

Brisbane  
Boys'  
College.  
Year 9  
Curriculum  
Handbook  
2022.

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# Curriculum Overview 2022

YEAR 9	
CORE SUBJECTS	ELECTIVE SUBJECTS
Christian Education	<b>Creative Arts</b>
English	Drama
History and Geography	Music
Mathematics	Visual Art
Health and Physical Education	<b>LOTE</b>
Science	Chinese
	French
	Japanese
	<b>Technology</b>
	Design Technology
	Digital Technology
	iFutures
	<i>*Must select one option from each Learning Area.</i>

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YEAR 9 CURRICULUM



# Christian Education

## Subject Overview

The place of Christian Education within the School's curriculum is to inform each student's intellect with a clear reference point to both Gospel values and the redeeming person of Jesus Christ. Students will investigate Christ's call for transformational living and for us to be agents of change in the world. Christian Education assists students to understand God's call in our lives, and the many ways we can positively respond to the Gospel. The College seeks to make a strong link between real world issues and the Bible's relevance in a young man's life. The Christian Education program at BBC is both practical and experiential, offering many opportunities for boys to respond to the Gospel's foundations of justice, restoration and renewal.

Exploring Christian belief through the Middle and Senior Schools incorporates Old and New Testament Bible study, comparative religions research, topic based research projects and a wide range of invited speakers.

## Course Structure

### **Semester 1 - In the Beginning God created What?**

- Students explore the importance and role of the Old Testament for the Christian faith
- The First Kiss
- The importance of humanity and faithfulness in relationships with each other is discussed
- The name of the game is survival
- Why did God destroy His creation, only to restore it again? Students reflect on the importance of God's covenants and the fascination of Noah's ark
- Abraham, Isaac, Jacob and Joseph
- Students to understand what it means to wrestle with the conscience, as the lives of Old Testament characters are studied. Students consider the importance of the family unit.

### **Semester 2 - The Ten Commandments**

- The relevance of the Ten Commandments today are explored through the account of Moses
- Leadership
- Students reflect on the value of a leader's capacity to trust God through a study of Israel's kings
- The Power and the Passion
- Responsibilities of a leader and the importance of honesty and integrity are considered.

## Assessment

- Computer research assignment on the land of Israel - Semester 1
- Ten Commandments assignment - Semester 2
- End of term exam
- End of semester exam
- Workbook assessment

# English

## English

### Subject Overview

The National Curriculum in English requires students in Years 7-10 to respond to a variety of literary and non-literary texts from various authors and perspectives, across a range of cultural contexts. Students are also required to produce a variety of literary and non-literary texts, representing different social contexts, times and places, attitudes, values and perspectives. The course enables individuals to identify, understand, empathise and critically engage with various people, viewpoints and experiences in life.

During their course of study, students learn to articulate their own attitudes, values and viewpoints, evaluate texts and representations of people and contexts, as well as create their own informative, imaginative, multi-modal, persuasive, and analytical-expository texts.

Integral to the English course at Brisbane Boys' College is a progressive, sequenced study of the basics: grammar, syntax, spelling, punctuation and vocabulary. Students are encouraged to read widely to expand their vocabulary, revise spelling and their use of sentence punctuation, to improve their literacy skills in English. Students are also strongly urged to read novel and drama texts before viewing film representations.

### Course Structure

#### Semester 1

- Exploring issues

#### Semester 2

- Making connections

### Assessment

- Spoken persuasive assignment
- Written analytical exam
- Written imaginative exam
- Spoken analytical assignment

# Health and Physical Education

## Health and Physical Education

### Subject Overview

Year 9 students learn to apply more specialised movement skills and complex movement strategies and concepts in a range of physical contexts. There is a focus on personal and community health and wellbeing. Students begin to examine their own and others movement performances with a focus on analysis and evaluation to improve performance. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also begin to propose strategies to support preventative health practices ensuring community health and wellbeing is considered.

