



NAMBOUR

CHRISTIAN COLLEGE



SENIOR SCHOOL COURSE DESCRIPTIONS

Inspiring and equipping students
for successful futures

YEAR 12 - 2028

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.*

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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.

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, although some VET courses can begin in Year 10 (Business, Hospitality). Each of the Year 10 subjects at NCC are foundational to the Year 11 and 12 courses of the same name.



Continued over page »

Page 10 of 10

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.

ENGLISH REQUIREMENT

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.

YEAR 10 SUBJECT SELECTION FORM

The form will look like this:

Continued over page »

Senior Studies (cont...)

SECTIONS OF THE SUBJECT SELECTION FORM

• Christian Living

Christian Living is compulsory and is automatically allocated to all students. In Years 10 – 12 students engage with biblical principles and teachings to consider what this means for their own lives. Students are taught about the concept of worldview and are encouraged to discover and develop their own worldview. An orthodox biblical worldview is presented on key topics based on the foundation of God as Creator, humans as God's image bearers, the historical existence of Jesus - including his nature as God - and the role of the Church.

Year 10 – Who is Jesus, The Way of Jesus, Christian Ethics, The Church

Year 11 – The Nature of God, Jesus the Game Changer, Teacher Led Topics, Servanthood: Biographies of followers of Jesus

Year 12 – Purpose and Work, The Alpha Course, Comparative World Religions, The Spiritual Life

• 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.

Continued over page »

Senior Studies (cont...)

• Elective Subject Preferences

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

Students need to select 4 elective subjects in preferential order, 1, 2, 3 and 4.

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 4 preferences.

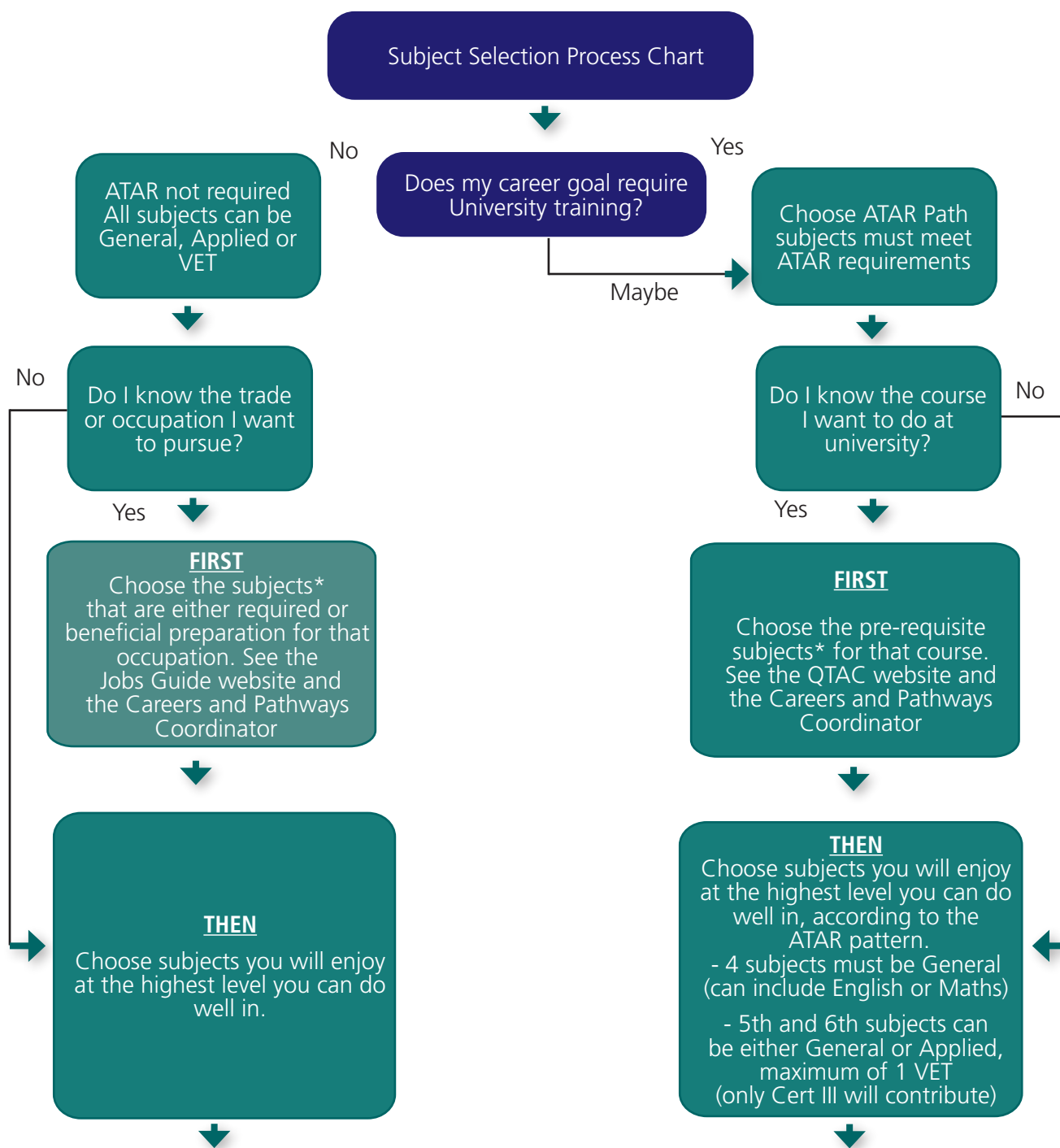
Reserve subjects must also be in preferential order 1 and 2.

These are the subjects available for selection as electives:

General Subjects	Applied Subject	VET Subjects
Agricultural Science	Furnishing Skills	Business and Finance – Certificate 2 & 3
Ancient History	Industrial Technology Skills	Christian Ministry & Theology - Certificate 3
Biology	Science in Practice	Health - Certificate 2 & 3
Business	Visual Arts in Practice	Hospitality - Certificate 1, 2 & 3
Chemistry		Pastry and Bakery – Certificate 2
Dance		Recreation – Certificate 2
Design		Rural Operations – Certificate 2
Drama		
Digital Solutions		
Economics		
English		
Film, Television and New Media		
French		
Geography		
Japanese		
Legal Studies		
Literature		
Modern History		
Music		
Philosophy & Reason		
Physical Education		
Physics		
Specialist Mathematics		
Visual Art		



Senior Subject Selection Process Chart



Complete the NCC Subject Selection Form online. Print, sign and return it to Student Office on or before Friday 16 August.

* If you do not have the school pre-requisites to do a subject you need, make an appointment to see either Mr Garrett or Mr Drew.



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. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre. In Unit 1, students examine the plant and animal science required to understand agricultural systems, their interactions and their components. In Unit 2, students examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. In Unit 3, 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. In Unit 4, students 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.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems <ul style="list-style-type: none">• Agricultural enterprises A• Animal production A• Plant production A	Resources <ul style="list-style-type: none">• Management of renewable resources• Physical resource management• Agricultural management, research and innovation	Agricultural production <ul style="list-style-type: none">• Animal production B• Plant production B• Agricultural enterprises B	Agricultural management <ul style="list-style-type: none">• 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

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	



AHC21216

Certificate II in Rural Operations

Funded by the Queensland Government
under VET in Schools (VETiS)

Program overview

Complete a Certificate II in Rural Operations (AHC21216) while still at high school, as part of UQ Skills' High School Program.

