



LIVINGSTONE  
CHRISTIAN  
COLLEGE

*Where every child flourishes*



# Senior Phase Subject Information

For Years 11, 2019



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## 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 10-12 Coordinator

Mrs Anne Garton  
Mrs Melanie Taber

[Anne.Garton@livingstone.qld.edu.au](mailto:Anne.Garton@livingstone.qld.edu.au)  
[Melanie.Taber@livingstone.qld.edu.au](mailto:Melanie.Taber@livingstone.qld.edu.au)

### HEADS OF DEPARTMENT

English, Creative Industries  
Maths, Science  
Humanities, Health and Physical Education  
Performing Arts, Technology

Miss Lisa Matthes  
Mr Peter Hosking (acting)  
Mr Aaron Sloper  
Mr Sam Smith

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**IMPORTANT DATES**

Tuesday 24 July	Faith and Life	Theatre	Subject talks by Heads of Department  <i>Subject Commendation Form</i> distributed for students to complete
Wednesday 1 August	6:00-7:00 pm	Theatre	Parent and Student Information Evening QCE and ATAR information  <i>Subject Selection Form</i> distributed
Between 6 and 15 August	In class time		Each student will have a <i>Career Conversation</i> with the Careers Advisor
Thursday 16 August and Friday 17 August	8:00 am – 4:00 pm		SET Plan interviews, conducted by Heads of Department with HOS available



## 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.

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.

## YEARS 11 AND 12 SUBJECTS 2019

Subjects in Years 11 and 12 are presented as a two year course of study with units of learning.

Vertical timetabling with multi-aged classes is a feature of the Senior Phase offering versatility and flexibility to student choices and pathways.

Each student will be offered a flexible pathway to match their SET Plan goal and provide for successful learning outcomes through the study of General subjects, Applied subjects, VET certificates, TAFE studies, first year university subjects, a traineeship/apprenticeship and/or an individually negotiated option.

Subjects will be presented on lines, in groups, from which students choose six (6) learning options, including an English (English, or Essential English) and a Mathematics (General Mathematics, Mathematical Methods, or Essential Mathematics) discipline subject.

## 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.



## 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](http://www.qcaa.qld.edu.au)
- ii. For tertiary entrance: [www.qtac.edu.au](http://www.qtac.edu.au)



## THE SENIOR PHASE OF LEARNING

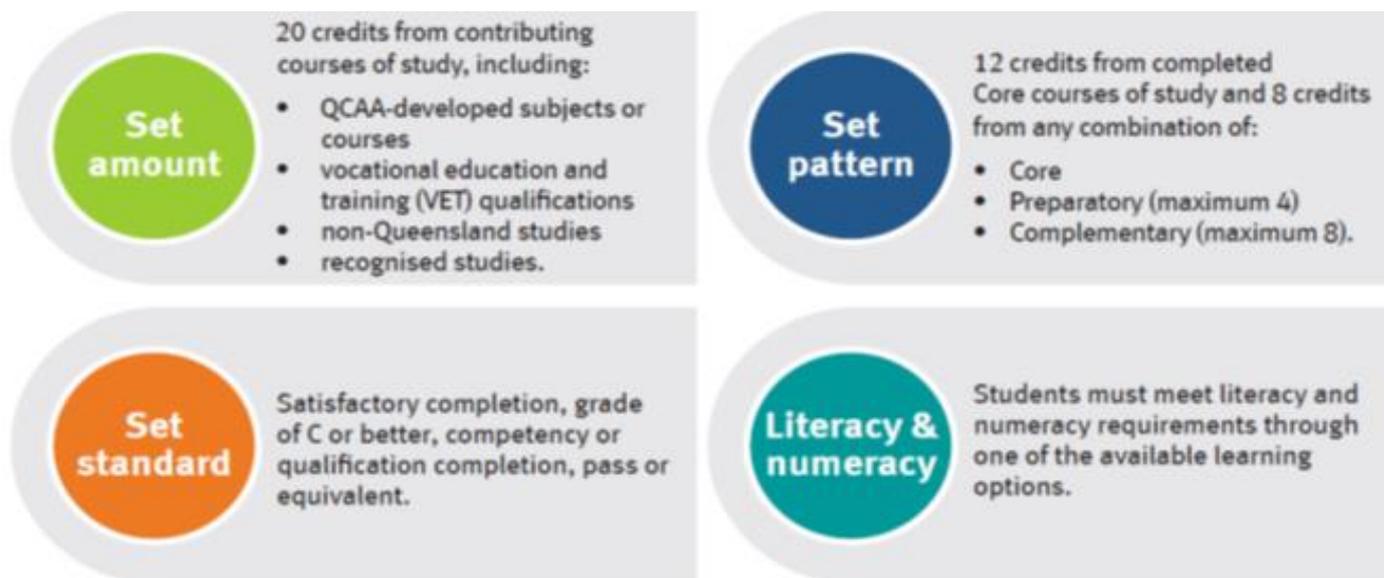
The Queensland law requires young people to stay at school until they finish Year 10 or turn 16, whichever comes first. After that, if they aren't working at least 25 hours a week, a young person will need to:

- 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)





## 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"> <li>QCAA Short Course in Literacy</li> <li>QCAA Short Course in Numeracy</li> </ul>	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"> <li>QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</li> <li>QCAA Short Course in Career Education</li> </ul>	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



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

- i. QCE credit and duplication of learning.
- ii. QCE credit: completed Core requirement.
- iii. QCE literacy and numeracy requirement.



# RECOMMENDED ENTRY STANDARDS FOR YEARS 11 AND 12 ATAR GENERAL SUBJECTS

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
<b>Ancient History</b>	History English	C+ C+
<b>Biology</b>	Science English	B C
<b>Chemistry</b>	Science Mathematics English	B B C
<b>Drama</b>	Drama	C+
<b>Economics</b>	Economics and Business English	C C
<b>English</b>	English	C
<b>Film, TV and New Media</b>	Film and TV English	C+ C
<b>General Mathematics</b> (old Maths A)	Mathematics	C
<b>Legal Studies</b>	English	C+
<b>Literature</b>	English	C+
<b>Mathematical Methods</b> (old Maths B)	Mathematics	B
<b>Modern History</b>	History English	C C+
<b>Music</b>	Music AMEB or Trinity College Grade 2	C
<b>Physics</b>	Mathematics Science	B B
<b>Specialist Mathematics</b> (old Maths C)	Mathematics	A
<b>Diploma of Business</b>	English	C+



# General Subjects

Years 11 and 12



<b>Ancient History</b>			
<b>FACULTY</b>	Humanities	<b>HEAD OF DEPARTMENT</b>	Mr Aaron Sloper <a href="mailto:aaron.sloper@livingstone.qld.edu.au">aaron.sloper@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	'C+' in Year 10 History and English	<b>COMPANION SUBJECTS</b>	Modern History, Legal Studies, English, Literature

**Subject Overview:**

Ancient History at Livingstone Christian College is concerned with studying people, societies and civilisations of the past from the earliest human communities to the end of the Middle Ages. A course of study in Ancient History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens. Students develop useful ways to analyse the world around them by:

- Studying human societies and their achievements
- Developing research skills which are transferable across all subjects and disciplines
- Using the analytical and problem solving techniques inherent in history
- Gaining a critical understanding of the values underpinning both the study of social behavior, and the actions of those within society as evidenced through history.

