



LIVINGSTONE CHRISTIAN COLLEGE

Where every child flourishes

2022 Subject Guide



Middle & Senior Phase Subject Information

FOR YEAR 7-12, 2022

HEAD OF SECONDARY SCHOOL

Mr Peter Hauch

I have the dream job. As the Head of Secondary, it is both my job and privilege to ensure that every Secondary student at Livingstone Christian College graduates knowing who they are and where they want to go in life. It is my passion to ensure that they have identified, grown, and developed into their God-given gifts and talents. But more than that, education is about empowering young students to know how and where these gifts can be best used to serve in this ever-changing world.

We recognise that this future looks different for each and every one of the students who pass through our doors. For some, this future is in the full-time workforce; for others, they will continue to grow and develop through further study. For any student, with any career option, it is the purpose of our educators to ensure that they are ready, willing, and able to engage in this world. We are but one part of their journey. Livingstone Christian College is simply the launching pad for their future endeavours.

Personally, my dream is that as a student leaves Livingstone they fully release the myriad of options available to them in a plethora of future careers. Additionally, we hope we have grown a sense of realism, planning, and organisation for them to have identified another industry that they may work towards in the future. This is particularly important in the current workforce. Studies show that people will now work in 5 or more different careers in their lifetime, and we want to equip our young people with the skills to know who they are, what they value, and how they can work towards a career that fulfills their passions.

As you read this Subject Selection Booklet, we ask that you take the time to peruse the options that are available to you during this exciting time of your lives. It is our hope that you allow God to speak to you about your future and His plans for your life.



Peter Hauch
Head of Secondary School





SECONDARY LEADERSHIP

HEAD OF SECONDARY SCHOOL



Mr Peter Hauch

Peter.Hauch@livingstone.qld.edu.au

HEAD OF SENIOR PHASE & SCIENCE



Mrs Danielle Welsh

Danielle.Welsh@livingstone.qld.edu.au

HEAD OF MIDDLE PHASE, MATHEMATICS, HEALTH AND PHYSICAL EDUCATION, DESIGN AND TECHNOLOGY



Mr Peter Hosking

Peter.Hosking@livingstone.qld.edu.au

HEAD OF ENGLISH



Mrs Nicoleen Le Riche

Nicoleen.Lerich@livingstone.qld.edu.au

HEAD OF HUMANITIES



Mr Matthew Coates

Matthew.Coates@livingstone.qld.edu.au

HEAD OF ARTS



Mr Gavin Coles

Gavin.Coles@livingstone.qld.edu.au

PATHWAYS COORDINATOR



Mrs Carol Sorrensen

Careers@livingstone.qld.edu.au



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ENGLISH

Mrs Nicoleen Le Riche

MATHEMATICS

Mr Peter Hosking

SCIENCE

Mrs Danielle Welsh

HUMANITIES

Mr Matthew Coates

CHINESE HSK

Ms Hope Gately

THE ARTS

Mr Gavin Coles

DESIGN & TECHNOLOGY

Mr Peter Hosking

**HEALTH & PHYSICAL
EDUCATION**

Mr Peter Hosking

DEPARTMENT

YEAR 9

YEAR 10

YEAR 11&12

ENGLISH

ENGLISH

GENERAL
ENGLISH

ENGLISH

LITERATURE

ESSENTIAL
ENGLISH

ESSENTIAL
ENGLISH

MATHEMATICS

MATHEMATICS

ESSENTIAL
MATH

ESSENTIAL
MATH

GENERAL
MATH

GENERAL
MATH

MATH
METHODS

MATH
METHODS

SPECIALIST
MATH

DEPARTMENT

YEAR 9

YEAR 10

YEAR 11&12

SCIENCE

SCIENCE

CHEMISTRY

CHEMISTRY

BIOLOGY

BIOLOGY

PSYCHOLOGY

PSYCHOLOGY

PHYSICS

PHYSICS

DEPARTMENT

YEAR 9

YEAR 10

YEAR 11&12

HUMANITIES

HISTORY

MODERN HISTORY

GEOGRAPHY

TOURISM

MODERN HISTORY

ANCIENT HISTORY
2021 ONLY

GEOGRAPHY
2023 ONLY

TOURISM
2023 ONLY

LEGAL STUDIES

LEGAL STUDIES

ECONOMICS/
BUSINESS

ECONOMICS

CERT III IN
BUSINESS

ECONOMICS

DIPLOMA OF
BUSINESS

CHINESE HSK

CHINESE HSK

CHINESE HSK

CHINESE HSK

DEPARTMENT

YEAR 9

YEAR 10

YEAR 11&12

THE ARTS

FILM, TELEVISION
AND NEW MEDIA

MEDIA

VISUAL ARTS

DRAMA

MUSIC

DANCE

FILM, TELEVISION
AND NEW MEDIA

MEDIA ARTS
IN PRACTICE

VISUAL ARTS

VISUAL ARTS
IN PRACTICE

DRAMA

MUSIC

MUSIC
IN PRACTICE

DANCE
2023 ONLY

FILM, TELEVISION
AND NEW MEDIA

MEDIA ARTS
IN PRACTICE

VISUAL ARTS

VISUAL ARTS
IN PRACTICE

DRAMA

MUSIC

MUSIC
IN PRACTICE
2023 ONLY

DANCE
2024 ONLY

DEPARTMENT

YEAR 9

YEAR 10

YEAR 11&12

DESIGN & TECHNOLOGY

ENGINEERING PRINCIPLES

ENGINEERING

INDUSTRIAL TECHNOLOGY

CERT II IN APPLIED DIGITAL TECHNOLOGY

ENGINEERING

INDUSTRIAL TECHNOLOGY
2023 ONLY

HEALTH & PHYSICAL EDUCATION

SPORT EXCELLENCE (BASKETBALL & SOCCER)

SPORT EXCELLENCE (BASKETBALL & SOCCER)

PHYSICAL EDUCATION

SPORT & RECREATION

PHYSICAL EDUCATION

SPORT & RECREATION



MIDDLE PHASE

The Middle Phase of Learning, Years 7 to 9, is a period of significant change for young people.

In Secondary school at Livingstone Christian College, students transition from one core teacher in Primary school to two subject specialist teachers in Middle Phase who teach their class the core subjects of English and History/Geography, or Mathematics and Science. This teaching arrangement is in place to help students move from the relationship model of the Primary to the subject specific model of the Middle Phase. During the Middle Phase, students are provided with every opportunity to reach their potential and to explore subjects that they may continue to pursue in their senior studies. This best positions them for their future post-schooling pathway.

While developing a strong academic culture is important, of equal importance is developing character. The Middle Phase curriculum endeavours to engage students in identifying their areas of interest and strengths, and applying commitment and dedication to be successful students in these subject areas. This is achieved through the provision of Core and Elective subjects at each year level, taught by specialist teachers in specialist rooms.

All Middle Phase subjects are based on the Australian Curriculum, through the Australian Curriculum Assessment and Reporting Authority (ACARA). These subjects are taught from a Christian worldview with the genuine spirit of intellectual honesty and enquiry.

FURTHER INFORMATION

If you require any further information about the academic offerings at Livingstone Christian College, please contact the applicable staff member below.

Head of Secondary	Mr Peter Hauch	Peter.Hauch@livingstone.qld.edu.au
Head of Middle Phase	Mr Peter Hosking	Peter.Hosking@livingstone.qld.edu.au
Head of Senior Phase	Mrs Danielle Welsh	Danielle.Welsh@livingstone.qld.edu.au

YEAR LEVEL COORDINATOR

Year 7 Coordinator	Mr Owen Sillars	Owen.Sillars@livingstone.qld.edu.au
Year 8 Coordinator	Mrs Rachel Baxter	Rachel.Baxter@livingstone.qld.edu.au
Year 9 Coordinator	Mr Benson Ascott	Benson.Ascott@livingstone.qld.edu.au

HEAD OF DEPARTMENT

Head of Mathematics, Health and Physical Education, Design and Technology	Mr Peter Hosking	Peter.Hosking@livingstone.qld.edu.au
Head of Science	Mrs Danielle Welsh	Danielle.Welsh@livingstone.qld.edu.au
Head of English	Mrs Nicoleen Le Riche	Nicoleen.Lerich@livingstone.qld.edu.au
Head of Humanities	Mr Matthew Coates	Matthew.Coates@livingstone.qld.edu.au
Head of Arts	Mr Gavin Coles	Gavin.Coles@livingstone.qld.edu.au



SENIOR PHASE

Our Senior Phase students are given greater responsibility for their own future development. As well as finalising a course of study appropriate to their current career goals, they are expected to perform as independent learners, our students demonstrate initiative and maturity by participating in leadership and community service activities and to continue to model the appropriate SHAPE behaviour for attendance, commitment to learning (work ethic, organization and behavior), presentation and attainment. They are expected to work as part of the year group and achieve their very best.

At Livingstone Christian College we challenge our students at all levels, support them in setting and attaining realistic personal, academic and spiritual goals, and remain committed to excellence at all times. Students are guided in selecting and attaining credentials from a variety of pathways and types of learning.

The College is committed to offering a breadth of opportunities and programs to students in Years 10, 11 and 12 in order to meet the needs of young people, the conditions of the Queensland Certificate of Education (QCE) and tertiary entrance requirements. Wherever possible, these subjects are taught from a Christian worldview with a genuine spirit of intellectual honesty and enquiry.

All students are supported by College staff in their education and training pursuits while they are committed to working towards their QCE and pathways by the end of Year 12. Our staff recognise that every student can achieve academic success. The College staff share the responsibility with families and students for assisting each student in attaining their goals.

OBLIGATIONS OF A SENIOR PHASE STUDENT

It is the responsibility of each Senior Phase student to successfully meet the attendance, commitment to learning and attainment requirements of their Queensland Certificate of Education in order to continue their enrolment at Livingstone Christian College and be entitled to attend any non-compulsory College activity (for example, receive an invitation to attend the Senior Formal).

An Education and Career Planning Performance Review of each Senior Phase student is undertaken each term to check that a student:

- attends school all day, every day, unless absent due to a medical condition or other reasonable circumstance verified by the parent/carer,
- completes all assessment for each subject to the best of the student's ability, and on time,
- fulfills academic expectations for high-quality commitment to learning.

While subject teaching and learning time takes up the majority of the week, the other times for Faith and Life, and Sport are part of the total educational program and attendance is compulsory.

Students will be expected to approach their studies in a diligent manner, access available support services if needed, and be accountable for their actions. Study and homework are important aspects of a student's life and while a balance is necessary between family, social and work obligations, commitment to education is essential to success in Senior Phase.



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SENIOR PHASE FURTHER INFORMATION

If you require any further information about the academic offerings at Livingstone Christian College, please contact the applicable staff member below.

Head of Secondary	Mr Peter Hauch	Peter.Hauch@livingstone.qld.edu.au
Head of Middle Phase	Mr Peter Hosking	Peter.Hosking@livingstone.qld.edu.au
Head of Senior Phase	Mrs Danielle Welsh	Danielle.Welsh@livingstone.qld.edu.au

YEAR LEVEL COORDINATOR

Year 10 Coordinator	Mr Benson Ascott	Benson.Ascott@livingstone.qld.edu.au
Year 11 Coordinator	Mr Jackson Grigg	Jackson.Grigg@livingstone.qld.edu.au
Year 12 Coordinator	Mr Tim Idstein	Tim.Idstein@livingstone.qld.edu.au

HEAD OF DEPARTMENT

Head of Mathematics, Health and Physical Education, Design and Technology	Mr Peter Hosking	Peter.Hosking@livingstone.qld.edu.au
Head of Science	Mrs Danielle Welsh	Danielle.Welsh@livingstone.qld.edu.au
Head of English	Mrs Nicoleen Le Riche	Nicoleen.Lerich@livingstone.qld.edu.au
Head of Humanities	Mr Matthew Coates	Matthew.Coates@livingstone.qld.edu.au
Head of Arts	Mr Gavin Coles	Gavin.Coles@livingstone.qld.edu.au



SENIOR PHASE COURSE OF STUDY

The College will provide a range of high quality academic and vocational studies options in order to provide flexible opportunities for students to exit Year 12 with the Queensland Certificate of Education (QCE) and a pathway to work, an apprenticeship, TAFE or university. All students will be supported by College staff in their education and training pursuits while they are committed to working towards their QCE and pathways by the end of Year 12.

The College will provide opportunities for students to re-negotiate their program of study based on their pathway needs. In addition to its ongoing support and advice the College will implement, in consultation with the student and their family, a targeted support plan for students who achieve less than a "C" grade (or VET equivalent) in any senior subject, at the end of a semester. If a student does not achieve the agreed outcomes of the plan, the College may require the student to amend or change subjects or courses.

It is important for students to choose learning options in which they will succeed. Senior Phase is much more demanding and all students will need a regular study program to succeed. Students are advised to select studies within their capabilities (as measured in their report results and the advice given by teachers), interests and current career goals.

YEAR 10

In Year 10, subjects are offered to enable students to sample various options and thus make more informed choices about their final selection before we begin Unit 1 in Term 4 of Year 10 for the course of study they will choose for their QCE and other pathways.

SUBJECT CHANGE

Students must arrange a meeting with the Pathways Coordinator in order to collect a Subject Change Form. Before any subject change is considered for approval, the student must complete all outstanding assessment items in order to fulfil QCAA requirements.

The freedom to change a subject should not be taken for granted. Other factors such as a student's motivation and performance will be taken into account before a decision is made.

SUBJECT OFFERING

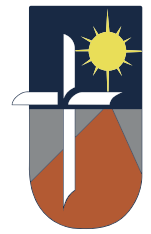
Subjects are offered at Livingstone Christian College where reasonable numbers enrol. If there are insufficient numbers in a subject, it will not be offered. Arrangements may be made for the student to study the subject, during the school day if desired, through Groves Christian College Distance Education.



