Citipointe Christian College

SECONDARY SUBJECTS INFORMATION

Years 11-12

, 2024-06

Core Doctrines of Christianity

Christian Ethics

Contemporary Worldviews

The Reason for God

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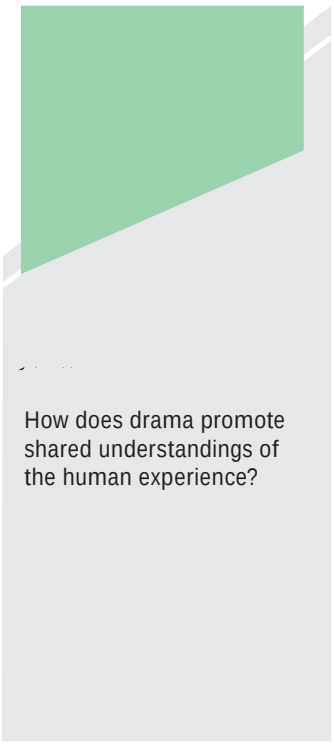
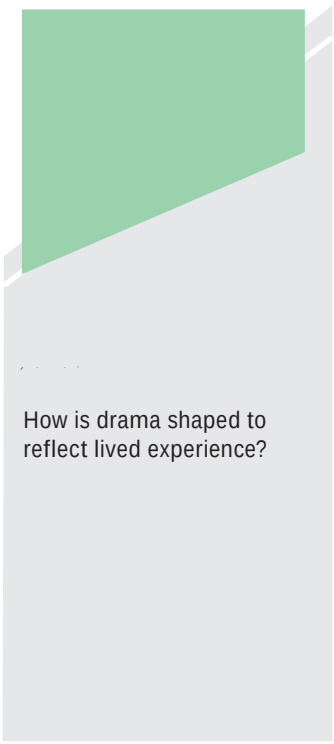
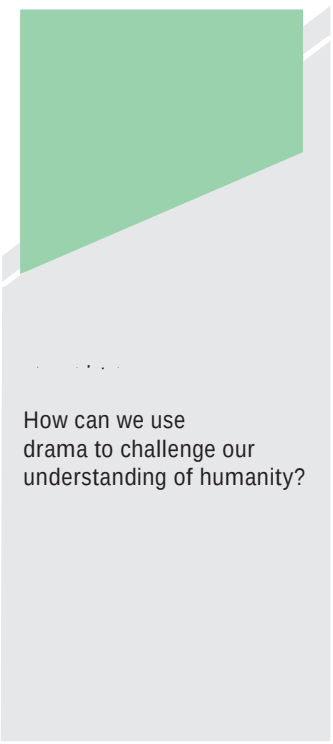


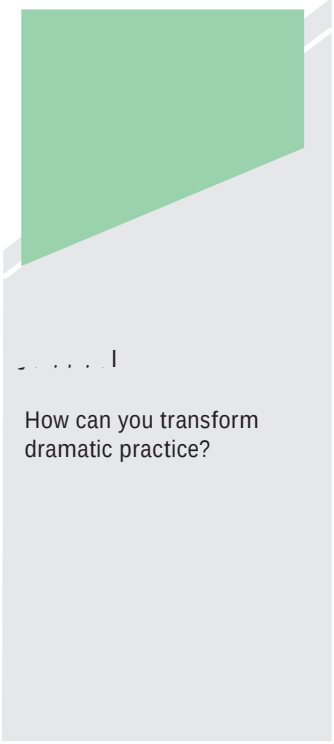
How does drama promote shared understandings of the human experience?



How is drama shaped to reflect lived experience?



How can we use drama to challenge our understanding of humanity?



How can you transform dramatic practice?

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative internal assessment 1 (IA1): 20%
- Performance

Summative internal assessment 2 (IA2): 20%
- Dramatic concept

Summative internal assessment 3 (IA3): 35%
- Practice-led project

Summative external assessment (EA): 25%
- Examination — extended response

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- Technologies
- Institutions
- Languages

- Representations
- Audiences
- Languages

- Technologies
- Audiences
- Institutions

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- Representations
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Schools devise assessments in Units 1 and 2 to suit their local context.

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God is a God of order and design, yet creative with a desire to create objects of beauty. Creative by His very being, He put all the laws of physics in place for the world to be created in all its glory as we know it today. Proverbs 3:19 states: By wisdom the Lord laid the earth's foundations, by understanding he set

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Through inquiry learning, the following is explored:

How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?

Through inquiry learning, the following is explored:

How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?

