



LIVINGSTONE
CHRISTIAN
COLLEGE

Where every child flourishes



Senior Phase Subject Information

For Year 10, 2019



Introduction	4
Important Dates	5
Year 10 Subjects	9
CORE SUBJECTS	
SEAL English	20
English	21
Health and Physical Education	23
SEAL Mathematics.....	27
Mathematics.....	28
SEAL Science	31
Science	32
Humanities:	
Economics and Business.....	19
History.....	24
Legal Studies	26
ELECTIVE 1	
Art.....	13
Dance	15
Design and Engineering.....	17
Media Arts	29
ELECTIVE 2	
Chinese	14
Drama.....	18
Film and TV	22
Information Communication Technology	25
Music.....	30



ACADEMIC EXCELLENCE – CHRISTIAN DISTINCTION – ASIA ENGAGEMENT

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

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

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

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

OBLIGATIONS FOR A SENIOR PHASE STUDENT

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

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

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

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

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

FURTHER INFORMATION

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

ADMINISTRATION

Head of School – Secondary
Year 10 to 12 Coordinator (2018)

Mrs Anne Garton
Mrs Melanie Taber

Anne.Garton@livingstone.qld.edu.au
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HEADS OF DEPARTMENT

English, Creative Industries
Maths, Science
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Miss Lisa Matthes
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IMPORTANT DATES

Tuesday 21 August Faith and Life	Theatre	Subject talks by Heads of Department	Selected Entry Accelerated Learning (Seal) Program discussed, including English, Maths and Science recommendations <i>Subject Selection Form</i> distributed
Wednesday 29 August 6:00 – 7:00 pm	MPC	Senior Phase Information Evening	Students and parent/carer to attend
From Monday 3 to Monday 10 September			Students return Subject Selection Form to Miss Callcott in Secondary Administration Office There will be cut-offs for class sizes and students cannot select once the subject is full



COURSE OF STUDY

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

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

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

Students are given assistance to make choices through the completion of an individual Senior Education and Training (SET) Plan during Term 3 of Year 10 for Years 11 and 12 subjects.

SELECTED ENTRY ACCELERATED LEARNING (SEAL) PROGRAM

Livingstone Christian College prides itself on being able to cater for the diverse learning needs of all students, supporting them to reach their potential.

In Years 9 and 10, the College offers a Selected Entry Accelerated Learning (SEAL) Program for a limited number of very capable and committed students who demonstrate an advanced aptitude for the study of any one of the core subjects of English, Humanities, Mathematics or Science.

The aims of the SEAL Program are to

- provide a challenging program for academically able students that allows them to work with like-minded students.
- create a stimulating learning environment that engages and inspires students in their learning, and promotes independent and responsible study habits.
- maximise choice and opportunity for academic pathways through Years 11 and 12, and tertiary studies.

The curriculum is a faster paced curriculum which is non-repetitive. It gives students the opportunity to work with more complex and more abstract course material. The work is designed to be similar but different from that presented in other classes, enabling students to operate at a higher level, minimising duplication but still covering the essentials. It is not suitable for all students, and it is not meant to be.

Students are invited into the SEAL program for one or more subjects based on their learning behaviours and academic results before entry. Student progress is monitored throughout the program. There is some movement in and out of the program based on student application to their studies and their performance.



YEAR 10

In Year 10, subjects are offered to enable students to sample various options and thus make more informed choices about their final selection in Years 11 and 12 for the course of study they will choose for their QCE and other pathways.

All subjects are studied for one year.

CORE SUBJECTS:

- ✓ English (including SEAL English)
- ✓ Mathematics (including SEAL Mathematics)
- ✓ Science (including SEAL Science)
- ✓ Humanities (selection from History, Economics and Business, Legal Studies)
- ✓ Health and Physical Education

ELECTIVE SUBJECTS:

These subjects will be offered in two blocks – to be advised.

- ✓ Art
- ✓ Chinese
- ✓ Dance
- ✓ Design and Engineering
- ✓ Drama
- ✓ Film and TV
- ✓ Information Communication Technology
- ✓ Media Arts
- ✓ Music

Elective 1	Elective 2

SUBJECT CHANGE

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

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

PLEASE NOTE

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

Also, numbers for subjects are limited and those students who put in their preferences first will be considered first. Students should consider a second choice in the event that their first selection is unavailable because of late decisions.



RECOMMENDED ENTRY STANDARDS FOR YEARS 11 AND 12 ATAR GENERAL SUBJECTS

During Year 10, English and Mathematics classes will cater for students' individual needs so that, by the end of the year, students are ready for the transfer to appropriate Years 11 and 12 literacy and numeracy discipline subjects to ensure they will experience success.

Year 10 students do not have automatic entry into Years 11 and 12 subjects. Students must fulfil certain academic requirements. There are recommended entry standards to assist students to make realist subject choices for Years 11 and 12 subjects (needed for entry to university). Alternatively entry to the Years 11 and 12 subject may happen provided a consultation and agreement with the relevant subject Head of Department and Head of Secondary has occurred.

To assist students in making realistic subject choices, we recommend entry standards for Years 11 and 12 ATAR General subjects based on achievement levels gained in relevant subjects at the end of Year 10.