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WELCOME TO MIDDLE PHASE OF LEARNING



YEAR 7 - 9

HEAD OF MIDDLE PHASE

Mr Peter Hosking

Dear families, there is a unique opportunity at Livingstone Christian College for your child to grow and learn in a Christian environment that focuses on the holistic education of the individual. In Middle Phase, students will have the opportunity to discover who they are in Christ and develop successful study habits.

They will be exposed to a wide range of academic and welfare programs that will enhance their emotional intelligence. There will be leadership opportunities through Student Council, Leos, sporting teams, and Middle Phase college captains.

All the subject offerings will have a senior pathway into ATAR subjects, trade, or professional industries. The goal of Middle Phase is to set your child up for success with the right skills and knowledge to flourish as a young adult.





MIDDLE PHASE

COURSE OF STUDY

In Years 7, 8 and 9, students will study the core subjects of English, Humanities through History and Geography, Mathematics and Science. Chinese is also a core subject in Year 7.

Each year, students will be able to select electives from Humanities, Sport Excellence, The Arts and Technology curriculum areas. Chinese will also be an elective from year 8. In Year 7, electives are studied for a semester, except for Chinese (full year). In Years 8 and 9, electives are studied for one year.

Commendations for subjects are based on student performance, commitment to learning and attendance in Middle Phase. Students will not be recommended for subjects if they have not demonstrated ability to achieve successful academic results in Years 7, 8 and 9.

Students will be expected to approach their studies in a diligent manner, access available support services when needed, and be accountable for their actions. Study and homework are important aspects of a student's life and while a balance is necessary between family, spiritual, sporting, social and work obligations, commitment to education is essential to success.

EXTENSION PROGRAM

In Years 7 to 9, the College offers an Extension Program for a limited number of very capable and committed students who demonstrate an advanced aptitude for the study of any one of the core subjects of English, Humanities, Mathematics or Science.

The aims of the Extension Program are to:

- provide a challenging program for academically able students that allows them to work with like-minded students
- create a stimulating learning environment that engages and inspires students in their learning and promotes independent, responsible study habits
- maximise choices and opportunities for academic pathways through Years 10 - 12, including further tertiary studies

The curriculum is a faster paced curriculum which is non-repetitive. It gives students the opportunity to work with more complex and more abstract course material. The work is designed to be similar but different from that presented in other classes, enabling students to operate at a higher level, but still covering the essentials.

Students are invited into the Extension Program for one or more subjects based on their learning behaviours and academic results before entry. Student progress is monitored throughout the program. There is some movement in and out of the program based on student application to their studies and their performance. Diagnostic testing, NAPLAN, PAT and additional testing programs will be used on a regular basis to help teachers to monitor individual progress and maximising individual learning pathways.

SUBJECT CHANGE

Students must arrange a meeting with the Pathways Coordinator in order to collect a Subject Change Form. Before any subject change is considered for approval, the student must complete all outstanding assessment items. Changes will only be accepted in the last week of Term or first week of the following Term.

The freedom to change a subject should not be taken for granted. Other factors such as a student's motivation and performance will be taken into account before a decision is made.



SUBJECT OFFERINGS

Subjects are offered at Livingstone Christian College where reasonable numbers enrol.

Class numbers for subjects are limited. A student's academic result, work ethic and behaviour will be taken into consideration when making a final decision on subject suitability. Students should consider a second choice if their first selection is unavailable or not recommended.

ATTENDANCE AND PERFORMANCE

It is the responsibility of each Middle Phase student to:

- attend school all day, every day, unless absent due to a medical condition or other reasonable circumstance verified by their parent or carer
- complete all assessments on time for each subject, to the best of their ability
- fulfill academic expectations for high-quality commitment to learning

While subject teaching and learning time takes up the majority of the week, the other times for Faith and Life, Sport, camps and events are part of the total educational program and attendance is compulsory.

HOMEWORK

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom, and involve family members in their learning.

In determining homework, it is important to acknowledge that students may be engaging in many different activities outside of school. These include a range of physical activities and sports, recreational and cultural pursuits. Older students may also have part-time employment. Some students have responsibilities as caregivers. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

In Middle Phase homework can be completed daily or weekly and may:

- include daily independent reading
- be coordinated across different subject areas
- include extension of class work, projects and research

In Years 7, 8 and 9, students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class. Homework in Years 7, 8 and 9 is approximately 1 to 2 hours per night, including weekends.

Homework can engage students in independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practicing for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- preparing for upcoming classroom learning (collecting relevant materials, items, information).

Students can take responsibility for their own learning by:

- being aware of the Livingstone Christian College's homework policy
- checking Edumate Student Portal, canvas, and emails
- discussing homework expectations with their parents or carers
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers on assignment drafts (first final)
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and church activities and part-time employment.



Parents/carers can help their children by:

- providing suitable conditions for homework to be completed,
- checking the Edumate Parent Portal and canvas,
- helping them to complete tasks by discussing key questions or directing them to resources,
- encouraging them to organise their time and take responsibility for their learning,
- encouraging them to read and to take an interest in and discuss current local, national and international events,
 - helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities, and
 - contacting the relevant teacher to discuss any concerns about the nature of homework and their child's approach to the homework.

CANVAS

In secondary, a learning management system is integrated into each subject. Learner link (CANVAS) allows students and parents to access subject information, including content and assessment work, at school and at home. Students will be shown how to access this in class. It is expected that students utilise this online learning platform daily or weekly, as instructed by the teacher.

YEAR 7

YEAR LEVEL COORDINATOR

Mr Owen Sillars

Hi! I'm Owen Sillars and I am the Year Level Coordinator for Year 7 at Livingstone Christian College. I have been a Livingstone teacher for 4 years and have spent just over 2 of those years as a Year Level Coordinator (YLC). The role of a YLC is to build up young people, foster culture, and create a safe and nurturing learning environment. A YLC bridges the gap between school and home life and is the main communication point for parents and carers.

The transition into Year 7 is a precarious one to traverse, and my role is to try and make this change as seamless and peaceful as possible. At Livingstone, we offer transition days for both current and new students to allow Year 6 students the opportunity to taste elective subjects, meet Secondary staff members, and to begin their acclimation to Secondary. We also hold an annual Discover Secondary showcase where Livingstone can display all the various and spectacular subjects and extra-curricular opportunities that we offer. Finally, we also run a Year 7 camp, the purpose of which is to build friendships, comfortability, and fellowship between the cohort, while being in a fun, engaging, and Christ building environment.





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Line	Year 7 (2 lessons/week)				
1	Drama	Engineering Principles	Sports Excellence (Basketball)	Media	Chinese
2	Dance	Film, Television and New Media	Sports Excellence (Soccer)	Chinese-HSK	Digital Solutions
3	Economics/ Business	Music	Visual Art	Chinese	Health and Physical Education

YEAR 8

YEAR LEVEL COORDINATOR

Mrs Rachel Baxter

My name is Rachel Baxter and I am the Year Level Coordinator for Year 8 at Livingstone Christian College. I have been teaching for 19 years and 3 of those wonderful years have been at Livingstone. As a Year Level Coordinator (YLC), I am responsible for fostering a nurturing environment for Year 8 students by establishing support systems and structures to ensure the highest levels of pastoral care and student wellbeing. I pride myself on effective communication with students, staff and families as it is vital in this role, as are collaboration, innovation, flexibility, a commitment to Christian Values and perspectives. For your student's welfare, I am the person you would communicate with if your student requires support in areas that are other than academic needs. I work closely with our Chaplains and HOP (Head of Phase) to ensure your student is flourishing at Livingstone.

I am also responsible for leading and facilitating activities and programs for Year 8 students. Some of the extra programs for Year 8 are 'Unlimited' (our boys pastoral care program), 'Day Out' (once a term rewards day for our students who are showing the Livingstone Values and behaviours), our Camp (an opportunity for the whole year group to spend time with each other) and our end of term days run by our Chaplains and Staff that foster resilience and respect.

The second year of High School at Livingstone has a variety of opportunities for our students. They will be studying English, Mathematics, History, Geography and Physical Education. Plus this year they are able to select two Electives to engage in for the whole year.

I look forward to seeing your student flourish here at Livingstone.

"I can do everything through Christ who strengthens me."
Philippians 4:13





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Line	Year 8 (3 lessons/week)					
1	Dance	Engineering Principles	Sports Excellence (Basketball)	Media	Music	Chinese HSK
2	Drama	Engineering Principles	Visual Art	Sports Excellence (Soccer)	Economics/ Business	Film, Television and New Media

YEAR 9

YEAR LEVEL COORDINATOR

Mr Benson Ascott

Hi, I am Benson Ascott the Year Level Coordinator for Year 9. This year is my second year teaching at Livingstone Christian College. It has been a pleasure to teach at a school I would describe as an example of the kingdom of God being present on earth. At Livingstone, the teachers strive to love students with God's love, and this is reflected in how they care for the students.

Year 9 students are on a journey of discovering who they are as a person while searching for their identity. We pride ourselves on developing supportive programs to assist students to discover who they are by providing keys to build strong foundations and values; empowering students to be able to make educated and christlike choices throughout their lives. This year is also foundational in deciding on a career pathway. Year 9 students have the opportunity to select two electives in which to explore subject options that will aid them in making the best choices for their career path, and subjects to study in the senior learning phase. I look forward to supporting your child through their education and personal development.





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Line	Year 9 (3 lessons/week)					
1	Drama	Engineering Principles	Visual Art	Economics/ Business	Sports Excellence (Soccer)	Film, Television and New Media
2	Dance	Engineering Principles	Media	Sports Excellence (Basketball)	Music	Chinese HSK



ENGLISH

DEPARTMENT	ENGLISH	HEAD OF DEPARTMENT	Mrs Nicoleen Le Riche Nicoleen.Leriche@livingstone.qld.edu.au
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Subject Overview:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

(Adapted from www.australiancurriculum.edu.au/english)

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	Courage – This unit will focus on a study of courage and personal identity using Morris Gleitzman’s novel <i>Boy Overboard</i> .	My Life – This unit focuses on the novel <i>The Ranger’s Apprentice</i> by John Flanagan, considering issues of personal identity and acceptance.	Rules of Engagement – This unit will focus on the ‘rules’ of war and examine instances in history when nations / people have not played fair. A close reading of John Boyne’s <i>The Boy in the Striped Pyjamas</i> will be undertaken.
2	Advertising – Consumer Culture: are we being bought? Developing skills of analysis and evaluation to determine which information is trustworthy.	My Journey – students will study Frances Watts’ <i>The Peony Lantern</i> and focus on narrative story writing.	7 Billion People, 7 Billion Stories – Students will investigate life stories and autobiographies, culminating in the creation of a multimodal feature article that documents the life story of someone who has impacted them.
3	Stories – This unit will focus on Carole Wilkinson’s novel <i>Black Snake</i> and the question of whether Ned Kelly was a hero or villain.	My World – Students will study Veronica Roth’s novel <i>Divergent</i> where they will consider what constitutes a healthy society, and create an original faction.	Authority – students will explore and examine the interpersonal relationships and social dilemmas that occur from ethical issues within society through John Marsden’s novel <i>Tomorrow When the War Began</i> .
4	Utopia – a visual text unit in which students explore and create animated worlds.	My Voice – students analyse a variety of poems that incorporate perspectives from different cultures, including Indigenous Australians.	Imagine – engaging with the plot, characters and themes of Shakespeare’s most famous plays: <i>Hamlet</i> and <i>A Midsummer’s Night’s Dream</i> – through plot summaries and modern translations of the Shakespearean text.

Homework/Study:

Homework is provided on a weekly basis and may include assignment tasks, spelling / grammar work and novel studies.

Assessment:

Students will complete a variety of tasks that assess reading comprehension and fluency skills, writing a variety of text and using oral presentations to convey meaning.



SCIENCE

DEPARTMENT	SCIENCE	HEAD OF DEPARTMENT	Mrs Danielle Welsh Danielle.Welsh@livingstone.qld.edu.au
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Subject Overview:

Studying Science provides a way of answering interesting and important questions about the biological, physical and technological functions of the world. Science is a dynamic, collaborative and creative human endeavor arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. (Adapted from www.australiancurriculum.edu.au/english)

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	Mixing and Separating (Chemistry) – This unit introduces students to the concept of pure substances and mixtures. They will also conduct multiple chemistry experiments.	States of Matter (Chemistry) – This unit explores chemical processes, magnification and the periodic table, focusing on the first 20 elements.	Walking the Tightrope (Biology) – This unit will investigate the basic concepts of relationships and changes within the body and ecosystems. Students will also conduct a field study into the life cycle of sheep and other farm animals on college grounds.
2	Earth and Space – This unit introduces students to the concepts of how the relative positions of the Sun, Moon and Earth are related to seasons, eclipses and geological events.	Solid as a Rock (Geology) – This unit provides the student with a basic introduction to classifying rocks and minerals, linking with an investigation into the formation of the three rock types.	Energise me (Chemistry) – This unit will investigate the basic concepts of chemical reactions and atomic structures focusing on lab experiment techniques.
3	Forces in Sport (Physics) – This unit will introduce students to the concepts of forces in everyday life. Students will engineer and design a simple machine project.	Out Of This World (Physics) – This unit will explore energy, forces and the solar system. Students will engineer and design a mousetrap car to investigate energy transfer.	How old is the earth? (Geology) – This unit explores the theories and scientific facts about plate tectonics and the implications this knowledge has on the accepted age of Earth.
4	Classifying (Biology) – Students will learn how to classify God's creation in terms of biological understanding of life as they investigate the world they live in. The students will have firsthand experience handling farm animals.	How does God make organisms biologically function (Biology) – Students will investigate the structure and function of selected cells, organs and body systems. This unit will also incorporate an introduction to agricultural science with farm animals at the college.	The Unseen Connection (Physics) – Students will be investigating different forms and the implications they have on everyday life. Students may design and engineer a bush oven or other appropriate machines.