Designed for senior secondary students (Year 10, 11 and 12), this program will provide you with training directly related to the agricultural sector, giving you the knowledge and skills required to either join the workforce or continue on to further education.

How you'll learn

This program will be delivered over 6 school terms, through a combination of online and face-to-face activity.

You will complete your studies through online learning and practical training at both your school and at The University of Queensland's (UQ) Gatton campus.

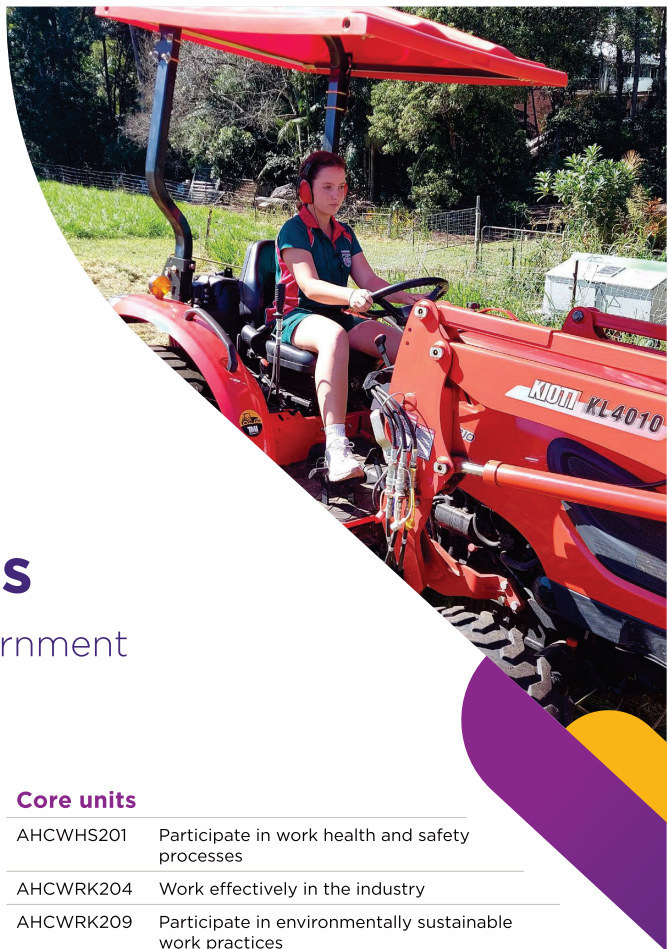
UQ Skills has a third-party arrangement with Nambour Christian College to deliver training and assessment to their students on behalf of UQ Skills. In this arrangement, UQ Skills is the Principal RTO.

At all times, the Principal RTO is responsible for the quality of the training and assessment you will receive in compliance with Standards for RTOs 2015, and for the issuance of the Australian Qualifications Framework certification documentation.

These standards set out the requirements that an organisation must meet in order to be an RTO and ensure the integrity and quality of nationally recognised training provided by registered training organisations.

What you'll study

In order to gain this qualification you'll need to successfully complete 3 core units and 12 elective units.



Core units

AHCWHS201	Participate in work health and safety processes
AHCWRK204	Work effectively in the industry
AHCWRK209	Participate in environmentally sustainable work practices

Elective units

Livestock handling cluster

AHCLSK205	Handle livestock using basic techniques
AHCLSK210	Muster and move livestock

Equine cluster

ACMEQU205	Apply knowledge of horse behaviour
ACMEQU202	Handle horses safely

Machinery cluster

AHCMOM202	Operate tractors
AHCMOM204	Undertake operational maintenance of machinery

Nursery cluster

AHCNSY207	Undertake propagation activities
AHCNSY308	Maintain nursery plants

Individual units

AHCMOM213	Operate and maintain chainsaws
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AHCMOM216	Operate side by side utility vehicles
AHCCHM201	Apply chemicals under supervision



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA



Skills
Assure

Rural Operations - VET (Non-ATAR) (cont...)

Assessment

You will be assessed through a variety of methods, including written assessments, online quizzes, skills portfolios and practical demonstrations.

Entry requirements

There are no entry requirements for this qualification.

Fees

- Full fee: \$4,150
- VET in Schools (VETiS) funded: \$0

There are no student contribution fees for the Certificate II in Rural Operations for students who are eligible to receive funding under the VETiS program.

If you are ineligible for VETiS funding, you can still enrol in this program as a full fee student or a subsidised rate discussed with UQ Skills.

VET in Schools (VETiS)

To access Queensland Government VETiS funding for this program you must:

- be a Queensland resident
- be aged 15 years or over
- be in Year 10, 11 or 12 in a Queensland High School
- be an Australian or New Zealand citizen or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency
- not have completed, or be enrolled in, a qualification funded through VETiS funding.
- have agreement from your school and parents, and identify the VETiS program in your Senior Education and Training (SET) plan.

Once you've completed a certificate I or II qualification using VETiS funding you're no longer eligible to receive VETiS funding for any future study.

For more information on VETiS courses, visit: desbt.qld.gov.au/training/training-careers/incentives/vetis

For more information about all your funding options visit: uqskills.uq.edu.au/funding

How to apply

For more information, or to apply, contact UQ Skills at uqskills@uq.edu.au.

T +61 7 5460 1353 E uqskills@uq.edu.au
The University of Queensland, Gatton Campus

uqskills.uq.edu.au

RTO #1511 | CRICOS Provider 00025B



AHC32816

Certificate III in Rural Operations

Once you've completed your Certificate II in Rural Operations AHC21216, you may wish to continue your studies and complete the Certificate III in Rural Operations AHC32816 during the remainder of the year.

This will provide you with additional QCE points and count towards your ATAR.

What you'll study

Because you can transfer credit from your Certificate II into the Certificate III, you'll only need to complete the two core units and one or two elective clusters.

Core units

AHCWHS301	Contribute to work health and safety processes
AHCWRK309	Apply environmentally sustainable work practices

Elective clusters

Level 3 chemicals

AHCPMG301	Control weeds
AHCCHM304	Transport and store chemicals
AHCCHM307	Prepare and apply chemicals to control pests, weeds and diseases

Cropping

AHCBAC309	Undertake preparation of land for agricultural crop production
AHCBAC315	Establish agricultural crops
AHCBAC316	Maintain agricultural crops

Livestock

AHCLSK309	Implement animal health control programs
AHCLSK311	Implement feeding plans for livestock
AHCLSK331	Comply with industry animal welfare requirements

Fees

- 1 cluster (5 units): \$875
- 2 clusters (8 units): \$1,400





BUSINESS SUBJECTS

COURSE DESCRIPTIONS

Business (General Subject)

DESCRIPTION OF SUBJECT

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

PATHWAYS

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

OBJECTIVES

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

- describe business situations and environments.
- explain business concepts and strategies.
- analyse and interpret business situations.
- evaluate business strategies.
- create responses that communicate meaning to suit audience, context and purpose.