### Course Structure

#### Semester 1

- Unit 1: Physical fitness for biathlon
- Unit 2: Nutrition for physical activity

#### Semester 2

- Unit 3: Invasion games
- Unit 4: Men's health
- Unit 5: Creative movements

### Assessment

- Unit 1: Project Folio
- Unit 2: Exam
- Unit 3: Performance
- Unit 4: Group Presentation
- Unit 5: Project Folio

# Humanities

## History and Geography

### Subject Overview

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914-1918, the 'war to end all wars'. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

There are two units of study in the Year 9 curriculum for Geography: 'Biomes and Food Security' and 'Geographies of Interconnections'. 'Biomes and Food Security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. 'Geographies of Interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the (positive and negative) effects of their production on the places that make them.

### Course Structure

#### Semester 1 - History

- The Industrial Revolution
- World War I

#### Semester 2 - Geography

- Biomes and Food Security
- Interconnection

### Assessment

#### Semester 1

- Source evaluation assessment
- Assignment essay

#### Semester 2

- Knowledge and skills assessment
- Investigative report

# Mathematics

## Mathematical Methods

### Subject Overview

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematical content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics.

### Course Structure

The course is adapted from the Australian Curriculum and involves topics from the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

#### Semester 1

- Money and Financial Mathematics
- Algebraic techniques
- Solving linear equations
- Simultaneous equations
- Indices and surds
- Geometry

#### Semester 2

- Measurement
- Algebraic techniques
- Money and Financial Mathematics
- Probability
- Trigonometry
- Linear relations

### Assessment

The objectives of understanding, fluency, problem-solving and reasoning form the basis of assessment.

- Term 1 Exam 15%
- Term 2 End of semester exam 20%
- Term 3 Exam 20%
- Term 4 End of semester exam 45%

# General Mathematics

## Subject Overview

The proficiency strands of understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics.

## Course Structure

The course is adapted from the Australian Curriculum and involves topics from the strands of number and algebra, measurement and geometry, and statistics and probability.

### Semester 1

- Money and financial Mathematics
- Patterns and Algebra
- Pythagoras
- Using units of measurement

### Semester 2

- Measurement
- Congruence and similarity
- Pythagoras and trigonometry
- Probability
- Statistics
- Linear and non-linear graphs

## Assessment

The objectives of understanding, fluency, problem-solving and reasoning form the basis of assessment.

- Term 1 Exam 15%
- Term 2 End of semester exam 20%
- Term 3 Exam 20%
- Term 4 End of semester exam 45%

# Essential Mathematics

## Subject Overview

The course is designed to build confidence and success when using Mathematics in everyday contexts, to develop skills such as using a calculator, maps and tables to identify and use relevant technologies in Mathematics. The course aims to improve boy's numeracy skills as preparedness for work entry through apprenticeships and traineeships. Boys will be expected to work cooperatively with others, in groups. The course expects boys to make informed mathematical decisions after researching and suitably presenting various projects and tasks. In this course, the teaching and learning contexts is one that has personal relevance to students and is related to real life. This is achieved primarily through the three general objectives of knowing, applying and explaining. This course meets the requirements of the Austrian Curriculum Achievement Standards.

## Assessment

- Folio of work - including mini tasks, pre and post tests.
- End of semester examination

# Science

## Science

### Subject Overview

Science as a 'way of knowing' is used by people to explore and explain their experiences of phenomena of the universe. It is a process for constructing new knowledge. Science is part of the human quest for understanding and wisdom and reflects human wonder about the world.

The study of Science as a 'way of knowing' and a 'way of doing' can help students reach deeper understandings of the world. Scientists work in ways which influence the nature and credibility of the conclusions they draw.

People who understand how scientists work are more likely to make thoughtful and critical decisions about scientific claims which influence their own lifestyle, health and environment.