At appropriate times throughout the year some Agricultural Science will also be covered in years 7 to 9.

Homework/Study:

Homework is provided on a weekly basis and may include researching for assignments, completing tasks, writing up reports, and finding definitions of specific vocabulary.

There is an expectation that students commit more time to study prior to their exams

Assessment:

Students will complete a variety of assessment tasks that range from writing scientific reports of practical experiments to research-based essays.



ENGINEERING

DEPARTMENT	TECHNOLOGY	HEAD OF DEPARTMENT	Mr Peter Hosking Peter.Hosking@livingstone.qld.edu.au
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Subject Overview:

Engineering actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce, and evaluate designed solutions. They develop a sense of pride, satisfaction, and enjoyment from their ability to develop innovative designed products, services, and environments.

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	Tidy box - Students studied basic timber construction. They will also have an introduction to CAD. Students will design and build a small timber box and laser cut a lid to fit.	Electronic Dice – In this unit students will discover more electrical circuitry and soldering. Students will design and build the housing to suit the electronic dice circuit.	Skylap – The Skylap project introduces students to flight theory and aeronautical engineering concepts and places these in the context of an experimental design process. Students will construct, test and modify a balsa plane.
2	Mood light – In this unit students will discover basic electrical circuitry and soldering by following detailed instructions. Student will solder a small LED circuit and using CAD/CAM create an housing for the circuit and acrylic design.	Race and Chase – Race and Chase is a design project that introduces students to using pulleys of different sizes that puts the theory of power ratios into practice. Students will make and test an electric powered vehicle.	Blast Off – In this unit students further build on their understanding of the principles of flight. Thrust, air flow, wind resistance, terminal velocity, apogee, deceleration and force. The students will solve problems through a process of making, testing, and modifying a bottle rocket, powered with water and compressed air.
3	This unit is repeated in the second semester	Timber Technology – In this unit students further build on their understanding of construction and properties of timbers. The students will research the best timbers to use and mass manufacturing methods. Students will design and build a timber serving tray and cutting board.	Keeping Time – In this unit, students design and make a clock using a range of materials. They incorporate both tradition manufacture and CAD/CAM with the use of the laser cutter.
4		Alubind – Alubind is a project that will utilise a strong design philosophy which, acts as a catalyst for creativity. Students gain an understanding of construction and fabrication elements used in metal work. Students will design and make an A5 folder.	Making Noise – In this unit students will capitalise on all the knowledge of the past projects. Students will use traditional technologies and tools as well as incorporating digital technologies to design and build a steampunk inspired stereo.

**Homework/Study:**

Students will have to complete the following for homework/study:

- Completing online safety training
- Investigating how emerging technologies, products, and materials are being used to meet the changing needs and opportunities of communities.
- Generating ideas that consider key characteristics and properties of materials, systems, components, tools and equipment to enhance design features.
- Evaluating ideas, processes and solutions against a criteria for success.

Assessment:**- Research**

- Investigating how emerging technologies, products, and materials are being used to meet the changing needs and opportunities of communities.

- Portfolio

- Generating ideas that consider key characteristics and properties of materials, systems, components, tools and equipment to enhance design features.
- Evaluating ideas, processes and solutions against a criteria for success.

- Product

- Consistent production of high quality solutions suitable for the intended purpose by selecting and using appropriate technologies skilfully and safely.
- Establishment of detailed criteria for success.
- Product evaluation.

Subject Requirements:

Students may continue with this subject as an elective from year 7 to make informed decisions for studying at a senior phase level.

Students need to be performing highly both academically and behaviourally in order to progress to year 8 and beyond.

There are limited places within elective subjects, student placement in this subject will depend on their academic achievements, effort, and behaviour records. The Head of Department responsible for this subject will determine all students placement within this subject.



DANCE

DEPARTMENT

ARTS

HEAD OF DEPARTMENT

Mr Gavin Coles
Gavin.Coles@livingstone.qld.edu.au

Subject Overview:

The study of Dance develops a broad range of highly valuable life-skills. These include communication skills, confidence, teamwork, trust, co-operation and leadership, as well as individual and group problem solving skills, discipline, grace, and creative thinking. The study of Dance assists in developing an understanding of the anatomy and how it works biomechanically in a practical manner.

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	Story on Stage – An introduction to the elements of dance, choreographic devices and production elements that are used to communicate narrative meaning and choreographic intent. Students learn about style and choreographic intent in Aboriginal and Torres Strait Islander dances, and how these dances communicate narrative meaning.	Communicating Through Choreography – Dance is a unique art form in which the body is an instrument for non-verbal communication and expression. The inspiration for creative expression can be from personal life experiences, or observation and reflection on the world in which we live.	Dance in the Digital Age – Live and web-based dance performance increasingly integrates visual media and sonic technologies to engage audiences, manipulate senses and tell stories. This unit teaches students how to understand, evaluate and incorporate these technologies into live or web-based performance projects.
2	ascenDANCE – ascenDANCE is an extension educational experience producing curriculum work for the purpose of entertaining a live audience. The ascendance unit provides an exploration of dance as an art form through choreography and performance. Students extend their understanding and use of the dance elements, choreographic devices and production elements; using interaction to communicate narrative meaning and choreographic intent.	ascenDANCE – ascenDANCE is an extension educational experience producing curriculum work for the purpose of entertaining a live audience. The ascenDANCE unit provides an exploration of dance as an art form through choreography and performance. Students extend their understanding and use of the dance elements, choreographic devices and productions elements; using interaction to communicate choreographic intent.	ascenDANCE – ascenDANCE is an extension educational experience producing curriculum work for the purpose of entertaining a live audience. The ascenDANCE unit provides an exploration of dance as an art form through choreography and performance. Students develop their knowledge of how ideas and intentions are communicated in and through dance by integrating new media technologies into a live performance.
3	This unit is repeated in the second semester	Analysing Anatomy – A multidisciplinary approach to learning the systems of the human body and applied health-related fitness. Students will engage in the creative process through combining the dance elements and choreographic devices to create a patterned movement sequence symbolizing various body systems	Before Bangarra – An exploration of self-identity, national identity and cultural identity through the art of dance. Students examine the importance of understanding one's identity and reconnecting with one's heritage. Bangarra is an Aboriginal and Torres Strait Islander organisation and one of Australia's leading performing arts companies.



4	This unit is repeated in the second semester	All That Jazz – An introduction to the dance genre of jazz. Students explore the historical and cultural significance of jazz dance. They also observe and identify a spectrum of styles within jazz dance, demonstrating basic jazz dance technique. Students also investigate the concept of using a stimulus as the starting point for movement discovery in dance choreography	Hiphography – An introduction to the dance genre of hip-hop. Students explore the historical and cultural significance of hip-hop dance. They also observe and identify a spectrum of styles within hip-hop dance, demonstrating basic hip-hop dance technique. Students choreograph and perform a hip-hop dance routine, communicate meaning and intent relevant to a hip-hop dance style.
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Homework/Study:

Due to the practical nature of dance, students are not often given homework, except when responding tasks have been set. However, from time to time a research question or short homework task will be given (usually once or twice per term). Homework generally refers to the extra rehearsals needed during lunch times or their own time when group tasks have been set.

Subject Requirements:

Students may continue with this subject as an elective from Year 7 to make informed decisions for studying at a senior phase level. Students may be required to rehearse, perform or attend excursions outside of College hours.

There are limited places within elective subjects, student placement in this subject will depend on their academic achievements, effort, and behaviour records. The Head of Department responsible for this subject will determine all students placement within this subject.



SPORT EXCELLENCE

DEPARTMENT

**PHYSICAL
EDUCATION**

**HEAD OF
DEPARTMENT**

Mr Peter Hosking
Peter.Hosking@livingstone.qld.edu.au

Subject Overview:

Sports Excellence is a specialised elective subject that will allow students to develop a deeper understanding of personal performance in either basketball or soccer. It aims to prepare students for high end physical performance and develop the required skills to improve in all areas of learning. Through the use of regular physical training programs; students will build enablers that will allow them to engage with Science, Nutrition, Mathematics and Psychology to enhance their physical abilities. Students must meet certain selection criteria to enrol in this subject (see subject requirements). All subject matter below will be assessed and related back to either basketball or soccer.

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	Motor Learning - How does the acquisition of skill affect performance?	Tactical Awareness - How can I become a more tactically aware performer?	First Aid - How can I render first aid in a high- pressure situation without freaking out?
2	Anatomy and Physiology - How can an understanding of the body's mechanisms make me a better athlete?	Energy System & Fitness - How can energy, fitness and training optimise my performance?	Biomechanics - How is my body like a machine?
3	Health Benefits of Physical - Activity/Nutrition How is my diet improving or ruining my life?	Ethics and Integrity - How can integrity and engagement be optimised in physical activity?	Equity: Barriers and Enablers - Who/what influences my physical activity choices?
4	Sports Coaching & Officiating - How can teaching someone else make me better?	Training Program Design - How does exercise effect all areas of my health?	Sports Psychology - Why/How is mental health important to me and physical activity?

Homework/Study:

It is a requirement that students conduct 2-3 additional training sessions before and after schools, and during sport time. Commitment in these additional training sessions are essential to improve their skills in their selected sport.

Assessment:

Each term students' physical performance will be in relation to skill development, teamwork and tactical awareness. Theory examination may also be required.

Subject Requirements:

Students must achieve at least a B- or higher in Mathematics and English, as well as C or higher in all other subjects for enrolment in this subject. Students will be selected based on their demonstrated ability. If a student's academics drops below the minimum expectations, their placement in this elective will be suspended in order for them to catch up on core subjects.



MATHEMATICS

DEPARTMENT	MATHEMATICS	HEAD OF DEPARTMENT	Mr Peter Hosking Peter.Hosking@livingstone.qld.edu.au
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Subject Overview:

Learning Mathematics creates opportunities for and enriches the lives of all Australians. Studying Mathematics develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

(Adapted from www.australiancurriculum.edu.au/mathematics)

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	Number and Algebra – Laws of operation; properties of numbers; indices; roots; fractions	Number and Algebra – The Real number system; Indices; Ratios; Algebraic expressions.	Number and Algebra – Simple interest; Direct proportion and ratios; Index laws and scientific notation.
2	Number and Algebra – Introducing variables; algebraic expressions; the Cartesian plane and linear equations	Algebra and Geometry – Solving linear equations graphically and algebraically; Congruency and transformations.	Measurement and Geometry – Area; surface area; volume; capacity; triangles-congruency and similarity and solving problems using triangles.
3	Measurement and Geometry – Classifying and properties of triangles; classifying two-dimensional shapes and calculating area; prisms and volume.	Measurement and Geometry – Surface area and volume of prisms and other three-dimensional objects; angles, congruent Triangles and Quadrilaterals.	Statistics and Probability – Investigating data; comparing data sets, understanding probability and probability events.
4	Statistics and Probability – Types and sources of data; presenting data; calculating mean, median and mode; probability.	Statistics and Probability and Linear Graphs – Sampling Data, understanding probability, Venn diagrams, line graphs and linear relationships.	Linear and non-linear relationships – Finding distance and midpoint between 2 points; sketch linear graphs; solve linear equations and graphing non-linear relations.

Homework/Study:

Homework is provided on a daily or weekly basis and may include researching for assignments, completing online tasks, writing up reports, finding definitions of specific vocabulary, and reading next chapter of work. There is an expectation that students commit to regular daily studies in mathematics.

Assessment:

Students will complete a variety of assessment tasks that range from exams, assignments, online testing, and project-based work.

Subject Requirements

All student are required to bring equipment to every class such as laptop, books, calculators.



HISTORY/GEOGRAPHY

DEPARTMENT

HUMANITIES

HEAD OF DEPARTMENT

Mr Matthew Coates
Matthew.Coates@livingstone.qld.edu.au

Subject Overview:

History / Geography are subjects where complex interactions between people and their environments are studied. Students are able to investigate historical, social, political, economic, environmental and cultural ideas and issues that influence the modern world.

Topics Covered:

Topics range from the concept of the Nationhood of Australia to studying the ancient and modern worlds. They investigate local and global connections and explore inequalities between places in human development, economics and welfare.

TERM	YEAR 7	YEAR 8	YEAR 9
1	History Mystery – An overview of the ancient and how it is studied, presented through an exploration of the ancient past and early civilisations.	Medieval Europe and the Renaissance – This unit is based around students gaining an appreciation for the history of the Medieval period in Europe and surrounding areas and will examine the development of European culture, religion, art and science during the Middle Ages.	Asia and the World – Students will examine how China changed and developed from colonialism to a nationalist republic between 1750 until 1918.
2	Ancient China – Students will explore the rich heritage and influence of ancient Chinese culture. This study will include investigating Chinese beliefs, significant individuals and contacts made with other societies.	Shogunate Japan – This unit is based around students gaining an appreciation for the history of the Medieval period in Japan and the rise of the Shogunate system of governance.	Movement of Peoples – This unit explores the growth of the slave trade and the experiences of free settlers as they moved across the world, especially to Australia.
3	Mysteries of the Nile – Students explore the ancient Egyptian civilization, its beliefs, relationship to the land and the role of significant individual in its history.	Mongol Expansion – Students will engage with the history of Asia by studying the development and influence of the Mongol empire under Genghis Khan.	World War 1 – Students will investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.
4	Water in the World – This unit focuses on introducing geographical concepts through the examination of water as a renewable environmental resource. This includes how it is used, perceived and valued, the ways it connects environments and issues surrounding its availability.	Changing nations – This unit investigates the changing human geography of countries revealed by shifts in population distribution. The economic and social change and both negative and positive effects will be looked at. Urbanisation is explored in different economies and population migration is examined in detail.	Geographies of interconnections – This unit investigates how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways. The interconnections between people and places through the products people buy and the effects of their production on the places that make them will be considered, as will the ways that technologies has changed these connections.

