Years 11 & 12 in 2015/2016
Senior Academic Handbook

CONSOLIDATION OF KNOWLEDGE
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* Denotes Queensland Curriculum and Assessment Authority Subject
** Denotes Authority Registered Subject (Study Area Specifications)
*** Denotes Vocational Course
**** Denotes College Subject
In my welcome to Parents in the College Prospectus I wrote:

*In the Bible, Daniel is described as having a "spirit of excellence" (Daniel 5:12). This is more to be desired than producing results. A spirit of excellence is what we want our students to have.*

*During his first year as President of the United States, John F Kennedy was asked if he was happy being the President. "I define happiness as the Greeks did", Kennedy said. "They believed that happiness was to be fully engaged along lines of excellence."

*Our hope for our students is that they will become "fully engaged along lines of excellence". It would be our privilege to help them along that pathway.*

In choosing electives, I hope that students remember this goal: to be "fully engaged along lines of excellence".

The purpose of the Handbook is to give parents and students some of the background information needed to make meaningful subject choices.

The Director of Studies, the Head of Vocational Education and the Careers Adviser are available to assist students and parents, but we ask that you fully read this information first.

Pastor Ron Woolley
HEADMASTER
The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification. It is a school-based qualification awarded to young people who are eligible at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE confirms achievement in contributing studies of a significant amount of learning at a set standard and pattern while meeting literacy and numeracy requirements.

**QCE Eligibility**

You Need

- **an amount of learning**
  - 20 credits

- **at a set standard**
  - Sound Level of Achievement, Pass or equivalent

- **in a set pattern**
  - at least 12 credits from completed Core courses of study
  - plus an additional 8 credits from a combination of any courses of study
  - but a maximum of 6 credits from Preparatory courses of study
  - and meet literacy and numeracy requirements

▶ to gain a QCE

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of students who are on individualised learning programs. The QCIA adds to the suite of certificates that the QCCA issues and ensures that the educational achievement of all students can be recorded on a quality certificate.

Every young Queenslander must be registered with the QCCA during the year before the young person’s compulsory participation phase begins.

Generally, schools will register young people in Year 10.
1.1 How does the QCE work?
The QCE recognises broad learning options and offers flexibility in what is learnt, as well as where and when learning occurs. A wide range of learning can contribute towards the QCE, including senior school subjects, vocational education and training, workplace learning recognised by the QCCA and university subjects undertaken while at school. Achievements in different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits in the required pattern, and fulfil other requirements to be awarded a QCE.

1.2 Planning for a QCE
The Senior Education and Training Plan (SET Plan) helps each student structure their learning around their abilities, interests and ambitions. The SET Plan then maps out what, where and how a student will study during their senior phase of learning — usually Years 10, 11 and 12. The plan is agreed between the student, their parents or carers and the school. It should be finalised by the end of Year 10. Schools and individual students should review the SET Plan to monitor progress. The plan can be updated at any time.

1.3 Monitoring progress
When a student is registered with the QCCA, an individual learning account is opened for them. The learning account records the learning undertaken during the senior phase of learning, as well as where and when the learning takes place, and the results achieved. Students may use their learning account to track their progress towards a QCE, vocational certificate or Queensland Certificate of Individual Achievement. Students will be able to view their individual learning accounts through the Career Information Service <www.cis.qsa.qld.edu.au>.

1.4 Awarding a QCE
Normally, QCEs will be awarded to students at the completion of Year 12. If a student completes Year 12 without achieving a QCE, their learning account remains open, regardless of their age. Once they become eligible for the QCE, the QCCA will issue the certificate in the following July or December. Credits can accumulate in a learning account for up to 9 years after entering the compulsory participation phase (generally the beginning of Year 11). After this time, earlier credits will expire and the student will begin accumulating credit again for a period of a further 9 years, and so on.

The Senior Statement and Statement of Results are transcripts of the learning account, recording all contributing studies undertaken and the results achieved. Students who complete Year 12 will receive a Senior Statement in December of that year.

Students leaving early (before the Year 12 finishing day) and eligible for the award of a QCE will receive a Statement of Results when the QCE is issued.

Students leaving early (before the Year 12 finishing day) without qualifying for the award of a QCE may apply for a Statement of Results after the quality assurance processes have been completed.

After finishing Year 12, students will automatically receive a Statement of Results if they undertake a Senior External Examination or become eligible for the award of a QCE.
### Queensland Certificate of Education (QCE) — a new senior school qualification

To be eligible for the QCE, students must complete 20 credits...

#### The required amount of learning
- Students must attain between 12 and 20 credits from completed core courses of study
- Students may also include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses

<table>
<thead>
<tr>
<th>Core</th>
<th>Preparatory</th>
<th>Enrichment</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subject</td>
<td>Certificate I vocational qualification — a maximum of 2 can count</td>
<td>a level of a recognised certificate or award in areas such as music, dance, drama, sport and community development</td>
<td>a one-semester university subject undertaken while at school</td>
</tr>
<tr>
<td>a Senior External Examination</td>
<td>an employment skills development program — only 1 can count</td>
<td>a negotiated community or self-directed project</td>
<td>a two-semester university subject undertaken while at school</td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>a re-engagement program — only 1 can count</td>
<td>160 hours (20 days) of structured workplace learning that an employer endorses</td>
<td>competencies in a diploma or advanced diploma over at least a semester (or its equivalent)</td>
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<tr>
<td>VET Certificate III—IV*</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>School-based apprenticeships and traineeships</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>tailored training program</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>international learning program</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

#### ...achieve the required standard...

- Authority subjects and Authority-registered subjects
- vocational education and training
- university courses/subjects/units undertaken while still at school
- international learning course of study
- recognised awards and certificates
- workplace, community and self-directed projects

#### ...and include literacy and numeracy.

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>at least a Sound Level of Achievement in a semester of an Authority or Authority-registered English subject; or</td>
<td>at least a Sound Level of Achievement in a semester of an Authority or Authority-registered mathematics subject; or</td>
</tr>
<tr>
<td>competence in VET modules LIT 204 or LIT 205; or</td>
<td>competence in VET modules NUM 204 or NUM 205; or</td>
</tr>
<tr>
<td>a pass in a literacy course recognised by the QSA (NRS Level 3 or above); or</td>
<td>a pass in a numeracy course recognised by the QSA (NRS Level 3 or above); or</td>
</tr>
<tr>
<td>at least a Sound Level of Achievement in the Literacy strand of Authority-registered Literacy and Numeracy; or</td>
<td>at least a Sound Level of Achievement in the Literacy strand of Authority-registered Literacy and Numeracy; or</td>
</tr>
<tr>
<td>at least a C on the Queensland Core Skills Test</td>
<td>at least a C on the Queensland Core Skills Test</td>
</tr>
</tbody>
</table>

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*Some Certificates III and IV are exempted and will attract less than 8 credits.

* Students studying a program consisting of only Authority and/or Authority-registered subjects must achieve at least a Sound in 16 of the required 20 credits. Up to 4 credits from part-complete subjects may be at Limited Achievement.
EXAMPLES OF SET PLANS

Student 1: Tim

Year 10 SET Plan

Tim wishes to study engineering. He will undertake subjects that are the prerequisites for engineering at university — he aims to be OP eligible.

Proposed post-school pathway

Chemical engineering with exemption for semester 1 Chemistry at university.

<table>
<thead>
<tr>
<th>Program of study</th>
<th>Course type</th>
<th>Location of learning</th>
<th>Credit*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics B — completed</td>
<td>Core</td>
<td>School</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics C — completed</td>
<td>Core</td>
<td>School</td>
<td>4</td>
</tr>
<tr>
<td>Physics — completed</td>
<td>Core</td>
<td>School</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry — completed</td>
<td>Core</td>
<td>School</td>
<td>4</td>
</tr>
<tr>
<td>Engineering Technology — completed</td>
<td>Core</td>
<td>School</td>
<td>4</td>
</tr>
<tr>
<td>University subject — Chemistry</td>
<td>Advanced</td>
<td>School</td>
<td>4</td>
</tr>
<tr>
<td>Learning program — National Youth Science Forum (NYSF)^</td>
<td>Enrichment</td>
<td>Community</td>
<td>1</td>
</tr>
<tr>
<td>Learning program — Environmental forum sponsored by United Nations^</td>
<td>Enrichment</td>
<td>University</td>
<td>1</td>
</tr>
</tbody>
</table>

* Only learning achievements that meet the set standard will contribute to the QCE.

^ This course will contribute to the QCE if it meets the Quality Criteria.

Student 5: Rhys

Year 10 SET Plan

Rhys wishes to become an electrician and is attending an Australian Technical College (ATC) to create a direct pathway to this area.

Proposed post-school pathway

Complete apprenticeship and become an electrician.

<table>
<thead>
<tr>
<th>Program of study</th>
<th>Course type</th>
<th>Location of learning</th>
<th>Credits*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English — completed</td>
<td>Core</td>
<td>ATC</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics A — completed</td>
<td>Core</td>
<td>ATC</td>
<td>4</td>
</tr>
<tr>
<td>Multi-strand Science — completed</td>
<td>Core</td>
<td>ATC</td>
<td>4</td>
</tr>
<tr>
<td>Information Communication Technology — completed</td>
<td>Core</td>
<td>ATC</td>
<td>4</td>
</tr>
<tr>
<td>Community Studies — completed</td>
<td>Core</td>
<td>ATC</td>
<td>4</td>
</tr>
<tr>
<td>School-based apprenticeship — Certificate III in Electrotechnology Systems (30%)</td>
<td>Core</td>
<td>RTO</td>
<td>4</td>
</tr>
</tbody>
</table>

* Only learning achievements that meet the set standard will contribute to the QCE.
THE QCS TEST IS:

- a common statewide test designed for Queensland Year 12 students that is also available to private-entry candidates
- an achievement test, not an intelligence test, not an aptitude test
- grounded in the Queensland senior curriculum
- accessible to all Year 12 students regardless of individual differences in subject patterns.

The QCS Test is developed and administered by the Queensland Curriculum and Assessment Authority.

Candidature for the QCS Test comprises:

- Year 12 students who are eligible, by virtue of their subject choices, for an Overall Position (OP) or equivalent OP—these students must sit for the test
- Year 12 students who are not eligible for an OP or an equivalent OP—these students may elect to sit for the test
- persons who are not in full-time schooling but who have completed Year 12 in full-time secondary schooling or are at least 18 years of age in the year in which the persons nominate to take the test—these persons may apply to sit for the test.

What does it test?
It tests the 49 common elements that are the threads of the Queensland senior curriculum. These elements are called Common Curriculum Elements (CCEs).

While the level of sophistication demanded by the test is appropriate to Year 12 students, particular knowledge of specific Year 12 subjects is not tested.

However, the test assumes basic levels of general knowledge and vocabulary and a Year 10 knowledge of mathematical operations.

What is its purpose?
The QCS Test provides:

- individual results reported on a five-point scale
- group results for scaling school results in Authority subjects to calculate Overall Positions (OPs)
- group results for calculating Field Positions (FPs), up to five per student, depending on subject choice.

The Review of Tertiary Entrance in Queensland 1990, on which current practice is based, defined the purpose of the QCS Test in the following way:

The QCS Test is to be used to report students' performance on a test designed to assess the commonalities of senior curricula, aspects of educational performance each of which is common across a range of senior secondary studies and which taken together constitute a reasonable sample of the higher-order thinking skills expected in an educated senior student.