YEAR 10 STRUCTURE

YEAR 11 AND 12 STRUCTURE

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Business Environments <ul style="list-style-type: none">• Production and Distribution• Economics of Supply and Demand• Globalisation• Marketing	Business Development <ul style="list-style-type: none">• The Business Cycle• Write a business plan	Business creation <ul style="list-style-type: none">• Fundamentals of business• Creation of business ideas	Business growth <ul style="list-style-type: none">• Establishment of a business• Entering markets	Business diversification <ul style="list-style-type: none">• Competitive markets• Strategic development	Business evolution <ul style="list-style-type: none">• Repositioning a business• Transformation of a business

Business (General Subject) (cont...)

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): Feasibility report	25%
Summative internal assessment 2 (IA2): Business report	25%	Summative external assessment (EA): Examination - combination response	25%

PREREQUISITES

A Sound Achievement in English is desirable.

Legal Studies (General Subject)

DESCRIPTION OF SUBJECT

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

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 to suit the intended purpose

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 <ul style="list-style-type: none">• Nature of Laws and Government• Criminal Law	Legal Systems <ul style="list-style-type: none">• Civil Law• Human Rights• Independent Topics	Beyond reasonable doubt <ul style="list-style-type: none">• Legal foundations• Criminal investigation process• Criminal trial process• Punishment and sentencing	Balance of probabilities <ul style="list-style-type: none">• Civil law foundations• Contractual obligations• Negligence and the duty of care	Law, governance and change <ul style="list-style-type: none">• Governance in Australia• Law reform within a dynamic society	Human rights in legal contexts <ul style="list-style-type: none">• Human rights• Australia's legal response to international law and human rights• Human rights in Australian contexts

Legal Studies (General Subject) (cont...)

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)	25%	Summative internal assessment 3 (IA3)	25%
Examination - combination response		Investigation - analytical essay	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Investigation - inquiry report		Examination - combination response	

PREREQUISITES

A Sound Achievement in English is desirable.

Economics (General Subject)

DESCRIPTION OF SUBJECT

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues: to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to draw conclusions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connection with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

PATHWAYS

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

OBJECTIVES

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

- comprehend economic concepts, principles and models.
- analyse economic issues.
- evaluate economic outcomes.
- create responses that communicate economic meaning to suit the intended purpose.

Economics (General Subject) (cont...)

YEAR 10 STRUCTURE

YEAR 11 AND 12 STRUCTURE

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Australia's Economic Performance and Standard of Living <ul style="list-style-type: none"> Government intervention in the economy. Factors influencing consumer decisions Australia's superannuation system and effect on standard of living. 	Business Response to changing Economic Conditions <ul style="list-style-type: none"> Investigate ways businesses improve productivity Strategies for improving workforce management The role of entrepreneurs in responding to changes in global and domestic economic conditions 	Markets and Models <ul style="list-style-type: none"> The basic economic problem Economic flows Market forces 	Modified Markets <ul style="list-style-type: none"> Markets and efficiency Case options of market measures and strategies 	International Econnomics <ul style="list-style-type: none"> The global economy International economic issues 	Contemporary Macroeconomics <ul style="list-style-type: none"> Macroeconomics objectives and theory Economic Management

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	Summative internal assessment 3 (IA3) Examination - extended response
Summative internal assessment 2 (IA2) Investigation	Summative external assessment (EA) Examination - combination response

PREREQUISITES

A Sound Achievement in English is desirable.

Business and Finance (Vocational subject and ATAR eligible)

INTRODUCTION

Business and Finance is a VET Subject that also provides the students with the opportunity to contribute towards an ATAR. Students will gain a Certificate II in Finance (FNS20120) and a Certificate III in Business (BSB30120) upon successful completion of this subject throughout Years 10, 11 and 12.

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 complete FNS20120 Certificate II in Financial Services in Year 10 and BSB30120 Certificate III in Business in Years 11 and 12.

These qualifications are delivered through Nambour Christian College's Registered Training Organisation (RTO Number 30575).

FNS20120: Certificate II in Financial Services

This entry level qualification provides the foundation skills and knowledge to use business knowledge in the financial industry. This certificate course gives students the opportunity to engage in and understand a range of business practices through a range of real-life situations and simulated environments. It will help develop and build a broad range of knowledge and skills such as carrying out a range of activities to complete financial business tasks, identify risks and provide advice and customer support to a team. Students will develop a greater understanding of the Australian financial system and how credit works. This course will engage students in learning activities which will allow them to develop an understanding of various business skills such as creating routine word processing documents, development of business communication skills, working in a team, organisational skills, creation of budgets and savings plans, and an understanding of consumer debt and credit.

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.

PATHWAYS

This qualification gives students the opportunity to complete:

- Certificate III and/or Certificate IV in Financial Services/Banking Services
- additional pathways in University (Bachelor of Business)
- or could lead to opportunities within the workforce, including (but not limited to): bank clerk, client service officer, Loan assistant, Data entry operator.

FNS20120 CERTIFICATE II IN FINANCIAL SERVICES

For successful completion of this certificate, students need to achieve competency in:

- **4 core units** plus
- **4 elective units**

CORE UNITS		ELECTIVE UNITS	
BSB30120	Apply communication Skills	FNSFLT211	Develop and use a personal budget
BSBTEC201	Use business software applications	FNSFLT212	Develop and use a savings plan
BSBSWHS211	Contribute to the health and safety of self and others	FNSFLT213	Develop knowledge of debt and consumer credit
FNSINC311	Work together in the financial services industry	FNSFLT214	Develop knowledge of superannuation

Business and Finance (Vocational subject and ATAR eligible) (cont...)

BSB30120: Certificate III in Business

The Certificate III in Business reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Students work on projects based on the fitness sector, through the use of the simulated business, Bounce Fitness. They will gain skills and knowledge in preparing business documents using Microsoft Word, Excel and PowerPoint, as well as learning about sustainable work practices, customer service, organising tasks, applying critical thinking skills in a team environment and how to support personal wellbeing in the workplace.

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.

PATHWAYS

This qualification gives students the opportunity to complete:

- Certificate IV in Business and/or Diploma of Business
- additional pathways in University (Bachelor of Business)
- or could lead to opportunities within the workforce, including (but not limited to): a word processing operator in an office, an administrative assistant, or a CEO's personal assistant.

BSB30120 CERTIFICATE III IN BUSINESS

For successful completion of this certificate, students need to achieve competency in:

- **6 core units** plus
- **7 elective units**

CORE UNITS		ELECTIVE UNITS	
BSBCRT311	Apply critical thinking skills in a team environment	BSBPEF301	Organise personal work priorities
BSBPEF201	Support personal wellbeing in the workplace	BSBTEC201	Use business software applications
BSBSUS211	Participate in sustainable work practices	BSBTEC202	Use digital technologies to communicate in a work environment
BSBTWK301	Use inclusive work practices	BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety	BSBWRT311	Write simple documents
BSBXCM301	Engage in workplace communication	BSBCMM211	Apply communication skills
		BSBPEF202	Plan and apply time management



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 <ul style="list-style-type: none">• Understanding digital problems• User experiences and interfaces• Algorithms and programming techniques• Programmed solutions	Application and data solutions <ul style="list-style-type: none">• Data-driven problems and solution• Data and programming techniques• Prototype data solutions	Digital innovation <ul style="list-style-type: none">• Interactions between users, data and digital systems• Real-world problems and solution requirements• Innovative digital solutions	Digital impacts <ul style="list-style-type: none">• 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 proposal20%	Summative internal assessment 3 (IA3) Project - folio25%
Summative internal assessment 2 (IA2) Project - digital solution30%	Summative external assessment (EA) Examination25%



