SOW TO HARVEST

NAMBOUR CHRISTIAN COLLEGE

SENIOR SCHOOL COURSE DESCRIPTIONS

Inspiring and equipping students
for successful futures

YEAR 12 - 2024

Mission Statement
Nambour Christian College

To provide a secure and supportive Christ-centred learning community where a commitment to excellence, creativity and service is encouraged and modelled.

CONTENTS

Welcome to the Senior School at NCC

Throughout your Senior Schooling years, we endeavour to inspire and equip you for successful futures. Our teachers are looking forward to working with you as you enter Year 10 and supporting you through this foundational year of study, in readiness for Year 11 and 12.

This publication that you are receiving access to today, begins the transition into the Senior School at Nambour Christian College. It is an exciting time for you and as we walk through this journey together, I trust that you can find answers to the questions that you may have. You will be presented with many opportunities as you begin to make decisions about your educational pathway of choice. Being a student in the Senior School comes with great responsibility and this will require discipline.

It is important to note that our Year 10 2022 class will be the fourth class to complete their senior schooling under the new Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) system. This replaces the OP system (2019).

The purpose of this Senior School Course Descriptions booklet is to answer many of the questions you may have about the Senior School, and more specifically, the courses that are on offer. It will also provide the information necessary to help you make the appropriate subject choices for Year 10. Inside this publication, you will find a list identifying the subjects offered in Year 10 that can be studied through to Year 11 and 12. Please take the time to look through this carefully to help inform your decisions.

At our upcoming Parent Information Evening next term, a printed copy of the Senior School Induction Booklet will be made available to you. This additional booklet will address many other areas of the Senior School that will be relevant to your journey with us. I trust you can rise to the challenges that Senior School will present to you over the next three years and I pray that these years will be successful for you as you prepare for life beyond the school, and in to your future.

Mr Brad Elliott

Head of Senior School

Senior Studies

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)

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

SENIOR STATEMENT

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

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.

SENIOR SUBJECTS

There are three categories of senior subjects offered at NCC:

APPLIED AND APPLIED (ESSENTIAL) 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.

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.

VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAMS

VET subjects enable students to develop skills which prepare them for work through practical learning.

Typically, it is expected that most students will complete these courses across Years 11 and 12. Each of the Year 10 subjects at NCC are foundational to the Year 11 and 12 courses of the same name.

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AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIBIBILITY

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.

ENGLISH REQUIREMENT

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

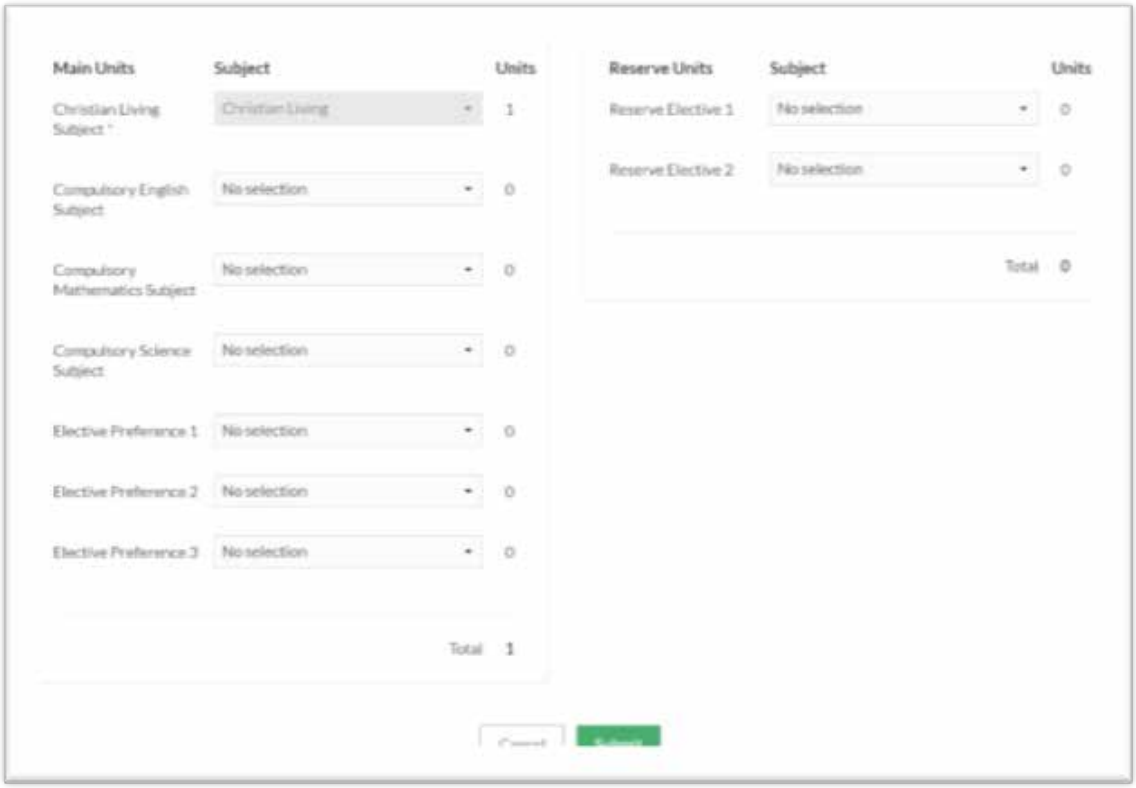
Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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.

YEAR 10 SUBJECT SELECTION FORM

Student's subject selections are collected with an on-line subject selection form. Links to this form will be sent to students NCC email account in Term 3.

The form will look like this:



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Senior Studies (cont...)

SECTIONS OF THE SUBJECT SELECTION FORM

- **Christian Living**

  Christian Living is compulsory and is automatically allocated to all students.

- **Compulsory English Subject**

  All students must study at least one English subject throughout the senior years.

  There are two General and one Applied English Subjects. Students select one of these as their compulsory English subject:

  English - *General*

  Literature - *General*

  Essential English* - *Applied*

  Students who wish to take both Literature and General English need to select one in this section (this needs to be their most preferred of the two) then select the other one in the Electives section further down on the form.

  Students need to be aware that Literature is a specialised subject with only one class, so there will be clashes with other subjects in the timetable. This means that if they select Literature here, as their primary English subject, they will be allocated to it in preference to any other subject on the same line in the timetable.

- **Compulsory Mathematics Subject**

  All NCC students are required to do one Mathematics subject throughout senior schooling.

  In this section, students must select one subject from the two General and one Applied subjects being offered as their compulsory Mathematics subject:

  Mathematical Methods (Advanced) - *General*

  General Mathematics (Intermediate) - *General*

  Essential Mathematics* (Core) - *Applied*

  Students who take Mathematical Methods may also select Specialist Mathematics in the Electives section further down on the form.

- **Compulsory Science Subject**

  All Queensland students are required to take Science in Year 10.

  Students who do not wish to carry on with a science into Years 11 and 12 should select 10 Core Science. These students will select a replacement elective during Term 3 of Year 10 and will begin studying that subject in Term 4 of Year 10.

  Students wishing to do multiple science subjects select their first science preference here, and then select their second or third additional science choices in the Electives section further down on the form.

  All students select one subject from the following as their compulsory Science subject:

  Biology - *General*

  Chemistry - *General*

  Physics - *General*

  Science in Practice* - *Applied*

  10 Core Science - *Year 10 only*

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Senior Studies (cont...)

- **Elective Subject Preferences**

Year 10 students will have three electives in addition to their primary English, Mathematics and Science subjects.

Students need to select 3 elective subjects in preferential order, 1, 2 and 3.

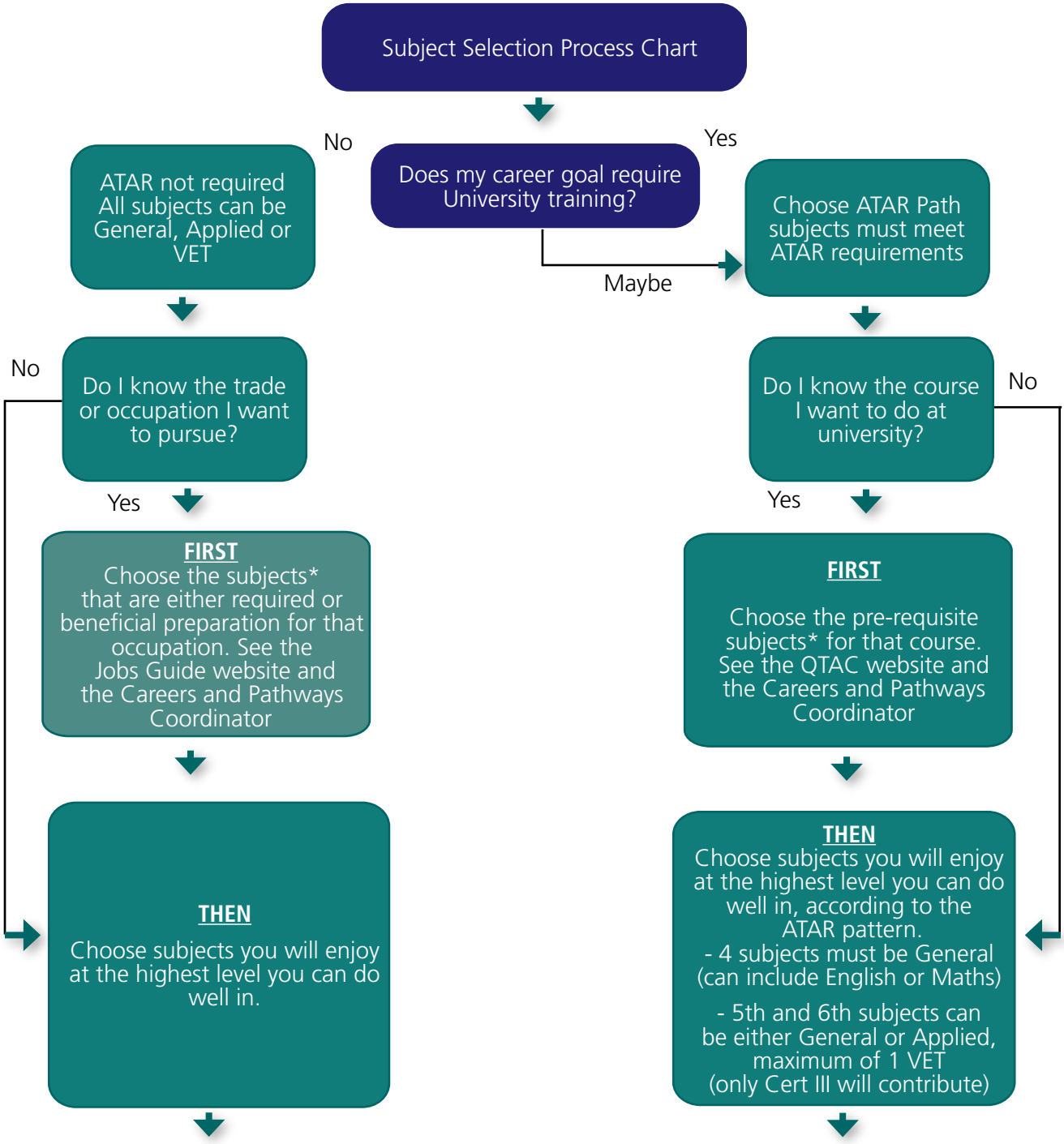
Students also need to select 2 elective subjects as reserve preferences in case there are timetable clashes which prevent them being allocated to one of their first 3 preferences.