Through inquiry learning, the following is explored:

How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

Through inquiry learning, the following is explored:

How do musicians manipulate music elements to communicate narrative when performing, composing and respono

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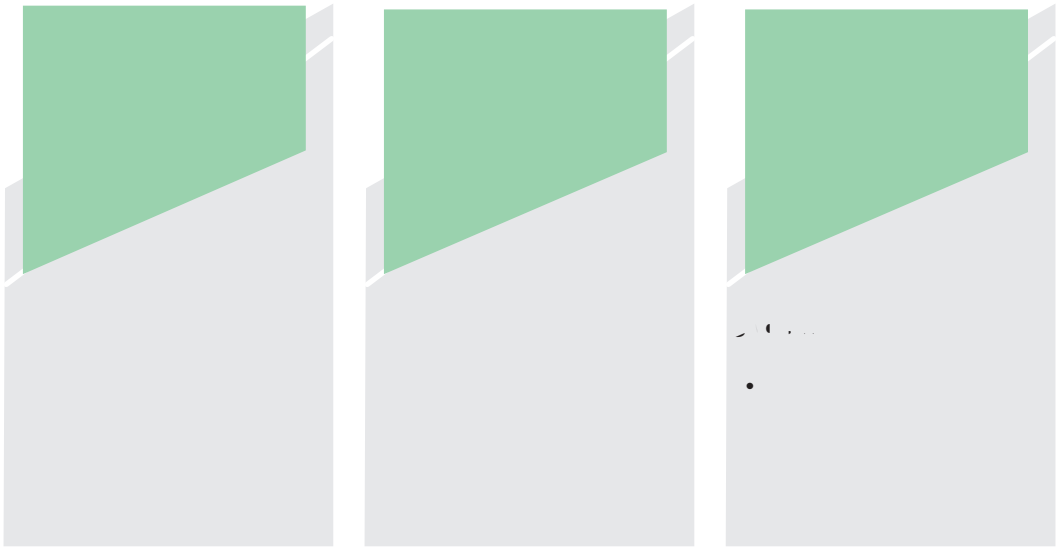

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God is the original artist. Art can be used as a vehicle for personal transformation, equipping students with the skills and discernment necessary to communicate God's truth. Acknowledging God-given creativity and skills as a legitimate form of worship and celebrating God's presence in the world.

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practi (they)0.8 (see)0.9 (and)]TJETEMC /P <</g05C0050t

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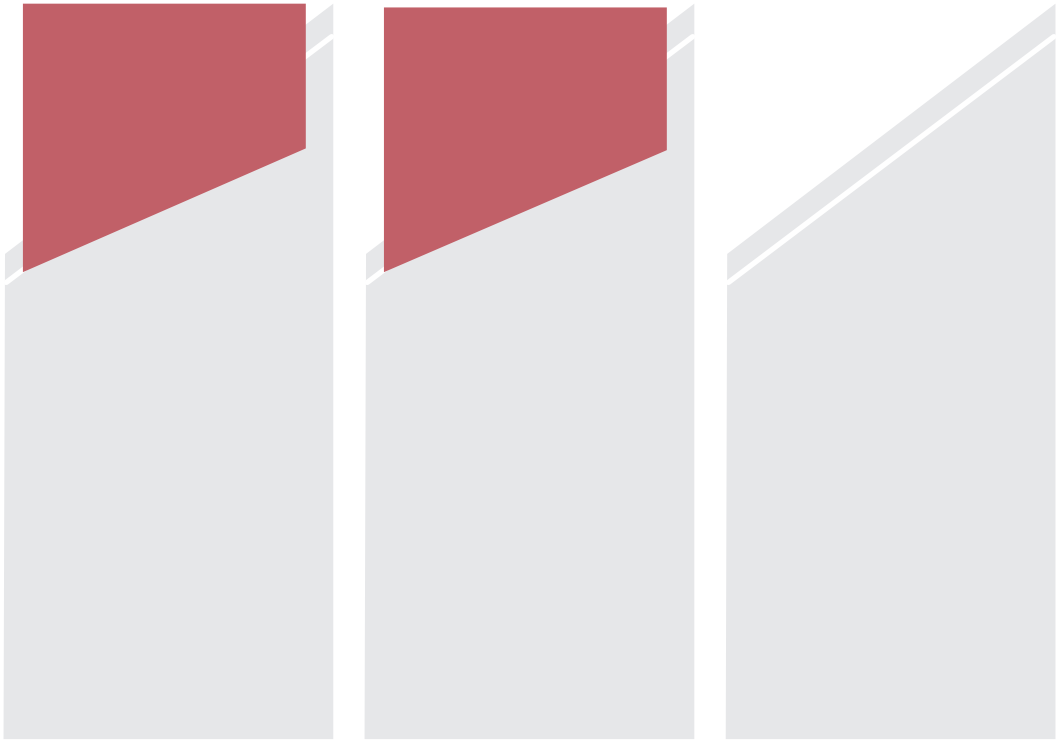

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Throughout this senior course, students are challenged to think about how Christianity is lived out in the world of business. This starts with prompting students to think about the spiritual reasons and purposes in running any particular business and winds through a series of engaging topics covering the key areas of the subject. The course considers how business people can live as Christ when dealing with employees, suppliers, creditors and customers at any stage of the business life cycle. They are also led to deal wisely with the funds and resources that the Lord entrusts to them. As a result of them participating in this course, students should be aware that the Christian faith is worked out in every aspect of business and that all things are done to the glory of God.