One aspect of the specification of the QCS Test must be the classes of higher-order skills suggested by the definitions of Field Positions: extended written expression involving complex analysis and synthesis of ideas; short written communication involving reading comprehension and basic English expression; basic numeracy involving simple calculations and graphical and tabular interpretation; and solving complex problems involving mathematical symbols and abstractions.
What are its characteristics?

The QCS Test is:

- a single test which produces results in the form of an individual grade for certification and a series of scaling scores
- a test set in Australian English
- a test with multiple-choice items, short-response items and a writing task
- a test which takes place over two consecutive days and is held only once per year on the dates indicated on the year's timetable
- a test which necessarily involves reading and writing but not speaking or listening
- a test in which the candidate taking the test does the required reading and writing
- a test which provides one of a number of pieces of the information in the Student Education Profile
- a test in which interaction between the supervisor and the candidate is 'standardised'
- a test of the common elements of the Queensland senior curriculum
- a test with stimulus material which includes visual and spatial material as well as numerical, verbal, tabular and graphical material
- an 'unspeeded' test, in the sense that the time allowed is such that candidates have sufficient time to attempt all the tasks.

What are the conditions of the test?

The QSA defines the conditions under which the test is taken. These conditions include:

- ☐ time
- ☐ timing
- ☐ instructions
- ☐ the format and physical dimensions of the response papers
- ☐ permitted equipment
- ☐ the use of a test room
- ☐ physical dimensions of the testpapers

How are the elements assessed?

The QCS Test consists of four papers—the Writing Task (WT), Short-Response (SR), and two Multiple-Choice (MC) papers.

There are three modes of assessment—extended writing, multiple-choice and short-response.

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 Writing Task&lt;br&gt;WT&lt;br&gt;2 hours</td>
<td>Paper 3 Short-Response&lt;br&gt;SR&lt;br&gt;2 hours</td>
</tr>
<tr>
<td>Paper 2 Multiple-Choice&lt;br&gt;MC I&lt;br&gt;1.5 hours</td>
<td>Paper 4 Multiple-Choice&lt;br&gt;MC II&lt;br&gt;1.5 hours</td>
</tr>
</tbody>
</table>
Candidates are expected to respond to a variety of stimulus material, such as prose passages, poetry, graphs, tables, maps, mathematical and scientific data, cartoons, and reproductions of works of art.

For each item on the MC papers there are four alternative answers (options).

Candidates are asked to select the best answer.

The SR paper requires candidates to respond to a command or to answer a question by writing a sentence or paragraph, drawing a diagram, performing a calculation, etc. The WT tests candidates’ command of the written English language. It tests expressive and productive skills, requiring the composition of an extended piece (about 600 words) of continuous prose.

EVERYTHING YOU EVER WANTED TO KNOW ABOUT OPs
But were afraid to ask!

It's nearly December, and even the neighbourhood dogs are planning a well-earned break. In a few weeks time, 30,000 Queensland school leavers will take over the job of chasing the postman instead.

Actually, it’s not the postman they’re interested in, but rather a very important letter he’ll be carrying. A letter, that will help determine the next big step in their young lives. A letter, essentially, full of letters - SEP with VHAs, HAs, SAs, LAs, VLAs, plus QCS test results, an OP, five FPs and a QCE.

Not surprisingly, many parents wonder if you need a PhD to understand it all!

There's no doubt that the assessment of senior secondary education and tertiary entrance is complex and at times, confusing and as such, creates a rich breeding ground for some extraordinary misconceptions and myths.

This article is for all those parents and students who just want the plain facts about how the whole thing works. No mind-boggling mathematical models. No stupefying statistics. Let's simply get down to the basics.

Queensland Curriculum and Assessment Authority sets a statewide curriculum that includes 55 different Authority Subjects that schools can offer to students who hope to tackle tertiary education. While schools have the freedom to set their own programs and assessment for these subjects, they must meet certain criteria and standards set by the Authority syllabuses.

At Citipointe Christian College, each student chooses subjects that they will study through Years 11 and 12. During the semester, teachers assess each student's work. In October of Year 12 those teachers must then send a comprehensive sampling of their students' work for verification by other experienced teachers.

If these teachers feel a school has assessed its students too generously or too strictly in any subject, the work of the students involved must be re-assessed and downgraded or upgraded accordingly. The object of this exercise, of course, is to make sure all students get a fair go.
At the end of Year 12, each student receives a report that shows his or her performance in each subject usually over four semesters. These performances are recorded in five levels of achievement:

- **VHA**: Very High Achievement
- **HA**: High Achievement
- **SA**: Sound Achievement
- **LA**: Limited Achievement
- **VLA**: Very Limited Achievement

These levels of achievement work more like the old system of As, Bs and Cs rather than the other old system of 7s, 6s and 5s. There is no limit to the number of students who can achieve a VHA in any subject. Provided those students meet all the criteria required to achieve a VHA, they will receive a VHA. By the same token, if no students meet all those criteria, no VHAs will be awarded in that subject.

It's important to note here that there is a range of actual results within each level of achievement that come into play when OPs are determined. Few students who receive VHAs, for instance, are likely to have achieved the same results. Some will have achieved at the very top of that level, some will have just scraped in, and the results of the other VHA students will be in between. These actual positions of students are used to rank them in order when the QCAA calculates OPs.

Around the first week of September in Year 12, all students who want an OP must sit for the Queensland Core Skills (QCS) Test. This test consists of four different papers designed to test the elements that are common to the Queensland Senior curriculum. These include written expression, analytical thinking, comprehension, interpretation, and basic mathematical operations - a total of 48 different elements altogether.

The results of the QCS Test - reported on a five-point scale from A (highest) to E (lowest) – allow each student's overall achievement to be compared with the overall achievements of all other students in the state.

A bit confused? Imagine you're taking one of those whirlwind overseas tours - "Seven Countries in Seven Days". You're not going to try to compare Pounds to Francs to Deutschmarks to Yen to Shekels etc. You'll convert them to a common currency like Australian or US Dollars, then you can compare prices easily.

In the same way, the QCAA uses the results of the QCS Test as a common currency that allows them to convert student achievements in, for example, Physics, Modern History or Japanese, to a comparable overall achievement for each student in Queensland.

And that's basically how each student’s OP is determined. The QCS Test converts all students' results across all subjects to a common currency, so each student can be placed order of individual overall achievement.

“OP” actually stands for “Overall Position”. There are 25 different ranks or Overall Positions --OP1 representing the top academic achievers in the state, through to the lowest rank of OP25. Last year, almost 25, 500 students received OPs. Two percent, or around 500 students, received OP1, and slightly fewer, around 400 students received OP25. The remaining 24, 600 students were ranked in between.
At present, there are just over 340 senior secondary schools in Queensland. Some schools get a high number of OP 1s, quite a few get none. Each year the number of OPs at each school varies. This is because OP 1 is not a measure of a school's performance. A number of sophisticated mechanisms are built into the OP calculation procedure to help ensure that each student's performance is rated fairly. This means students' OPs are not handicapped or advantaged by the school attended, the performance of classmates or the subjects chosen.

Now, Field Positions or FPs indicate performance in different categories of subjects. There are five different fields with rankings from 1 (highest) to 10 (lowest). Each field relates to a different area of competency:

A ranks students on competence in extended written expression  
B ranks students on competence in short written expression  
C ranks students on competence in basic numeracy  
D ranks students on competence in solving complex mathematical problems  
E ranks students on competence in practical performance

Obviously, the mix of subjects each student chooses affects his rankings in each different field. Field positions are only used by tertiary institutions to select students when courses are oversubscribed. For example, if Law accepts students with OP1, OP2 and OP3, and there are not enough places for all the OP3s, then the university is likely to choose those students with the highest rankings in Fields A and B to fill the places. If too many students apply for Engineering, rankings in Fields C and D are likely to be used.

Well, that just about covers all those confusing letters and numbers that school leavers can expect at the end of the year... except for the actual envelope itself. It contains an SEP (Student Education Profile), which is made up of two separate documents - the QCE and the Tertiary Education Statement.

It may be a complicated system, but it is one that has enabled Queensland to establish an international reputation as having a fair and reliable tertiary entrance process that does not rely on a 'one off' public exam.

Finally, we'd like to expose the truth about two commonly held OP myths...

**MYTH 1:**
“You'll get a higher OP if you go to a school that gets a lot of OP1s”.

OPs are about individual achievement, not school achievement. A great deal of effort goes into helping ensure no individual's OP is handicapped or advantaged by his or her school, subjects or the performance of fellow students.

You may argue that a lot of OP1s is a sign of better teachers. Well, teachers do make a difference – but most would agree that OP1 students get there by a combination of talent, hard work and appropriate teaching.

The basic facts are that if you have the aptitudes and talents that are likely put you in the top 2% of academic achievers in the state, and you work hard enough, chances are you're a candidate for an OP1.
MYTH 2:
“You’ll get a higher OP if you study maths and science subjects”.

All subjects carry the same weighting in the calculation of OPs. You are bound to do better if you choose the subjects you’re best at and enjoy most. And to prove our point, take a look at the subjects studied by the following three Year 12 students from last year:

**STUDENT A**
**OP:1**
- English
- Ancient History
- Mathematics A
- Economics
- Drama
- Art

**STUDENT B**
**OP:1**
- English
- Geography
- Mathematics B
- Biology
- Chemistry
- Music

**STUDENT C**
**OP:1**
- English
- Modern History
- Mathematics B
- Mathematics C
- Chemistry
- Physics

They all chose the subjects they were best at, and they achieved at the top of their group in those subjects.

**THE TRUTH**

You can get an OP1 with any combination of Authority Subjects

In 2003 there were 634 OP1 students in Queensland, and these students studied 321 different combinations of subjects.
## CITIPOINTE CHRISTIAN COLLEGE BRISBANE
### TABLE OF O.P. SCORES
#### 2000 - PRESENT

<table>
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Note: 1992 was the first year of use of OP scores
Year 12 Students who win these prizes can be considered to be in the top 100 in Queensland and the top 500 in Australia.

Christopher Pitt 1991
Nathan Scott 1993
Rachel Coburn 1997
Ben Auld 1999
Ben Leigh 2000
Paul Stevens 2000
Judy Brooks 2000
Christopher Bowles 2003
Jonathan White 2005
David Moore 2007
Vichaya (Max) Champreeda 2011
Sam Tan 2013
INFORMATION STATEMENT
CERTIFICATION AND CONTROL OF STANDARDS

To ensure that awards recorded on certificates of the Queensland Studies Authority are of correct and consistent standards, two clear procedures have been established:

1. Accreditation of courses of study in subjects where the QSA will record results.

2. Certification of the exit levels of achievement awarded to students.

Two clearly defined sets of committees are necessary to supervise these procedures. **District review panels** work directly with schools. State review panels co-ordinate the activities of the district review panels and act as avenues of appeal.

District review panels are appointed for individual subjects, or groups of subjects, in each of the nine districts in Queensland. The principals of the district and members of the QSA appoint the panels, which are composed of experienced teachers of the subjects. The number of schools offering that subject in the district determines the size of each panel.

State review panels have five members who are appointed by the QSA. Four of the members are teachers and one is from a tertiary institution. One of the State panelists is also a member of the appropriate subject advisory committee or sub-committee.

Senior subjects fall into four categories:
Authority Subjects
Authority-Registered subjects (Study Area Specifications)
Vocational Education and Training (VET) Subjects
College Subjects

1. Accreditation

(a) Authority Subjects

Authority Subjects are based on syllabuses approved by the QSA and devised by subject advisory committees. Before offering an Authority Subject, a school must produce a work program that meets the syllabus’s requirements. The work program details the objectives, particular subject matter, learning experiences and assessment for a two year course of study. If seen as an appropriate interpretation of the syllabus, the district review panel will recommend that the work program be accredited for a four year period. If the district panel has concerns, the chairman will consult with the school until agreement is reached.

