



BRINDABELLA
CHRISTIAN COLLEGE

CANBERRA

Collegian Handbook
An Essential Guide to Years 11-12
2021



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Introduction

Welcome to Brindabella Christian College! We are delighted to share with you our College Handbook, which is an essential guide for students entering Years 11 and 12. The information within this handbook is designed to assist our Collegian students in their final years of their education. It is also designed to provide parents/carers and students with information about the ACT Secondary College system and the range of subjects and other opportunities that we have available for Collegian students.



At Brindabella Christian College, we strive to provide a high-quality College education that meets and exceeds Australian Curriculum standards in state-of-the-art facilities. Moreover, as a Christian school, we ensure that everything we do is centralised around core Christian teachings and a strong Christian value system. We teach our students to seek Wisdom, Integrity, Service and Excellence in their lives.

We aim to equip students to understand the truth about life, the world, and their place in it and believe that, in order to understand these truths, the deeper questions regarding the meaning and purpose of life cannot be ignored. We aim to teach and learn in a way that enables young people to pursue their dreams in a 21st century world, where they are equipped to be Christ-shaped transforming influences within an ever-changing world.

The College years provide abundant opportunities for students to experience a sense of belonging and success so that, when they leave the College, they take with them a strong faith, a clear understanding of who they are, and an insight into how they can use their God-given gifts to serve others and improve the world around them.

We hope you enjoy reading about the wonderful academic, social and cultural offerings at Brindabella Christian College. We look forward to partnering with you and your teenager as they embark upon their final stage of their schooling. We trust that the next two years will be a rewarding time for them as they develop their potential and initiate exciting career pathways for their lives beyond school. If you have any further questions, please do not hesitate to contact us.

A handwritten signature in black ink that reads "Keturah Jones". The signature is written in a cursive, flowing style.

Mrs Keturah Jones

Deputy Principal

I will instruct you and teach you in the way you should go;
I will counsel you with my loving eye on you.

(Psalm 32:8)

A Message from the Senior School Coordinator

As you begin your Collegian years at Brindabella Christian College, you have an exciting journey ahead of you as you embrace learning and leadership opportunities, form close friendships and consider post-school study and career options. In these final two years, my greatest hope is that you grow in your love of Christ, that you look out for each other, that you plan for a well-balanced approach to study, that you seek help when you need it, and that you take time to laugh. I encourage you to you take ownership of your learning and embrace challenges without fear of failure, so that you develop resilience and thrive in your final years of school.



During your Collegian years, remember that there should be more to life than studying for assignments and exams. You also need to develop the social, spiritual and emotional aspects of your lives. I encourage you to choose a program of study that suits your interests and abilities, treasure your friends, get involved in co-curricular opportunities, and look for ways to serve others. If you do these things, these years will remain with you as memories for a lifetime.

I look forward to seeing you embrace the opportunities that await you. Some of you might join music ensembles or participate in the College musical. Some of you might join sporting teams or compete in high level sporting competitions. Some of you might participate in the Duke of Edinburgh Award Scheme or go on the China Tour. Some of you might be elected as House Captains, Student Leaders or College Captains. Others might become Bible Study leaders or Peer Support leaders. Most importantly, I encourage you to embrace the spiritual growth opportunities provided at the College. I look forward to working alongside you as you discover more about your God-given potential and you begin to pursue the dreams and plans that God has given for your future.

A cursive handwritten signature in black ink, appearing to read 'Jessica Roberts'.

Mrs Jessica Roberts

Senior School Coordinator

For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."

(Jeremiah 29:11)

Collegian Student Reflections



“My favourite part about Brindabella Christian College is the community. I’ve been to several schools and have never seen a better environment. The students at Brindabella are really approachable, inclusive and considerate. This amazing nature of the school has been evidently set by the staff of the school. The teachers genuinely put in effort to caring for our wellbeing and security.” (Vera)

“Not only does Brindabella have fantastic academic opportunities, our community makes for an amazing place to learn, particularly in college. College students are treated to classes with a small student-teacher ratio, which means what you learn can be directly guided by your interests. There is also an array of supports available at Brindabella, and teachers are always willing to lend a helping hand. The Year 11-12 Café is ideal for quiet study during free periods, and it becomes a great place to stay connected during breaks. BCC's caring and supportive community makes it a perfect place to learn and grow.” (Dimitri)

“The teachers at Brindabella are one of the reasons the community is so great. Especially in College, the teachers make an effort to build relationships with the students. The teachers are always willing to put in extra time for the students, even if it means giving up their lunchtime.” (Annick)

“From the perspective of a student, it is a great blessing to receive an education at Brindabella Christian College. The staff are respectful, friendly and empathetic, the fellow students display a high level of community and companionship and the executive team have been successful in creating a learning culture that every individual can thrive in. A particular highlight is the attitude that the school brings to its learning, with every teacher personalising their experience and ensuring that every student is cared for.” (Connor)

“The Brindabella Christian College community is one like no other. As a Brindabella student, we are always encouraged to be the best we can be through various music, sporting, and academic opportunities. The supportive, enthusiastic teachers as well as the caring students, and the small class sizes make the learning process far more rewarding. Brindabella has definitely equipped me with the tools to be a productive member of society.” (Kassie)

“While describing BCC as academically focused would definitely be correct, a better way of articulating the nature of the school environment would be 'pastorally focused'. Throughout my experience at the school, wellbeing has always been of utmost priority, and the close, caring relationships students form with teachers is a reflection of this fact. If I am ever struggling, there is always someone willing to hear me out and offer personalised assistance. This attitude has gone on to impress itself on the students — the community we have developed is also one of mutual interest and support. Having a small grade reinforces the notion that 'we're all in this together', and hence anything we can do to help one another is in everyone's best interests.” (Max)

Pastoral Care for Collegians



Our Pastoral Care framework is underpinned by Biblical teaching, reflecting an understanding that salvation is found in Christ alone and that Christ is a firm foundation for life. The programs that we teach are informed by the evidence-based science of Positive Psychology, with the understanding that positive emotions, engagement, relationships, meaning, and accomplishments are integral to a flourishing life. Collegians are taught to prioritise their physical, mental, emotional and spiritual wellbeing, as forming good habits in these areas at this age is likely to remain with them for life.

Staff operate an 'Open Door' policy whenever possible and regularly make time to meet with students to discuss academic or pastoral concerns. Our qualified and experienced team of professionals work collaboratively to ensure that each student is well supported. This team includes the School Psychologist, Social Worker, Chaplain, Director of Pastoral Care, Head of Enrichment and Learning Support, Students with Disability Programs Specialist, Individual Learning Plan Coordinator, Defence Mentor, Careers Coordinator and BSSS Certification Officer. These staff work with the Head of School, Year Coordinator and Class and Connect teachers to provide a wrap-around approach to the holistic care of each student.

Staff and students work together to create a positive culture through Connect classes, Chapel and assemblies, Inter-House competitions, Camps, social events and many other community-building events. Collegians are encouraged to be involved in the life of the College and to embrace opportunities for service and leadership. Our Collegians often initiate projects and events that positively enhance the culture of the College and benefit our local and global community.

It is our desire that all Collegians graduate with a clear understanding of their identity in Christ, an ability to discern right from wrong, the courage to advocate for what is good, an ability to show compassion and respect towards themselves and others, and a practical understanding of how to live positive, purposeful and meaningful lives. The Collegian years are key years in a student's learning, and it is our privilege to support our students as they develop social and emotional skills and spiritual values and understandings that will prepare them for their future lives.

For God has not given us a spirit of fear, but of power
and of love and of a sound mind.

(2 Timothy 1:7)

Collegian Responsibilities

There are significant opportunities for Collegians to grow in leadership and to set a high personal example by participating fully in class and other school activities. Student example is key in creating positive culture, and Collegian students' behaviour and enthusiasm encourages younger students. Collegians are expected to set a positive example in the following areas:

- Working to the best of one's ability.
- Submitting assessment tasks on time.
- Communicating with teachers to seek feedback and support.
- Seeking assistance if they have concerns for themselves, their peers or their Year group.
- Looking out for younger students when travelling to and from school.
- Offering to help or volunteer when required.
- Providing care and support for peers and younger students.
- Fully participating in school activities.
- Participating in and/or supporting cocurricular activities.
- Assisting the Student Leadership Team in their duties and activities.
- Wearing the correct school uniform with pride.

Special Privileges

Kitchenette

Collegians are permitted to use the small kitchenette in the Leadership and Learning Centre (LLC). A roster helps to ensure that the kitchen is tidied at the end of each day. For health reasons, students should not allow dirty mugs and plates to accumulate. Students should ensure that all dishes are washed and put away at the end of each day. They are asked to remember that this is a school community facility and the usual regulations about care of property apply.

College Café

Collegians are permitted to use the College Café as a place to socialise and study. This is a privileged space and, as such, students are asked to behave with a high level of respect and maturity. Younger students, including siblings, are not permitted to use this space during school hours.

Mobile Phones

The College Phone policy is that students are not to use their phones during school hours. This is to encourage positive social interaction and academic habits. As a special privilege, Collegians are permitted to use their mobile phones in the College Café.

Year 12 Jerseys

Year 12 students are invited to design a Year 12 jersey for their cohort, which will become a keepsake for years to come. The Year 12 jersey can be worn on Fridays over the uniform.

Free Study Periods

Collegians have free study periods when they have no classes timetabled. During these times, Collegians should work in the Library, the Senior Student area outside MS5, the downstairs MS classrooms, if available, or the Café. Collegians should comply with study and behaviour protocols in these areas; this includes being silent if they are next to other classes such as in MS5 or the Library and being respectful of minimising noise outside staffrooms where teachers are working.

Late Arrival and Early Departure

Students in Year 12 are not required to be at school for the full school day if they don't have timetabled lessons at the beginning or end of the day. However, they must arrive on time for Connect or their first lesson, whichever comes first, and they may leave after their last lesson for the day.

Students in Year 11 may be eligible for this privilege in Semester 2, on condition of their meeting the expectations set out in the Application for Flexi-time form; until then, they are expected to attend school for the full day, ie. from 8:50am to 3:15pm. Nevertheless, students who do arrive late or leave early for any reason must sign in or out at Student Reception; if this is not adhered to, disciplinary action including removal of this privilege may need to be taken.

Students may not leave the school property between classes without a legitimate reason, such as a medical appointment, in which case they must have a written note from their parent and sign out at Student Reception. If students return later in the day, they must sign in again at Student Reception. This is essential for the College to undertake its duty of care for students on the premises.

Driving to School

Students may drive to school after submitting a permission note from their parents/carers. Before other students are carried as passengers in student-driven cars, permission must be given by parents/carers of both the passenger and the driver. Cars must not be used during the school day without permission. Students are to keep car keys safe and must not allow others to drive their cars.



Yr11/12 Timetable

Collegians start school 5 minutes earlier than younger students (at 8:50am). Senior School Chapel and Celebration Assemblies for Years 9-12 are held fortnightly on Fridays (Week A) from 10:25am – 11:05am. Chapel may include guest speakers, student-led presentations, Christian Worship, prayer and bible reading. Celebration Assemblies celebrate the achievements of students in our community. Each assembly focuses on a character virtue and includes a presentation from one curriculum faculty, showcasing students' work. Parents/Carers are welcome to attend these assemblies. From time to time, changes to assemblies are made to accommodate visiting guests or other timetabled events.

Year 11-12 students meet with their Year Coordinator fortnightly for the Year Level Pastoral Program. Year 11 focuses on Positive Psychology, including mindset, managing emotions, character strengths, goal setting and values. Year 12 focuses on PeaceWise; Christian Solutions to Conflict and transitioning to life after school.

Other assemblies for special occasions, such as Whole School Assemblies, Captains' Inductions, Induction of Sports House Captains, Easter and Remembrance Day, etc. are also held throughout the year. Please check the Newsletter, Website, Facebook or SkoolBag app for event notifications, and note that the location of these events may change during the year.