Reserve subjects must also be in preferential order 1 and 2.

These are the subjects available for selection as electives:

General Subjects	Applied Subject	VET Subjects
Agricultural Science Biology Business Chemistry Dance Design Drama English Film, Television and New Media Geography Japanese Legal Studies Literature Modern History Music Philosophy & Reason Physical Education Physics Specialist Mathematics Visual Art	Industrial Technology Skills	Business and Finance – Certificate to be advised Hospitality - Certificate 3 Light Manufacturing and Furnishing – Cert 1 x 2 Pastry and Bakery – Certificate 2 Recreation – Certificate 2 Rural Operations – Certificate 2

Senior Subject Selection Process Chart



AGRICULTURE

COURSE DESCRIPTIONS

Agricultural Science (General Subject)

DESCRIPTION OF SUBJECT

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production. 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 Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

OBJECTIVES

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply an 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 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems • Agricultural enterprises A • Animal production A • Plant production A	**Resources** • Management of renewable resources • Physical resource management • Agricultural management, research and innovation	**Agricultural production** • Animal production B • Plant production B • Agricultural enterprises B	**Agricultural management** • Enterprise management • Evaluation of an agricultural enterprise's sustainability

ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1)
Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3)
Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2)
Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 50%
Examination</td></tr>
</table>

PREREQUISITES

There are no prerequisites subjects for Agricultural Science.

Rural Operations - VET (Non-ATAR)

INTRODUCTION
Rural Operations is a VET subject. A Certificate II in Rural Operations (AHC21216) will be acquired upon successful completion of this subject.

DESCRIPTION OF SUBJECT
Rural Operations provides students with a solid foundation for entry-level agricultural and other practical careers, and a pathway towards further study and career specialisation. Students will gain practical skills and knowledge to meet a wide variety of industry demands. Individuals may be employed not only in rural industries, but in other sectors where the practical skills developed are valued such as local government, tourism, hospitality, transport, construction, and community services.

AH21216 Certificate II in Rural Operations is delivered over 4 semesters with students participating in a blended delivery (online and face-to-face). The course is done through an external RTO, The University of Queensland trading as UQ Skills RTO number 1511.

Students who select Rural Operations generally do so to be in a subject which is light on theory and high on hands-on skills. They like being outside rather than in a classroom: building things, fixing things, growing things, driving things, working with tools and handling livestock.

It is not widely appreciated that the agricultural and associated enterprises sector is a major employer on the national landscape and on the Sunshine Coast and hinterland. There is a lot of production of food like vegetables, fruit and nut trees, beef, chicken, eggs, milk, fish and pork, but there is also landscaping, fencing, nursery production, greenkeeping, forestry, floriculture and a whole lot more. Students who successfully complete the Rural Operations course will be well prepared for a variety of roles in these industries.

The subject theory is largely delivered using an online learning platform, Blackboard, which enables students to learn at their own pace. This is supplemented by classroom instruction. Practical training is conducted during lessons on the NCC campus, but final training and assessing is conducted during a 2-3 day camp held at the end of each semester at the Gatton campus of the University of Queensland.

Year 10 is a preparatory year of upskilling in practical activities prior to the commencement of the Certificate II in Year 11. Students undertake a wide range of activities which prepare them for the Units of Competency ahead.

PATHWAYS
Successful completion of this course will give you the skills to work across a variety of entry-level positions in rural operations including station hand, first year jackaroo/jillaroo, yardsman, gardener, landscaping assistant, livestock handler, stable hand, nursery hand, and more.

ASSESSMENT
Assessments are competency based, vary with each unit and incorporate both theory and practice. The sequence of units may vary from year to year depending upon factors such as resources and staffing.

AHC21216 CERTIFICATE II IN RURAL OPERATIONS	
SEMESTER 1 - BLOCK 1	
AHCWHS201	Participate in work health and safety processes
AHCLSK205	Handle livestock using back techniques
ACMEQU205	Apply knowledge of horse behaviour
ACMEQU202	Handle horses safely
SEMESTER 2 - BLOCK 2	
AHCCHM201	Apply chemicals under supervision
AHCLSK316	Prepare livestock for competition
AHCWRK204	Work effectively in the industry
AVIY0027	Operate multi-rotor remote pilot aircraft systems
SEMESTER 3 - BLOCK 3	
AHCWRK209	Participate in environmentally sustainable work practices
AHCMOM202	Operate tractors
AHCINF202	Install, maintain, and repair farm fencing
AHCINF303	Plan and construct conventional fencing
SEMESTER 4 - BLOCK 4	
AHCNSY203	Undertake propagation activities
AHCNSY301	Maintain nursery plants
AHCMOM216	Operate side by side utility vehicles

BUSINESS SUBJECTS

COURSE DESCRIPTIONS

Business (General Subject)

DESCRIPTION OF SUBJECT
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

- 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.

YEAR 10 STRUCTURE **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Business Environments • Production and Distribution • Economics of Supply and Demand • Globalisation	**Business Development** • The Business Cycle • Marketing • Write a business plan	**Business creation** • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

ASSESSMENT
Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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).

These assessment techniques consist of: examinations, assignments, multimedia presentations and practical demonstrations.

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): Examination - business report	25%	Summative external assessment (EA): Examination - combination response	25%

PREREQUISITES
There are no prerequisite subjects for Business.

Legal Studies (General Subject)

DESCRIPTION OF SUBJECT

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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Introduction to the Legal System • Nature of Laws and Government • Criminal Law	**Legal Systems** • Civil Law • Independent Topics	**Beyond reasonable doubt** • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • The effectiveness of international law • Human rights in Australian contexts

ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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%

PREREQUISITES

A Sound Achievement in English is desirable as all assessment work includes a Communication grade.

Business and Finance (Vocational subject)

DESCRIPTION OF SUBJECT
Business and Finance will provide students with a range of practical skills and knowledge allowing them to thrive in employment across a range of industry sectors.

The students will learn the knowledge and skills relevant to:

- budgeting
- savings
- debt and consumer credit
- superannuation
- taxation
- the Australian financial system
- time management skills
- working and communicating in a business
- using digital technologies within a workplace
- workplace health and safety requirements
- financial literacy
- sustainability within a business

ASSESSMENT
Assessment of this course is both practical and theoretical. Students will be required to demonstrate their ability to perform the skills required within each learning area, while also providing responses to the theoretical component either through verbal questioning or through written assessment pieces.

PREREQUISITES
There are no prerequisites required to complete this course.

COMPUTING SUBJECTS

COURSE DESCRIPTIONS

Digital Solutions (General Subject)

DESCRIPTION OF SUBJECT

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

PATHWAYS

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

OBJECTIVES

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Creating with Code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

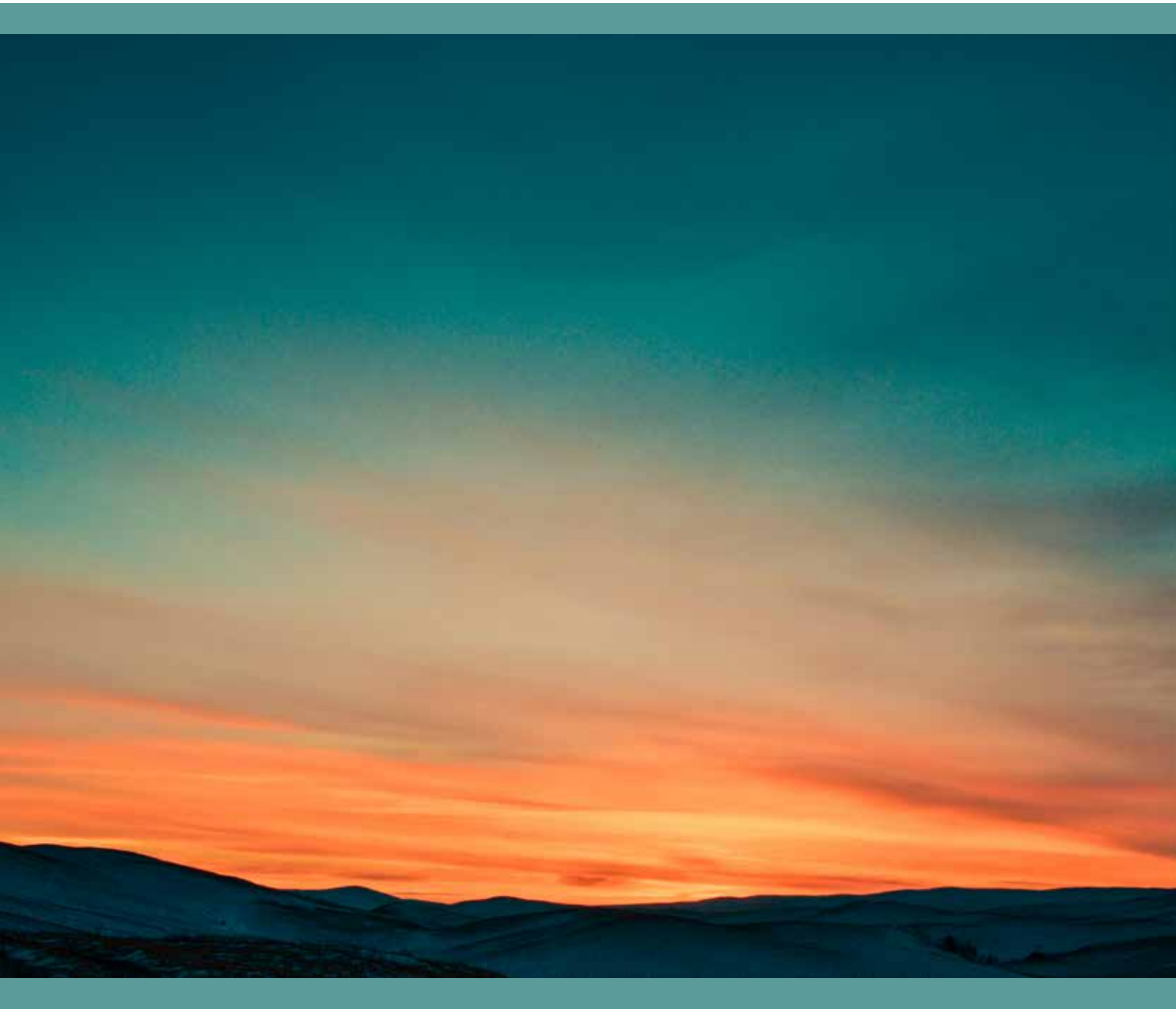
ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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 - technical proposal	20%	Summative internal assessment 3 (IA3) Project - folio	25%
Summative internal assessment 2 (IA2) Project - digital solution	30%	Summative external assessment (EA) Examination	25%