State review panels view representative samples of work programs from each district, thus maintaining comparable standards. They also act as arbiters in any dispute between district panels and schools. The QSA is final arbiter in all matters.

(b) Authority-Registered Subjects (Study Area Specifications)

In the context of endorsement of the principle of increasing convergence of general and vocational education in the senior secondary sector, Authority-Registered subjects have been rationalised by the development of syllabuses and the reduction of the number of Authority-Registered subjects to about twenty areas of study.
The new arrangements help the QSA fulfil the requirement that, across the full range of Authority and Authority-Registered subjects, there are appropriate curriculum possibilities for the full range of students in senior secondary studies.

In determining a curriculum design framework for Authority-Registered syllabuses it is necessary for the QSA to ensure that:

- Authority-Registered subjects provide an appropriate level of challenge for the intended clientele
- Authority-Registered subjects are viable offerings and encourage the convergence of general and vocational education.

Syllabuses for Authority-Registered subjects, therefore, take the form of study area specifications rather than single subject descriptions, placing a greater emphasis on the practical rather than the theoretical and on experiential skills and knowledge. Each study area specification includes core and optional content arranged by strands, descriptions of any vocational education components, rules for selection and sequence of content by, and within, the defined strands and description of expected standards for results. The expectation for results in the new study area specifications are aligned approximately with the standards that currently apply in most Authority-Registered subjects.

A student’s achievement will be recorded as one of five Levels of Achievement and in terms of attainment of nationally endorsed competency standards and accredited vocational courses/modules/training programs, where these are embedded in the respective strands of the study area specification.

Names for Authority-Registered subjects are determined by the name of the study area specification and the name of the strand selected for study.

(c) Vocational Education and Training (VET subjects)

Vocational subjects are based on qualifications within the Australian Qualifications Framework (AQF). Before offering a Vocational subject, a school must ensure that it meets the requirements to be accredited as a Registered Training Organisation (RTO) by the Australian Skills Quality Authority (ASQA). The school must then apply to the Registering body (QSA) to offer each qualification. The list of qualifications successfully applied for are listed under its Scope of Registration.

For each qualification on scope, the school must produce a training and assessment strategy (TAS) that is validated by industry representatives to ensure that it mirrors the requirements of that particular industry. The TAS details the Units of Competency offered along with training and assessment arrangements for the course of study.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the VET information provided to students at their VET induction.

(d) College Subjects

College subjects are subjects devised in-house and do not come under the auspices of the Queensland Studies Authority.
2. Certification

(a) Authority Subjects

The QSA monitors student achievement as measured by the assessment plan in the work program. In December, schools submit representative samples of student work from Year 11, together with assessment tasks and work programs, to the district panel. The panel may advise that the submission is appropriate, or it may offer detailed advice on areas of concern. This process is known as monitoring.

The school similarly prepares the Year 12 submission, with a detailed statement on the exit levels of achievement it proposes. After careful review of each submission, the district panel may recommend certification of the results, or consult with the school on areas of concern until agreement is reached.

These recommendations proceed to the State panel, which samples representative submissions from each district to ensure comparability of standards throughout the State.

(b) Authority-Registered Subjects (Study Area Specifications)

The QSA monitors student achievement as measured by the assessment plan in the Study Plan in Authority-Registered subjects (SAS).

(c) Vocational Subjects

Student progress in Vocational subjects is monitored and assessed by the trainer who holds a Certificate IV in Training and Assessment (TAE). Annual Internal Reviews and Audits are undertaken where assessment tasks and evidence are monitored by the Head of Vocational Education and validated by industry to ensure that they meet the standards required in the workplace. Regular External Audits are completed and annual data is examined by the Registering Body, QSA, to ensure the integrity of the vocational program in the college.

(d) College Subjects

Schools are responsible for monitoring their own standards in College subjects.

The system of school-based assessment:

A system of internal school-based assessment, which maintains comparable standards across the State, places demands on teachers and the community. It is facilitated, however, because:

(a) schools have easy and direct access to district panel chairmen;
(b) all district panel members are teachers of the subject in the district;
(c) all areas of district review panel decision-making are monitored by the State review panels;
(d) each State review panel contains four practicing teachers who are familiar with the subject area and the problems encountered in schools;
(e) all State review panels are responsible to the QCAA, which has a wide representation in its membership including practicing teachers.

Throughout the process, the perspective of schools caring for their students is never lost. The QCAA accepts final responsibility for the standards of assessment while, through its staff, it monitors all outcomes and plans for the future.
VOCATIONAL EDUCATION & TRAINING (VET) OPTIONS

Vocational education and training (VET) allows young people to remain enrolled at school while completing education and training programs. These programs may be delivered by Citipointe Christian College’s Registered Training Organisation (RTO), or other learning providers in the community, such as TAFE and other RTOs.

WHAT VET OPTIONS ARE AVAILABLE ON-CAMPUS AT CITIPOINTE?

VET courses are very hands-on, including both knowledge and skills, so students who learn by doing will generally enjoy this type of course. The cost of providing On-Campus VET courses are included in the college fees, and qualifications currently on scope at Citipointe Christian College include:

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<thead>
<tr>
<th>Name of Vocational Education Area</th>
<th>AQF Qualification/s</th>
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<td>Business and Technology</td>
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<td>Certificate II in Workplace Practices (30981QLD)</td>
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<td>Certificate II in Information, Digital Media and Technology (ICA20111)</td>
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<tr>
<td>Hospitality and Tourism</td>
<td>Certificate II in Kitchen Operations (SIT20312)</td>
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<td>Certificate II in Hospitality (SIT20212)</td>
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<td>Certificate II in Tourism (SIT20112)</td>
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<tr>
<td>Arts</td>
<td>Certificate II in Live Production and Services (CUA20213)</td>
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</tbody>
</table>

Further information about each qualification may be found in the alphabetical subject listings. Please note that all the listed qualifications are not offered in every year.

Qualifications above may be undertaken by CareerStart students (see below), Non-OP students or OP eligible students (as their sixth subject). Upon successful completion, Vocational courses contribute to the Queensland Certificate of Education (QCE) and result in a Qualification or Statement of Attainment within the Australian Qualification Framework (AQF). These courses do not contribute to OP calculation but do contribute to ranking calculations for tertiary study.

On-Campus VET qualifications other than those provided at the college may be studied as a correspondence course, through the Open Learning Institute Program. The OLI or TAFE sends a package of course materials and assignments to the College or an on-line course may be available. Students use their private study lesson to complete the work. Some courses may involve fees, and fees for International students may not attract subsidies.

CAREERSTART PROGRAM YEAR 11 AND 12

Citipointe Christian College offers vocational pathways for students who would prefer not to do university study when they leave school, but would prefer to complete their Queensland Certificate of Education program at the College. This program does not make students eligible for an OP, but does provide alternative pathways to work or higher education. The CareerStart Program consists of the following elements:
Students should be aware that vocational courses are offered in a simulated workplace, usually requiring a commitment to extra time to gain the practical experience essential to gain the Qualification. This may include involvement in ventures, events, functions, work experience, etc. outside of school hours.

**WHAT VET OPTIONS CAN BE UNDERTAKEN OFF-CAMPUS?**

It is important that students undertaking off-campus studies consider the impact this may have on their on-campus studies, and that they may be required to continue their full on-campus load. Students undertaking this option should be proactive to ensure that other studies do not suffer as a result of this decision.

VET may also be studied by undertaking an external course offered by a TAFE institute or other training organisation. To undertake the course you may need to attend an external campus. The range of VET qualifications offered is extensive, but you may have to pay for some courses, and fees for International students may not attract subsidies.

The Partnership with Schools Program allows students to enrol at TAFE while they are completing their senior phase of learning. Students attend a TAFE campus ½ to two days a week. TAFE has divided their programs into two categories:

- **Pathway to Diploma** – This delivers a complete Certificate III or IV level program through which students will receive 7-8 credit points towards their QCE. Students are then able to secure a place in a Diploma level program (within the same area of study) post Year 12 without applying to QTAC. SouthBank Institute of Technology offer a STEPUP program for Year 11 and 12 students with pathways and credit towards Diploma and degree courses.
- **Pathway to work skills** – This delivers either a Certificate II program giving students 4 credit points towards their QCE, or recognised and accredited units of competency from a Certificate program. Students are still eligible for direct entry post Year 12 and will be given credit for any units successfully completed. These courses are offered at the TAFE campus.

**Workplace Learning** - VET can help students move from school to work. It can help students get a job while still at school or after leaving school.

VET encourages learning in the workplace – for example, through work experience. In this way students can get a good understanding of what a job is like before starting work.

**School-based Traineeship or Apprenticeship.** The School-based Apprenticeship and Traineeship (SAT) program allows you to gain a VET qualification and do paid work in a traineeship or apprenticeship area while you are still at school studying for your QCE. The CareerStart Program can be individually tailored to allow students the option of one day per week in the workplace while completing part or all of a School-based Apprenticeship or Traineeship, as well as completing their QCE. Students who avail themselves of this option would follow the same program but only choose two rather than three electives.

<table>
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<th>English or English Communication</th>
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<tr>
<td>Maths A or Pre-Vocational Maths</td>
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<td>Three Electives selected from the AQF Qualifications offered at Citipointe next year* or a correspondence course to suit vocational career preferences</td>
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<tr>
<td>Christian Living, Chapel and Sport</td>
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*Students should be aware that vocational courses are offered in a simulated workplace, usually requiring a commitment to extra time to gain the practical experience essential to gain the Qualification. This may include involvement in ventures, events, functions, work experience, etc. outside of school hours.
The educational framework of the Secondary School is based on the pedagogy of 'Understanding by Design' [Wiggins & McTighe], with emphasis placed on

- Beginning with and working towards desired lifelong understandings
- Uncovering, as well as covering content
- Discovering the ‘big ideas’ within the content
- Extending and enriching student thinking
- Providing real life contexts and connections
- Creating engaging educational experiences relevant to student life

All secondary work programs are underpinned by spiritual objectives and a Biblical worldview is integrated into each subject area.

The College strives to cater for a wide range of students and student aspirations through learning support, ESL, extension and enrichment classes in Years 7-10, streaming according to ability in some core subject areas at some year levels and gender split classes when appropriate.

**MIDDLE YEARS 7 & 8** focus on *Exploration of Interests* and consists of a set course of Australian Curriculum Learning Areas: English, Maths, Science, History, Geography, Languages, Arts, Technology, Business, and Health & Physical Education. Students also engage in the College subjects of Chapel, Christian Studies and Sport. During these two years, students experience the diverse range of subject areas that are offered by the College, so that they may choose their areas of study more wisely in Years 9 and 11.

**Year 7** is the SevenUp Program, our first year in Secondary. It aims to transition students from Primary to Secondary, consolidating foundational skills and providing a taste of speciality secondary subjects in semester or term units. Students sit for the Australian NAPLAN test in Term 2 of this year.

**Year 8** continues the same program as Year 7, with further reinforcing of skills and greater academic experience of the Australian Curriculum Learning Areas.

**MIDDLE YEARS 9 & 10** emphasise *Development of Passions*. Studies focus on real life contexts and aim to broaden student experience through electives. Students study a Core Course of Australian Curriculum Learning Areas of English, Maths, Science, History and Geography, and choose 3 electives from the other Learning Areas of Languages, Arts, Technology, Business and Health & Physical Education. These two years and the choice of subjects are designed to assist students to discover areas of strong interest and passion that can be continued into their Senior schooling.