Homework/Study:

Homework is provided on a weekly basis and may include researching for assignments, completing tasks, writing up reports, and finding definitions of specific vocabulary. There is an expectation that students commit more time to study prior to their exams

Assessment:

Students will complete a variety of assessment tasks that range from project-based tasks and field trips to exams and essays.



VISUAL ARTS

DEPARTMENT

ARTS

**HEAD OF
DEPARTMENT**

Mr Gavin Coles

Gavin.Coles@livingstone.qld.edu.au

Subject Overview:

Visual Art involves making and responding tasks that are interrelated. Making tasks include the exploration of art practices and the communication of ideas and intentions through the visual language. Responding tasks include exploring, responding, analysing and interpreting artworks.

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	<p>Elements of Design – This unit is designed to give students an understanding of the importance of the Elements of Design as the building blocks of creating and understanding Art.</p>	<p>Speed and Action – This unit provides a sequence of learning opportunities for students to examine the excitement of speed, movement and motion through the context of geometric and organic as a source of art making. They will respond to and make artworks using a range of media and techniques.</p>	<p>Beach Secrets – This unit focuses on the relationship between the natural environment and humankind. Students will make a series of artworks using a range of media to develop meanings and communicate ideas and interests about man, the environment and their relationship.</p>
2			
3	<p>This unit is repeated in the second semester</p>	<p>Altered Environments – This unit provides a sequence of learning opportunities for students to examine how symbols can be used to communicate and develop meaning in artworks. They will develop personal symbols and codes within a sculptural context exploring their personality and environment to an audience.</p>	<p>Shadow Dimensions – This unit focuses on the relationship between humans and their shadows, both literal and metaphorical. Students will make a series of artworks using a range of media by exploring shadows in all their shapes, sizes, forms and their relationship to themselves.</p>
4			

Assessment:

Students will complete a variety of assessment tasks that range from visual art folios, resolved artworks, to responding, exams and essays.

Subject Requirements:

Students may continue with this subject as an elective from Year 8 to make informed decisions for studying at a senior phase level.

There are limited places within elective subjects, student placement in this subject will depend on their academic achievements, effort, and behaviour records. The Head of Department responsible for this subject will determine all students placement within this subject.



DRAMA

DEPARTMENT

ARTS

**HEAD OF
DEPARTMENT**

Mr Gavin Coles

Gavin.Coles@livingstone.qld.edu.au

Subject Overview:

Drama is not just an acting course. The study of Drama develops a broad range of highly valuable life-skills, including verbal and non-verbal communication, confidence, empathy and leadership. Students learn team-building, trust and cooperation, individual and collaborative problem-solving, discipline and accountability, all in a creative, innovative, interactive and safe learning environment.

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	DSI Drama Scene Investigation – Students explore and experience the basic building blocks of drama and improvisation, including role, tension and focus.	Essential Elements – Students explore and experience the elements of drama through improvisation, devised work and scripted text, including roles, relationships, characters, situation, tension, focus, place and space.	Emotional Rollercoasters – Students explore and experience the element of mood through the form and style of Melodrama, and developing collaborative script writing skills.
2	Partners in Crime – Students explore and experience the conventions of script writing and develop their acting skills through presenting published duologues.		Side Show Alley – Students explore and experience the element of symbolism, including comparing Realism and Non-Realism as forms and styles of drama.
3	This unit is repeated in the second semester	Dialogues – Students explore and experience the element of language and hone their characterization and vocal skills through monologue and scripted text.	Live ... On The Main Stage – Students explore and experience working as an ensemble to present a one act play for a public audience, whilst learning about theatrical roles, stage geography and theatrical spaces.
4		Clowning Around – Students explore and experience the elements of movement and time through the forms and styles of mime, clowning and circus.	Show Bags – Students explore and experience the form and style of Collage Drama, collaboratively devising a work of theatre aimed at young people.

Homework/Study:

Students will be required to complete homework which may include journaling, theoretical assignments, learning lines for practical tasks, and study for end of semester examinations. Please note that classroom content is 30% theoretical: 70% practical. Assessment work 50% theoretical: 50% practical.

Assessment:

The subject of Drama is taught and assessed through three dimensions:

Making – Forming: the creation of drama, including improvisation, characterization, script writing, directing, dramaturgy.

Making – Presenting: the performance of dramatic works, both student-devised and scripted, exploring a range of genres.

Responding: the analysis of drama through journaling and examinations, responding to scripted and live theatre through critical review and extended analytical writing.

Subject Requirements:

Students may continue with this subject as an elective from Year 8 to make informed decisions for studying at a senior phase level. A strong attendance record is advised. Students may be required to rehearse, perform or attend excursions outside of College hours.

There are limited places within elective subjects, student placement in this subject will depend on their academic achievements, effort, and behaviour records. The Head of Department responsible for this subject will determine all students placement within this subject.



MUSIC

DEPARTMENT

ARTS

HEAD OF DEPARTMENT

Mr Gavin Coles

Gavin.Coles@livingstone.qld.edu.au

Subject Overview:

Music involves singing, playing instruments, listening and composing by modifying the music elements to express ideas, considering intended audiences and intended purposes, through sound.

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	STOMP! – In this unit, students compose a rhythmic soundscape and perform their own composition in a small ensemble using homemade instruments. This unit is based on the STOMP! Theatrical show.	Foundations of Music – This unit of work is designed to introduce essential Music theory through practical application of concepts taught in class. Students are assessed through a solo guitar performance and musical arrangement created using music notation software.	Media Music - Students explore compositional techniques and how they are used to compose music for Film and TV. For assessment students perform a piece of media music and analyse media music for assessment.
2	Keyboard Evolution - Is a unit of work that teaches students the fundamentals of how to play the keyboard. Students are assessed through a practical performance of the Coldplay piece 'Viva la Vida'.	TrackFormers introduces students to the concepts of DJ'ing and the basics of being a DJ artist. Students are assessed through a musical performance using DJ gear.	Composition - Is a unit of work designed to teach students how to compose music. For assessments students compose a piece of music for piano and voice using professional notation software.
3	This unit is repeated in the second semester	Found Sounds – This unit of work explores the concepts of found sounds in composition. Students record their own found sounds and source found sounds from existing sources to create their own composition.	Give my regards to Broadway – Teaches students about the Musical Theatre genre. Students perform a piece of musical theatre as an ensemble and complete a theoretical examination.
4		Ensemble Performance – Students work in small and large ensembles on their instrument of choice to perform music. Students learn set repertoire, along with music of the student's own selection to create ensemble performances.	Pop Music – Students learn about the key characteristics of Pop music and compose their own Pop music composition.

Homework/Study:

There is a greater expectation that students commit more time to study, practice and rehearse for their assessment tasks.

Assessment:

Students will complete a variety of assessment tasks that range from performance-based tasks to exams and compositions.

Subject Requirements:

Students may continue with this subject as an elective from Year 7 to make informed decisions for studying at a senior phase level. Students may be required to rehearse, perform or attend excursions outside of College hours.

There are limited places within elective subjects, student placement in this subject will depend on their academic achievements, effort, and behaviour records. The Head of Department responsible for this subject will determine all students placement within this subject.



MEDIA ARTS: MEDIA

DEPARTMENT

ARTS

**HEAD OF
DEPARTMENT**

Mr Gavin Coles
Gavin.Coles@livingstone.qld.edu.au

Subject Overview:

Media involves constructing meaning, considering intended purposes, by modifying media language and technologies. Students studying this subject create their own multimedia works, and present and respond to their own and others' pieces, considering intended audiences and intended purposes.

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	InDesign Magazine – In this unit, students have the opportunity to design and create their very own magazine cover page and two-page spread article using Adobe InDesign.	If I were a dish – This unit explores how Media Arts conventions and genres are used to create points of view through representation and communication of social and cultural values and beliefs.	Flash Animation – In this unit, students explore the world of animation before have the opportunity to produce their own 2D animation using Adobe Flash.
2	Camera 101 – In this unit, students will develop a theoretical and practical understanding for both still images (photography) and moving images (cinematography). This unit will act as a foundation for future learning in both Media and Film.		Photography Website – In this unit, students gain a deep understanding of the different codes and conventions and practical skills of some of the most popular photography genres and styles. Students then produce a website to display their finest works.
3	This unit is repeated in the second semester	Newspapers – In this unit, students explore one of the world's first mass media outlets: the newspaper. Students will learn how to both write and design a newspaper report.	Under construction – This unit explores how Media Arts conventions and genres are manipulated to construct new and alternative points of view through representation and communication of social and cultural values and beliefs.
4		Music Videos – In this unit, students will study and analyse the history of the music video industry, music genres, and explore the codes and conventions associated with the different types of music video clips.	

Assessment:

Students will complete a variety of assessment tasks that range from project-based tasks to exams and essays.

Subject Requirements:

Students may continue with this subject as an elective from Year 8 to make informed decisions for studying at a senior phase level.

There are limited places within elective subjects, student placement in this subject will depend on their academic achievements, effort, and behaviour records. The Head of Department responsible for this subject will determine all students placement within this subject.



FILM, TELEVISION AND NEW MEDIA

DEPARTMENT

ARTS

**HEAD OF
DEPARTMENT**

Mr Gavin Coles

Gavin.Coles@livingstone.qld.edu.au

Subject Overview:

Film and Television is an engaging and relevant subject that will give students an in-depth insight into a range of media industries. Students will gain an understanding of how Media organisations position audiences to believe a particular point of view; gain skills in film and television design and production practices; and gain a greater understanding of their media saturated world by critically engaging and analysing various texts.

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	Introduction to Film and TV – This introductory unit focuses on basic film terminology and will look specifically at how the director uses the film elements in order to position the audience for specific purposes.	Film and TV Genres – In this unit, students explore the codes and conventions, history and uses of the film languages in some of the most popular film and television genres.	Film Languages – In this unit, students study and analyse the film languages and look specifically at the way a director can use the film languages to position audiences for specific purposes.
2	Animation Basics – In this unit, students are introduced to the world of animation before having the opportunity to produce their very own 2D animation using Adobe Flash.		Short Film – Students will critically analyse the basic Hollywood narrative structure, looking specifically at the three-act structure and the Hero's Journey.
3	This unit is repeated in the second semester	Advertisements – In this unit, students are introduced to the media influence theories and explore television advertisements. Students will learn to critically analyse and engage with the media, as well as produce a toy advertisement of their very own.	Video Games – In this unit, students will explore the industry of one of the newest forms of media: video games. Students will answer the question; are video games as legitimate a form of media as other forms such as film, television and radio?
4			Claymation – In this unit, students are introduced to the world of animation through the technique of Claymation or Stop Motion animation.

Assessment:

Students will complete a variety of project-based tasks and assessment items

Subject Requirements:

Students may continue with this subject as an elective from Year 7 to make informed decisions for studying at a senior phase level.

There are limited places within elective subjects, student placement in this subject will depend on their academic achievements, effort, and behaviour records. The Head of Department responsible for this subject will determine all students placement within this subject.



DIGITAL TECHNOLOGY

DEPARTMENT

TECHNOLOGY

HEAD OF
DEPARTMENT

Mr Peter Hosking
Peter.Hosking@livingstone.qld.edu.au

Subject Overview:

Learning in Digital Technology focuses on further developing understanding and skills in computational thinking, such as decomposing problems and prototyping. Students engage with a wide range of Information systems to broaden their experiences and involvement in National, Regional and Global activities in an ethical, safe and responsible manner.

Topics Covered:

TERM	YEAR 7
1	Introduction to Code This unit focuses on developing an understanding of computer language and program interfaces using Python.
2	Introduction to Coding This unit focuses on the components of data and digital citizenship in Digital Technology.
3	This unit is repeated in the second semester
4	

Homework/Study:

While this is a practical subject, homework may be provided and may include researching for assignments, completing tasks, writing up reports, and practicing skill sets.

There is an expectation that students commit more time to study prior to assessment tasks being due.

Assessment:

Students will complete a variety of project-based tasks and assessment items.

Subject Requirements:

Students may continue with this subject as an elective from Year 7 a suitable BYOD laptop is required to continue in this subject.

There are limited places within elective subjects, student placement in this subject will depend on their academic achievements, effort, and behaviour records. The Head of Department responsible for this subject will determine all students placement within this subject.



ECONOMICS/BUSINESS

DEPARTMENT	HUMANITIES	HEAD OF DEPARTMENT	Mr Matthew Coates Matthew.Coates@livingstone.qld.edu.au
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Subject Overview:

Business, economics and legal activities impact on and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs.

By studying this subject, students may gain an understanding of managing finances, making decisions about goods and services, and being aware of their legal rights and responsibilities as citizens.

Topics Covered:

TERM	YEAR 7	YEAR 8	YEAR 9
1	Global Supermarket: Consumers and Producers in the Market – Students will engage in learning about both national and global business connections to facilitate entrepreneurship.	The Market System and Government – Students are given the opportunity to explore the ways markets work within Australia, the participants in the market system and the ways they may influence the market's operation.	The Australian Economy – This unit of work looks at the participants in the Australian economy including how global events have an impact on our economy.
2	Making Money: Entrepreneurship and Earning an Income – Students will look at the importance of short and long term planning to individual and business success.	Running a Business in Australia: Students will explore business structures, along with how business respond to opportunities and Australian Consumer Laws.	Participants in the Changing Work Environment – This unit looks at who the participants are in the Australian workplace and their interdependence with each other.
3	This unit is repeated in the second semester	Marketing a Product – Students will consider the decisions inherent in marketing a product to consumers.	The Global Economy – This unit of work investigates the concepts of Globalisation and importing goods from overseas to Australia.
4		Advertising - Students will consider different types of advertising and the uses across the world.	Managing Financial Risk – This unit looks at investing money and the risks associated with investment.

