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The Senior Phase of Learning is a challenging time as you move from the years of Junior Secondary into the worlds of senior education, tertiary studies and work. You take on new responsibilities and face important decisions with far reaching effects.

At Cooloola Christian College we seek to help you grow in personal responsibility for your learning and spiritual growth. You become more accountable for your behaviour; are required to make commitments; fulfil obligations; and make decisions on courses of action, schedules, and the fulfilling of goals. This may sound daunting, but the Senior Phase of Learning can be exciting and very fulfilling.

The College seeks to give you opportunities to discover your gifts, academic and non-academic, in a community of students, teachers and parents, striving to be faithful to God in all areas of life.

The College in 2017 will work towards these goals by experiencing and developing:

* a respect and desire to learn from God’s Word
* a community of respect and sharing for all students and staff
* maturity in personal goal setting, time management, and study skills
* Independent Learning Centre (ILC) for negotiated learning activities, and information gathering through multimedia and on line computer facilities
* increased leadership opportunities through College Captain, College Leadership & House Leader roles
* an opportunity for you to be part of a proud record of success in students entering the workforce and tertiary study
SUBJECT SELECTION

The aim of this booklet is to assist you to choose the best subjects for your purposes. You should discuss your subject selections with your parents, trusted friends who have completed their Secondary Education and your teachers. You should then be guided by the following steps:

Prayer:
Ask God for clear direction as to His calling for you – how He wants you to use your God-given talents in His Kingdom.

Prerequisite Needs:
Make sure any prerequisite subjects for post-secondary courses in which you are interested are included.

Ability and Preference:
Be guided in your choice of the remainder of your subjects by what you do BEST and what you PREFER to do.

All Students:
Senior students of the College must choose AXIS, English or English Communication, Maths A,B or Pre-vocational Maths. In Year 11, students must also choose four other subjects from those subjects listed. In Year 12, students may choose Study to replace one Elective subject. AXIS, English and Mathematics are compulsory subjects.

Other than the prerequisites listed for each subject, there is an open choice of subjects and units.

Variations to course structure may be negotiated with the Head of Secondary.

Tertiary Study:
To be eligible for tertiary entrance, you need to study the equivalent of five Authority subjects each semester. Three subjects must be studied for all four semesters to be eligible for an Overall Position (OP).

Students are selected for most Queensland tertiary courses according to their Overall Position.
TERTIARY ENTRANCE INFORMATION

This section applies to students contemplating university studies after school.

Several factors determine whether or not students are accepted into particular courses at university. Each tertiary course has a quota or limit on the number of students who can be accepted each year. The higher your OP, the better the chances of being admitted into the tertiary course of choice. These results are obtained by working through the Authority-accredited program in each subject, and then measuring achievements on tests, assignments, and other assessment against the criteria detailed in the program.

Below are the requirements for entry into a course at university:

1. **Pre-requisite subjects** must be met. Each course will stipulate certain Authority subjects (and perhaps, minimum Achievement Levels) which must be taken in Years 11 and 12 if students are to be considered for admission to that course.

2. Students must have a sufficiently high **Overall Position (OP)** to be included in the quota for that course. An OP is a measure of overall academic achievement at school. It allows comparisons to be made between all students in the State, with students receiving an OP from 1 (the highest) to 25.

3. Students who have an OP which is marginal for selection for a particular course will have their **Field Positions (FPs)** scrutinized. Each course will state which FP or combination of FPs will be used to decide between students on marginal OPs. An FP is a finer measurement of achievement than the OP, and students can be compared with one another in up to five different fields. The five fields are:
   - Field A: Extended written expression involving complex analysis and synthesis of ideas
   - Field B: Short written communication involving reading, comprehension and expression in English or a foreign language.
   - Field C: Basic numeracy/calculation, graphical and tabular interpretation
   - Field D: Solving complex problems using mathematical symbols and abstractions
   - Field E: Substantial practical performance involving physical or creative arts of expressive skills

   The result in each field in which the student is eligible for an FP will be reported on a scale of 1 (highest) to 10.

4. Students must sit for the **Queensland Core Skills Test (QCS Test)** in Year 12. This is a curriculum-driven, non-subject specific test involving about seven hours testing over two days. The results are used to scale subjects and schools. Student results on this test are published on their Senior Statement, using an A (highest) to E scale.

5. Finally, **other information** may be considered. This could include interviews, folios, auditions, school references and reports.

Students apply to the Queensland Tertiary Admissions Centre (QTAC) for places in tertiary courses in Queensland (and in some cases, northern NSW as well). Information booklets are distributed through schools and assistance is available from the Year 12 Pastoral Care Teacher at the appropriate time. Students lodge their QTAC preferences electronically. This allows students to change or update their preferences easily. At the time of lodgement (August/September, in their final year), students will not know their OP, FP’s or Levels of Achievement in their subjects. However, they are able to change their preferences for a short period after this information becomes available in December.

Further and more detailed information on the awarding of OP’s and FP’s can be obtained from a Tertiary Entrance Procedures Authority (TEPA) booklet. Copies are available from the College.
PREREQUISITE SUBJECTS

For the subject requirements of specific courses at particular colleges and universities, it is necessary to consult the QTAC Guide for Tertiary Study commencing 2018. Different institutions may have different subject requirements for courses which are very similar.

Throughout the booklet, reference is made to pre-requisite, recommended (or highly recommended) and useful subjects. These terms have the following meanings:

- Prerequisite subjects must be taken for future courses.
- Recommended subjects are not essential, but are likely to make future courses easier to follow. Some institutions may not specify pre-requisite subjects but as knowledge of these subjects is assumed, it is advisable that these are studied at Year 11/12 level.
- Useful subjects are not essential but give a general background or help develop particular skills.

English, Mathematics and Science subjects are the main subjects listed as pre-requisites for many tertiary courses. It should be noted, however, that there are many courses and careers which do not have mathematics and science subjects as pre-requisites.

MAKING TERTIARY CHOICES

All tertiary institutions produce handbooks, prospectuses and brochures which provide course details. They can be obtained from the institution or the Career Section in the College library. Information is available through computer networks including the Student Connect Website at www.studentconnect.QCAA.qld.edu.au

Most tertiary institutions hold annual information days when parents and students can get course information and advice. When choosing a tertiary course, you should consider the entrance requirements, the subjects involved, how they are taught and assessed, and the opportunities to combine subjects from a number of different disciplines. Other important things that may affect your decision include the length of a course, costs involved, and the availability of part time study. It is also necessary to choose an institution carefully. Factors you should consider include the size of its student population, its location (in terms of time and money spent in travel), support services, and the availability of accommodation on or near the campus.

NON OP STUDENTS

For students who do not have an OP from senior schooling, selection for associate diploma courses is based on achievement in all previous study (Authority, Authority-registered and vocational subjects) recorded on the Senior Statement and contribute towards the QCE (Queensland Certificate of Education).

If students who are not eligible for an OP sit for the QCS Test, this result, together with the students’ Levels of Achievement, is used to determine a Tertiary Entrance Rank which would enable the student to gain entry to university and TAFE diploma courses. TAFE courses can be used to articulate into relevant degree courses at university.
VOCATIONAL EDUCATION AND TRAINING

A range of Vocational Education & Training (VET) subjects will be offered to College students through TAFE or Schools of Distance Education, such as BSDE or Groves.

VET helps Year 11 and 12 students in their transition from school to work. It contributes to young people’s chances of obtaining employment upon leaving school. Recognised vocational education and training programs allow school students to reinforce and consolidate general learning in more applied contexts. In this way, recognised VET programs also cater for a broader range of students’ learning styles.

Whilst completing the Authority-Registered subjects, students will be gaining qualifications up to and including Certificate Level 2 in most subjects. All courses are nationally recognised and allow for articulation or advanced standing to any institute in Australia offering national modules as part of their course.

All students will receive a Senior Statement listing all Authority-registered Subjects completed. Each subject will have an achievement rating attained by each student. The national modules in which the student gains competency will also be listed on the Senior Statement. Students who sit for the Queensland Core Skills Test are able to apply for a Tertiary Entrance Rank (TER) that can be used to gain entry to TAFE courses at a diploma level and, to a limited degree, some Universities. Students do not exit with an OP.

SCHOOL BASED TRAINEESHIPS

A particular form of VET exists in School-based Traineeships that are available to students via the College in Years 11 and 12. These Traineeships allow students to do paid work, undergo training both on and off the job, and complete a QCE while still at school.

The VET training provided may occur at the workplace, at a TAFE Institute or through a private training provider.

Beginning a Traineeship at the start of Year 11 means that a student should be able to complete relevant VET training to a Certificate 2 level as well as gaining all of the benefits of the associated first hand experience in a particular industry. This provides a head start in the employment market with a smooth pathway to ease the transition from school to work.

HEADSTART

Can’t wait to start University? Headstart is a transition program that gives you the best of both worlds. It allows Year 11 and 12 students to study courses while still completing high school.

Headstart gives you a taste of university life and helps you prepare for future study. You can work towards entry to a degree, expand your knowledge and skills, and interact with university staff and students.

The biggest advantage of Headstart is the preparation for university. You get to experience university life, which will help you prepare for future study after school. You can broaden your education by selecting courses in subject areas not offered by your school. Headstart can enhance your performance at school, because you learn new academic skills and have access to extra study resources. Guaranteed entry will be awarded to those students who successfully complete Headstart courses and meet the pre-requisites for a program of study in a related area.

Entry into the Headstart program is competitive, and is based on your academic, personal and community achievements.
You are eligible to apply for Headstart if you are an Australian citizen, New Zealand citizen or Australian permanent resident, and currently completing a full workload of Year 11 or 12 curriculum. You school must approve your application.

More information can be obtained at specific university websites i.e. USQ, USC etc.

DISTANCE INFORMATION

Information Statement
Non-State School Fee for access to a program of Distance Education provided by a state school.