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

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

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

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

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

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

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Economics will help make you a better steward of God's resources. Having studied what God says about money in the Bible, you will wisely invest, steward and budget the money He has provided. While studying international and developmental economics, we will discover the effect God can have in prospering a nation and our role in that process.

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

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- The basic economic problem
- Economic flows
- Market forces

- Markets and efficiency
- Case options of market measures and strategies

- International trade
- Global economic issues

- Macroeconomic objectives and theory
- Economic indicators and past budget stances
- Economic management

The subject English is about producing students who can confidently, critically and creatively analyse and produce a variety of text for particular purposes. Thus it makes sense to approach the study of English from the foundational story of Christianity, the Bible. This "big picture" story helps us to make sense of life, the nature of God and ourselves as His creation. It is about finding our story within His. He is the "author and perfector of our faith" (Hebrews 12:2). Understanding and experiencing God's love for His people, and His undeserved grace, should be our foundation for sharing our faith with others.

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Austraahl

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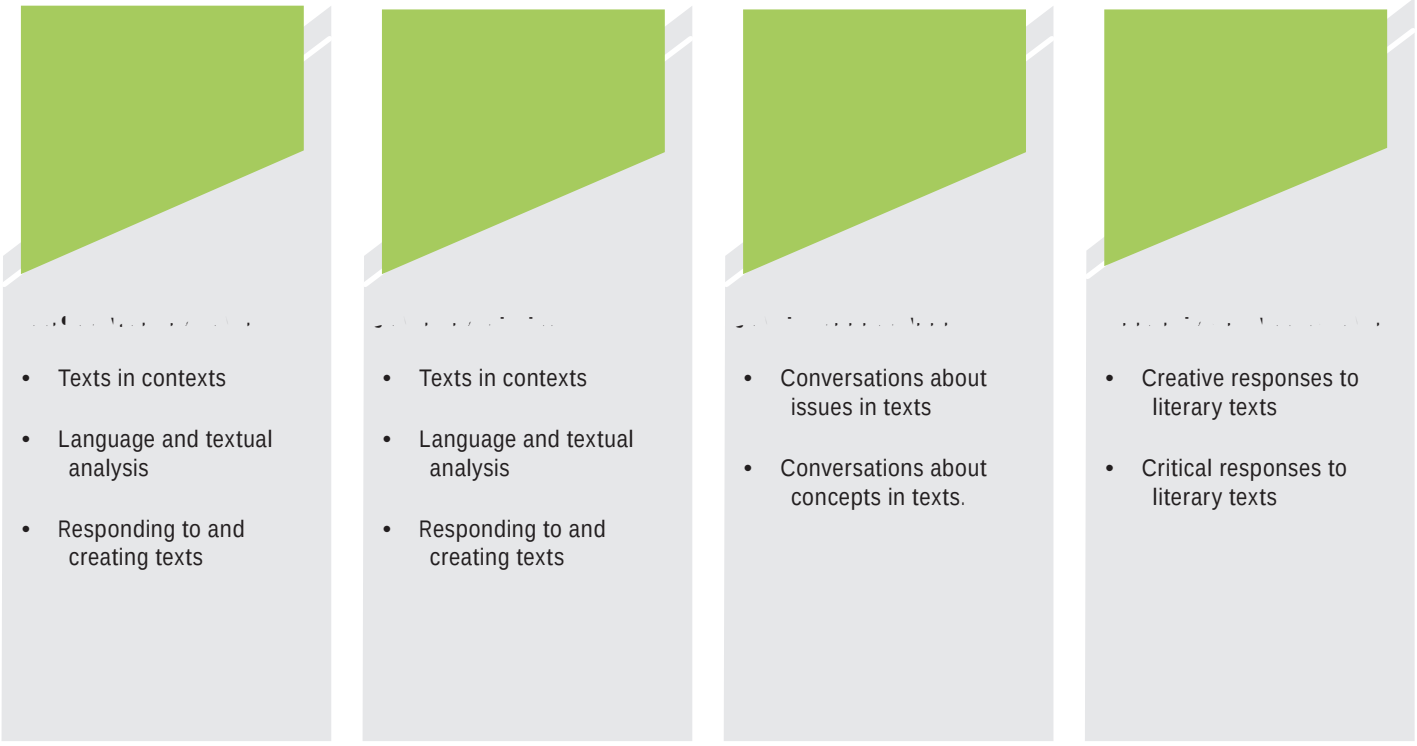

