



Citipointe
Christian College

YEAR 9 & 10 SUBJECT INFORMATION

DEEPEN

September 2024

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.

*¹ Happy are those who don't listen to the wicked, who don't go where sinners go, who don't do what evil people do.
² They love the Lord's teachings, and they think about those teachings day and night.
³ They are strong, like a tree planted by a river. The tree produces fruit in season, and its leaves don't die.
Everything they do will succeed.*

We believe that each one of you have been created by loving Father God in His image as written in Genesis 1:26 – 31 and so you are unique. This will make each of your educational journeys different and this will be directed by who you are and by what gifts, interests and capabilities you have as well as your effort.

Throughout the Christian educational process at Citipointe, as you utilise these opportunities and discipline yourself to make wise choices, your whole person is being developed as a disciple of Christ, our Citipointe Mission.

Citipointe secondary staff are committed to challenging and supporting you to fulfil our College motto from Philippians 3:14 to 'press towards the goal'. These goals will differ as each of you works hard to achieve your personal best.

It is our prayer that every one of you knows Jesus as your Saviour, Holy Spirit as your Helper and that God has a remarkable plan for each of you. The years you spend growing through a Citipointe Christian education will equip you to be people of faith, learning influence and integrity.

God Bless

Mrs Ruth Gravestain
Principal

SENIOR ASSESSMENT & TERTIARY ENTRANCE SYSTEM

Students in Year 11 and Year 12 will complete their Senior schooling by working towards the Queensland Certificate of Education (QCE), administered by the Queensland Curriculum and Assessment Authority (QCAA), and the Australian Tertiary Admissions Rank (ATAR), administered by the Queensland Tertiary Admissions Centre (QTAC).

The Senior system consists of exit results in each subject studied and an ATAR for eligible students and will comprise a combination of internal subject results graded by students' teachers, confirmed by QCAA teacher panels, and an external examination in each subject sat by all students studying them 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 community supervisors.

Citipointe staff have been involved in designing, writing, assessing, and checking the curriculum documents. All our Senior staff have participated in the seminars and professional development provided by QCAA and maintain currency with syllabus reviews and updates.

To prepare our students for the Senior system, the following has been implemented into our Year 10 program:

- Changing our assessment structure to include internal block exams each term to familiarise students with more formal exam processes.
- Developing Year 10 as a Preparation for the Senior program
- Reviewing the Year 10 curriculum to include preparation for Senior subjects.

General, General (Extension), Applied (Essential), Applied, and VET subjects will contribute to the QCE.

An ATAR for tertiary entry will be calculated from an eligible student's best five subject results, one of which may be an Applied subject or a competency-based VET certificate at a Level III or above. Students must complete a QCAA English subject (C or better) satisfactorily to be eligible for an ATAR. However, a student's English result will only contribute to their ATAR if it is one of their five best subject results.

Our Year 10 students will continue with the subjects they studied in Year 9 and receive the usual Career Guidance as they finalise their SET plans for the next two years. In Term 3 of Year 10, students will be given information about Senior subjects and University and vocational pathways, and they will choose subjects for Years 11 and 12.

Year 10 students can find more details in the Senior Academic Handbook on the College, [QCAA](#) and [QTAC](#) websites.

CURRICULUM PATHWAYS

Our Curriculum and Assessment Plans are aligned with the Australian Curriculum (Version 9) framework. Our Biblical worldview is embedded into all our curriculum pathways, and every subject area contains a Christian rationale for teaching it. The educational framework of the Secondary School is based on:

- Beginning with and working towards desired lifelong understandings
- Uncovering, as well as covering content
- Discovering the 'big ideas' within the content
- Extending and enriching student thinking
- Providing real-life contexts and connections
- Creating engaging educational experiences relevant to student life.

Citipointe strives to cater to a wide range of students and student aspirations through Learning Support, English as an Additional Language (EAL) Support, and Talent Development classes at every year level and streaming according to ability in some core subject areas at some year levels. In Years 7-10, specific Learning Enrichment is offered in the XP [Extra Potential] program.

EXPLORE: YEARS 7 - 8 MIDDLE SCHOOLING

Year 7 is the step up to Secondary. The first year of secondary school aims to transition students between primary and secondary school to obtain new skills, explore new content, and provide a combination of core courses in Australian Curriculum Learning Areas and speciality secondary areas.

Year 8 aims to explore interests. Studies focus on real-life contexts and seek to broaden students' experiences through studying a Core Course of the Australian Curriculum Learning Areas of English, Mathematics, Science, History, Geography, Arts, Technology, Business and Economics, Civics and Citizenship, and HPE, and College subjects of Christian Studies, Chapel, and Sport.

DEEPEN: YEAR 9 - 10 PREPARATION FOR SENIOR

Year 9 continues the exploration but with greater focus. It has a Core Course in the Australian Curriculum Learning Areas of English, Mathematics, Science, History, Geography, and HPE and electives from the Learning Areas of Arts, Languages, Technology, and Business. College subjects are continued.

Year 10 is a time of preparation for students' years of Senior Schooling and planning their future career pathway. The year is foundational for Year 11, and subjects provide transitions into Year 11 content and skills aligned to the Australian Curriculum version 9 framework.

During this year, they will be required to develop their Student Education and Training (SET) Plan, deciding on academic goals for the next two years, before choosing their subjects for Years 11 & 12. Their chosen Senior subjects should be seen as two-year courses.

FLOURISH: YEARS 11 & 12 SENIOR SCHOOLING

Years 11 & 12 focus on flourishing in subject areas that have become passions. These years are the culmination of preparation during the compulsory years of schooling. Years 11 & 12 are post-compulsory years of education, and although Citipointe has a very high retention rate from Year 8 through to Year 12, progress to the Senior years is not automatic, and specific requirements must be met. The curriculum in these years is aligned with QCAA's guidelines and requirements.

The College reaffirms its major commitment to traditional academic education in the post-compulsory years of schooling. In addition, the College provides for students who prefer to pursue vocational subjects.

DEEPENING IN YEAR 9

In Year 9, students continue to explore their God-given potential by expanding their knowledge in diverse subject areas within Biblical principles and values. Our curriculum and assessment plans are aligned with the Australian Curriculum version 9; each curriculum unit contains a Christian rationale and worldview embedded within it. Students will study their Core Course of English, Mathematics, Science, History, Geography and Physical Education and College subjects of Christian Studies, and Chapel.