**Topics Covered:**

The Ancient History course enables you to learn by examining history through the lens of different thematic units of study, which are then applied to specific historical periods and personalities. These include:

- **Unit 1 - Investigating the Ancient World**
  - Digging up the Past (Archaeology)
  - Weapons and Warfare (Vikings)
- **Unit 2 – Personalities and their Times**
  - Ancient Egypt (Hatshepsut)
  - Ancient Britain (Boudicca)
- **Unit 3 – Reconstructing the Ancient World**
  - 5<sup>th</sup> Century Athens (Ancient Greece)
  - Phillip II and Alexander the Great
- **Unit 4 – People, Power and Authority**
  - The Breakdown of the Roman Republic
  - Augustus

Through the investigation of history, you will develop higher-order thinking skills, including analyzing, evaluating and justifying. You will also acquire highly developed research abilities which will assist in any tertiary course.

**Homework/Study:**

Due to the academic nature of Ancient History, there is a demanding workload which will require students to complete tasks independently at home. A minimum of two hours per week is recommended.

**Assessment:**

In Ancient History, assessment instruments include short response exams, extended response exams, source investigations and essays. Year 11 students are expected to write between 1000 and 1500 words in their assignment tasks, while Year 12 students are expected to write between 1500 and 2000 words.

**Possible Career Choices:**

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

The research aspect of the course also prepares students ably for further studies at universities or other tertiary institutions and raises awareness among students of the detailed and critical nature of academic research.

**Subject Requirements:**

Due to the critical literacy component and analytical nature of Ancient History it is strongly recommended that students who wish to study this subject have obtained at least a 'C+' Level of Achievement in Year 10 History and/or English.



<h1>Biology</h1>			
<b>FACULTY</b>	Sciences	<b>HEAD OF DEPARTMENT</b>	Mr Peter Hosking <a href="mailto:peter.hosking@livingstone.qld.edu.au">peter.hosking@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	'B' in Year 10 Science, 'C' in Year 10 English	<b>COMPANION SUBJECTS</b>	Mathematical Methods, General Mathematics, Chemistry, Physics

**Subject Overview:**

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

**Topics Covered:****Year A**

- Unit 1 – Cells and multicellular organisms.
  - Topic 1: Cells as the basis of life
  - Topic 2: Multicellular organisms
- Unit 2 – Maintaining the internal environment
  - Topic 1: Homeostasis
  - Topic 2: Infectious diseases

**Year B**

- Unit 3 – Biodiversity and the interconnectedness of life
  - Topic 1: Describing biodiversity
  - Topic 2: Ecosystem dynamics
- Unit 4 – Heredity and continuity of life
  - Topic 1: DNA genes and the continuity of life
  - Topic 2: Continuity of life on Earth

**Homework/Study:**

On average students are expected to complete 3 hours per week, including homework tasks that extend the classroom learning, and assignments.

**Assessment:**

- Unit 1
  - Formative internal assessment 1: Data test 10%
  - Formative internal assessment 2: Student experiment 20%
- Unit 2
  - Formative internal assessment 3: Research investigation 20%
  - Formative internal assessment 4: Examination 50% (content from unit 1 & 2)
- Unit 3
  - Summative internal assessment 1: Data test 10%
  - Summative internal assessment 2: Student experiment 20%
- Unit 4
  - Summative internal assessment 3: Research investigation 20%
  - Summative external assessment 4: Examination 50%

**Possible Career Choices:**

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.



<h1>Chemistry</h1>			
<b>FACULTY</b>	Sciences	<b>HEAD OF DEPARTMENT</b>	Mr Peter Hosking <a href="mailto:peter.hosking@livingstone.qld.edu.au">peter.hosking@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	'B' in Year 10 Mathematics and Science, 'C' in Year 10 English	<b>COMPANION SUBJECTS</b>	Mathematical Methods, Specialist Mathematics, Physics, Biology

**Subject Overview:**

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

**Topics Covered:****Year A**

- Unit 1: Chemical fundamentals, structure, properties and reactions
  - Topic 1: Properties and structure of atoms
  - Topic 2: Properties and structure of materials
  - Topic 3: Chemical reactions, reactants, products and energy change
- Unit 2: Molecular interactions and reactions
  - Topic 1: Intermolecular forces and gases
  - Topic 2: Aqueous solutions and acidity
  - Topic 3: Rates of chemical reactions

**Year B**

- Unit 3: Equilibrium, acids and redox reactions
  - Topic 1: Chemical equilibrium systems
  - Topic 2: Oxidation and reduction
- Unit 4: Structure, synthesis and design
  - Topic 1: Properties and structure of organic materials
  - Topic 2: Chemical synthesis and design

**Homework/Study:**

It is expected that students will study for approximately 3 hours per week in this subject. There is an expectation that students will already have an effective study habit from week 1 of year 11.

**Assessment:**

- Unit 1
  - Formative internal assessment 1: Data test 10%
  - Formative internal assessment 2: Student experiment 20%
- Unit 2
  - Formative internal assessment 3: Research investigation 20%
  - Formative internal assessment 4: Examination 50% (content from unit 1 & 2)
- Unit 3
  - Summative internal assessment 1: Data test 10%
  - Summative internal assessment 2: Student experiment 20%
- Unit 4
  - Summative internal assessment 3: Research investigation 20%
  - Summative external assessment 4: Examination 50%

**Possible Career Choices:**

Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.



**Subject Requirements:**

Chemistry builds on the knowledge and skills developed in Middle School Science courses. Students should consider their results in Middle School Science when choosing to study Chemistry. In addition to completing the assessment tasks outlined above, students need to be able to perform mathematical calculations, manipulate equations and grasp greater analytical skills.



<b>Drama</b>			
<b>FACULTY</b>	Performing Arts	<b>HEAD OF DEPARTMENT</b>	Mr Sam Smith <a href="mailto:sam.smith@livingstone.qld.edu.au">sam.smith@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	C+ in Year 9 and Year 10 Drama or LAA Drama	<b>COMPANION SUBJECTS</b>	Art, Drama, English, Film & TV, History, Music

**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.

Senior Drama consolidates student understanding of the elements of drama and forms and styles from inherited traditions, currency of practice and emerging trends, whilst developing a range of relevant skills, including 21<sup>st</sup> Century skills of critical thinking, creative thinking, communication, collaboration and team work, personal and social skills, and ICT skills.

**Topics Covered:**

Throughout Year 11 students engage in foundational ATAR learning and formative assessment, which allows students to experience all syllabus objectives in preparation for Year 12.

Year 11 Unit 1 "SHARE"

Students explore how drama promotes shared understanding of the human experiences, including cultural inheritances of storytelling, oral history and emerging theatrical practices and a range of linear and non-linear forms and styles of theatre, including Collage Drama, Documentary Drama and Verbatim Theatre.