CORE

COURSE DESCRIPTIONS

Christian Living (School Based) (Non QCE/ATAR)

INTRODUCTION
Christian Living is a school-based subject that aims to develop and or understand a Christian worldview.

DESCRIPTION OF SUBJECT
In Christian Living, students engage with challenging and thought-provoking material to motivate them to think deeply about the gospel message and what it means to them individually. Throughout the course, students are presented with a Christian Worldview on a variety of subjects, including relevant global and social issues.

Year 10 focuses on truth and thoroughly considers the truth claims of the Old and New Testaments. Competing claims to truth from humanism and science are considered and students are exposed to Christian responses to these claims.

Year 11 explores relationships and Biblical teaching on healthy relationships and dealing with broken relationships.

Year 12 focuses on the outworking of a Christian Worldview and Faith. Throughout the year students consider what faith in action looks like and how Christians can outwork a Biblical response to pressing global issues of poverty and injustice.

Throughout all three years of the course, students engage in community service, which provides them with an opportunity to positively contribute to their local community. Students are expected to complete assessment throughout the course to demonstrate their understanding and engagement of the topics considered in class.

References

Please following documents can be found on the Parent and Student portals.

NCC Assessment Policy & Procedures

NCC Technology Policy & Procedures

Senior School Induction Booklet

CREATIVE & PERFORMING ARTS

COURSE DESCRIPTIONS

Dance (General Subject)

DESCRIPTION OF SUBJECT

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Students choreograph, rehearse, perform, practice technical and expressive skills and respond as they engage with dance practice and practitioners. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion.

PATHWAYS

A course of study in Dance can establish a basis for further education and employment in the fields of arts education, administration, creative industries, health and fitness, wellbeing, public relations and business.

OBJECTIVES

By the conclusion of this study, students will:

- Demonstrate an understanding of the elements and devices of dance to create meaningful and purposeful performances
- Apply literacy and numeracy skills
- Analyse and describe how elements and devices are used to create meaning
- Synthesise and argue a position about movement and meaning
- Develop body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- Develop choreographic and performance skills and appreciation of their own and others' dances
- Develop aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- Develop respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

YEAR 10 STRUCTURE **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Influential Choreographers Understanding stylistic conventions and their impact on performance types. **Message in the Movement** How identifying and creating motif in movement can influence the development of performance skills, technique and styles.	**New Movement** How manipulating the elements and devices can create new and creative hybrid styles and performances.	**Moving Bodies** Exploring Dance as a means to communicate meaning for different purposes and in different contexts • Genres: contemporary plus at least one other genre • Subject matter: meaning, purpose and context historical and cultural origins of focus genres	**Moving Through Environments** The influence of the environment to shape dance and communicate meaning. • Genres: contemporary and at least one other genre • Subject matter: physical dance environments including site specific dance -and virtual dance environments	**Moving Statements** Dance as a means to communicate viewpoints. • Genres: contemporary and at least one other genre • Subject matter: social, political and cultural influences on dance	**Moving My Way** Dance as a means to communicate meaning for me • Genres: fusion of movement styles • Subject matter: developing a personal movement style personal viewpoints and influences on genre and style

ASSESSMENT

Assessment will be both practical and written.

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) Performance	20%	Summative internal assessment 3 (IA3) Project - dancework	35%
Summative internal assessment 2 (IA2) Choreography	20%		
Summative external assessment (EA) 25% Examination - extended response			

Drama (General Subject)

DESCRIPTION OF SUBJECT

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 and real-life situations.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. 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 literacy. 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, creatively and collaboratively. Drama fosters creativity, confidence, team work, innovation, improvisation skills and public speacking - skills required in all areas of life.

PATHWAYS

A course of study in Drama can establish a basis for further education and employment in the field of drama and employment not only in theatre and drama, but also to broader areas in creative industries, business, design and cultural institutions. Pathways including arts administration and management, business management, communication, education, public relations, research and science and innovation are areas where Drama has proven to be of huge benefit.

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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Deepen • How can a more in -depth study of text enable us to create a deeper under-standing of Human Context and bring this life on stage **Disguise** • How have character archetypes developed through-out history and influence the way we view and play roles today?	**Design** • What does our generation have to say? How can we use our skills, both on the stage and behind the scenes, to make a statement about life as we know it?	**Share** How does drama promote shared under-standings of the human experience? 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? Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? 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? Contemporary performance associated conventions of styles and texts inherited texts as stimulus

ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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) 25% Examination - extended response			

Film, Television and New Media (General Subject)

DESCRIPTION OF SUBJECT

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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Pump up the Volume: Music Videos • Film, New Media codes and onventions • Storyboarding • Music Video Production	**Special effects** • After effects animation • Visual and simulated effects eg Green screening • Scripting • Group Production	**Foundation** • 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** • 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** • 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** • 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

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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).

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Film, Television and New Media (General Subject) (cont...)

SUMMATIVE ASSESSMENTS

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

PREREQUISITES

At least a Sound Achievement 'C' in English is strongly advised for entry into the course.

Music (General Subject)

DESCRIPTION OF SUBJECT
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 of arts administration, communication, education, creative industries, public relations and science and technology.

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

- demonstrate technical skills
- explain 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

YEAR 10 STRUCTURE **YEAR 11 AND 12 STRUCTURE**

Three of these are chosen	Unit 1	Unit 2	Unit 3	Unit 4
• **X- Factor-** What makes a performer or performance great? Find out in this unit! • **World Fusion** - From African rhythms to unusual Asian instruments and their influence on music today, students explore various styles of music and instrumentation from around the world. • **Jazz** - Students study the various forms of Jazz music from its roots to contemporary jazz styles and its influence on music today. • **A Taste of the Later Classics** - Students examine the Baroque, Classical and Romantic era and why melodies from these time periods have stood the test of time.	**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
Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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).

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Music (General Subject) (cont...)

SUMMATIVE ASSESSMENTS

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

PREREQUISITES

Music in Years 9 would be a definite advantage however it is not mandatory. The subject often proves quite challenging for students who are not currently learning an instrument or have never attempted composing or analysing music. Therefore, it is recommended that the student is learning an instrument or voice with regular tuition and is also involved in a musical ensemble within the College.

Music Extension (General Subject) Year 12 only

DESCRIPTION OF SUBJECT
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.

PATHWAYS
A course of study in Music Extension can establish a basis for further education and employment in the fields of performer, composer, arts administration, communication, education, creative industries, public relations and science and technology.

OBJECTIVES
As well as objectives specific to their specialisation, by the conclusion of the course of study, students will also be able to:

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

YEAR 12 STRUCTURE

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

ASSESSMENT
Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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

COMPOSITION

Unit 3		Unit 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) 25% Examination			

MUSICOLOGY

Unit 3		Unit 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) 25% Examination			

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Music Extension (General Subject) Year 12 only (cont...)

PERFORMANCE

Unit 3		Unit 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) 25% Examination			

PREREQUISITES

Year 11 Music is the prerequisite for entry into Music Extension and students must complete Year 12 Music and Music Extension concurrently. It is also expected that students complete Year 10 Music prior to their commencement of Year 11 Music as this semester prepares them for the challenges of the Senior Music course. Students who elect Music Extension usually drop a subject (other than Senior Music) so they are not too overloaded.

Visual Art (General Subject)

DESCRIPTION OF SUBJECT

Visual Art 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 Art 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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Art as exploration Through inquiry learning, the following are explored: • Concept: exploration of personal and cultural environments • Contexts: personal and cutural • Focus: found objects and cultural traditions • Media: 2D, 3D and time-based	**Art as expression** Through inquiry learning, the following are explored: • Concept: biographical interpretation and expression • Contexts: formal and contemporary • Focus: portraiture and artwork analysis • Media: 2D, 3D and time-based	**Art as lens** Through inquiry learning, the following are explored: • 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: • 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: • 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: • 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

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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).

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Visual Art (General Subject) (cont...)

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) 25% Examination			

INDUSTRIAL TECHNOLOGY AND DESIGN

COURSE DESCRIPTIONS

Design (General Subject)

DESCRIPTION OF SUBJECT

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

PATHWAYS

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

OBJECTIVES

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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 - design challenge	15%	Summative internal assessment 3 (IA3) Project	25%
Summative internal assessment 2 (IA2) Project	35%	Summative external assessment (EA) Examination - design challenge	25%

PREREQUISITES

It is strongly recommended that a student wishing to study Design in the senior years should have done it at middle school level.

It is also strongly recommended that students have regular computer and internet access at home for CAD work and design research.

Industrial Technology Skills (Applied Subject)

INTRODUCTION
Industrial Technology Skills (Manufacturing) is an Authority Registered Subject (no VET modules).