When working scientifically, students make sense of the phenomena they experience as they investigate, understand and communicate. They develop an appreciation of working 'scientifically' when they learn the concepts of Science through engaging in the widest range of active learning experiences.

### Course Structure

#### **Semester 1** - Physics and Earth and Environmental Science

- Term 1: Geological activity and continental movement
- Term 2: Energy transfer

#### **Semester 2** - Chemistry and Biology

- Term 3: Atomic structure and reactions
- Term 4: Multicellular organisms and ecosystems

### Assessment

**Semester 1:** Research investigation and exam

**Semester 2:** Student experiment and exam

# The Arts

## Visual Art

### Subject Overview

The Years 7-12 Visual Art program primarily aims to develop visual literacy through active involvement in various art making processes. Visual literacy requires an understanding of the visual design language and the application of creative problem solving. This understanding can also be developed by responding to artworks. Students explore a variety of mediums and technique, two and three dimensional. Students apply their art knowledge and, with guidance, produce a folio of finished artworks, selecting and using a range of contemporary and traditional media, materials, equipment and technologies.

Students experiment with imaginative and innovative ways of generating ideas and gain inspiration from a broad range of sources, including artworks from different cultures, styles and historical contexts.

### Course Structure

#### Semester 1

- Art and Culture

#### Semester 2

- Art and Society

### Assessment

#### Semester 1

- Drawing/Illustration Folio
- Painting/Design - Skateboard Decks
- Written Response
- Visual Journal/Reflections

#### Semester 2

- Sculpture / construction
- Drawing / printmaking
- Oral presentation / artist critique
- Visual journal / reflections

# Drama

## Subject Overview

In the words of the Seniors of 2020:

Drama provides a creative outlet and is a refreshing change of pace from the standard seat and desk classroom setting of other subjects. Drama is a rare subject where the ideas you have are actionable and you have the ability express yourself and your ideas in an interesting and enjoyable fashion.

## Course Structure

### Past, Present and Future Directions

#### Semester 1: Comedy and Tragedy

Students actively discover historical styles of Drama including physical theatre and comedy using masks in Commedia, and then sword-fighting, stage combat and tragedy in the work of William Shakespeare. This is followed by extending knowledge and understanding of working onstage in mask through exploration of traditional Italian style Commedia Dell' Arte.

#### Semester 2: Now and When

Beginning with modern plays, students explore the complexity of meaning in plays, analysing the relationship between context, text and subtext. They will then move to the incorporation of technology into live performance, exploring and building drama through online spaces and cinematic theatre.

Students attend evening performances of professional productions and in-class workshops with theatre professionals to develop their understanding and skills.

## Assessment

**Students will engage in a variety of small group and individual tasks that challenge and foster accomplishments in:**

- Creativity
- Collaboration
- Critical Thinking
- Communication
- Character
- Citizenship

**Assessment is conducted in the following criteria.**

- Making - Creating: Ability to apply knowledge and understanding of the elements of Drama to create improvisation, directorial vision and playscripts.
- Making - Presenting: Demonstrate skills through a series of practical tasks. These include individual and small group performances, performed in front of their peers and a wider parent audience when possible.
- Responding and Reflecting: Demonstrate understanding of the elements of Drama through analysis of dramatic action from a wide range of styles and genres.

# Music

## Subject Overview

The Year 9 Music Course provides students with opportunities to explore a diverse range of musical styles and genres and continue to build on the knowledge and skills developed in the Year 8 Music program.

Students wishing to choose Senior Music in Years 11 and 12 are strongly encouraged to choose both Year 9 and Year 10 Music to maximise their experience and expertise in the subject.

## Course Structure

Students interested in advancing their musical knowledge and skills will be both challenged and rewarded by the range of learning experiences covered in this course. In particular, students will have opportunities to be creative while enhancing performance, composing and analytical skills.

Throughout the course, students study a variety of styles and genres from historical time periods and cover all aspects of music education including theory and appreciation, aural development, composition and practical performance with the integration of Music technology.