At the end of Year 8, students choose options from other secondary learning areas, including The Arts, Business, Chinese, and Technology, for study in Year 9. These elective choices will continue for both Years 9 and 10.

To enter Year 9, the minimum College academic requirements are Sound Levels of Achievement in at least five subjects, including an SA in English and an SA in Mathematics.

YEAR 9 PROGRAM

Let the wise listen and add to their learning. Prov 1:5

The Year 9 program will display the following characteristics:

- Honours classes
- XP Extra Potential Program
- Learning needs and EAL support classes
- Talent Development programs for high-potential students
- HRSY Humanities Research Symposium for Youth in Singapore, Hong Kong, South Korea or Brisbane
- ISOP opportunities
- Year 9 Camp

YEAR 9 COURSE

Core Course of compulsory subjects:

English, Maths, Science, History, Geography, Physical Education

Other Secondary Learning Areas:

The Arts, Business, Chinese and Technology

College subjects:

Christian Studies and Chapel

YEAR 9 SUBJECT INFORMATION

Year 8 students do not have automatic entry to the next year level unless they meet the following academic requirements or have made alternative arrangements concerning modified coursework:

- Sound Achievement in English and Mathematics – this is a minimum literacy and numeracy requirement for any academic subject studied at the College
- Sound Achievement in 3 other subjects – these are minimum requirements to establish competence and readiness to continue in the subjects

DEEPENING IN YEAR 10

Our students are unique creations, with God-given talents and abilities that their Christian education seeks to develop so that their God-designed purpose and destiny are revealed. Year 10 is a time for deepening students' passions, which have been explored in previous years. This year is also one of preparation for students' years of Senior Schooling and of planning for their future career pathways. The year is foundational for Year 11, and subjects provide transitions into Year 11 content and skills. Senior subjects are previewed within the Year 10 Curriculum to allow students to make informed subject choices and to prepare students for the Senior Years.

In Year 10, students will continue their Core Courses of English, Mathematics, and Science and choose between History and Geography. They will also continue the electives chosen in Year 9 and the College subjects of Christian Studies, and Chapel.

During this year, students will be required to develop their Student Education and Training Plan, deciding on academic goals for the next two years, before choosing their subjects for Years 11 & 12. Except in extenuating circumstances, they will not be permitted to change courses in Senior, as this will jeopardise future opportunities. Their chosen Senior subjects should be two-year courses.

To enter Year 10, the minimum College academic requirements are Sound Levels of Achievement in at least five subjects, including an SA in English and an SA in Mathematics.

YEAR 10 PROGRAM

Don't just do the minimum that will get you by. Do your best.... Keep in mind always that the ultimate Master you're serving is Christ. Col 3:15

The Year 10 program will display the following characteristics:

- Advanced Mathematics Program
- English Honours Program
- Humanities Honours Program
- Talent Development programs for high-potential students
- XP [Extra Potential] Program
- HRSY Humanities Research Symposium for Youth in Singapore, Hong Kong, South Korea or Brisbane
- Student Leaders Convention in Singapore
- World Mathematics Team Challenge
- Year 10 Camp
- Links College Tour Guides Leadership Program
- Mentor Program with younger students
- Shadow Leadership Semester 2 Program
- Learning needs and EAL support classes

YEAR 10 COURSE

Core Course of compulsory subjects:

English, Mathematics, Science, History or Geography

Other Secondary Learning Areas:

Arts, Business, Languages Education, Physical Education and Technology

College subjects:

Christian Studies and Chapel

YEAR 11 and YEAR 12: COURSE & SUBJECT INFORMATION

PATHWAYS FOR SENIOR SCHOOLING

ACADEMIC – 6 QCAA subjects

- Tertiary entrance to University, TAFE, work

BLEND - Combination of QCAA subjects + vocational subjects

- Tertiary entrance to University, TAFE, work

CAREERSTART - Vocational subjects only

- TAFE, work, traineeships, apprenticeships

Senior students are required to choose six subjects for study in Year 11. All students participate in CHRISTIAN STUDIES and CHAPEL, and an ENGLISH and a MATHEMATICS subject are compulsory. Students may not drop subjects in Year 11. Changes of subjects must be requested at the end of Units 1 and 2, and parents must complete a Change of Course Form, available in the Academic Reports tab of each student's profile on Central.

SENIOR SUBJECTS

General subjects are recognised by the QCAA and contribute to QCE and ATAR used in tertiary entry.

The list of Senior subjects below is current as at September 2024.

ENGLISH	English English as an Additional Language Literature <i>Essential English</i>	ARTS	Dance Drama Film TV & New Media Music Music Extension [Yr12] Visual Art
MATHEMATICS	General Mathematics Mathematical Methods Specialist Mathematics <i>Essential Mathematics</i>	BUSINESS	Accounting Business Economics Legal Studies Cert III Business
SCIENCE	Biology Chemistry Physics	HEALTH & PE	Physical Education <i>Sports & Recreation</i>
GEOGRAPHY	Geography	LANGUAGES	Chinese
HISTORY	Ancient History Modern History Study of Religion	TECHNOLOGY	Design Digital Solutions Engineering <i>Furnishing Skills</i> Cert III Hospitality

APPLIED SUBJECTS also contribute directly to the QCE and one Applied or VET subject may be used in the calculation of an ATAR.

Essential English

Essential Mathematics

Furnishing Skills

Sport & Recreation

VOCATIONAL SUBJECTS

Various Certificate courses are offered each year, depending on numbers and interest. They can contribute credit towards the QCE, and one Applied or VET subject may be used to calculate an ATAR.

COLLEGE SUBJECTS

Christian Studies

Chapel

All subjects are offered depending on the number of students choosing them. Subject choices for Years 9 and 11 are completed online.