Homework/Study:

Homework is provided on a weekly basis and may include researching for assignments, completing tasks, writing up reports, and finding definitions of specific vocabulary. There is an expectation that students commit more time to study prior to their exams.

Assessment:

Students will complete a variety of assessment tasks that range from project-based tasks to exams and essays.

Subject Requirements:

Students may continue with this subject as an elective from Year 7 to make informed decisions for studying at a senior phase level.

There are limited places within elective subjects, student placement in this subject will depend on their academic achievements, effort, and behaviour records. The Head of Department responsible for this subject will determine all students placement within this subject.



HEALTH AND PHYSICAL EDUCATION

DEPARTMENT

**PHYSICAL
EDUCATION**

**HEAD OF
DEPARTMENT**

Mr Peter Hosking
Peter.Hosking@livingstone.qld.edu.au

Subject Overview:

Students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Topics Covered:

TERM	YEAR 7
1 THEORY	Stages of Development - Adolescent changes
2 THEORY	Generation - What role does family play in encouraging physical activity
1 PRACTICE	Volleyball - basic skills, coordination, team work, fair play
2 PRACTICE	AFL - basic skills, coordination, team work, fitness, fair play

Homework/Study:

This subject requires both physical and theoretical component. Homework will be provided weekly or fortnightly and increased during assessment times.

Assessment:

Students will complete assessments that covers both practical and theoretical components of the course. This may include multimodal presentations, research tasks, short response exams, as well as, mastery of practical components, as demonstrated by students in class.



CHINESE HSK

DEPARTMENT

CHINESE
HSK

HEAD OF DEPARTMENT

Ms Hope Gately
Hope.Gately@livingstone.qld.edu.au

What is HSK?

HSK stands for Hànyǔ Shuǐpíng Kǎoshì, translated as the Chinese Proficiency Test.

HSK is the most important Chinese proficiency test in use today and is the only internationally recognised standardized test of Chinese language ability. HSK covers academic, professional, and daily life Chinese skills, making it a great way for students to track their learning whilst obtaining official credentials of their Chinese ability.

Subject Overview

With Asia capability being a core focus area for our students' development, the Chinese department has two subject offerings available to Year 7 students. The first is the Chinese language program with the opportunity to receive a HSK endorsement. The year's work will culminate with the students' opportunity to undertake the internationally-recognised HSK Level One assessment through the University of Queensland. The preparation for, and successful completion of this certificate equips students with cultural competency and communication skills. Progression to further levels of HSK are available to students as they continue through our Secondary school. Students who are not willing to participate in the HSK program must instead use one elective slot to participate in the Chinese Culture course. More information can be found on the next page.

Topics Covered

Across the year, students will learn an array of introductory vocabulary and have opportunities to develop speaking, reading, and listening comprehension alongside bilingual teaching staff. Students will also have the opportunity to participate in intercultural programs such as Chinese Camp and through communicating with students from our sister school in China.

Homework/Study

Online support resources are available to students to enable them to recognise Chinese words and grammar patterns. Our teaching and tutoring team will also be readily available to support students with their language development as contact time increases from one lesson per week in Year 6 to three lessons per week within the HSK program.

Assessment

Written and oral assessments will take place throughout the year in preparation for the HSK assessment in September.

Subject Requirements

Students must be willing to take on the challenge of learning a new language, but a specific level of previous Chinese learning is not a requirement to enter the Year 7 language program. To consider taking Chinese language courses beyond Year 7, students must enrol in the Year 7 HSK program.

Chinese Culture

Subject Overview:

At Livingstone Christian College, Chinese Language offered two learning pathways to our secondary across year 7 to year 12. If students elect to not enrol in the HSK program, they must participate in the Chinese Culture class where they will develop foundational knowledge about interactions between Australian and Chinese cultures.

Topics Covered:

Chinese culture and traditions including modules about food, technology, language, education and politics, so that students understand cultural differences that will assist them in navigating relationships across the Asia region.

Homework/Study:

A support resource will be available online to allow students to revise and practice basic language and concepts.

Assessment:

Students will develop a presentation about the similarities and differences between Australia and China about an expression of culture of their choice.

Subject Requirements:

Students must enrol in the year 7 Chinese Culture program and be willing to participate in the cultural practical activities. Students looking to progress with Chinese beyond Year 7 should enrol in the HSK elective subject.



Where every child flourishes

WELCOME TO SENIOR PHASE OF LEARNING



YEAR 10 - 12

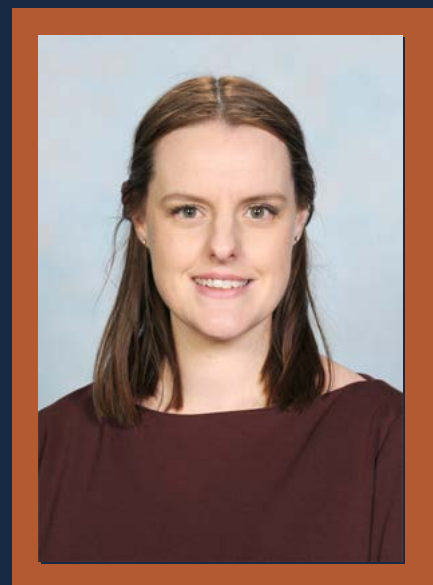
HEAD OF SENIOR PHASE

Mrs Danielle Welsh

The Senior Phase of Schooling is an exciting time in the lives of our students. For our Year 10, 11, and 12 students this is a time to look towards their future aspirations and dreams and work hard to accomplish these. In Senior Phase, our focus is on individual pathways for our students.

Our goal is for them to use this time to grow in their knowledge, skills, and abilities. We want each student to flourish into the young person that God created them to be, and we aim to facilitate and develop them on that journey. Students can choose from a variety of pathways to success, including Professional Learning Pathways, Vocational Training (VEP), and ATAR. Each of these pathways has unique opportunities to excel in their chosen field after their time here at Livingstone.

Each pathway has a myriad of outcomes that will lead to success, fulfilment, and accomplishment. The goal for Senior Phase students is to graduate with a QCE, but also with life skills, confidence, and a knowledge of who they are in Christ and the world.



YEAR 10 YEAR LEVEL COORDINATOR

Ms Kelly Wooding

My name is Ms. Kelly Wooding. I am the Year 10 Year Level Coordinator for 2021. As a Year Level Coordinator, it is my pleasure and role to assist with the welfare of all students within their year cohort. I work with the Connect Teachers to ensure that school is a safe, pleasant, and positive experience for the students in my year level. In addition, my role also branches out to other areas such as developing positive morale and fostering and maintaining genuine pastoral care within the cohort.

I also communicate with parents and maintain this contact about their child's progress, as appropriate. Last but not least, I conduct weekly year level assemblies to disseminate important year level information to students. Please feel free to contact me if you ever have any questions or concerns about your children. I am always happy to assist. Blessings.





Year 10 General Subject Prerequisites

Please note that a meeting with the Head of Department is required if a student did not achieve the prerequisite eligibility of entry into the subject.

LEARNING AREA	SUBJECT	CATEGORY	PREREQUISITE
English	English	General	C in Year 9 English
	Literature	General	B in Year 9 English
Mathematics	General Mathematics	General	C in Year 9 Mathematics
	Mathematics Methods	General	B in General Mathematics
Science	Biology	General	C in Year 9 Science
	Chemistry	General	B in Year 9 Science
	Psychology	General	B in Year 9 Science
	Physics	General	B in Year 9 Science and C in Mathematics
Design and Technology	Engineering	General	C in Year 9 Engineering Principles & B in Maths
The Arts	Drama	General	C in Year 9 Drama and English
	Music	General	C in Year 9 Music
	Film, TV and New Media	General	C in Year 9 FTV and English
	Visual Arts	General	C in Year 9 Visual Arts and English
Health and Physical Education	Physical Education	General	C in Year 9 Sports Excellence and English
Humanities	Modern History	General	C in Year 9 History and English
	Business/Economics	General	C in Year 9 Business/Economics
	Geography	General	C in Year 9 History and English
	Legal Studies	General	C in English



You will receive confirmation if your subject selection is successful - this will be dependent on sufficient numbers, resourcing and timetabling constraints. Parents and students will be advised if subject re-selection is necessary.

Line	Year 10 (4 lessons/week)						
1	Essential Mathematics	General Mathematics	Mathematical Methods				
2	Essential English	General English					
3	Chemistry	Modern History	Economics	Drama	Media Arts in Practice	Certificates/ Diplomas	
4	Physics	Legal Studies	Physical Education	Film, Television and New Media	Industrial Technology	Certificates/ Diplomas	Chinese HSK
5	Biology	Literature	Engineering	Visual Art/Visual Arts in Practice	Sports and Recreation	Certificates/ Diplomas	
6		Geography	Psychology	Music/Music in Practice	Tourism	Certificates/ Diplomas	

CCM Certificates on offer for Year 10 Students. Please select the certificate in the line you wish to study this course.

- Certificate II in Skills for Work FSK20019
- Certificate II in Workplace Skills (Business) BSB20120
- Certificate II in Applied Digital Technologies ICT20120
- Certificate III in Business BSB30120
- Cert III in Christian Ministry and Theology 10741NAT

For students wanting to study a certificate from TAFE or another Training Organisation, please follow below instructions.

For TAFE only, please apply directly online. Once you submit an application, this information is then sent to the Pathways Coordinator for approval. Students will be sent an email on the application process as each TAFE open their portal for enrolments. Greater Brisbane's portal is now accepting enrolments, however, Gold Coast TAFE is not open yet.

All courses from other Registered Training Organisation will need to be approved by the Pathways Coordinator, Mrs Carol Sorrensen first before submitting an application.

Please note that some of these certificates may incur an out of pocket expense in which the parent/carer will be responsible for the payment.

YEAR 11

YEAR LEVEL COORDINATOR

Mr Jackson Grigg

My name is Jackson Grigg and I am the Year Level Coordinator for Year 11. I have taught at Livingstone since 2016 and have been a Year Level Coordinator since 2018.

As a Year Level Coordinator, it is my pleasure to assist with the welfare of each student in the cohort. Communicating with parents and teachers is a key role in helping bridge the gap between behaviour, learning and well-being. Working closely with the Chaplain team is a huge help, as their expertise in pastoral care helps the development of student well-being.

In Year 11, students start the first of four units that contribute to their Queensland Certificate of Education (QCE). It is important that the students are enrolled in subjects in which they can succeed at the commencement of Year 11. Because of this, our weekly assemblies are geared towards supporting our students and providing practical ways to maintain and keep on top of the workload. We have guests from tertiary organisations who speak at these assemblies, which provide awareness of what pathways are available and what is required to pursue those options.

The start of Year 12 (Unit Three) happens in Term Four of Year 11. Before the commencement of Unit Three, all Year 11 students attend a study camp. The study camp is designed to set up the students and prepare them for their final year of schooling. We provide practical ways on how to balance school-life and run activities to best prepare them for Year 12.

Please feel free to contact me with any further questions you may have for your child/children.



EDUCATING FOR ETERNITY



Year 11 General Subject Prerequisites

Please note that a meeting with the Head of Department is required if a student did not achieve the prerequisite eligibility of entry into the subject.

LEARNING AREA	SUBJECT	CATEGORY	PREREQUISITE
English	English	General	C in English
	Literature	General	B in English
Mathematics	General Mathematics	General	C in General Maths
	Mathematics Methods	General	B in Maths Methods
	Specialist Mathematics	General	B in Specialist Math or Maths Methods
Science	Biology	General	B in Biology
	Chemistry	General	B in Chemistry
	Psychology	General	C in Psychology
	Physics	General	B in Physics
Design and Technology	Engineering	General	B in Engineering and/or B in General Maths
The Arts	Drama	General	C in Drama (Yr 9/10) and C in English
	Film, TV and New Media	General	C in Media (Yr 9/10)
	Music	General	C in Music (Yr 9/10)
	Visual Arts	General	C in Art
Health and Physical Education	Physical Education	General	C in PE and C English
Humanities	Ancient History	General	C in English and C in History
	Economics	General	C in English and Economics
	Geography	General	C in English and C in Geography, History
	Legal Studies	General	C in English
	Modern History	General	C in English and C in History



You will receive confirmation if your subject selection is successful - this will be dependent on sufficient numbers, resourcing and timetabling constraints. Parents and students will be advised if subject re-selection is necessary.

Line	Year 11 (4 lessons/week)						
1	Essential Mathematics	General Mathematics	Mathematical Methods				
2	Essential English	General English					
3	Chemistry	Modern History	Drama	Media Arts in Practice	Certificates/ Diplomas		
4	Physics	Legal Studies	Physical Education	Film, Television and New Media	Industrial Tech (2023)	Certificates/ Diplomas	
5	Biology	Literature	Engineering	Visual Art/Visual Arts in Practice	Sports and Recreation	Certificates/ Diplomas	Chinese HSK
6	Specialist Mathematics	Ancient History	Psychology	Music/Music in Practice	Tourism (2023)	Certificates/ Diplomas	

CCM Certificates on offer for Year 10 Students. Please select the certificate in the line you wish to study this course.

- Certificate II in Skills for Work FSK20019
- Certificate II in Workplace Skills (Business) BSB20120
- Certificate II in Applied Digital Technologies ICT20120
- Certificate III in Business BSB30120
- Cert III in Christian Ministry and Theology 10741NAT
- Diploma of Leadership and Management (Business) BSB50420

For students wanting to study a certificate from TAFE or another Training Organisation, please follow below instructions.