It is recommended that all Year 9 Music students undertake private instrumental and/or vocal lessons and participate in at least one College ensemble.

## Assessment

Students will engage in a variety of whole class, small group and individual tasks that challenge and foster a well-rounded musician. Assessment is conducted in the following criteria.

- Making - Creating: Ability to apply knowledge and understanding of the musical elements to reproduce and/or create sophisticated musical compositions in a particular style and genre.
- Making - Presenting: Demonstrate musical skills through a series of practical tasks. These include a solo or as part of an ensemble; give an authentic performance of a work or song from a particular style and genre.
- Responding and Reflecting: Demonstrate understanding of the musical elements through aural and visual analysis of music from a wide range of styles and genres.
- Assessment will include performances on an instrument of a student's choice, compositions, musicological analysis and musicianship tasks

# LOTE

## Chinese

### Subject Overview

Chinese is designed for students who are interested in language learning and are willing to become competent in Chinese language for future vocational opportunities.

### Course Structure

- Date/days, time, daily routine, special events, public places, shopping, colours, clothing, Chinese food (Yum Cha), meals, weather and transport.
- Teaching strategies focus on the communicative approach and learning is based on interesting, comprehensive and communicative activities.
- Traditional Chinese culture is studied through various activities such as Chinese songs, brush painting, calligraphy, martial arts, cooking, play production, speech competition and writing competition.
- By the end of the Year 9 Chinese Course students should be able to apply the Chinese language in real life situations. Students will have a detailed subject assessment profile to indicate their progress and level of achievement.

### Assessment

The four skills, listening, speaking, reading and writing are assessed separately and are equally weighted, i.e. 25% each of the total assessment.

Each skill will be assessed once per semester for summative purposes.

### Prerequisite

- Year 7 and Year 8 Chinese

# French

## Subject Overview

French at BBC is taught in a communicative way following the Australian Curriculum as well as using the Dimensions of Learning.

Students are encouraged to grow not only their linguistic skills but also their cognitive and metacognitive competencies in view of them becoming more independent learners. Year 9 is a period of language exploration and vocabulary expansion at that level, and of experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts.

Learners use French to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. They use French more fluently, with a greater degree of self-correction and repair. Students reference the accuracy of their language use against a wider framework of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how inter-cultural experience, technology, media and globalisation influence forms of communication. Learners also develop general capabilities such as literacy and numeracy.

## Course Structure

The students will be able to participate in the following events:

- French Film Festival (March)
- Eating at French restaurants
- Bastille Day (July)

### Semester 1

- My home
- My life/My routine
- My work

### Semester 2

- My leisure
- My outings/My travels
- My food

## Assessment

Assessments will take place every term and will be based on a multi-modal approach and the students demonstrating their communication in the target language as well as their understanding of the language, its system and its culture.

### Term 1-IA1

- Analyse French Texts in English

### Term 2-IA2

- Analyse French Texts in English
- Create French Texts with French Stimulus
- Exchange Information and Ideas in French

### Term 3-IA3

- Analyse French Texts in English
- Create French Texts with French Stimulus
- Exchange Information and Ideas in French

### Term 4-IA4

- Analyse French Texts in English
- Create French Texts with French Stimulus
- Exchange Information and Ideas in French

## Prerequisite

- Years 7-8 French

# Japanese

## Subject Overview

Japanese involves studying the Japanese language (speaking, writing, reading and listening) and its culture.

The Japanese language is spoken by over 120 million people. At BBC we believe that an understanding of the Japanese way of thinking and an ability to speak Japanese is a very valuable skill to possess when entering the work force, as past students can attest.

BBC takes part in two student exchanges with Japanese schools, so opportunities exist for boys to experience the culture and lifestyle and make Japanese friends whilst still at school.