DESCRIPTION OF SUBJECT
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 Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

OBJECTIVES
By the conclusion of the course of study, students should:

- 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 11 AND 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 Topics	Industry Area	Elective topics
• Industry practices • Production processes	Aeroskills	• Aeroskills mechanical • Aeroskills structures
	Automotive	• Automotive mechanical • Automotive body repair • Automotive electrical
	Building and construction	• Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping
	Engineering	• Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	• Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	• Thermoplastics fabrication • Thermosetting fabrication

Industrial Technology Skills (Applied Subject) (cont...)

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	Practical demonstration	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.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal 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.	• 60–90 minutes • 50–250 words per item

PREREQUISITES
It would be a definite advantage for a student to have studied Industrial Technology previously, although it is NOT mandatory.

Light Manufacturing and Furnishings - VET (Non-ATAR)

DESCRIPTION OF SUBJECT

'Furnishings' is the subject that NCC have registered with the Qld Curriculum Assessment Authority (QCAA) to allow us to teach within the Australian Qualifications Framework (AQF). The curriculum is part of the National Training agenda and offers qualifications which are recognised across Australia. This is exciting news for those students wanting their studies at school to have a direct contribution towards a job, or for those who just wish to gain some skills in woodworking/furniture making.

Students studying this course will be working towards a 'Certificate 1 Furnishing' MSF10113.

Some of the objectives of the course include: to gain skills and knowledge of the furnishing industry, to gain basic knowledge and skills in construction and assembly of furniture and finishing techniques generally associated with cabinet making. Students will also gain skills in basic machining, hand and power tools. Students will need to complete set theory to support all the practical elements of the course.

The types of projects we will be making include such things as a clock case, chess box / roll-top desk and vanity mirror.

All students will be required to complete 'core' units for the certificate requirements as set out by the AQF.

MSF10113 CERTIFICATE I FURNISHINGS		
Code	**Competency name**	**Core/Elective**
MSFFM1001	Construct a basic timber furnishing product	Elective
MSFFM1002	Operate basic woodworking machines	Elective
MSFFM2002	Assemble furnishing components	Elective
MSMENV272	Participate in environmentally sustainable work practices	Core
MSAPMOHS100A	Follow WHS Procedures	Core
MSMOPS101	Make Measurements	Core
MSMSUP102	Communicate in the Workplace	Core
MSMSUP106	Work in a team	Core

MSM10216 CERTIFICATE I LIGHT MANUFACTURING		
Code	**Competency name**	**Core/Elective**
MSMPCI102	Apply effective work practices	Core
MSMPCI103	Demonstrate care and apply safe practices at work	Core
MSMPCII296	Make a small furniture item from timber	Elective
MSFFM1002	Operate basic woodworking machines	Elective
MSFFM2001	Use furniture making sector hand and power tools	Elective
MSFFM2002	Assemble furnishing components	Elective
MSMOPS101	Make Measurements	Elective
MSFFM2005	Join solid timber	Elective

VOCATIONAL APPLICATION

The course provides the basis for entry into the furnishing industry by providing the opportunity to gain a Certificate 1 Furnishings MSF10113. However, this course provides a very sound basis for the development of hand skills and knowledge in any practical area, or for those who just wish to gain some more skills in the woodwork field purely as a hobby.

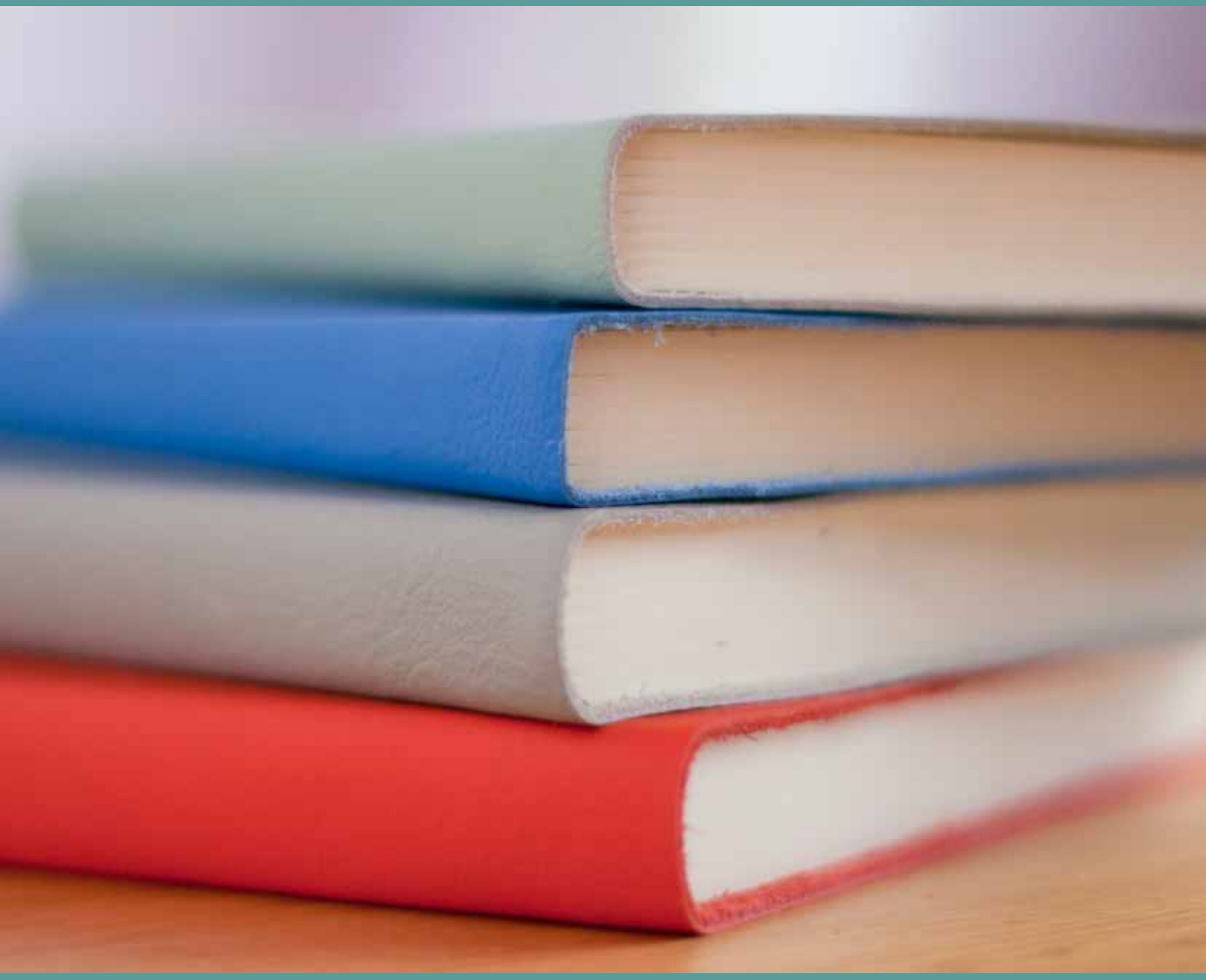
ASSESSMENT

All class projects will be assessed according to set criteria. There will be some theory. Workbooks to be purchased and completed. Student interaction with the teacher, other students and the facilities including tools is also monitored and evaluated against set standards.

Students will also have the opportunity to complete a Certificate 1 in Manufacturing (MSM10216) over the two years. The successful completion will enable students to gain five credit points towards their QCE.

PREREQUISITES

It would be a definite advantage for a student to have studied Industrial Technology and Design previously, but this is NOT mandatory.



ENGLISH

COURSE DESCRIPTIONS

English (General Subject)

DESCRIPTION OF SUBJECT

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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
In-depth Novel Study **Shakespeare's Romeo & Juliet**	**Canonical Literature Study:** Canon Reloaded **Documentary Study:** Documenting Reality	**Perspectives and texts** • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • 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** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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) Examination - design challenge	25%
Summative internal assessment 2 (IA2) Extended response - persuasive spoken response	25%	Summative external assessment (EA) Examination - anaylytical written response	25%

PREREQUISITES

A minimum standard for a student to undertake English at senior level is a sound achievement in both of the skills (written and spoken genres) in both semesters. Students who do not achieve this level study Essential English.

Literature (General Subject)

DESCRIPTION OF SUBJECT

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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
• **Classic novel study** *To Kill a Mockingbird* • **Shakespeare's** *Othello*	• **Poetry study:** The Romantics • **Short story study:** Moral Tales	**Introduction to literary studies** • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Texts and culture** • 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** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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) Exended response- imaginative written response	25%
Summative internal assessment 2 (IA2) Extended response - imaginative spoken/multimodal response	25%	Summative external assessment (EA) Examination - anaylytical written response	25%

PREREQUISITES

A minimum standard for a student to undertake Literature at Senior level is a Sound Achievement in English for both of the skills (written and spoken genres) in both Semesters.

Essential English (Applied Subject)

INTRODUCTION
Essential English is an Applied Subject. Entry into Essential English in Year 10 is assigned by the English department.

DESCRIPTION OF SUBJECT
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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
In-depth Novel Study **Shakespeare's Romeo & Juliet**	**Canonical Literature Study:** Canon Reloaded **Documentary Study:** Documenting Reality	**Language that works** • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • 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** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

ASSESSMENT
Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

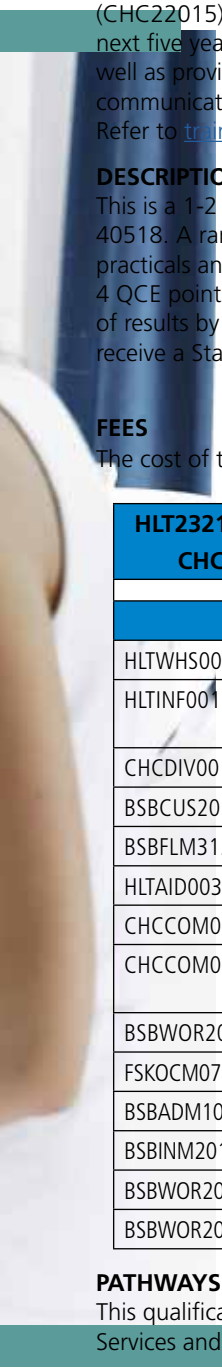
SUMMATIVE ASSESSMENTS

Unit 3	Unit 4
Summative internal assessment 1 (IA1) Extended response - spoken/signed response	Summative internal assessment 3 (IA3) Extended response - Multimodel response
Summative internal assessment 2 (IA2) Common internal assessment	Summative internal (IA4) Extended response - Written response

HEALTH

COURSE DESCRIPTIONS

Health Support Services - VET (Non-ATAR Year 11 & 12 only from 2022)



QUALIFICATION DESCRIPTION
Health Support Services is a VET subject. Certificate II in Health Support Services (HLT23215) and Certificate II in Community Services (CHC22015). Health and Community services are the largest growing industries in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with the basic skills for a career in the health and social services as well as providing a pathway for those wishing to pursue further study in these fields. Skills acquired in this course include first aid, communication, conduction basic health checks, infection control, working with diverse people and working in teams.
Refer to training.gov.au for specific information about the qualification.