Yr11-12 Timetable Monday-Thursday	Year 11-12 Timetable Friday
Period 1 8:50-9:45 (55 min)	Period 1 8:50-9:40 (50 min)
Period 2 9:45-10:35 (50 min)	Period 2 9:40-10:25 (45 min)
Connect 10:35-10:55 (20 min)	Assembly/Year Mtg 10:25-11:05 (40 min)
Lunch 1 10:55-11:15 (20 min)	Lunch 1 11:05-11:25 (20 min)
Period 3 11:15-12:05 (50 min)	Period 3 11:25-12:10 (45 min)
Period 4 12:05-12:55 (50 min)	Period 4 12:10-12:55 (45 min)
Lunch 2 12:55-1:35 (40 min)	Lunch 2 12:55-1:35 (40 min)
Period 5 1:35-2:25 (50 min)	Period 5 1:35-2:25 (50 min)
Period 6 2:25-3:15pm (50 min)	Period 6 2:25-3:15 (50 min)

ACT Secondary College System

In Australia, Year 11 and 12 (Yr11/12) are known as the “senior secondary” years of schooling. In the ACT, senior secondary education (often referred to as “college”) is a continuous school-based curriculum and assessment system that must comply with the policies and procedures of the ACT Board of Senior Secondary Studies (BSSS). For detailed information, please refer to the BSSS website www.bsss.act.edu.au and to the document “Board of Senior Secondary Studies Policy and Procedures Manual 2021”, available on their website:

http://www.bsss.act.edu.au/data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v4.pdf

Board of Senior Secondary Studies Terminology

BSSS:	Board of Senior Secondary Studies (website: www.bsss.act.edu.au)
ACT SSC:	ACT Senior Secondary Certificate (formerly known as “Year 12 Certificate”)
TES:	Tertiary Entrance Statement
ATAR:	Australian Tertiary Admission Rank; a percentile ranking that incorporates a weighted average of your best 4 T/H courses (100% of your best 3 majors and 60% of your next best course) and a portion contributed by your AST results.
AST:	ACT Scaling Test, comprising 3 papers; students sit this in September of Yr12.
Unit:	A minimum of 55 hours leads to 1 Unit; for academic units this equates to one semester of study.
Course:	A group of units from the same academic area.

Academic Units and Courses: A/T/M/H/V/C/E

Units

A	Accredited: appropriate for students studying in Years 11 and 12
T	Tertiary: provides appropriate preparation for higher education
M	Modified: for students who satisfy specific disability criteria
H	Higher: designed and accredited by an Australian higher education provider (ANU); successful completion of the course will be recognised by both that provider and the ACT SSC
V	Vocational education and training program combined with an A, T or M course
C	Competency: vocational education and training program; A-E grades not used
E	External: vocational qualification delivered by an external RTO or through an ASBA

Courses

- Minor = 2 or 3 units
- Major = 4 units
- Major/Minor = 5 or 6 units
- Double major = 7 or 8 units

(A maximum of 8 units in each course can contribute to the ACT Senior Secondary Certificate.)

A Package Requirements

- complete a minimum of 17 Units, at least 12 of which must be academic (the others can be R units)
- complete at least 4 different courses from at least 3 different course areas; these must include at least 2 A, T or M courses

T Package Requirements

- complete a minimum of 20 Units, at least 18 of which must be academic (the others can be R units)
- complete at least 4 majors and 1 minor, or 3 majors and 3 minors, from A/T/M/H/C/E
- complete at least 3 majors and 1 minor, from T or H courses (for your ATAR)
- sit all components of the AST

Yr11/12 Subjects offered at Brindabella Christian College in 2022

Compulsory subjects:

- English and/or Literature (min 4 units)
- Mathematics (min 2 units; this should be started in Year 11)
- Religious Studies (min 2 units; these can be taken at any time during Year 11/12)

English

Essential English (A)

English (T)

Literature (T)

Language

Continuing Chinese (T and A)

Mathematics

Essential Mathematics (A)

Mathematical Applications (T)

Mathematical Methods (T)

Specialist Methods (T)

Specialist Mathematics (T) (Students taking this subject must also take Specialist Methods)

Science

Biology (T and A)

Chemistry (T)

Physics (T)

Health and Physical Education

Exercise Science (T and A)

Outdoor and Environmental Education (T and A)

Humanities and Social Sciences

Business Studies (T and A)

Global Studies (T and A)

Legal Studies (T and A)

Senior History (T and A)

Psychology (T and A)

Religious Studies (T and A)

Creative and Performing Arts

Drama (T and A)

Music (T and A)

Visual Art (T and A)

Technologies

Information Technology (T and A)

Further information on these courses is provided later in this document.

R Units

R units can be awarded to Yr11/12 students in recognition of participation in a range of school-based activities. R units will appear on a student's Record of Achievement and can contribute to the total number of units required for an A or T package. For example:

- for a T package, a minimum of 20 units are required; 18 of these must be "academic" (A/T/H etc) and the other 2 can be R units
- for an A package, a minimum of 17 units are required; 12 of these must be "academic" and the other 5 can be R units

At Brindabella Christian College, R units may include:

- Academic and Life Skills Program, including AST, including the time spent in information and practice sessions as well as the tests themselves
- Biblical Financial Literacy Course
- Connect, Chapel, Assemblies and Year Level Pastoral Programs
- School Camps
- Student leadership, including house captains, leading a bible study at school, etc.
- Sport and recreation activities: playing, coaching, etc.
- Cultural activities: band rehearsals and performances, music tuition, school musical, etc.
- Academic extension activities, tutorial sessions, etc
- Community service
- Work experience

The full lists of what activities can be considered for R units are quite extensive; they can be found on the BSSS website under "Curriculum", then go to "BSSS R courses":

http://www.bsss.act.edu.au/curriculum/bsss_r_courses.

The following portions of R units can be awarded:

- 0.2 R unit: between 11 and 27.5 hours
- 0.5 R unit: between 27.5 and 55 hours
- 1.0 R unit: at least 55 hours

The time spent on an activity does not have to all be in a single semester or a single year, ie. it could be for time spent at any time during Yr11/12. However, these activities must have been organised through the school: community sport, church-based activities and so forth are not eligible.

Students who think they are eligible for R units are directed to the BSSS Certification Officer to discuss this; the relevant staff member responsible for the activity will be asked to verify the activity and time spent on it. Students can expect to be awarded appropriate portions of R units for some activities without having to ask for them, eg. for attendance at school camps (this should be done soon after the camp), for official student leadership positions (this should be done towards the end of each year) and for the time spent practicing for the AST during Yr11/12 as well as sitting the AST itself (this will be entered after the AST, ie. in September of Yr12). However, it remains the student's responsibility to check for themselves that all their R units have been entered; this can be done using the "profiles online" facility on the BSSS website. Students are asked to respect the final deadline as the end of Term 3 in the year in which they graduate; this is because Term 4 is so busy for school staff.

Certificates

ACT Senior Secondary Certificate and Record of Achievement

All students who successfully meet the BSSS requirements to complete their Senior Secondary studies, whether they undertake a T or an A package, will receive an Australian Capital Territory Senior Secondary Certificate (ACT SSC) and an Australian Capital Territory Senior Secondary Record of Achievement.

The Record of Achievement lists all units and courses that a student has completed during Years 11 and 12, and the grades they obtained. An explanation of grades is given on the back of the Certificate.

These certificates are used by a wide variety of people including employers, education or training institutions, and the Australian Defence Forces. A copy could also be provided when applying for awards or scholarships, or if applying for voluntary work with community organisations. Keep the originals in a safe place and only supply certified copies to interested people.

Tertiary Entrance Statement

The ACT Tertiary Entrance Statement (TES) is awarded to all students who meet the ACT BSSS' requirements for a T (Tertiary) package. It reports information used in the calculation of the Australian Tertiary Admission Rank (ATAR), which is required for admission into universities in Australia.

Statement of Achievement

The Statement of Achievement is available for students who have not yet achieved the requirements for an ACT SSC. It may be useful for students who are leaving college during Year 11 or Year 12 to seek employment, moving interstate or changing schools. It lists the units and courses studied during years 11 and 12 up to the time that it is requested. It is not necessary to leave college to obtain a Statement of Achievement and receiving one does not disqualify a student from obtaining an ACT Senior Secondary Certificate.

Vocational Certificates

ACT senior secondary colleges offer nationally recognised vocational courses. These courses are delivered to industry standard and providing a student meets the requirements, they will be issued with a qualification that will be recognised by vocational training providers (TAFEs, CIT, etc.) and employers around Australia. The vocational courses leading to a nationally recognised vocational qualification may require students to complete a component of structured workplace learning (SWL) with an employer.

Statement of Attainment

A Statement of Attainment is issued for the partial completion of a vocational certificate. It shows competencies achieved and the qualifications studied through an ACT College.

Source: The Board of Senior Secondary Studies document "What certificates could you obtain?", available on their website:

http://www.bsss.act.edu.au/_data/assets/pdf_file/0004/313843/What_certificate_Booklet_2016.pdf

ACT Scaling Test (AST)

The ACT Scaling Test (AST) is a test attempted by all ACT Year 12 students wishing to gain an Australian Tertiary Admission Rank (ATAR). The test is designed to measure a range of general skills considered to be relevant to success in a variety of courses and to studies at university. The results are used by the BSSS to scale course scores and thus provide parity between colleges and courses.

All students who are enrolled in Year 12 and who wish to gain an Australian Tertiary Admission Rank (ATAR) must complete all parts of the AST.

The AST is made up of 3 papers:

1. Multiple Choice test (2 hours and 15 minutes)

This contains 80 questions grouped into units, each based on a piece of stimulus material.

2. Short Response Test (1 hour and 45 minutes)

This is a test of thinking and reasoning, and you will be asked for interpretation, explanation and justification of a point of view. There will be several questions.

3. Writing Task (2 hours and 30 minutes)

Students will be offered a selection of stimuli on a particular issue. The time available allows for planning, drafting, editing and producing a final written version of an essay of approximately 600 words. A clear argument on a major issue raised by the stimulus material must be presented.

The material is drawn from a wide variety of subject areas but is not aimed at subject specialists and should be accessible to all senior secondary students. The skills required for success in the AST are believed to develop slowly as a result of a variety of experiences, of which formal schooling is one important element. Your best preparation is to read widely and to think critically. As part of the Academic and Life Skills program, students complete comprehensive AST preparation each fortnight.

Source: the BSSS document "What's the AST?", available on their website:

http://www.bsss.act.edu.au/_data/assets/pdf_file/0009/313893/Whats_The_AST_2016.pdf

Australian Tertiary Admissions Rank (ATAR)

The ATAR is a percentile ranking (this is not a percentage score) used by universities to assist in the selection of school leavers for entry into undergraduate courses. It is used as an indication of a student's suitability for study at university level, and to allow universities to select appropriate numbers of students for each course. The ATAR is a ranking of a student relative to the full age cohort i.e. relative to the set of students who would be in the group if all students stayed on and completed Year 12.

If you are applying to interstate universities, that state's admissions centre will use the ATAR for entry into its universities. All Australian universities have agreed to use the ranking based on the age cohort for each state. This means that most interstate applicants will be able to directly compare their ranks with university cut-offs irrespective of their state of origin.

Source: the BSSS document "What's the ATAR?", available on their website:

http://www.bsss.act.edu.au/information_for_students/act_qualifications?a=313844

Attendance

Attendance Requirements

General BSSS requirements

The Board of Senior Secondary Studies Policy and Procedures Manual states that “it is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.” (Section 4.3.8, BSSS P&P Manual, 2021)

This means that, for students who have 60 lessons scheduled for a particular unit, missing more than 6 of these lessons could lead to a student voiding the unit. This could then lead to the student not having enough units for a major or minor in the subject and could also lead to the student not meeting the requirements for their T or A package.