## Course Structure

### Semester 1

- Hiragana / Katakana
- Moving House / School

### Semester 2

- Seasons/Weather
- Body parts/Appearance

## Assessment

Each of the four skills; listening, speaking, reading and writing are normally assessed twice per semester. Each skill is weighted equally.

To assess Listening skills, comprehension passages relating to topics covered are prepared by students. Speaking is assessed with reference to fluency and pronunciation. Writing needs to convey meaning concisely and be grammatically correct. Reading skills are assessed for comprehension.

## Pre-requisite

Hiragana and Katakana. Those topics covered in Year 8 and Year 9. All tenses in verbs and adjectives.

# Technology

## Design Technology

### Subject Overview

Design Technology engages students to explore how people consider factors that impact on design decisions and the technologies used to produce products, services and environments. They are challenged to identify the changes necessary to designed solutions to realise preferred futures they have described. When producing their solutions, students will evaluate the features of technologies and their appropriateness for purpose or stakeholder.

Students will create solutions based on the critical evaluation of the needs and wants of a stakeholder or opportunity, they will establish criteria for success, including sustainability considerations, and use these to evaluate their ideas, solutions and processes. Students will be required to communicate and document their projects, including marketing for a range of audiences. Throughout the course, students will work independently and collaboratively apply sequenced production and management plans when producing their solutions, making adjustments to plans as necessary as a result of their evaluation against their criteria.

### Course Structure

- Recycle It – Sustainable design challenge.
- Build Me – Technology Skill Development
- Save Place – Emergency Housing challenge
- Help Us - Addressing Homelessness

### Assessment

- Design Folio
- Design Examination
- Collection of Work

# Digital Technology

## Subject Overview

Digital Technology challenges students to plan and manage digital projects using an iterative approach, defining and decomposing complex problems in terms of functional and non-functional requirements. They will design and evaluate user experiences and algorithms, implement modular programs, including an object oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities.

They will explain digital systems and interactions between software and users, they also explain simple data encoding, and why content data are separated from presentation.

They will evaluate the information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise, as well as sharing and collaborating online, establishing protocols for the use, transmission and maintenance of data and projects.

## Course Structure

- Game Programming
- Programming with Python

## Assessment

- Examination
- Skills Assessment
- Programming Project
- Game Maker Project

# iFutures

## Subject Overview

iFutures is a bespoke program at BBC that allows students the freedom to design and create across a range of technology areas within the one learning environment. The course will incorporate elements from Digital Technologies, Design Technology and Engineering.

As part of the course students will be empowered to approach an ever increasingly technological and complex world, and develop the confidence to develop knowledge, critically analyse and creatively respond to digital & design challenges. Throughout the course students will develop the knowledge, understanding and skills involved in the analysis, design, development and prototyping of technology solutions

Students are provided with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. Students will be actively engaged in creating quality designed solutions for identified needs and opportunities. They will manage projects independently and collaboratively from conception to realisation and apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions.

By the end of the course, students should be able to :

- Identify the changes necessary for designed solutions to be realised
- Create designed solutions based on a critical evaluation of needs or opportunities
- Create and connect design ideas and processes of increasing complexity and justify decisions
- Communicate and document design process for solutions
- Select and use appropriate technology skilfully and safely to produce high quality designed solutions suitable for the intended purpose
- Explain the control and management of digital systems
- Plan and manage digital projects using an iterative approach
- Design and implement modular programs, including an object oriented program, using algorithms and structures involving modular functions that reflect the relationships of real world and entities
- Test and predict results and implement digital solutions

## Course Prerequisites

A student must have received a minimum of a B standard in Digital Technology, Design Technology and Mathematics

## Course Structure

### Term 1

- Battle Bots

### Term 2

- Design Challenges
- Engineering & Materials Challenges

### Term 3 & 4

- iFutures Challenge – Drone rescue

## Assessment

- Folio & practical demonstration
- Design & Engineering folio
- Engineering examination





## BRISBANE BOYS' COLLEGE

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