In **Year 9**, they develop their Student Education and Training Plan, deciding on academic goals for the next two years, they engage in a Careers Expo and are given information by our Careers Advisor, in readiness for choosing their subjects for Years 11 & 12. Students sit for the Australian NAPLAN test during Term 2 of this year.

**Year 10** is a time of preparation for students’ years of Senior Schooling and of planning for their future career pathway. During Semester 1, our Careers Advisor will review and finalise their SET plan and during Semester 2, students are asked to decide on their course of Senior study: OP or non OP. They will also choose subjects for Years 11 and 12. Except in extenuating circumstances, they will not be
permitted to change courses as this will jeopardise future opportunities. Their chosen subjects should be seen as a two year course.

**SUBJECT INFORMATION FOR YEARS 9 & 10**

Year 9 & 10 Program consists of:

- **Compulsory Core Australian Curriculum Learning Areas**
  - English, Maths, Science, History and Geography

- **Three electives chosen from Australian Curriculum Learning Areas**
  - Arts: Art, Dance, Speech & Drama, Music
  - Languages: French, Chinese
  - Business
  - Health & Physical Education:

- College subjects: Christian Studies, Chapel & Sport.

**SENIOR SCHOOLING YEARS 11 & 12**

focus on Consolidation of Knowledge. These years are the culmination of preparation during the compulsory years of schooling. Years 11 & 12 are considered to be post-compulsory years of education, and although the College has a very high retention rate from Year 8 through to Year 12, progress to the Senior years is not automatic and certain requirements must be met.

The College reaffirms that its major commitment within the post-compulsory years of schooling is to a traditional academic education, with focus on preparation for tertiary study. In addition, the College makes provision for those students who prefer to pursue vocational subjects, within the Careerstart program.

**SUBJECT INFORMATION ON SENIOR SUBJECTS**

Senior students are required to choose 6 subjects for study in Year 11 and Year 12. All students participate in CHRISTIAN STUDIES, CHAPEL & SPORT, and one ENGLISH and one MATHS subject are compulsory. Students may not drop subjects in Year 11 or Year 12, because of QCE requirements.

In Years 11 & 12, the College offers:

*Authority subjects* which are recognized by the Queensland Studies Authority and contribute to Student Profiles used in tertiary selection.

<table>
<thead>
<tr>
<th>Accounting</th>
<th>English</th>
<th>Legal Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>English for ESL Learners</td>
<td>Mathematics A</td>
</tr>
<tr>
<td>Biological Science</td>
<td>Film, Television &amp; New Media</td>
<td>Mathematics B</td>
</tr>
<tr>
<td>Business, Communication &amp; Technologies</td>
<td>French</td>
<td>Mathematics C</td>
</tr>
<tr>
<td>Business Management</td>
<td>Geography</td>
<td>Modern History</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Graphics</td>
<td>Music</td>
</tr>
<tr>
<td>Chinese</td>
<td>Hospitality Studies</td>
<td>Music Extension</td>
</tr>
<tr>
<td>Dance</td>
<td>Information Processing &amp; Technology</td>
<td>(Yr 12 only)</td>
</tr>
<tr>
<td>Drama</td>
<td>Information Technology Systems</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Economics</td>
<td>Information Technology</td>
<td>Physics</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>Study of Religion</td>
<td>Technology Studies</td>
</tr>
<tr>
<td></td>
<td>Visual Art</td>
<td></td>
</tr>
</tbody>
</table>
**Authority-Registered subjects**

Prevocational Mathematics
English Communication

***Vocational Subjects*** which do not contribute directly to tertiary selection

Certificate II in Business
Certificate II in Kitchen Operations
Certificate II in Hospitality
Certificate II in Information, Digital Media and Technology
Certificate II in Live Production and Services
Certificate II in Tourism
Certificate II in Workplace Practices

****College subjects**** which do not contribute to assessment or tertiary selection

Chapel
Christian Studies
Sport

All subjects are offered dependent on a sufficient number of students choosing them.

Subject selections are made online through the College website.

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**IMPORTANT INFORMATION ONLINE**

From mid-2014, the Queensland Studies Authority, the Queensland Government body responsible for assessment in all Queensland schools, has been replaced by QCAA, Queensland Curriculum and Assessment Authority. For all information regarding Years 11/12 assessment processes, use the following link: [https://www.qcaa.qld.edu.au](https://www.qcaa.qld.edu.au)

Below are other useful sites.

Education Queensland Curriculum Exchange for Students

Australia’s National Career Information Service, *myfuture*
[Myfuture.edu.au](http://Myfuture.edu.au)

Jobguide

TAFE Queensland
[http://www.tafe.qld.edu.au](http://www.tafe.qld.edu.au)

About Queensland Universities
[www.aqu.qld.edu.au](http://www.aqu.qld.edu.au)
Year 10 students do not have automatic entry to Yr 11, unless they meet certain academic requirements. Experience has shown that the equivalent of a Sound Achievement in Year 10 is a minimum standard in order to have a good prospect of success in Years 11 and 12. The academic requirements for entry into Year 11 are:

- SA in English
- SA in Maths
- SA in three other subjects

1. In addition, for Year 10 students to continue into the Year 11 Academic/OP Course, Sound Achievement prerequisite for entry into the following subjects:
   - ENGLISH – SA in English or study English Communication
   - LANGUAGES – SA in LANGUAGES
   - BIOLOGICAL SCIENCE – SA in Science
   - PHYSICS or CHEMISTRY – SA in Science AND Advanced Mathematics
   - GEOGRAPHY, MODERN HISTORY or ANCIENT HISTORY – SA in Geography or History
   - MUSIC, VISUAL ART or DRAMA – SA in Music, Art or Drama respectively

2. There may be other specific requirements in the subject information sections of this Handbook.

3. Students who wish to pursue tertiary study must choose a minimum of five OP subjects to secure an OP; students who choose fewer than five QSA subjects will not be eligible for an OP.

4. Students are required to select a minimum of 6 subjects at the beginning of Year 11, to give them the greatest choice possible. Subjects may be changed at the end of Semester 1, if there are extenuating circumstances. Because of individual subject course content and assessment program, it may not be possible to change some subjects.

5. Students may choose to study only QSA subjects, or a blend of QSA subjects and Vocational Education subjects, or enter Careerstart, the College’s Vocational Education program, depending on whether they have decided to pursue tertiary study or enter the workforce after Year 12. In some cases, students in the Careerstart Program may also gain tertiary entrance.

6. By prior application, students may opt for variable progression (3 year Senior).

7. Students in Senior must study an English subject.
8. Students in Senior must study a Mathematics subject.

Special Note for Mathematics:-

Students may choose:
- Maths A
- Maths B
- Maths B and Maths C
- Prevocational Maths
- Other Math combinations are not allowed

Requirements for entry into Year 11 Maths:
- Maths A – students need to attain at least a sound achievement in the Mathematics (Core) course in Year 10
- Maths B – students need to attain at least a sound achievement in the Mathematics Advanced course in Year 10
- Maths C – students need to attain at least a sound achievement in the Mathematic Advanced course in Year 10, but preferably a high achievement for success in Maths C

9. Students in Senior must study Christian Studies, and attend the Year Level Chapel.

10. Students whose attendance falls below 80% on a by-term basis will be deemed not to have met the College requirements of the Senior course.

While the majority of students will easily meet these requirements for entry into Year 11, those who do not meet them have the following options available to them:

- Repeat Year 10 until entry requirements are met
- Enrol in another school which will accept them without having met these requirements
- Enrol in a training college such as TAFE
- Enter the workforce, providing they are 16

The College reserves the right to vary its policy on an individual basis.

The College reserves the right to exclude students from Senior schooling if behaviour problems persist.

Mrs Helen Moore
Head of Secondary
All students are eligible to choose this course, as no prerequisite junior subjects are required.

**SPIRITUAL OBJECTIVES**

“Who here qualifies for the job of overseeing the business? A person the Master can depend upon to provide for the workers. Someone the Master can drop in on unannounced and always find him doing his job. A God-blessed man or woman, I tell you. It won’t be long before the Master puts this person in charge of the whole operation.” Matthew 24:45 (paraphrased)

Integrity and ethics can mean different things to different people. People may approach various business situations from a different ethical vantage point. Accountants can face undue pressure from clients to hide negative financial information. An ethical code of conduct can help accountants understand the gravity of these situations and provide them with a system for reporting unethical business requests. In addition to developing an awareness of social, ethical, legal and professional responsibilities in Accounting, students also consider business practices and the role of Accountants from a Christian viewpoint, in order that personal integrity will remain uncompromised.

**ACCOUNTING GIVES ANSWERS TO A MAJOR PROBLEM**

With 80% of new businesses failing within the first five years of operating, and four out of every five retirees being dependent on the government pension in their retirement years, it is clear that something is wrong with the business skills of the average Australian. Largely, the reason for these disastrous statistics in such a richly blessed country is that people simply do not have the skills to account for their money.

Most people at some stage in their working life become responsible for money - either their own, or an employer’s. The study of Accounting provides students with the skills to account for the flow of money. Students are taken through the business process; how to account for business transactions accurately and meaningfully; how to prepare business reports to show profit and financial stability; and importantly, how to make sense of those reports so as to make wise business choices and decisions. Students are also trained in the use of current technologies relevant to the preparation of accounting records and reports.

**ACCOUNTING ANSWERS THE TOUGH QUESTIONS ABOUT MONEY**

“Is this business worth investing in and how much should I pay?” “Can I afford to buy a new car next month?” “Will increasing the amount of stock in my shop be a good thing to do at this time?” “Should I keep, sell or close my business down?” Accounting provides tools and techniques to make sense of these questions and to provide ‘make or break’ answers. Students learn to take control of the major financial elements of a business - cash, credit transactions, inventories and assets.
The study of Accounting promotes the development of logical reasoning, effective communication, analysis and interpretation, numeracy and complex problem solving.

These skills are developed throughout the topics of study which may include:

**Core Studies**
- Introduction
- GST
- Journals
- Ledger Accounts
- Balance-day activities
- Statements
- Budgeting
- Introductory analysis and interpretation

**Recording and Controls**
- Cash
- Bank Reconciliation
- Internal Controls
- Accounts Receivable
- Inventories
- Property, plant and equipment assets

**Technology – Integrated Accounting Package**
- Manual vs Computer Accounting
- Recording on computers
- Generation of reports

**Technology – Spreadsheets**
- Functions
- Design and enhancement
- Graphical representation of financial information

**Reporting and Decision Making**
- Classification and presentation of end-of-year reports
- Income Statement, Balance Sheet and Cash Flow Statement
- Managerial Decision Making
- Understanding Company Reports
- Personal Financing and Investing
- Analysis and interpretation of reports to assess
  - Profitability or earning capacity
  - Liquidity and financial stability
  - Managerial effectiveness
  - Cash flow
  - Budget focus

Students and parents should be aware that it is difficult to begin this subject during Year 11 or at the beginning of Year 12. The subject builds strongly on the foundation units from the beginning of Year 11 and should be chosen immediately on the subject selection form.

**LEARNING AND ASSESSMENT IN ACCOUNTING**

Students are involved in a wide range of learning activities. Together with many of the more traditional learning activities, students may be involved in:

- group work
- excursions
- debates and discussions
- research activities
- case studies
- assignments and projects
- media watch
- role plays
- practice class sets
- talks from specialist speakers
- audio-visual presentations
- statistics and data analysis
Through these activities, students develop strong skills of analysis, interpretation and evaluation, which will assist them in other study and throughout life.