Year 11 Unit 2 "REFLECT"

Students explore how drama is shaped to reflected lived experiences through the forms and styles of Realism, Magical Realism and Australian Gothic Theatre.

Throughout Year 12 students consolidate learning, which allows students to build upon their prior knowledge and experience of Drama to confidently complete summative and external assessment.

Year 12 Unit 3 "CHALLENGE"

Students explore how drama can be used to challenge our understanding of humanity through theatre of social comment, including forms and styles of The Theatre of the Absurd and Epic Theatre.

Year 12 Unit 4 – "TRANSFORM"

Students explore how you can transform dramatic practice through manipulating classical texts into works of contemporary performance in a mash-up of inherited texts (Ancient Greek, Elizabethan, Restoration) with emerging trends.

**Homework/Study:**

Individually students will be required to learn lines, complete research and critical review assignments, write scripts, storyboard devised concepts and complete director's portfolios.

In groups, students will need to work collaboratively in class and may require additional time to rehearse performance work 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, including performing published scripted texts, devising and presenting dramatic concepts, developing practice-led projects (directing and performing) and analysing live theatre.

**Possible Career Choices:**

The study of Drama can lead to and benefit careers in diverse fields such as: arts administration and management, communication, creative industries, education, public relations, human psychology and therapy, and research.

**Subject Requirements:**

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

**Extension Opportunities:**

Students are offered a range of extension opportunities to hone their communication and acting skills through Extra-Curricular Drama Excellence Companies, College Musical Productions, LAA private Drama & Speech tuition, QTC Young Playwrights Award and Arts Express Tours.



<b>Economics</b>			
<b>FACULTY</b>	Humanities	<b>HEAD OF DEPARTMENT</b>	Mr Aaron Sloper <a href="mailto:aaron.sloper@livingstone.qld.edu">aaron.sloper@livingstone.qld.edu</a>
<b>HIGHLY RECOMMENDED</b>	'C' in Year 10 English and Economics & Business	<b>COMPANION SUBJECTS</b>	English, Mathematics, Legal Studies

**Subject Overview:**

Economics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

**Topics Covered:****Unit 1 – Markets and Models**

- The Basic Economic Problem
- Economic Flows
- Market Forces

**Unit 2 – Modified Markets**

- Markets and Efficiency
- Case Options of Market Measures and Strategies

**Unit 3 – International Economics**

- The Global Economy
- International Economic Issues

**Unit 4 – Contemporary Macroeconomics**

- Macroeconomic Objectives and Theory
- Economic Management

**Homework/Study:**

Students will be required to complete homework and assignments out of school hours. As a senior subject, this will equate to approximately 2 hours of homework per week.

**Assessment:**

Assessment involves a combination of examinations (combination response & extended response to stimuli), extended investigation (research reports) and an external examination (combination response).

**Possible Career Choices:**

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.

If the students continued their studies at a tertiary level (University or TAFE), this subject would be an excellent stepping stone into any business, commerce, international business, hospitality, tourism or finance related degree or diploma.

**Subject Requirements:**

It is strongly recommended that students who wish to study Economics have completed and obtained at least a 'C' Level of Achievement in both Year 10 English and Year 10 Economics & Business.



English			
<b>FACULTY</b>	English	<b>HEAD OF DEPARTMENT</b>	Ms Matthes <a href="mailto:lisa.matthes@livingstone.qld.edu.au">lisa.matthes@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	C	<b>COMPANION SUBJECTS</b>	Incompatible with Essential English

### Subject Overview:

English develops students' analytical, creative and critical thinking and communication skills in all language modes. It encourages students to engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. This helps students develop a sense of themselves, their world and their place in it.

### Topics Covered:

**Unit 1: Perspectives and Texts: 'The Shaping of Identity'** - This introductory unit will focus on the theme 'the shaping of identity' and consists of two interrelated parts: 1. The concept of identity – a close study of *The Rugmaker of Mazar-e-Sharif* by Najaf Masari and the film *Lion*, culminating in a written response to public audience; 2. Representations of identities – a critical study of media, culminating in a persuasive spoken response.

**Unit 2: Texts and Culture: 'Representing Heroes'** – Students explore cultural experiences of the world through engaging with a variety of texts, including a focus on Australian cultures. This unit will focus on the theme 'Representing Heroes', study of which will include a broad focus on the concept of heroes (e.g. mythical heroes, superheroes, the hero's journey) after which students will compose an original narrative depicting their own hero. Students will then explore representations of heroes in the Australian context and examine how our heroes shape our national identity.

**Unit 3: Textual Connections: 'Dissecting Dystopia'** – In this unit, student explore connections between texts by examining representations of the same concepts and issues in different texts. Student will study two sub-topics: conversations about concepts in texts, in which students will study two dystopian texts – Ray Bradbury's *Fahrenheit 451* and the feature film *The Giver* - and conversations about issues in texts, which involves a critical media study.

**Unit 4: Close Study of Literary Texts** – This unit includes the close study of literary texts to allow students to extend their experience of the world and demonstrate their literary independence. Student will study two sub-topics: creative responses to literary texts in which students will create their own imaginative text in response to Steven Galloway's *The Cellist of Sarajevo* and critical responses to literary texts – a close study of Shakespeare's *Macbeth*.

### Homework/Study:

Students will be required to complete approximately 3 hours of homework per week. Homework is directly related to class work and is aimed at enhancing understanding (e.g. novel reading, analysis of texts, assignment preparation).

### Assessment:

Students will be assessed by 4 items each year, with each item contributing 25% of students' grades:

1. Written response for public audience
2. Persuasive spoken response
3. Imaginative written response
4. Examination – analytical written response (Year 12 = external examination)

### Possible Career Choices:

The ability to communicate effectively in written and spoken form is a necessary skill for all members of our society. The satisfactory completion of Senior English is a pre-requisite for those wishing to move on to tertiary level education, in almost any field.

### Subject Requirements:

Due to the critical literacy component and analytical nature of the Senior English program, it is strongly recommended that students who wish to study English have obtained at least a 'C' Level of Achievement in Year 10 English. Students who are not achieving a sound level and/or who do not require English for their career choice should consider Essential English.



## Film, TV and New Media

<b>FACULTY</b>	Creative Industries	<b>HEAD OF DEPARTMENT</b>	Ms Lisa Matthes <a href="mailto:Lisa.Matthes@livingstone.qld.edu.au">Lisa.Matthes@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	'C' in Year 10 English, (‘C+’ in Year 10 FTV is strongly recommended)	<b>COMPANION SUBJECTS</b>	English

### Subject Overview:

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

### Topics Covered:

#### Year 11

- **Film Languages:** Students are introduced to basic film terminology and will look specifically at how the director uses the different film elements to position audiences for particular purposes.
- **Media Influence:** Advertising, News Reporting, Media Influence Theories and Documentaries. Students also begin developing their design and production skills in this unit.
- **Film Genres:** Focuses on the codes and conventions that make up different film genres. Also incorporates design and production practices.