YEARS 11 and 12 GENERAL SUBJECT	YEAR 10 SUBJECT	MINIMUM LEVEL OF ACHIEVEMENT
Ancient History	History English	C+ C+
Biology	Science English	C+ C
Economics	Economics and Business English	C C
Chemistry	Science Mathematics English	B B C
Drama	Drama	C+
English	English	C
Film, TV and New Media	Film and Television English	C+ C
General Mathematics	Mathematics	C
Legal Studies	English	C+
Literature	English	C+
Mathematical Methods	Mathematics	B
Modern History	History English	C C+
Music	Music AMEB or Trinity College	C Grade 2
Physics	Mathematics Science	A A
Specialist Mathematics	Mathematics	A



NEW SENIOR ASSESSMENT AND TERTIARY ENTRANCE SYSTEM

The 2018 Year 10 students are the first group who will progress into Years 11 and 12 in the new Senior Assessment and Tertiary Entrance system. This is a significant change for Queensland students and schools.

The OP will be issued for the last time to students in Year 12 in 2019. In 2020, if a student is eligible, they will be ranked for university using the Australian Tertiary Admission Rank or ATAR.

The main features of the new system are:

- A new syllabus has been written for each subjects.
- Subjects will be either "General" or "Applied". The prime pathway for general subjects is tertiary study. The main pathway for applied subjects is work and TAFE.
- In each subject, students will study work in units called *Units 1, 2, 3 and 4*.
- The "Formative" assessment in Units 1 and 2 in each subject will allow the students to prepare for the types of assessments they will experience in units 3 and 4.
- The "Summative" assessment in Units 3 and 4 in each General subject will involve three school-based assessment items and one common external assessment item. The external assessment results will contribute 25% towards a student's total result in most subjects. In Mathematics and Science subjects, it will contribute 50%.
- Applied subjects will involve four school-based assessment items.
- The ATAR will be introduced as the measure used by the Queensland Tertiary Admissions Centre (QTAC) to make offers to students for university entry. The ATAR is a finer-grained rank order of 0.00 and 99.95 with increments of 0.05. The ATAR is commonly used in other Australian states and territories already.

A broad range of courses can contribute to the ATAR:

1. Five General subjects; or
2. Four General subjects, and one VET qualification at Certificate III or above; or
3. Four General subjects, and one Applied subject.

To be eligible for an ATAR, a student will also need to pass an English subject, but the student's result for the English subject will only contribute to ATAR if it is one of their best five subject results.

Choosing subjects for an ATAR

A student should select subjects that align with their interests and prerequisite requirements for tertiary studies. They should not, however, underestimate their ability. If they are good at a particular subject, go for the harder level. If choosing between subjects from different areas of study, select the one they know they are likely to do the best in.

There will be inter-subject scaling used in the ATAR calculations. The scaling potential of subjects is also important to keep in mind. Choosing high-scaling subjects is a strategic tactic, but only if the student is confident that they will do well in the subjects picked. Not all the scaling in the world can boost a mark to a high level if a student does not perform well in the class.

Because of our commitment to every student being the best they can be before God and for God, we will be ensuring that all our students gain the skills and attitudes which will allow them to function at their best. We will never be content with mediocre performance or a lack of commitment to continuous improvement.

More information can be found at:

- i. For senior assessment: www.qcaa.qld.edu.au
- ii. For tertiary entrance: www.qtac.edu.au



THE SENIOR PHASE OF LEARNING

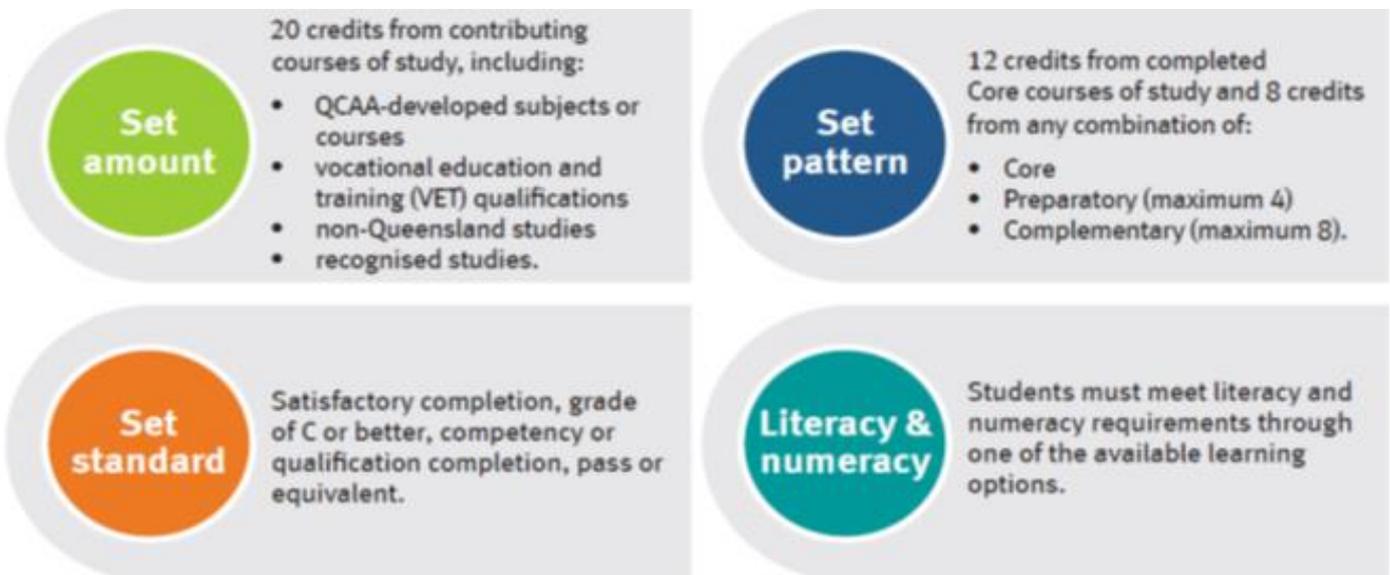
The Queensland law requires young people to stay at school until they finish Year 10 or turn 16, whichever comes first. After that, if they aren't working at least 25 hours a week, a young person will need to:

- stay in education or training for a further 2 years, or
- get a QCE, or
- get a Certificate III vocational qualification or higher, or
- turn 17 . . . whichever comes first.