Student achievement is determined by looking at their performance in three areas:
- Knowledge and procedural practices
- Interpretation and evaluation
- Applied practical processes

Techniques used to assess performance include:
- Supervised short or extended written responses
- Unsupervised extended responses
- Supervised or unsupervised practical assessment

Students who perform at a high standard in Year 11 Accounting, also have the opportunity to pursue university studies in conjunction with this course. It should be noted that the ability to think logically is a vital component of Accounting. Thus, it is advised that students who struggle in this area may experience some difficulty with this subject.

### WHAT JOBS CAN ACCOUNTING LEAD TO?

- Accountant in private enterprise
- Accountant in public sector
- Bank Manager
- Finance Officer
- Gaming Inspector
- IT Controller
- Financial Controller
- Trainer/Teacher
- Financial Manager
- Chairman of Development Services
- Commercial Lending / Banking
- Home Loan Officer
- Retail Manager
- Credit Consultant
- Financial Advisor
- Business Development Officer
- Business Owner
- Forensic Accountant
- Joint Venture Accountant
- Credit Analyst
- Company Director
- Equities Analyst
- Policy Officer
- Administration Officer
- Auditor
- Budget Operations Analyst
- Reporting Analyst
- Treasury Analyst
- Corporate Banker
- Financial Officer
- Fleet Liason Officer
- Taxation Officer
- International Banking
- Tax Consultant
- Business Consultant
- Executive Manager
- Sharebroker
- Valuer
- Estimator
- Almost anything in business!

Accounting makes sense of the money trail and successful business owners in Australia today will agree that the skills this subject offers are, without a doubt, vital to financial freedom at both business and individual levels.

### CONTACT PERSON

Mrs Vicki Turner – Head of Business
SPIRITUAL OBJECTIVES

In Ancient History studies, students are asked to ponder God’s sovereignty: God works through the nations of the world, past and present, to accomplish His purposes. We are called to be channels of tolerance and respect in the face of ideologies, beliefs, traditions and practices that oppose the spread of the values and interests of God’s Kingdom and the need for personal improvement. We are also asked to respond to God’s call for each person to go and preach the good news of salvation to all people regardless of their religious background. The course develops a clear Biblical understanding of the rise and fall of human cultures and civilisations. It also hopes to help students respond with humility and grace to the way history helps us make sense with our world and understand how God works through the nations of the world, past and present, to accomplish His purposes. Lastly, God’s love for the oppressed will be examined and will encourage students to devote their lives to helping the weak and the needy in society and to be a voice for those who have no voice.

WHY STUDY ANCIENT HISTORY?

History can help students make sense of the modern world, for while the ancient world may seem remote and quite divorced from the problems of the present, in many ways this is not so. The complex problems of living in a society governed by law and organised by various kinds of political institutions - the nature and impact of various cultural and religious developments; the responses of societies to complex social and economic challenges; the issues of justice and injustice, discrimination and violence - these issues were just as challenging in the past as they are today. Studying Ancient History not only enables students to understand the links between the past and the contemporary world; it also gives them the opportunity to see alternatives to what they are experiencing today, and helps them to have a deeper understanding of the changes and continuities in time and space and of the issues which currently confront them.

Through developing skills of critical inquiry, reflection and decision-making, students are better able to cope with the complex demands of modern living and are thus, more able to take their place as active citizens in a democratic society.

WHAT IS STUDIED?

During the two-year course, students undertake depth and bridging studies in the following:

- Theme 1: Studies of Archaeology
- Theme 12: A Study of Pharaonic power in Egypt
- Theme 14: Studies of Changing Practices in society and government in the Greek World
- Theme 7: Studies of Religion: Ancient religions
- Theme 15: Studies of Political centrisms: An inquiry into the Roman Republic; an inquiry into the Roman Empire
- Theme 20: Studies of Europe in transition – an inquiry into the Middle Ages/The Rise of Islam and the Crusades
- Theme 18: The influence of groups in ancient societies: slavery in the ancient World/the role and place of women
Whatever themes and inquiry topics are chosen, students must be aware of, and apply, the principles and procedures of the inquiry method, namely:

- Definitions
- Sources
- Backgrounds, changes and continuities: motives and causes
- Effects, interests and arguments
- Reflections and responses

**HOW IS ANCIENT HISTORY STUDIED?**

History is not simply 'knowing facts'. Throughout the course, the emphasis is on 'doing' history - on being involved in the process of investigation. Students encounter problems, seek out evidence and formulate explanations based on the available sources. This will involve students in a variety of activities such as research work on specifically defined tasks, group discussions, debates and seminars, expository teaching and essay writing. They will use an extensive range of materials including primary sources (e.g. diaries and letters), and secondary sources such as texts, and audio-visual and computer software. Students will show their engagement with this variety of source material by interpreting, analysing and evaluating their worth in terms of their reliability, relevance and representativeness, and by locating value positions, biases, perspectives and standpoints in their historical context. Ancient History thus involves students in the processes that form the basis of many activities in life, namely, questioning, systematic reading, organisation of ideas in a disciplined, coherent and purposeful manner, developing personal values when considering and acknowledging others' ideas and perspectives, and identifying causes of change and continuity.

**HOW ARE STUDENTS ASSESSED?**

Assessment in History is designed to enable students to demonstrate a broad range of abilities, all of which have valuable application in the adult world.

In order to determine what level of achievement a student has attained a variety of assessment techniques will be used such as Test formats, extended Written Responses, Research Assignments and Multimedia Presentations.

**HOW CAN PARENTS HELP?**

Parents can assist by:

- being aware of topics, assessment programs and deadlines
- encouraging students to keep up with the required, and extra, reading e.g. historical novels
- showing an interest in, and talking about, the past
- encouraging students to watch television programs associated with some aspect of Ancient History, discussing these and encouraging them to read further
- if possible, taking students to historical sites, historical villages, museums and libraries.
WHERE MIGHT HISTORY LEAD?

The study of History helps develop major skills of the educated person. Many professions and occupations value persons with the skill of being able to develop and express a reasoned opinion. Studies in History may help young people gain employment in the travel industry, journalism, advertising, public relations, teaching, the public service, and research work in a variety of fields such as consumerism and industrial relations.

Studies in numerous tertiary courses are also greatly aided by a knowledge of History and skills developed through its study, e.g. Anthropology, Archaeology, Architecture, Art, Commerce and Economics, Education, English, Geography, Government, Law, Journalism, History, Media Studies, Music, Psychology and Social Work.

CONTACT PERSON

Mr Theo Tsimboukis – Head of History and Study of Religion
WHY STUDY BIOLOGY?

Biology is the study of the natural systems of the living world. There are two broad aspects to these natural systems. One is concerned with the study of the many different kinds of organisms and their interactions with each other and with the non-living parts of their environment. The other aspect is the study of the internal structure of organisms and the processes which maintain life.

Biology provides students with an understanding of the ways scientists seek solutions to problems pertaining to the living world and how the processes of science lead to the discovery of new knowledge. It also develops and enhances skills which can be used to solve problems arising in students’ everyday experiences. Biology is at the forefront of scientific discovery with advances in biotechnology providing insights into the detailed genetic makeup of organisms and hence the ability to use and manipulate this information to personalise medicine and engineer crops. These technologies challenge ethical and moral boundaries and it is important that students are informed so that they can contribute to wise social choices now and in the future.

God’s creative design, as it pertains to the living world, is explored and uncovered allowing students to gain a better understanding of the nature of God and the intricate care he has taken with all aspects of his creation. Similar patterns are revealed in the tiniest cell, the organism, the ecosystem and the church.

WHAT DO STUDENTS STUDY?

The Biology syllabus is broad encompassing studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems.

Areas within Biology are:

- Plants: their development, physiology, functioning and role in ecosystems
- Human reproduction
- Reproduction in animals, population dynamics and the formation of new species including evolutionary theory
- Ecology
- Cell biology and metabolism
- Organisms interacting with humans including those causing disease and the immune system
- Human physiology
- Genetics
- Biotechnology
WHAT DO STUDENTS DO?

Students of Biology will participate in a wide range of activities to develop their knowledge of Biology and their ability to solve problems arising in their everyday experiences.

The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for fieldwork of ten hours. During practical activities students learn to examine collected data, suggest hypotheses that explain observations and design and conduct experiments.

HOW ARE STUDENTS ASSESSED?

The assessment program will include a variety of assessment techniques such as formal examinations (written tasks as well as response to stimulus), extended experimental investigations (including field study report) and extended research tasks (essay) which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions of Understanding Biology, Investigating Biology, and Evaluating Biological issues as outlined in the syllabus.

HOW CAN PARENTS HELP?

Parents should become familiar with the work program for the subject. They should encourage their child to read widely in the subject and to remain abreast of recent biological developments. Parents should try and engage their students in discussions on the ethical debates surrounding biological science. Parents should regularly check that their student is working progressively through their assignments and homework schedules.
VOCATIONAL SUBJECT

***CERTIFICATE II IN BUSINESS

QUALIFICATION LEVEL

This practical course provides knowledge and skills to support a wide range of industry occupations including administration assistant, clerical worker, data entry operator, information desk clerk, office junior or receptionist. This level of skill and knowledge acquisition aligns with AQF qualification Level II. Assessment is competency-based and therefore there will be no levels of achievement awarded. At the conclusion of the course, a Certificate II in Business will be awarded if the requirements of the course have been met. If the full requirements for the issuing of this certificate are not met, a learner will gain a Statement of Attainment that recognises the Units of Competency completed successfully.

COURSE STRUCTURE

The course may be developed from the units of competency outlined below.

Certificate II in Business – BSB20112

<table>
<thead>
<tr>
<th>Code</th>
<th>Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCCM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBCUS201B</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBITU202A</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBITU203A</td>
<td>Communicate electronically</td>
</tr>
<tr>
<td>BSBITU302B</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBWHS201A</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
</tr>
<tr>
<td>ICAICT205A</td>
<td>Design basic organisational documents using computing packages</td>
</tr>
<tr>
<td>ICAICT206A</td>
<td>Install software applications</td>
</tr>
</tbody>
</table>

This information is correct at time of publication but is subject to change.

This business qualification draws on practical experiences and applications from both real and simulated industry situations. Students learn to make decisions and use problem solving strategies as team members. They must also participate in a number of activities and events in order to develop a high standard of communication, co-operation, and organisation which is essential to the Business field. These activities and events are often held outside of normal school time.
This is an entry level qualification and may lead into Certificate III in Business. There are no entry requirements for this qualification and units studied may qualify for credit transfer to other qualifications such as Certificate II in Information, Digital Media and Technology, or Certificate II in Workplace Practices or Tourism.

Participation in *Certificate II in Business* will provide learners moving into the workforce with a range of experiences, knowledge and skills in the administration field which will assist in facilitating a smooth transition. For learners aspiring to higher education courses, the acquisition of a VET qualification may provide additional skills and/or an alternative pathway.

**CONTACT PERSON**

Mrs Vicki Turner – Head of Business and Vocational Education
All students are eligible to choose this course, as no prerequisite junior subjects are required.

**WHY STUDY BUSINESS COMMUNICATION & TECHNOLOGIES?**

Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

In Proverbs 22:29 we are advised to “Observe people who are good at their work – skilled workers are always in demand and admired; they don’t take a back seat to anyone.”

In the ever-changing world in which businesses and government agencies operate, it is important that students entering the workplace after university or school acquire the knowledge, reasoning processes, skills and attitudes necessary for efficient and effective functioning in a variety of business contexts, both local and global.