For TAFE only, please apply directly online. Once you submit an application, this information is then sent to the Pathways Coordinator for approval. Students will be sent an email on the application process as each TAFE open their portal for enrolments. Greater Brisbane's portal is now accepting enrolments, however, Gold Coast TAFE is not open yet.

All courses from other Registered Training Organisation will need to be approved by the Pathways Coordinator, Mrs Carol Sorrensen first before submitting an application.

Please note that some of these certificates may incur an out of pocket expense in which the parent/carer will be responsible for the payment.

YEAR 12

YEAR LEVEL COORDINATOR

Mr Tim Idstein

Hi there, my name is Tim Idstein and I am the Grade 12 Year Level Coordinator here at Livingstone Christian College. This is my tenth year here as a Film, TV and New Media subject coordinator, and I have spent just under 2 years in a YLC role. I am honoured to have been entrusted with this role as it allows me to support the students, build relationships on a deeper level, and reflect God's love - particularly in their final year of schooling. It is a year of fun, joy, excitement and, of course, stress and sadness, and my role is integral in helping guide students through the transition into adulthood. As one of the most rewarding aspects of being the Grade 12 YLC, I have the privilege of overseeing the Senior Student Leadership Team as I witness them grow and flourish in their roles, meetings, events and initiatives.

At the conclusion of each term, I also host special social events for the Year 12 cohort such as the Senior Formal, as well as help the Leadership Team put on social events for the wider secondary community. In addition, being a YLC has also given me many opportunities to grow the school and lead positive changes with the SHAPE for LIFE initiative and in leading the complete revamp of the house system to introduce new houses and structures. I look forward to meeting you and hope to guide your student through the best last year of schooling possible.



EDUCATING FOR ETERNITY



Line	Year 12 (4 lessons/week)						
1	Essential Mathematics	General Mathematics	Mathematical Methods				
2	Essential English	General English					
3	Chemistry	Film, Television and New Media	Modern History	Study 6	Certificates/ Diplomas	Sports and Recreation	
4	Legal Studies	Literature	Physical Education	Study 3	Certificates/ Diplomas		
5	Visual Art/Visual Arts in Practice	Biology	Design	Psychology	Music	Study 5	Certificates/ Diplomas
6	Ancient History	Media Arts in Practice	Physics	Drama	Economics	Study 4	Certificates/ Diplomas

SUBJECTS OFFERED OFFLINE DURING SPORT

- HSK Chinese
- Specialist Mathematics



Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.



Senior Subjects

The QCAA develops four types of senior subject syllabuses – General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P-10 Australian Curriculum.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies, and to pathways for vocational education and training and work. General subjects include Extension subjects.

Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Vocational Education and Training (VET)

- Studies in VET may be undertaken at school or through a registered training provider (RTO) which specialise in the specific vocational training area being delivered.
- The qualifications gained are nationally recognised.
- VET studies focus on work skills and allow students to enter the workforce and/or move on to further vocational or academic studies.
- Some of the courses will attract Vocational Education Training in Schools (VETIS) funding which will assist in the resources used to deliver these extensive qualifications.
- All courses from registered training organisation will need to be approved by the Pathways Coordinator first before submitting an application

School-Based Apprenticeship and/or Traineeship (SAT)

- Part-time school-based apprenticeships and traineeships provide students with the opportunity to commence their chosen apprenticeship or traineeship prior to leaving school.
- These are based on industry standards and can lead to nationally recognised qualifications.
- On completion of the apprenticeship or traineeship, students are eligible to receive a nationally recognised qualification. Any competencies that are completed prior to leaving at the end of Year 12 can contribute to the Queensland Certificate of Education.



Structured Work Placement/Work Experience

- The program provides students with the opportunity to experience the workplace in an area that they feel they may be interested in pursuing in the future.
- While at work, it is possible to gain credit towards competencies that they are studying at school.
- For all enquiries students should arrange a meeting with the Pathway Coordinator.
- Structured Work Placement is not paid work.

TAFE at Schools Program

- For TAFE only, please apply directly online. Once you submit an application, this information is then sent to the Pathways Coordinator for approval. Students will be sent an email on the application process as each TAFE open their portal for enrolments. Greater Brisbane's portal is now accepting enrolments, however, Gold Coast TAFE is not open yet.
- A range of vocational courses (Certificate qualifications) are offered to senior secondary students by TAFE.
- Each of the Institutes will advertise expressions of interest in 2021 to commence in 2022.
- Students will receive an enrolment pack from TAFE and enrolment will be confirmed when payment of fees is received by TAFE (before the course commences).
- Please note that some of these certificates will incur an out of pocket expense in which the parent/carer will be responsible for the payment

Brisbane School of Distance Education

- BSDE offers high quality accredited programs to students throughout Queensland.
- BSDE integrates traditional learning with the online interactive technology to deliver educational programs
- Students can only study a BSDE subject if not offered at SSC e.g. French, Chinese, Philosophy & Reasoning. Classes are conducted before school (8am-9am) and students must be motivated and responsible for their learning. For more information discuss with the Senior Schooling HOD or visit: <https://brisbanesde.eq.edu.au/Curriculum/Seniorsecondary/Pages/SET-Plan-Presentations.aspx>

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. (English, Essential English, Literature.)

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.



GENERAL SYLLABUSES

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. At Livingstone, students in Year 11 will experience assessment types similar to those in Year 12.

Schools report satisfactory completion of Units 1 and 2 to the QCAA. Bi-Annual reporting to students and parents is based on semester results on an A-E scale.

Units 3 and 4 Assessments

Students complete a total of four summative assessments – three internal and one external – that count towards the overall subject result in each General subject.

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.



The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides – assessment) to the student's overall subject result and is not privileged over summative internal assessment.



APPLIED SYLLABUSES

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.



Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Underpinning Factors

All senior syllabuses are underpinned by:

- literacy – the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy – the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

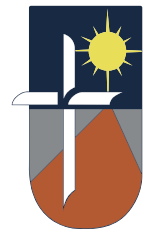
In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

- 21st century skills – the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied Syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning – the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections – the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work – the set of knowledge, understanding and non-technical skills that underpin successful participation in work.



USEFUL LINKS

QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY
www.qcaa.qld.edu.au/

AUSTRALIA'S NATIONAL CAREER INFORMATION SERVICE, MY FUTURE
www.myfuture.edu.au

EDUCATION QUEENSLAND CURRICULUM EXCHANGE FOR STUDENTS
[https://education.qld.gov .au/careers](https://education.qld.gov.au/careers)

QTAC-QUEENSLAND TERTIARY ADMISSIONS CENTRE
www.qtac.edu.au

TAFE QUEENSLAND
www.tafeqld.edu.au

TAFE BRISBANE
www.tafebrisbane.edu.au



Year 11 & 12 Subject Offerings

GENERAL SUBJECTS	APPLIED SUBJECTS
<ul style="list-style-type: none"> • English • Literature • General Mathematics • Specialist Mathematics • Mathematical Methods • Biology • Chemistry • Psychology • Physics • Ancient History • Modern History • Geography • Legal Studies • Business/Economics • Visual Arts • Drama • Music • Film, Television and New Media • Physical Education • Engineering • Dance 	<ul style="list-style-type: none"> • Essential English • Essential Mathematics • Visual Arts in Practice • Sport and Recreation • Industrial Technology Skills • Media Arts in Practice • Tourism (2023) • Music in Practice • Industrial Technology (2023) • Religion & Ethics • Arts in Practice • Dance in Practice
	SPECIALIST SUBJECTS
	<ul style="list-style-type: none"> • Chinese HSK • Music Extension

Livingstone Christian College Subject Selection Guidelines

This information is designed to assist Year 10 students to make an appropriate subject selection for the next two years. Students and parents are urged to carefully read this document and make decisions based on learning and reflection on Year 10.

Subject Selection Rules:

Year 11 and 12 students at Livingstone Christian College:

- Study 6 subjects in both Year 11 and Year 12
- Study either English, Literature OR Essential English; Students may elect to study both English and Literature if desired
- Study either Essential Mathematics, General Mathematics OR Mathematical Methods
- Students intending to study Specialist Mathematics must also study Mathematical Methods
- Students intending to study a VET qualification, School Based Traineeship or Apprenticeship that requires a day off campus will select a maximum of 3 general subjects, in addition to applied and VET categories
- The subjects that will be timetabled at Livingstone for Year 11 will be based on minimum viable class sizes. If students choose a subject which ultimately cannot be offered, they will be contacted and assisted to make another selection.



GENERAL SUBJECT OFFERINGS 2022



YEAR 10 - 12



ENGLISH

General Senior Subject

Overview

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility skills

that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Protest Unit: During Term 1, students explore the topic of protest, and in response to their study, they create a digital text project which protests a social issue of their choice.	Tomorrow When the War Began: In Term 2, students study John Marsden's <i>Tomorrow When the War Began</i> and respond to the novel by creating an imaginative written response.	Grief, Guilt and Revenge - Hamlet vs Lion King: Students study Shakespeare's <i>Hamlet</i> in depth and explore the characters, themes and symbolism as well as the narrative structure of the text. Then students study the Disney film, <i>The Lion King</i> , and draw parallels between the two texts.

Summative assessments

TERM 1	TERM 2	TERM 3
Digital project	Spoken Monologue	Comparative essay under exam conditions



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of nonliterary and literary texts Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and nonliterary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): Extended response — persuasive spoken response	25%	Summative external assessment (EA): Examination - analytical written response	25%



LITERATURE

General Senior Subject

Overview

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forMs

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Students explore the concepts of society, class and power through a study of Dystopian Literature, focusing on Marissa Meyer's novel, <i>Cinder</i> .	Students delve deeper into the concepts of society, class and power through a study of Dystopian Literature, focusing on Gary Ross', <i>The Hunger Games</i> films.	students explore a wide variety of texts from the Crime Fiction genre, with a specific focus on Detective Fiction.

Summative assessments

TERM 1	TERM 2	TERM 3
Imaginative Text - Predominantly Written	Online Literary Essay - Extended Response	Examination - Extended Response



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Texts and culture <ul style="list-style-type: none"> • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Close study of literary texts <ul style="list-style-type: none"> • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Examination — analytical written response	25%	Summative internal assessment 3 (IA3): Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): Extended response — imaginative spoken/ multimodal response	25%	Summative external assessment (EA): Examination - analytical written response	25%



GENERAL MATHEMATICS

General Senior Subject

Overview

The major domains in General Mathematics are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices. These domains build on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including:

- rates and percentages
- concepts from financial mathematics
- linear and nonlinear expressions
- sequences
- matrices and networks to model and solve authentic problems
- trigonometry to find solutions to practical problems
- the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Algebra, factorising and simultaneous equations	Statistics, Linear relationships,	Financial Mathematics, Probability, Trigonometry

Summative assessments

TERM 1	TERM 2	TERM 3
Exam	Problem Solving Modelling task	Exam



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> • Applications of trigonometry • Algebra and matrices • Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): Examination	15%
Summative internal assessment 2 (IA2): Examination	15%		
Summative external assessment (EA): 50%: Examination			



MATHEMATICAL METHODS

General Senior Subject

Overview

The major domains Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Index Laws, Algebra and Equations	Quadratic expressions, Nonlinear equations	Functions and relations

Summative assessments

TERM 1	TERM 2	TERM 3
Exam	Problem Solving Modelling task	Exam



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): Examination	15%
Summative internal assessment 2 (IA2): Examination	15%		
Summative external assessment (EA): 50%: Examination			



SPECIALIST MATHEMATICS

General Senior Subject

Overview

The domains of Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): Examination	15%
Summative internal assessment 2 (IA2): Examination	15%		
Summative external assessment (EA): 50%: Examination			



BIOLOGY

General Senior Subject

Overview

Biology provides opportunities for students to engage with living systems

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Cells, movement through cells, enzymes and plant nutrition	Microbes and disease, immune system, gene regulation, biotechnology	Ecology, survey analysis, forensics

Summative assessments

TERM 1	TERM 2	TERM 3
Data test	Research Investigation	Exam



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50%: Examination			



CHEMISTRY

General Senior Subject

Overview

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Chemical calculations, Periodic table, Atomic structure	Bonding, Equations, Acids & Bases, Rates of reactions	Reversible reactions, redox reactions, Other Chemical reactions

Summative assessments

TERM 1	TERM 2	TERM 3
Data test	Research Investigation	Extended Experimental Investigation



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50%: Examination			



PSYCHOLOGY

General Senior Subject

Overview

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Introduction to psychology, data analysis, brain anatomy	Intelligence, conditioning, consciousness, sleep study, memory	Attitude and self-image, cognitive dissonance and bias behaviour, anxiety, psychological disorders

Summative assessments

TERM 1	TERM 2	TERM 3
Data test	Research Investigation	Exam



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Individual development <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50%: Examination			



PHYSICS

General Senior Subject

Overview

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, surveying, aeronautics, computer science, sport science, medicine and technology.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Data analysis, speed, time, velocity, acceleration, free fall and linear motion.	Projectile motion, forces, mass, weight, Hooke's law	Forces in 1D and 2D, momentum, balance, moments, centre of mass, vectors

Summative assessments

TERM 1	TERM 2	TERM 3
Data test	Research Investigation	Student Experiment, Exam



Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50%: Examination			



PHYSICAL EDUCATION

General Senior Subject

Overview

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance.