The Department of Education, Training & the Arts (DETA) provides a range of high quality programs and services through seven state schools of distance education (SSDE).

School based students from a non-state school (Cooloola Christian College) may enrol in a program or part program of distance education for reasons of teacher unavailability, timetable clashes or to extend subject offerings to students because subject demand in the school is too low to warrant the subject being offered in the classroom setting.

In March 2008, a Regulatory Impact Statement (RIS) was prepared to consult on and explain the need for proposed new fees for distance education services from a state school, how they had been calculated and to evaluate the likely costs and benefits that may arise from their implementation.

As a result of the consultation process, and in recognition of the feedback from the RIS and stakeholder forums, a flat fee per subject enrolment is payable to a state school for distance education which is provided to non-state school students from 1 January 2009.

The Fee
A fee for the provision of distance education to a non-state school is prescribed under section 52(2) of the Education (General Provisions) Act 2006 (the Act). Section 69(2) of the Education (General Provisions) Regulation 2006 (EGPR 2006) prescribes the annual enrolment fee per subject, per student or per student for a semester two subject enrolment. The fee is payable on enrolment and the service will only be provided if it is paid in full. An invoice from the SSDE will be made on enrolment to the non-state school for payment prior to the provision of service. The full fee will be reimbursed if a successful waiver application is made.

The fee will increase by the Consumer Price Index (CPI) each year in line with the governments ‘Principles for Fees and Charges’. The quantum of the fee was reviewed by DETA in 2012.

Waiver and Refund Provisions
Section 54 of the Act provides that the chief executive may waive, entirely or partly, payment of the fee if satisfied that the person is undertaking distance education and would suffer a significant educational disadvantage if the person were not able to continue in the program and payment of the fee would cause financial hardship. The chief executive may also waive the fee if satisfied that the waiver is appropriate and reasonable because of exceptional circumstances.

Applications for fee waiver, in whole or in part, will be assessed on a case-by-case basis and will be provided favourable consideration if a NSS student is:
• under a child protection order;
• unable to participate in a chosen subject and the subject is also unavailable from schools in the same area;
• in Years 11-12 and transferred from another school to a non-state school that does not offer the same subject/s the student was previously undertaking.
NSS that withdraw a student enrolment after an unfavourable waiver decision will be required to apply for a refund of the fee in accordance with s.69(A) of the EGPR 2006.

A refund of the non-state school enrolment fee will be provided in accordance with s.69(A) of the EGPR 2006, that is, because of a change in personal circumstances.

Non-state schools will also be required to pay a general resource levy of up to $125 and specific subject resource charges between $10 and $170 per annum depending on the subject choice.

What does that mean for Cooloola Christian College?

- Any student wishing to study a distance education subject will be required to pay a fee per student, per subject, per annum.
- The fee is payable for enrolment from 1 January.

Costs involved: Payable by Student (as of September 2010)

A fee of approximately $1,360.00 per subject per student per year will apply to all non-state school enrolments at Brisbane School of Distance Education. If the student is enrolled only in Semester 2, the fee payable is approximately $680.00 per subject per student. A student’s enrolment will not be activated until payment has been received.
ASSESSMENT IN YEARS 11, 12

There are no external examinations for fulltime schooling. Schools plan and manage their own assessment. This assessment is based on accredited work programs. The programs are accredited by the Queensland Curriculum & Assessment Authority (QCAA) via area panels and specific moderation and verification procedures. In short – senior secondary in Queensland schools operate a system of continuous, school-based assessment, moderated across the State by the work of review panels.

Assessment of students’ knowledge and skills as defined and required by the syllabus is necessary to certify achievement in a subject. A variety of assessment devices is employed to achieve this. These include: supervised examinations, shorter tests, assignments, projects, orals, practical experiments, field studies and observational schedules. Assessment may occur under various conditions:

- Supervision: fully, partially or unsupervised
- Resources: none, open book, graphics calculator, notes, Internet
- Time: strict time limits on tests, long projects with check points
- Procedures: late submissions, handing-in, extension

Usually an assessment instrument will consist of one or more assessment items. An assessment item requires a response from a student in a variety of modes such as multiple-choice, short-answer, extended writing, presentation, and so on. Assessment items do not just concentrate on the direct foci of knowledge and skills being studied but also draw on assumed knowledge contextualising the specific task. The layout of assessment items and other cues should guide students about the requirements of the task set.

CRITERIA-BASED ASSESSMENT

Criteria-based assessment focuses on the specific nature of each student’s actual achievements in relation to specific criteria. It stands in marked contrast to norm-based assessment where the emphasis is on relating the achievement of a particular student to the achievements of other students. A criterion is the property, dimension or characteristic by which something is judged or appraised. A standard is a fixed reference point for use in assessing or describing the quality of something, or as a goal to aim for.

Assessment in the Queensland context is the acquiring of information on the standard achieved by the student in terms of the criteria and standards stated in the syllabus. This operates first at the level of the individual task and, secondly, by a cumulative process, at a global level across a range of tasks in a number of dimensions of learning over the two-year course of study.

Exit assessment leads to a decision about a student’s final level of achievement. The school considers the student’s knowledge and understanding of the concepts and principles of the subject and takes into account the student’s thinking and practical skills in a wide range of situations. Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory. Assessment of student achievement is based on the significant aspects of the course of study identified in the syllabus and the school’s work program. Information is gathered through a process of continuous assessment. Assessment is balanced over the course of study (not necessarily within a semester or between semesters). Exit assessment involves the fullest and latest information on student achievement in the course of study and is usually arrived at via selective updating of a student’s profile of achievement.

Within schools, profiles are used as a method of tracking the achievement of students through the two-year course of study of the subject in Years 11 and 12. A profile is a document or form with concise information illustrating an interpretation of the standards reached by a student in specified criteria. It incorporates the notion of selectively updating student records so that the profile is an accurate record of achievement at any time during those two years. This makes it possible for the decision or judgement about a student’s exit level of achievement for a particular subject to be awarded on the QCE based on the latest and most complete information on record.
SUMMATIVE ASSESSMENT

This is used to determine a student’s Level of Achievement (LDA) at the end of Year 12. Because the fullest and latest results are required, it may consist of only Year 12 results. However Year 11 results are included when the concepts cannot be retested at a later date. This could include content or knowledge covered in earlier semesters.

FORMATIVE ASSESSMENT

This is used when the subject or criteria being tested is developmental, and can be tested again at a later time. In many subjects, processes are assessed formatively in earlier semesters and them summatively in later semesters. As well as providing information about the student’s performance in the subject, formative assessment is used to help the student attain better results. It provides a learning experience for the student whose performance should improve when similar assessment instruments are used for summative assessment. It also allows feedback to the student, so that action to improve the results may be taken. Results of formative assessment are included in the Student Profile, and are used at Panel Monitoring Meetings at the end of Year 11. These results are also used to help determine the student’s Level of Achievement should the student exit the subject before the end of Year 12.

COMPETENCY BASED ASSESSMENT

Assessment of vocational subjects is competency based. This means that students must demonstrate competency on ALL performance criteria in each learning outcome in order to be deemed competent. Students who are not competent on their first attempt at assessment are provided with an opportunity to be reassessed following further learning activities. Once students demonstrate that they can do all the tasks required in a module, they are given credit for the module. Students will be given a Student Record Book which lists all the vocational competencies contained in the specific area. Once the can demonstrate that they can do each task, it will be signed off in the book, which thereby becomes the official record of their achievements.

MODERATION (YEAR 11)

Moderation is a set of processes designed to ensure that results recorded on senior certificates match the requirements of syllabuses. It involves contextualised teacher judgements and a system of verification of subject in different schools and who attain the same standard through assessment programs based on a common syllabus will be awarded the same level of achievement on their senior certificates.

The QCAA accredits a school’s programs of study in Authority and Authority-registered subjects for which the students’ results may be recorded on Authority certificates. In the case of an Authority subject it is affected by a process in which the relevant review panel checks a school’s work program against the corresponding syllabus to ensure that the requirements of the syllabus have been met. A review panel is a group of experienced practising teachers who are appointed by the Authority to give advice to schools, on behalf of the Authority, in subjects within their area of expertise, about the appropriateness of work programs and about standards of student work.

Teachers use a variety of assessment instruments to make their judgements about students’ levels of achievement. However, for fairness and comparability of standards, there ma need to be considerable consultation and communication between schools and the Authority’s review panels. Teacher-based review panels make it possible to review school submissions, give schools greater flexibility in methods of assessment and, for the Authority, through the various panel chairs, to maintain currency of knowledge regarding standards and judgements made by teachers, and to provide feedback to schools following the review processes. The Authority has to be satisfied that comparability has been achieved and that assessments provided by schools can be justified before it issues certificates to students.

Towards the end of Year 11, for each Authority subject offered by the school, the work of a sample of students who, after the application of criteria, are each typical of a given level of achievement, is sent to the relevant review panel. Such panels consider this material early in Year 12, after which schools are
given feedback on the quality of their decision making, that is, whether their assessment and standards are consistent with the syllabus requirements.

VERIFICATION (YEAR 12)
Towards the end of Year 12, school submissions (one for each Authority subject) comprising folios of the work of sample students (students who are about to exit from the course of study) together with the school’s judgment of the value of the work of each of those students, as indicated by an assigned place within the subject-group in that school, are sent to the relevant review panels who review the material to confirm that the standards of student work are appropriate. They do this by matching student performance with the criteria and standards as stated in the subject syllabus. If a panel does not agree with a school’s proposal, consultation between the school concerned and the panel takes place. The role of a state review panel for a given subject is to ensure that standards in that subject are maintained across all districts in the State. They do this by examining samples from each district. The verification phase concludes with the review panel chair signing that agreement has been reached on the school proposal.

Immediately after the end of Year 12, after considering a school’s proposal for exit levels of achievement and the record of any discussions with the Authority office concerning changes since October verification, the state review panel recommends levels of achievement for certification.

QCAA CERTIFICATION
The Senior Statement
The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and, where and when the learning took place.