DESCRIPTION OF COURSE
This is a 1-2 year course, **available in Year 11 & 12 only from 2022**, delivered here at NCC in partnership with Connect 'n' Grow RTO 40518. A range of delivery modes will be used during the teaching and learning of this qualification including face to face training, practicals and online learning. Students will be provided with every opportunity to complete these qualifications, with a maximum of 4 QCE points. Students who are deemed competent in all 14 units of competency will be awaded these qualifications and a record of results by Connect 'n' Grow RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

FEES
The cost of this course will be advised on application, as a guide in 2021 the cost is $399.00.

HLT23215 CERTIFICATE II IN HEALTH SUPPORT SERVICES CHC22015 CERTIFICATE II COMMUNITY SERVICES	
COURSE UNITS	
HLTWHS001	Participate in workplace health and safety
HLTINF001	Comply with infection prevention and control policies and procedures
CHCDIV001	Work with diverse people
BSBCUS201	Deliver a service to customers
BSBFLM312	Contribute to team effectiveness
HLTAID003	Provide First Aid
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
BSBWOR202	Organise and complete daily work activities
FSKOCM07	Interact effectively with others at work
BSBADM101	Use business equipment and resources
BSBINM201	Process and maintain workplace information
BSBWOR204	Use business technology
BSBWOR203	Work effectively with others

HLT3315 CERTIFICATE III IN HEALTH SUPPORT SERVICES	
COURSE UNITS	
HLTAAP001	Recognise health body systems
BSBMED301	Interpret and apply medical terminology
HLTAID001	Provide cardiopulmonary resuscitation
CHCCCS015	Provide individualised support
CHCCCS010	Maintain a high standard of service
BSBWOR301	Organise personal work priorities and development
FSKLRG009	Use strategies to respond to routine workplace problems
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander Cultural safety
CHCCCS009	Facilitate responsible behaviour
CHCCCS020	Respond effectively to behaviours of concern

PATHWAYS
This qualification may credit toward various Certficate III's including:- Certificate III Health Support Assistance, Certificate III Community Services and Certificate III Individual Support (Disability and Aged Care)

ASSESSMENT
Assessment is competency based using techniques which include observation, folios of work, questionnaires and written and practical tasks.

ENTRY REQUIREMENTS
There are no entry requirements for this qualification.

HOSPITALITY

COURSE DESCRIPTIONS

Hospitality - VET (ATAR plus Non-ATAR)

DESCRIPTION OF SUBJECT
The Hospitality and Tourism Industries employ a great deal of the working population throughout Australia.

Both State and Federal Governments are increasing opportunities, with major growth in a variety of trades, especially Hospitality and Tourism. The projections in Queensland indicate continuing growth in job and career opportunities. Here on the Sunshine Coast, the demand for QUALITY trained and skilled Hospitality staff is growing at a rapid rate.

As from 2020, Hospitality students may achieve multiple credit points towards their QCE, by studying any or all the following:

- SIT10216 - Certificate I in Hospitality (2 CREDIT POINTS)
- SIT20213 - Certificate II in Hospitality (4 CREDIT POINTS)
- SIT20312 - Certificate II in Kitchen Operations (4 CREDIT POINTS)
- SIT30616 - Certificate III in Hospitality (8 CREDIT POINTS)

Students have the opportunity to gain a school-based Traineeship or Apprenticeship and earn an income whilst at school.

The skills learnt in the above courses also give the student an opportunity to start their career in the Hospitality Industry or gain further employment when leaving school.

Each student will be expected to demonstrate the skills taught, in "live" situations, i.e. kitchen, restaurant, working on functions, restaurant services and Industry Placement. This may be completed both 'on & off the job'.

Nambour Christian College's Hospitality Department (Trades Skills Centre) has existing facilities, comprising a commercial kitchen, a 100 seat restaurant with an additional alfresco dining area and a fully equipped non-alcoholic bar.

SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS	
To be deemed competent each student needs to complete 13 units: • 8 core units • 5 elective units	
CORE UNITS	
BSBWOR203	Work effectively with others
SITXFSA001	Use hygienic practices for food safety (Prerequisite)
SITXWHS001	Participate in safe work practices
SITHCCC001	Use food preparation equipment
SITHKOP001	Clean kitchen premises and equipment
SITXINV002	Maintain the quality of perishable items*
SITHCCC005	Produce dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
ELECTIVE UNITS (Suggested)	
SITHCCC002	Prepare simple dishes
SITHPAT006	Produce desserts
SITXCCS003	Interact with customers
SITHFAB007	Serve food and beverage
SITXFIN001	Process financial transactions
SITXHRM001	Coach others in job skills

SIT10216 CERTIFICATE I IN HOSPITALITY	
To be deemed competent each student needs to complete 6 units: • 3 core units • 3 elective units	
CORE UNITS	
BSBWOR203	Work effectively with others
SITXCCS001	Provide customer information and assistance
SITXWHS001	Participate in safe work practices
ELECTIVE UNITS (Suggested)	
SITXFSA001	Use hygienic practices for food safety
BSBWOR202	Organise and complete daily work activities
SITHCCC001	Use food preparation equipment
SITHCCC002	Prepare and present simple dishes
SITHKOP001	Clean kitchen premises and equipment

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Hospitality - VET (ATAR plus Non-ATAR) (cont...)

SIT20316 CERTIFICATE II IN HOSPITALITY	
To be deemed competent each student needs to complete 12 units: • 6 core units • 6 elective units	
CORE UNITS	
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
ELECTIVE UNITS (Suggested)	
SITXFSA001	Use hygienic practices for food safety (Prerequisite)
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFIN001	Process financial transactions
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
SITHCCC002	Prepare simple dishes
SITHKOP001	Clean kitchen premises and equipment
SITXINV002	Maintain the quality of perishable items
SITHCCC011	Use cookery skills effectively

SIT30616 CERTIFICATE III IN HOSPITALITY	
To be deemed competent each student needs to complete 15 units: • 7 core units • 8 elective units	
CORE UNITS	
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND004	Work effectively in hospitality service (36 services)
SITXCCS006	Provide service to customers
SITXCOM002	Show social and cultural sensitivity
SITXHRM001	Coach others in job skills
SITXWHS001	Participate in safe work practices
SITXFSA001	Use hygienic practices for food safety
ELECTIVE UNITS (Suggested)	
SITHCCC002	Prepare and present simple dishes
SITXFIN001	Process financial transactions
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITHCCC001	Use food preparation equipment
SITHKOP001	Clean kitchen premises and equipment
SITHFAB003	Operate a bar
BSBSUS201	Participate in environmentally sustainable work practices
HLTAID003	Provide first aid
SITXINV002	Maintain the quality of perishable items
SITHIND003	Use hospitality skills effectively
SITHPAT001	Produce cakes
SITHCCC019	Produce cakes, pastries and breads
SITHCCC011	Use cookery skills effectively
SITHPAT003	Produce pastries
SITHPAT004	Produce yeast-based bakery products

The Hospitality Trade Skills Centre has an extended facility to incorporate a pastry/bakery kitchen, bakery and extra restaurant space.

The bakery course will be taught by industry experienced Chef's, a Pastry Chef and restaurant specialists and based on industry expectations.

Students that want to study Hospitality, will need the correct ATTITUDE, motivation and commitment towards the subject allowing them to become "WORK READY".

Each student will be expected to complete at least two weeks of structured industry placements throughout their course.

NCC Hospitality department prides itself on quality outcomes and the students will benefit from the knowledge and experience gained. These courses will provide students with the opportunity to participate in entry-level vocational education in hospitality. The course will assist students to make informed decisions about career paths and facilitate life-long learning. Students will be expected to keep a folio of class notes, recipes and enterprise planning and will be responsible for their own files.

The Hospitality department will supply all ingredients needed for practical class work, however completed product will be available for sale to students, families and staff.

N.B : That excursions form part of the course, at some cost to the student.

Uniform: Each student will be expected to purchase a chef's uniform (Years 11 & 12) from NCC as well as a Black Whipbird Polo Shirt. Year 10 students will be expected to purchase a Black Whipbird polo shirt, Chefs pands and a NCC Hospitality scull cap.

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Hospitality - VET (ATAR plus Non-ATAR) (cont...)

ASSESSMENT
Assessment is ongoing throughout the course and students can accelerate at their own pace. Skills required to complete the core units of competency will be assessed in a variety of ways, e.g. written assessments, online, assignments, oral assessments, observation of practical work, etc.

PREREQUISITES
The student should possess a willingness to learn new skills and be committed to work in a team environment. Students should also be aware that this course requires work outside of normal school hours.

Pastry/Baking - VET
(Non-ATAR although several Units of Competency transfer to Certificate III's)

DESCRIPTION OF SUBJECT

The Retail Pastry/Baking employs a great deal of people within the hospitality and retail industry. As there is a huge shortage of staff in the baking/pastry industry nationally, there are many jobs on offer.

There are projections in Australia that there is strong growth in job and career opportunities including the Sunshine Coast, throughout Queensland and nationally. There is a huge demand for QUALITY trained and skilled staff and this is growing at a rapid rate.

The Certificate II in Baking: This course targets those who want to work in a retail baking environment, undertaking non-trade related work or working as a trade assistant. This qualification is designed for application in supervised environments where the work is primarily predictable with some basic problem-solving requirements.