#### Year 12

- **The Hero's Journey:** Conventions of classic Hollywood narrative form, scriptwriting and short films.
- **New Media:** Video games, Animation and online communities.
- **TV Genres:** The codes and conventions of different television genres, television history, censorship and representations in television are explored.

### Homework/Study:

It is recommended that students work on assessment tasks and complete further research and study on the topics presented during this course. However, all production tasks will be completed either during class time, or in student's lunch breaks, with the equipment provided.

### Assessment:

Assessment involves a combination of three tasks per semester: Critique, Design and Production.

### Possible Career Choices:

A student leaving Year 12 FTVNM could start their own semi-professional video editing/production business. This course gives students a good grounding in planning and creating productions.

This subject gives students a good grounding and understanding of the Media Industry. It is an introduction to the wider Media field; giving students an idea of what is involved and helping them to decide if they would like to further their studies in this field by continuing onto University for a Creative Arts or Journalism Degree.



<b>General Mathematics</b>			
<b>FACULTY</b>	Mathematics	<b>HEAD OF DEPARTMENT</b>	Mr Peter Hosking <a href="mailto:peter.hosking@livingstone.qld.edu.au">peter.hosking@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	'C' in Year 10 Mathematics	<b>COMPANION SUBJECTS</b>	Biology

**Subject Overview:**

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

**Topics Covered:****Year 11**

- Unit 1: Money, measurement and relations
  - Topic 1: Consumer arithmetic
  - Topic 2: Shape and measurement
  - Topic 3: Linear equations and their graphs
- Unit 2: Applied trigonometry, algebra, matrices and univariate data
  - Topic 1: Applications of trigonometry
  - Topic 2: Algebra and matrices
  - Topic 3: Univariate data analysis

**Year 12**

- Unit 3: Bivariate data, sequences and change, and Earth geometry
  - Topic 1: Bivariate data analysis
  - Topic 2: Time series analysis
  - Topic 3: Growth and decay in sequences
  - Topic 4: Earth geometry and time zones
- Unit 4: Investing and networking
  - Topic 1: Loans investments and annuities
  - Topic 2: Graphs and networks
  - Topic 3: Networks and decision mathematics

**Homework/Study:**

Students will be required to complete homework, as well as assignments at home. As a Senior subject, this will equate to approximately 2 hours of homework per week.

**Assessment:**

- Unit 1
  - Formative internal assessment 1: Problem-solving and modelling task 20%
  - Formative internal assessment 2: Examination 15%
- Unit 2
  - Formative internal assessment 3: Examination 15%
  - Formative internal assessment 4: Examination 50% (content from unit 1 & 2)
- Unit 3
  - Summative internal assessment 1: Problem-solving and modelling task 20%
  - Summative internal assessment 2: Examination 15%
- Unit 4
  - Summative internal assessment 3: Examination 15%
  - Summative external assessment 4: Examination 50% (content from unit 3 & 4)



**Possible Career Choices:**

General Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

**Subject Requirements:**

All students are required to have a scientific calculator of their own. The recommended model is **CASIO fx-82AU plus 11**.



<b>Legal Studies</b>			
<b>FACULTY</b>	Humanities	<b>HEAD OF DEPARTMENT</b>	Mr Aaron Sloper <a href="mailto:aaron.sloper@livingstone.qld.edu.au">aaron.sloper@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	'C+' in Year 10 English and/or History	<b>COMPANION SUBJECTS</b>	English, Business Management, Modern History, Ancient History

**Subject Overview:**

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. 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. The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Legal knowledge empowers students to make constructive judgments on about, the law and its processes and how it develops in response to current issues.

**Topics Covered:**

The Legal Studies course enables you to learn through the investigation of legal issues, exploring four core areas of study.

**Unit 1 – Beyond Reasonable Doubt (Legal Foundations and Criminal Law)**

- Legal Foundations
- Criminal Investigation and Trial Processes
- Punishment and Sentencing

**Unit 2 – Balance of Probabilities (Civil law)**

- Civil Law Foundations
- Contractual Obligations
- Negligence and Duty of Care

**Unit 3 – Law, Governance and Change**

- Governance in Australia
- Law Reform within a Dynamic Society

**Unit 4 – Human Rights in Legal Contexts**

- Human Rights
- Human Rights in Australian Contexts

Through the investigation of legal issues, you will develop higher-order thinking skills, including analysing, evaluating and justifying and will learn to use case studies and scenarios to test your reasoning.

**Homework/Study:**

Due to the academic nature of Legal Studies, there is a demanding workload which will require students to complete tasks independently at home. A minimum of 2 hours per week is recommended.

**Assessment:**

In Legal Studies, assessment instruments include examinations featuring both short and extended responses, investigative reports and argumentative essays. Assignment responses in Year 11 are between 1000 and 1500 words and between 1500 and 2000 words in Year 12.

**Possible Career Choices:**

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 Legal Studies 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

**Subject Requirements:**

Due to the critical literacy component and analytical nature of the Legal Studies program, it is strongly recommended that students who wish to study this subject have obtained at least a 'C+' Level of Achievement in Year 10 Legal Studies, English, Economics and Business or History.



<b>Literature</b>			
<b>FACULTY</b>	English	<b>HEAD OF DEPARTMENT</b>	Ms Matthes <a href="mailto:lisa.matthes@livingstone.qld.edu.au">lisa.matthes@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	C+ (B range strongly encouraged)	<b>COMPANION SUBJECTS</b>	English, History, Drama, FTVNM, Maths C, Physics

### Subject Overview:

The 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.

### Topics Covered:

**Unit 1: Introduction to Literary Studies: ‘Growing up Just’** - In this unit, students will be introduced to a range of literary texts and develop familiarity with key terms, concepts and practices that will equip them for further studies in literature. Rachel Perkins’ film *Jasper Jones* and literary classic *To Kill A Mockingbird* will form the basis of this unit as students examine issues of prejudice and injustice, and examine what it means to grow up ‘just’ in this context.

**Unit 2: Intertextuality: ‘Spy Fiction’** – Students develop knowledge and understanding of the ways literary texts connect with each other. They will focus on the theme of ‘spy fiction’, creating their own narrative in addition to comparing two famous texts - John le Carre’s *The Spy Who Came in From the Cold* and Doug Liman’s *The Bourne Identity* – to analyse the evolution of the genre.

**Unit 3: Literature and Identity** – In this unit, students develop knowledge and understanding of the relationship between language, culture and identity in literary texts. They inquire into the power of language to represent ideas, events and people and analyse textual representations to explore the cultural assumptions that underpin texts. Students will undertake two studies: 1. Resurrecting identity – a close study of Holocaust literature focusing on Art Spiegelman’s graphic novel *The Complete Maus* and 2. Forging identity – an examination of the film *Wadjda* in which they will analyse how religion and gender influence identity.

**Unit 4: Independent Explorations** – Students demonstrate increasing independence in exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer. Students will complete two independent studies: creation of an imaginative written piece in which they purposefully manipulate aesthetic features and stylistic devices to achieve particular effects, and a close study of a literary text in preparation for the external examination.