They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and model appropriate features for particular purposes and contexts

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Tactical awareness	Energy, fitness, and training	Ethics and integrity

Summative assessments

TERM 1	TERM 2	TERM 3
Project folio presentation	Investigation report	Combination exam



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Project - folio	25%	Summative internal assessment 3 (IA3): 30% Project - folio	30%
Summative internal assessment 2 (IA2): Investigation - report	20%	Summative external assessment (EA): Examination – combination response	25%



ANCIENT HISTORY

General Senior Subject

Overview

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Objectives

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgements
- create responses that communicate meaning to suit purpose

YEAR 10

Structure

TERM 1	TERM 2
Foundations of Civilisation – Surveying the Ancient World In this unit of Study, students explore the nature of ancient civilisations and how they developed, cultural diffusion and provenance. They then conduct a depth study into classical Greek civilisation, comparing Athenian and Spartan societies and their impact on the course of human history.	Studies of Burial Practices and the Beliefs in the Afterlife - In this unit of study, students investigate ancient Egyptian civilisation, focusing on death, burial and beliefs regarding the Afterlife.

Summative assessments

TERM 1	TERM 2
1) Multimodal presentation – Research investigation; 2) Extended response examination – responding to historical evidence.	Short response and source analysis examination.



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Art and architecture • Ancient societies - slavery 	Personalities in their time <ul style="list-style-type: none"> • Hatshepsut • Cleopatra • Agrippina the Younger • Alternative choice of personality 	Reconstructing the ancient world <ul style="list-style-type: none"> • Fifth Century Athens (BCE) • Early Imperial Rome • Pompeii and Herculaneum 	People, power and authority <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <p>Thutmose III / Rameses II / Themistokles / Alkibiades / Scipio Africanus / Caesar / Augustus</p>

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): Investigation – historical essay based on research	25%
Summative internal assessment 2 (IA2): Independent source investigation	25%	Summative external assessment (EA): Examination — short responses to historical sources	25%



BUSINESS

General Senior Subject

Overview

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

By the conclusion of the course of study, students will:

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Examination – combination response	25%	Summative internal assessment 3 (IA3): Extended response – feasibility report	25%
Summative internal assessment 2 (IA2): Investigation – business report	25%	Summative external assessment (EA): Examination — combination response	25%



ECONOMICS

General Senior Subject

Overview

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Objectives

By the conclusion of the course of study, students will:

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

YEAR 10

Structure

TERM 1	TERM 2
The Australian Economic Climate- In this unit of study, students develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. They examine government decision-making with relation to economic conditions, including the way they manage their workforce.	Australian links to the Global Economy - In this unit of study, students consider the effects of globalisation on Australian industry, and analyse globalisation's ability to meet economic objectives.

Summative assessments

TERM 1	TERM 2
1) Investigation — business report 2) Combination Response Examination	Examination - Extended response to stimuli



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Markets and models <ul style="list-style-type: none"> • The basic economic problem • Economic flows • Market forces 	Modified markets <ul style="list-style-type: none"> • Markets and efficiency • Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> • The global economy • International economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> • Macroeconomic objectives and theory • Economic management

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Examination – combination response	25%	Summative internal assessment 3 (IA3): Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): Investigation – research report	25%	Summative external assessment (EA): Examination — combination response	25%



GEOGRAPHY (2023)

General Senior Subject

Overview

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Objectives

By the conclusion of the course of study, students will:

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

YEAR 10

Structure

TERM 1	TERM 2
Geographies of human wellbeing - In this unit of study, students explore environmental degradation and pollution problems in both urban and rural landscapes, exploring consequences and mitigation	Environmental change and management - In this unit of study, students investigate disparities in wealth and wellbeing in contrasting countries, comparing the impact in the developed and developing worlds

Summative assessments

TERM 1	TERM 2
Combination response examination – 1) Short and Extended; 2) fieldwork report	Multimodal presentation – Research investigation



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> Population challenges in Australia Global population change

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Investigation — data report	25%
Summative internal assessment 2 (IA2): Investigation - field report	25%	Summative external assessment (EA): Examination – combination response	25%



LEGAL STUDIES

General Senior Subject

Overview

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

YEAR 10

Structure

TERM 1	TERM 2
Introduction: the Australian Legal System - In this unit, students explore legal foundations and the role of the law in ensuring order and function in society. Students will also investigate how drugs in sport are dealt with by the law and international conventions.	Independent Research Project - In this unit of study, students investigate a criminal or civil legal issue, evaluating the legal framework's adequacy in managing this and ensuring just and equitable legal outcomes for stakeholders.

Summative assessments

TERM 1	TERM 2
1) Extended Response – Research Essay; 2) Combination Response examination	Multimodal presentation – Research investigation



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): Investigation - inquiry report	25%	Summative external assessment (EA): Examination – combination response	25%



MODERN HISTORY

General Senior Subject

Overview

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Objectives

By the conclusion of the course of study, students will:

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

YEAR 10

Structure

TERM 1	TERM 2
Studies of Conflict and Change - In this unit of study, students will investigate the French Revolution as a turning point in history and the recognition of human rights and the intrinsic worth of the individual. They will also explore the Second World War and its significance in shaping the course of twentieth-century relations and politics.	Studies of Conflict and Change - In this unit of study, students explore the history of terrorism in the twentieth century and its impact on shaping the contemporary world.

Summative assessments

TERM 1	TERM 2
1.) Combination response examination – Short and Extended 2.) Extended Response – Research Essay	Multimodal presentation – Research investigation



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • American Revolution, 1763–1783 	Movements in the modern world <ul style="list-style-type: none"> • Independence movement in India, 1857–1947 • Anti-apartheid movement in South Africa, 1948–1991 	National experiences in the modern world <ul style="list-style-type: none"> • China, 1931–1976 • Israel, 1948–1993 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • ColdWar, 1945–1991

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Examination – essay in response to historical sources	25%	Summative internal assessment 3 (IA3): Investigation – historical essay based on research	25%
Summative internal assessment 2 (IA2): Independent source investigation	25%	Summative external assessment (EA): Examination — short response to historical sources	25%



MUSIC EXTENSION

General Senior Subject

Overview

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

In the **Performance specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Structure

TERM 3	TERM 4
Explore <ul style="list-style-type: none"> Key idea 1: Initiate best practice Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> Key idea 3: Independent best practice

Assessments

In Term 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments- Composition specialisation

TERM 3		TERM 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): • Examination — extended response			25%

Objectives

Common objectives

By the conclusion of the course of study, all students will:

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in composition will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in musicology will also:

- analyse music
- investigate music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in performance will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.



Summative assessments- Musicology specialisation

TERM 3		TERM 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): • Examination — extended response			25%

Summative assessments- Performance specialisation

TERM 3		TERM 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): • Examination — extended response			25%



CHINESE HSK Specialist Subject

What is HSK?

HSK stands for Hànyǔ Shuǐpíng Kǎoshì, translated as the Chinese Proficiency Test.

HSK is the most important Chinese proficiency test in use today and is the only internationally recognised standardized test of Chinese language ability. HSK covers academic, professional, and daily life Chinese skills, making it a great way for students to track their learning whilst obtaining official credentials of their Chinese ability.

Subject Overview

With Asia capability being a core focus area for our students' development, the Chinese department has two subject offerings available to Year 7 students. The first is the Chinese language program with the opportunity to receive a HSK endorsement. The year's work will culminate with the students' opportunity to undertake the internationally-recognised HSK Level One assessment through the University of Queensland. The preparation for, and successful completion of this certificate equips students with cultural competency and communication skills. Progression to further levels of HSK are available to students as they continue through our Secondary school. Students who are not willing to participate in the HSK program must instead use one elective slot to participate in the Chinese Culture course. More information can be found on the next page.

Topics Covered

Across the year, students will learn an array of introductory vocabulary and have opportunities to develop speaking, reading, and listening comprehension alongside bilingual teaching staff. Students will also have the opportunity to participate in intercultural programs such as Chinese Camp and through communicating with students from our sister school in China.

Homework/Study

Online support resources are available to students to enable them to recognise Chinese words and grammar patterns. Our teaching and tutoring team will also be readily available to support students with their language development as contact time increases from one lesson per week in Year 6 to three lessons per week within the HSK program.

Assessment

Written and oral assessments will take place throughout the year in preparation for the HSK assessment in September.

Subject Requirements

Students must be willing to take on the challenge of learning a new language, but a specific level of previous Chinese learning is not a requirement to enter the Year 7 language program. To consider taking Chinese language courses beyond Year 7, students must enrol in the Year 7 HSK program.



ENGINEERING

General Senior Subject

Overview

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical,

mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Emerging Technologies	Engineering Materials	Exploring Autonomy

Summative assessments

TERM 1	TERM 2	TERM 3
Project	Examination	Project



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Engineering fundamentals and society <ul style="list-style-type: none"> • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials 	Emerging technologies <ul style="list-style-type: none"> • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy 	Statics of structures and environmental considerations <ul style="list-style-type: none"> • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces 	Machines and mechanisms <ul style="list-style-type: none"> • Machines in society • Materials • Machine control

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Project — folio	25%	Summative internal assessment 3 (IA3): Project — folio	25%
Summative internal assessment 2 (IA2): Examination	25%	Summative external assessment (EA): Examination	25%



DANCE

General Senior Subject

Overview

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: Contemporary at least one other genre • Subject matter: meaning, purpose and context historical and cultural origins of focus genres	Moving through environments How does the integration of the environment shape dance to communicate meaning? • Genres: Contemporary at least one other genre • Subject matter: physical dance environments including site-specific dance virtual dance environments	Moving statements How is dance used to communicate viewpoints? • Genres: Contemporary at least one other genre • Subject matter: social, political and cultural influences on dance	Moving my way How does dance communicate meaning for me? • Genres: fusion of movement styles • Subject matter: developing a personal movement style personal viewpoints and influences on genre

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Performance	20%	Summative internal assessment 3 (IA3): Project — dance work	35%
Summative internal assessment 2 (IA2): Choreography	20%	Summative external assessment (EA): Examination - extended response	25%

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

Objectives

By the conclusion of the course of study, students will:

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.



DRAMA

General Senior Subject

Overview

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

By the conclusion of the course of study, students will:

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3	FLOATING UNIT
It's a Classic - A study of the key heritage theatrical styles of Greek and Elizabethan Drama.	Get Real - A study of the twentieth century realistic style of theatre – its beginnings with Stanislavski's techniques, and modern Australian works which draw upon it.	Some Assembly Required- Students make and present drama by exploring the elements	Everyone's a Critic - Students attend and respond to a live theatrical performance in a written critique

Summative assessments

TERM 1	TERM 2	TERM 3	FLOATING UNIT
Making – Performing Group Scripted Presenting	Forming (Multimodal) Director's Vision	Making- (Written) Forming Script Writing : Making -Performing Group De- vised Presenting	Responding to Live The- atre Written Assignment



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts 	Transform How can you transform dramatic practice? <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Performance	20%	Summative internal assessment 3 (IA3): Project — practice-led project	35%
Summative internal assessment 2 (IA2): Project — dramatic concept	20%	Summative external assessment (EA): Examination - extended response	25%



FILM, TELEVISION & NEW MEDIA

General Senior Subject

Overview

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

By the conclusion of the course of study, students will:

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems

YEAR 10

Structure

TERM 1	TERM 2	TERM 3	TERM 4
<p>Documentaries</p> <p>Students will study the history, elements and codes and conventions that make up the documentary film genre and look specifically at how a documentary filmmaker can position audiences. Students will then select a documentary film to critically analyse before producing their own short documentary interview.</p>	<p>Superheroes in Film & Television</p> <p>Students will study some of the most recognisable figures in popular culture from their earliest creations on comic book pages to appearances in film and television. Students will look at the various reincarnations of the characters and the way in which they become reflections of the culture and time period in which they were created. Students will analyse the impact superhero films have had on popular culture.</p>	<p>As a continuation from the previous unit, students will create their own superhero film trailer in Term 3. Students will develop their original superhero's story arch based on the Hero's Journey and the 3 Act Structure. They will learn how to write a script in screenplay format, shotlist, and storyboard their trailer script.</p>	<p>Film & TV Foundations</p> <p>In this unit, students develop their understanding of the foundational concepts and processes used in the subject. They will study texts such as music videos, animations, digital games, advertisements and film or television programs to become aware of the social, political, economic, legal, cultural and historical factors that influence media production and use.</p>



Summative assessments

TERM 1	TERM 2	TERM 3	TERM 4
Documentary of a Documentary (Investigation and Product) Documentary Analysis: 600-800 word case study on a documentary film Production: Short 1-2 minute documentary/ mockumentary interview	Superhero Analysis Essay (Investigation) Superhero Analysis: 800-1000 word analytical essay on a superhero character	Superhero Film Trailer (Project) Script: 2-3 page script with 50 word logline Storyboards: 16 shots Production: 1-2 min trailer	Exam (Extended Response) Multiple choice and short answer questions on Film & Television terminology and concepts

YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Foundation <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning? 	Story forms <ul style="list-style-type: none"> • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories? 	Participation <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? 	Identity <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Case study investigation	15%	Summative internal assessment 3 (IA3): Stylistic project	35%
Summative internal assessment 2 (IA2): Multi-platform project	25%	Summative external assessment (EA): Examination - extended response	25%



MUSIC

General Senior Subject

Overview

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Objectives

By the conclusion of the course of study, students will:

- demonstrate technical skills
- explain the use of music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
<p>Motown- 'I heard It Through the Grapevine'- 'I Heard It Through the Grapevine' is a study of Motown music, its major artists, and its founder, Berry Gordy Jnr. This unit looks at the genre in its early beginnings from conception to modern day adaptations of the genre.</p>	<p>The World of Electronica - From the early use of the Theremin in the 1957 film, 'Forbidden Planet' and all the way through to current EDM hits, Electronic Music has evolved and shaped the way that musicians create and perform music. Over the course of this unit, students will explore the use of electronic music and will demonstrate their learning by completing an Electronica composition piece.</p>	<p>Time Warp to Western Art Music - Students will be transported back to the Middle Ages and will explore the development of Western Art Music, including Renaissance, Baroque and Classical. Students will develop an understanding of how the modern orchestra has evolved into what it is today, and students will also sharpen their skills as musicologists through score reading, composition and performance. The assessment piece is a musicology exam based upon the musical elements and characteristics explored within these musical periods.</p>

Summative assessments

TERM 1	TERM 2	TERM 3
<p>- 2-3-minute performance - 200-400-word performance statement</p>	<p>- Composition submitted as 30bars or 1 minute of audio. - 200-400-word composition statement</p>	<p>-700word written response -2hrs + 5mins Perusal</p>



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Identities Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	Innovations Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Narratives Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Performance	20%	Summative internal assessment 3 (IA3): Integrated project	35%
Summative internal assessment 2 (IA2): Composition	20%	Summative external assessment (EA): Examination	25%



VISUAL ARTS

General Senior Subject

Overview

Visual Arts provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

A course of study in Visual Arts can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

By the conclusion of the course of study, students will:

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

YEAR 10

Structure

TERM 1	TERM 2
Year 10 Visual Arts students investigate the concept of 'what matters to me', developing a personal response exploring ideas and meaning behind a chosen artefact which holds meaning to them. Students examine other artists work and made connections to their own personal focus using their influences to experiment with a range of drawing, painting, printing or digital media; creating a final resolved work.	Students will delve into the concept of Utopia and Dystopia investigating artists who have explored both Utopian and Dystopian ideas within their art practice. In addition to their investigation and research, students will create their own artworks based on the concept 'Utopia and Dystopia'. They will focus on an investigation of 'city' or 'landscape' as a metaphor for Utopia and Dystopia. Students artworks will cross a number of forms, and they will develop meanings and communicate ideas and interests about what is either Utopian, Dystopian or Both. Students will examine the importance of worldview and a Christian viewpoints, creating their own individualised response.