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative internal assessment 1 (IA1): 25%
- Spoken persuasive response

Summative internal assessment 2 (IA2): 25%
- Written response for a public audience

Summative internal assessment 3 (IA3): 25%
- Examination — extended response

Summative external assessment (EA): 25%
- Examination — extended response

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The subject Essential English is about producing students who can confidently communicate for particular creative and analytical purposes. The Biblical worldview underpins all the units in Essential English. Through the study and discussion of eacistiaB.3386 617.2488 Tm[(o)5.6 0 TL/Fm0 BDC AU0 4 Mtiscdd5.3 (scm(a)4 e5t4 e005b005b005b00t e00t3.9 (al)0.6 (E)4(s)-3

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Through the study of texts, the exploration of social issues and the creation of unique texts, students will understand:

- That man was made in the likeness of his Creator and thus has the ability to create
- That they need to define personal beliefs and make decisions using godly principles
- James 1:5 "If any of you lack wisdom, let him ask of God, who gives to all liberally and without reproach, and it will be given to him"

These spiritual concepts focus students' attention on a Christian attitude to issues in society. Students will reflect on the beliefs and attitudes of Christians and the reality of decisions made in response to current issues.

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts
- development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies
- skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment and appreciation of the English language.

The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

The syllabus also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships.

A course of study in English as an Additional Language promotes not only language and literacy skills, but also 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.

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/ speaker/ signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve

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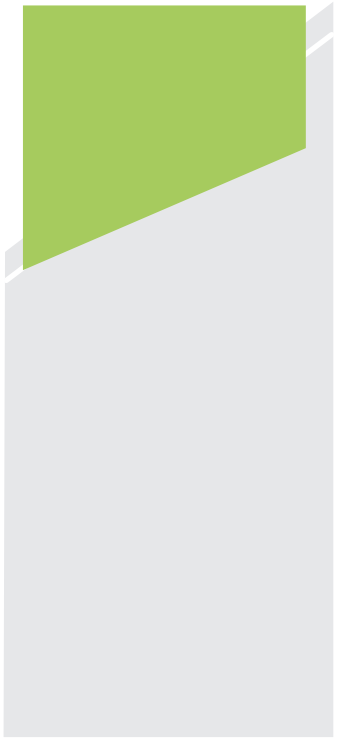

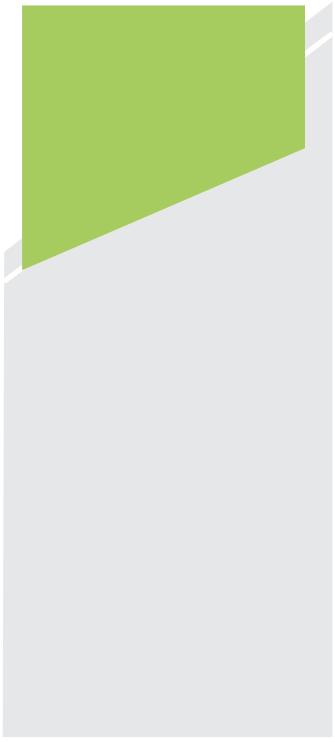

The subject Literature is about producing students who can confidently, critically and creatively analyse and produce literary text. Thus it makes sense to approach the study of English from the foundational story of Christianity, the Bible. This “big picture” story helps us to make sense of life, the nature of God and ourselves as His creation. It is about finding

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- Ways literary texts are received and responded to
- How textual choices affect readers
- Creating analytical and imaginative texts

- Ways literary texts connect with each other — genre, concepts and contexts
- Ways literary texts connect with each other — style and structure
- Creating analytical and imaginative texts

- Relationship between language, culture and identity in literary texts
- Power of language to represent ideas, events and people
- Creating analytical and imaginative texts

- Dynamic nature of literary interpretation
- Close examination of style, structure and subject matter
- Creating analytical and imaginative texts

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to

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- Natural hazard zones
- Ecological hazard zones

- Responding to challenges facing a place in Australia
- Managing the challenges facing a megacity

- Land cover transformations and climate change
- Responding to local land cover transformations

- Population challenges in Australia
- Global population change

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Through sport and the study of associated sports based topics, we are given the opportunity to utilise our God given talents in reaching goals and undertaking competition.

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Through sport and the study of associated sports based topics, we are given the opportunity to utilise our God given talents in reaching goals and undertaking competition.