### Homework/Study:

Students will be required to complete approximately 3 hours of homework per week. Homework is directly related to class work and is aimed at enhancing understanding (e.g. reading, analysis of texts, assignment preparation).

### Assessment:

Students will be assessed by 4 items each year, with each item contributing 25% of students’ grades:

5. Examination – analytical written response
6. Imaginative spoken/multimodal response
7. Imaginative written response
8. Examination – analytical written response (Year 12 = external examination)

### Possible Career Choices:

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

### Subject Requirements:

Due to the reading component and analytical nature of the Literature program, it is strongly recommended that students who wish to study Literature have obtained at least a ‘C+’ Level of Achievement in Year 10 English.



## Mathematical Methods

<b>FACULTY</b>	Mathematics	<b>HEAD OF DEPARTMENT</b>	Mr Peter Hosking <a href="mailto:peter.hosking@livingstone.qld.edu.au">peter.hosking@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	'B' in Year 10 Mathematics	<b>COMPANION SUBJECTS</b>	Chemistry, Physics, Biology, Specialist Mathematics

### Subject Overview:

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 from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. 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 see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

### Topics Covered:

#### Year 11

- Unit 1: Algebra, statistics and functions
  - Topic 1: Arithmetic and geometric sequences and series 1
  - Topic 2: Functions and graphs
  - Topic 3: Counting and probability
  - Topic 4: Exponential functions 1
  - Topic 5: Arithmetic and geometric sequences and series 2
- Unit 2: Calculus and further functions
  - Topic 1: Exponential functions 2
  - Topic 2: The logarithmic function 1
  - Topic 3: Trigonometric functions 1
  - Topic 4: Introduction to differential calculus
  - Topic 5: Further differentiation and applications 1
  - Topic 6: Discrete random variables 1

#### Year 12

- Unit 3: Further calculus
  - Topic 1: The logarithmic function 2
  - Topic 2: Further differentiation and applications 2
  - Topic 3: Integrals
- Unit 4: Further functions and statistics
  - Topic 1: Further differentiation and application 3
  - Topic 2: Trigonometric functions 2
  - Topic 3: Discrete random variables 2
  - Topic 4: Continuous random variables and the normal distribution
  - Topic 5: Interval estimates for proportions

### Homework/Study:

Students will be required to complete homework, as well as assignments at home. As a Senior subject, this will equate to approximately 3 hours of homework per week.

### Assessment:

- Unit 1
  - Formative internal assessment 1: Problem-solving and modelling task 20%
  - Formative internal assessment 2: Examination 15%
- Unit 2
  - Formative internal assessment 3: Examination 15%
  - Formative internal assessment 4: Examination 50% (content from unit 1 & 2)



- Unit 3
  - Summative internal assessment 1: Problem-solving and modelling task 20%
  - Summative internal assessment 2: Examination 15%
- Unit 4
  - Summative internal assessment 3: Examination 15%
  - Summative external assessment 4: Examination 50% (content from unit 3 & 4)

**Possible Career Choices:**

Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

**Subject Requirements:**

Due to the nature of the subject, it is strongly recommended that students who wish to study this subject have obtained at least a 'B' Level of Achievement in Year 10.

All students are required to have a scientific calculator of their own. The recommended model is **CASIO fx-82AU**.



<b>Modern History</b>			
<b>FACULTY</b>	Humanities	<b>HEAD OF DEPARTMENT</b>	Mr Aaron Sloper <a href="mailto:aaron.sloper@livingstone.qld.edu.au">aaron.sloper@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	'C' in History and 'C+' in English	<b>COMPANION SUBJECTS</b>	Ancient History, English, Legal Studies

**Subject Overview:**

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures. Students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically-literate citizens who are equipped to embrace a multicultural, inclusive, democratic, compassionate and sustainable future.

**Topics Covered:**

The Modern History course enables you to learn by examining history through the lens of different thematic units of study, which are then applied to specific historical contexts, periods and movements. These include:

**Unit 1 – Investigating the Modern World**

- The French Revolution
- The Russian Revolution
- The Meiji Restoration (Japan)

**Unit 2 – Movements in the Modern World**

- Indigenous Rights in Australia
- African-American Civil Rights Movement

**Unit 3 – National Experiences in the Modern World**

- Germany 1914-1945 (National Socialism and World War II)
- The United States of America 1917-1945

**Unit 4 – International Experiences in the Modern World**

- The Cold War
- Australia's Engagement with Asia (Vietnam War)

**Homework/Study:**

Students will be required to do approximately 2-3 hours of homework per week. This will include reading, research and assignment preparation.

**Assessment:**

In Modern History, assessment instruments include short response exams, extended response exams, source investigations and essays. Year 11 students are expected to write between 1000 and 1500 words in their essays, while Year 12 students are expected to write between 1500 and 2000 words.

**Possible Career Choices:**

Studying Modern History is valuable preparation for any tertiary course as history develops high-level critical thinking, reading, research, writing, and communication skills. Modern History is a versatile subject that can lead to many careers. Skills learned in History are directly transferable to occupations in education, law, social work, politics, journalism, public relations, administration, media, industrial relations and business.

**Subject Requirements:**

It is preferable that students have achieved a "C+" or higher in Year 10 English and/or History due to the critical literacy and analysis required in this course.



<b>Music</b>			
<b>FACULTY</b>	Performing Arts	<b>HEAD OF DEPARTMENT</b>	Mr Sam Smith <a href="mailto:Sam.Smith@livingstone.qld.edu.au">Sam.Smith@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	C in Grade 10 Music AMEB or Equivalent Grade 2 Performance	<b>COMPANION SUBJECTS</b>	Art, Drama, English, Film & TV, History, Literature.

**Subject Overview:**

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for expression of the intellect, imagination and emotion and the exploration of values (including our Faith based values). Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

At Livingstone Christian College, we have a strong focus on using music technology (software and hardware) in the classroom to allow for engaging, innovative and creative resources for students to compose and perform music.

**Topics Covered:**

Throughout Year 11 students engage in foundational ATAR learning and formative assessment, which allows students to experience all syllabus objectives in preparation for Year 12.

- **Year 11 Unit 1 “DESIGNS”** – Students explore how the treatment and combination of different music elements enable musicians to design music that communicates meaning throughout performance and composition.
- **Year 11 Unit 2 “IDENTITIES”** – Students explore how 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.

Throughout Year 12 students consolidate learning, which allows students to build upon their prior knowledge and experience of Music to confidently complete summative and external assessment.

- **Year 12 Unit 3 “INNOVATIONS”** – Students explore how musicians can incorporate innovative music practices to communicate meaning when performing and composing.
- **Year 12 Unit 4 – “NARRATIVES”** – Students explore how musicians manipulate music elements to communicate narrative when performing, composing and responding to music.

**Homework/Study:**

Individually students will be required to learn and rehearse music, complete research and critical review assignments, write songs, analyse music and complete composer and performance statements.

In groups, students will need to work collaboratively in class and may require additional time to rehearse performance work 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, including composing music, performing music and analysing music. Over the two years' students will complete eight assessment items, including an external responding (musicology) exam in grade 12 worth 25% of their overall summative marks.