Queensland students receive a Senior Education Profile from the Queensland Curriculum and Assessment Authority (QCAA) when they complete Year 12. All students receive a statement of results, which is a transcript of their learning account. Eligible students also receive either a QCE or a QCIA. Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive an updated statement of results and a QCE when eligible.

1. The statement of results is a transcript of a student's learning account. It shows all contributing studies and the results achieved.
2. The QCE is Queensland's senior secondary schooling qualification.
3. To be issued with a QCE, a student needs to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.
4. The QCIA recognises the achievements of a student who undertake an individualised learning program. To be eligible, a student must have an impairment or difficulty in learning that is not primarily due to socioeconomic, cultural or linguistic factors.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)



For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- I. QCE credit and duplication of learning.
- II. QCE credit: completed Core requirement.
- III. QCE literacy and numeracy requirement.



Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student’s learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses <ul style="list-style-type: none"> QCAA Short Course in Literacy QCAA Short Course in Numeracy 	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses <ul style="list-style-type: none"> QCAA Short Course in Aboriginal & Torres Strait Islander Languages QCAA Short Course in Career Education 	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements



Year 10 Subjects



<h1>Art</h1>			
FACULTY	English and Creative Industries	HEAD OF DEPARTMENT	Ms Lisa Matthes Lisa.Matthes@livingstone.qld.edu.au

Subject Overview:

Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.

Topics Covered:

Term 1 and 2 – ‘What Matters’

Throughout this unit students will build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints in relation to the concept of “what matters to me”. They will begin to refine their personal aesthetic through working and responding perceptively and conceptually as an artist. Students will confidently identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of cultural, historical and philosophical viewpoints. They will research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. With the concept of “what matters to me”, they will delve into historical influences that relate to their own family history; confronting their own values, beliefs and attitudes, translating it into a visual response.

Term 3 and 4 – City as Utopia: City in Decline

Students will create artworks on the concept ‘Where we live’. They will focus on an investigation of the city as a metaphor for utopia and decline

Homework/Study:

Homework is provided on a weekly basis and may include researching for assignments, completing tasks and reinforcing key terminology and concepts taught in class.

Assessment:

Students will complete a variety of assessment tasks that range from visual diaries and artwork to exams and essays.

Subject Requirements:

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



Chinese

FACULTY	English and Creative Industries	HEAD OF DEPARTMENT	Ms Lisa Matthes Lisa.Matthes@livingstone.qld.edu.au
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Subject Overview:

We acknowledge Asia's rise in a changing world and the opportunities the Asia Century presents for Australia and specifically for our Livingstone students. Engagement with Asian language and culture, is therefore vitally important for students to navigate a globalised future, particularly within a global economy. Through the study of Mandarin Chinese, students will have the opportunity not only to learn a language, but also to engage in meaningful conversations with sister schools in China, resulting in deeper understanding of the traditions and language of the Chinese culture. Students will be assessed against the internationally recognised and endorsed HSK test and have the opportunity to participate in speaking competitions.

Topics Covered:

The study of Chinese is based around 5 main areas of learning. These areas are integrated into various units across the year:

- Socialising (e.g. introductions, stating options and discussing topics of interest, corresponding with peers and teacher, raising awareness of Asia in College community)
- Informing (e.g. documenting events, lifestyles and customs, listening to and viewing texts, interviewing others, presenting information to others)
- Creating (e.g. responding to texts, devising performances, creating and adapting narratives)
- Translating (e.g. simple modified Chinese texts in different contexts, analysing Chinese texts and comparing them with English translations, reading bilingual signs, explaining cultural practices)
- Reflecting (e.g. interacting with Chinese-speaking peers, identifying different opinions and perspectives, reflecting on language choices, cultural values and norms, examining the use of inclusive language)

Homework/Study:

Homework may include researching for assignments, completing tasks, writing up reports, and finding definitions of specific vocabulary. Students will also be expected to practice Chinese writing, speaking and pronunciation.

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

Assessment:

Students will complete a variety of performance and project-based activities to measure written, spoken and reading proficiency, including exams and presentations.

Subject Requirements:

Nil



Dance

FACULTY	Performing Arts	HEAD OF DEPARTMENT	Mr Sam Smith Sam.Smith@livingstone.qld.edu.au
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Subject Overview:

Dance is a performing arts subject with a goal to provide flourishing young dancers with a positive outlet for expression. Life lessons of commitment, responsibility, and work ethic will be taught through the art of dance. Dance encourages and supports dancers to achieve their full potential by providing training and performance opportunities. Dance involves both theoretical and practical components.

Topics Covered:

Unit 1: Cooperative Competition

This unit uses dance to encourage students to identify and practice positive values on and off the stage. Students explore how conflict, movement and neuroscience are all intertwined and the effects each factor plays in resolution. They will also be introduced to some strategies that build resilience, assertiveness and problem-solving skills that they can deploy to manage conflicts that may arise in competitive dance. Resilient dancers will be able to extend these skills to wider learning experiences.