Our students learn to make pastries, breads and desserts to an industry standard, and the work will be sold through our Bakery attached to the Hospitality Trade Skills Centre.

If you choose this course, you will be able to use several of the Units of Competency towards your SIT30616 Certificate III in Hospitality.

Uniform: For this course, students will need to purchase a Black Polo Whipbird Shirt, Chef's trousers and a skull cap from NCC Uniform Shop.

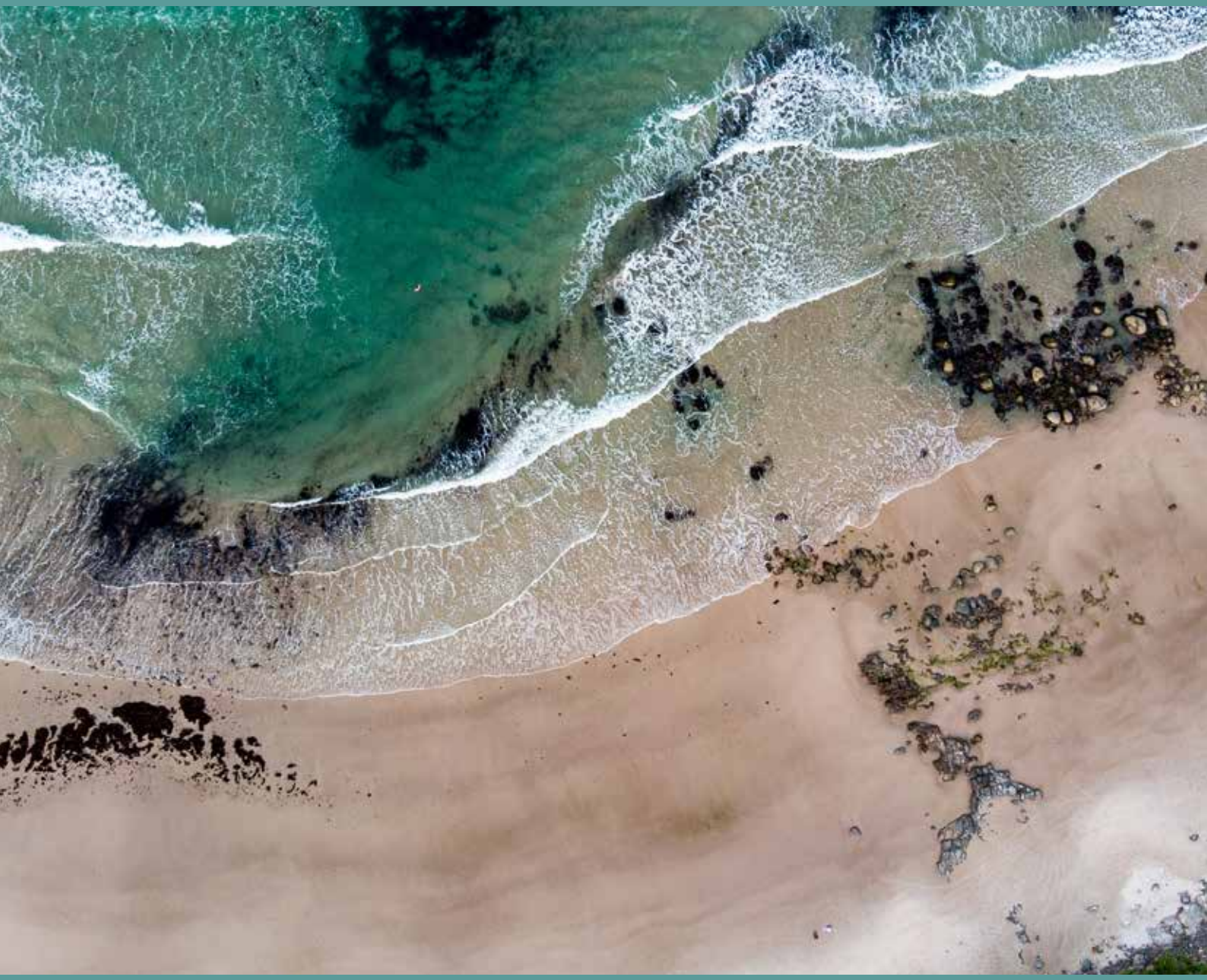
ASSESSMENT

Assessment is ongoing throughout the course and students can accelerate at their own pace. Skills required to complete the units of competency will be assessed in a variety of ways, e.g. written assessments, online, assignments, oral assessments, observation of practical work, etc.

PREREQUISITES

Nil

FBP20217 CERTIFICATE II IN BAKING	
To be deemed competent each student needs to complete 13 units: • 7 core units • 4 elective units	
CORE UNITS	
FBPRBK2002	Use food preparation equipment to prepare fillings
FBPRBK2005	Maintain ingredient stores
FDFFS2001A	Implement the food safety program and procedures
FBPRBK3005	Produce basic bread products
FDFOHS2001A	Participate in OHS processes
FDFOP2061A	Use numerical applications in the workplace
FDFOP2064A	Provide and apply workplace information
ELECTIVE UNITS	
FBPRBK3002	Produce non laminated pastry products
FBPRBK3008	Produce sponge cake products
FDPRBK3014	Produce sweet yeast products
FDPRBK3009	Produce biscuit and cookie products
FDFOP2005A	Work in a socially diverse environment
HLTAID003	Provide First Aid
SIRRMER002	Merchandise food products
SIRXODK001	Advise on products and services
SIRXSLS001	Sell to the retail customer



HUMANITIES

COURSE DESCRIPTIONS

Geography (General Subject)

DESCRIPTION OF SUBJECT

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

Semester 1	Semester 2
Environmental change and management • Environmental change and management • Inland Waterways	**Geographies of human wellbeing** • Geographies of human wellbeing • Natural Hazards

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transform-ations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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%

Modern History (General Subject)

DESCRIPTION OF SUBJECT
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, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning

YEAR 10 STRUCTURE

Semester 1	Semester 2
The Modern World from 1918 to 1945 • World War Two - The European Theatre of War • World War Two - The Pacific Theatre of War	**The Modern World from 1945 to the present** • Rights and Freedoms movements • Australian Popular culture

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World • Australian Frontier wars (1788 - 1930) • The Russian Revolution (1905 - 1920)	**Movements in the Modern World** • Anti-apartheid movement in South Africa, 1948 - 1991 • International Aid Movement	**National experiences in the Modern World** • China, 1931 - 1976 • Israel, 1948 - 1993	**International experiences in the Modern World** • Cold War 1945-1991 • Australian engagement with Asia since 1945

ASSESSMENT
Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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).

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Modern History (General Subject) (cont...)

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%

PREREQUISITES

Students must have achieved at least a 'C' in Year 9 Humanities.

Philosophy & Reason (General Subject)

DESCRIPTION OF SUBJECT
Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity, credibility, collaboration and communication.

PATHWAYS
A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose

YEAR 10 STRUCTURE

Semester 1	Semester 2
Introductry to Philosophy Studying metaphysics (What is real?) and epistemology (How can I know what is real?) **Conspiracy Theories** The study of of effective rational thinking and issues that weaken arguments	**Ethics** • Ethics **Reason in Philosophy** • The Philosophy of the Mind

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason • Inductive and Deductive Reasoning • Fallacies	**Religion in philosophy** • Philosophy of religion • Philosophy of science	**Moral philosophy and schools of thought** • Moral philosophy • Philosophical schools of thought	**Social and political philosophy** • Rights • Political philosophy

ASSESSMENT
Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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).

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Philosophy & Reason (General Subject) (cont...)

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) Examination - extended response	25%	Summative internal assessment 3 (IA3) Extended response - analytical essay	25%
Summative internal assessment 2 (IA2) Extended response - analytical essay	25%	Summative external assessment (EA) Examination - extended response	25%

PREREQUISITES

Minimum of a Sound Achievement in Year 10 English.

LOTE

COURSE DESCRIPTIONS

Japanese (General Subject)

DESCRIPTION OF SUBJECT
Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain an understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

PATHWAYS
A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
My world • Family/carers and friends • Lifestyle and leisure • Education	Exploring our world • Travel • Technology and media • The contribution of Japanese culture to the world	Our society • Roles and relationships • Socialising and connecting with my peers • Groups in society	My future • Finishing secondary school, plans and reflections • Responsibilities and moving on

ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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 - short response	15%	Summative internal assessment 3 (IA3) Extended response	30%
Summative internal assessment 2 (IA2) Examination - combination response	30%	Summative external assessment (EA) Examination - combination response	25%

PREREQUISITES
Students need to have studied Japanese previously.

LOTE Distance Education (General Subject)