1 Corinthians 9:24-27 “Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fght like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualifed for the prize.” (NIV)

Sport and recreation activities are a part of the fabric of

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- Coaching
- Officiating

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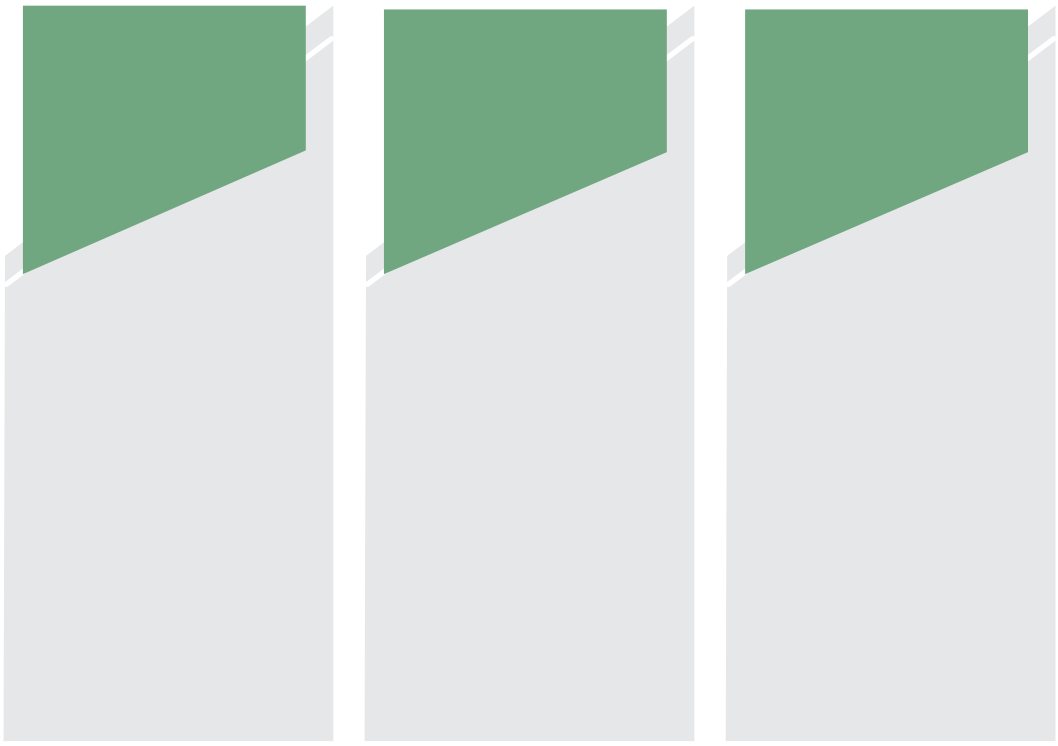
In Ancient History studies, students are asked to ponder God's sovereignty: God works through the nations of the world, past and present, to accomplish His purposes. We are called to be channels of tolerance and respect in the face of ideologies, beliefs (s)7ortu (n)-5.688 Tm[(a)-0.72 (f)-08.4 (o)3.5 (i)-0.7(i)-0.7 (e)-1.8 (s)-11.7 (,)]TJETEMC 3/H5 /Lang (224US)/MCI



The Modern History course highlights the importance of studying and reflecting on the national identity of groups of people and how their experiences of life influence their thinking and world-view. What makes up nations and national identity fundamentally shapes people. So as Christians we have an opportunity to instill values of character in a Christian context and in the wider community.

The primary value we seek to instill is the command "to love our neighbour as ourselves" as a method for the hope of peace and reconciliation. The retelling of an individual and a nation's heritage is an important part of developing individuals who are mature, and socially and spiritually aware. God has given us a responsibility to care for and develop the 'Garden of Eden.' A study of the mistakes and the correct approaches that we have made in history will help us to make better decisions in the future.

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 since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins,

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- Russian Revolution, 1905-1920
- Australian Frontier Wars, 1788-1930

- Women's movement since 1893
- Anti-apartheid movement in South Africa, 1948 - 1991

- Germany since 1914
- China since 1931

- Australian engagement with Asia since 1945
- Cold War and its aftermath, 1945-2014 (EA topic)

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative internal assessment 1 (IA1): 25%
- Examination — extended response

Summative internal assessment 2 (IA2): 25%
- Investigation

Summative internal assessment 3 (IA3): 25%
- Investigation

Summative external assessment (EA): 25%
- Examination — short response

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The Study of Religion course will deepen students' understanding of many aspects of the Christian worldview that cannot be adequately covered in Christian Studies, as well as allowing them the opportunity to examine the religious traditions of multicultural Australia. As demonstrated by the Apostle Paul, having a detailed understanding of the religious ideas and convictions of those to whom one is witnessing allows one to better fulfill the Biblical commission as "ambassadors of Christ" (2 Cor 5:20). As ambassadors, Christ has given us the task of being His representatives in the world and presenting His truths in a way best understood by those whose faith tradition differs from our own.