**WHAT IS STUDIED IN BUSINESS COMMUNICATION & TECHNOLOGIES?**

Business Communication and Technologies encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives. Examples of business contexts include public administration, banking and finance, tourism and hospitality, real estate, mining, retail, travel and media.

The underpinning practices of Business Communication and Business Technologies are integral to all relationships, including business dealings, and shape the development of students’ knowledge and skills.

**Business Communication**

Business Communication is any communication used to build relationships, create value for a business or promote an idea, a product, service or organisation.

It involves the exchange of ideas, opinions and information through all modes of interaction or presentation – interpersonal, physical, written, spoken and multimodal.

Business Communication involves skills such as:

- preparation of types of written communication (e.g. letters, articles, newspaper, blogs, magazines, reports, emails, webpages)
- preparation of types of spoken and multimodal communication (e.g. seminar, conference, webinar, presentation, podcast)
- research skills (e.g. determining audience and information needs, locating and retrieving information, plagiarism, copyright).
**Business Technologies**

**Business Technologies** involves the selection, use, management and manipulation of technology applications to process, convey and present information effectively in business contexts.

The efficiency and competitiveness of businesses leads to ongoing modification or invention of business technologies. This course incorporates commonly used business technologies but also assimilates modified or new technologies when appropriate.

These underpinning practices are embedded within the course which is designed using a selection of the following topics of study:

- Business environments
- Managing people
- Industrial relations
- International business
- Workplace health, safety and sustainability
- Organisation and work teams
- Managing workplace information
- Financial administration
- Social media
- Events administration
- Responsible Global Business

### LEARNING AND ASSESSMENT IN BUSINESS COMMUNICATION & TECHNOLOGIES

In this subject, students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies.

Business Communication and Technologies requires students to engage in learning activities requiring higher-order cognition. They interpret and analyse business issues to evaluate proposed business solutions and recommendations from the perspectives of an employer, employee or self-employed individual across a range of business situations.

Although no pre-requisites are required to enter the course, it is recommended that students who have not gained a sound achievement in English at Year 10 level discuss their subject choice with the Head of Business, due to the challenging and diverse nature of the subject.

Students may be involved in activities that include: evaluating case studies; investigations and inquiry learning; manipulating and using business technologies; organising events; participating in excursions to suitable venues and communicating using a variety of modes.

Students are assessed against standards described in terms of:

- **Knowing and understanding business**
- **Investigating business issues**
- **Evaluating business decisions**
Assessment techniques include short and/or extended responses, research assignments, projects and reports. Multimodal presentations such as seminar presentations, multimedia presentations, debates and reports are also used.

**WHAT ARE THE OUTCOMES OF BUSINESS COMMUNICATION & TECHNOLOGIES?**

Business Communication and Technologies equips students with the ability to communicate effectively and to interact confidently within a business environment. These skills are of fundamental importance in attaining a knowledge of business, in understanding administration concepts, in analysing and evaluating recommendations in a range of business-related situations. They are also critical to developing the effective workteam, personal and interpersonal communication skills essential for good staff and customer relations and, ultimately the successful operation of a business.

Students of BCT often find that the organisational, communication and technology skills developed throughout their course, enhances their time-management and presentation skills across all of their senior subjects.

**WHAT ARE THE BENEFITS OF BUSINESS COMMUNICATION & TECHNOLOGIES?**

Job prospects from a course such as this are limitless. From university students to those who have gained degrees in business or any other profession, to those who own their own business, or those who work for an employer (full time or part time). Past students have commented that the knowledge and skills gained in this course have been invaluable to them. Students who complete BCT find they have a business confidence that many other school leavers don't have. This makes winning a job, settling into a work role and being successful at it so much easier.

Business Service careers related to this course include, but are not limited to, those listed below. This course may provide direct entry to some careers while others require advancement through further study or work experience.

- Administrative Officer
- Office Manager
- Personal Assistant
- Office Support
- Marketing, Public Relations or Advertising Professional
- Call Centre Operator or Supervisor
- Management Consultant
- Quality Assurance Systems Administrator or Manager
- Executive Assistant
- Secretarial
- Data Entry / Word Processing
- Environmental or Workplace Health & Safety Professional
- Human Resource Professional
- Employment or Recruitment Officer
- Project Manager
- Customer Service Representative
- Event Co-ordinator or Manager
- Hotel Manager
- Reception
- International Service Personnel

**CONTACT PERSON**

Mrs Vicki Turner – Head of Business
AUTHORITY SUBJECT

* BUSINESS MANAGEMENT

All students are eligible to choose this course, as no prerequisite junior subjects are required.

SPIRITUAL OBJECTIVES

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

WHY STUDY BUSINESS MANAGEMENT?

Becoming a manager of a business, either as an owner or an employee, is a very likely career path for a significant number of school leavers at some time in their lives. Unfortunately, statistics show that a majority of businesses do not last more than five years and for those which continue, many of them do not run anywhere near their full profitable potential due to poor management. Business Management is designed to teach the very skills that can help students run successful and profitable businesses.

A practical business course that uses real case study examples, Business Management seeks to turn business management theory into real life application. Students learn how to identify business opportunities and to approach them with plans and strategies that deliver wise, timely and profitable decisions. They discover vital skills in dealing with customers, clients and banks and become trained in a solid understanding of how to market a product. They also learn the tools of how to make a business function logistically with tip-top efficiency and in a work environment that has happy and fulfilled staff who are encouraged to achieve their own life goals.

WHAT IS STUDIED IN BUSINESS MANAGEMENT?

The course comprises six areas of study:

- Management Practices
- Marketing Management
- Operations Management
- Human Resource Management
- Financial Management
- Business Development
LEARNING AND ASSESSMENT IN BUSINESS MANAGEMENT

In addition to the conventional methods, this subject can make use of some very interesting and challenging learning activities and assessment items. These include:

- case studies of business practices
- development of research instruments, eg questionnaires, interviews and surveys
- feasibility studies
- contact with local business mentors

Students will be assessed on:

- their ability to recall and understand facts and key ideas associated with management and the planning and conduct of business activities
- their ability to demonstrate the thought processes involved in a variety of business contexts including business planning and to develop strategies for further action
- their ability to demonstrate the action planning, communication and interpersonal skills of organisation and management necessary to gain the cooperation and collaboration of others and to transform acceptable business proposals into action

WHAT JOBS CAN BUSINESS MANAGEMENT LEAD TO?

Managers exist in every area of employment, every venue, every profession.

- Business Owner
- Business Entrepreneur
- Executive Manager
- General Manager
- Marketing Manager
- Retail Manager
- Human Resource Manager
- Production Manager
- Stock or Purchasing Clerk
- Line Manager
- Asset Manager
- Finance Manager
- Technology Risk Manager
- Events Manager
- Management combined with any other areas of study/interest/expertise eg. Engineering, Technology, Education, Entertainment, Tourism, Travel.

Over the two year course, Business Management brings to the classroom the skills that have taken many managers years of hard-fought experience to learn. Business Management is a tremendous start to any future business manager's career.

CONTACT PERSON

Mrs Vicki Turner – Head of Business
AUTHORITY SUBJECT

* CHEMISTRY

WHY STUDY CHEMISTRY?

Chemistry provides an understanding of the materials around us and why they behave as they do. According to Genesis 1:28: God blessed them and said to them “Be fruitful and multiply and fill the earth and subdue it. Rule over the fish of the sea and over the birds of the sky and over every living thing that moves on the earth.” To perform this a sound knowledge of the science of matter is needed. A study of Chemistry can also give an insight to the precision of a creator chemist who in Isaiah 40:12 “has measured the waters in the hollow of his hand, measured heaven with a span and calculated the hills in a balance.” Isaiah 40:26 implores us to “lift up your eyes on high, and see who has created these things, who brings out their host by number; He calls them all by name, by the greatness of his might and the strength of His power; not one is missing.”

The course is intended to provide students with a balanced perspective of chemical science which will enable them to understand and interpret the chemistry of their surroundings and to appreciate the impact of chemical knowledge and technology on society. Chemistry is intimately involved in extractive, refining and manufacturing industries which provide our food, clothing and many articles we use daily. As a result the impact of human activities on our environment has not always been benign. Responsible decisions on possible future activities can be made, among other things, in light of the fullest understanding of the chemical consequences of those activities. Problems have sometimes arisen in the past because of the limitations of our chemical understanding. The solutions to these problems will usually require the application to chemical knowledge. An understanding of Chemistry will assist students to participate as informed and responsible citizens in making decisions in which economic benefit and the quality of the environment are considered.

Chemistry remains a growing discipline, with exciting and unexpected developments on its frontiers. It is a discipline in which students may experience beauty and excitement at many levels, whether comprehending the ordered structure of matter or in what they see in their own experiments. The course should help students see the relevance of Chemistry to their daily lives. It should give them an appreciation of the workings of the world around them and help them take a more responsible and critical approach to the changes occurring in our technological age. The course, therefore, not only provides a firm foundation for those who wish to study science, applied science, engineering or the health sciences at tertiary level, but also makes a clear contribution to the needs of those who will not pursue the study of Chemistry.

WHAT DO STUDENTS STUDY?

Chemistry is the study of matter and its interactions. Students should come to understand that no real distinction can be made between 'chemicals' and matter.

During the course students should acquire knowledge of a range of core topics including the properties, bonding and structure of matter, organic chemistry, gases and the atmosphere, redox reactions, forensic chemistry, chemical analysis and chemical equilibrium.
Students will learn about the applications of chemistry and their industrial and economic importance. They will be exposed to chemical issues relating to society and to recent developments and discoveries in chemistry by looking at a series of 8 different contexts.

**WHAT DO STUDENTS DO?**

Students will participate in a wide range of activities to develop their knowledge of Chemistry and their ability to think and solve life-related problems.

They will be involved in practical experiments designed to develop basic laboratory skills as well as illustrating and amplifying theories discussed in class. Their laboratory experiences and exposure to industry will acquaint them with workplace health and safety practices when dealing with chemicals and help them develop an appreciation for chemical safety within the home and environment.

**HOW ARE STUDENTS ASSESSED?**

The assessment program will be based on the fullest and latest information about student performance. Year 11 is formative with the final year contributing the major component of the student’s grade. Formal examinations (written tasks and stimulus response tasks) as well as a wide variety of other forms of assessment instruments including extended response tasks and extended experimental investigations (laboratory investigations) will be used.

Performance on the dimensions of Knowledge and Conceptual Understandings, Investigative Processes and Evaluating and concluding as outlined in the syllabus will be used to determine the achievement level awarded to each student on exit from the course.

**HOW CAN PARENTS HELP?**

Parents can provide a supportive audience for the student’s study of Chemistry by:

- Encouraging sound study techniques
- Discussing the topics studied
- Encouraging the reading of relevant articles in newspapers and magazines
- Drawing attention to science-related programs on radio and TV
- Encouraging the student to think about the chemical aspects of materials used in the home
- Taking opportunities to meet with the teacher and discuss the student’s progress.
**What Are Christian Studies?**

Christian Studies are part of an integrated program involving Chapels and Biblical Integration in academic subjects. The Christian Studies subject aims to give students a framework or skeleton of knowledge of the Christian Worldview which they can use to understand and categorise their other learning and experiences at school, church, home and work. The time allocation for this subject is limited and accordingly it is not a comprehensive Bible, theological or religious education course.