The QCAA will issue the Senior Statement to young people who:

• have met the requirements for the Queensland Certificate of Education, or
• are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
• have completed a pattern of study which makes them OP eligible.

Tertiary Entrance Statement
A student will also receive a Tertiary Entrance Statement if he/she is eligible for tertiary entrance. The Tertiary Entrance Procedures Authority (TEPA) prepares this document. It contains the student’s:

• Overall Position (OP) and
• Field Positions (FPs)

The Queensland Certificate of Education
(QCE)

The QCAA will award the QCE when a young person has gained

• 20 credit points in the required pattern at the required standard
• The literacy and numeracy requirement

The QCE will be awarded at the end of the year in which students finish Year 12.
ASSESSMENT PROCEDURES

An ASSESSMENT TASK is a body of written, spoken or practical work that is an integral part of the learning process. It may be completed at home and/or in class. It may include bookwork, assignments and/or exams. All assessment tasks required by a Work Program are to be entered onto the Assessment Calendar that will be distributed to students as early as possible in each semester.

Mandatory assessment requirements derived from QCAA (Queensland Curriculum & Assessment Authority) policy:
All assessment tasks which contribute to decision-making about a student’s performance for any reporting process are required to satisfy the following criteria:

ASSIGNMENTS

1. Assignments must be presented by the due date and all speaking, performance and exam attendance deadlines met unless the Head of Secondary, who has been informed that “exceptional circumstances” exist, has granted an extension of time. Exceptional circumstances are those normally beyond a student’s control. The student must hand a completed “Assessment Extension Application Form” to the appropriate class teacher who will make a recommendation to the Head of Secondary as to whether or not an extension should be granted.

2. Written assignments are to be submitted to the Class teacher on or before the due date and submissions form signed. Parents/caregivers will be notified if there is a non-submission. When class teachers are not present on the due date, assignments are to be handed in to the Office or Head of Secondary and will then be signed, dated and passed on to the class teacher.

3. Where there is a combined Year 9/10 class, all assignment work from both Year 9 and Year 10 students will be handed directly to the class teacher.

4. If a student is absent on the due date for a written assignment, the assignment should be conveyed to the college by a friend or relative or by fax or e-mail.

5. If the student knows in advance that he/she will be absent on the due date, the assignment should be submitted prior to the due date.

6. If a written assignment is not submitted by the due date, the student will be provided with paper during the next lesson in that subject on which to present the required task.

7. Computer or printer problems at home are unacceptable as an excuse for not handing in a written assignment on time.

8. It is the student’s responsibility to provide the teacher with a hard copy of a written task.

9. Drafts may be e-mailed to the teacher. The teacher may specify the number of drafts he/she is prepared to comment on and the latest date for assessing these. The most recent draft may be used for assessment if the student is unable to present a hard copy of the task on the due date.

10. If a student is absent on the due date for an oral presentation, notes, script or a printout of PowerPoint slides should be submitted as point 4 above. The student should report to the subject teacher on the first day back at school and make arrangements for the presentation to be heard.

11. A medical certificate must support any illness.

12. The assignment must be the student’s own work. Any assignment that is shown to be largely plagiarised will be awarded an ‘E’. Students will be required to produce a piece of work in their own words to meet course requirements.
13. Assessment tasks with a major research component should normally be made available to students at least four weeks ahead of the due date unless Work Programs decree otherwise.

14. Failure to submit a substantial assessment task may result in the student’s being awarded no credit for that semester.

15. Assignments must not be submitted in display folders unless specifically required.

16. Revisiting an assessment task will not be permitted unless there are exceptional circumstances. In this case, an alternative task on the same topic with the same degree of difficulty will be set and the resubmission grade will be the one used in reporting.

EXAMS

1. It is acceptable for written assignments to be due and spoken/practical assessment tasks to take place during the blocked exam period if a subject’s Work Program does not require an exam at that time.

2. An exam cannot be done prior to the set date even when a student knows they will be absent on the set date.

3. If a student is absent on the day of an exam timetabled into the exam block, the student should report to the Head of Secondary on the first day back and make arrangements to sit for the missed exam.

4. A medical certificate must support any illness.

5. The week prior to the blocked exam period and the blocked exam period will be kept as free as possible of all interruptions, including excursions, visiting speakers and whole college activities to ensure orderly revision and exam preparation.

6. Decisions relating to events organised by external authorities occurring in the pre-exam/exam period that require particular students to participate will be made by the subject teacher and the Head of Secondary. Permission letters associated with the activity will include the information that participating students may miss important revision time in other subjects. An individual student will be allowed not to be a part of the group participating in such an event.
SUBJECTS

The subjects you choose will have an important effect on you whether you continue studying after your Secondary schooling or obtain employment. So consider not only what you like to do but also what you are best at or most suited to. Knowing and understanding your interests, achievements and aims will help when you start to select subjects.

Subjects are of several types -

A Authority subjects: recognised by the Queensland Curriculum & Assessment Authority and which may contribute from 12 to 20 points toward the QCE as well as contributing to the Overall Position used in tertiary selection.

Authority subjects offered by the College, but which do not attract enough students, will be offered through the Brisbane School of Distance Education at the costs indicated. Similarly, students wishing to study subjects that the College cannot offer will also be given the opportunity to enrol for these subjects with Distance Education.

Examples of Authority subjects offered through Distance Education include:

Accounting  Ancient History  Biology  Chemistry  Economics
English  French  Geography  German  Graphics
IPT  Japanese  Maths A  Maths B  Maths C
Modern History  Multi-strand Science  Music  Physics

B Subject Area Specifications (SAS) recognised by the Queensland Curriculum & Assessment Authority which may contribute from 12 to 20 points toward the QCE. These subjects do not relate to an Overall Position, but are Vocational in emphasis and are credited for Certificates in the Australian Qualifications Framework.

Examples of vocational subjects to be offered through the Brisbane School of Distance Education, in 2017, include:

Visual Art Studies
English Communication  Science in Practice
Social and Community Studies  Pre-vocational Maths

C School-based Apprenticeships/Traineeships: may contribute up to 8 points toward the QCE and will contribute to a Certificate II or III.

D TAFE subjects are offered both in on-campus and online modes. These subjects contribute towards nationally recognised Certificates II & III and also up to 4 points on the QCE with many Certificate III and IVs up to 8 points. At the writing of this booklet, negotiations are underway as to the type of subjects to be offered.
## SUBJECT PREFERENCES

<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
<th>COOLOOLA CHRISTIAN COLLEGE</th>
<th>YEAR 11 2015 SUBJECT PREFERENCES</th>
</tr>
</thead>
</table>

### Step 1
**STUDENT NAME**
- Please PRINT your name.

### Step 2
**OP ELIGIBILITY**
- CIRCLE the answer to the question regarding OP status.

### Step 3
**SUBJECTS CHOSEN**
- TICK which **English** and which **Maths** subject you will be studying, **these are compulsory subjects**.
- Choose **6** more from the remaining subjects and write the numbers **1** to **6**, showing your preference in this column.
- If choosing a Distance Education subject please write the name of the actual subject also.

### Step 4
**Traineeship / Apprenticeship**
- This entry simply indicates an intention to pursue a Traineeship or Apprenticeship, and indicates which subject may be dropped if you are successful.
- The College will initiate further discussions with students wishing to pursue this avenue and will negotiate a flexible program to allow any student to take up a Traineeship or Apprenticeship if obtained.

### Step 5
**Student / Parent Statement**
- This entry indicates to the College that students have thought carefully about the preferences expressed and that parental support has been obtained.
- The college commits to early decisions as to the viability of courses for 2017.

### Step 6
**Submission**
- Interviews will be arranged at the Information Night or through the office.
SUBJECT CHANGES
Your goals and career choices may change during your Senior Phase of Learning. If you wish to change a course of study, you should approach the Head of Secondary for advice.

The following steps are involved:-
♦ consultation with the Head of Secondary
♦ filling out the appropriate form
♦ letter from College confirming change or not

REQUIREMENTS
The College supplies textbooks and a diary. Specific subjects may require extra items and these are noted below. Specific teachers may require extra things from time to time; please consult with them if you are unsure.

Basic requirements include:-

- NIV Bible
- Dictionary
- Pencils, pens, eraser, ruler
- Ruled A4 paper
- Clip Folder
- Ring Folders
- Maths A - Compass, Math-o-Mat or ruler & protractor
- Glue, sticky tape, scissors, coloured pencils
- Calculator (details from subjects)

Please note the following subject requirements:-

- **Business**: Access to a computer and printer, display folder.

- **Chemistry, Biology & Physics**: These subjects require a white laboratory coat, eye protection, and rubber/plastic gloves. The College will supply the white coat and keep it clean, but in the case of any wilful damage to it, the student will be required to replace the coat at own cost. Rubber gloves and eye protection will be supplied under the same conditions. Although the school has enough PC and Internet resources, a PC connected to the internet at home is a necessity.

- **Graphics**: Please consult with the subject teacher. Although the College has enough PC and Internet resources for all students choosing this subject, it would be difficult for students to fulfil all requirements of the course without a PC connected to the Internet at home. A USB stick, storage device, wholly dedicated to school work, will be required. A personal laptop would be advantageous.

- **Home Economics**: Apron and tea towel is required. Textile fabrics and cooking ingredients are required. Leather shoes are compulsory in kitchens and sewing rooms.

- **Industrial Technology Studies**: All books and equipment are supplied.

- **Information Processing and Technology**: Although the College has enough PC and Internet resources for all students choosing this subject, it would be difficult for students to fulfil all requirements of the course without a PC connected to the Internet at home. A 2G USB stick, storage device, wholly dedicated to school work, will be required.

- **Mathematics A**: Scientific Calculator or Graphics Calculator (TI-84+), the latter will be available to hire from the school.
- **Mathematics B, Mathematics C and Physics**: TI-nSpire graphics calculator is required. This calculator will be available on a borrow/rent scheme from the school. Although the school has enough PC and Internet resources, a PC connected to the internet at home will be useful at times.