Unit 2: Pulse

Pulse is an extension educational experience producing curriculum work for the purpose of entertaining a live audience. The Pulse unit provides an exploration of dance as an art form through choreography and performance. Students extend their knowledge and understanding of healthy competition by using choreography as a means of resolving conflict through collaboration, compromise, negotiation and emotional intelligence.

Unit 3: Asia And The Arts

An exploration of the art of dance in Asia. Students investigate the practices and traditions of dance and how people are influenced by their histories, societies, cultures and environments. The elements of dance, choreographic devices, form, and production elements are analysed to understand the choreographic intent of dance in Asia. Students evaluate how the culture of Australian dance is impacted by dance from different societies, places and times.

Unit 4: Contemporary Culture

An introduction to the dance genre of contemporary. Students explore the historical and cultural significance of contemporary dance. They also observe and identify a spectrum of styles within contemporary dance, demonstrating basic contemporary dance technique. Students choreograph and perform a contemporary dance routine, synthesising dance elements, choreographic devices and forms to communicate meaning and intent relevant to a contemporary dance style.

Homework/Study:

Dance students are expected to complete the theory (responding) tasks, as well as rehearse the practical (making) components, in their own time.

Assessment:

Assessment 1: Dance offers ways to access and affect perception (what a person perceives has the ability to change how their body behaves). Dance (movement) promotes changes in conflict and develops resolution. Students will research one of the following topics and create a multimodal presentation:

Questions

- What is neuroplasticity and how can dance assist with conflict transformation? How does dance engage the whole brain?
- How does bodily-kinaesthetic intelligence assist in dealing with challenging conflict situations? How is dance-related intelligence developed?
- What is emotional intelligence and how do emotions affect conflict? What does dance, a nonverbal form of communication, teach us about how to move through conflict?



Assessment 2: Students rehearse and perform a teacher and student- choreographed dance routine. This routine will be performed as a whole class but assessed individually. Students will have the opportunity to perform for a live audience in a school dance production. Students will demonstrate their ability to use the elements of dance, choreographic devices, form, production elements, technical and expressive skills appropriate to the genre and style, to perform dances that communicate choreographic intent.

Students are to reflect on the choreographic process by completing a survey that demonstrates their knowledge and understanding of healthy competition by using choreography as a means of resolving conflict through collaboration, compromise, negotiation and emotional intelligence.

Assessment 3: Students analyse and evaluate the publication titled *Looking Out From Down Under* by Julie Dyson & Cheryl Stock. Using additional sources of information to support their hypothesis, students evaluate how the culture of Australian dance is impacted by dance from Asia.

Assessment 4: Students choreograph and perform an original dance routine in a selected style of the contemporary genre.

Contemporary styles include:

- Cunningham technique
- Graham technique
- Limon technique
- Modern
- Postmodern

Students must demonstrate correct contemporary dance technique and choose suitable music to accompany their choreography.

Students are to reflect on the choreographic process by completing a written response to feedback received from others to develop objective self-evaluation skills and assess if they have been successful in conveying their choreographic intent.

Subject Requirements:

Not applicable, however a C+ or higher in Year 9 Dance is advantageous.



Design and Engineering

FACULTY	Technologies	HEAD OF DEPARTMENT	Mr Sam Smith Sam.Smith@livingstone.qld.edu.au
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Subject Overview:

The Design and Engineering subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs. Designing is a complex and sophisticated form of problem-solving that uses thinking strategies that can be practiced, and that can be known and improved.

Topics Covered:

Throughout Semester One students will undertake 2 Units of work and be exposed to the realm of the designer. By appreciating design as both a concept and process they will be able to understand how human creativity fires the inspiration of the designer, and how that is harnessed and tempered by commercial reality.

Unit 1 – IMAGINEERING; *visualizing creative possibilities with need as the mother of invention.*

Unit 2 – FUNCTIONALITY; *if the cap fits let them wear it everywhere and have one in each colour!*

In Semester 2 students will learn about and research ergonomics, a very important aspect of design. They will also research and consider durability and the service life of articles over time. By considering their own engagement with daily life, students will begin to comprehend the importance of the design parameter of ergonomics and the choice of materials for durability.

Unit 3 – ERGONOMICS; *the wonderful world and study of human comfort within the art, science, and industry of design.*

Unit 4 – LASTING DESIGN; *put simply, sometimes less is better in long-lasting quality design and product durability.*

Homework/Study:

All students will be required to investigate subject content, complete tasks, undertake topical research and folio production, and prepare assignment submissions outside of class time.

Assessment:

Individually students will take theory notes, keep a log of practical activity and complete assignments and folio work within each unit. The assignment and folio work will have an out of class requirement. As a group member each student, with other students, will help develop video and power point presentations of some of their combined activity.

By design, the groups practical work and their production of video and power point presentations will be showcased in a class student/parent/teacher evening. This will take place toward the end of Term 4. This evening will be an important event in solidifying the central learning and practical experiences of Year 10 Design and Engineering.

Possible Career Choices:

Design and Engineering subjects are suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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 amongst many other fields of human environmental and manufacturing applications.

Subject Requirements: Students will have prior knowledge of the Australian Curriculum: Technologies, which is embedded into the curriculum of years 7, 8 and 9 Materials Specialisations and Engineering.