CHRISTIAN LIVING

COURSE DESCRIPTIONS

Christian Living (Core - 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

Christian Ministry and Theology - VET (Non-ATAR Year 11 or 12 only)

<p>Delivered in Partnership with Evolution Learning Pty Ltd RTO number: 45219</p>	
<p align="center">11236NAT - CERTIFICATE III IN CHRISTIAN MINISTRY AND THEOLOGY (VETA MORPHUS)</p>	
<p>Qualification description Enrol in Veta Morphus as a VET subject and you can focus on building your faith, serving your community, and spending time with like-minded friends. No need to stop your life for Year 11 and 12! Beyond the positive effect on your head space and focus, Veta Morphus can contribute to your Senior School subjects (depending on which state you are in). As you successfully complete Veta Morphus you will receive the 11236NAT - Certificate III in Christian Ministry and Theology. This qualification is provided through Evolution Learning Pty Ltd National RTO #45219. No one ever said Year 11 and 12 would be easy. But having a mentor, a group of God focused friends and space in your week to nourish your faith really helps. Discover your gifts, ask the hard questions, and develop a deep understanding of the Christian faith while putting it all into practice by getting involved in mission and leadership activities.</p> <p>Entry requirements There are no entry requirements.</p> <p>Duration and location This is a one-year course delivered on site to senior school students and in partnership with Veta Morphus (through Evolution Learning Pty Ltd RTO 45219).</p> <p>Course Components Veta Morphus is made up of six key components, most of which are tailored to suit the needs of the individual student.</p> <ul style="list-style-type: none"> • Participation in a weekly peer group • Bible reading and journaling • Being mentored • Participating in a Christian community • Participation in retreats (intensives) with other students from their State • Being involved in mission/ministry (Work Placement) in their local context. <p>Assessment The course is completed online and assessed externally. The assessment consists of completing activities, reflections, seminars and participating in workshops and seminars.</p>	<p>Delivery modes This course is delivered in a mix of online teaching and assessment materials and intensive retreats. Due to the online content, a local Peer Group Supervisor is provided to facilitate student discussions and provide encouragement and accountability throughout the course. The Peer Group Supervisor is NOT the Trainer and Assessor of the course.</p> <p>Fees The total Fee For Service cost of this course is \$500 and includes:</p> <ul style="list-style-type: none"> • All Online Workbook access • Access to Student Handbooks • Printed Mentor and Ministry Practice Manuals • An NIV Study Bible and cover • Three Weekend Retreats • Assessments • Certification <p>QCE Points Using the 11236NAT - Certificate III in Christian Ministry and Theology Qualification toward your QCE: On successful completion of the course, students can obtain eight points towards their QCE. Their results will be registered by the RTO with the QCAA and sent to the relevant school VET Coordinator for confirmation. A hard copy of their certificate and record of achievement will be posted to the school or individual.</p>

It is important to note that this course is run externally and will require students to take a class off timetable (usually in the morning before 1st lesson) and complete Certificate work in allocated spares. The course is undertaken in one year and is only available to Year 11 or 12 students. The application process will become available for the following year in Term 3 of the year preceding the beginning of the course. Year 10 students who include Christian Ministry and Theology on their list of preferences, are simply registering an interest in the subject so that this can be taken into account with planning for when those students will need to drop a year 10 subject in order to take this on in Year 11. Not including this in the year 10 preferences does not preclude a student from taking the course in Year 11 and or 12.



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) 20% Performance	Summative internal assessment 3 (IA3) 35% Project - dancework
Summative internal assessment 2 (IA2) 20% Choreography	
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. It engages students in imaginative 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, teamwork, innovation, improvisation skills and public speaking - 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
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?	Disguise • How have character archetypes developed throughout history and influence the way we view and play roles today?	Share How does drama promote shared understandings 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) 20%	Summative internal assessment 3 (IA3) 35%
Performance	Project - Directorial Vision and performance
Summative internal assessment 2 (IA2) 20%	
Project - dramatic concept	
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 <ul style="list-style-type: none"> • Film, New Media codes and conventions • Storyboarding • Music Video Production 	Special effects <ul style="list-style-type: none"> • After effects animation • Visual and simulated effects eg Green screening • Scripting • Group Production 	Foundation <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning? 	Story forms <ul style="list-style-type: none"> • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories? 	Participation <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? 	Identity <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

ASSESSMENT

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
<ul style="list-style-type: none">• TV Music- theme music must capture everything about the show in a few short minutes. How is this possible?• 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 learn an instrument or study 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 - Composition, Performance or Musicology - 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 <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

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), thereby maintaining the same number of QCE points. Students have, however, successfully completed Music Extension as an extra subject.

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

ASSESSMENT

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	Summative internal assessment 3 (IA3) Project - inquiry phase 3
Summative internal assessment 2 (IA2) Project - inquiry phase 2	
Summative external assessment (EA) 25% Examination - extended response	

Visual Arts in Practice (Applied Subject)

DESCRIPTION OF SUBJECT

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

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

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

PATHWAYS

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

OBJECTIVES

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

- use visual art practices
- plan artworks
- communicate ideas
- evaluate artworks

YEAR 11 AND 12 STRUCTURE

The Visual Arts in Practice course is a four unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in order to develop their course of study.

Unit option	Unit title
<ul style="list-style-type: none">• Unit option A• Unit option B• Unit option C• Unit option D	<ul style="list-style-type: none">• Looking inwards (self)• Looking outwards (others)• Clients• Transform & extend

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Visual Art in Practice (Applied Subject) (cont...)

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p>Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>OR</p> <p>Prototype artwork 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</p> <p>OR</p> <p>Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based</p> <p>OR</p> <p>Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>AND</p> <p>Planning and evaluations One of the following: · Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media · Written: up to 600 words · Spoken: up to 4 minutes, or signed equivalent</p>
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	<p>Resolved artwork</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s



INDUSTRIAL TECHNOLOGY AND DESIGN

COURSE DESCRIPTIONS

Design (General Subject)

DESCRIPTION OF SUBJECT

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will 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. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

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 visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- propose design concepts in response to design problems
- evaluate ideas 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 <ul style="list-style-type: none">• Designing for others	Commercial design influence <ul style="list-style-type: none">• Responding to needs and wants	Human-centred design <ul style="list-style-type: none">• Designing with empathy	Sustainable design <ul style="list-style-type: none">• Responding to opportunities

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) Design challenge15%	Summative internal assessment 3 (IA3) Project25%
Summative internal assessment 2 (IA2) Project35%	Summative external assessment (EA) Examination - design challenge25%

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.

Furnishing Skills - (Applied Subject)

DESCRIPTION OF SUBJECT

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

PATHWAYS

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

OBJECTIVES

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures

Furnishing Skills (Applied Subject) (cont...)

YEAR 11 AND 12 STRUCTURE

Furnishing Skills is a four-unit course of study. The QCAA-developed units as options for schools to select from to develop their course of study.

Note our chosen units are based on resources available including teacher expertise.