- **Physical Education**: College hat, sports uniform, mouth guard and shin pads.

- **Pre-vocational Maths**: Scientific Calculator

- **Recreational Studies**: College hat and correct shoes.

- **Visual Art**: A4 Visual Art Diary is required in addition to 2B & 4B lead pencils.
QUEENSLAND CORE SKILLS

The Queensland Core Skills Test (QCS) is compulsory for all Year 12 students wishing to receive an OP. Occupying two school days (Tuesday and Wednesday) late in Term 3, the test consists of a Writing Task, a Short Response paper and two Multiple Choice papers. Preparation for the QCS occurs during Access periods. A Trial QCS takes place at least two weeks before the official test.

INDEPENDENT LEARNING CENTRE

The ILC has been established to meet a wide range of educational needs within the College. It will provide a particularly supportive and supervised location for Year 11 and Year 12 students who have chosen to study subjects offered by Distance Education and those contracted to Traineeships or Apprenticeships. Tertiary and Career Information is also available through the ILC.

LESSONS

There will be 5 lessons per week for all QCAA subjects: 2 blocks of 80 minutes and 1 lesson of 40 minutes. AXIS will have a minimum of 2 blocks, totalling 80 minutes and Chapel for 1 lesson of 40 minutes.

SUBJECT INFORMATION

The following section gives a very brief overview of the subjects on offer in 2017. Students should consult with the relevant subject teachers or the Head of Secondary if they require more information or have other questions.

The actual availability of subjects will depend on demand.

For convenience the subjects are listed in alphabetical order.

At the end of this section is a list of used abbreviations.
AXIS

ATTITUDE, CROSS, INSTRUCTION AND SERVICE

OBJECTIVES
AXIS is divided into three components – Biblical Studies, Service and Chapel. The aim of Biblical Studies is to provide an understanding of the Bible and how it relates to life here and now. We aim to help students explore the Bible for themselves, to understand the gospel and to consider seriously a Christian worldview. In Service, our aim is for students to live out the Christian values of the school in practical ways. Chapel involves students from each class preparing for and running the weekly chapel service at CCC once per term.

CONTENT:
Year 11
- Book study of Romans
- Apologetics – World Views
- Biblical Finance
- Service opportunities in community and at school
- Leadership Skills – Camp

Year 12
- Book study on Hebrews
- Apologetics – World Religions
- Roles in Marriage
- Service opportunities in community and at school
- QCS – Preparation and Tests
- Preparation for Formal

ASSESSMENT:
Assessment includes
- Worksheets
- Class presentations

INFORMATION:
The Year 7-10 course has laid the foundation of Bible knowledge on which we can build to equip students to better understand and study scripture, and learn how to share their faith with others.
BIOLOGY

TOPICS:

2016

- Under the Microscope: Cell biology and diversity at cellular level
- Give me a Home Among the Gum Trees: Classification, adaptations, interrelationships and human impact in Australian terrestrial ecosystems
- Underwaterworld: Classification, adaptations, interrelationships and human impact in aquatic and marine ecosystems
- Where do I Come From?: Reproduction, growth and development

There will be field trips to natural ecosystems such as forests, sand dunes, rock platform, mangroves and rivers associated with the second and third topics.

2017

- The Inside Story: Plant and animal physiology
- What’s up Doc?: Diseases and the immune system
- In a Monastery Garden and Beyond: DNA, inheritance and gene technology
- In the beginning.....: Origins – the evidence and interpretations of this according to the belief systems of creationists, evolutionists and panspermians.

PREREQUISITES:

At least a C (Standard Achieved) in Year 10 Science.

ASSESSMENT:

Extended responses (ER): Research and analysis of material over an extended period of time – both in and out of class time.

Written tasks (WT): Any assessment carried out under supervised exam conditions

Extended experimental investigation (EEI): The students plan, execute and carry out experimental work to answer open-ended questions – both in and out of class time.

CAREERS:

Nursing, Teaching, Horticulture, Medicine, and Veterinary Science. Biology counts as a “Science” prerequisite for many Tertiary courses.
BUSINESS STUDIES

Business Studies allows students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. It will help students to develop the knowledge and skills need in the business sector.

TOPICS

Business Studies is across the core ‘Business practices’ and ‘Business functions’, students will experience the knowledge and skills used when working in a business, exploring and applying these through a variety of business contexts, such as Health and Wellbeing, Real Estate, Retail, Tourism and Not for Profit organisations.

Students will engage in learning from four business practices:

- **Business fundamentals** — to develop understanding of how a business operates and functions
- **Financial literacy** — to make informed and effective decisions in consumer and financial contexts
- **Business communication** — to effectively exchange information through different modes of interaction for the purpose of carrying out business activities
- **Business technology** — to select and use technology applications to process, convey and present information effectively.

Students will explore the business practices through four business functions:

- **Working in administration** focuses on the broad range of administrative knowledge, understanding and skills needed to work in business
- **Working in finance** focuses on the knowledge, understanding and skills needed to support the financial functions of a business
- **Working with customers** focuses on investigating the meaning and importance of customer service and how businesses decide on the level of customer service they will offer
- **Working in marketing** focuses on investigating how businesses use marketing activities to meet customers’ needs and deal with competition.

ASSESSMENT

Assessment will include:

- **projects**, which provide you with authentic, real-world opportunities to demonstrate your learning; a response includes at least two components chosen from practical, written, spoken or multimodal
- **extended responses to stimulus** materials such as images, graphs, media articles, quotes or texts
- **short response examinations**.

CAREERS

A course of study in Business Studies can establish a basis for further education and employment office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.
CHEMISTRY

2016
• Living in a Material World – Yr.11 only (Introductory chemistry including periodicity, chemical bonding and stoichiometry)
• All that Glitters is not Gold – Yr.12 only (Reactivity of metals and how that relates to mining and separation of ores)
• Plastics, Polymers and Other Materials – Yr.12 only (A study of common polymers, their production and uses)
• Chemical Equilibrium and Acids and Bases (Equilibrium and Le Chatelier’s Principle, acids and bases, pH and buffer solutions)
• Quantitative Aspects of Chemical Equilibrium and Volumetric Analysis (A more in-depth study of equilibrium and equilibrium constants as well as conditions affecting equilibrium; dissociation constants of weak acid and how this applies to buffers)
• Fighting Corrosion (Redox reactions, electrochemical cells and electrolysis as related to the corrosion of metals)
• Organic Chemistry (Structure, naming and properties of organic carbon compounds and the reactions they undergo)

2017
• Living in a Material World – Yr.11 only (Introductory chemistry including periodicity, chemical bonding and stoichiometry)
• All that Glitters is not Gold – Yr.12 only (Reactivity of metals and how that relates to mining and separation of ores)
• Plastics, Polymers and Other Materials – Yr.12 only (A study of common polymers, their production and uses)
• A Breath of Fresh Air (The laws and models of gases as well as their structures, properties and uses – especially as related to the gases in the atmosphere)
• Water (Structure and properties of water, chemistry of solutions and making of solutions and dilutions)
• Changing Energy (Conversion of chemical to electrical energy and vice versa, electrochemical and electrolytic cells, and the combustion of hydrocarbons)
• Forensic Chemistry (A look at the chemistry behind several qualitative and quantitative forensic techniques)

PREREQUISITES:
Standard Achieved or higher in Year 10 Science with Working Beyond recommended. It is also recommended that students should also be talking Maths B in Y11 and 12.

ASSESSMENT:
• **Extended response tasks (ERT):** Research and analysis of material over an extended period of time – both in and out of class time.
• **Supervised assessment (SA):** Any assessment carried out under supervised exam conditions
• **Extended experimental investigation (EEI):** The students plan, execute and carry out experimental work to answer an open-ended question – both in and out of class time.
CHEMISTRY (CONTINUED)

CAREERS:
Chemistry is a SPECIFIED prerequisite for more Tertiary courses than any other science subject. Useful in careers that involve manufacture and sale of chemical products –
Eg. food technology, cosmetics, medicine, agriculture, cleansing, automotive industries, plus all environmental areas and water quality areas.
DRAMA

OBJECTIVES

Drama provides an opportunity to explore and celebrate the human presence within God’s world and imagined worlds. Drama connects students to their own creative processes reflecting the creative nature of God himself. It provides them with opportunities to imagine themselves as others, exploring beliefs, feelings, behaviours and relationships across diverse situations.

Drama provides students with a range of skills transferable to a variety of vocational and future pathways. The collaborative nature of Drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups.

The study of Drama promotes active participation and engagement with the traditions, rituals and ceremony of theatre. Students will have opportunities to experience live theatre annually in this course, yet parents can assist students in their development in Drama, by giving them further opportunities to experience live theatre.