YEAR 7-12 CITIPOINTE CURRICULUM STRUCTURE

AUSTRALIAN CURRICULUM & QCAA KEY LEARNING AREAS OFFERED AT CITIPOINTE

Applied subjects in italics

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEARS 11/12
English	<ul style="list-style-type: none"> English EAL 	<ul style="list-style-type: none"> English EAL 	<ul style="list-style-type: none"> English EAL 	<ul style="list-style-type: none"> English English Honours EAL 	<ul style="list-style-type: none"> English Literature English as an Additional Language <i>Essential English</i>
Mathematics	<ul style="list-style-type: none"> Mathematics Mathematics Essentials Numeracy Skills 	<ul style="list-style-type: none"> Mathematics Mathematics Essentials Numeracy Skills 	<ul style="list-style-type: none"> Mathematics Mathematics Essentials 	<ul style="list-style-type: none"> Mathematics Advanced Mathematics Mathematics Essentials 	<ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics <i>Essential Mathematics</i>
Science	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Science Science Honours 	<ul style="list-style-type: none"> Biology Chemistry Physics
Business	<ul style="list-style-type: none"> Economics and Business, Civics & Citizenship 	<ul style="list-style-type: none"> Economics and Business, Civics & Citizenship 	<ul style="list-style-type: none"> Economics and Business, Civics & Citizenship 	<ul style="list-style-type: none"> Economics and Business (Acc/Bus/Econ) Civics & Citizenship (Legal Studies) 	<ul style="list-style-type: none"> Accounting Business Economics Legal Studies Cert III Business
History & Geography	<ul style="list-style-type: none"> History Geography 	<ul style="list-style-type: none"> History Geography 	<ul style="list-style-type: none"> History Geography 	<ul style="list-style-type: none"> History OR Geography History Honours OR Geography Honours 	<ul style="list-style-type: none"> Ancient History History Modern Study of Religion Geography
Languages Education	<ul style="list-style-type: none"> Chinese 	<ul style="list-style-type: none"> Chinese 	<ul style="list-style-type: none"> Chinese 	<ul style="list-style-type: none"> Chinese 	<ul style="list-style-type: none"> Chinese
Technology	<ul style="list-style-type: none"> Digital Technologies Design Technologies 	<ul style="list-style-type: none"> Digital Technologies Design Technologies 	<ul style="list-style-type: none"> Digital Technologies Design Technologies Engineering Technologies Food Technologies 	<ul style="list-style-type: none"> Digital Technologies Design Technologies Engineering Technologies Food Technologies 	<ul style="list-style-type: none"> Design Digital Solutions Engineering Cert III Hospitality <i>Furnishing Skills</i>
Arts	<ul style="list-style-type: none"> Dance Drama 	<ul style="list-style-type: none"> Drama Music Visual Arts 	<ul style="list-style-type: none"> Dance Drama Music Visual Arts 	<ul style="list-style-type: none"> Dance Drama Music Visual Arts 	<ul style="list-style-type: none"> Dance Drama Music Music Ext [Yr 12] Film TV & New Media Visual Art
Health & PE	<ul style="list-style-type: none"> Health & PE 	<ul style="list-style-type: none"> Health & PE 	<ul style="list-style-type: none"> Health & PE 	<ul style="list-style-type: none"> Health & PE 	<ul style="list-style-type: none"> Physical Education <i>Sports & Recreation</i>

COLLEGE SUBJECTS

Christian Studies	Christian Studies	Christian Studies	Christian Studies	Christian Studies	Christian Studies
Extra Potential [XP]	XP	XP	XP	XP	University Courses
Study & Work	SAW	SAW	SAW	SAW	

CAREERSTART CERTIFICATE COURSES YRS 11/12

Courses are offered dependent on student demand and may change from year to year.
Please refer to the Senior Academic Handbook.



VISUAL ARTS

Description

In this band, students build on prior learning in Visual Arts, developing skills and confidence. They use visual conventions and materials creatively, inspired by contemporary artists and diverse cultural contexts, including Asia. This awareness enriches their practice as they collaborate with peers and teachers. The students focus on:

1. Exploring and responding to:
 - artworks and visual arts practices from across cultures, times, places and/or other contexts; for example, through exploration of works in physical or virtual spaces or engagement with artists.
 - ways artworks created by First Nations Australians celebrate and challenge multiple perspectives of Australian identity.
2. Developing practices and skills
 - building and extending creative practices and skills for visual arts practice, developing ideas and intentions, creating representations, and developing skills and techniques in specific visual arts processes
 - building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, considering how to apply knowledge of visual arts practices in their work.
3. Creating artworks to communicate ideas, perspectives and meaning in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms to communicate ideas and intentions using visual arts practices and materials.
4. Presenting artworks and practices to audiences; for example, curating exhibits of their work, as individual artists or by working collaboratively. This can include designing and preparing a space or developing supporting material such as artist statements.

Christian Worldview Rationale

Year 9: At Citipointe Christian College, we aim to nurture students as Christian disciples, helping them explore their identity through art in Year 9. By understanding they are made in God's image (Genesis 1: 26-27 NIV), students learn the importance of love and belonging. This unit encourages them to glorify God and understand their place in the world. Students build on their knowledge from Years 7-9 to prepare for Senior Visual Art. In Year 9, they explore identity through themes like self-identity, Australian identity, and identity in Christ. They develop critical practices by reflecting on their own and others' artworks, drawing inspiration from various art movements.

Year 10: Art brings vibrancy and beauty to our lives. Creativity is both a fully human and a fully divine experience. It is an acknowledgment that something eternal (God) and full of truth lies behind the temporal world in which we live. It focuses our eyes on the injustice in front of us, the joy abounding within us, and the pull we feel toward meaning and significance. Students are encouraged to shine their light through their artworks. "You are the light of the world... let your light shine before others, that they may see your good deeds and glorify your Father in heaven." ~ Matthew 5:14-16 (NIV) Creative individuals are vital for solving future challenges. Visual Art education is essential for developing critical thinking and unique expression, regardless of talent or academic ability. It encourages students to find creative solutions and express their visions through practical and theoretical learning.

Course Overview

YEAR 9	YEAR 10
Unit 1: Identity in Self	Unit 1: Art as Rebellion (Semester 1)
Unit 2: Identity in Australia	
Unit 3: Identity in the World	Unit 2: Art as Revelation (Semester 2)
Unit 4: Identity in Christ	



DANCE

Description

In this band, learning in Dance continues to build on each student's prior learning and experiences as they develop their capability and confidence across the practices of Dance: choreography, performance and responding. They continue to use dance-specific processes in purposeful and creative ways that are informed by their engagement with the work of living choreographers and performers from across local, regional, national and global cultures, times, places and/or other contexts, such as countries or regions in Asia. This can include use of dance in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse dance practices, genres and/or styles informs their own work as choreographers and performers. They work collaboratively with peers and teachers.