Summative assessments

TERM 1	TERM 2
Part A: Multimodal report/Visual Diary Part B: Resolved Artwork	Part A: Multimodal report/Visual Diary Part B: Analytical Exposition Part C: Resolved Artwork



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Art as lens Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	Art as code Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	Art as knowledge Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	Art as alternate Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): Project — inquiry phase 2	25%	Summative external assessment (EA): Examination	25%



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APPLIED SUBJECT OFFERINGS 2022



YEAR 10 - 12



ESSENTIAL MATHEMATICS

Applied Senior Subject

Overview

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Integers and operations	Percentages and Graphing	Ratios, Rates and Financial Mathematics

Summative assessments

TERM 1	TERM 2	TERM 3
Exam	Problem Solving Modelling task	Exam



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Number, data and graphs <ul style="list-style-type: none"> Fundamental topic: Calculations Number Representing data Graphs 	Money, travel and data <ul style="list-style-type: none"> Fundamental topic: Calculations Managing money Time and motion Data collection 	Measurement, scales and data <ul style="list-style-type: none"> Fundamental topic: Calculations Measurement Scales, plans and models Summarising and comparing data 	Graphs, chance and loans <ul style="list-style-type: none"> Fundamental topic: Calculations Bivariate graphs Probability and relative frequencies Loans and compound interest

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3	UNIT 4
Summative internal assessment 1 (IA1): Problem-solving and modelling task	Summative internal assessment 3 (IA3): Problem-solving and modelling task
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative external assessment (EA): Examination



ESSENTIAL ENGLISH

Applied Senior Subject

Overview

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts.

They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility— skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Students explore the topic of protest, and in response to their study, they create a digital text project which protests a social issue of their choice.	Students study Ahn Do's <i>The Happiest Refugee</i> and respond to the novel by creating a persuasive multimodal response.	students view the film, <i>The Lego Movie</i> (2014), and complete a thorough analysis of the film's plot, themes and characters.

Summative assessments

TERM 1	TERM 2	TERM 3
Digital project	Online Spoken - Persuasive multimodal response	Spoken - Extended multimodal response



YEAR 11 & 12

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

UNIT 3	UNIT 4
Summative internal assessment 1 (IA1): Extended response — spoken/signed response	Summative internal assessment 3 (IA3): Extended response — Multimodal response
Summative internal assessment 2 (IA2): Common internal assessment (CIA) — short response examination	Summative external assessment (EA): Extended response — Written response



SPORT & RECREATION

Applied Senior Subject

Overview

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

By the conclusion of the course of study, students will:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Event management	Benefits of physical activity	Training programs

Summative assessments

TERM 1	TERM 2	TERM 3
Report, performance, presentation	Multimodal response	Physical component, written component



YEAR 11 & 12

Structure

The Sport & Recreation course is designed around core and elective topics.

CORE TOPIC	ELECTIVE TOPIC
<ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

PROJECT	INVESTIGATION	EXTENDED RESPONSE	PERFORMANCE	EXAMINATION
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	• 2–4 minutes*	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

* Evidence must include annotated records that clearly identify the application of standards to performance.



RELIGION & ETHICS

Applied Senior Subject

Overview

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

CORE TOPIC	ELECTIVE TOPIC
<ul style="list-style-type: none"> Who am I? the personal perspective Who are we? the relational perspective Is there more than this? the spiritual perspective 	<ul style="list-style-type: none"> The Australian scene Ethics and morality Good and evil Heroes and role models Indigenous Australian spiritualities Meaning and purpose Peace and conflict Religion and contemporary culture Religions of the world Religious citizenship Sacred stories Social justice Spirituality

Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

PROJECT	INVESTIGATION	EXTENDED RESPONSE	EXAMINATION
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems
At least two different components from the following: <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> 60–90 minutes 50–250 words per item on the test



TOURISM

Applied Senior Subject

Overview

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

By the conclusion of the course of study, students will:

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

YEAR 10

Structure

TERM 1

Tourism as an industry. -

In this unit of study, students explore and explain the role of industry organisations, government organisations and tourism sectors and their interrelationship. They will investigate employment opportunities within the tourism industry and the range of skills needed to successfully undertake these positions.

TERM 2

Tourism Marketing -

Students will examine a range of local tourist attractions. They will explore past and current tourism marketing campaigns that have successfully attracted people to tourism sites, products and services. They will then investigate, plan and pitch a unique tourist attraction of their own choice.

Summative assessments

TERM 1

- 1) Extended response examination;
- 2) Investigation – feasibility study

TERM 2

Project – multimodal presentation (product and performance)



YEAR 11 & 12

Structure

The Tourism course is designed around interrelated core topics and electives.

CORE TOPIC	ELECTIVE TOPIC
<ul style="list-style-type: none"> • Tourism as an industry • The travel experience • Sustainable tourism 	<ul style="list-style-type: none"> • Technology and tourism • Forms of tourism • Tourist destinations and attractions • Tourism marketing • Types of tourism • Tourism client groups

Assessment

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

PROJECT	INVESTIGATION	EXTENDED RESPONSE	EXAMINATION
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes • performance: continuous class time • product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test



INDUSTRIAL TECHNOLOGY SKILLS

Applied Senior Subject

Overview

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming,

government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

By the conclusion of the course of study, students will:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3
Lighting	Speaker box	Timber Stool

Summative assessments

TERM 1	TERM 2	TERM 3
Project	Project	Project



YEAR 11 & 12

Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

CORE TOPIC	INDUSTRY AREA	ELECTIVE TOPICS
<ul style="list-style-type: none"> • Industry practices • Production processes 	Aeroskills	<ul style="list-style-type: none"> • Aeroskills mechanical • Aeroskills structures
	Automotive	<ul style="list-style-type: none"> • Automotive mechanical • Automotive body repair • Automotive electrical
	Building and construction	<ul style="list-style-type: none"> • Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping
	Engineering	<ul style="list-style-type: none"> • Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	<ul style="list-style-type: none"> • Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	<ul style="list-style-type: none"> • Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	<ul style="list-style-type: none"> • Thermoplastics fabrication • Thermosetting fabrication

Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

PROJECT	INVESTIGATION	EXAMINATION
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item



DANCE IN PRACTICE

Applied Senior Subject

Overview

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Structure

The Arts in Practice course is designed around core and elective topics. Students explore at least three electives (art forms) across the four-unit course of study with at least two used in the creation of a product (artwork).

CORE TOPICS	ELECTIVE TOPICS	
<ul style="list-style-type: none"> • Dance performance • Dance production • Dance literacies 	<ul style="list-style-type: none"> • Ballet • Contemporary • Jazz • Tap 	<ul style="list-style-type: none"> • Ballroom • Popular dance • World dance

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

By the conclusion of the course of study, students will:

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.



Assessment

For Dance in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least one project, arising from community connections
- at least one performance, separate to an assessable component of a project.

PROJECT	PERFORMANCE	PRODUCT	EXTENDED RESPONSE	INVESTIGATION
A response to a single task, situation and/or scenario that contains two or more components	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>The Project in Dance in Practice requires:</p> <ul style="list-style-type: none"> • a dance performance: 1½ – 2 minutes • at least one other component from the following <p>written: 500–900 words spoken: 2½–3½ minutes multimodal</p> <ul style="list-style-type: none"> • non-presentation: 8 A4 pages max (or equivalent) • presentation: 3–6 minutes • product: variable conditions. 	<ul style="list-style-type: none"> • Dance performance: 2–3 minutes • Production performance: variable conditions • Teaching performance: variable conditions 	<ul style="list-style-type: none"> • Design solution and folio: variable conditions • Choreographic work: 2–3 minutes 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes.



MEDIA ARTS IN PRACTICE

Applied Senior Subject

Overview

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Objectives

By the conclusion of the course of study, students will:

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

YEAR 10

Structure

TERM 1	TERM 2	TERM 3	TERM 3
Selling Summer (Web Design) Students engage in colour and shape theory to design and market a website.	Animation Students create animations based around a chosen theme using animation softwares.	Television Advertisements Students investigate film elements and moving images and create their own television advertisement.	The New Eye Students will be introduced to the discipline of photography. They will master the basics of image composition and demonstrate an ability to shoot images in response to a specific brief.

Summative assessments

TERM 1	TERM 2	TERM 3
Forever Summer Resort Website (Product) A website with 5 web pages for the Forever Summer Resort	Short Animation (Product) Create a 1.5 – 2.5 minute Animation	Television Advertisement (Product) Create a 30-45 second TV Advertisement



Structure

The Arts in Practice course is designed around core and elective topics. Students explore at least three electives (art forms) across the four-unit course of study with at least two used in the creation of a product (artwork).

CORE TOPICS	ELECTIVE TOPICS
<ul style="list-style-type: none"> • Media technologies • Media communications • Media in society 	<ul style="list-style-type: none"> • Audio • Curating • Graphic design • Interactive media • Moving images • Still image

Assessment

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

PROJECT	PRODUCT	EXTENDED RESPONSE	INVESTIGATION
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes <ul style="list-style-type: none"> • product: variable conditions. 	<ul style="list-style-type: none"> • variable conditions 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes.



MUSIC IN PRACTICE

Applied Senior Subject

Overview

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Structure

The Arts in Practice course is designed around core and elective topics. Students explore at least three electives (art forms) across the four-unit course of study with at least two used in the creation of a product (artwork).

CORE TOPICS	ELECTIVE TOPICS	
<ul style="list-style-type: none"> • Music principles • Music practices 	<ul style="list-style-type: none"> • Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising • The music industry 	<ul style="list-style-type: none"> • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

By the conclusion of the course of study, students will:

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.



Assessment

For Music in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

PROJECT	PERFORMANCE	PRODUCT	EXTENDED RESPONSE	INVESTIGATION
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal non-presentation: 8 A4 pages max (or equivalent) • presentation: 3–6 minutes • performance: variable conditions • product: variable conditions. 	<ul style="list-style-type: none"> • music performance: minimum of two minutes total performance time • production performance: variable conditions 	<ul style="list-style-type: none"> • manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes.



VISUAL ARTS IN PRACTICE

Applied Senior Subject

Overview

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating,

drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

By the conclusion of the course of study, students will:

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

YEAR 10

Structure

TERM 1

Year 10 Visual Arts in Practice students explore 'who they are' as artists and how they can 'make their mark'. They explore art making styles relevant to them, writing their own 'artist profile', creating a design/logo for themselves and screen printing. In Term 2 students create their own body of work based on their development from term 1.

TERM 2

Students begin to look at the contemporary world around them, building on the idea that "the artist is no longer an outsider, but is standing in the middle of the world". Students will look at contemporary street artists and the ideas they advocate for. They will then pick their own issue of contemporary relevance and create a stylised design which will be transferred into a linoleum tile to be carved and printed.

Summative assessments

TERM 1

Part A Design Print and Personal Artist Profile
Part B Resolved Artwork and Artist Statement

TERM 2

Part A Research Study
Part B Design and Lino Print



YEAR 11 & 12

Structure

The Arts in Practice course is designed around core and elective topics. Students explore at least three electives (art forms) across the four-unit course of study with at least two used in the creation of a product (artwork).

CORE TOPICS	ELECTIVE TOPICS
<ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation 	<ul style="list-style-type: none"> • 2D • 3D • Digital and 4D • Design • Craft

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

PROJECT	PRODUCT	EXTENDED RESPONSE	INVESTIGATION
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: <ul style="list-style-type: none"> • a product component: variable conditions • at least one different component from the following written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes. 	<ul style="list-style-type: none"> • variable conditions 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.



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YEAR 10 - 12



CCM CERTIFICATES

- Cert II Workplace Skills (BSB20120)
- Cert III Business (BSB30120)
- Diploma of Leadership and Management (BSB50420)
- Cert II Skills for Work and Vocational Pathways (FSK20119)
- Cert II Applied Digital Technologies (ICT20120)

Please note that these certificates are subject to course numbers to run.