Course structure	Units selected
<ul style="list-style-type: none">• Unit 1• Unit 2• Unit 3• Unit 4	<ul style="list-style-type: none">• Option C: Interior Furnishing• Option D: Production in the domestic furniture industry• Option E: Production in the commercial furniture industry• Option F: Production in the bespoke furniture industry

ASSESSMENT

Furnishing Skills courses have equal weightings. There are two assessment pieces within each Unit of work – Practical Demonstration project AND a Project. Each assessment item includes a work folio – limited written body of work that outlines 3 – 7 production processes.

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	Practical demonstration Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	Product Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes Manufacturing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

PREREQUISITES

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

Industrial Technology Skills (Applied Subject)

DESCRIPTION OF SUBJECT

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other 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:

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- adapt plans, skills and procedures
- evaluate skills, procedures and products

YEAR 11 AND 12 STRUCTURE

Industrial Skills is a four-unit course of study. The QCAA-developed units as options for schools to select from to develop their course of study.

Note our chosen units are based on resources available including teacher expertise.

Course structure	Units selected
<ul style="list-style-type: none">• Unit 1• Unit 2• Unit 3• Unit 4	<ul style="list-style-type: none">• Option M: Furniture making• Option G: Fitting and Machining• Option N: Cabinet Making• Option F: Welding and Fabrication

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

ASSESSMENT

Industrial Technology Skills courses have equal weightings. There are two assessment pieces within each Unit of work – Practical Demonstration project AND a Project. Each assessment item includes a work folio – limited written body of work that outlines 3 – 7 production processes.

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	Practical demonstration Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	Product Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes Manufacturing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

PREREQUISITES

It would be a definite advantage for a student to have studied Industrial Technology previously, although it 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 <ul style="list-style-type: none">• Texts in contexts• Language and textual analysis• Responding to and creating texts	Texts and culture <ul style="list-style-type: none">• Texts in context• Language and textual analysis• Responding to and creating texts	Textual connections <ul style="list-style-type: none">• Conversations about issues in texts• Conversations about concepts in texts	Close study of literary texts <ul style="list-style-type: none">• Creative responses to literary texts• Critical responses to literary 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) Spoken persuasive response 25%	Summative internal assessment 3 (IA3) Examination - extended response 25%
Summative internal assessment 2 (IA2) Written response for a public audience 25%	Summative external assessment (EA) Examination - extended 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
<ul style="list-style-type: none">• Classic novel study <i>To Kill a Mockingbird</i>• Shakespeare's <i>Macbeth</i>	<ul style="list-style-type: none">• Poetry study: The Romantics• Short story study: Moral Tales	Introduction to literary studies <ul style="list-style-type: none">• Ways literary texts are received and responded to• How textual choices affect readers• Creating analytical and imaginative texts	Texts and culture <ul style="list-style-type: none">• Ways literary texts connect with each other — genre, concepts and contexts• Ways literary texts connect with each other — style and structure• Creating analytical and imaginative texts	Literature and identity <ul style="list-style-type: none">• Relationship between language, culture and identity in literary texts• Power of language to represent ideas, events and people• Creating analytical and imaginative texts	Independent explorations <ul style="list-style-type: none">• 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 - extended response	Summative internal assessment 3 (IA3) Imaginative response
Summative internal assessment 2 (IA2) Imaginative response	Summative external assessment (EA) Examination - extended response

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.

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 suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 <ul style="list-style-type: none">• Responding to texts• Creating texts	Texts and human experiences <ul style="list-style-type: none">• Responding to texts• Creating texts	Language that influences <ul style="list-style-type: none">• Creating and shaping perspectives on community, local and global issues in texts• Responding to texts that seek to influence audiences	Representations and popular culture texts <ul style="list-style-type: none">• Responding to popular culture texts• Creating representations of Australian identities, 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) Spoken response	Summative internal assessment 3 (IA3) Multimodal response
Summative internal assessment 2 (IA2) Common internal assessment	Summative internal (IA4) Written response



HEALTH

COURSE DESCRIPTIONS

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

TRAINING

HLT33115 Certificate III in Health Services Assistance

(including HLT23221 Certificate II in Health Support Services)

Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people. Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

Fees

The total Fee For Service cost of these courses [Cert II and Cert III] is \$998. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Points

Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

Course units Year 1 (Certificate II units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services *
HLTWHS001	Participate in workplace health and safety *
CHCDIV001	Work with diverse people *
HLTINF006	Apply basic principles and practices of infection prevention and control *
CHCCCS010	Maintain a high standard of Service *
HLTHSS011	Maintain stock inventory
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
BSBOPS203	Deliver a service to customers
CHCPRP005	Engage with health professionals and the health system *

*units Credit Transferred from Cert II into the Cert III

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301*	Organise personal work priorities and development
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

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

Health Support Services certificate courses listed in the Senior School Course Description Booklet are not available to Year 10 students until they begin Year 11. Students who put Health Support Services as one of their preferences will be allocated to one of their other subject preferences for Year 10.

It is important to note that these courses are run externally and, like all external certificate courses and traineeships, will require students to miss some timetabled NCC lessons which then need to be made up by those students. By including Health Support Services on their list of preferences, students are simply registering an interest in the subject so that this can be taken into account with planning for when those students will need to drop a year 10 subject in order to take this on in Year 11. Not including this in the year 10 preferences does not preclude a student from taking the course in Year 11 and or 12.



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:

- SIT10222 - Certificate I in Hospitality
- SIT20322 - Certificate II in Hospitality
- SIT20421 - Certificate II in Cookery
- SIT30622 - Certificate III in Hospitality

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.

SIT20421 CERTIFICATE II IN COOKERY	
To be deemed competent each student needs to complete 13 units: (the following list is a sample of electives that could be used)	
UNITS	
SITHCCC023	Use food preparation equipment
SITXFSA005	Use hygienic practices for food safety (Prerequisite for Cookery Units)
SITXWHS005	Participate in safe work practices
SITHCCC034	Work effectively in a commercial kitchen (minimum 12 Cookery Services)
SITHKOP009	Clean kitchen premises and equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITXINV006	Receive, store and maintain stock
SITHCCC024	Prepare and present simple dishes (elective)
SITHCCC025	Prepare and present sandwiches (elective)
SITHCCC028	Prepare appetisers and salads (elective)
SITHPAT014	Produce yeast-based bakery products (elective)
SITXCCS011	Interact with customers (elective)
SITXCOM007	Show social and cultural sensitivity (elective)

SIT10222 CERTIFICATE I IN HOSPITALITY	
To be deemed competent each student needs to complete 6 units:	
UNITS	
BSBTWK201	Work effectively with others
SITXCCS009	Provide customer information and assistance
SITXWHS001	Participate in safe work practices
SITXFSA005	Use hygienic practices for hospitality service (Pre-requisite for Cookery Units)
SITHCCC023	Use food preparation equipment
SITHCCC024	Prepare and present simple dishes

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

SIT20322 CERTIFICATE II IN HOSPITALITY	
To be deemed competent each student needs to complete 12 units:	
UNITS	
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively (12 Front of House Services)
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety (Prerequisite for Cookery Units)
SITXFIN007	Process financial transactions
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverage
SITHFAB022	Clean and tidy bar areas

SIT30622 CERTIFICATE III IN HOSPITALITY	
To be deemed competent each student needs to complete 15 units:	
UNITS	
SITHIND006	Source and use information on the hospitality industry
SITHIND008	Work effectively in hospitality service (36 front of house services)
SITXCCS016	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXHRM007	Coach others in job skills
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety (Pre-requisite for Cookery Units)
SITHCCC024	Prepare and present simple dishes
SITXFIN007	Process financial transactions
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB027	Serve food and beverage
SITHKOP009	Clean kitchen premises and equipment
SITHCCC025	Prepare and present sandwiches
SITHCCC028	Prepare appetisers and salads
SITHCCC011	Use cookery skills effectively

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

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 pants and a NCC Hospitality scull cap.