Christian Worldview Rationale

At Citipointe Christian College we approach the study of dance from the foundational story of Christianity contained in God's Word, the Bible. This Biblical Worldview underpins the design and teaching of all units in each year level. Through the course of study, students encounter a variety of dance-works, with consideration to God's redemptive plan.

In Dance, students consider the lessons that can be learnt from God's teaching on respectful approaches to ourselves and others, and our rights under His sovereignty, as they critically investigate a variety of dance-works. Students are encouraged to apply this spiritual understanding to their daily lives, relationships, and personal journey of faith.

Course Overview

YEAR 9	YEAR 10
Unit 1: Dancing through Time (Semester 1)	Unit 1: Our World (Semester 1)
Unit 2: Dance and Culture (Semester 2)	Unit 2. Our Identity (Semester 2)



DRAMA

Description

In this band, learning in Drama continues to build on each student's prior learning and experiences as they develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.

Christian Worldview Rationale

At Citipointe Christian College we approach the course of Drama study through the Christian worldview. Our God is a creative God who has made man in His image. Each person has been blessed with the ability to exercise creativity in various ways. Studying Drama gives students the opportunity to develop their God-given gifts and talents, and to learn 21st Century and creative skills. It is our desire to build a firm foundation of faith whereby students ultimately accept Christ as their Saviour.

Course Overview

YEAR 9	YEAR 10
Unit 1: Melodrama and Commedia Dell'Arte (Semester 1)	Unit 1: Visual and Physical Theatre
	Unit 2: Realism - Visions
Unit 2: Realism (Term 3)	Unit 3: Cinematic Theatre
Unit 3: Launchpad (Term 4)	Unit 4: Greek Elizabethan Physical Theatre



MUSIC

Description

In this band, learning in Music continues to build on each student's prior learning and experiences as they develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts such as countries or regions in Asia, including use of music in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers.

Christian Worldview Rationale

At Citipointe Christian College we approach the study of the Arts from the foundational story of Christianity contained in God's Word, the Bible. This Biblical Worldview underpins the design and teaching of all units in each year level. Through the course of study, students encounter a variety of artistic works set within the context of God's redemptive plan, which follows a cyclical pattern: Awe and Wonder, Fall, and Redemption.

In **Year 9 and 10** Music there is a particular focus on the Fall and Redemptive phases of the broader Biblical narrative. Students consider the lessons that can be learnt from God's teaching on our perspectives of identity, as they critically investigate a variety of musical works. Students are encouraged to apply this spiritual understanding to their daily lives, relationships, and personal journey of faith.

Course Overview

YEAR 9	YEAR 10
Unit 1: Songlines	Unit 1: Game Composer
Unit 2: The Amazing Race	Unit 2: All That Jazz
Unit 3: Film Music	Unit 3: Fusion
Unit 4: Musicals	Unit 4: Australian Music



BUSINESS

The subject **BUSINESS** combines two Australian Curriculum subjects: **Economics and Business**, and **Civics and Citizenship**. The **Economics and Business** section delivers three units of work in both year 9 and 10, while **Civics and Citizenship** delivers one unit of work in each year.

1. BUSINESS AND ECONOMICS

Description

The focus of learning in **Year 9** is the topic "**international trade and interdependence**" within a global context, including trade with the countries of Asia. Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.

The focus of learning in **Year 10** is the topic "**productivity, growth and living standards**" within a national context. Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce.

Christian Worldview Rationale

Year 9: Students learn that laws are necessary in a flawed world to protect business participants. Stewardship of resources is vital, as highlighted in the parable of the talents (Luke 19:11-27), which emphasizes work and creativity over idleness. Business should be approached in a Christ-like manner to assist society.

Year 10: Christians should focus on economic performance and living standards with an emphasis on stewardship, compassion, and sustainability. Financial decisions should prioritize righteousness and God's Kingdom (Matthew 6:33) and consider societal impact, avoiding exploitation (Philippians 2:4).

Course Overview

YEAR 9	YEAR 10
Unit 1: Buy Smart (Semester 1)	Unit 1: Consumer and financial decisions
	Unit 2: Business management and financial decisions
Unit 2: Innovation	Unit 3: Economic performance and living standards (Semester 2)
Unit 3: Australian and Global Economics	



BUSINESS

The subject **BUSINESS** combines two Australian Curriculum subjects: **Economics and Business**, and **Civics and Citizenship**. The **Economics and Business** section delivers three units of work in both year 9 and 10, while **Civics and Citizenship** delivers one unit of work in each year.

2. CIVICS AND CITIZENSHIP

Description

In **Year 9**, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

In **Year 10**, students compare Australia's federal system of government with another system of government in a country in Asia. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens.

Christian Worldview Rationale

In **Year 9**, students study the Australian Constitution, global citizenship, and the court system through a Christian lens, recognizing the potential for societal change guided by biblical principles. They explore Australia's federal system and court features, emphasizing justice and righteousness (Psalm 82:3-4), and reflect on global connectedness inspired by the call to love thy neighbour (Galatians 5:13).

In **Year 10**, students explore Australia's role as a global citizen, focusing on its biblical-based international duties. Micah 6:18 emphasizes justice, mercy, and humility, guiding Australia's actions for global peace and well-being. Examining Australia's international engagements, including the United Nations, aligns with Psalm 146:9's call for global justice advocacy. The High Court reflects Proverbs 21:15's righteousness ideals.

Course Overview

YEAR 9	YEAR 10
Unit 1: Constitutional Dynamics and Justice in Australia	Unit 1: Global Democracy



CHRISTIAN STUDIES

Description

Christian Studies aims to give students a framework of knowledge of a core Christian worldview which they can use to understand and categorise their other learning and experiences at school, church, home and work. The time allocation for this subject is small and accordingly it is not a comprehensive Bible, theological or religious education course. Key foundations of mainstream Christian doctrine and how these can be applied in our everyday lives are focus areas of the program.

Christian Worldview Rationale

A Christian worldview is seen as underpinning all aspects of study and co-curricular life at Citipointe Christian College. The Christian Studies program at Citipointe focuses on the development of a biblically-based Christian worldview that encompasses a range of mainstream Christian expressions of the faith.