**Possible Career Choices:**

The study of Music can lead to and benefit careers in diverse fields such as: creative industries, arts administration and management, communication, education, public relations, human psychology and therapy, and research.



**Subject Requirements:**

To be successful in senior music, students must be able to play an instrument or sing at an AMEB grade two level or equivalent.

**Extension Opportunities:**

Students are offered a range of extension opportunities to hone their composition and performance skills through Extra-Curricular Music Excellence Ensembles, College Musical Productions, LAA private Music tuition, Eisteddfodau, ASME Young Composers Competition and Arts Express Tours.



<h1>Physics</h1>			
<b>FACULTY</b>	Sciences	<b>HEAD OF DEPARTMENT</b>	Mr Peter Hosking <a href="mailto:peter.hosking@livingstone.qld.edu.au">peter.hosking@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	'B' in Year 10 Science and Mathematics	<b>COMPANION SUBJECTS</b>	Mathematical Methods (compulsory), Specialist Mathematics, Chemistry, Biology

### Subject Overview:

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

### Topics Covered:

#### Year A

- Unit 1 – Thermal, nuclear and electrical physics
  - Topic 1: Heating processes
  - Topic 2: Ionising radiation and nuclear reactions
  - Topic 3: Electrical circuits
- Unit 2 – Linear motion and waves
  - Topic 1: Linear motion and force
  - Topic 2: Waves

#### Year B

- Unit 3 – Gravity and electromagnetism
  - Topic 1: Gravity and motion
  - Topic 2: Electromagnetism
- Unit 4 – Revolutions in modern physics
  - Topic 1: Special relativity
  - Topic 2: Quantum theory
  - Topic 3: The standard model

### Homework/Study:

Students are expected to be self-motivated, enquiring thinkers who are prepared to work consistently and actively seek help from the teacher until satisfied with their understanding. Homework should consist of continual reading tasks and keeping up with investigations and problem-solving exercises in and out of the classroom. Students will be expected to undertake minimum 3 hours of study per week in their home time.

### Assessment:

- Unit 1
  - Formative internal assessment 1: Data test 10%
  - Formative internal assessment 2: Student experiment 20%
- Unit 2
  - Formative internal assessment 3: Research investigation 20%
  - Formative internal assessment 4: Examination 50% (content from unit 1 & 2)
- Unit 3
  - Summative internal assessment 1: Data test 10%
  - Summative internal assessment 2: Student experiment 20%
- Unit 4
  - Summative internal assessment 3: Research investigation 20%
  - Summative external assessment 4: Examination 50% (content form unit 3 & 4)



**Possible Career Choices:**

Physics is a necessary, or desirable, prerequisite for particular tertiary courses. These vary from animal related careers (e.g. veterinary science) and medical careers (e.g. medicine, physiotherapy etc.) to the scientific and technological careers at trade, technical or professional levels.

**Subject Requirements:**

Physics builds on the knowledge and skills developed in Middle Phase Science courses. Students should consider their results in Middle Phase Science when choosing to study Physics. Students need to be able to perform mathematical calculations and manipulate equations. A sound level of literacy and numeracy is assumed for students choosing to study Physics. All Physics students are required to have a scientific calculator of their own.

The recommended model is **CASIO fx-82AU**.



## Specialist Mathematics

<b>FACULTY</b>	Mathematics	<b>HEAD OF DEPARTMENT</b>	Mr Peter Hosking <a href="mailto:peter.hosking@livingstone.qld.edu.au">peter.hosking@livingstone.qld.edu.au</a>
<b>HIGHLY RECOMMENDED</b>	'A' in Year 10 Mathematics	<b>COMPANION SUBJECTS</b>	Mathematical Methods (compulsory), Chemistry, Physics, Biology

### Subject Overview:

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. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

### Topics Covered:

#### Year 11

- Unit 1: Combinatorics, vectors and proof
  - Topic 1: Combinatorics
  - Topic 2: Vectors in the plane
  - Topic 3: Introduction to proof
- Unit 2: Complex numbers, trigonometry, function and matrices
  - Topic 1: Complex numbers 1
  - Topic 2: Trigonometry and functions
  - Topic 3: Matrices

#### Year 12

- Unit 3: Mathematical induction, and further vectors, matrices and complex numbers
  - Topic 1: Proof by mathematical induction
  - Topic 2: Vectors and matrices
  - Topic 3: Complex numbers 2
- Unit 4: Further calculus and statistical inference
  - Topic 1: Integration and applications of integration
  - Topic 2: Rates of change and differential equations
  - Topic 3: Statistical inference

### Homework/Study:

Students will be required to complete homework, as well as assignments at home. As a Senior subject, this will require a minimum 3 hours of homework per week.

### Assessment:

- Unit 1
  - Formative internal assessment 1: Problem-solving and modelling task 20%
  - Formative internal assessment 2: Examination 15%
- Unit 2
  - Formative internal assessment 3: Examination 15%
  - Formative internal assessment 4: Examination 50% (content from unit 1 & 2)
- Unit 3
  - Summative internal assessment 1: Problem-solving and modelling task 20%
  - Summative internal assessment 2: Examination 15%
- Unit 4
  - Summative internal assessment 3: Examination 15%
  - Summative external assessment 4: Examination 50% (content from unit 3 & 4)



**Possible Career Choices:**

Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

**Subject Requirements:**

Due to the nature of the subject, it is strongly recommended that students who wish to study this subject have obtained at least an 'A' Level of Achievement in Year 10 mathematics. All students are required to have a scientific calculator of their own. The recommended model is **CASIO fx-82AU**.



# Applied Subjects

Years 11 and 12



## Essential English

<b>FACULTY</b>	English	<b>HEAD OF DEPARTMENT</b>	Ms Matthes <a href="mailto:lisa.matthes@livingstone.qld.edu.au">lisa.matthes@livingstone.qld.edu.au</a>
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### Subject Overview:

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

### Topics Covered:

**Unit 1: Language that Works** - In this unit, students respond to a variety of texts used in and developed for a work context. Students create multimodal and written texts that communicate meaning.

**Unit 2: Texts and Human Experiences** – Students respond to reflective and nonfiction texts that explore human experiences. Students create spoken and written texts that reflect humanity.

**Unit 3: Language that Influences** – In this unit, students create and shape perspectives on community, local and global issues in texts. Students respond to texts that seek to influence audiences.

**Unit 4: Representations and Popular Culture Texts** – Students respond to popular culture texts, creating representations of Australian identities, places, events and concepts.

### Homework/Study:

Students will be required to complete approximately 1½ hours of homework per week. Homework is directly related to class work and is aimed at enhancing understanding (e.g. reading, analysis of texts, assignment preparation).

### Assessment:

Students will be assessed by 4 items each year, with each item contributing 25% of students' grades:

1. Spoken/signed response
2. Common Internal Assessment (Year 12 = developed by QCAA and marked by the College)
3. Multimodal response
4. Extended written response

### Possible Career Choices:

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.

### Subject Requirements:

To experience success in this subject, students should be capable of passing Year 10 English.