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 Whiplbird 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

FBP20221 CERTIFICATE II IN BAKING	
To be deemed competent each student needs to complete 11 units:	
UNITS	
FBPRBK2002	Use food preparation equipment to prepare fillings
FBPRBK2005	Maintain ingredient stores
FBPFSY2002	Apply food safety procedures
FBPRBK3005	Produce basic bread products
FBPOPR2069	Use numerical applications in the workplace
FBPOPR2071	Provide and apply workplace information
FBPRBK3008	Produce sponge cake products
FDPRBK3014	Produce sweet yeast products
FDPRBK3005	Produce basic bread products
FBPPPL2002	Work in a socially diverse environment
SIRXSL5001	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 <ul style="list-style-type: none">• Environmental change and management• Inland Waterways	Geographies of human wellbeing <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Ecological hazard zones	Planning sustainable places <ul style="list-style-type: none">• Responding to challenges facing a place in Australia• Managing the challenges facing a megacity	Responding to land cover transformations <ul style="list-style-type: none">• Land cover transformations and climate change• Responding to local land cover transformations	Managing population change <ul style="list-style-type: none">• Population challenges in Australia• Global population change

ASSESSMENT

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%

Ancient History (General Subject)

DESCRIPTION OF SUBJECT

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages.

Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present.

Students will gain a range of skills while investigating the past by analysing and interpreting archaeological and written evidence. They examine the problematic nature of evidence and pose increasingly complex questions about the past. They use their skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses.

PATHWAYS

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

OBJECTIVES

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

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

YEAR 10 STRUCTURE

Semester 1	Semester 2
<ul style="list-style-type: none">• Introduction to archaeology - Pompeii and Herculaneum• Key personality study - Nero	<ul style="list-style-type: none">• Persia from Cyrus II to Darius II• Spartan society, 650BCE to 371BCE

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none">• Digging up the past• Ancient societies —Slavery; Art and Architecture; Weapons and Warfare; Technology and engineering; The family; Beliefs, rituals and funerary practices	Personalities in their time <ul style="list-style-type: none">• Key personality study of Boudica• Key personality study of Xerxes	Reconstructing the ancient world <ul style="list-style-type: none">• Fifth Century Athens (BCE)• Rome during the republic	People, power and authority <ul style="list-style-type: none">• New Kingdom Egypt• Augustus

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).

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 <ul style="list-style-type: none">• World War Two - The European Theatre of War• World War Two - The Pacific Theatre of War	The Modern World from 1945 to the present <ul style="list-style-type: none">• Building Modern Australia• The Globalising World

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World <ul style="list-style-type: none">• Australian Frontier wars (1788 - 1930)• The Russian Revolution (1905 - 1920)	Movements in the Modern World <ul style="list-style-type: none">• Anti-apartheid movement in South Africa, 1948 - 1991• Independence Movement in Southeast Asia	National experiences in the Modern World <ul style="list-style-type: none">• China, 1931 - 1976• Israel, 1948 - 1993	International experiences in the Modern World <ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Introductory to Philosophy and Reason - Metaphysics and Epistemology• Conspiracy Theories	<ul style="list-style-type: none">• Moral Philosophy: The good life• The Philosophy of the Mind

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason <ul style="list-style-type: none">• Inductive and Deductive Reasoning• Fallacies	Religion in philosophy <ul style="list-style-type: none">• Philosophy of religion• Philosophy of science	Moral philosophy and schools of thought <ul style="list-style-type: none">• Moral philosophy• Philosophical schools of thought	Social and political philosophy <ul style="list-style-type: none">• 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)	25%	Summative internal assessment 3 (IA3)	25%
Examination - extended response		Extended response - analytical essay	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Extended response - analytical essay		Examination - extended response	

PREREQUISITES

Minimum of a Sound Achievement in Year 10 English.



LOTE

COURSE DESCRIPTIONS

French (General Subject)

DESCRIPTION OF SUBJECT

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Students will communicate across a range of contexts for a variety of purposes. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

PATHWAYS

A course of study in French 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 French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of French to construct meaning
- communicate using contextually appropriate French

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
My world <ul style="list-style-type: none">• Family/carers• Peers• Education	Exploring our world <ul style="list-style-type: none">• Travel and exploration• Social customs• French influences around the world	Our society; culture and identity <ul style="list-style-type: none">• Lifestyles and leisure• The arts, entertainment and sports• Groups in society	My present; my future <ul style="list-style-type: none">• The present• Future choices

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)	20%	Summative internal assessment 3 (IA3)	30%
Examination - short response		Multimodal presentation and interview	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Examination - extended response		Examination - combination response	

PREREQUISITES

Students need to have studied French previously.

Japanese (General Subject)

DESCRIPTION OF SUBJECT

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

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
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- communicate using contextually appropriate Japanese

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
My world <ul style="list-style-type: none">• Family/carers and friends• Lifestyle and leisure• Education	Exploring our world <ul style="list-style-type: none">• Travel and exploration• Social customs• Japanese influences around the world	Our society; culture and identity <ul style="list-style-type: none">• Lifestyles and leisure• The arts, entertainment and sports• Groups in society	My present; my future <ul style="list-style-type: none">• The present• Future choices

Japanese (General Subject) (cont...)

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	20%	Summative internal assessment 3 (IA3) Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2) Examination - extended response	25%	Summative external assessment (EA) Examination - combination response	25%

PREREQUISITES

Students need to have studied Japanese previously.

LOTE Distance Education (General Subject)