Extension Opportunities: There are many possibilities for practical extension of Design learning and application within the College. These may include items such as utility design for future student amenity, and set and prop design and creation for College Musicals.



Drama

FACULTY	Performing Arts	HEAD OF DEPARTMENT	Mr Sam Smith Sam.Smith@livingstone.qld.edu.au
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Subject Overview:

Drama explores humanity by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. In Drama students create, present and analyse dramatic action.

Year 10 Drama extends student understanding of the elements of drama and takes students on a world tour of different forms and styles, whilst developing a range of relevant skills, including 21st Century skills of critical thinking, creative thinking, communication, collaboration and team work, personal and social skills, and ICT skills.

Topics Covered:

Throughout Semester One students will experience a variety of dramatic forms and styles with inherited traditions.

Unit 1 – “SNAPSHOTS OF UK AND EUROPE”

Students will explore the development of western theatre history, taking a snapshot of Ancient Greek Tragedy, Elizabethan Comedy, Realism and the Theatre of the Absurd. Students will develop their research skills, acting skills (with a particular focus on text and voice), interpretation and design skills.

Unit 2 – “TRAVELING INCOGNITO”

Students will explore masks as artistic instruments in performance, as acting tools to develop movement skills (with a particular focus on characterization through Laban’s Movement Theory) and as symbols. This unit includes a brief stop-over to experience Japanese Noh Theatre.

Through Semester Two students will experience a variety of dramatic forms and styles which demonstrate current practice and emerging trends.

Unit 3 – “STORIES FROM HOME”

Students will explore new theatrical forms and styles including Physical Theatre, Visual Theatre and Cinematic Theatre, and will apply techniques learned to develop directing and devising skills. Students will form and present performance works inspired by cultural myths and legends, including both traditional and contemporary interpretations of the Aboriginal Dreamtime.

Unit 4 – “NEWS FROM AROUND THE GLOBE”

Students will be introduced to Documentary Drama and develop their play-building skills through dramatic monologues, in specific preparation for Senior ATAR.

Homework/Study:

Individually students will be required to learn lines, complete research and critical review assignments, write scripts and prepare for semester examinations.

In groups, students will need to work collaboratively in class and may rehearse during supervised breaks, including before and after school.

Please note: compulsory excursions and performance opportunities may also be after school hours.

Assessment:

Students will complete a range of continuous assessment of making and responding tasks, achieving a balance of practical and written work, and including two tasks specifically designed to introduce students to Senior ATAR.

Subject Requirements:

Drama blacks may be required for performance assessment; plain black t-shirt and plain black leggings or pants.



Economics and Business

FACULTY	Humanities	HEAD OF DEPARTMENT	Mr Aaron Sloper Aaron.Sloper@livingstone.qld.edu.au
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Subject Overview:

Business, economic and legal activities impact our everyday lives and present a range of challenges to individuals and members of groups and organisations.

By studying this subject, students may gain an understanding of managing finances, making decisions about goods and services and being aware of their rights and responsibilities in their roles as active and informed citizens and consumers as well as possibly future workers or entrepreneurs.

Topics Covered:

Term 1 and 2

Semester One focuses on essential concepts in both Economics and Business and how they apply in a variety of contexts.

Units studied:

- How the Economy affects Living Standards
- Establishing a Business in Australia

Term 3 and 4

Semester Two focuses on managing change circumstances in Economics and Business and considering how these changes affect stakeholders in the community.

Units studied:

- The Changing Economic Environment of Australian Business
- Managing Changes in Economic Conditions and Productivity

Homework/Study:

Homework is provided on a weekly basis and may include researching for assignments, completing tasks, writing up reports and reinforcing concepts learnt in class.

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

Assessment:

Students will complete a variety of assessments including extended and short response exams, feasibility studies and business reports.

Subject Requirements:

There are no pre-requisites to study Economics and Business in Year 10. However, studying the subject in previous years will be advantageous.



SEAL English

FACULTY	English and Creative Industries	HEAD OF DEPARTMENT	Ms Lisa Matthes Lisa.Matthes@livingstone.qld.edu.au
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Subject Overview:

Livingstone Christian College offers a Selected Entry Accelerated Learning (SEAL) program beginning in Year 9 for students who demonstrate an aptitude for the study of English. SEAL students will study the same themes and complete the same number of assessment items as students in mainstream English classes, however their work will be extended and they will at times examine different texts or be required to consider different options in assessment tasks.

Topics Covered:

Term 1 – Journeys

Students will study Ahn Do's memoir *The Happiest Refugee* as part of a broader unit focusing on the plight of refugees and asylum seekers. In addition, SEAL students will examine this issue through the lens of the media, and consider how the media influences public opinion.

Term 2 – Crime

In this unit, students will evaluate how notions of tragedy, love and crime are depicted within Shakespeare's *Romeo and Juliet*. They will consider issues such as the rights and freedoms of teenagers and make judgements about who was to blame for the deaths of Romeo and Juliet. Finally, students will examine alternate endings for the play, focusing specifically on whether the fate of Romeo and Juliet could have been avoided.

Term 3 – Dystopian Fiction

Students will explore the genre of dystopian fiction through a study of Marissa Meyers' *Cinder*. Incorporating elements of science fiction, historical fiction, Asian perspectives and futuristic science, a study of *Cinder* provides opportunity for students to explore narrative writing from multiple perspectives. Students will both evaluate Meyer's work and create their own narrative sequel.

Term 4 – Protest

Students will complete this course of study with an examination of protest literature, including a study of George Orwell's *Animal Farm*. Students will consider why people protest, and present their findings in the form of a digital research project.