TOPICS:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Straya Mate</th>
<th>Australian Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus:</td>
<td>Australian texts within the styles of Australian Gothic, Indigenous Theatre and Realism. Exploring the cultural contexts of texts with the purpose of documenting, informing and educating an audience.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Presenting - Group Performance</td>
<td>Responding – Extended Response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Let’s Get Physical!</th>
<th>Physical Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus:</td>
<td>Developing devising skills through the style of Physical Theatre. Exploration of contexts through theatre as a means to challenge, inform and educate the audience.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Forming - Practical: Demonstrating a devised concept</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Some Say Love...</th>
<th>Themes of LOVE across the barriers of time and culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus:</td>
<td>Elizabethan Theatre, Greek Theatre, Kabuki and Australian Gothic. Develop skills of acting and stagecraft when working as an ensemble.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Presenting - Group Performance (Night Performance)</td>
<td>Responding – Extended Response</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Stage AND Screen</th>
<th>Cinematic Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus:</td>
<td>Conventions of form and style of Cinematic Theatre. Developing scriptwriting skills.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Forming – Non-practical: Scriptwriting</td>
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</tbody>
</table>
(DRAMA CONTINUED)

Unit 5  **Back to Reality**  *Creating characters following the Stanislavski Theory*

**Focus:**  Styles and techniques of Realism  
Developing performance and scriptwriting skills  

**Assessment:**  *Presenting* - Group Performance (Night Performance)  
*Forming* – Non-practical: Scriptwriting Task  

Unit 6  **What Does the Play have to Say?**  
Educating, informing and challenging audiences  

**Focus:**  Brechtian techniques, Epic Theatre, Theatre of the Absurd  
Directing, analysing and developing quality theatre experiences  
Conventions and techniques of relevant theatre  

**Assessment:**  *Presenting* – Group Performance (Night Performance)  
*Responding* – Extended Response  

Unit 7  **Process Drama**  Generating a dramatic “elsewhere” which will be inhabited for the insights, interpretations, and understandings it may yield  

**Focus:**  Process Drama conventions, creation and participation in process drama workshops  

**Assessment:**  *Forming* – Practical: Demonstrating – a devised concept  

Unit 8  **Comic Relief**  Clowning and Commedia dell’Arte  

**Focus:**  Styles and conventions of clowning and Commedia dell’Arte. Development of critical thinking skills through analysis and evaluation of live performance  

**Assessment:**  *Responding* - Extended Response  

**PREREQUISITES:**

- It is an advantage, but not essential, to have done Drama in Years 9 and 10.  
- Students will need to be willing to develop confidence as they present focused improvisations and performances in front of informal class audiences and formal audiences at Night Performances.  
- Students will be required to be available (roughly once a Term) outside of class time (i.e. Night Performances)  

**CAREERS:**

Actor (stage/screen), Dramaturg, Playwright, Director, Stage/Set Designer, Costume Designer, Drama Teacher, Television and Radio, Public Relations
ENGLISH

OBJECTIVES

Senior English aims to develop:

- Knowledge of the relationship between language and culture
- Awareness of the flexibility, diversity and dynamism of language
- Understanding, appreciation and enjoyment of language and its uses in texts
- Creative and critical engagement with texts, to explore the students’ world and worlds beyond their own
- Ability to reflect on the ways language is used in a wide range of cultural contexts and social situations to shape meanings
- Ability to use language appropriately, effectively, purposefully, aesthetically and critically to participate in communities and cultures, as well as to think, write and speak about texts

TOPICS:

Students study a range of literature, media, Internet and cultural texts including:

<table>
<thead>
<tr>
<th>Year 11 – Semester One</th>
<th>Year 12 – Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One - &quot;True Blue: Representations of Australian National Identity&quot;</td>
<td></td>
</tr>
<tr>
<td>- Representation of Australian culture and identity in cartoons, poetry, social commentary, short stories, and an autobiographical novel.</td>
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<tr>
<td>- Analysis and evaluation of different perspectives, regarding Australian stereotypes and identity.</td>
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<tr>
<td>- Aesthetic features in persuasive writing and spoken delivery.</td>
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<tr>
<td>Out of the Box: &quot;The Alternative Short Story&quot;</td>
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<tr>
<td>- Formularised construction of many well-known Australian narratives.</td>
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<tr>
<td>- Students experiment traditional short story narratives influencing adult audiences to achieve different purposes.</td>
<td></td>
</tr>
<tr>
<td>- The aesthetics of figurative language and the elements of effective short story writing.</td>
<td></td>
</tr>
<tr>
<td>Term Two - &quot;Reel to Reel: Film Representation&quot;</td>
<td></td>
</tr>
<tr>
<td>- Dominant Ideologies in Australian Film</td>
<td></td>
</tr>
<tr>
<td>- Film representation of characters such as heroes, villains, anti-hero, gender, authority and class.</td>
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<tr>
<td>- Film codes</td>
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<tr>
<td>- Film reviewing</td>
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<tr>
<td>- Persuasive essay writing</td>
<td></td>
</tr>
<tr>
<td>Term One – &quot;Unconventional Story Writing&quot;</td>
<td></td>
</tr>
<tr>
<td>- Unconventional short stories, parables</td>
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<tr>
<td>- Blog sites, hypertexts, web pages</td>
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<tr>
<td>- Email text messages</td>
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<tr>
<td>- News articles, cartoons</td>
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<tr>
<td>- Proverbs, personal anecdote, jokes</td>
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<tr>
<td>- Diary/Journal entries</td>
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<tr>
<td>- Imaginative / creative writing</td>
<td></td>
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<tr>
<td>Term Two – &quot;Understanding Discourse&quot;</td>
<td></td>
</tr>
<tr>
<td>- Youth representation via media – newspapers, magazines, internet portrayal eg blogs and podcasts</td>
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<tr>
<td>- Gender stereotypes – via film</td>
<td></td>
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<tr>
<td>- Societal discourses in visual pictures and jokes</td>
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<tr>
<td>- Aboriginal representation via documentaries, internet video clips, research</td>
<td></td>
</tr>
<tr>
<td>Expository writing – discourse analysis</td>
<td></td>
</tr>
</tbody>
</table>
### Year 11 – Semester Two

**Things on my mind - Poetry**
- Australian poets and the impact of cultural heritage on their perspectives.
- The ways poetry constructs landscapes to explore notions of belonging or alienation.
- Poetic sound and imagery devices.
- The features of an imaginative monologue.

**Dare to Act - Shakespeare**
- View, read and critique a Shakespearean tragedy.
- Social, cultural and historical context of Elizabethan revenge tragedy.
- Character analysis and interpretation.
- Analysis of modern readings of a canonical text considering particular cultural assumptions, values, attitudes and beliefs about notions of ‘what is English literature?’
- Features of an analytical essay.

**Term Four - A classic read: novel study**
- An in-depth novel study examining the theme of injustice.
- Analysis of discourse and the ways that language intersects to construct character, setting and plot.
- Cultural assumptions and/or beliefs in novel reading.
- Christian world view reading.
- Personal centred reading.
- Text centred reading.
- Elements of a feature article.

### Year 12 – Semester Four

**Term Three – Literature that speaks across time Intertextuality**
- Poetry analysis – Text centred reading.
- Critique of poet’s body of work.
- View and critique *King Lear screenplays*, *BBC production – text centred reading*.
- Analyse major elements of a tragedy.
- Construct analytic argument.
- QCS extended writing practice.
- Personal reflection.
- Biographies.

**Term Four –**
- Novel Study – Chinese Cinderella or Pride & Prejudice.

### ASSESSMENT:

Students will produce a range of spoken and written assessment pieces as follows:

<table>
<thead>
<tr>
<th>Year 11 – Semester One</th>
<th>Year 12 – Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Items:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Reflective Commentary (Spoken)</td>
<td>1. Unconventional short story - imaginative (Written)</td>
</tr>
<tr>
<td>2. Creative Writing (Written)</td>
<td>2. Social Commentary – reflective (Spoken)</td>
</tr>
<tr>
<td>3. Film Review (Written)</td>
<td>3. Profile or Column – persuasive (Written)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11 – Semester Two</th>
<th>Year 12 – Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Items:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Poetry Monologue (Spoken)</td>
<td>1. Dramatic Recreation – imaginative multimodal (Spoken)</td>
</tr>
<tr>
<td>2. Shakespearean Expository Essay (Written)</td>
<td>2. Shakespearean Expository Essay (Written)</td>
</tr>
<tr>
<td>3. Classic Read Article (Written)</td>
<td>3. Novel Feature Article – reflective (Written, Spoken)</td>
</tr>
</tbody>
</table>
(ENGLISH CONTINUED)

**PREREQUISITES:**
High Achievement in Year 10 English.

**CAREERS:**
Many tertiary courses require a sound in Authority English.
ENGLISH COMMUNICATION

OBJECTIVES

Communication English aims to develop:

- Ability to read, view, listen, think and actively engage in a variety of texts in purposeful and meaningful contexts
- Ability to accurately control and construct textual features using a range of written and spoken texts
- Awareness of purpose and audiences and how texts are constructed to suit their particular audiences
- Knowledge and understanding of how different people may respond differently to various texts
- Understand, appreciate and enjoy a wide range of cultural and social texts that help in shaping cultural values, attitudes and beliefs
- Effective strategies in working in a team or group environment

TOPICS:

Students study a range of literature, media, Internet and cultural texts including:

<table>
<thead>
<tr>
<th>Year 11 – Semester One</th>
<th>Year 12 – Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One – <em>How Things Work</em></td>
<td>Term One – <em>Aussie, Aussie, Aussie</em></td>
</tr>
<tr>
<td>Workplace behaviour</td>
<td>Australians, what are we?</td>
</tr>
<tr>
<td>Workplace meetings</td>
<td>Stereotypes and discrimination</td>
</tr>
<tr>
<td>Workplace documents</td>
<td>Anthems, flags and coats of arms</td>
</tr>
<tr>
<td>The job-seeking process</td>
<td>A study of Australian identities</td>
</tr>
<tr>
<td>Resume writing</td>
<td>Are we losing our cultural identity?</td>
</tr>
<tr>
<td>Job applications</td>
<td></td>
</tr>
<tr>
<td>Interview skills</td>
<td></td>
</tr>
<tr>
<td>Term Two – <em>This is Your Life</em></td>
<td>Term Two – <em>What’s the drama?</em></td>
</tr>
<tr>
<td>Exploring the passions of people</td>
<td>What is Play?</td>
</tr>
<tr>
<td>Biographies of people</td>
<td>Play scripts</td>
</tr>
<tr>
<td>Autobiographical songs</td>
<td>Monologues and dialogues</td>
</tr>
<tr>
<td>Writing an autobiography</td>
<td>Writing dialogues</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11 – Semester Two</td>
<td>Year 12 – Semester Four</td>
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<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Term Three – <em>Love, Life and all That</em></td>
<td>Term Three – <em>Crime Time</em></td>
</tr>
<tr>
<td>Family Life</td>
<td>Why Police?</td>
</tr>
<tr>
<td>Talking without words – Body Language</td>
<td>Police of Television</td>
</tr>
<tr>
<td>Communicating through letter writing</td>
<td>Writing up a Crime Report</td>
</tr>
<tr>
<td>Features of Journal writing</td>
<td>Crime Fiction</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>Forensic Science</td>
</tr>
<tr>
<td>Police Interviews</td>
<td></td>
</tr>
<tr>
<td>Term Four – <em>Talkin’ ‘bout Your Generation</em></td>
<td>Term Four – <em>Sight and Sound</em></td>
</tr>
<tr>
<td>Generation Y</td>
<td>The history of the music video</td>
</tr>
<tr>
<td>Comparing generation Y to other generations</td>
<td>Plot, theme and structure</td>
</tr>
<tr>
<td>Terrorism: a big issue of our time</td>
<td>Australian music videos</td>
</tr>
<tr>
<td>The impact of technology on relationships</td>
<td>Reviewing music videos</td>
</tr>
<tr>
<td>The impact of technology: the need to adapt</td>
<td>Making a music video review</td>
</tr>
<tr>
<td>Generation Y in the news</td>
<td></td>
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<tr>
<td>You, the expert!</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH COMMUNICATION (CONTINUED)