Brindabella Christian College requirements

In addition to the BSSS requirements, BCC Collegians are expected to attend Connect classes, College Assemblies, College Chapel, Academic and Life Skills Sessions and co-curricular activities such as Sports Carnivals, Mission/Service days and Presentation Evening events. These are part of the whole education, and we believe that participating in whole-school College events enhances community and wellbeing.

Absences

When your child is absent from a scheduled class

Parents/Carers are asked to communicate in writing (by email) regarding all absences with the dates/partial dates and reasons, beforehand if possible, or no later than the first day of the student’s return to school, to all of the following:

- Student Reception at StudentReception@bcc.act.edu.au
- Senior School Coordinator JessRoberts@bcc.act.edu.au
- BSSS Certification Officer LindaJohnston@bcc.act.edu.au
- All of the student’s teachers of lessons affected

Absences due to medical reasons

Medical certificates are to be submitted directly to Student Reception as soon as possible and no later than the first day of the student’s return to school. It is understood that, in some cases, a visit to a medical professional is not warranted and a letter from the student’s parent should be sufficient. However, medical certificates for absences due to medical reasons must be provided in situations where a student is seeking an exemption or extension of time for an assessment task, such as if they are absent on the day that an assessment task is scheduled/due and this impacts on the student’s ability to undertake the assessment task in the timeframe required. Absences due to verified medical reasons will not be counted in the number of total absences which could lead to a student voiding.

Absences due to school sanctioned activities

From time to time, students may be involved in approved school sanctioned activities such as student leadership activities, excursions and so forth. Absences due to school sanctioned activities will not be counted in the number of total absences that could lead to a student voiding and do not need additional parental communication as outlined above for other absences. Nevertheless, a condition of approval for absences due to school sanctioned activities is that students take full responsibility to liaise with all relevant teachers both before and after the absence in order to keep up with their work in all classes.

Other absences

If a student's total number of absences is likely to or does exceed the allowable limit of 10% of scheduled classes for any particular subject, and these are not due to medical reasons or school sanctioned activities, the student risks voiding that unit. In these instances, parents/carers are asked to complete the Yr11/12 form "Application for Leave" and submit it as outlined on the form as early as possible for consideration. A team involving the BSSS Certification Officer and the Yr11/12 Coordinator will liaise between the student's family and the Principal; depending on the situation, this may also involve a meeting. Approval should not be presumed unless and until it is actually given in writing. If approval is given, it is the student's responsibility to consult with all of their teachers to ascertain the impact on their studies and to take all necessary steps to ensure that they work ahead or catch up on the work undertaken during their absence. If the period of leave coincides with the scheduled or due dates of any assessment tasks, it will also be necessary to complete the BCC Yr11/12 form "Application for alternate dates for assessment tasks" and submit this to the BSSS Certification Officer.

Arriving late or leaving early

It is understood that some students have legitimate reasons for arriving late or leaving early on particular school days, whether regularly or from time to time; for example, due to issues with public transport timetables and so forth. In these cases, parents/carers are asked to complete the BCC form "Application for permission to regularly arrive late or leave early" and submit it as outlined on the form as soon as possible after becoming aware of this situation.

Except as provided above, students who arrive late to school for scheduled classes/contact time/structured learning activities for the units in which they are enrolled must sign in at Student Reception and receive a late note. They should then proceed to the appropriate class and hand their late note to the teacher. Likewise, students who need to leave class early are required to sign out at Student Reception. Repeated late arrivals and/or early departures for any scheduled lesson without due cause and adequate documentation will be treated as a disciplinary matter and may require intervention so that students do not void units.

Assessment

Assessment Overview

The Board of Senior Secondary Studies Policy and Procedures Manual states that “Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied” (Section 4.3.9, BSSS P&P Manual 2021).

At the beginning of each semester, students will receive a copy of the Unit Outline for each subject in which they are enrolled, which will describe the objectives and content of the unit and a table of assessment tasks including the task type, the week they are scheduled/due and their weightings. Task types may include written tests and exams, oral or video presentations, performances, practical work, practical reports, essays, assignments, research work, investigations and other measures appropriate to the material being studied. In some units, assessments may be based partly on material encountered during excursions.

Students are advised to note some general points for all tasks:

Group work and/or collaboration

If group work and/or collaboration with other students in a particular task is permitted, this will be clearly and explicitly stated. If this is not stated, students must assume that group work and collaboration are not permitted, and penalties related to a breach of academic integrity could apply if this is not adhered to.

Non-submission

Non-submission of a task or tasks with a combined weighting of more than 30% automatically mean that a student has voided the entire Unit. This could jeopardise the student’s courses and ultimately their overall package. It is therefore in students’ best interests to substantially complete and submit all tasks, even if they are late.

Insubstantial attempt

An insubstantial attempt may be considered as a non-submission of the task. The decision as to whether or not an attempt falls in this category will be made jointly by the relevant teacher, Head of Faculty and BSSS Certification Officer and may involve the Director of Teaching and Learning, Deputy Principal and Principal if necessary, especially if this would lead to a student not meeting the overall requirements for their study package.

In-class Tasks (Tests, Exams, Performances, etc.)

Students must take responsibility to check the detailed and specific requirements provided for each assessment task, as some of these may vary from task to task.

Missing an in-class task

Students who miss an in-class task for legitimate reasons, such as illness, must provide written communication from the students' parent/guardian with an explanation of the reasons and other documentation where relevant; for medical reasons, a medical certificate must be provided. This communication and medical certificate must be provided beforehand if possible and otherwise as soon as possible and no later than the first day of the student's return to school. The College will make a reasonable effort to arrange for the student to undertake the task at an alternate date; otherwise, an estimated mark for the task may need to be considered.

Students who miss an in-class task for other reasons (e.g. forgetting, missing the bus, sleeping in, misreading the exam timetable) will ordinarily have this recorded as a non-submission of the task. In some circumstances, the student may be given an opportunity to undertake the task but with conditions imposed on the maximum possible mark. The decision about this will be made jointly by the relevant teacher, Head of Faculty and BSSS Certification Officer and may involve the Director of Teaching and Learning, Deputy Principal and Principal if necessary, especially if this would lead to a student not meeting the overall requirements for their study package.

Examination Protocols

Prior to the Examination

- Students are expected to be at the College and ready to line up outside the examination room at least 15 minutes prior to the advertised commencement time of the exam.
- Students should ensure that they are aware of the exact requirements of what to bring for each exam. For example, in Mathematics, students would usually use a pencil, eraser, sharpener and calculator, whereas for other exams, they may be instructed to use pens. Students might also be permitted to bring in notes, books and so forth. Students should ensure that all items to be submitted have their name written on them.
- When instructed to enter the examination room, students should find a seat without delay and should not leave that seat until the end of the examination session, except with the permission of, or at the direction of, the exam supervisor.
- Phones or other smart devices, including smart watches, must not be brought into the examination room. Possession of any forbidden items during the examination will be regarded as cheating and could result in penalties.
- Students are not to touch any material on their desk until told to do so.
- Students are expected to check the details printed on examination booklets, answer sheets or booklets carefully and raise their hand if they notice any errors. Students should check that the examination papers are printed correctly (i.e. no missing pages; text and diagrams are legible, etc.)
- Students will be provided with some draft/working paper for each examination, which they can use if they wish. More paper will be made available from the supervisors if required.
- Students must not write anything until given the instruction to commence the examination.

During the Examination

- During the examination session, students are not permitted to talk to or otherwise communicate with any other student.
- If at any time during the examination students wish to speak to a supervisor, they should signal by raising their hand.
- If students need to go to the toilet, a supervisor must escort them.
- If students need to leave their seat or the room temporarily, they need to raise their hand and wait for a supervisor before moving.
- Students are not permitted to have with them any kind of food, or a drink other than water, unless this has been approved in writing beforehand.
- Students must comply with all reasonable directions given by the supervisor; failure to do so may lead to the student being asked to finish the examination and leave the examination room early.
- Except as noted above, students are not permitted to leave the examination room until the examination has finished and all papers have been collected.

After the Examination

- At the conclusion of an examination, when requested, students must immediately stop writing and put their pen/pencil down. There should be no talking while the papers are being collected. Students are asked to remain seated until all procedures have been completed and they are told to leave.
- Students must remain quiet as they leave the examination room and until they are out of ear shot of any students who are still undertaking examinations. In order to achieve this, students may be instructed to not access their lockers until all examinations have finished.

Late arrival, early departure or temporary absence from the Examination venue

- Students will not be admitted to the examination room later than 30 minutes after the start of the examination. Students arriving within this time may commence the examination but will not necessarily be granted extra time.
- If students have a very good reason for being late, for which independent evidence exists (eg. a car accident), they must discuss this with the Supervisor before starting the examination as it may be more appropriate to apply for an alternative assessment date – permission for which is not granted automatically.
- Such things as sleeping in or missing a bus are not regarded as acceptable reasons for being more than 30 minutes late or missing an examination.

Academic Integrity

Students are not allowed to cheat or attempt to cheat during any session of an examination. For the purposes of the examination, cheating is defined as any action intended to assist a student in gaining an unfair advantage over other candidates or otherwise to defeat the purpose of the examination. Such actions include, but are not limited to:

- Copying from another student
- Gaining prior access to the content of the examination
- Impersonation
- Altering response sheets or response booklets
- Bringing unauthorised documents or equipment into the examination room
- Communicating with another student during the examination either verbally, in writing, electronically, by tapping or by any other method
- Giving false information
- Writing before commencement time or after finishing time

During any session of the examination, students should cover their answers as much as possible in order to prevent other students from copying/cheating. If they finish early, students should turn their answer sheet face down.

Take-home Tasks

Students must take responsibility to check the detailed and specific requirements provided for each assessment task, as some of these may vary from task to task.

Drafts

Expectations related to submission of drafts may be different depending on the faculty, subject and task. For example, instead of or in addition to written drafts, there may be formal opportunities provided to discuss the work verbally with the teacher. Please refer to the unit outline and assessment task for specific provisions and ask the teacher if there is any uncertainty about this. It is important that this is done early rather than too close to the due date.

Submission

All take-home tasks (assignments, etc.) need to be submitted before 1:15pm on the due date, unless explicitly stated otherwise, in writing. The task itself will specify further details, such as whether the task is to be submitted as a soft copy lodged through Schoolbox and/or as a hard copy lodged to the Library.

- Hard copy submissions must include the cover sheet “Declaration of Original Work” (available in the Library) and will only be considered as submitted once the student is in possession of the physical “Receipt of Assignment” sheet.
- Soft copy submissions must be lodged through Schoolbox and will only be accepted when the student agrees to the “Declaration of Original Work” by clicking “Yes, I agree”. The date and time of submission will be recorded automatically on Schoolbox.

Students must complete and submit a “Declaration of Original Work” to certify that the work is their own and that all references and sources of assistance that have been used are acknowledged. Students are advised to use the Harvard style to cite sources throughout their work, using accurate footnoting conventions and bibliographies for each assessment item.

Late Submission

The Board of Senior Secondary Studies Policy and Procedures Manual states that “a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached. If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required” (Section 4.3.10, BSSS P&P Manual 2021).

In order to avoid late submission and minimise stress associated with leaving it to the last minute...don't leave it to the last minute! A helpful piece of advice is to pretend that the due date is several days earlier than it really is and to have the work finished by that earlier date; the last few days then act as a buffer or to make refinements.

Students who are absent on the day that an assessment task is due are still expected to submit their work on the due date, and a late submission will be subject to late penalties, unless approval is given for an extension of time for the task.

All teachers will endeavour to communicate with students and parents/carers as soon as possible when a late submission has occurred. Nevertheless, this does not reduce or mitigate student's responsibilities or the application of late penalties. A late submission is far better than a non-submission.