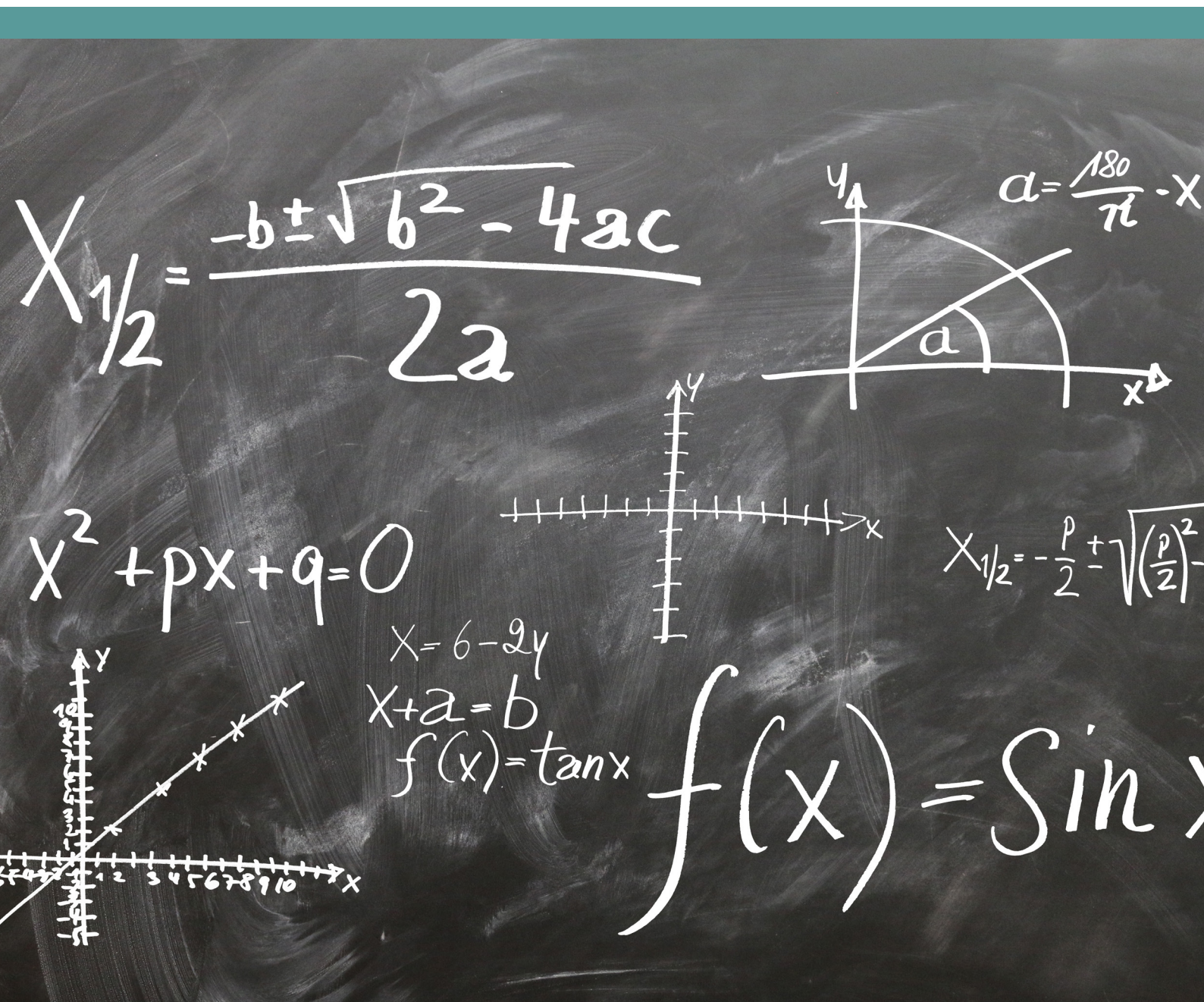
DESCRIPTION OF SUBJECT

Students may choose to study a range of LOTE subjects via distance education. This incurs an 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

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices. These include a focus on 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.

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. The level of difficulty in General Maths increases significantly throughout Years 11 and 12 and students will need to work hard to develop the skills and knowledge required for success in this subject.

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 solve challenging mathematical problems and:

- recall, use and communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions

YEAR 11 AND 12 STRUCTURE (Note that Year 10 Units will lead into these topics):

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

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

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

PREREQUISITES

Students wanting to complete Year 10 General Maths should achieve at least a B in Year 9 Intermediate Maths.

Mathematics Methods (General Subject)

DESCRIPTION OF SUBJECT

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

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 solve complex, challenging mathematical problems and:

- recall, use and communicate mathematical knowledge
- evaluate the reasonableness of solution
- justify procedures and decisions

YEAR 11 AND 12 STRUCTURE (Note that Year 10 Units will lead into these topics):

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability <ul style="list-style-type: none">• Surds and quadratic functions• Binomial expansion and cubic functions• Functions and relations• Trigonometric functions• Probability	Calculus and further functions <ul style="list-style-type: none">• Exponential functions• Logarithms and logarithmic functions• Introduction to differential calculus• Applications of differential calculus• Further differentiation	Further calculus and introduction to statistics <ul style="list-style-type: none">• Differentiation of exponential and logarithmic functions• Differentiation of trigonometric functions and differentiation rules• Further applications of differentiation• Introduction to Integration• Discrete random variables	Further calculus, trigonometry and statistics <ul style="list-style-type: none">• Further integration• Trigonometric• Continuous random variables and the normal distribution• Sampling and proportions• Interval estimates for proportions

ASSESSMENT

Assessments in Units 1 and 2 will be modelled on the techniques used in Units 3 and 4 outlined below.

SUMMATIVE ASSESSMENTS

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

PREREQUISITES

Students wanting to complete Year 10 Maths Methods should achieve at least a B in Year 9 Advanced Maths.

Specialist Mathematics (General Subject)

DESCRIPTION OF SUBJECT

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

Topics 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.

PATHWAYS

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

OBJECTIVES

By the conclusion of the course of study, students will solve mathematical problems and:

- recall, use and communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions

YEAR 11 AND 12 STRUCTURE (Note that Year 10 Units will lead into these topics):

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

Unit 1	Unit 2	Unit 3	Unit 4
Cominatorics, proof, vectors and matrices <ul style="list-style-type: none"> • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices 	Further calculus and statistical inference <ul style="list-style-type: none"> • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

ASSESSMENT

Assessments in Units 1 and 2 will be modelled on the techniques used in Units 3 and 4 outlined below.

SUMMATIVE ASSESSMENTS

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

PREREQUISITES

Students wanting to complete Year 10 Specialist Maths should achieve at least a B in Year 9 Advanced Maths.

Essentials Mathematics (Applied Subject)

DESCRIPTION OF SUBJECT

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance.

Students will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. There will be an emphasis on using mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles and come to understand that real-world mathematics requires adaptability and flexibility.

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:

- Recall, use and communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

YEAR 11 AND 12 STRUCTURE

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

ASSESSMENT

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

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA) developed by the QCAA, administered and marked by NCC teachers	Summative internal (IA4) <ul style="list-style-type: none">• Examination - short response

PREREQUISITES

There are no pre-requisites for entering this subject.

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 student's 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 allocated to a Year 10 Maths Methods class will usually have achieved at least a B result in Year 9 Advanced Maths.
- Students wanting to choose Year 10 Specialist Maths should have achieved at least a B result in Year 9 Advanced Maths.
- Students allocated to a Year 10 General Maths class will usually have achieved at least a very solid C result in Year 9 Advanced Maths or a B result in Year 9 Intermediate Maths. Students who have achieved a solid C result in Year 9 Intermediate Maths or a weak C result in Year 9 Advanced Maths may also be allocated to Year 10 General Maths.
- Students will be allocated to a Year 10 Essential Maths class if:
 - they have been doing Core Maths in Year 9
 - or if they have not achieved at least a solid C result in Intermediate Maths
 - or if their results in Advanced Maths are very poor

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 is 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.

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 Badminton <ul style="list-style-type: none"> • Motor learning • Dynamic approaches to learning • Principles of decision making • Task, learner and environmental constraints • Specialised movement sequences and movement strategies specific to badminton Ethics and Integrity in Sport <ul style="list-style-type: none"> • Ethical decision making Framework • Exploring Ethics and Integrity • Developing strategies to improve ethical behaviours in sport and increase participation and enjoyment 	Energy Systems in Aquathlon <ul style="list-style-type: none"> • Components of Fitness • Energy Systems • Training Program construction • Training Program evaluation 	Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity - barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

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

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)	25%	Summative internal assessment 3 (IA3)	25%
Project - folio		Project - folio	
Summative internal assessment 2 (IA2)		Summative external assessment (EA)	25%
Investigation - report	25%	Examination - combination response	

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 (SIS20122) will be acquired upon successful completion of this subject.