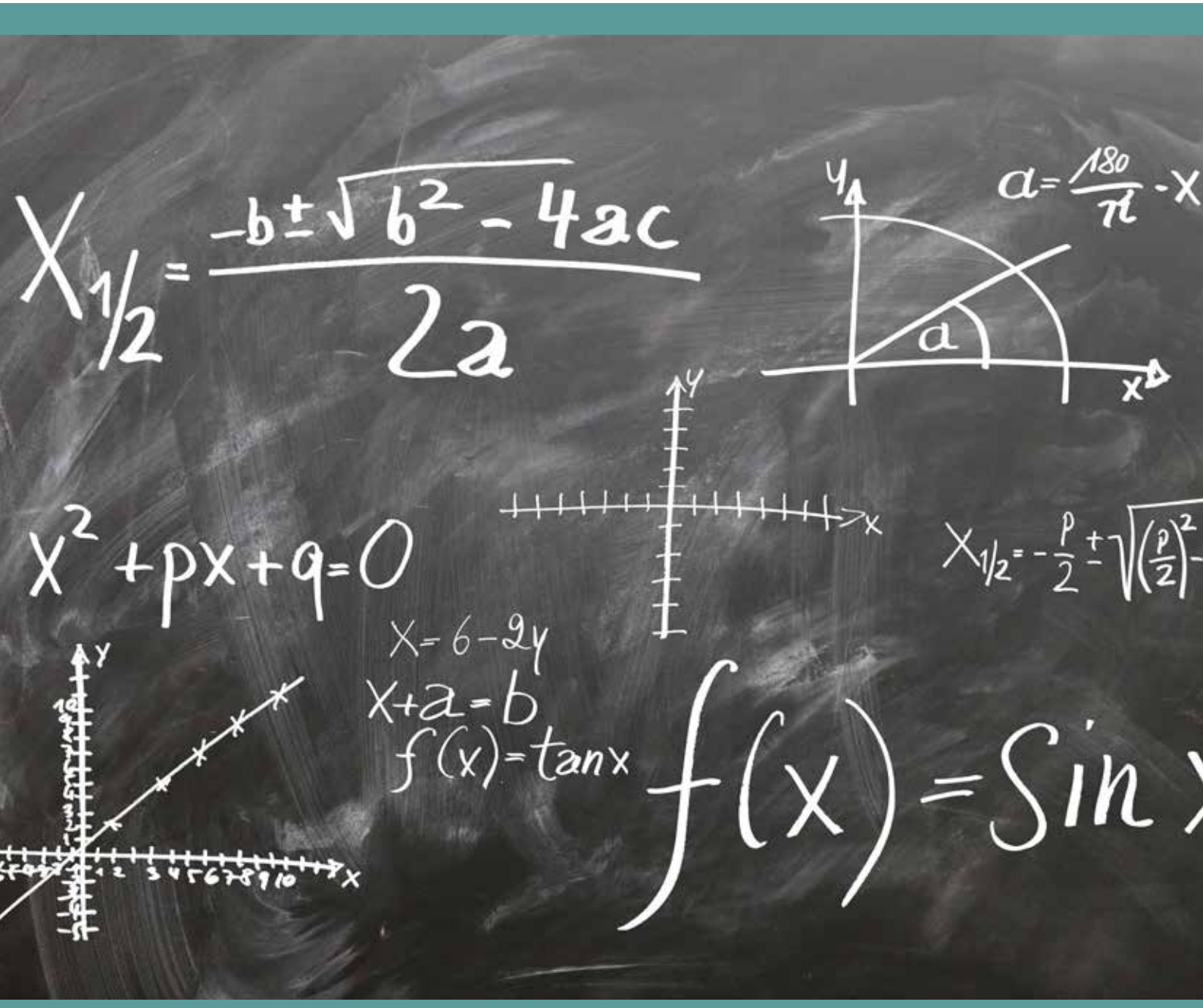
DESCRIPTION OF SUBJECT

Students may choose to study a range of LOTE subjects via distance education.This incurs and additional cost which is charged by the provider of the course.

A very high level of motivation and independence is required for this type of study.

PREREQUISITES

Students need to have achieved a "B" in Year 9 English and at least one other academic subject.



MATHEMATICS

COURSE DESCRIPTIONS

General Mathematics (General Subject)

DESCRIPTION OF SUBJECT

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, and networks and matrices, building 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 non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. 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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Geometry, algebra, matrices • Shape and measurement • Trigonometry • Algebra • Simultaneous Equations • Matrices	**Finance, networks, geometry** • Financial Mathematics • Data • Earth Geometry • Networks	**Money, measurement and relations** • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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			

PREREQUISITES

This subject requires at least a Sound achievement 'C' in Year 9 Advanced or Intermediate Mathematics courses.

Mathematics Methods (General Subject)

DESCRIPTION OF SUBJECT
Mathematical Methods' major domains 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 solution
- 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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
• Geometry • Linear equations • Quadratics	• Quadratic equation solutions • Indices • Probability and Statistics	**Algebra, statistics and functions** • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • 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** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

ASSESSMENT
Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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).

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Mathematics Methods (General Subject) (cont...)

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			

PREREQUISITES

There is the required alignment of Year 10 course work as prerequisite for Year 11 and 12 Mathematics Methods.

Specialist Mathematics (General Subject)

DESCRIPTION OF SUBJECT
Specialist Mathematics' major domains are vectors, kinematics, and matrices, real and complex numbers, trigonometry, statistics and calculus, combinatorics and proof.

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.

In this school, students with the necessary ability do Advanced Maths courses in Years 8 and 9, then move into Year 10 Mathematics Methods and also Year 10 Specialist Mathematics, for the necessary development and familairty to deal with the rigors of Mathematics Methods and Specialist Maths.

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 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.

YEAR 10 STRUCTURE **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
• Test each term	• Test & PSMT Term 3 • Test Term 4	• Geometry and measurement beyond Methods • Algebra skills of factorising, expansion to a high degree along and combining with surds and later complex numbers • Combinatorics with Pascal triangle	• Matrices –operations, solving equations, area, rotation and reflection • Linear motion – constant acceleration. Equations applied to horizontal vertical and projectile motions • Fibonacci and golden ratio	• Trigonometry- graphs, solving simple equations I 4 quadrants, radians introduced and inverse trigonometric ratios • Geometry theorems and geometric proof – applied particularly to circle geometry • Mathematical chaos theory – logistic equation, orbits, and orbit outcomes, plotting "k" value outcomes, periods, chaos states and orbit graphing	• Vectors – 2D and 3 D Cartesian vectors, operations, resolution, equilibriums, resultants, polygon representations, Scalar product and applications • Complex numbers- use of "I", complex solutions to quadratics, basic operations, polar form and interchange, algebra with complex numbers • Statistics- some basic work on binomial distribution, p qnd q values, nature of variance and standard deviation

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Specialist Mathematics (General Subject) (cont...)

ASSESSMENT

As per the senior course assessment structures, Year 10 Specialist Mathematics uses the same testing structure of simple familiar, complex familiar, and complex unfamiliar as well as the PSMT report. The test structure is based on 60% simple familiar questions, 20% complex familiar questions, and 20% complex unfamiliar questions. The PSMT structure consists of 4 criteria whose mark value adds to 20.

Testing remains on a term basis with an end of term test. The PSMT is done in term 3.

Results are put together as summary percentages and a grade applied similar to the senior ISMG.

Essentials Mathematics (Applied Subject)

DESCRIPTION OF SUBJECT
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 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Graphs	**Money, travel and data** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	**Graphs, chance and loans** • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

ASSESSMENT
Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

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 internal (IA4) Examination

PREREQUISITES
Nil

Prerequisite Requirements and Standards for Year 10 and 11 Maths Courses

Nambour Christian College ultimately seeks to have students studying Maths courses in the Senior School that will place them in the best possible position to experience success in each year level. To do this, it is desired that students will be studying the correct Maths course that is matched to their proven ability level. Many years of careful analysis of data allows the Maths Department to make educated decisions about each students Maths ability and from this, decisions can be made to have all students placed correctly.

For Year 10 - After the Year 9 Term 3 reporting period is finalised, the Maths Department will analyse all data for Maths, and students will be allocated to a Maths class for Year 10 according to their proven ability. Maths Courses for Year 10 and prerequisite requirements are explained below:

- Students currently studying Year 9 Advanced Maths will be allocated to Year 10 Mathematical Methods if they have consistently achieved a C level or higher in Year 9.
- Students intending to study Year 10 Maths Specialist requires success in Year 9 Advanced Maths
- Students currently studying Year 9 Intermediate Maths will be allocated to Year 10 Maths General if they have consistently achieved a C level or higher in Year 9.
- Students currently studying Year 9 Core Maths will progress to Year 10 Essential Maths regardless of their result.

Looking ahead to Year 11 and Year 12 (Senior Phase), results from the respective previous year/s will be carefully analysed by the end of the Term 3 reporting period and once again, students will be allocated to the Maths class in Year 11 or Year 12 based on the proven ability level from the current year. Course names will remain the same for Year 10, 11 and 12 and the prerequisite requirements used for the Senior Phase will be as follows:

- To study Year 11/12 Mathematical Methods, students must have studied Year 10 Mathematical Methods at least for Semester 2 and have achieved a C level or higher. The academic standard of this subject requires practice and exposure to the techniques studied for the course. This a National Curriculum recommendation.
- To study Year 11/12 Maths Specialist, students must have studied Year 10 Mathematical Methods and achieved a C level or better. Studying Year 10 Maths Specialist is considered to be good preparation for Year 11/12 Maths Specialist.
- To study Year 11/12 Maths General, students must have studied Year 10 Maths General and have achieved a C level or higher. Students studying Mathematical Methods in any year level who do not meet the entry requirements to remain in that subject will be automatically placed into this course.
- Students studying Year 11/12 Essential Maths, will be those students studying Essential Maths from the previous year regardless of their result. Students studying Maths General in any year level who do not meet the entry requirements to remain in that subject will be automatically placed into this course.

It is important to note that whilst this process will happen automatically across Year 10, 11 and 12, any student/family can apply to study a different level of Maths where the entry level requirement has not been met. This will require an interview with the current teacher of your son/daughter, Head of Department or Director of Academic Studies to discuss the aspects of special entry. The school will always take final direction and decision from the family once this has occurred.

For students intending to go to University after Year 12, studying and succeeding in the correct level of maths is a prerequisite requirement for many degrees. Please seek advice from the Careers Advisor if you believe this will impact your son/daughter.

PHYSICAL EDUCATION

COURSE DESCRIPTIONS

Physical Education (General Subject)

DESCRIPTION OF SUBJECT

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 mode-appropriate features for particular purposes and contexts

YEAR 10 STRUCTURE **11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Tactical Awareness in Basketball • Fundamental Movement skills • Feedback • Practice • Speed vs Accuracy **Ethics and Integrity in Touch Football** • Ethical decision making Framework • Exploring Ethics and Integrity • Effects on stakeholders	**Energy Systems in Aquathalon** • Components of Fitness • Energy Systems • Training Program construction • Training Program evaluation	**Motor learning, functional anatomy, biomechanics and physical activity** • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity - barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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).

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Physical Education (General Subject) (cont...)

SUMMATIVE ASSESSMENTS

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

PREREQUISITES

Year 9 and 10 Physical Education is highly recommended with a Sound level of achievement and a strong interest in Physical Activity and experience in at least one competitive sport/activity.

Recreation - VET (Non-ATAR)

INTRODUCTION
Recreation is a VET subject. A Certificate II in Sport and Recreation (SIS20115) will be acquired upon successful completion of this subject.

DESCRIPTION OF SUBJECT
This subject consists of two theory lessons and two practical lessons per week. The focus is on giving students practical skills in the sport and recreation field to assist those students interested in a career in this area. Students may have the opportunity to get certificates in First Aid and Coaching. They will interact with physical activity in a variety of contexts including racket sports, strength and conditioning and team games. Students will also be expected to gain experience in sports management by assisting in running school and community sporting events.