Special Consideration

There are a number of situations for which it may be appropriate to approve special consideration for students in some or all assessment tasks. Special consideration can take a number of different forms, including special provisions such as additional time for assessment tasks, an extension of time for take-home tasks, an exemption and estimate for a specific task, or a Status grade for the unit overall. Any application for special consideration must be supported by appropriate documentation.

Special Provisions

If a student has a physical impairment or disability or a medical or psychological/emotional condition that impacts on their work, an application for additional support and/or special provisions for assessment tasks should be made to the College Enrichment and Learning Support team, who would create an Individual Learning Plan (ILP) for the student. This might already be in place for students who attended the College prior to their Yr11/12 studies, but the ILP may need to be updated in order to meet BSSS requirements for special provisions in the AST. Parents/Carers or students may in the first instance approach any of a number of staff including their teachers, the Senior School Coordinator, BSSS Certification Officer or the AST Coordinator. Depending on the situation, consultation with the BSSS may also be necessary.

Request for Extension of Time

Students may apply for an extension of time for an assessment task by completing the BCC Yr11/12 form "Application for alternate dates for assessment tasks" and submitting it to the BSSS Certification Officer; this must be submitted as soon as possible and definitely before the due date, except in exceptional circumstances. Students may discuss this with their teacher, but the final decision will be made by the BSSS Certification Officer after consultation with others as appropriate. Depending on the situation, this may include the subject teacher, Head of Faculty, Yr11/12 Coordinator, Psychologist and so forth. Approval should not be presumed unless and until it is given in writing.

An explanation and other supporting documentation must be provided. Legitimate reasons could include illness or other medical condition, an accident or other form of trauma, and so forth; for medical reasons, a medical certificate must be provided. Reasons that are not considered legitimate include problems with traffic, missing buses, failure of technology (computers, printers, internet access etc), misreading the information provided about the task and so forth.

Estimates

In some situations, rather than an extension of time for an assessment task, it may be more appropriate for a student to be granted an exemption from the task, in which case an estimate will be given of the mark that the student was most likely to achieve if they had been able to submit the task. Decisions in this require strong reasons with supporting documentation and will be made confidentially but in consultation with relevant people. Some possible reasons include illness, accidents, bereavement and so forth. Even in those situations, it should not necessarily be presumed that approval for an exemption/estimate will be given. Staff will endeavour to work with students to help them navigate whatever is going on for them.

Also please note that The Board of Senior Secondary Studies Policy and Procedures Manual states that "in a unit where some assessment items are estimated, and an A to E grade is awarded, a minimum of 50% of assessment, by weight, must be substantially completed by the student. The primary aim is to provide assessment opportunities for that student to demonstrate evidence for grading and ranking in an environment that is not only fair to the student who has suffered the illness or misadventure, but to all students" (Section 4.3.13, BSSS P&P Manual 2021).

In other words, if the total weighting of tasks in a unit for which a student receives estimates exceeds 50%, the BSSS will not allow the student to receive an A to E grade. In such a case, the student might be eligible to receive a Status (S) grade.

Status

The Board of Senior Secondary Studies Policy and Procedures Manual states that “Colleges may award a grade of Status (S) when a student is unable to complete work in a unit because of illness or misadventure. Illness and misadventure refer to events such as documented sickness or injury, depression, bereavement, mishap, calamity or disaster that have directly affected the performance of a student in a particular unit of study...The award of the Status (S) grade should be seen as a “last resort” and only awarded if a student has completed insufficient work in a unit to justify the award of a grade on the A-E scale...the unit counts towards the formation of courses and the units needed for the award of a Senior Secondary Certificate and Tertiary Entrance Statement” (Section 4.3.6, BSSS P&P Manual 2021).

Two other things to note:

- There is a limit to the number of units with a Status grade for each course and for a student’s overall package.
- No score is attached to any unit with a grade of Status.

The BSSS Certification Officer will liaise with students and parents/carers about this if necessary and work together towards an appropriate pathway and outcome.

Academic Integrity

Academic integrity is extremely important; it is the principle that students' work is genuine and original, completed only with the assistance allowed according to the rules, policies and guidelines. In particular, the words, ideas, scholarship and intellectual property of others used in the work must be appropriately acknowledged. It features as a significant aspect throughout the BSSS policies and procedures. The BSSS document "Academic Integrity: Student Guide" is attached to this handbook as an appendix; it is also available on the BSSS website:

http://www.bsss.act.edu.au/data/assets/pdf_file/0003/313905/Academic_Integrity_Student_Guide.pdf

Part of this document is reproduced below for your easy reference, and students are urged to download and read the entire document.

Examples of Plagiarism

- Submitting all or part of another person's work or source text with or without that person's or source's knowledge
- Submitting all or part of a paper from a source text without proper acknowledgement
- Copying part of another person's work from a source text, supplying proper acknowledgement, but leaving out quotation marks or not using italics
- Submitting materials that paraphrase or summarise another person's work or ideas without appropriate acknowledgement
- Submitting a digital image, sound, design, artwork, artefact, product, photograph or animation, altered or unaltered, without proper acknowledgement
- Self-plagiarism, which is reusing work from one context in another context and not acknowledging this repetition.

Principles Behind the Imposition of Penalties

- Any work that is found to be plagiarised will incur a penalty ranging from a written reprimand and warning, through to the cancellation of all assessment results for Years 11 and 12
- Students who unintentionally plagiarise must be given appropriate counselling and guidance so that they do not repeat the offence
- The impact on unit scores of the penalties imposed for serious and repeated instances of plagiarism will be managed in accordance with the Board of Senior Secondary Studies policies.

Note that in the tertiary sector, plagiarism is immediately treated as a breach of the code of conduct.

Procedures for Dealing with Students Involving Plagiarism

- a. Any suspected case of plagiarism must be investigated at the school level.
- b. The principles of natural justice must be applied at all stages in the process. If you are suspected of plagiarising work, you must be given a fair hearing and the opportunity to provide evidence of authorship.
- c. If there is evidence of plagiarism you must be interviewed by the teacher and the head of faculty and given the opportunity to explain your case before a penalty is determined.
- d. If plagiarism is shown to have occurred, then the teacher, in conjunction with the head of faculty, Principal or Delegate as appropriate, should determine the penalty, taking into account the principles and the penalty schedule listed.
- e. You must be advised, in writing, of the penalty and informed that you have the right to appeal the penalty under the Breach of Discipline procedures of the Board of Senior Secondary Studies.
- f. Details of any case of plagiarism must be recorded and the record kept centrally at the school.

Right of Appeal

Students have the right to appeal against the application and/or the outcomes of the above procedures. Refer to Board Policy on Breaches of Discipline in relation to school-based assessment and Your Rights to Appeal Leaflet.

Penalties

Any one or more of the following actions could be taken for a breach of discipline in relation to assessment:

- a. Reprimand of the candidate, except in cases where benefit would have been derived from such breaches.
- b. The making of alternative arrangements for the assessment (e.g. through a reassessment).
- c. The assessment marked without the material subject to the breach being considered.
- d. Imposition of a mark penalty appropriate to the extent of the breach.
- e. Cancellation of the result in the particular component of the College assessment concerned.
- f. Cancellation of the total College assessment result in the unit/course concerned.
- g. Cancellation of all the candidate's results for Years 11 and 12 in assessments conducted.

If there is a breach of academic integrity, parents/carers will be informed of the incident and outcome as part of the due process of such a situation.

Grade Descriptors

For every successfully completed T or A unit, students will be awarded an A to E grade for that unit. The following grade descriptors are provided in The Board of Senior Secondary Studies Policy and Procedures Manual. They are as follows:

- A awarded to students who have demonstrated a very high level of knowledge and understanding of the full range of concepts and principles of the unit. They have shown evidence of a very high level of cognitive and practical skill in a wide range of assessment situations.
- B awarded to students who have demonstrated a high level of knowledge and understanding of the concepts and principles of the unit. They have shown evidence of a high level of cognitive and practical skill in a range of assessment situations.
- C awarded to students who have demonstrated a sound level of knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a sound level of cognitive and practical skill in most assessment situations.
- D awarded to students who have demonstrated a limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a limited level of cognitive and practical skill in assessment situations.
- E awarded to students who have demonstrated a very limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a very limited level of cognitive and practical skill in assessment situations.” (Section 8.3.1, BSSS P&P Manual 2021)

In some situations, students might receive Status (S) instead of an A to E grade.

To complete a unit satisfactorily, students must comply with the College’s expectations regarding attendance and with the requirements for completion of work in that unit. Students who do not comply with these requirements will receive a V grade.

Assessment items will be internally moderated and a selection of student work will be externally moderated at system-wide Moderation Days.

For R units, students will receive a P (pass) grade.

Moderation, Meshing, Unit and Course Scores

Moderation

Internal: In-school moderation is undertaken by relevant teachers in order to achieve comparability of results within the same subject. Each Head of Faculty also moderates tasks with teachers for subjects within each faculty, and for T subjects across the faculties within each scaling group to inform the meshing process.

External: Once each semester a selection of student work from each subject will be submitted to the BSSS for external moderation at system-wide Moderation Days; students in Years 7 to 12 traditionally have a school-free day at those times.

Meshing and Unit Scores (T courses)

Meshing is a process which ranks students' achievements in each scaling group and calculates students' unit scores for each subject, at the end of each semester. This is done separately for Year 11 and Year 12 students.

Scaling groups are determined at the beginning of each year for each new cohort, and then must remain in place until the cohort graduates. Ideally the subjects in each scaling group would be from the same faculty, but this is not always possible due to the requirement for an appropriate minimum number of students. The scaling groups in place in 2021 are set out in the following table.

Graduating cohort of 2021	Graduating cohort of 2022
<u>Scaling group 01</u> English Literature Continuing Chinese	<u>Scaling group 01</u> English Literature Continuing Chinese
<u>Scaling group 10</u> Mathematical Applications Mathematical Methods Specialist Methods Specialist Mathematics	<u>Scaling group 10</u> Mathematical Applications Mathematical Methods Specialist Methods Specialist Mathematics
<u>Scaling group 21</u> Chemistry Physics Biology Exercise Science Outdoor and Environmental Education	<u>Scaling group 20</u> Chemistry Physics <u>Scaling group 21</u> Biology Exercise Science Outdoor and Environmental Education
<u>Scaling group 40</u> Business Global Studies Legal Studies Modern History Psychology Religious Studies Drama Music Visual Arts Robotics and Mechatronics	Psychology Information Technology <u>Scaling group 40</u> Business Global Studies Legal Studies Senior History Religious Studies Drama Music Visual Arts

Brindabella Christian College works through this process in accordance with the relevant guidelines set by the BSSS and considers the following factors to inform the comparability of students' achievements:

- students' weighted assessment task scores
- comparability of assessment tasks; where possible these may include common assessment types, criteria, items or whole tasks
- meshing related to the Mathematics subjects needs to take account of the different levels of difficulty of these subjects; this will involve students' results in a common task undertaken in semester 1 of Year 11
- common students in different units of the same scaling group
- common teachers and/or Heads of Faculty in different units of the same scaling group
- professional conversations amongst staff involved in each scaling group, including all Heads of Faculty and teachers where relevant, regarding assessment tasks and student achievements; this is ongoing throughout each semester
- results of AST trials, at both the individual and cohort level

For semester 1 of Year 11 and both semesters of Year 12, the scores are also backscaled to ensure comparability with the unit scores with previous semesters, which is important in the calculation of the course scores.

At the end of each assessment period, student unit scores and scaling group information will be available in Profiles Online, accessible through the BSSS website. Students will be made aware of the location of this data and when it will be available. No identifiable student scores may be displayed in public.

Course Scores (T courses)

Course scores are calculated from those unit scores that comprise the best 80% of the minimum number of units required for that course type, excluding discounted units. When there is less than 80% of the minimum course type with non-discounted unit scores, then the course score will be the weighted average of the unit scores completed at the home college.