ASSESSMENT:
Students will produce a range of spoken and written assessment pieces as follows:

<table>
<thead>
<tr>
<th>Year 11 – Semester One</th>
<th>Year 12 – Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Items:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Job Application and Resume (Written)</td>
<td>1. Deconstructing an Editorial (Written)</td>
</tr>
<tr>
<td>2. Interview Skills (Spoken)</td>
<td>2. Formal Speech (Spoken)</td>
</tr>
<tr>
<td>3. Interpreting song lyrics (Spoken)</td>
<td>3. Script Writing (Written)</td>
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<tr>
<td>4. Autobiography – multimodal presentation (Spoken)</td>
<td>4. Dramatic Presentation (Spoken)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11 – Semester Two</th>
<th>Year 12 – Semester Four</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessment Items:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Personal Letter (Written)</td>
<td>1. Police Report (Written)</td>
</tr>
<tr>
<td>2. Journal Entries (Spoken)</td>
<td>2. Police Interview (Spoken)</td>
</tr>
<tr>
<td>3. Deconstruction of a news report (Written)</td>
<td>3. Music Video Review (Written)</td>
</tr>
<tr>
<td>4. Instructional demonstration (Spoken)</td>
<td>4. Music Video Review (Spoken)</td>
</tr>
</tbody>
</table>

PREREQUISITES:
Satisfactory completion of ONE SEMESTER in YEAR 10 ENGLISH.

CAREERS:
Most occupations, traineeships, apprenticeships and/or TAFE accredited courses insist on competency in writing and speaking, and as a minimum, a satisfactory completion of AT LEAST ONE SEMESTER in YEAR 10 ENGLISH, to certify competency at a basic literacy level.
GRAPHICS

TOPICS:

- **Foundation Studies**
  An introduction to each unit gives students a deep understanding of the requirements of the subject
  Work includes:-
  - Pictorial Drawings
  - Diagrams & Charts
  - Orthogonal Drawings
  - Design Elements
  - Folio Preparation
  - Presentational work

- **Business Graphics**
  Students investigate marketing and graphics associated with business presentations.
  The second section of work will involve the investigation and study of a business and submitting an assignment based on their findings.

- **Built Environment**
  The main section of this part of the course will be spent on the study of architecture, especially related to local council regulations. The semester culminates in the student solving the requirements of a client who wishes to have a building constructed.

- **Product Design**
  Students will be required to solve a design problem. Prepare drawings that indicate their solution to the problem and submitting them along with a written report supporting their chosen design.

PREREQUISITES:

Studies of Graphics at the Junior level is required and a knowledge of Auto Cad.

ASSESSMENT:

Assessment is an integral part of the learning process and will take place in each semester as both formal and informal instruments. Student folios and responses to design issues as well as tests make up the assessment guideline.

CAREERS:

Career opportunities include most trades.

Architecture, Architectural Rendering, Engineering, Industrial Design, Surveying, Drafting, Teaching, as well as Illustrating and Advertising
HOME ECONOMICS

Home Economics is a subject for both male and female students. Skills will also be developed within Home Economics to aid students in preparation for the Queensland Core Skills Test (QCST).

Home Economics is an Authority Subject and contributes to a student’s OP. Job pathways through TAFE and the workplace look for commitment from students. Home Economics provides balance between theoretical understanding and practical activities. The subject empowers people to become active, informed members of society.

Senior Home Economics classes are composite 11/12 classes so the subject is made up of four (4) semesters of work studied over two (2) years.

TOPICS:

The Health of Modern Australia
- food and nutrition needs of individuals, families and communities within Australia
- factors impacting the nutritional needs of the individual, the family and the community
- effect of marketing, advertising and technological advances in food production and their effect on the economy and sustainability
- practical cookery
- meal planning
- biblical view of the role of the individuals and family in the community

Fashion and Design: Textile Influences
- the relationship between textiles, design, production and fashion
- sun safe practices of individuals and families
- the role of individuals as advocates for social justice within the textile industry
- effective communication skills
- the changing trends in fashion, marketing and advertising strategies
- the social, emotional and cultural influences on textiles and fashion
- practical work involving a variety of techniques including machine, hand stitching, embroidery

Food, Nutrition and Health
- food and nutrition needs of individuals, families and communities within Australia
- understand how lifestyle and eating habits have been influenced by historical, social, cultural, emotional, nutritional and economic factors
- multicultural influences of changing population and technology on food choices in today’s society
- understanding how nutrition and food choices impact on wellbeing and sustainable food futures
- practical cookery
- meal planning
- biblical view of the role of the individuals and family in the community

Launching: From Home to Away
- understand the interdependence of individuals, families and communities with each other
- investigate the pressures of adolescents transitioning from living with their family to living independently
- understand the types of families in today’s society, their functions, roles and responsibilities
- the Biblical perspective of families, their functions, roles and responsibilities in today’s society
- housing designs and the impacts on individuals and family wellbeing
- practical work involving a variety of techniques including machine, hand stitching, embroidery

Please Note: Practical work will be determined by the interests of the students and will not have a gender bias. In accordance with the Home Economics syllabus, students may create garments or craft articles eg cushions, beanbags, photo frames, quilts, toys. The craft article does not necessarily have to incorporate sewing. It may be created using for example: paint (eg. chair), glue gun (eg. update a mirror), knitting / crocheting (eg. knee rug).
PREREQUISITES:
The student would benefit from having studied Home Economics in Years 9 and 10.

ASSESSMENT:
Assessment is based on three criteria:-

1. knowledge and understanding
2. reasoning and communicating processes
3. practical performance

Assessment instruments include:-

- written exams
- process journals and practical items
- analytical exposition – research tasks
- multi-modal presentation eg. PowerPoint presentations, supporting speech and videos

(HOME ECONOMICS CONTINUED)
Home Economics is important in developing life skills. It is an excellent basis for service industries – Nursing, Teaching, Social Work, Hospitality, Clothing and Consumer Liaison.

INFORMATION:
There is an emphasis on management, decision-making, and problem solving. Lessons involve discussions, practical work and experiments as well as theory.
INDUSTRIAL TECHNOLOGY STUDIES

MANUFACTURING
This strand enables us to provide life and leisure skills integrating the study area core of safety and technology processes within a selection of units of work. The program of study involves 220 hours minimum of work and is to comprise the following:

TOPICS:
• Industrial – manufacture, maintenance and repairs
• Domestic – routine maintenance and development tasks
• Recreation – integrated skills that enhance safe use of leisure time and potential development of interest
• School developed electives – relevant to student interest, staff expertise and available resources

PREREQUISITES:
Sound achievement in Year 10 Metalwork or Woodwork.

ASSESSMENT:
Assessment may include:
• Tests
• Practical Exercises
• Projects Involving Units of Work

CAREERS:
Construction, engineering, transport, mining, agriculture, recreation, mechanic.
INFORMATION AND COMMUNICATION TECHNOLOGIES

Information and Communication Technology will provide students with the opportunities to explore, experience and learn knowledge and practical skills that are highly valued across work, business, government, education and leisure contexts.

TOPICS

Students will study three core topics: Hardware, Software and ICT in society and will have opportunities to explore these topics through the following elective contexts:

- **Animation** — designing and producing animated graphic images and creating 2D or 3D digital animation using animation software, e.g. as part of a game, website, multimedia presentation or as a stand-alone animation

- **Application development** — developing software applications for a variety of devices, e.g. mobile applications, games, robotics or other forms of software

- **Audio and video production** — capturing or creating, manipulating, editing and communicating digital audio and video for a range of multimedia genres including websites, presentations, games and other interactive multimedia

- **Data management** — understanding and applying data management concepts, ideas and procedures and exploring various methods of data storage, uses and management

- **Digital imaging and modelling** — acquiring, creating and manipulating digital still images, models and graphical representations for a range of multimedia genres including websites, presentations, games and prototyping

- **Document production** — using document production software to develop documents that enhance communication, e.g. creating a range of document types including word processing and publishing software

- **Online communication** — acquiring an understanding of types of online communities and their needs, and the types, purposes and functionality of specific types of websites that support information exchanges, including wikis, blogs, forums and social networking sites

- **Website production** — designing, producing, publishing and maintaining websites.

ASSESSMENT

Assessment instruments include:

- Extended response to stimulus
- Projects

CAREERS

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.
INFORMATION PROCESSING AND TECHNOLOGY

This course is offered from the Authority syllabus. IPT emphasises problem identification and solution rather than the use of specific applications, and is an intellectual discipline that involves a study of information and intelligent systems, software system engineering, human-computer interaction and the social and ethical issues associated with the use of information technology.