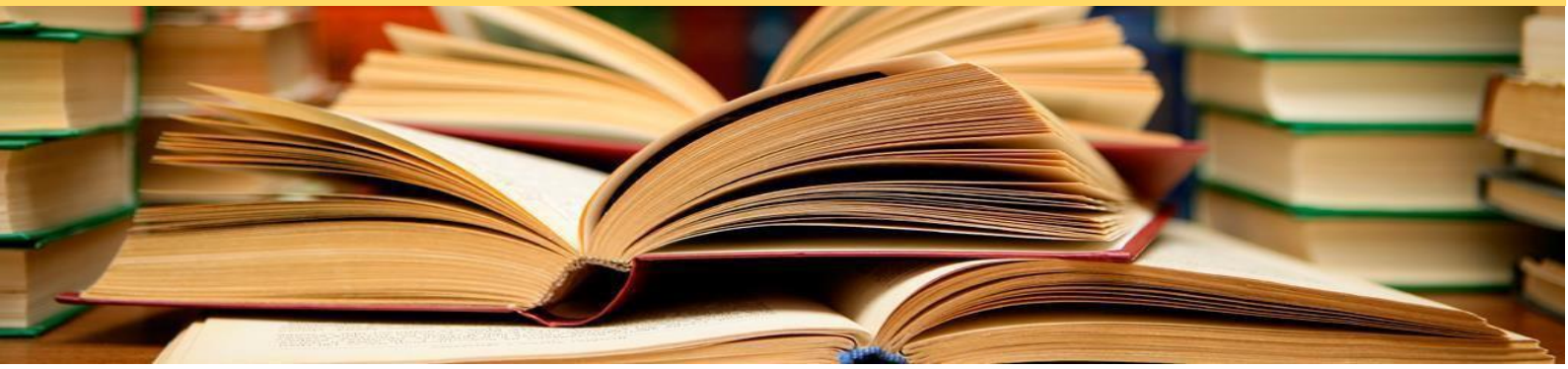
A clear understanding of what a Christian worldview entails, its basis in Scripture, and the ways in which this is distinctive from other ways of understanding the world, is a core focus. Students are engaged in learning about God's plan for redemption through their study of the Scriptures and are invited to apply the biblical message to their personal lives, relationships with others and their understanding of contemporary social issues. Students are invited to become not just 'knowers of the Word,' but also 'doers,' as participants in the grand narrative of Scripture through personal repentance and discipleship.

Course Overview

The Christian Studies curriculum begins in the junior years with studies on the person of Jesus, foundations of the Christian faith, and an overview of the Bible, and moves on throughout the senior secondary years to look at more philosophical and social elements of the Christian worldview as applied to relationships, psychological and emotional awareness, morality, ethics, and life choices. Students in senior years are also engaged in studies of other religions and worldviews, as well as how to apply spiritual disciplines to their own Christian faith.

Assessment in Christian Studies is ongoing and informal in nature. Students are engaged in a range of reflective tasks which are aimed at encouraging personal consideration of their faith and its application in daily life.

Curriculum Overview Years 9&10



ENGLISH

Description

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 **Years 9 and 10**, students engage in learning within local and global contexts, interacting with various texts for enjoyment and analysis. They explore media, novels, non-fiction, poetry, and performances, developing a critical understanding of how context influences texts.

The curriculum includes First Nations oral traditions and literature from Australian and global authors, covering themes of human experience, cultural significance, and ethical dilemmas. Students create diverse texts, such as narratives, reports, and analyses, for different audiences, emphasizing aesthetic, imaginative, reflective, and persuasive purposes.

Christian Worldview Rationale

At Citipointe Christian College, English studies are based on the Bible, emphasizing God's redemptive plan through Jesus Christ. Each year level focuses on different aspects of God's character and actions, highlighting our need for His love and forgiveness. **Year 9** focuses on God as a refuge and rescuer, studying David's life in the Old Testament. Students learn about David's trust in God's wisdom and strength, examining scriptures related to his experiences to apply these lessons to their faith journey. **Year 10** emphasizes being Christ's representative and personal Christian responsibility. Students analyze characters in texts against Christ's character and Gospel teachings, applying these insights to their daily lives and relationships.

Course Overview

YEAR 9	YEAR 10
Unit 1: Fan Fiction	Unit 1: Australian Story
Unit 2: Persuasion	Unit 2: To Kill a Mockingbird
Unit 3: 12 Angry Men	Unit 3: Join the Conversation
Unit 4: Don't judge a book by its movie	Unit 4: The Play's the thing!

Curriculum Overview Years 9&10



GEOGRAPHY

Description

The **Year 9** curriculum involves the study of 2 sub-strands. **Biomes and food security:** focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future. It is suggested that the study of this topic draws on studies from Australia and countries in Asia. **Geographies of interconnections:** focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places. It is suggested that the study of this topic draws on studies from Australia and other countries.

The **Year 10** curriculum involves the study of 2 sub-strands. **Environmental change and management:** focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change. It is suggested that the study of this topic draws on studies from within Australia, and other countries. **Geographies of human wellbeing:** focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing. It is suggested that the study of this topic draws on studies from within Australia, India and another country in Asia or the Pacific

Christian Worldview Rationale

Year 9: Students explore the concept of loving your neighbour (Matthew 22:34-40) and their responsibility to help others globally. They study the Bible's teachings on feeding the poor and Christian efforts to combat food insecurity. They also consider a Biblical response to low-income labour in industries like fast fashion.

Year 10: Students learn about environmental stewardship and helping those in need (Genesis 1:26-30; Matthew 25:31-46). They study sustainability challenges and the importance of managing the environment wisely. The course also covers global wellbeing differences, inspired by the Parable of the Good Samaritan (Luke 10:29-37), encouraging students to serve others and Christ by evaluating programs that reduce wellbeing disparities.

Course Overview

YEAR 9	YEAR 10
Unit 1: Biomes and Food security (Term 1)	Unit 1: Environmental Change and Management (Semester 1)
Unit 2: Geographies of Interconnections (Term 2)	Unit 2: Geographies of Human Wellbeing (Semester 2)
1 semester of Geography 1 semester of History	The Year 10 Geography Honours students will participate in the International Humanities Research Symposium for Youth (HRSY) Program during Term 4.

Curriculum Overview Years 9&10



HISTORY

Description

The **Year 9** curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.