80% of the minimum number of units for the different course types is as follows:

- minor: minimum number of units is 2, and 80% of 2 is 1.6
- major: minimum number of units is 3.5, and 80% of 3.5 is 2.8
- major-minor: minimum number of units is 5.5, and 80% of 5.5 is 4.4
- double major: minimum number of units is 7, and 80% of 7 is 5.6

At the end of the graduating year, student course scores and scaling group information will be available in Profiles Online, accessible through the BSSS website. Students will be made aware of the location of this data and when it will be available. No identifiable student scores may be displayed in public.

Remember that unit and course scores are not percentage scores but a measure of rank.

Appeals

Students have rights of appeal at every stage of the assessment process: against the procedures by which marks are given as the result of individual assessment tasks, against unit grades and scores or course scores. The appeal process is to firstly consult with the class teacher, then the Head of Faculty, then, depending on the substance of the appeal, the BSSS Certification Officer and/or Director of Teaching and Learning, then the Deputy Principal, then the Principal and lastly, if necessary, the Board of Senior Secondary Studies. Unless there are exceptional circumstances, a Board Appeal will only be accepted if an appeal has first been heard by the College.

Detailed advice about these rights, procedures and time limits for exercising them, is found in Section 7 of The Board of Senior Secondary Studies Policy and Procedures Manual 2021 and The Board of Senior Secondary Studies document “Your rights to appeal”, available on their website:

http://www.bsss.act.edu.au/data/assets/pdf_file/0016/313900/Your_Rights_to_appeal_2017.pdf Information related to the main time limits for appeals is reproduced for easy reference below.

Except in Semester 2 of year 12, appeals against assessment should be lodged within five working days of the assessment outcome being available to the student i.e.

- task mark/grade being provided to the student
- student being advised in writing of the penalty for breach of discipline
- unit grades/scores being published by the school

In Semester 2 of year 12:

- appeals against an assessment task, unit grade/score, breach of discipline should be lodged within two working days of the results being published
- appeals against a course score should be lodged within one working day of the results being published

Except in Semester 2 of Year 12, appeals will be finalised within fourteen working days of the lodgement of an appeal.

Appeals at the college in Semester 2 of year 12 should be completed by the day prior to the final date for appeals to the Board published annually in the BSSS General Schedule of Meetings and Events.

Courses of Study

Subjects

The following subjects are offered at Brindabella Christian College:

Courses in English

Literature (T)
English (T)
Essential English (A)

Course in Languages

Continuing Chinese (T)

Courses in Mathematics

Essential Mathematics (A)
Mathematical Applications (T)
Mathematical Methods (T)
Specialist Methods (T)
Specialist Mathematics (T)

Courses in Science

Biology (T and A)
Chemistry (T)
Physics (T)

Courses in Humanities and Social Sciences

Business (T and A)
Global Studies (T and A)
Legal Studies (T and A)
Senior History (T and A)
Psychology (T and A)
Religious Studies (T and A)

Courses in Health, Outdoor and Physical Education

Exercise Science (T and A)
Outdoor and Environmental Education (T and A)

Courses in Creative and Performing Arts

Drama (T and A)
Music (T and A)
Visual Arts (T and A)

Courses in Information Technology

Information Technology (T and A)

Some of the College classes at Brindabella Christian College are held separately for Year 11 and Year 12 students, whereas others are combined with both Year 11 and 12 students in the same class. The decision for this is based on several factors, including the number of students interested in the subject, as well as whether or not the units must be studied sequentially. Generally, Science and the T courses in English and Mathematics run separately for Year 11 and Year 12, and other courses are combined.

To provide as much flexibility as possible, courses are also available through external providers. The Australian National University (ANU) and University of Canberra (UC) offer Extension H courses in a range of subjects. Students enrolled at Brindabella Christian College can also study a range of languages externally, such as through The Canberra Academy of Languages and the NSW School of Languages. Additional course fees may apply to these courses.

H courses in some subject areas are offered through both the Australian National University (ANU) and the University of Canberra (UC); further information about these is available towards the end of this document.

An Australian School Based Apprenticeship (ASBA) may also be considered. An ASBA fits within a student's study program whilst at school and can count toward their ACT Senior Secondary Certificate. It is an opportunity to achieve a nationally recognised vocational qualification by combining paid work and training as part of their education program.

Advice

Year 10 students and their parents/carers will be invited to attend an interview to discuss their individual study package with the College BSSS Certification Officer and Careers Coordinator early in Term 3. Whilst we strive to give students their first subject preferences, some subject combinations might not be possible, and some subjects might not go ahead if an insufficient number of students selects them.

In Year 11, students are expected to undertake a minimum of 5 and a maximum of 6 subjects each semester.

Tips for Choosing Subjects

- Choose subjects that you like
- Choose subjects that you're good at
- Choose subjects that are useful for careers that you are interested in
- Ask advice from your parents, teachers and others who know you
- Don't choose a subject just because your friend is doing it!

Some subjects are compulsory as part of a study package at Brindabella Christian College

- The English course area (English, Literature or Essential English) (minimum 4 units)
- The Mathematics course area (minimum 2 units)
- Religious Studies (minimum 2 units)

General Advice

- Ms Power Principal A/g
- Mrs Jones Deputy Principal
- Mrs Roberts Senior School Coordinator
- Mr Dane Careers Advisor
- Mr Jones AST Coordinator
- Ms Johnston Senior Studies Coordinator, BSSS Certification Officer
- Mr O'Donnell Director of Teaching and Learning

Subject Specific Advice (Heads of Faculty)

- Mrs Bhatnagar English
- Ms Johnston Mathematics
- Mrs Liu Languages
- Mrs Antony Science
- Mrs Kinnane Humanities and Social Sciences
- Mr Lawley-Knott Health, Outdoor and Physical Education (A/g)
- Mrs White Creative and Performing Arts
- Mr Brown Information Technology

Courses in English

Literature (T)

Course Description

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, evaluate perspectives and evidence, and challenge ideas and interpretations. Literature explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. Students actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens. Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between personal preference and texts, authors, audiences and contexts as they explore ideas, concepts, attitudes and values.

Units

1. Ways of reading and creating - This unit develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts.
2. Intertextuality - This unit develops student knowledge and understanding of the ways literary texts connect with each other.
3. Power of Literature - This unit develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts.
4. Literary Interpretations - This unit develops students' appreciation of the significance of literary study through critical analysis of literary texts drawn from a range of forms, genres and styles.

Texts – may include:

- Shakespearean plays
- *The Night Circus* by Erin Morgenstern
- *Death of a Salesman* by Arthur Miller
- *Pride and Prejudice* by Jane Austen
- *Burial Rites* by Hannah Kent
- *The Great Gatsby* by F. Scott Fitzgerald
- Contemporary poetry- Maya Angelou and others
- *The Alchemist* by Paul Coelho
- *Mrs Dalloway* by V. Woolf
- *Pygmalion* by George Bernard Shaw
- *A Doll's House* by Henrik Ibsen

Student Recommendations

"If you like books, movies or even songs, then you'll feel right at home in Literature. Not only is Literature the perfect place to discover amazing texts, but classes are usually discussion-based, meaning the very atmosphere in Literature is perfect for provoking thought and challenging perspectives. All the while, you will learn to freely put forward your opinion and support it with evidence in the amazing subject which is Literature." (Dimitri)

"Literature has challenged me to advance my understanding of the English language and literary works. Literature requires passion and has prompted me to think deeper about texts and ideas." (Grace)

English (T)

Course Description

English focuses on developing 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. Such engagement helps students develop a sense of themselves, their world and their place in it. Through close study and wide reading, viewing and listening, students develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses. English is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning. Students refine their skills across all language modes by engaging critically and creatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts and to create visual and digital texts. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Units

1. Communication of Meaning: Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience.
2. Representations Through Texts: Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience.
3. Comparative Texts: Students explore representations of themes, ideas and concepts through a comparison of texts.
4. Perspectives: Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. ugh a Comparative of texts.

Texts – may include:

The Mousetrap by Agatha Christie

The Big Sleep directed by Howard Hawks

1984 by George Orwell

The Truman Show directed by Peter Weir

The Crucible by Arthur Miller

Staziland by Anna Funder

The Bourne Identity (film study)

Shakespearean plays

Student Recommendations

“A subject driven by thought-provoking conversation and engaging literature, English is a subject that educates students on the power of perspective and communication. It has taught me the value of language and expression, helping me better perceive meaning in texts, plays and music.” (Shé)

“English is a highly interesting subject to take. Covering a range of topics from post-modernism, war texts, and crime fiction there is sure to be one you will love! By means of creative tasks, speeches, and essays, you will have a strong understanding of the topic at the end of the semester. Through your learning in this subject, you will be exposed to several new writers and styles, possibly introducing you to a new favourite?” (Annick)

Essential English (A)

Course Description

Essential English focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including everyday, community, social, further education, training and workplace contexts. Essential English is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways. The subject develops students' language, literacy and literary skills to enable students to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes. Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written and multimodal texts, including literary, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape different points of view and perspectives. Both independently and collaboratively, they apply their knowledge to create interpretive, imaginative, analytical and persuasive texts in different modes and mediums.

Units

1. Comprehending and Responding: This unit focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts.
2. Making Connections: This unit focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts.
3. Understanding Perspectives: This unit focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text's meaning and purpose.
4. Local and Global: This unit focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them.

Texts – may include:

The Rosie Project by Graeme Simsion

The Curious Incident of the Dog in the Night-Time by Mark Haddon

The Minimalists (podcast) produced by Joshua Fields Millburn and Ryan Nicodemus

Into the Wild directed by Sean Penn

Survival by Stuart Diver and Simon Bouda

Student Recommendation

"Throughout my time in Essential English I have gained new concepts of written texts and documentaries. We learned what makes a fantastic novel when we read a book called *The Curious Incident of the Dog in the Night-Time*. We also learned how the visuals of a documentary can manipulate the audience's feelings towards the character/s through even the smallest details." (Alisdair)

Courses in Languages

Continuing Chinese (Mandarin) (T and A)

Course Description

Learning additional languages widens horizons, broadens cognitive and cultural experience, and develops communicative and intercultural capabilities. It also opens up new perspectives for learners, not only in relation to other cultures and languages, but also in terms of their own language and cultural practices. Learning languages strengthens intellectual and analytical capability and enhances creative and critical thinking. Students develop an understanding of the nature of language (including linguistic and stylistic features), of culture, and of the process of communication. They develop understanding of how values and culture shape a learner's world view.

Learning languages extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intracultural and intercultural capability; they develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences. It contributes to strengthening the community's social, economic, and international development capabilities. Students learn to reorganise their thinking to accommodate the structure of another language. They develop cognitive flexibility and problem-solving ability, which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required.

Units

- The Individual: Students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through Chinese.
- Society and Community: Students learn how different language communities are organized. They learn through Chinese language how to engage in diverse cultural practices and consider these in relation to their own.
- The Changing World: Students learn how values and culture/s shape an understanding of, and interaction with issues that impact our world. Students explore, through Chinese, challenges and opportunities to share responsibilities.
- Diverse Perspectives: Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They explore, through Chinese, a diversity of cultural expressions in the arts and sciences.
- Negotiated Study: A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval.