TOPICS:

- **Information Systems**
  - Architecture and Systems
  - Relational Perspectives of Information Systems
  - Analysis and Design Techniques

- **Artificial Intelligence**
  - Concepts of AI
  - Expert Systems
  - Formal Natural Language

- **Computer Systems**
  - Human Systems
  - Computer Systems – Hardware and Software
  - Network Systems

- **Algorithms and Programming**
  - Theory and Techniques
  - Software Development Cycle
  - Procedural Programming Language

- **Social and Ethical Issues**
  - Security
  - Data Integrity
  - Freedom of Information
  - Internet Use

ASSESSMENT:

Assessment may include:

- Tests
- Practical Exercises
- Projects involving the application of problem-solving techniques (Individual & Group based).

CAREERS:

Programmer, database developing and maintenance, computer engineering, business and systems analyst.

This course is also helpful for many science and engineering careers.
LEGAL STUDIES

AIMS
Many significant legal and social issues face individuals and groups in Australian society. To deal with these issues, people need to be informed of their legal positions, rights and responsibilities. They need to be able to investigate and understand the Australian legal system and how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to improvement of laws and legal processes.

By completing a course in Legal Studies, young people in the senior phase of learning should develop and enhanced ability to recognize diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. By examining historical and social factors that have led society to create a legal system, students will gain knowledge to understand legal frameworks which regulate and shape our society. Legal Studies enables students to formulate personal views of the world and understand how the law affects their world. Through critical analysis, examination and problem solving, they are empowered to make decisions which may benefit themselves and the community.

TOPICS

Yr 11
The Legal System
Family and the Law
Housing and the Law
Human Rights: International Law

Yr 12
Independent Inquiry
Criminal Law
Introduction to Civil Obligations
Employment and the Law
Indigenous Australian and the Law

ASSESSMENT

- Inquiry tasks
- Non-written presentations
- Response to stimulus
- Short responses
- Exams
MATHEMATICS A
The subject concentrates on practical application of mathematics to everyday situations and will provide a basis for a wide range of educational and employment aspirations, including studies at University or TAFE.

TOPICS:
- **Managing Money**
  Income, taxation, budgets, spending, interest, inflation, consumer credit, investments.

- **Elements of Applied Geometry**
  Trigonometry, area, volume, latitude, longitude, time.

- **Linking Two and Three Dimensions**
  Scale drawings and plans, bracing and rigidity, cost of construction, practical tests for squareness, plumbness and levels.

- **Data Collection and Presentation**
  Collecting and analysing data, uses of charts, standard measures of central tendency deviation.

- **Maps and Compasses**
  Compass bearings, magnetic variation, use of maps and charts, fixing positions and application to coastal navigation.

- **Exploring and Understanding Data**
  Sampling data, use sample statistics, probability, modelling.

- **Introduction to Models for Data**
  Distributions, variables, estimating probabilities, binomial situations, frequencies.

PREREQUISITES:
Standard Achieved in Year 10 Mathematics. A scientific calculator (Casio fxAU plus II), and a graphics calculator which will be supplied by the College on delivery of a security deposit. Access to a computer with word processing and spread sheeting capabilities. Delete sentence as all students are to have device next year.

ASSESSMENT:
Each semester comprises two term tests and a written assessment task. Assessment is in the areas of Knowledge and Procedures, Modeling and Problem Solving and Communication and Justification. There is an emphasis on real life situations. In previous years, students have undertaken the Recreational Marine driver’s license course in association with the Maps and Compasses unit, but it does not contribute to the final assessment.

CAREERS AND FURTHER STUDY:
This subject contributes four credits towards the Queensland Certificate of Education (QCE). Mathematics A is a recommended precursor to further study and training for professions and technical trades in a range of industries and employment areas including:

- manufacturing processing
- building and construction
- hospitality and tourism
- administration and management
- education and training
- health services
- retail services
- mechanics and engineering
MATHEMATICS B

TOPICS:

- **Introduction to Functions**
  Solving, graphing and exploring linear, quadratic and other functions including simultaneous equations in two variables.

- **Rates of Change**
  Average and instantaneous rates of change - differentiation.

- **Periodic Functions and Applications**
  Trigonometry, solving and graphing trigonometric functions, derivatives of trigonometric functions and applications.

- **Exponential and Logarithmic Functions and Applications**
  Solving, graphing and exploring exponential and logarithmic functions, their derivatives and applications.

- **Optimisation Using Derivatives**
  Use derivatives to find stationary points and their uses. Use of derivatives in Optimisation and life related situations.

- **Introduction to Integration**
  Definite and indefinite integration. Numerical and non-numerical methods for finding areas under and between curves.

- **Applied Statistical Analysis**

CAREERS:

Any career requiring Scientific, Engineering or Medical studies at Tertiary level requires Mathematics B. Additionally, it may be required for some Business Studies courses.

PREREQUISITES:

High achievement in Advanced Mathematics preferred. Students need a TI-Nspire Graphics calculator (available for hire).

ASSESSMENT:

Each semester consists of two term tests and an extended Modelling and Problem Solving task. Assessment is in the areas of Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification.
MATHEMATICS C

Mathematics is an integral part of a general education. It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world.

Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B, and to provide further opportunities for students to participate more fully in lifelong learning.

TOPICS

The Mathematics C course consists of core and option topics.

The six core topics are:
- Introduction to groups
- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns.

The option topics selected by this school are:
- Conics
- Advanced periodic and exponential functions

LEARNING EXPERIENCES

Learning experiences derived from the Mathematics C Syllabus will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology, and opportunities for modelling and problem solving. Learning experiences may require students to work individually, in small groups or as a class. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms.

ASSESSMENT

Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (Knowledge & procedures, Modelling & problem solving, and Communication & justification). Assessment techniques in this syllabus are grouped under categories and may include:
- extended modelling and problem solving tasks — within this category, students provide a response to a specific task or issue that could be set in a context that highlights a real-life application of mathematics
- reports — within this category, assessment tasks are typically an extended response to a practical or investigative task such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity or a project
- supervised test — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.
MODERN HISTORY

TOPICS:

Introductory Study
- Definitions: Conflict, Power, National State, Ideology

Studies of Conflict
- World War 1 and Effects
- Israel and the Arab conflict

Studies of Power
- Hitler and Nazism
- Legitimacy of Power
- Communism and its Emergence and Decline
- Terra Nullius

National History
- Australia and Federation
- What is an Australian?
- Australian Foreign Policy

History of Ideas and Beliefs
- 20th Century Dominant Ideologies
- Islam and its Impact
- Christianity and Society
- Impact of Individuals

PREREQUISITES:
Students need sound English skills and an interest in historical analysis, research and the development of critical thinking skills.

ASSESSMENT:
- 1 Research assignment
- 1 Objective test
- 1 Response to stimulus test per semester

CAREERS:
History provides an understanding of people, social structures, and world events. It is most useful to careers relating to people – teaching, politics, law, media and social work.
MUSIC

God is our Creator and we are made in His image. As such He has gifted us all with a variety of creative abilities. We are to encourage the development of these gifts, not to glorify ourselves or our music, but to bring honour and glory to our Creator God.

In this course, students are encouraged to:

- Enjoy and value music
- Develop their own creative ability
- Appreciate the benefits of individual and group music-making
- Value the contribution of musicians to society
- Value the diversity of music in different cultures and contexts
- Enrich their leisure experiences with live music
- Develop academic skills such as researching, evaluating and justifying ideas, and arguing a point of view
- Develop skills in working in groups and independently, time management, setting and achieving goals.

TOPICS:

Students will encounter a variety of musical styles, genres and contexts, including:

- Music for Film, TV and other media
- World Music
- Jazz
- Contemporary Christian Music
- Australian Music
- Music for small ensembles
- 20th Century Music
- Art Music
- The Innovators of Music
- History of Music
- Popular Music

PREREQUISITES:

Satisfactory achievement in Music in Years 9 and 10 is strongly recommended. However, consideration will be given to students who demonstrate interest, an enthusiastic attitude and application to other musical studies (e.g. learning an instrument).

ASSESSMENT:

Assessment encompasses three areas to ensure syllabus requirement are met. These are:

- Musicology: formal exams, essays and oral presentations
- Composition: writing music for solo instruments or ensembles in study styles and genres.
- Performance: playing solo and ensemble work in a range of styles and genres in informal (e.g. classroom) and formal (e.g. Collide-O-Scope) settings.

CAREERS:

The study of senior Music can lead to a number of career choices. These include teaching (e.g. Classroom Music specialist, Instrumental Instructor), performance, music ministry, music therapy, sound technician and event organisation. However, whether for career, commercial or leisure needs, students will have the opportunity to gain the basis for a lifelong positive engagement with music, as well as the development of their God-given creative gifts.
PHYSICAL EDUCATION

THEORY CONTENT AREAS AND ASSOCIATED TOPICS:

Focus Area A
Learning Physical skills – how are skills learned, implemented, maintained and enhanced?
Motor learning
Psychology
Biomechanics

Focus Area B
Process and effects of training and exercise – how can an understanding of physiology of exercise, training and program development improve team and individual performance?
Energy systems
Exercise physiology principles
Training program design

Focus Area C
Equity and access to exercise, sport and physical activity in Australian society – what are the influences that shape personal, team and community participation and appreciation of sport and physical activity within Australian society?

Figueroa’s framework for examining equity and access in sport and physical activity in Australian society.
Factors affecting equity and access at the individual, interpersonal, institutional, structural and cultural level.

PRACTICAL CONTENT AREAS
• Golf
• Athletics – Track and Field
• Field Hockey
• Table Tennis

PREREQUISITES:
Students need a love of all sports and the ability to reflect critically to expand and explore their previous experience in the areas of learning.