The **Year 10** curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia’s social, political, economic, cultural, environmental, and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

Christian Worldview Rationale

Year 9: Students explore Biblical responses to race relations, war, and conflict, understanding the creation of humanity in God’s image (Genesis 1:26-27) and the role of peacemakers (Matthew 5:9). This helps them grasp race relations and conflict in a sinful world.

Year 10: Students study significant changes post-First World War, grounded in the unchanging nature of God (Hebrews 13:8). They examine the impacts of sin and the constancy of the gospel (John 16:33), including Christian efforts during the Holocaust. They also explore the Israel-Palestine Conflict’s Biblical origins (Genesis 12:1-3) and evaluate claims critically (Acts 17:11). Students understand their God-given gifts (Matthew 25:14-30) and study historical themes like human rights, emphasizing justice and righteousness (Amos 5:24). They learn that true peace and justice come through devotion to Christ (Isaiah 2:4)

Course Overview

YEAR 9	YEAR 10
Unit 1: Making and transforming the Australian nation (1750 – 1914)	Unit 1: World War II
Unit 2: World War 1 (1914-1918)	Unit 2: Israel-Palestine Conflict
1 semester of Geography 1 semester of History	Unit 3: Building Modern Australia (History Honours only)
	Unit 4: Humanities Research Symposium for Youth (History Honours only)



HEALTH & PHYSICAL EDUCATION

Description

Health and Physical Education enables students to develop skills, understanding and 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.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.

Christian Worldview Rationale

The mission of Citipointe Christian College is to develop the students as a Christian discipline and to develop the student for life in its various dimensions, within the framework of a Biblical worldview, and by a commitment to service, quality and innovation. At Citipointe, we believe that all truth is God's truth. When we apply the laws of physics to a particular basketball shot, or choose a particular type of communication strategy, we are reflecting the intelligence, power and beauty of our Creator God. The evidence for intelligent, sustainable and creative design is clearly seen in nature (Romans 1:20). God has created mankind in his own image, and when we create, communicate and participate in physical activity, we reflect our Creator.

Course Overview

YEAR 9	YEAR 10
Unit 1: Healthy and Safe Choices	Unit 1: Fit for Purpose
Unit 2: Success Through Movement	Unit 2: Biomechanics of Movement
Unit 3: Ethical Dilemmas	Unit 3: Challenges in the Outdoors
Unit 4: Working Together	Unit 4: Perfecting Practice

CHINESE

Description

In **Years 9 and 10**, Chinese language learning builds on each student's prior learning and experiences. Students use Chinese language to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Chinese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

Christian Worldview Rationale

Year 9: As Christians, our relationship with God shapes our actions and decisions. By seeking God's guidance, we integrate faith into everyday activities like holidays, shopping, and learning about other cultures, ensuring our actions reflect God's love. "Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight" (Proverbs 3:5-6).

Year 10: Students explore practical topics through a Christian perspective, appreciating different cultures and using technology to enhance human flourishing and spread the Gospel. They learn about relationships rooted in love and respect, reflecting God's nature. "So whether you eat or drink or whatever you do, do it all for the glory of God" (1 Corinthians 10:31).

Course Overview

YEAR 9	YEAR 10
Unit 1: Back from holidays	Unit 1: Let's go to China
Unit 2: Fashion and Shopping	Unit 2: Technology
Unit 3: Ordering and buying food	Unit 3: Social Issues
Unit 4: Learn Chinese	Unit 4: Personal description



MATHEMATICS

Description

In **Year 9 and 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.

Christian Worldview Rationale

Polish mathematician Stefan Banach described Mathematics as "... the most beautiful and most powerful creation of the human spirit." Euclid offered a broader view: "The laws of nature are but the mathematical thoughts of God." This perspective sees Mathematics as a divine language revealing God's design. Albert Einstein noted, "The eternal mystery of the world is its comprehensibility." With a Christian worldview, Mathematics reflects divine order, not chance. It serves to understand and apply God's patterns, benefiting the community and glorifying God. Mathematics is used for artistic expression, decision making, and understanding creation, intended for the collective good and God's glory.

Course Overview

YEAR 9	YEAR 10
Unit 1: Quantitative Realms: Number, Finance, Measurement and Indices	Unit 1: Unit 1A
Unit 2: Divine Design: Pythagoras, Linear equations and Trigonometry	Unit 2: Unit 1B
Unit 3: Decisions, decisions!: Probability and Statistics	Unit 3: Unit 2A
Unit 4: From Formulas to Figures: Geometry and Algebra	Unit 4: Unit 2B

Course Implementation

Year 10 Mathematics will be implemented as two separate courses, General Mathematics and Advanced Mathematics. Both courses will include the entire Achievement Standard. The Advanced Mathematics course will include "Optional content for post-Year 10 mathematics pathways" (ACARA) to provide a basis for building understanding that is essential for further studies in Mathematical Methods and Specialist Mathematics.

Prerequisites for Senior Maths

Students must attain at least a Sound Achievement in Year 10 *Advanced Mathematics* to study *Mathematical Methods* and *Specialist Mathematics* in Year 11. Students must attain at least a Sound Achievement in Year 10 *General Mathematics* to study *General Mathematics* in Year 11.

Curriculum Overview Years 9&10



SCIENCE

Description

In **Year 9** students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

In **Year 10** students explore the biological, chemical, geological and astronomical evidence for different theories, such as the theory of natural selection and the big bang theory. Through investigating natural selection and processes of heredity they come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those model.

Christian Worldview Rationale

Year 9: God created the universe and rules over all. Colossians 1:16-18 states, "For by him were all things created, that are in heaven, and that are in earth, visible and invisible, whether they be thrones, or dominions, or principalities, or powers: all things were created by him, and for him: and he is before all things, and by him all things consist." God's order is reflected in the natural world through scientific laws. Science reveals the harmony of creation, supporting the Biblical view. Christians contribute to science with academic rigor and spiritual understanding, integrating scientific and Biblical knowledge. Students are encouraged to engage in scientific inquiry with respect and humility, recognizing their stewardship role. This study develops critical thinking skills through scientific understanding, inquiry, and evidence-based analysis.

Year 10: The course explores God's creative design in nature and humanity, revealing patterns in the tiniest cell, models of atoms, the ecosystem and the church as the body of Christ. It helps students understand material behaviours and critically evaluate technological changes. Emphasizing the need to understand our environment and ourselves, it reflects Genesis 1:27: "God created man and woman in His own image." Man was created in God's image to have the ability to understand the laws of God's universe and to be creative in using these laws in our society.