Student Recommendation

“你可以说中文吗？Chinese language is increasingly important in our global world, and there's no better place to further develop your Chinese skills than Chinese class! There's also no better place to savour dumplings. Chinese class will teach you plenty of vocabulary that will be genuinely useful later in life and make you hugely more employable after school. It may also give you 5 bonus points for most universities, including ANU.” (Dimitri)

Courses in Mathematics

Mathematics Overview

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language used to describe much of the physical world. Statistics is the study of ways of collecting and extracting information from data and of methods of using that information to describe and make predictions about the behaviour of aspects of the real world, in the face of uncertainty. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

Students in Year 11 and 12 have the choice of 5 different levels of Mathematics and in making this choice are encouraged to consider their interest and ability in Mathematics as well as their ambitions for further education and career pathways. Students are advised to discuss this with their Mathematics teacher or the Head of Mathematics, their parents/carers and the Careers Coordinator. Some general points for consideration are provided here:

- Students at Brindabella Christian College are required to study Mathematics in Year 11, thus giving them at least a minor in Mathematics. The decision regarding whether to continue with Mathematics in Year 12 should be taken with due consideration of requirements for further education and career pathways.
- Students who take any of the courses in Mathematical Methods, Specialist Methods or Specialist Mathematics are assumed to have done the Advanced Mathematics course in Year 10, and to have both enjoyed and done well in this.
- Mathematical Methods and Specialist Methods cover almost the same content, the distinction being that Specialist Methods covers the content at a more challenging depth and contains some additional content.
- Students who wish to study Specialist Mathematics must also study Specialist Methods.

Essential Mathematics (A)

Course Description

Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Mathematics provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. This subject offers students the opportunity to prepare for post-school options of employment and further training. The content of the Essential Mathematics subject is designed to be taught within contexts that are relevant to the needs of the particular student cohort.

Topics

Unit 1	Unit 2	Unit 3	Unit 4
1. Calculations, percentages and rates 2. Measurement 3. Algebra 4. Graphs	1. Representing and comparing data 2. Percentages 3. Rates and ratios 4. Time and motion	1. Measurement 2. Scales, plans and models 3. Graphs 4. Data collection	1. Probability and relative frequencies 2. Earth geometry and time zones 3. Loans and compound interest

Student Recommendations

"The Essential Mathematics course has provided me with a greater understanding of mathematical problems and formulas. I had no prior knowledge of calculating percentages properly or finding volume accurately. Due to Mrs Engelbrecht's advice and assistance, I can now wrap my head around these problems and find their solutions." (Alisdair)

"I love how much support I get from being in Essential Math, also the environment of having a small class, meaning that we have the time to understand what we are doing and there is barely any pressure." (Laura)

Mathematical Applications (T)

Course Description

Mathematical Applications is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Topics

Unit 1 (Year 11 sem1)	Unit 2 (Year 11 sem2)	Unit 3 (Year 12 sem1)	Unit 4 (Year 12 sem2)
1. Consumer arithmetic 2. Algebra and matrices 3. Shape and measurement	1. Univariate data analysis and the statistical investigation process 2. Applications of trigonometry 3. Linear equations and their graphs	1. Bivariate data analysis 2. Growth and decay in sequences 3. Graphs and networks	1. Time series analysis 2. Loans, investments and annuities 3. Networks and decision mathematics

Student Recommendation

“Maths Applications this semester has been lots of fun and practical. While looking at statistics, and graphs and networks, we have learnt how Maths applies to scenarios in our daily lives. In the beginning of Year 11, the class looked at budgeting and saving; we used the skills we learnt in class to complete an assignment where we created a budget for a car. Maths Applications is one of the most useful Maths classes I've taken; it has helped provide skills I'll need almost daily in my adult life.” (Jess)

Mathematical Methods (T)

Course Description

The major themes of Mathematical Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons this subject provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, the subject Mathematical Methods is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Topics

Unit 1 (Year 11 sem1)	Unit 2 (Year 11 sem2)	Unit 3 (Year 12 sem1)	Unit 4 (Year 12 sem2)
1. Functions and graphs 2. Trigonometric functions 3. Counting and probability	1. Exponential functions 2. Arithmetic and geometric sequences and series 3. Introduction to differential calculus	1. Further differentiation and applications 2. Integrals 3. Discrete random variables	1. The logarithmic function 2. Continuous random variables and the normal distribution 3. Interval estimates for proportions

Student Recommendation

“This is a great subject to take if you're looking to get pushed that little bit further. While not all the theories are applicable to everyday life immediately, should you choose to pursue a STEM course at university this is a good starting block. Much of the content in this subject is similar to Specialist Methods; however, with slightly less matter, making it that touch more simple.” (Annick)

Specialist Methods (T)

Course Description

The major themes of Specialist Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. The Specialist Methods T Type 2 course extends and develops the Mathematical Methods T Type 2 course with both additional content and greater depth and breadth of treatment. This is provided by more emphasis on structure and proof, by incorporating more challenging and abstract problems and the inclusion of more opportunities to develop their mathematical insight through research and exploration.

For these reasons this subject provides in-depth preparation for further studies in disciplines in which mathematics and statistics have major roles. In summary, the subject Specialist Methods is designed for students whose future pathways involve mathematical and statistical applications in a range of disciplines at the tertiary level. In addition, this course is designed for students who wish to pursue the study of mathematics itself.

Topics

Unit 1 (Year 11 sem1)	Unit 2 (Year 11 sem2)	Unit 3 (Year 12 sem1)	Unit 4 (Year 12 sem2)
1. Functions and graphs 2. Trigonometric functions 3. Counting and probability	1. Exponential functions 2. Arithmetic and geometric sequences and series 3. Introduction to differential calculus	1. The logarithmic function 2. Further differentiation and applications 3. Integrals	1. Simple linear regression 2. Discrete random variables 3. Continuous random variables and the normal distribution 4. Interval estimates for proportions

Student Recommendation

“Maths is a subject which has assisted me in building a foundation for logical thinking. It is one of my favourite subjects because it has translated to other areas of my life that require rational reasoning and thought - whether that be my other subjects, or even in sport-related activities.” (Shé)

Specialist Mathematics (T)

Course Description

Because both mathematics and statistics are widely applicable as models of the world around us, there is ample opportunity for problem solving throughout Specialist Mathematics. There is also a sound logical basis to this subject, and in mastering the subject students will develop logical reasoning skills to a high level. Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of Specialist Mathematics will be able to appreciate the true nature of mathematics, its beauty and its functionality.

Specialist Mathematics has been designed to be taken in conjunction with Mathematical Methods or Specialist Methods. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in Mathematical Methods and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. Specialist Mathematics is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Topics

Unit 1 (Year 11 sem1)	Unit 2 (Year 11 sem2)	Unit 3 (Year 12 sem1)	Unit 4 (Year 12 sem2)
1. Combinatorics 2. Vectors in the plane 3. Geometry	1. Trigonometry 2. Matrices 3. Real and complex numbers	1. Complex numbers 2. Functions and sketching graphs 3. Vectors in three dimensions	1. Integration and applications of integration 2. Rates of change and differential equations 3. Statistical inference

Student Recommendation

“Specialist Mathematics is by far my favourite subject at school. It is a thought-provoking and opportunistic subject that challenges me with a variety of unique problems. Since day one, Specialist Mathematics has taught me to think outside the box and search for answers in profound ways. It allows me to be innovative. Specialist Mathematics contains a myriad of interesting concepts, ranging from 3D Vectors to Complex Numbers, and delves into the applications of these topics in today's society. Alongside greatly improving my mathematical abilities and allowing me to achieve a 95th percentile rank in the AMC, it is also concurrent to a personal value of mine: hard work. Specialist Maths has taught me that success in any area requires dedication and commitment, and sometimes genuine challenges come our way. Life is not always a breeze. I have loved Maths since I was young, and school never gave me a challenge until I found what I truly enjoy and am passionate about. Specialist Mathematics has given me the thirst for challenge that I desired in my youth and has taught me important skills that I will use for the rest of my life.” (Pranav)

Courses in Science

Biology (T and A)

Course Description

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Living systems are all interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. Investigation of living systems involves classification of key components within the system, and analysis of how those components interact, particularly about the movement of matter and the transfer and transformation of energy within and between systems. Analysis of the ways living systems change over time involves understanding of the factors that impact the system, and investigation of system mechanisms to respond to internal and external changes and ensure continuity of the system. The theory of evolution by natural selection is critical to explaining these patterns and processes in biology and underpins the study of all living systems.

This subject explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Studying Senior Secondary Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This subject will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Units

1. Biodiversity and Connectedness
2. Cells and Organisms
3. Heredity and Continuity of Life
4. The Internal Environment

Student Recommendation

"The workings of the human body and our environment is a multi-faceted topic. Biology is an incredible class that allows exploration into the intricacies of life on cellular and global levels. Through hands-on practicals and case studies, biologists are scientists that observe, record and explain. This class is a journey into discovering how everything is connected, both appealing and promoting curiosity into the inner workings of life." (Eva)

Chemistry (T)

Course Description

Chemistry is the study of materials and substances, and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies.

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

Units

1. Chemical Fundamentals
2. Molecules
3. Equilibrium and Redox Reactions
4. Structure, Synthesis and Design

Student Recommendation

"I love Chemistry. In the class; I have delved into topics that have enlightened me as to the workings of various aspects of the natural world and industry on an intricate level. The subject is a great opportunity for people to satiate their curiosity and expand their view of what's possible in our complex universe." (Max)

Physics (T)

Course Description

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

Physics uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. In this subject, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

Studying physics will enable students to 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. The subject will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Units

1. Linear Motion and Waves
2. Thermal, Nuclear and Electrical
3. Gravity and Electromagnetism
4. Revolutions in Modern Physics

Student Recommendation

“As an inquisitive individual, and one that enjoys having a firm understanding of exactly why things happen around me in the way they do, Physics is a subject that I have thrived in. It has an interesting curriculum that dives into a wide range of topics, allowing for greater connection with reality and even aiding academic work in other subjects such as Chemistry. Topics range from Thermal Dynamics to Nuclear Physics, and it has continually engaged me throughout the course of Year 11/12. I would highly recommend studying Physics to anyone who has a curious nature, and I believe there are so many benefits that will lead into success outside of school.” (Connor)

Courses in Humanities and Social Sciences

Business (T and A)

Course Description

Business is the study of the essential planning requirements ranging from a small business to the broader roles of management, finance, human resource management, marketing, e-business, ethical practices, sustainability and the impacts of implications of the future business environment.

Students develop their knowledge and understanding of the structure and operation of Business models. They examine the relationship between theory and practice including the role of stakeholders and decision-making. Students develop insights into the ways and the impact of change on the business environment.

Students develop the skills to create innovative solutions to business problems. They will research and analyse information to present logical and coherent arguments through an inquiry approach to learning. Students will assess the ethical implications and consequences of a changing business environment. Skills implicit in the study of Business empower students to communicate in a variety of contexts.

The study of Business enables learners to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally and globally.

Units

- Changing Business Environment
- Relationship Management
- Planning for Current Context
- Business Challenges

Student Recommendation

“Business Studies allows you to unleash your inner venture capitalist and provides you with a solid foundation to the world of Business. You’ll cover topics such as the business environment, relationship management, marketing, operations management and finance. It has provided me with loads of useful knowledge to use throughout any future career I may have, even if my career is not related to the business sector.” (Taneesha)

Global Studies (T and A)

Course Description

By undertaking Global Studies, students come to appreciate the nature of global politics. They examine what can be achieved, and why there is a plurality of views on decisions about progress and reform. Students explore how its key participants respond to global challenges and collectively create opportunities for the betterment of the world. A focus of analysis is the choice between pursuing self-interest and the collective good.

Students come to understand that global politics has numerous and evolving processes for managing conflict and enhancing co-operation. As another distinct feature of this discipline students will examine the use of multiple, and often contradictory, theories and/or perspectives to see and interpret world systems. This course draws on data from a range of Humanities and Social Sciences disciplines, including but not limited to: History, Politics, Legal Studies, Economics, Geography, Sociology, as well the Arts and Sciences.

Global Studies promotes intercultural understanding by respectfully addressing sensitive issues arising from diversity of viewpoints, and the rights and responsibilities of individuals. The course provides the opportunity for intercultural dialogue to foster greater social cohesion. By developing skills of critical evaluation and reflection, it builds an understanding of different perspectives and ways of life. Students learn to engage meaningfully with different ideas and challenge their own conclusions. Thus equipped, students become better informed, reflective, critical global citizens, and change agents.