ASSESSMENT:
• 2 Written Exams
• 2 Research Assignments
• 2 Research Reports
• 2 Multi-modal presentations

CAREERS:
Recreation Officer, Armed Services, Health & Fitness Industry, Teaching, Chiropractor, Physiotherapist, Sports Medicine, Sports Management, Ambulance Officer, Fireman/woman, Sports Instructor, Forestry Worker, Labourer, Landscape Gardeners, Youth Worker, Sports Coach/ Personal Trainer.
PHYSICS

TOPICS:

2016
• Motion (Physical quantities and measurements, vectors, straight line and two dimensional motion)
• People on the move (Force and motion, energy and power and momentum)
• Magnetism (Theory of magnetism and electromagnetism as pertaining to electric motors and generators)
• It’s all atomic (Atomic and nuclear theory and quantum mechanics)

2017
• Sounds of Music (Wave theory of light and sound including diffraction, mirrors and lenses)
• Visiting the reef (Pressure, Archimedes’ principle, gas laws, solubility of gases and kinetic theory of gases)
• The full stretch (The relationship between changes in kinetic, elastic and potential energies)
• Electronic devices (Theory of electricity and electronics including semi-conductors, diodes and AC smoothing)

PREREQUISITES:
Standard Achieved or higher in Year 10 Science with Working Beyond recommended. It is also recommended that students should also be talking Maths B in Y11 and 12.

ASSESSMENT:
• Extended response tasks (ERT): Research and analysis of material over an extended period of time – both in and out of class time.
• Supervised assessment (SA): Any assessment carried out under supervised exam conditions
• Extended experimental investigation (EEI): The students plan, execute and carry out experimental work to answer an open-ended question – both in and out of class time.

CAREERS:
Physics is an important subject in preparation for careers in the following areas:
Physics, Astronomy, Electronics, Engineering, Optics, Photography, Chemistry, Geophysics or any career with an analytical focus.
# PREVOCATIONAL MATHS

## OBJECTIVES

Prevocational Maths is a course designed to provide students with a broad range of skills, and to provide engaging and accessible maths activities that occur in the workplace and everyday life.

## TOPICS:

The series covers the mathematics topics of number, data, locations and time, measurement and finance. It includes the key competencies of analysing information, communication ideas, and organising activities, working in teams, using mathematical ideas, solving problems and using technology.

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<tr>
<th>Year 11 – Semester One</th>
<th>Year 12 – Semester Three</th>
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<tbody>
<tr>
<td><strong>Term One – Earning Money Paying Tax</strong></td>
<td><strong>Term One – Introduction to Tax</strong></td>
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<tr>
<td>• Finding the right job</td>
<td>• The role of Taxes</td>
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<td>• Wages and Salaries</td>
<td>• How revenues are collected</td>
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<td>• Working for yourself</td>
<td>• Calculating Personal Tax</td>
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<td>• Personal Tax</td>
<td>• Deductions, expenses &amp; levies</td>
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<td>• Social Security</td>
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<tr>
<td><strong>Term Two – Health, Sport and Exercise</strong></td>
<td><strong>Planning to Leave Home</strong></td>
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<tr>
<td>• Reading Scales</td>
<td>• Rental Accommodation</td>
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<td>• Graphs</td>
<td>• Calculating shared costs</td>
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<tr>
<td>• Using Formulas</td>
<td>• Other Accommodation</td>
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<td>• Diet and Nutrition</td>
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<td>• Fitness Centres</td>
<td><strong>Planning an Event</strong></td>
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<td>• Ticket pricing &amp; Venue Hire</td>
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<td>• Catering Costs</td>
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<td>• Sporting Competitions</td>
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<td>• Organising a Charity Ball</td>
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<tr>
<td><strong>Term Three – Cars and Mobile Phones</strong></td>
<td><strong>Term Three – Running a Business</strong></td>
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<tr>
<td>• Buying a car &amp; making payments</td>
<td>• Obtaining Finance</td>
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<td>• Simple Interest</td>
<td>• Overheads and Costs</td>
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<td>• Car running costs</td>
<td>• Break-even Analysis</td>
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<td>• Depreciation</td>
<td>• Setting a Price</td>
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<tr>
<td>• Safe driving &amp; reaction times</td>
<td>• Labour Costs</td>
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<tr>
<td>• Mobile Phones</td>
<td>• Profit Margins</td>
</tr>
<tr>
<td><strong>Term Four – Travelling in Queensland</strong></td>
<td><strong>Term Four – Investing your Money</strong></td>
</tr>
<tr>
<td>• Mud maps, street directories, touring maps</td>
<td>• Savings and Cash Management</td>
</tr>
<tr>
<td>• Scale drawings</td>
<td>• Short Term and Long Term Investments</td>
</tr>
<tr>
<td>• Calculating speed, distance &amp; time</td>
<td>• Shares</td>
</tr>
<tr>
<td>• Reading bus, train &amp; ferry timetables</td>
<td>• Real Estate</td>
</tr>
<tr>
<td>• Organising a Trip</td>
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</tbody>
</table>
ASSESSMENT:

- Folio of Worksheets
- Open book Tests
- Scaffolded Tasks
- Group Investigations and Reports
- ICT Activities
- PowerPoint Presentations
RECREATIONAL STUDIES
AUTHORITY REGISTERED SUBJECT

Students will complete either a QCAA Senior Recreation Studies or a Certificate II in Outdoor Recreation in partnership with The Training Collaborative (30002) as the Registered Training Organisation (RTO). Both qualifications go over the four Semester, two year period of Grade 11 and 12. Both the QCAA and VET course gives 4 credit points towards the QCE if completed.

TOPICS:

Year A
- Module – Abseiling skills
- Risk Assessment and Management
- Module – Rock climbing skills
- Apply First Aid Certificate
- All Schools Triathlon
- Planning, running and evaluating Outdoor Recreation activities
- Peer Skill sharing
- Excursions

Year B
- Module – Canoeing skills
- Module – Cycling and Mountain Biking skills
- Navigation in controlled environments
- Planning, running and evaluating Sport and Recreation activities
- Occupational Health and Safety
- Building community – planning activities, instructing and managing small groups
- Peer Skill sharing
- Excursions
- Mystery Adventure Race

PREREQUISITES:
At least a Sound Achievement in Junior PE and/or Junior OE.

ASSESSMENT:
Assessment tools include:
- Module tests
- Practical assessment
- Written assessment
- Small group tasks
- Presentations
- Peer evaluation

CAREERS:
Personal Trainer, Outdoor Education Instructor or Teacher, Resort work, Coaching positions, Fitness Training, Adventure Guide, Tourism Industry, Sports Medicine, HPE Teaching.

COSTS:
The approximate cost of the course will be $450 per year. This includes administrative costs, excursions, specialised equipment and activities.
VISUAL ART

INTRODUCTION

The study of Visual art is not only exciting and interesting, but is extremely beneficial to students as it can prepare them for further tertiary study of the arts as well as many careers in the arts industry. Knowledge and skills learnt in Visual Art can assist students in many other subject areas including English, Music, Drama, Graphics and Manual Arts. Amongst other skills it develops abilities in analysis, interpretation, communication and problem solving.

RATIONALE:

Artistic creativity is an integral part of the creative activity of God. Every person has the ability to express themselves in artistic ways given training in skills and practice. We aim to help students develop their creative gifts based on a proper understanding and acceptance of them as uniquely created in the image of God.

OBJECTIVES:

Students are encouraged to:

- Make and appraise artworks with confidence and individuality
- Define and solve problems relevant to their work
- Select and exploit the potential of materials and techniques
- Develop a personal aesthetic and a personal perspective
- Make informed judgements and justify positions when analysing artworks
- Understand the diverse roles of art workers in cultures past and present
- Develop a Biblical worldview on Visual Arts

ORGANISATION OF STUDY:

The work is organised into units. The earliest units concentrate on development of skills in use of media and technique. Later units allow more freedom of choice to the student.

ASSESSMENT:

Assessment is evenly balanced between practical and written work. Assessment in Year 11 is Formative. Assessment in Year 12 is Summative.

Each unit is assessed on the following:
- Finished artwork using the concept given.
- Visual diary showing research, development of ideas, exploration of techniques and media.
- Written assignment.

Work is assessed over three areas: - Visual Literacy; Application; Appraising

Visual Literacy entails
- Researching, developing, resolving artworks to reflect a personal aesthetic
- Defining and solving problems relevant to concept
- Using visual language and contexts

Application entails
- Knowledge and understanding when selecting and using materials, techniques and processes.

Appraising entails
- Appreciation of artwork from past and present, including the historical, social and cultural contexts.
- Ability to analyse and evaluate work, and justify opinions expressed.
- Use of suitable terminology, language and referencing.

PREREQUISITES:

Study of Art at a junior level is an advantage but not essential.
LIST OF ABBREVIATIONS

AQF    Australian Qualifications Framework
EdNA  Education Network Australia
FP     Field Position
HA     High Achievement
HEC    Home Economics
HPE    Health and Physical Education
IPT    Information Processing and Technology
LA     Limited Achievement
LOA    Level of Achievement
OP     Overall Position
QCE    Queensland Certificate of Education
QCS    Queensland Core Skills
QDEC   Queensland Distance Education College
QCAA   Queensland Curriculum & Assessment Authority
QTAC   Queensland Tertiary Admission Centre
RPL    Recognition of Prior Learning
SA     Sound Achievement
SAC    Subject Advisory Committee
SAS    Subject Area Specification
SEP    Student Education Profile
TEPA   Tertiary Entrance Procedures Authority
VET    Vocational Education and Training
VHA    Very High Achievement
VLA    Very Limited Achievement
WSU    Weighted Semester Units

USEFUL INTERNET SITES

Queensland Curriculum & Assessment Authority (QCAA)
www.qcaa.qld.edu.au

Job Guide
www.jobguide.deewr.gov.au

Queensland Tertiary Admissions (QTAC)
www.qtac.edu.au

TAFE Queensland
www.tafe.qld.edu.au

Tertiary Entrance Procedures Authority (TEPA)
www.qcaa.qld.edu.au/570.html

QCAA : Student Connect
www.studentconnect.qcaa.qld.edu.au

Career Information
www.myfuture.edu.au

Brisbane School of Distance Education
www.brisbanesde.eq.edu.au