Homework/Study:

Homework consists primarily of completing content activities within a flipped learning environment, and further wide reading. In addition, students will need to prepare for assessment items (assignments and exams) when required.

Assessment:

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

Subject Requirements:

Entry to SEAL English is based on recommendation by teachers or Head of Department based on previous English results.



English

FACULTY	English and Creative Industries	HEAD OF DEPARTMENT	Ms Lisa Matthes Lisa.Matthes@livingstone.qld.edu.au
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Subject Overview:

Year 10 English aims to build on the knowledge and skills students have learnt in middle phase English and prepare them for the rigours of Senior OP English.

Topics Covered:

Term 1 – Journeys

Students will study Ahn Do's memoir *The Happiest Refugee* as part of a broader unit focusing on the plight of refugees and asylum seekers.

Term 2 – Choices

In this unit, students will evaluate how notions of tragedy, love and personal responsibility are depicted within Shakespeare's *Romeo and Juliet*. They will consider issues such as the rights and freedoms of teenagers and make judgements about who was to blame for the deaths of Romeo and Juliet.

Term 3 – The Quest

Students will explore the genre of fantasy through a study of J.R.R Tolkein's *The Hobbit*. This study will students to explore narrative writing from multiple perspectives. Students will both reflect on Tolkein's work and create their own narrative.

Term 4 – Visual Literacy

Students will complete this course of study with an examination of visual literacy culminating in a multimodal presentation on a topic of their choice.

Homework/Study:

Homework consists primarily of completing language and literacy activities within the WordFlyers course, and further wide reading. In addition, students will need to prepare for assessment items (assignments and exams) when required.

Assessment:

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

Subject Requirements:

English is a core subject in Year Ten.



Film and TV

FACULTY	English and Creative Industries	HEAD OF DEPARTMENT	Ms Lisa Matthes Lisa.Matthes@livingstone.qld.edu.au
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Subject Overview:

Film, Television offers students the opportunity to gain a deeper understanding of some of the more popular media forms that young people are bombarded with on a daily basis. Students studying this subject will critically analyse film and media texts, design production tasks and produce multimedia artworks using industry standard software.

Topics Covered:

Term 1 – Comic Book Heroes

Students study some of the most recognizable figures in popular culture from their earliest creations on comic book pages to appearances in film, television and video games. Students will look at the various reincarnations of the characters and the way in which they become reflections of the culture and time period in which they were created.

Term 2 – Documentaries

Students will study the history, elements and codes and conventions that make up the documentary film genre and look specifically at how a documentary filmmaker can position audiences. Students will then select a documentary film in order to critically analyse.

Term 3 – Animation

In this unit, students will learn the basics of creating 2D animation using the program Adobe Flash. They will learn how to use the tools, stage area, symbols and tweens to create a film trailer for a new Disney animated film that represents a specific culture.

Term 4 – Soundtracking

In this unit, students will have the opportunity to gain a deeper understanding of one of the most important, but too often forgotten, film languages - sound. Students will learn some of the basic sound effect and mixing techniques before selecting a famous movie scene to completely re-track.

Homework/Study:

Homework is provided on a weekly basis and may include researching for assignments, completing tasks and reinforcing key terminology and concepts taught in class.

Assessment:

Students will complete a variety of assessment tasks that cover that range from critical analysis to design and production tasks.

Subject Requirements:

Students may continue with this subject as an elective from Year 7 to make informed decisions for studying at a senior level. In addition, a passing grade in English is highly recommended.



Health and Physical Education

FACULTY	Humanities	HEAD OF DEPARTMENT	Mr Aaron Sloper Aaron.Sloper@livingstone.qld.edu.au
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Subject Overview:

Students explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Topics Covered:

Term 1 and 2

Students participate in skill technique and development in the following sports program:

- Multi Sports
- Athletics

Students will gain applicable theoretical knowledge in the following area:

- Mental health and sports psychology
- Sports injuries, prevention and treatment

Term 3 and 4

Students participate in skill technique and development in the following sports program:

- Australian Rules Football
- Strength and Conditioning Training

Students will gain applicable theoretical knowledge in the following area:

- Achieving Sporting Excellence
- Excellence in health: Anatomy and Physiology, diet and nutrition

Homework/Study:

Homework is provided on a weekly basis and may include researching for assignments, completing tasks and reinforcing key terminology and concepts taught in class.

Assessment:

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

Subject Requirements:

Health and Physical Education is a core subject in Year 10 and will be engaged with by all students.



History

FACULTY	Humanities	HEAD OF DEPARTMENT	Mr Aaron Sloper Aaron.Sloper@livingstone.qld.edu.au
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Subject Overview:

Modern and Ancient History are subjects where complex interactions between people and their environments are studied. Students are able to investigate historical, social, political, economic, environmental and cultural ideas and issues that influence the modern world. The Year Ten course aims to give students experience studying both disciplines of history that are offered in the Senior ATAR General subject program and will build student's capacity in critical thinking, research and other valuable skills that can be applied in a range of disciplines.

Topics Covered:

Ancient History

In Year Ten, students will consider key turning points and topics in Ancient History, looking at the development and influence of great civilisations such as Greece, Rome and Egypt. Students will be introduced to the study of history and how evidence is gathered and how the Ancient World differs from our own but also influences our lives in the present day.