Curriculum Overview Years 9&10



Course Overview

YEAR 9	YEAR 10
Unit 1: Energy In Action	Unit 1: Earth, Sun, Space, and the Vastness of Time
Unit 2: It's Elementary	Unit 2: It's Not Rocket Science
Unit 3: Our Changing Earth	Unit 3: It's Reactive
Unit 4: Body In Balance	Unit 4: The Blueprint of Life



Design Technologies

Description

In Design Technologies, students engage in creating solutions using design knowledge, processes, and critical thinking to address needs relevant to individuals and communities on local, regional, and global scales within the context of Materials and technologies specialisations. The curriculum emphasises problem-solving in contemporary, interconnected contexts, encouraging a focus on preferred futures, ethics, sustainability, and social values. Students work both independently and collaboratively, utilising a range of materials and technologies to generate and communicate ideas through 2D and 3D representations, including graphical and visualisation techniques. They also develop project management skills, creating detailed plans that incorporate safety and efficiency, ensuring successful completion of design tasks.

Christian Worldview Rationale

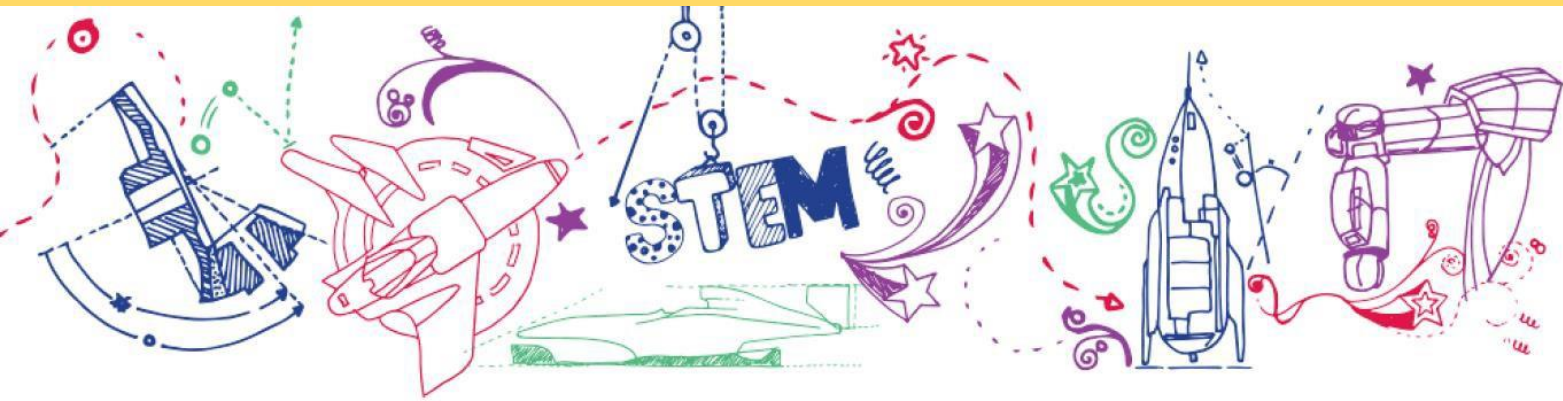
At Citipointe, we are committed to aligning the fields of design and technology with core biblical principles and values. We believe in the responsible and ethical use of technology, and we recognise the profound impact design and technology has on individuals, communities, and the environment. In all our endeavours, we strive to live out our faith, integrating Biblical principles into all we do. The evidence for intelligent, sustainable and creative design is seen in nature (Romans 1:20). God has created mankind in his image, and when we design, create and engineer solutions to problems, we reflect our Creator.

Course Overview

Throughout this course, students explore the breadth of design professions, the design process, and how historical designs influence contemporary practices, examining styles from Art Deco to modern influences. They investigate these influences and develop their own design interpretations, understanding that design is a purposeful process responding to needs, wants, and opportunities. Through studying design elements like form, line, colour, and texture, students delve into the complexity of design problems, seeking to answer "What makes design good?" They directly engage in the design process by attending workshops where they follow their plans and documentation to create physical products based on their design solutions.

YEAR 9	YEAR 10
Unit 1: Design in Practice	Unit 1: Creative Design Solutions
Unit 2: Sustainable Product Design	Unit 2: Sustainable Product Design
Unit 3: Human-Centred Design	Unit 3: Human Centred Design
Unit 4: Innovation and Enterprise in Design	Unit 4: Design For Purpose

Curriculum Overview Years 9&10



Digital Technologies

Description

In Digital Technologies, students will apply computational thinking to define and decompose real-world problems, create user experiences, design and modify algorithms, and implement them using object-oriented programming. They refine problem definitions and solutions through stakeholder interviews, validate algorithms with flowcharts, pseudocode, and test cases, and enhance their programming skills by developing, modifying, and debugging programs. Students also explore abstraction, data compression, and consolidate their skills in data acquisition, interpretation, and visualisation, using spreadsheets and databases to analyse trends and outliers. Through design thinking, they generate and prototype ideas, develop user stories, and evaluate enterprise opportunities and future impacts. Systems thinking is deepened as students explore digital system components, use advanced digital tools, and develop cybersecurity models, while critiquing digital footprints according to Australian Privacy Principles. Authentic learning is emphasised through connections to other learning areas in Digital Technologies.