**Course Organisation**

The Christian Studies curriculum begins in the junior years with studies on the person of Jesus, foundations of the Christian faith, and an overview of the Bible, and moves on throughout the senior secondary years to look at more philosophical and social elements of the Christian Worldview as applied to relationships, psychological and emotional awareness, morality, ethics, and life choices. Students in senior years are also engaged in studies of other religions, as well as how to apply spiritual disciplines to their own Christian faith.

Students in Grades 7-10 are required to complete one assessment piece per semester. This is to fully engage them in their class studies, as well as to gauge their level of understanding of what has been taught. Students in Grades 11 and 12 are exempt from assessment items in this subject, to allow for more class time to discuss relevant topics, and to reduce already heavy workloads.

**Assessment and Reporting**

Assessing the learning of beliefs taught to teenagers is a delicate area. It is a natural phenomenon for adolescents to question authority and to research alternative beliefs. The more harsh and dogmatic the belief is, the stronger the tendency to oppose or reject it by the teenager. Applying normal subject deadlines and penalties to learning activities based around beliefs can have the effect of repelling the student from those beliefs. On the other hand, requiring no work from the same student creates a perception of worthlessness of the content. So a balance needs to be sought.

The balance in Christian Studies is achieved by requiring small amounts of work from students, which are produced from enjoyable learning activities and which can be done completely in class time. Neither the student's belief, nor character is assessed. Knowledge and understanding of the concepts taught, however, is assessed. Each project is given a mark according to set criteria.

Reporting takes place at the end of each semester, for Grades 7-10 only, and includes a grade of Good/Satisfactory/Unsatisfactory for Years 7-10, and a general comment for all, indicating to parents their student's involvement and achievement in Christian Studies.
SPIRITUAL OBJECTIVES

God, our Creator, made us in His image and gave us His creative nature, and dance is one way of encapsulating that creativity, using the medium of movement. Dance has the capacity to express what words fail to describe, involving powerful ways of teaching, bringing change and even healing by incorporating the whole person - body, soul, mind and spirit. As well, due to the ever-increasing emphasis on visual technology, such as television and computers, people are becoming accustomed to strong visual impact, and words alone are not able to influence and keep people's attention the same ways as they did in the past. Hence, Christians need to realize this occurrence, and acknowledge that dance is a powerful means by which these developments can be accommodated.

Finally, as dance is becoming an increasing part of Christian ministry within churches and through public outreaches, it is necessary for students to develop the skills and processes involved in dance, so they are able to understand and participate in this ministry, and perhaps even become leaders in this field.

WHY STUDY DANCE?

Dance is an activity of ancient tradition and a fundamental form of expression that is continually changing and developing. Dance has its own language, techniques and conventions that set it apart from other curriculum and performing arts areas. By employing the human body as the primary instrument of communication, dance provides a medium through which to structure and express feelings, thoughts, experiences, beliefs, and ideas. It is through the study of dance and its rich symbol system that learners are engaged in alternative ways of constructing and communicating meaning, enabling them to explore and make sense of universal human themes and issues which transcend time and place. This, therefore, promotes a critical understanding of the society and world in which students live and actively participate.

HOW DO STUDENTS BENEFIT?

Students benefit by contributing to the development of a full-range of skills, interests and talents within all learners, the study of dance prepares students for the world of work, leisure, outreach and daily life as arts practitioners and consumers. Lifelong learning is promoted through this study by fostering in students:

* complex thinking skills
* deep understanding
* active investigation
* social commentary
* reflective and self-directive learning
* effective communication
* responsive creativity
* participation in an interdependent world

WHAT DO STUDENTS LEARN?

The study of dance is enriched by experiences in three organisers: Choreography, Performance, and Appreciation. Over the course of study, students are exposed to a variety of dance genres including contemporary dance, dance in musical theatre,
social dance, ballet and popular dance and they develop an awareness of dance in various contexts. Through the creative process of Choreography, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or societal ideas and to tell stories.

In Performance, the unique technical and expressive demands of dance are developed. Students learn to convey ideas or a narrative to an audience. They develop their personal expressive power to convey meaning through dance. They are rewarded by a sense of achievement, self-confidence and satisfaction through the physical expression of a creative idea.

Appreciation of dance involves understanding how and why dance is made, the techniques used in its design, and the stylistic elements that place it in a particular historic and cultural context. Students build their knowledge and understanding of dance in its contexts and learn the skills of analysis, interpretation, evaluation and research when critiquing dance and danceworks. Students also learn to value their own and others’ aesthetic responses to dance.

### HOW ARE STUDENTS ASSESSED?

<table>
<thead>
<tr>
<th>ASSESSMENT INSTRUMENTS</th>
<th>YEAR 11 TASK CONDITIONS</th>
<th>YEAR 12 TASK CONDITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHOREOGRAPHY</strong></td>
<td>Each year 11 student is to be responsible for a 1-2 minute section of dance. Students are given class time and are also required to work outside of class in order to complete choreography tasks within a specified time-frame.</td>
<td>Each year 12 student is to be responsible for a 2-4 minute section of dance. Students are given class time and are also required to work outside of class in order to complete choreography tasks within a specific time-frame.</td>
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</tbody>
</table>

| **PERFORMANCE**        | 1-3 minutes worth of performance is required of each year 11 student. Class time is given to performance tasks however some out-of-school-time may be required for rehearsals. | 2-4 minutes worth of performance is required of each year 12 student. Class time is given to performance tasks however some out-of-school-time may be required for rehearsals. |

| **APPRECIATION**       | Year 11 assignments are to be between 600-800 words in length. Under exam conditions, the minimum word length is 400. | Year 12 assignments are to be between 800-1000 words in length. Under exam conditions, the minimum word length is 600. |
WHAT IS DRAMA?

Drama is a unique art form that represents and re-enacts experiences, ideas, stories and emotions. Drama is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. Drama is created and performed in diverse spaces, including theatres, to achieve a wide range of purposes. It is usually shared live but can also be created, mediated and shared through digital media and platforms. Engaging with drama in all its manifestations provides opportunities to experience, understand and communicate different perspectives on the world.

In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts.

SPIRITUAL OBJECTIVES

Our God is a creative God who has made man in His image. Each person has been blessed with the ability to exercise creativity in various ways. Studying Drama at a senior level equips students with the opportunity to refine God given talent. During the course of senior study, Drama students also study a myriad of worldviews. By giving students the opportunity to explore different worldviews, a healthy level of questioning may be achieved. It is our desire to build a firm foundation of faith whereby students accept Christ as their Saviour. The Drama program developed allows students to deeply explore their faith and establish a strong identity.

WHY STUDY DRAMA?

Engaging in drama promotes imagination, critical and creative thinking, problem solving, cultural engagement and communication, and provides opportunities to share ideas with others through informal and formal performances. Students actively engage in an experiential mode of learning that integrates oral, kinaesthetic and visual communication to create aesthetic and artistic meaning.

A course of study in Drama can establish a basis for further education and employment in the fields of theatre and the broader arts industry, and in education. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways.
WHAT DO STUDENTS LEARN?

Drama explores and celebrates the human presence drawing on experiences from real life, the imagination and the realms of media. The core subject matter of Drama includes studying different purposes, contexts and texts; a range of dramatic forms and styles; the dramatic languages (elements of Drama, skills of Drama, conventions of forms and styles) and the interconnections among them.

The study of Drama takes place within two dramatic categories: forms and styles characterised by inherited traditions defined conventions and structure, and forms and styles characterised by currency of practice, hybridity and/or drama in applied contexts. A course of study in Drama provides opportunities for students to build their knowledge, understanding and skills across the dramatic languages to create, perform and respond to drama situated in a variety of contexts and achieve different purposes.

HOW DO STUDENTS LEARN?

Students are involved in:

- Collaborating in groups to manage tasks
- Working as artists in the making of creative work (Forming) – examples are improvisation, roleplay, devising, dramaturgy (shaping of text for performance), playbuilding, playwriting, scriptwriting, directing and designing
- Rehearsing, polishing and performing dramatic action (Presenting) – examples are dialogue, dramatic monologues, student-devised drama work, collage drama, documentary drama, physical theatre, visual theatre, a complete short scene, a one-act play, a one-person show, a recognised playtext
- Communicating from a position outside or after the drama (Responding) – examples are: seminar, evaluation/reflection, discussion, tutorial, forum, interview, dramaturgy, extended writing.

HOW ARE STUDENTS ASSESSED?

Schools use a wide range of assessment techniques to judge student achievement. These include dramatic exploration (improvisation, workshop, practical demonstration), creative writing (scriptwriting, dramatic treatment), design (design concept), performance of scripted drama or student-devised drama, oral (seminar), extended writing (critical essay, text analysis).

Achievement in Drama is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are Forming, Presenting and Responding.
HOW CAN PARENTS/GUARDIANS HELP?

Parents can help students by providing a supportive environment in the home and by showing an interest in what students are doing on each day. They can:

- Support and keep informed about the Drama program in the school by reading the syllabus and the school's work program
- Attend school and community Drama performances with students
- Encourage students to attend live contemporary and traditional theatre performances
- Be considerate of the practical demands of the subject in terms of physical effort and time, especially the out-of-hours commitment sometimes required
- Encourage students to practise using the elements of drama, dramatic conventions, acting techniques and relevant technologies
All students are eligible to choose this course, as no prerequisite junior subjects are required.

**WHAT IS ECONOMICS?**

Economics is a study of how to use resources, such as money, in the best way possible.

**WHY STUDY ECONOMICS?**

Economics will help make you a better steward of God’s resources. Economics will help you understand the world of business, finance, trade, work and politics.

**WHAT DO STUDENTS STUDY?**

Economics affects four broad areas:

- The individual
- The business
- The nation’s economy
- The international economy

In studying these different areas students will study topics such as:

- Personal investment facts, principles and strategies.
- How to budget and why budget?
- What are the relative merits of investing in shares, real estate, superannuation, mutual funds, art or classic cars?
- Why is the Brisbane property market moving differently to the Sydney market?
- Why does property in different suburbs change price at different speeds?
- What trends are changing the workplace?
- How do firms set prices?
- How can a firm increase market share?
- How does international trade work?
- How does the stock market work?
- What is the difference between shares, bonds, futures, options and debentures?
- Which of the above have the greatest potential rewards (and losses)?
- How can you choose a company on the stock market to invest in?
- Why do share prices often go down after companies announce record profits and go up after announcing huge losses?
- Why do shares and property often (but not always) move in opposite directions?
- What makes interest rates go up or down?
- What causes the Australian dollar to move up or down?
- How does the government try to manage the economy?
- What specific signs show in advance where the economy is going and what will happen to interest rates, unemployment or the sharemarket?
- How might foreign debt actually be good for Australia?
- Why are some countries so wealthy and others so poor?
- How can poor countries improve their living standards?
- For developing nations what are some hazards of development?
- What effect can God have in prospering a nation?
- World Vision: A help or hindrance?
HOW ARE STUDENTS ASSESSED?

The assessment program in Economics includes a variety of techniques used to determine student achievement across knowledge, investigation, synthesis and evaluation objectives. A range of assessment techniques and flexibility in implementation across units provide the opportunity to give a balanced assessment of student performance across the two years course of study.

Assessment items include short response tests, oral presentations, research assignments and unseen essays or response to stimulus pieces.

It should be noted that the ability to read, comprehend and respond effectively in writing to a range of quite sophisticated texts is a vital component of assessment in Economics. Thus, it is advised that students who struggle with English may experience some difficulty with this subject.