VOCATIONAL APPLICATION
Recreation is aimed at those students interested in entering the sport and recreation industry. Making the effort to gain valuable certificates and practical sports management experience should prove to be invaluable. Likely functions for someone with this qualification include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance and café service in locations such as fitness centres, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

JOB ROLES
The following are indicative job roles for this qualification:

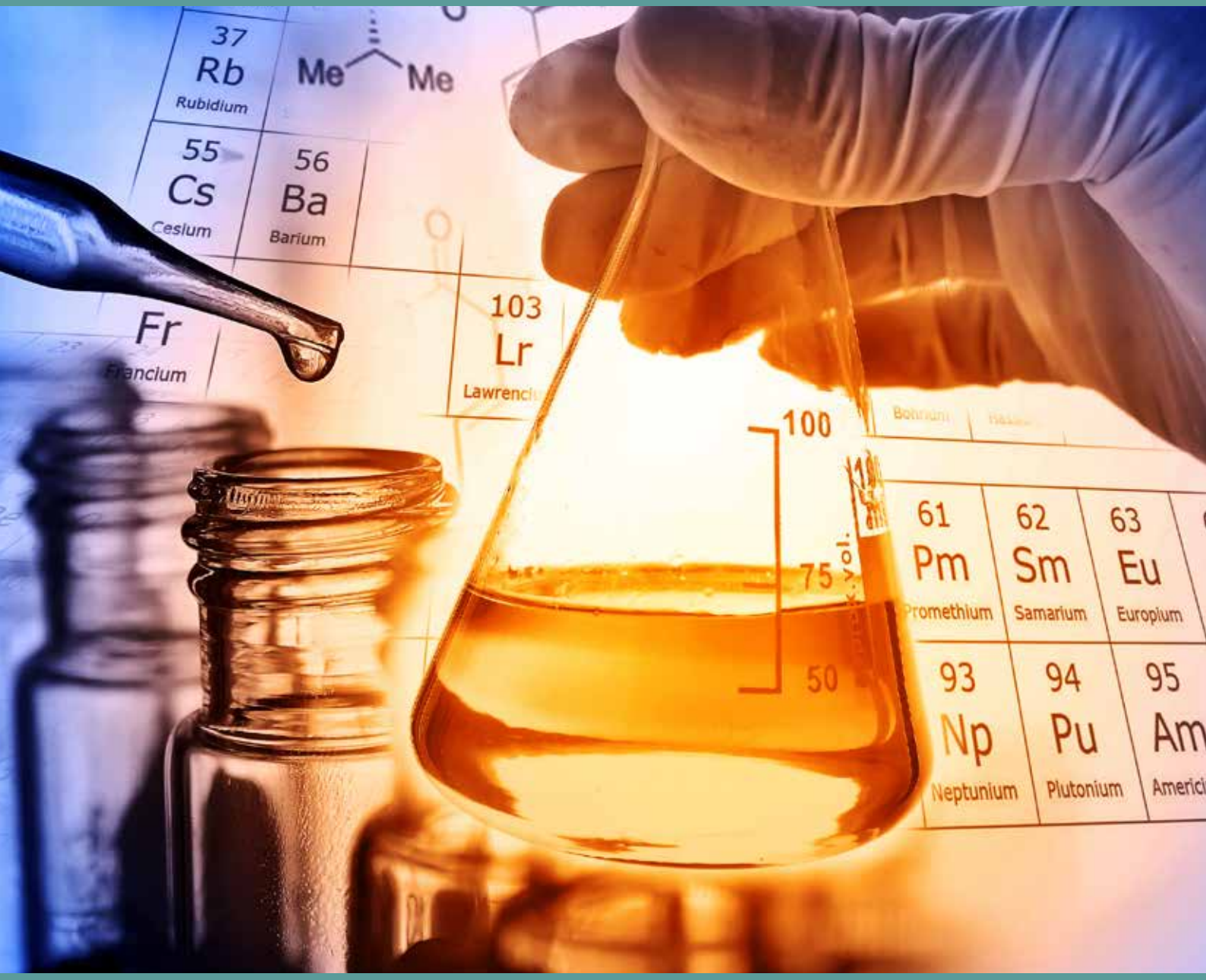
- administration assistant
- community activities assistant
- recreation assistant
- retail assistant

ASSESSMENT
Assessment is based largely on practical skills and participation but also written tests and assignments. All assessment pieces (including observations and student-teacher discussions) are competency based, and therefore successful completion of all required assessment will provide the student with a Certificate II in Sport and Recreation (SIS20115).

Important Note: To obtain this qualification students must complete all of the units of competency listed below .

SIS20115 CERTIFICATE II IN SPORT AND RECREATION	
To be deemed competent each student needs to complete 13 units: • 8 core units • 5 elective units	
CORE UNITS	
BSBWOR202	Organise and complete daily work activities
HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISXCA1002	Assist with activity sessions
SISXCCS001	Provide quality serivce
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
ELECTIVE UNITS	
SISXCAI001	Provide equipment for activities
SISXFAC002	Maintain sport, fitness and recreation facilities
SISOODR201A	Assist in conducting outdoor recreation sessions
SISXCAI006	Facilitate groups
SISXCAI007	Assist with activities not requiring equipment

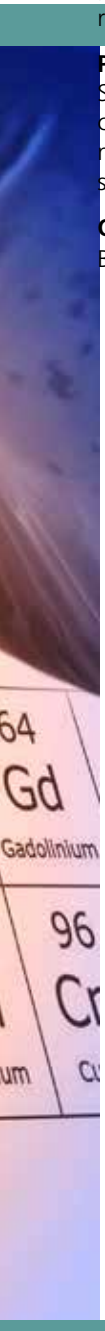
PREREQUISITES
There are no prerequisites for this subject.



SCIENCE

COURSE DESCRIPTIONS

Core Science



DESCRIPTION OF SUBJECT

In Year 10 Science, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale.

PATHWAYS

Successful completion of Year 10 Science is important, particularly for students anticipating certain trades and specifically those considering Australian Defence Force trades and school based apprenticeships in Electro-technology. Students who complete one or more of the specialist sciences (Chemistry, Physics & Biology), will also be deemed to have completed Year 10 Science. The specialist science courses are important for students going on in those subjects into year 11 and 12.

OBJECTIVES

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

- explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.
- explain the concept of energy conservation and represent energy transfer and transformation within systems.
- apply relationships between force, mass and acceleration to predict changes in the motion of objects.
- describe and analyse interactions and cycles within and between Earth's spheres.
- evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth.
- analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.
- develop questions and hypotheses and independently design and improve appropriate methods of investigation, including fieldwork and laboratory experimentation.
- explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data.
- evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.
- construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Biology (General Subject)

DESCRIPTION OF SUBJECT

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 an 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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Reproduction and Genetics • Sexual reproduction • Cell division • Inheritance	**Origins and Ecology** • Classification • Theories of Biological Origins • Environment and Survival	**Cells and multicellular organisms** • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnect-edness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

ASSESSMENT

Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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			

PREREQUISITES

A pass of at least a High Achievement 'B' in Year 9 Science is required.
To progress into Year 11 Biology, students must maintain a 'C' in Year 10 Biology.

Chemistry (General Subject)

DESCRIPTION OF SUBJECT
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 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 an 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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Chemical Reactions • The periodic Table • Atomic Structure • Rates of Reaction	**Organic Chemistry and Molarity** • Balancing Equations • Carbon Chemistry • Chemistry and The Environment	**Chemical fundamentals — structure, properties and reactions** • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

ASSESSMENT
Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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			

PREREQUISITES
A pass of at least a High Achievement 'B' in Year 9 Science is required. Also, Chemistry students should have achieved a High Achievement in Mathematics in Year 9. To progress into Year 11 Chemistry, students must maintain a 'C' in Year 10 Chemistry and Year 10 Mathematics General or Mathematics Methods.

Physics (General Subject)

DESCRIPTION OF SUBJECT
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 an 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.

PATHWAYS
A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, 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 an 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 **YEAR 11 AND 12 STRUCTURE**

Semester 1	*Semester 2*	Unit 1	Unit 2	Unit 3	Unit 4
Mathematical Foundations and Introduction to Energy • Precision in Measurement • Creating and Interpreting Graphs • Using Equations • Understanding the Laws and Models of Energy	**Exploring Electromagnetism and Dynamic Motion** • Understanding Magnetism and Electricity • Projectile and Circular Motion • How Science Becomes Technology	**Thermal, nuclear and electrical physics** • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromag-netism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

ASSESSMENT
Assessment in Units 1 and 2 will be modelled on the techniques used in Units 3 and 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			

PREREQUISITES
A pass of at least a High Achievement 'B' in Year 9 Science is required. Also, Physics students should have achieved a High Achievement in Mathematics in Year 9. To progress into Year 11 Physics, students must maintain a 'B' in Year 10 Physics and Year 10 Mathematics General or a 'C' in Mathematics Methods.

Science in Practice (Applied Subject)

DESCRIPTION OF SUBJECT
Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

PATHWAYS
A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

OBJECTIVES
By the conclusion of the course of study, students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

YEAR 10 STRUCTURE

Semester 1	Semester 2
Resources, energy, and sustainability • Using science to investigate energy sources. • Carry out an investigation into the use of scientific knowledge to provide better use of energy. • Apply scientific knowledge to facilitate understanding of the law of conservation of energy.	**Health and Lifestyles** • Genetics and heredity • Using scientific knowledge such as karyotyping to predict the occurrence of genetic disorders. • Effects of living in space on human health.

YEAR 11 AND 12 STRUCTURE

Core Topics	Electives (at least three)
• Scientific literacy and working scientifically • Workplace health and safety • Communication and self-management	• Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change

ASSESSMENT
Assessment techniques involve a combination of written tests, practical investigations and research analysis.

The Year 10 assessments will provide students with the basic skills necessary to undertake senior assessment tasks, and will mimic the skills that are required in Year 11 and 12 assessment.

Assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least one investigation based on primary data
- a range of assessment instruments that may include a project, a collection of work and and/or an examination.

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