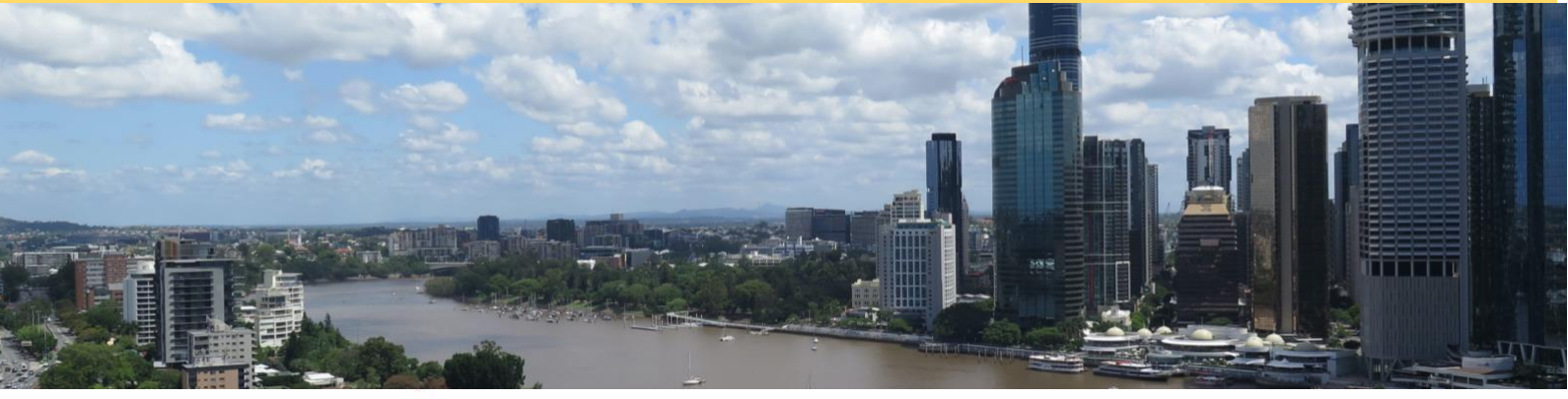
Christian Worldview Rationale

At Citipointe Christian College, our goal is to nurture students as Christian disciples and prepare them for life in all its aspects, guided by Biblical teachings. Technology is seen as a tool shaped by God's wisdom (Proverbs 2:6). In our curriculum, students explore technology comprehensively, whether it's web development, programming, robotics, or data analysis. We emphasise ethical considerations, responsible innovation, and stewardship, all through the lens of a Christian worldview. By fostering critical thinking and technical proficiency, we guide students to navigate the digital world with integrity and wisdom, recognising the greater purpose behind technology.

Course Overview

Throughout this course, students consolidate their systems thinking by exploring how the hardware and software components of digital systems interact to manage, control and secure access to data. They increasingly use advanced features of existing and emerging digital tools to create interactive content for a diverse audience. They explore simple tools that help plan tasks, timelines and responsibilities for individual and collaborative projects. Students extend their knowledge of the importance of security by developing cyber security threat models and exploring an example of a supply chain vulnerability. They critique the digital footprint created by existing systems and their own solutions by applying the Australian Privacy Principles. In Digital Technologies, students should have frequent opportunities for authentic learning by making key connections to other learning areas.

YEAR 9	YEAR 10
Unit 1: Networking	Unit 1: Web Applications (Semester 1)
Unit 2: Web Applications	
Unit 3: Databases	Unit 2: Data Management (Semester 2)
Unit 4: Robotics	



Engineering Technologies

Description

In Engineering Technologies, students use Engineering principles and systems in problem-solving activities, and acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. Students analyse data, evaluate design ideas and technologies, respond to feedback, and evaluate Engineering processes used to inform designed solutions for preferred futures.

Christian Worldview Rationale

The evidence for intelligent, sustainable and creative design is clearly seen in nature (Romans 1:20). God has created mankind in his own image, and when we design, create and engineer solutions to problems, we reflect our Creator. At Citipointe, we are committed to aligning the fields of engineering, with core biblical principles and values. We believe in the responsible and ethical use of technology, and we recognise the profound impact engineering has on individuals, communities, and the environment. In all our endeavours, we strive to live out our faith, integrating Biblical principles into all we do.

Course Overview

Throughout this course, students will demonstrate skills such as describing the history of engineering, comparing different branches of engineering, identifying career opportunities in engineering fields, participating in engineering activities to understand concepts and processes used in various branches of engineering, and demonstrating proper safety techniques. Students learn about applied engineering graphics, communicating technical information, engineering design principles, material science, research and development processes, manufacturing techniques and systems, and the challenges of emerging branches of engineering. The curriculum involves classroom instruction, workshop activities and guest speakers. The course also covers topics such as civil engineering history and disciplines, careers in civil and mechanical engineering; and fundamental principles of the engineering problem solving process.

YEAR 9	YEAR 10
Unit 1: Lego Robot Challenge	Unit 1: Advancing Technologies for Sustainable Development
Unit 2: Community Innovation Project	Unit 2: Achieving Mechanical Advantage using Levers and Hydraulics
Unit 3: Motion and Energy - Building and Testing the Fastest CO2 Dragster	Unit 3: Engineering challenge



Food Technologies

Description

In Food Technologies, students use kitchen production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, incorporating elements such as sequenced time, cost and action plans, to manage design tasks safely. Students apply management plans, making adjustments when necessary, to successfully complete design tasks. They identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success.

Christian Worldview Rationale

At Citipointe Christian College, we view the study of Food Technologies, not only as an opportunity for skill development but also as a platform for students to express their Christian values in tangible ways. The gift of hospitality is characteristic of Christian believers. This course offers a diverse range of designed solutions, including products, services, and environments, fostering both collaborative and individual work. It emphasises problem-solving and the development of preferred futures by addressing ethics, legal issues, social values, and economic and sustainability factors. Through relevant and meaningful learning experiences in the study of food and its applications in domestic, commercial, industrial, and global settings, students are better equipped to serve and edify one another practically ‘...Above all, keep fervent in your love for one another, because love covers a multitude of sins. Be hospitable to one another without complaint. As each one has received a special gift, employ it in serving one another as good stewards of the manifold grace of God...’ - 1 Peter 4:8-10

Course Overview

Throughout this course, students will be required to produce designed solutions (products, services and environments) across the contexts of Food and fibre production, as well as Food specialisations. The curriculum is designed to be engaging and challenging, accommodating the diverse learning needs and interests of students who choose Food Technologies as an elective subject. The program allows for in-depth exploration of concepts and the development of sophisticated skills that pave the way for further education and career opportunities in food-related fields. The learning journey is enriched by a focus on innovation, enterprise, and the impact of emerging technologies on the food industry, preparing students to contribute meaningfully to global preferred futures.

YEAR 9	YEAR 10
Unit 1: Waste Less, Taste More: Reducing Food Waste	Unit 1: Nourishing Communities Through Sustainable Food Solutions
Unit 2: Healthy Eating Australia	Unit 2: Designing Restaurant Service
Unit 3: Food for the Homeless	Unit 3: Methods of Cookery (Semester 2)
Unit 4: Food for the Future	