Units studied:

- Introduction to Ancient History – In this unit, students will be introduced to archaeology and ancient history through examining how we discover the ancient world and the cultures within it. These includes Egypt, Rome, Greece and the Near East
- Ancient Greece – Students will take their knowledge acquired in Term Three and apply to a specific examination of Ancient Greece and a comparison of the different cultures within it, including Sparta and Athens

Modern History

In Modern History, students will engage with key turning points and topics from approximately 1750 up until the present day. The events studied will demonstrate how historical decisions and actions have palpable results that influence the everyday lives of people in both Australia and around the world.

Units studied:

- The Beginning of the Modern World – Students will look at key events in modern history that have influenced the establishment of modern Western Civilisation
- World War II – Students will examine in detail the Second World War as a key turning point in modern history, reframing the globe and how nations related to one another

Homework/Study:

Homework is provided on a weekly basis and may include researching for assignments, completing tasks and studying for examinations.

Assessment:

Students will complete a variety of assessment tasks to measure their proficiency, including exams, essays and presentations.

Subject Requirements:

Not applicable, however a C+ or higher in Year 9 History is advantageous.



Information Communication Technology

FACULTY	Performing Arts	HEAD OF DEPARTMENT	Mr Sam Smith Sam.Smith@livingstone.qld.edu.au
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Subject Overview:

ICT is a practical subject that provides students with practical solutions to real life or simulated real-life problems. Through studying this subject, students are encouraged to become confident, competent and self-motivated users and consumers of ICTs.

This is important if students are to be successful in the next phase of their life, whether it is to pursue a career with ICTs, undertake further study, or gain employment. Students should also be able to keep pace with new technologies and be responsible users of ICTs, aware of the social, environmental and legal impacts of their actions.

Topics Covered:

Over the course of studying ICT, students may explore a range of core and elective units of study:

- Managing time and resources
- Using ICT ethically
- Multimedia authoring
- Game development
- Animation
- 3-D modelling
- Robotics
- Digital still imaging
- Digital video
- On-line communication
- Network fundamentals
- Digital audio
- Document production
- Website development
- Managing data

Homework/Study:

Homework is provided on a weekly basis and may include researching for assignments, completing tasks and reinforcing key terminology and concepts taught in class.

Assessment:

Students are assessed through practical experiences and folios of written and practical work. They may also be required to complete written exams. All work is assessed through two criteria:

Knowledge and Understanding:

- Digital Systems
- Representation of Data

Processes and Production Skills:

- Investigating and Defining
- Generating and Designing
- Producing and Implementing
- Evaluating
- Collaborating and Managing

Subject Requirements:

There are no subject requirements for Information Communication Technology.



Legal Studies

FACULTY	Humanities	HEAD OF DEPARTMENT	Mr Aaron Sloper Aaron.Sloper@livingstone.qld.edu.au
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Subject Overview:

Legal Studies is about developing an understanding of the Australian legal system and how it affects our basic rights, obligations and responsibilities.

Students will explore how to become an active and informed citizen and how to constructively question and contribute to the improvement of laws and legal processes.

By examining factors that have led society to create a legal system, students will develop knowledge and understanding of the frameworks which regulate and shape our society. Students will develop confidence in approaching and accessing the Australian legal system.

Topics Covered:

The Legal Studies course enables you to learn through the investigation of legal issues. Through the investigation of legal issues students will develop higher-order thinking skills, including analysing, evaluating and justifying and will learn use case studies and scenarios.

Term 1 and 2

Students will first explore the foundations of Australia's legal system. They will then apply this knowledge to the Australian context and examine how our framework is constructed to specifically reflect these foundational ideas.

Units studied

- Introduction to Political and Legal Systems
- Researching and Understanding Australia's Legal System

Term 3 and 4

Semester Two will see students develop their knowledge further and engage with problematic topics in Australia's legal system.

Units studied:

- Sports and the Law
- Indigenous Australia and the Law

Homework/Study:

Homework is provided on a weekly basis and may include researching for assignments, completing tasks, writing up reports, reading case studies and revising class content.

There is an expectation that students commit more time to study prior to their assessment due dates.

Assessment:

Students will complete a variety of assessment types, including multimodal presentations, extended and short response exams and assignments.

Subject Requirements:

There are no subject requirements for Legal Studies.



SEAL Mathematics

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

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

The SEAL curriculum is a faster paced curriculum which is non-repetitive. It gives students the opportunity to work with more complex and more abstract course material. The work is designed to be similar but different from that presented in other classes, enabling students to operate at a higher level, minimising duplication but still covering the essentials. It is not suitable for all students, and it is not meant to be.

Flipped learning will be introduced in term 1 and full integration of flipped learning in the SEAL class will be established by Semester 2. This will give students the opportunity to conduct content learning at home and have more time in class to seek better application and analysis of knowledge.

Topics Covered:

Term 1 and 2

The students will study the following topics across the semester:

Simple & compound interest; surface area and volume for a variety of shapes; trigonometry with advanced trigonometric functions; linear equations and inequalities; simultaneous equations and comparing data sets & scatter plots.

Term 3 and 4

During semester two students will study the following topics:

Algebraic expressions and products; algebraic fractions; factorising quadratic expressions; rearranging formulas; Venn diagrams; mutual exclusive events; congruency and similarity; circle geometry; proofs using congruent triangles; identifying non-linear graphs and their equations; Quadratic transformations; logarithms; calculus and statistics.

Homework/Study:

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

There is an expectation that students commit more time to study from week 1 of each term.