## Media Arts in Practice

<b>FACULTY</b>	Creative Industries	<b>HEAD OF DEPARTMENT</b>	Ms Lisa Matthes <a href="mailto:Lisa.Matthes@livingstone.qld.edu.au">Lisa.Matthes@livingstone.qld.edu.au</a>
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### Subject Overview:

Media Arts in Practice is an exciting course that explores a range of media applications and skills. Through themed units students will be able to experiment with still and moving image, interactive media, audio, graphic and web design. Media Arts in Practice explores the many different genres within the Media industry as well as giving students the opportunity to interact with artist-practitioners and undertake engaging projects.

### Topics Covered:

#### Year 11

##### Semester 1:

- **The New Eye** – Introduction to the basics of still image and use of College equipment (Canon DSLR, Nikon L830); also includes an introduction to image manipulation to create illusion.
- **Retro Rewind** – students will undertake a project in which they reinvent a band or artist to make them appeal to a different audience. Tasks will include graphic design, merchandise, music video, and audio mashup.

##### Semester 2:

- **Everyday Heroes** – students will investigate the documentary genre to produce an artwork that celebrates the life of an individual of their choice
- **Game On** – in this unit students will explore the genre of video games. Students will undertake an investigation into the role and value of video games and complete a project in which they create their own video game.

#### Year 12

##### Semester 3:

- **In My Mind's Eye** – Students will explore the world of macro photography, investigating camera settings and presenting macro images in a creative way
- **Heroes and Villains** – students will explore the genre of animated films focusing on design and characterization of heroes and villains. They will explore both Western and non-Western animation techniques, with a focus on Japanese anime. Major task will be an animated film trailer.

##### Semester 2:

- **Media that Makes a Difference** – in this unit students work as part of a community collaboration to raise awareness of a charity or issue of their choice. Students will create a media arts work highlighting the importance of their chosen charity or issue and exhibit this at a Charity Trade Show.
- **Manga Madness** – students will explore the world of Japanese comic book animation to create an interactive visual novel

### Homework/Study:

The majority of coursework and assessment will be completed during class.

### Assessment:

Media Arts in Practice is assessed by 4 techniques: project, product, investigation and extended response to stimulus. Assessment is largely practical and each term will involve the creation of a media arts product.

In addition, students will also be required to demonstrate workplace health and safety on location and in the iMac labs.

### Possible Career Choices:

Media Studies is a good foundation for future studies in industries such as media, journalism, television and filmmaking, animation and gaming, forensics, advertising and marketing, real estate, event management, graphic designer, cinematographer, animator, visual effect designer, designer (sound, interior, landscape), director, curator, web designer, photographer and teaching.



# Essential Mathematics

<b>FACULTY</b>	Mathematics	<b>HEAD OF DEPARTMENT</b>	Mr Peter Hosking <a href="mailto:peter.hosking@livingstone.qld.edu.au">peter.hosking@livingstone.qld.edu.au</a>
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## Subject Overview:

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

## Topics Covered:

### Year 11

- Unit 1: Number, data and graphs
  - Topic 1: Number
  - Topic 2: Representing data
  - Topic 3: Graphs
- Unit 2: Money travel and data
  - Topic 1: Managing money
  - Topic 2: Time and motion
  - Topic 3: Data collection

### Year 12

- Unit 3: Measurement, scales and data
  - Topic 1: Measurement
  - Topic 2: Scales, plans and models
  - Topic 3: Summarising and comparing data
- Unit 4: Graphs, chance and loans
  - Topic 1: Bivariate graphs
  - Topic 2: Probability and relative frequencies
  - Topic 3: Loans and compound interest

## Homework/Study:

Parents can help students by: offering encouragement and providing a supportive environment in the home; discussing mathematics- related issues, such as those seen on television or in the news; providing access to various sources of information; encouraging them to practice and master the skills required when studying Essential Mathematics; encouraging them to discuss their work; encouraging them to work together in peer groups and to ask questions of teachers and others. Ninety minutes per week of homework is needed to complete this subject.

## Assessment:

- Unit 1
  - Formative internal assessment 1: Problem-solving and modelling task
  - Formative internal assessment 2: Common internal assessment
- Unit 2
  - Formative internal assessment 3: Problem-solving and modelling task
  - Formative internal assessment 4: Examination
- Unit 3
  - Summative internal assessment 1: Problem-solving and modelling task
  - Summative internal assessment 2: Common internal assessment
- Unit 4
  - Summative internal assessment 3: Problem-solving and modelling task
  - Summative external assessment 4: Examination



**Possible Career Choices:**

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education or work. 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 will 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.

**Subject Requirements:**

All students are required to have a scientific calculator of their own. The recommended model is **CASIO fx-82AU**.



## Sport and Recreation

<b>FACULTY</b>	Health & Physical Education	<b>HEAD OF DEPARTMENT</b>	Mr Aaron Sloper <a href="mailto:Aaron.Sloper@livingstone.qld.edu.au">Aaron.Sloper@livingstone.qld.edu.au</a>
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### Subject Overview:

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing.

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

### Topics Covered:

The core consists of four topics:

- **Core topic 1:** Sport and recreation in the community
- **Core topic 2:** Sport, recreation and healthy living
- **Core topic 3:** Health and safety in sport and recreation activities
- **Core topic 4:** Personal and interpersonal skills in sport and recreation activities.

### Homework/Study:

It is expected that a minimum of 1.5 hours will be spent on homework, study, planning and assessment per week.

### Assessment:

Students are assessed at practical and theory techniques and through project folios of written work where they journal and plan for sport and recreation events.

They will also be required to complete written exams.

All work is assessed through three criteria:

- Acquire
- Apply
- Evaluate

### Possible Career Choices:

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

### Subject Requirements:

Sport and Recreation builds on the knowledge and skills developed in Middle Phase Health and Physical Education (HPE) courses. Students should consider their results in Middle Phase HPE when choosing to study Sport and Recreation. Students need to be able to perform and demonstrate physical competencies. A sound level of literacy and numeracy is assumed for students choosing to study Sport and Recreation.



# Tourism

<b>FACULTY</b>	Humanities	<b>HEAD OF DEPARTMENT</b>	Mr Aaron Sloper <a href="mailto:aaron.sloper@livingstone.qld.edu.au">aaron.sloper@livingstone.qld.edu.au</a>
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## Subject Overview:

Tourism is an applied subject focusing on one of the world's largest industries, one that accounts for the employment of over 105 million people globally and accounts for almost 10% of the world's gross domestic product. The tourism industry refers to a group of diverse businesses that provides goods and services to tourists, including accommodation, transport, shopping, dining and cultural experiences.

In tourism, students examine the various aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts. Opportunities are provided for students to develop an understanding of tourism activities that significant to them through engagement with the local industry here on the Gold Coast.

## Topics Covered:

Core (required) topics studied in the course include:

- Tourism as an Industry
- The Travel Experience
- Sustainable Tourism

Elective topics will be chosen from the following areas:

- Technology and Tourism
- Forms of Tourism
- Tourist Destinations and Attractions
- Tourism Marketing
- Types of Tourism
- Tourism Client Groups

## Homework/Study:

It is expected that a minimum of 1.5 hours will be spent on homework, study, planning and assessment per week.