Global Studies students engage in research and data collection from a wide range of sources. Using case studies, they enquire into the nature, role, and purpose of global politics. Students critique the actions and motivations of key figures and present their findings in coherent written, spoken, and digital texts. They work collaboratively and engage in dialogue to enhance their own understanding of the diversity of worldviews.

In an increasingly globalised world, this course serves as a basis for further education, employment, and active citizenship. Knowledge and skills developed in this course will contribute to further studies in courses, such as: International Security Studies, International Relations, History, Human development, International Business, Political Science, Economics, Law, and Communications.

Units

- Global Actors
- Global Processes
- Global Challenges
- Global Opportunities

Student Recommendation

“If you are passionate about politics, global issues or what makes the modern world run then Global Studies is for you. From the issue of climate change to the rise of China, in Global Studies we get to cover a variety of fascinating and relevant topics which we are encouraged to formulate and evidence our own viewpoints on. Global Studies will help you develop the skills and understanding necessary to be an active citizen in our increasingly globalised world.” (Lachlan)

Legal Studies (T and A)

Course Description

Legal Studies explores the law, and its institutions and processes, in a social, economic and political context allowing students to investigate, question, and evaluate their personal view of the world and society's collective future.

Students develop their knowledge and understanding about how legal systems impact on the lives of citizens, seek to balance the rights and responsibilities of individuals, the community, and governments, in an effort to achieve justice and equality for all. Students will evaluate the effectiveness of laws, institutions and processes, and consider opportunities for reform.

Legal Studies provides students with the opportunity to develop their skills in research, analysis and evaluation of information. Through the use of logical and coherent arguments, students will explore the implications and consequences of decisions made by individuals, organisations and governments. Students will communicate their insights in a range of modes and mediums.

Units

1. Crime, Justice & the Legal System
2. Civil Law & Dispute Resolution
3. Law, Government & Society
4. International Relations & and the Law

Student Recommendations

"Legal Studies is one of my favourite subjects, as it explores highly critical topics like law, rights, governments, economy and society. Legal Studies enables you to live as an informed citizen, and to draw your own reasoned conclusions about authority. Legal Studies develops critical thinking skills, and both promotes and provides answers for curiosities about this society we live in. An invaluable segue into a career in law, politics and global relations." (Eva)

"Legal Studies this semester has involved many fun and engaging topics and activities. We have been looking at Politics and the Law as well as Rights and Freedoms. These courses have helped further develop our understanding of law by learning about the origin of natural law, the Australian justice system and human rights." (Jess)

Senior History (T and A)

Course Description

This Senior History Course is an Integrated History Course that will be made up of a combination of units from Ancient History, Pre-Modern History and Modern History. Throughout Year 11 and Year 12 students will be given the opportunity to engage with a range of units that will take them on a journey from the ancient worlds through to the history of our modern times. This course is a fantastic opportunity for students to build on their history skills and engage with a range of historical events that will both challenge and excite them to want to know more about the history of their world.

The Ancient History units will enable students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia.

The Pre-Modern History units will enable students to study life in the pre-modern period based on the analysis and interpretation of physical and written remains. The pre-modern period, as defined in this curriculum, is global in scope and covers the period c. 400-1750 CE.

The Modern History units will enable students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the curriculum refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

The units for this course will be selected from the following:

- Investigating the Ancient World
- Ancient Societies
- People, Power and Authority
- Reconstruct the Ancient World
- Reconstruct Ancient Societies
- Transformation
- * Golden Ages
- * Conflict
- * Power
- * Understanding the Modern World
- * Movements for Change in the 20th Century
- * Modern Nations in the 20th century
- The Modern World since 1945

Student Recommendations

“Senior History is a fantastic subject for those who love to learn about past events and key figures who have deeply influenced our world. Ranging from the French revolution right up to the Cold War, this subject has expanded my knowledge and understanding of how past events have shaped our modern society today. Guided by class discussion and collaboration, Senior History not only encourages us to be inquisitive learners but also critical thinkers.” (Claudia)

“If you have a passion for the past, an ability to form arguments, or a love for writing, then Senior History should certainly be a subject you consider. The course work ranges from the bloody French revolution to the battles that shaped the Vietnam war. Senior History will never cease to lose your interest. Although Year 11 and 12 will get tiresome, you will always be able to look forward to this engaging subject on your timetable.”

(James)

Psychology (T and A)

Course Description

Psychology is the study of the human mind and behaviour. Students develop an understanding of themselves and others by exploring the interactions between the individuals and groups as well as the roles of biological and environmental factors.

Students develop skills which promote higher-order thinking and apply evidence-based research for understanding and interpreting human behaviour. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about human behaviour. They develop skills to communicate effectively and present logical and coherent arguments.

The study of Psychology enables learners to understand how individuals think, feel and act within different contexts. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain cognition and behaviour. They analyse the nature and purpose of psychology and develop insights into types of behaviour across a range of contexts. The study of Psychology provides continuity with many tertiary and industry courses.

Units

1. Individual Differences
2. Into the Mind
3. Psychology of Wellness
4. Psychology in Society

Student Recommendations

“This is one of the most practical and applicable subjects offered for college students. Not only do we learn about decade-old theories, but we also delve into modern ideas and ways in which to apply these to our daily lives. Through multiple methods such as film and case studies, we look at many topics, ranging from the birth of psychology all the way through to abnormal psychology (schizophrenia etc.). If you're looking for a highly interesting and relevant subject, then this is definitely the way to go!” (Annick)

“Psychology is an enjoyable and thought-provoking subject which I highly recommend. In psychology, we have delved into a range of interesting topics and concepts that revolve around the peculiarities of the human mind. Most recently, we have explored abnormal psychology, gaining new understanding through class discussion, analysis of journal articles and case studies, TED talks and various films and documentaries. Psychology is an engaging and practical subject, providing the opportunity for students to engage with concepts that explain human behaviour and cognitions, and explore the importance of such knowledge in a personal and world context.” (Maia)

Religious Studies (T and A)

Course Description

Religious Studies is the study of identity, beliefs, community, society, human behaviour, ethics, morality and culture in the context of religion. In a complex and changing world, students explore the search for meaning and purpose of human existence. Students examine religious concepts through analysis, independent research and open critical inquiry to become active and informed citizens, and lifelong learners. Religious Studies engages students in a dynamic process of making meaning of the world. Religious Studies is an interdisciplinary course.

Religious Studies promotes intercultural understanding by respectfully addressing sensitive issues arising from diversity of religions and philosophical convictions, and the right of individuals to adhere to a particular religion or belief system. The course provides the opportunity for intercultural dialogue to foster religious and cultural cohesion. By developing skills of critical evaluation and reflection, it builds understanding of the perspectives and ways of life of different religions and philosophical convictions.

Religious Studies extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intercultural capability: they develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences.

The study of religion and beliefs fosters personal, social, moral and ethical development, and promotes intercultural understanding by providing opportunity for intercultural dialogue to foster religious and cultural cohesion. It respectfully addresses sensitive issues arising from diversity of religions and philosophical convictions. By developing skills of critical evaluation and reflection, students' gain understanding of the perspectives and ways of life of different religions and spiritualities. Students develop awareness of prejudice and stereotypes as barriers to intercultural dialogue and understand the importance of promoting the human dignity of all.

Religious Studies promotes critical and creative thinking and intercultural understanding, equipping young citizens for the demands and challenges of the 21st Century globalised world.

Units:

- Expressions of Faith and Spirit
- A Good Life
- Exploring Meaning
- Continuity, Change and Diversity

Student Recommendations

"Religious Studies has so much to offer you in Year 11/12. You may not realise, but religion has shaped our society in so many ways, and studying it will give you insights that will help you both in other subjects and real life. Our social, political and even economic system has been shaped by religion, and society's attitudes towards religion make amazing food for thought." (Dimitri)

"My favourite subject is Religious Studies, due to a number of reasons. One of the things that I enjoy both in my private life and at school is exploring topics that may not necessarily have an answer - that is, thinking deeply about controversial or philosophical issues. Within Religious Studies I have experienced this, engaging in debates and discussions and being provided with resources to extend my thinking and grow within myself. Additionally, many of the other students who excel in this subject have a similar enjoyment for the subject, and so even outside class time I have the ability to continue to discuss intriguing matters with my peers." (Connor)

Courses in Health, Outdoor and Physical Education

Exercise Science (T and A)

Course Description

Exercise Science investigates the relationship between biological, physiological, biomechanical and psychological functioning of the human body and how this impacts both involvement and performance of physical activity. Students have the opportunity to engage in both theory and practical activities to enhance understanding of sports science and how it develops athlete performance. This course prepares students for further study and provides pathways into careers such as physiotherapy, sport and injury prevention, fitness training and allied health.

It is predominantly a theory-based course that is linked to practical investigation of concepts when possible. Activities such as biomechanics investigations of the impact of exercise on heart rate and blood pressure, skill analysis through participation in activities to enhance understanding of stability, forces momentum and other concepts.

Skills of sport medicine are developed through participation in seminars on sports taping, prevention of injury strategies and first aid procedures. The students can use this knowledge in relation to their own life in sport.

Units

1. Anatomy and Physiology of the Human Body
2. Factors Affecting Performance
3. Preparation for Training and Performance
4. The Body in Motion
5. Negotiated Study

Student Recommendation

“My experience in Exercise Science has been very enjoyable. I have achieved multiple goals in anatomy and physiology. Sometime before starting this class I felt as though I had minimal knowledge on the human body. However, now I feel as though I am an expert. Anatomy and physiology...Do it!” (Mark)

Outdoor and Environmental Education (T and A)

Course Description

Outdoor and Environmental Education develops student's knowledge and ability to safely and respectfully participate in a range of physical activities in diverse outdoor environments. Students will participate in activities such as mountain biking, hiking, kayaking and rock climbing which allows them to develop an understanding of risks and challenge in conjunction with enhancement in social and leadership skills. The course allows students to promote their own and others' health and well-being in a safe and environmentally sustainable way.

Outdoor and Environmental Education allows for an excellent balance of practical and theory classes. Generally, our classes will consist of a weekly practical lesson and several shorter theory lessons. In addition to this, students will be expected to attend Outdoor and Environmental Education camps and day trips which will be organised by Year 12 students as part of the negotiated project for continuing students.

The study of Outdoor and Environmental Education provides pathways to further study in both tertiary and vocational areas as well as providing foundations for life-long enjoyment of the outdoors and respect for the environment.

Units

1. Discover Outdoor Environments
2. Planning and Management
3. Responsibility of Self and Others
4. Sustainable Outdoor Education
5. Negotiated Study

Student Recommendation

"Outdoor Education has been a fantastic opportunity for me to expand my practical skills and knowledge of the outdoor environment. Theory lessons are content heavy, and you will always find students putting in 100% effort. Practical lessons allow me to bond with my peers and overcome past fears. For example, I used to not be able to confidently get on a bike and ride down a hill. I found myself whispering, focus, speed. I am speed. I was able to go down the mountain, with no fear." (Taylor)

Courses in Creative and Performing Arts

Drama (T and A)

Course Description

Drama is the language of humanity and an integral art form. It makes meaning of the world through enactment to represent, question and communicate concepts and ideas. The study of Drama enables learners to engage with innovative thinkers and to experience drama as artists and audience members.

In broad terms, learning in Drama involves making and responding. Students learn as artists, by making Drama works that communicate to audiences. They learn as audiences, by responding critically to Drama.

In making dramatic performance, students learn about the elements of drama, rehearsal strategies, workshopping, improvising, preparing the body, technical and performance skills to engage and communicate with an audience.

In responding to Drama performance, students learn about theory, the elements of production, roles of directors, actors, playwrights, performance styles, presentation of dramatic works, audience and drama criticism. Students will develop an informed critical appreciation of dramatic works, considering drama practices, elements, genres, styles, production techniques and conventions in the construction of meaning. They interpret, analyse and evaluate the social, cultural and historical significance of drama. The study of drama equips students with life skills while also providing continuity with many tertiary and industry courses.