Study of Religion is the investigation and study of religious tw

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The study of languages places the Christian student within the realms of privilege, opportunity and responsibility, whereby they can communicate the gospel of the Kingdom to a lost world. It is a privilege and an act of love to communicate with our neighbours the love Jesus has demonstrated toward us (John 3:16). Thus, learning a language challenges the student to move beyond their personal realm in order to connect with the world through various means such as travel, technology and media, and their own culture. This also

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By investigating and understanding elements of Mathematics students acknowledge that God has a heart for Mathematics and that He is the great designer of the universe. Students develop a personal appreciation of the omnipotence of the Creator and are equipped with the knowledge and understanding necessary to communicate Mathematics to others from a Christian worldview. By developing their God-given mathematical talent students are enabled to serve others in fields of business, science, health services, engineering and beyond. In this way students are witness to God's intervention in everyday affairs as well as the part they play in His plan.

[illegible]

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

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.

[illegible]

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.

[illegible]

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

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

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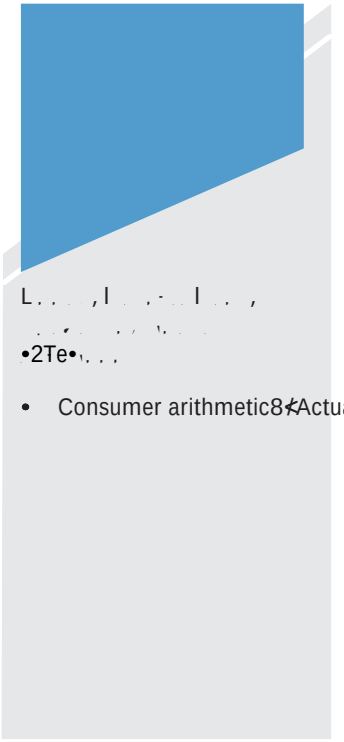

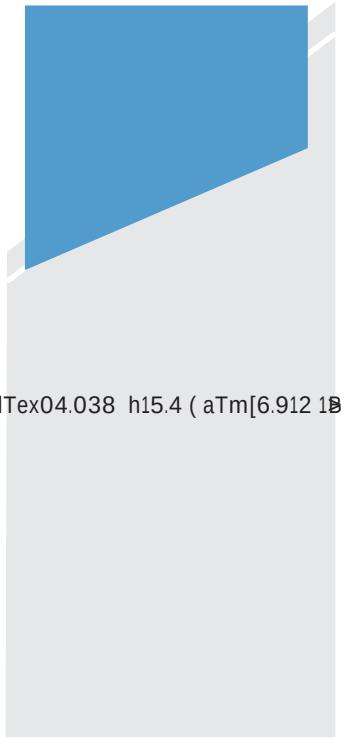

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By investigating and understanding elements of Mathematics students acknowledge that God has a heart for Mathematics and that He is the great designer of the universe. Students develop a personal appreciation of the omnipotence of the Creator and are equipped with the knowledge and understanding necessary to communicate Mathematics to others from a Christian worldview. By developing their God-given mathematical talent students are enabled to serve others in fields of business, science, health services, engineering and beyond. In this way students are witness to God's intervention in everyday affairs as well as the part they play in His plan.

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved

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- Combinatorics
- Introduction to proof
- Vectors in the plane
- Algebra of vectors in two dimensions
- Matrices

- Complex numbers
- Complex arithmetic and algebra
- Circle and geometric proofs
- Trigonometry and functions
- Matrices and transformations

- Further complex numbers
- Mathematical induction and trigonometric proofs
- Vectors in two and three dimensions
- Vector calculus
- Further matrices

- Integration techniques
- Applications of integral calculus
- Rates of change and differential equations
- Modelling motion
- Statistical inference