## Assessment:

Students are assessed in a range of assessment forms including:

- Projects
- Investigations
- Extended Response to Stimulus
- Examinations

## Possible Career Choices:

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

## Subject Requirements:

There are no prerequisites for studying this subject, successful completion of Year 10 Economics and Business is advantageous.



## Visual Arts in Practice

<b>FACULTY</b>	English	<b>HEAD OF DEPARTMENT</b>	Ms Matthes <a href="mailto:lisa.matthes@livingstone.qld.edu.au">lisa.matthes@livingstone.qld.edu.au</a>
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### Subject Overview:

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience.

### Topics Covered:

**Unit 1: Puzzle Me This, Puzzle Me That** - In this unit, students develop a 3D work for a public space at school. Students will work together in groups to create a proposal which will be presented as well as curate the exhibition in the public space.

**Unit 2: In the Blink of an Eye** – In this introduction to light sensitive materials and pinhole photography unit, students will learn to see the micro and macro aspects of their immediate environment while developing an appreciation and understanding of photography and dark room procedures.

**Unit 3: Past, Present, Future** – In this unit, students will investigate past and present vessels and their purpose from a range of cultures such as Asia, Indigenous and European. Students will create their own vessel / sculptural piece based on a specific culture with a modern twist, incorporating symbols / patterns that relate to nature.

**Unit 4: Social Commentary** – Students will investigate social issues in today's society that are relevant to them. From their investigations they will produce a 2D artwork that makes comment on an aspect of society that is meaningful to them and can be used for advocacy purposes within a community.

### Homework/Study:

Students will be required to complete approximately 1½ hours of homework per week. Homework is directly related to class work and is aimed at enhancing understanding (e.g. reading, analysis of texts, assignment preparation).

### Assessment:

Students will be assessed by 3 categories of assessment:

1. Project
2. Investigation
3. Product

### Possible Career Choices:

A course of study in Visual Arts in Practice promotes creativity, 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.

### Subject Requirements:

To experience success in this subject, students should be capable of passing Year 10 English.



# Vocational Education and Training Courses



## MEM10105 Certificate I in Engineering and MEM10205 Certificate I in Boating Services

<b>PROVIDER</b>	Christian Community Ministries (RTO 31056)
<b>COST</b>	This course costs approximately \$150+ Uniforms and PPE

### Course Overview:

These certificates are offered together, with students completing both certificates through our school with Christian Community Ministries (CCM) as the RTO.

### Assessment:

The students study and need to show competency in the following components:

### Certificate I in Boating Services

#### Units of Competency:

MEM13014A	Apply principles of occupational health and safety in the work environment
MEM14004A	Plan to undertake a routine task
MEM15024A	Apply quality procedures
MEM16007A	Work with others in a manufacturing, engineering or related environment
MEM50001B	Classify recreational boating technologies and features
MEM50002B	Work safely on marine craft
MEM50003B	Follow work procedures to maintain the marine environment
MEM12023A	Perform engineering measurements
MEM13003B	Work safely with industrial chemicals and materials
MEM18002B	Use power tools/hand held operations

### Certificate I in Engineering

#### Units of Competency (additional to above):

MEM18001C	Use hand tools
MSMENV272	Participate in environmentally sustainable work practices
MEM04018B	Perform general woodworking machine operations
MEM14005A	Plan a complete activity

These units will be covered in the completion of theory workbooks and practical projects.

### Skills acquired:

Understanding basic lofting	Boat construction
Fibreglass boat manufacture	Spray painting
Fairing body work	Mould construction/tooling
Understanding of resins, glues and their safe use	Marine propulsion/control systems
Aluminum craft construction	Welding techniques
Knowledge of marine technology	Use of hand and power tools

### Homework/Study:

This is a very practical course with all project work being completed in class time. Most theory components will also be covered in class with minimal work needing to be completed at home.

### Possible Career Choices:

These qualifications deliver broad-based underpinning skills and knowledge in a range of engineering, boat building and manufacturing tasks which will enhance the students' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

### Pathway Opportunities:

Students could go on to complete further Certificates in many different areas for example, a Certificate II in Engineering Pathways.

Achievement of competence in these units will provide a pathway towards a range of marine, manufacturing and engineering trade and production qualifications.

**Duration:** 12 months



## BSB30115 Certificate III in Business

<b>PROVIDER</b>	Livingstone Christian College through Train Assess Australia (RTO:1831)
<b>COST</b>	This course costs approximately \$700

### Course Overview:

This certificate is offered through our school with Train Assess Australia as the RTO.

### Assessment:

The students study and need to show competency in the following components:

### Units of Competency:

BSBITU306	Design and produce business documents
BSBINM301	Organise workplace information
BSBWOR301	Organise personal work priorities and development
BSBWHS302	Apply knowledge of WHS legislation in the workplace
BSBITU302	Create electronic presentations
BSBITU304	Produce spreadsheets
BSBDIV301	Work effectively with diversity
BSBFLM303	Contribute to effective workplace relationships
BSBCUS301	Deliver and monitor a service to customers
BSBFLM305	Support operational plan
BSBFLM309	Support continuous improvement systems and processes
BSBFLM306	Provide workplace information and resourcing plans

### Homework/Study:

This is a very practical course with all project work being completed in class time. Most theory components will also be covered in class with minimal work needing to be completed at home.

### Possible Career Choices:

This qualification applies to a range of administrative roles in varied contexts.

### Pathway Opportunities:

This qualification is suitable for a School-based Apprenticeship or could lead to completion of a higher Business qualifications.

**Duration:** 12-24 months



## BSB50115 Diploma of Business

<b>PROVIDER</b>	Livingstone Christian College through Train Assess Australia (RTO:1831)
<b>COST</b>	This course costs approximately \$900

### Course Overview:

The Diploma of Business opens the door to many career opportunities. It is a highly regarded, nationally recognised qualification that can increase your knowledge, skills and employability. It is offered through Livingstone with Train Assess Australia as the RTO. A Diploma of Business is a viable pathway to tertiary entrance.

### Assessment:

The students study and need to show competency in the following components:

### Units of Competency:

BSBADM502	Manage Meetings
BSBR501	Manage Risk
BSBMKG501	Identify & Evaluate marketing opportunities
BSBSMB403	Market the Small Business
BSBSMB402	Plan small business finances
BSBLED502	Manage programs that promote personal effectiveness
BSBHRM506	Manage recruitment selection and induction processes
BSBHRM501	Manage human resource services

These units will be covered in the completion of theory workbooks and the practical projects.

### Homework/Study:

This is a very practical course with all project work being completed in class time. Most theory components will also be covered in class with minimal work needing to be completed at home.

### Possible Career Choices:

The completion of a Diploma of Business can help you get ahead in a variety of fields including marketing, human resources, accounting, banking and retail.

### Pathway Opportunities:

A Diploma of Business provides excellent pathways including: Advanced Diploma and a range of Bachelors programs in business.

**Duration:** 24 months