The Drama course has many units available. Some of the units studied at Brindabella Christian College in recent years include:

- Australian Theatre
- Devised Theatre
- Dramatic Exploration
- Theatre Production and Performance

Student Recommendations

“Drama is the best, you get to vibe with everyone around you. All the assessment tasks are fun, and it is work that you want to do.” (Jack)

“I like Drama because we have built a sense of community and created a family out of the subject.” (Meroula)

Music (T and A)

Course Description

Music is a unique art form that records and enriches human civilisation reflecting the development of human cultures. The study of music enables critical thinking and engagement with innovative musicians to experience music as artists and audience members.

In broad terms, learning in Music involves making and responding. Students learn as musicians, by making musical works that communicate to audiences. They learn as audiences, by responding critically to music.

In making of musical works, students learn about composing, arranging, improvising, music technology, and technical and performance skills to engage an audience.

In responding to musical works, students learn about theory, elements of music, origins of music, influences of music, performance styles, technology and being an audience. Students will develop an informed critical appreciation of music, considering music practices, elements, genres, styles, production, techniques and conventions. They will interpret, analyse and evaluate the social, cultural and historical significance of Music. The study of music equips students with life skills while also providing continuity with many tertiary and industry courses.

The Music course has many units available. Some of the units studied at Brindabella Christian College in recent years include:

- Australian Music
- Ensembles
- Music for Theatre
- Music in Media

Student Recommendation

“Music is the best subject ever! I have been able to develop my analytical skills, performance skills and have thoroughly enjoyed doing it! This class is such a good opportunity to express yourself creatively, while still forming skills that can relate to a lot of other disciplines.” (Grace)

Visual Arts (T and A)

Course Description

Visual Arts is integral to our lives and is fundamental to how we communicate, express and explore ideas. The study of visual arts enables learners to engage with innovative thinkers and practitioners and to experience visual art as artists and audience members.

In broad terms, learning in Visual Arts involves making and responding. Students learn as artists, by making art works that communicate to audiences. They learn as audiences, by responding critically and ethically to art works. In making art works, students learn about the design/artistic process, materials and techniques, technologies and equipment, to produce a finished work.

In responding to art works, students learn about concepts, visual literacy, roles of the artist and art criticism. Students will develop an informed critical appreciation of art works, considering formal qualities, styles, production, techniques and traditions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of art. The study of art equips students with life skills while also providing continuity with many tertiary and industry courses.

The Visual Arts course has many units available. Some of the units studied at Brindabella Christian College in recent years include:

- Painting
- Drawing
- Sculpture
- Culture and Identity

Student Recommendation

“Visual Arts has a chill and relaxed environment which allows me to develop my artistic skills. Ms. Staker is really helpful with developing our ideas and creative/critical thinking.” (Michelle)

Courses in Technologies

Information Technology (T and A)

Course Description

This course consists of a combination of units from the following courses and can therefore be tailored to the interests of the students in the course:

Robotics and Mechatronics

This course explores automation and physical computing through the engineering disciplines of robotics and mechatronics. The course introduces fundamental principles of both electronics and mechatronics before investigating microcontrollers that can be programmed to drive electrical circuits and mechanical systems. Students apply their knowledge to the design and construction of real systems, examining how these solutions address problems, needs and challenges faced by individuals and societies. They design and program control software for autonomous and manual interfaces, correcting for noise and unexpected variations in data inputs and processing.

Units

- Building & Programming Circuits
- Digital & Analog Interactions
- Robotics & Mechatronics Systems
- Applications of Robotics

Data Science

Data Science is the key to solving the problems of global issues such as climate change, consumerism, energy, health and poverty through data analysis, statistical inference, predictive modelling and related methods in order to understand and analyse phenomena. Students explore and develop solutions to interesting problems in a range of contexts, forming opinions and challenging attitudes using data as evidence to form compelling and persuasive arguments for change and innovation.

Units

- Data Representation & Analysis
- Big Data Analysis & Techniques
- Machine Learning
- Data Research Project

Networking & Security

Networking and Security focuses on network technologies and architecture, and the devices, media and services and operations in different types of networks. Students learn how networks facilitate device to device communication through an exploration of core networking technologies and their configuration. This could include the study of embedded systems (Internet of Things devices) alongside core networking devices such as routers and switches and the software that manages them.

Units

- Networking and Cyber Security
- Network Administration and Security
- Designing & Securing Enterprise Networks
- Cloud and Distributed Systems

Digital Technologies

Digital Technologies transform the way we communicate, learn, collaborate and work within our world. Students create new ways of doing things, generating their own ideas and creating digital solutions to problems of individual, community and global interest. They learn about computational thinking and the application of the design process to create and develop digital solutions using a variety of digital technologies. Students may explore a single technology deeply or may consider many different technologies in pursuit of a solution.

Units

- Digital Assets
- Digital Applications
- Digital Solutions
- Structured Project

Student Recommendation

“IT Robotics is one of the subjects that I appreciate a lot; this course helped me understand the basics and develop my skills in python coding. I am able to try simulations, solve problems and to experiment our codes into real life applications.”

H Courses offered through ANU

ANU Extension provides an enhanced learning experience for Yr11/12 students in ACT schools and colleges. Students wishing to enter the ANU Extension program should have a confirmed enrolment at an ACT College or school. The program is open to Australian Domestic students or those who hold permanent residents. Students must be granted entry into ANU Extension through a selection process.



What benefits will the students receive?

Students will gain access to ANU, one of Australia's leading universities. This includes access to the library and computer systems and other cutting-edge facilities at ANU. Student's course scores will be credited toward the ACT Senior Secondary Certificate and may be eligible to be used in the calculation of the Australian Tertiary Admission Rank (ATAR) in the ACT. Students who successfully undertake studies in ANU Extension will gain priority placement through the Admission, Scholarships and Accommodation application system and may receive an early offer of entry into an ANU bachelor degree program. Students who successfully complete the program will gain credit towards their studies at ANU in each of the subject areas completed.

When and where are classes be held?

Classes are held on weekday afternoons (Tuesday, Wednesday and Thursday in 2021) at ANU in two-hour periods from 5:00pm to 7:00pm. Students attend one two-hour session per week per course.

Subjects Offered

ANU Extension course	Co-requisite requirement (studied at College)
Advanced Japanese	A major in at least Continuing Japanese
Astrophysics	Students are generally expected to be enrolled in both Physics and at least Mathematics Methods at their home college
Biodiversity	Major in (T) Mathematics and Biology or any rigorous T science course.
Chemistry	Major in Chemistry
Continuing Chinese	Enrolment in Continuing Chinese at their home college or a community college. Also at least a minor in a language rich course such as English, History or Legal Studies.
Continuing Japanese	Major in Continuing Japanese
Creative Computing	Students who take this course should be enrolled in either a course in the Information Technology Course Area or a course in the Arts framework, at T-level, at their home college.
Discovering Engineering	Specialist mathematics at the home college. If a student is enrolled in Mathematics Methods, the enrolment will be dependent on a recommendation from the home college and consideration of other courses in which the student is enrolled.
Global Perspectives in Commerce	Students who take this course should be enrolled in either a course in Accounting T, Business T or Economics T in their home college
Indonesian Politics and Culture	Studied independently, but will be enhanced when studied in combination with other studies of Indonesian language, Global relations or Societies in Asia.
Korean Culture and Language	Students must be enrolled in an English language rich course such as English, History or Legal Studies leading to the award of at least a minor in at least one of these courses.
Physics	Major in Physics
Specialist Mathematics	Major/minor in Specialist Mathematics.

Further Information

Further information about ANU Extension is available at <http://extension.anu.edu.au/>

H Courses offered through UC



Get ahead with UC H Courses

Studying a H Course in the UC Accelerated Pathways Program will complement your ACT Year 11 and 12 College studies, giving you access to the library, computer systems and modern learning and research facilities at UC. You'll thrive in an environment where innovation, collaboration and hands-on experience unite to expand your horizons and create a pathway to your future.

Entry to this program is by written application and interview and is based on learner attributes and interest in the subject area. Appropriate college co-requisites apply. Students attend one-two hour class per week during ACT school term time. Classes occur on campus on Wednesday afternoons from 4:45-6:45pm.

Successful completion of a H Course will contribute to your Year 12 Senior Secondary Certificate and may form part of your ATAR calculation. Students who are successful in their H Course studies will be eligible for early entry offers into UC and will gain credit towards their university studies.

2022 UNIVERSITY OF CANBERRA H COURSES:

<p>SYSTEMIC ANATOMY AND PHYSIOLOGY</p> <p>CO-REQUISITES: Exercise Science T, Biology T, Human Biology T, Sports Development T or Health and Wellbeing T</p> <p>POSSIBLE FUTURE PATHWAYS: Medicine, Nursing, Midwifery, Physiotherapy, Exercise science, Sports management, Human nutrition, Human movement, Sports coaching, Forensic studies, Teaching.</p>	<p>BUSINESS DECISION MAKING</p> <p>CO-REQUISITES: Accounting T, Business T, Economics T, or an integrated Commerce T major</p> <p>POSSIBLE FUTURE PATHWAYS: Business, Accounting, Economics and commerce, Marketing or Advertising, Finance, Public or International Relations, Journalism, Tourism, Events or Sports Management, Business Administration.</p>
<p>INTRODUCTION TO INFORMATION TECHNOLOGY</p> <p>CO-REQUISITES: Information Technology T courses</p> <p>POSSIBLE FUTURE PATHWAYS: Information technology, Engineering, Mathematics, Business, Commerce, Software engineering, Science, IT support, IT web development, Teaching, Digital skills, Design.</p>	<p>PSYCHOLOGY: UNDERSTANDING PEOPLE AND BEHAVIOUR</p> <p>CO-REQUISITES: Psychology T or Sociology T</p> <p>POSSIBLE FUTURE PATHWAYS: Psychology, Business, Law, Science, Arts, Exercise science, Human movement, Human nutrition, Sports management or coaching, Physiotherapy, Counselling, Politics, International relations</p>

For further information about the UC Accelerated Pathways Program please visit our website: <https://www.canberra.edu.au/accelerated-pathways-program>

Brindabella Christian College Contacts

Street address: 136 Brigalow Street, Lyneham ACT 2602

Postal address: PO Box 5103, Lyneham ACT 2602

Website: www.bcc.act.edu.au

School area or staff member	Phone number	Email address
Principal	(02) 6190 7300	principal@bcc.act.edu.au
General Enquiries	(02) 6190 7300	bcc@bcc.act.edu.au
Student Reception	(02) 6190 7341 (02) 6190 7342	StudentReception@bcc.act.edu.au

Support Staff Contacts

For specific support through the Collegian years, please contact the following staff:

Staff member	Email address
Deputy Principal and Director of Pastoral Care	KeturahJones@bcc.act.edu.au
Senior School Coordinator and Yr11/12 Coordinator	JessRoberts@bcc.act.edu.au
Director of Teaching and Learning	PeterOdonnell@bcc.act.edu.au
Senior Studies Coordinator and BSSS Certification Officer	LindaJohnston@bcc.act.edu.au
AST Coordinator	MichaelJones@bcc.act.edu.au
Careers Coordinator	AndrewDane@bcc.act.edu.au
Head of Enrichment and Learning Support	DeniseMacDonald@bcc.act.edu.au
School Chaplain	MaryApikotoa@bcc.act.edu.au
Class and Connect Teachers	FirstnameLastname@bcc.act.edu.au

Forms and Other Documents Available on Request

- Study Package Variation
- Application for Leave
- Application for Permission to Regularly Arrive Late or Leave Early
- Application for Flexi-Time
- Assessment Task Cover Sheet "Declaration of Original Work"
- Application for Alternative Dates for Assessment Tasks
- Application for Permission to Drive to and from School
- "Academic Integrity: Student Guide" (BSSS)