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to

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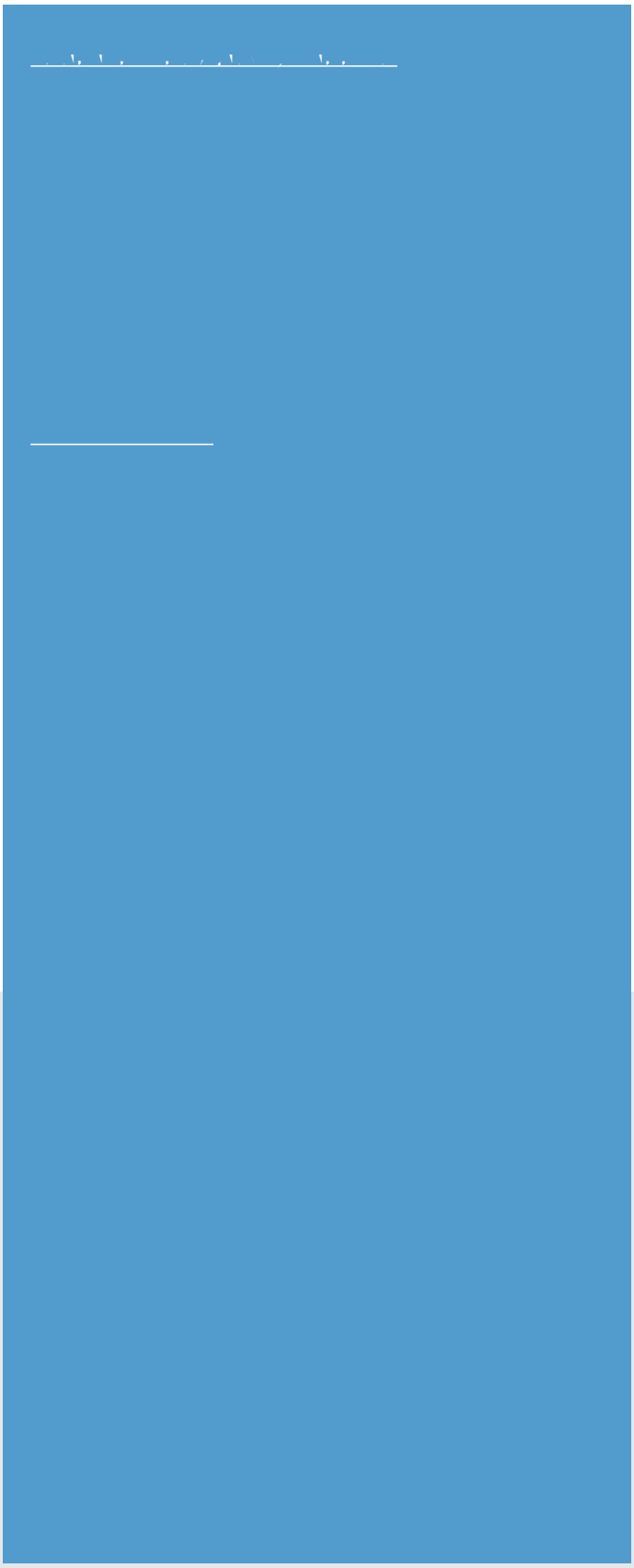

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- Cells as the basis of life
- Exchange of nutrients and wastes
- Cellular energy, gas exchange and plant

- Homeostasis — thermoregulation and osmoregulation
- Infectious disease and epidemiology

- Describing biodiversity and populations
- Functioning ecosystems and succession

- Genetics and heredity
- Continuity of life on Earth

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative internal assessment 1 (IA1): 10%
- Data test

Summative internal assessment 2 (IA2): 20%
- Student experiment

Summative internal assessment 3 (IA3): 20%
- Research investigation

Summative external assessment (EA): 50%
- Examination-combination response

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Today, more than ever, we need to understand our environment and ourselves. According to Genesis 1:27 "God created man and woman in His own image". Man was created in God's image to have an ability to understand the laws of God's universe and to be creative in using these laws in our society. Some developments in physics, such as the Copernican revolution, Galileo's confrontation with the Church and challenges to the accepted ideas about predictability from quantum mechanics, have influenced the course of history and philosophy. Through various levels of interaction, such developments have helped shape society's collective consciousness.

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.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

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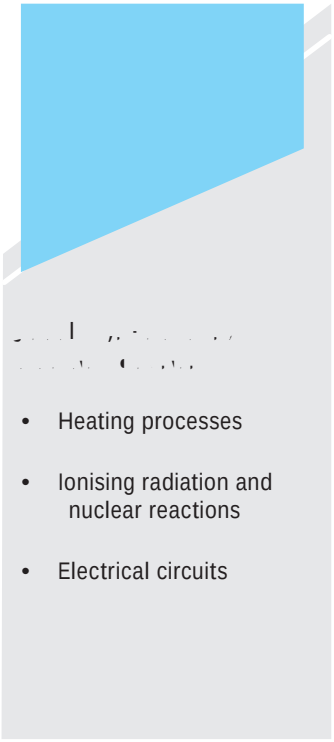
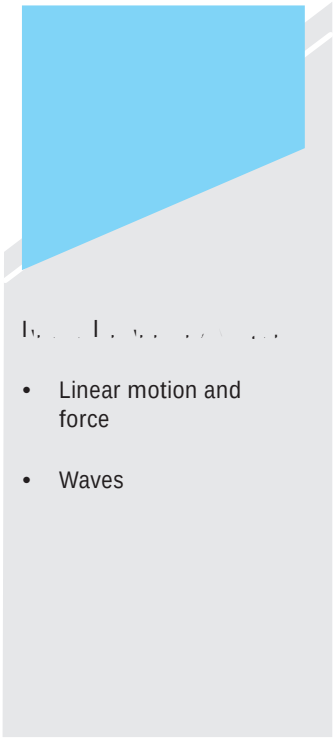
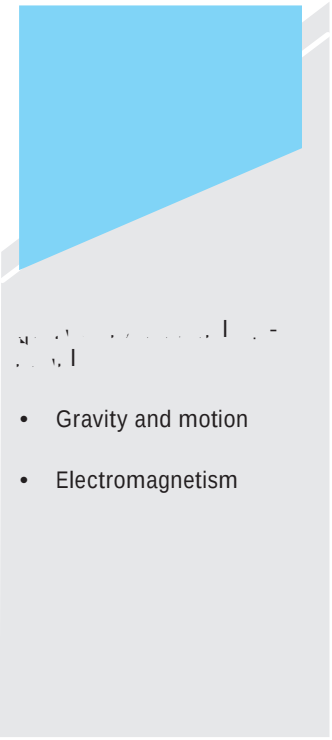