Assessment:

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

Subject Requirements:

Students are invited into the SEAL Mathematics program based on their learning behaviours and academic results before entry. Student progress is monitored throughout the program. There maybe some movement in and out of the program based on student application to their studies and their performance.



Mathematics

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

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

Topics Covered:

Term 1 and 2

The students will study the following topics across the semester.

Simple & compound interest; surface area and volume for a variety of shapes; trigonometric functions; linear equations and inequalities; simultaneous equations and comparing data sets & scatter plots.

Term 3 and 4

During semester two students will study the following topics.

Algebraic expressions and products; algebraic fractions; factorising quadratic expressions; manipulating formulas; Venn diagrams; mutual exclusive events; congruency & similarity; circle geometry; proofs using congruent triangles; identifying non-linear graphs and their equations; and Quadratic transformations.

Homework/Study:

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

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

Assessment:

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

Subject Requirements:

Mathematics is a compulsory subject that is used in daily living and will be used in any future career chosen by the student. Students will be placed into groups where they are able to work at a pace and level that best suits their learning styles and level of ability in Mathematics. The HOD in consultation with the year 9 teachers will decide on which class the student will be placed in.



Media Arts

FACULTY	Creative Industries	HEAD OF DEPARTMENT	Ms Lisa Matthes Lisa.Matthes@livingstone.qld.edu.au
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Subject Overview:

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

Topics Covered:

Term 1:

- **Typography:** Students design, create and publish various fonts and font art

Term 2:

- **A Big Year:** Students create animations based around 'A Big Year' themes using Adobe Animate

Term 3:

- **Television Advertisements:** Students investigate film elements and moving images and create their own television advertisement

Term 4:

- **Selling Summer:** Students engage in colour and shape theory to design and market a website.

Homework/Study:

Homework is provided on a weekly basis and may include researching for assignments, completing tasks and reinforcing key terminology and concepts taught in class.

Assessment:

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

Subject Requirements:

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



Music

FACULTY	Performing Arts	HEAD OF DEPARTMENT	Mr Sam Smith Sam.Smith@livingstone.qld.edu.au
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Subject Overview:

Quoted as being the universal language of humankind, Music is a highly-regarded area of study which develops a wide range of significant life-long skills from co-ordination to concentration, team work to perseverance, literacy and numeracy. Encompassing both the academic and the practical, Music is a diverse, exciting and enjoyable subject. Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering intended audiences and intended purposes, through sound.

Topics Covered:

Term 1 and 2 - Motown

This semester is designed to develop and extend music knowledge and understanding through the study of Motown music, its major artists and its founder, Berry Gordy Jnr. This unit looks at the genre in its early beginnings from conception to modern day adaptations. Students will experience:

- Analysis of Motown Music
- Solo or Ensemble Performance
- Composition using Music Technology

Term 3 and 4 – Music Cryptography and Western Worship Music

Term Three is designed to develop and extend music knowledge and understanding through study of how composers have manipulated the elements of music to create hidden messages or codes within compositions. Students will experience a number of systems including:

- German Note Names (including the fugue)
- French Cryptography
- Honegger System
- Morse Code

Term Four is designed to develop and extend music knowledge and understanding through study of the history of western worship music from the middle ages through to contemporary Christian worship music. Students will experience sacred music from the following historical periods:

- Renaissance
- Baroque
- Classical
- Romantic
- Modern (post 1900)

Homework/Study:

There is a greater expectation that students commit more time to study, practise and rehearsal for their assessment.

Assessment:

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

Subject Requirements:

Students may continue this subject as an elective from Year 7 to make informed decisions for studying at a senior school level. It is highly recommended that students complete and pass Year 9 Music and have the ability to sing or play a musical instrument before continuing with Senior Music. Weekly instrumental or voice lessons and examination work through Livingstone Arts Academy are also an advantage. Students may be required to attend excursions or participate in performance assessment or extension work outside of school hours.



SEAL Science

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

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

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

The SEAL curriculum is a faster paced curriculum which is non-repetitive. It gives students the opportunity to work with more complex and more abstract course material. The work is designed to be similar but different from that presented in other classes, enabling students to operate at a higher level, minimising duplication but still covering the essentials. It is not suitable for all students, and it is not meant to be.

Topics Covered:

Terms 1, 2 and 3

Across the year students will cover three major areas of science. Biology, Chemistry and Physics. Units covered could be chosen from motion, energy and forces, pressure, nutrition, genetics, body systems and ecosystems, chemical reactions and balancing equations, acids and bases and organic chemistry.

Term 4

Students will be focusing on extended experimental investigations on topics of interest. They will improve their skill set on research and analysis of science.

Homework/Study:

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

There is an expectation that students commit time to study from Day One of each term.

Assessment:

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

Subject Requirements:

Students are invited into the SEAL science program based on their learning behaviours and academic results before entry. Student progress is monitored throughout the program. There may be some movement in and out of the program based on student application to their studies and their performance.



Science

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

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

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

Topics Covered:

Science program: Across the year students will cover three major areas of science, Biology, Chemistry, Physics and Earth Space sciences. Units covered could be chosen from motion, energy, pressure, nutrition, genetics, body systems, chemical reactions, acids and bases, Earth's spheres, and biodiversity. Students will also conduct extended experimental investigations through lab reports, field research and experiments during the year.

Homework/Study:

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

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

Assessment:

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

Subject Requirements:

Students will need to select Science, rather than General Science, to be considered for Biology, Chemistry or Physics in Years 11 and 12.

Students choosing Science will need at least a "C" grade in Year 9 Science and English.