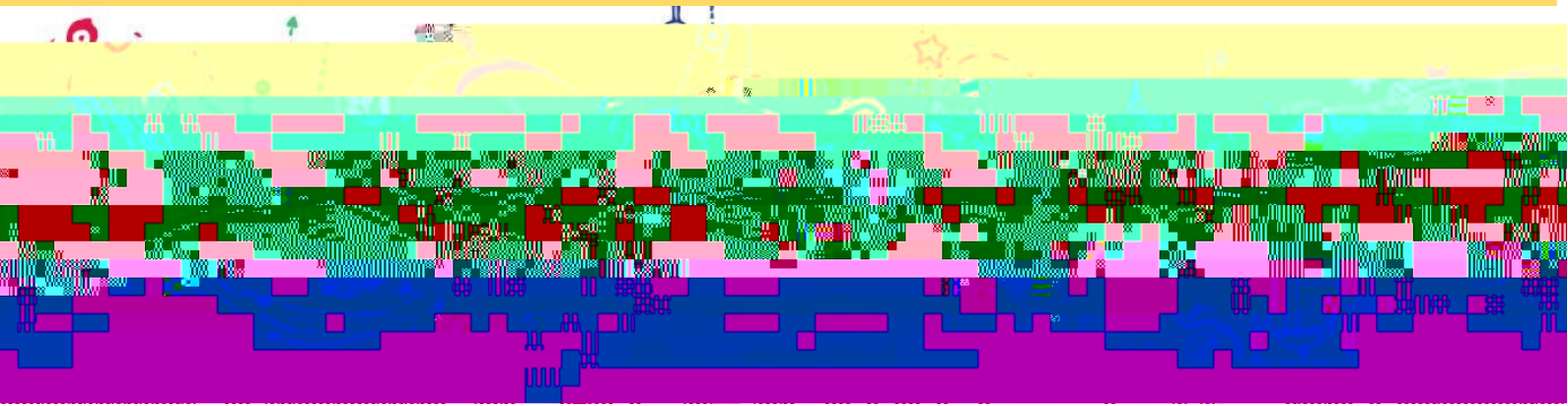
### Description

The study of Science is an essential part of the Secondary curriculum and provides an empirical way of answering interesting and important questions about the biological, physical and technological world. It encourages students to think for themselves. By doing this, students can discover useful things about the natural world around them, exploring the unknown and the technological things we use every day. Science activities also provide an excellent opportunity for students to improve their reading, writing and mathematical skills by making predictions, solving problems and writing scientific reports.

### Christian Worldview Rationale

- To acknowledge that God is interested in the minute detail of our lives and that we are fearfully and





## Digital Technologies

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### Description

# Curriculum Overview Years 9&10

## Engineering Technologies

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### Description

Engineering Technologies is a course of study that provides an opportunity for students to gain an understanding of the underlying basic concepts and principles of engineering in its broadest sense. It is concerned with those concepts related to the study of materials, engineering principles and its applications, control systems (robotics), industry and society. Engineering communication and computer applications are integrated throughout. The course draws upon the fundamental principles of science and technology, encouraging a positive interest in the translation of theory into practice.

The course of study in Engineering Technologies provides for a wide range of student interests through real-life problem-solving activities. The knowledge acquired in this course, the intellectual skills, capabilities and attitudes it promotes, should benefit all students living and functioning in a technology-based society through enhancement of their technological literacy.

### Christian Worldview Rationale