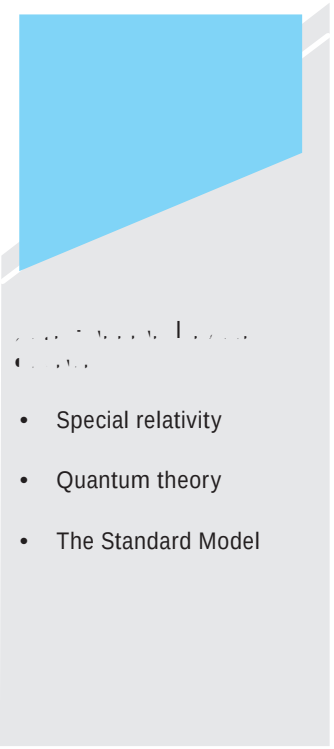
- Heating processes
- Ionising radiation and nuclear reactions
- Electrical circuits



- Linear motion and force
- Waves



- Gravity and motion
- Electromagnetism



- Special relativity
- Quantum theory
- The Standard Model

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative internal assessment 1 (IA1): 10%
- Data test

Summative internal assessment 2 (IA2): 20%
- Student experiment

Summative internal assessment 3 (IA3): 20%
- Research investigation

Summative external assessment (EA): 50%
- Examination-combination response

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Creativity of God's Nature: Orderly design through wisdom is one facet of God's role as Creator, and it is displayed (Exodus 35:31-32) through us who are made in his image (Genesis 127). Students will display this creativity through design projects, working with due diligence (Ecclesiastes 9:10) to achieve an integrated system.

Righteous Choices: Ethical use of the computer is developed from an appreciation of the need for love and respect of others, and submission to governing authorities. Students will develop an understanding of God's perspective in relation to the ethical use of technology.

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of humanIW

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The world and its people have been designed to have a plan and purpose, we are called to be good stewards.

Genesis 1:27-28 “So God created man in His own image; in the image of God He created him; male and female He created them. Then God blessed them, and God said to them,

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- Picture frame build - Practical demonstration
- Dock chair build - Project
- Digital portfolio of product build

- Inlay box - Practical demonstration
- Wall cabinet build - Project
- Digital portfolio of product build

- Outdoor Setting - Practical demonstration
- Hall table - Project
- Digital portfolio of product build

- Clock build - Practical demonstration
- Entertainment cabinet - Project
- Digital portfolio of product build

Schools devise assessments in Units 1 and 2 to suit their local context.

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

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Biblical images of God as host are many. To speak of hospitality from a Christian perspective, therefore, is to speak of the welcome and acceptance that we have received from God and therefore extend lavishly to others. It can be seen as one of the most important Christian missions. “Contribute to the needs of the saints and seek to show hospitality”, Romans 12:13.

The SIT30622 Certifcate III in Hospitality qualifcation draws on practical experiences and applications from both real and simulated industry situations. Students learn to make decisions and use problem solving strategies as team members. They must also participate in a number of venture and enterprise activities in order to develop a high standard of communication, co-ordination and co-operation, which is essential to the Hospitality Industry. These ventures are often held outside of normal school time and may be held at various locations.

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Use hygienic practices for food safety
Participate in safe food handling practices
Prepare and present simple dishes
Prepare and present simple dishes 2 SITXFSC005 Lang (en-GB)/MCID 41Lang (en-GB)/M

Competency-based training (CBT) focuses on a student's ability to demonstrate that they can undertake a particular task to a certain level of achievement. Once they achieve this level, they receive a result of 'competent' regardless of how well you perform the task.

Assessment for this Qualification is competency-based and therefore there will be no levels of achievement awarded.

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