DESCRIPTION OF SUBJECT

This subject consists of two theory lessons and three 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

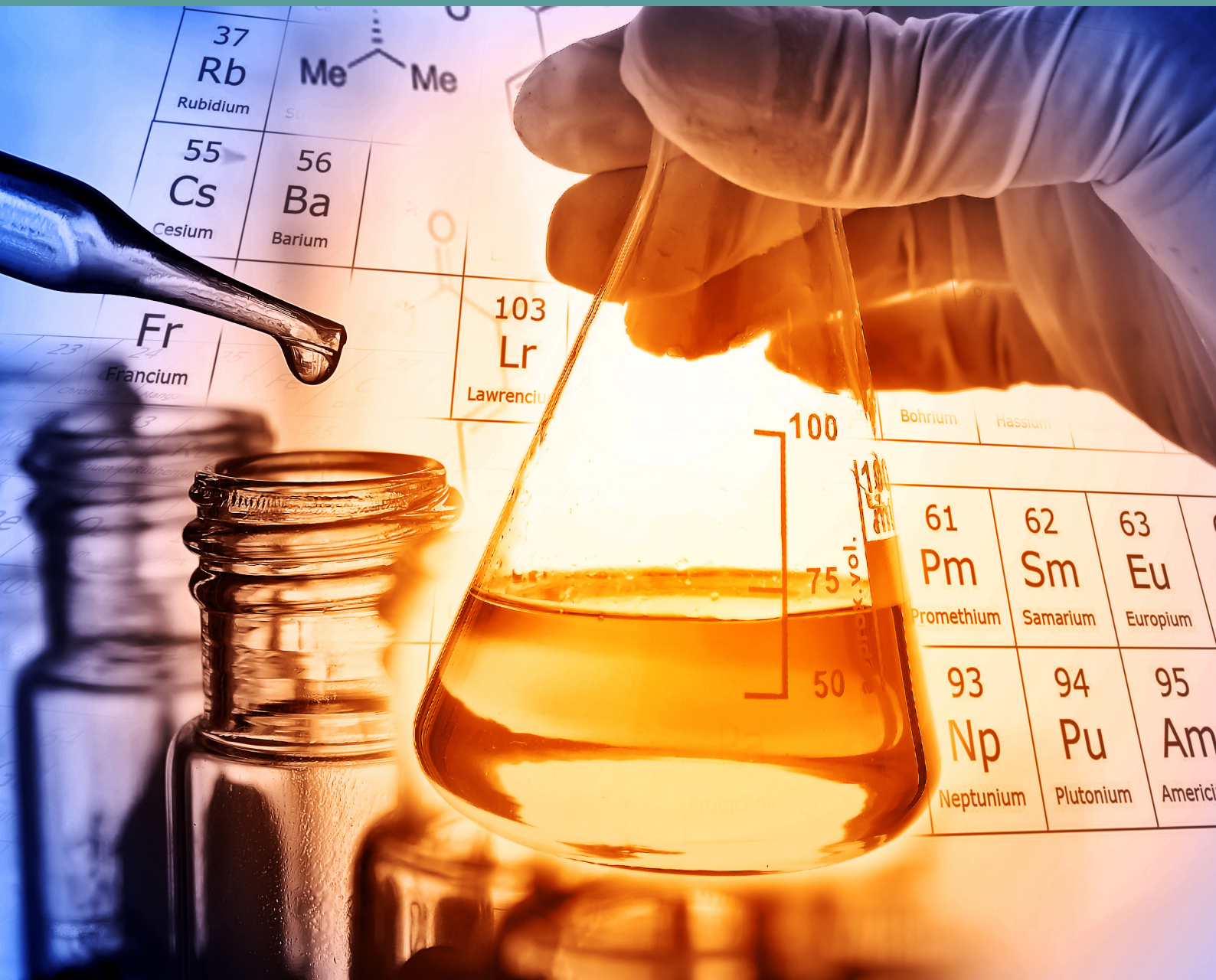
Assessment is based largely on practical skills and participation but also written tests and assignments. All assessment pieces (including observations and student-teacher discussions) are competency based, and therefore successful completion of all required assessment will provide the student with a Certificate II in Sport and Recreation (SIS20122).

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

SIS20122 CERTIFICATE II IN SPORT AND RECREATION	
To be deemed competent each student needs to complete 13 units: <ul style="list-style-type: none">• 6 core units• 4 elective units	
CORE UNITS	
SISXFAC006	Maintain activity equipment
HLTWH001	Participate in workplace health and safety
SISOFLD001	Assist in conducting recreation sessions
SISXCCS004	Provide quality service
SISXEMR004	Respond to emergency situations
SISXIND011	Maintain sport, fitness and recreation industry knowledge
ELECTIVE UNITS	
HLTAID011	Provide first aid
SISXPLD001	Provide hire equipment for activities
SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISXPLD004	Facilitate groups

PREREQUISITES

There are no prerequisites for this subject.



SCIENCE

COURSE DESCRIPTIONS

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

YEAR 10 STRUCTURE

YEAR 11 AND 12 STRUCTURE

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Reproduction and Genetics <ul style="list-style-type: none"> • Sexual reproduction • Cell division • Inheritance 	Origins and Ecology <ul style="list-style-type: none"> • Classification • Theories of Biological Origins • Environment and Survival 	Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis - thermoregulation and osmoregulation • Infectious disease and epidemiology 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity and populations • Functioning ecosystems and succession 	Heredity and continuity of life <ul style="list-style-type: none"> • Genetics and heredity • 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.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

YEAR 10 STRUCTURE

YEAR 11 AND 12 STRUCTURE

Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Chemical Reactions <ul style="list-style-type: none">• The periodic Table• Atomic Structure• Rates of Reaction	Organic Chemistry and Molarity <ul style="list-style-type: none">• Balancing Equations• Carbon Chemistry• Chemistry and The Environment	Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions — reactants, products and energy change	Molecular interactions and reactions <ul style="list-style-type: none">• Intermolecular forces and gases• Aqueous solutions and acidity• Rates of chemical reactions	Equilibrium, acids and redox reactions <ul style="list-style-type: none">• Chemical equilibrium systems• Oxidation and reduction	Structure, synthesis and design <ul style="list-style-type: none">• Properties and structure of organic materials• Chemical synthesis and design

ASSESSMENT

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)	10%	Summative internal assessment 3 (IA3)	20%
Data test		Research investigation	
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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

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 <ul style="list-style-type: none"> • Precision in Measurement • Creating and Interpreting Graphs • Using Equations • Understanding the Laws and Models of Energy 	Exploring Electromagnetism and Dynamic Motion <ul style="list-style-type: none"> • Understanding Magnetism and Electricity • Projectile and Circular Motion • How Science Becomes Technology 	Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

ASSESSMENT

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.

STRUCTURE

Unit option	Unit Title
Unit option A	Consumer Science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease
Unit option E	Sustainability
Unit option F	Transport

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: <ul style="list-style-type: none">• Product: 1• Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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