WHAT YOU WILL GAIN FROM STUDYING ECONOMICS

You will:

- Be better able to invest, steward and budget your money wisely.
- Have studied what God says about money in the Bible.
- Understand how the economy works.
- Understand all the newspaper, television and current affairs items that discuss economic issues and be able to interpret and evaluate these reports.
- Have a better understanding of the forces that shape the world we live in.
- Have developed strong skills of analysis, complex reasoning and critical thinking, which will help you in other study and life in general.

WHAT JOBS CAN ECONOMICS LEAD TO?

- Stockbroker
- Share Market Analyst
- Financial Analyst
- Financial Planner
- Investment or Merchant Banking
- Bank Manager
- Statistician/Actuary
- Policy advisor to the Government
- Politician
- Economist – with banks or in the public sector.
- Managerial positions in private enterprise
- Journalist
- Reporter or presenter in current affairs, business or politics.
- Positions with World Bank, United Nations, IMF, and different International Development Banks and Agencies

CONTACT PERSON

Mrs Vicki Turner – Head of Business
WHY STUDY ENGINEERING TECHNOLOGY

Engineering Technology is a course of study that provides an opportunity for students to gain an understanding of the underlying concepts and principles of engineering in its broadest sense. It is concerned with those concepts related to the study of materials, engineering mechanics and its applications, control systems, industry and society. Engineering communication is integrated throughout. The course draws upon the fundamental principles of science and technology, encouraging a positive interest in the translation of theory into practice.

The course of study in Engineering Technology provides for a wide range of student interests through real-life problem-solving activities. The knowledge acquired in this course, the intellectual skills, capabilities and attitudes it promotes, should benefit all students living and functioning in a technology-based society through enhancement of their technological literacy.

SPIRITUAL OBJECTIVES

The Christian approach to Design & Technology should result in craftsmanship, stewardship, honesty and wisdom, which will be seen as basic skills. These skills are developed over time in the individual to provide in future year for self and dependents.

Righteous Choices.  Share work with others, co-operate, practise the fruits of the Spirit.

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, self control.”  
Gal. 5:22-23.

The Bible teaches that God selects certain people and fills them with His Spirit, with ability, intelligence, knowledge, and craftsmanship and inspires them to teach others.


WHAT DO STUDENTS STUDY?

Engineering Technology is an applied study requiring activities involving investigative and/or experimental techniques. The subject is taught through an integrative approach and dealt with in the context of at least four technology areas. These areas may be chosen from energy technology, environmental technology, manufacturing technology, communication technology, construction technology, transportation technology or another recognised technology (for example: medical, rural, fashion, mining).

Throughout the course of study, emphasis must be given to the development of appropriate communication skills within engineering. Through an inquiry approach, students are encouraged to become more aware of the interrelationships among technology, society and the built environment.
The subject is structured so that students cover the following prescribed areas of study and their associated study topics:

- Technology, Industry and Society
- Engineering Materials
- Engineering Mechanics
- Control Systems.

While an emphasis is placed on Engineering Materials and Engineering Mechanics, the depth of treatment of each area of study may be varied. Australian Standards and appropriate terminology are incorporated in the course of study where possible.

**WHAT DO STUDENTS DO?**

In Engineering Technology, students are required to undertake a variety of activities such as testing of materials, formulation of problems, analysis of engineering solutions, modelling solutions and prototyping. These activities provide a framework by which theoretical concepts and principles can be investigated and tested.

The majority of the teaching and learning takes place in the classroom. However, there are practical activities that require access to a variety of learning settings such as science and technology laboratories, computer rooms and resource centres. Field excursions are an important component of the course.

**HOW ARE STUDENTS ASSESSED**

Senior secondary schools have individual procedures for the assessment of student work and the reporting of student achievement. The assessment program will include a variety of assessment techniques that are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student achievement of the exit criteria and standards of the course. The criteria are:

- Knowledge and understanding
- Reasoning
- Communication

Assessment techniques used by schools often include short written response items, extended written response tasks, objective items, practical application items, responses to stimulus materials, project work and assignments. Non-written presentations such as datashow or multimedia presentations, seminar presentations, debates, mock interviews, radio/TV news reports may also be employed.

**HOW CAN PARENTS HELP?**

Parents can help students by providing a supportive environment in the home, by showing an interest in what students are doing daily, and by encouraging them in their learnings. They should encourage their child to read widely in the subject and to remain abreast of recent technological developments.

Parents and guardians might also consider:

- perusing the Engineering Technology syllabus from which schools plan their programs of work
- discussing the school work program with the teacher
- discussing the student's progress with the student and relevant school personnel
- drawing attention to engineering-related issues as presented in the media.
ENGINEERING OCCUPATIONS

- Agricultural Engineers
- Biomedical Engineers
- Chemical Engineers
- Civil Engineers
- Computer Hardware Engineers
- Electrical Engineers
- Electronics Engineers, except Computer
- Environmental Engineers
- Health and Safety Engineers, except Mining Safety Engineers and Inspectors
- Industrial Engineers
- Marine Engineers and Naval Architects
- Materials Engineers
- Mechanical Engineers
- Mining and Geological Engineers, including Mining Safety Engineers
- Nuclear Engineers
- Petroleum Engineers
SPRITUAL OBJECTIVES

While these objectives are not formally assessed, it is important that students develop understandings of the biblical worldview in areas such as:

**Personal freedom:** Jesus values our personal freedom to choose (John 8:36). In fact, he died for it. As Christians, we need to guard this freedom and not allow ourselves to be manipulated by texts. We need to see that we always have the choice to read with, across or against any text. The Senior English course is designed to help students realise and appreciate this fact.

**Wisdom:** The Bible values wisdom very highly (Proverbs 4:7). One of the objectives of the Senior English course is to help students see that the Christian walk is not a blind following but an open-minded and intelligent response to Christ.

**Love:** The Bible says that God is love (1 John 4:8) and that, like Jesus, Christians are recognisable by their love for others. One of the objectives of the Senior English course is to help students see the depth and quality of God’s love for us, and the type of love Christians are to have for others, including people of other cultures, races and religions. The course aims to reawaken and reinforce in students their love for God and for others.

**The Creative Word.** The Bible teaches that words are very powerful. Words can create (Genesis 1:3) or destroy (James 3:6). In his earthly ministry Jesus’ words brought healing, deliverance and transformation. The Senior English course is designed to develop students’ awareness and appreciation of the power of language.

WHY STUDY ENGLISH?

Australia is a linguistically diverse country, with Standard Australian English as its national language.

Senior English recognises and promotes effective communication skills in Standard Australian English to enable individuals to share in and contribute to current and future local, national and global communities and cultures.

Senior English requires students to write, speak or sign, view, listen, and think critically. In studying literary and non-literary texts, and through creating their own texts, students will conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate.

Students will enhance their ability to think, use language, and create meaning through reflecting on their place in the world and expressing their ideas and feelings. They are encouraged to enjoy and appreciate texts, and to understand the power texts have to influence, tell stories of a culture and promote shared understandings.
WHAT IS STUDIED?

Students studying English courses will learn to:

- examine a range of literary and non-literary works in English, in various modes and mediums across diverse cultures and periods
- interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping
- communicate effectively in Standard Australian English for various social and cultural purposes and audiences
- make choices about generic structures, language, textual features and technologies to convey intended meaning
- control language (written, spoken or signed and visual), using grammar, punctuation, vocabulary and spelling.

There will be a range and balance in the texts that students read, listen to and view. Australian texts by Indigenous and non-Indigenous writers will be included as will texts from different times, places and cultures. Texts will encompass traditional, contemporary and translated works. Texts will include:

- novels, short stories and poetry
- scripted drama and drama performed as theatre
- reflective texts such as biographies, autobiographies and journals
- popular culture, media and multimodal works
- spoken and written everyday texts of work, family and community life.

HOW DO STUDENTS LEARN?

Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of senior students. They may include:

- individual, small group and whole class activities such as workshops, conferencing, debates and discussions
- reading, analysing and producing texts
- attending plays, films and forums
- listening to and interacting with guest speakers and experts
HOW CAN PARENTS HELP?

Parents can help by:

- encouraging their children to read widely
- taking an active interest in the texts that their children are studying
- encouraging participation in school debating, plays and musicals
- supporting school excursions to plays and films
- discussing community views on issues and concerns of the contemporary world
- helping their children learn how to manage time effectively and to meet deadlines
- contacting the school to establish contact with their child’s English teacher
- reading the syllabus and school work program to help them understand the work that their children are undertaking in English, and to become familiar with assessment requirements
- by encouraging students to use local libraries, join drama groups, visit the theatre, subscribe to magazines, and attend writers’ camps
- by encouraging students to enter competitions such as debating, creative writing and poetry competitions
- by helping students develop a systematic approach to managing class notes and resources
- by helping students manage time effectively, meeting deadlines for assignments and allocating sufficient time to complete them
- by being available so that students may discuss ideas during the planning and research stages of tasks
- by reading or listening responsively to what students are preparing
- by regularly checking that English homework is done – especially the demanding reading requirement.
AUTHORITY REGISTERED SUBJECT

** ENGLISH COMMUNICATION

Approach: Approach B – Vocational Learning (VL) Strand

SPRITUAL OBJECTIVES

The course aims to foster in students an awareness and application of:
- being a Christian witness in the workplace by aiming for excellence in the way you do your job
- being ethical in the workplace

FOCUS OF STUDY AREA

In Australia, English is the principal spoken language and the predominant written language of personal and public life. Proficiency in and understanding of English allows people to share in and contribute to current and future local, national and global communities and cultures.

Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts in preparation for lifelong learning. The English Communication Study Area Specification (2004) is designed to allow students to develop and use these skills in the areas of work, community and leisure.

The concept of language and literacy as social practice is fundamental to this study area specification. It is through texts that people express and share the vitality of cultures and communities; tell the stories of cultures; contribute to the shaping of personal, group and national identifies; explore ideas and feelings that invite reflection of knowledge, values and practices; promote shared cultural understandings; and participate actively in communities. Students will utilise, manipulate and critically reflect on a range of texts in the contexts of work, community and leisure.

OVERVIEW

The English Communication Study Area Specification (2004) has been developed for a broad range of students in Years 11 and 12. It enables one approach only:

Approach B: Vocational learning (VL) strand.

Schools may devise a course of study over four semesters, based on units designed to promote vocational education as well as general knowledge and skills. Units are designed within contexts of work, community and leisure. This approach does not provide any vocational units of competency.
**NATURE OF ASSESSMENT**

An exit level of achievement will be awarded on completion of the program of study for English Communication.

The criteria on which students will be judged are derived from the general objectives of the course:

- knowledge of contextual factors
- knowledge of textual features
- knowledge and understanding of texts

In order to enable students to demonstrate their knowledge and control of the three assessment criteria, within the contexts of work, community and leisure, tasks will provide opportunities for students to use their knowledge of:

- how texts are shaped by purpose, context and social situation
- how textual features are selected for particular purposes and audiences
- how texts reflect different values, beliefs and attitudes

Students will complete a variety of written and spoken/signed tasks in real-life contexts for particular purposes and audiences. Assessment will be conducted in both individual and group situations.

The three assessment criteria are integrally related, and will be applied holistically to the body of work completed by the student in order to determine the exit level of achievement.

**OPPORTUNITIES FOR STUDENTS**

English Communication can establish a basis for students’ further learning as well as developing essential communication skills to enhance employment opportunities.

This study area specification offers students opportunities, within the context of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community. It focuses on developing students’ understanding and use of language systems to communicate effectively. Students will have the opportunity to:

- make meanings in and of everyday, mass-media and literary texts, understanding the influence of cultural contexts and social situations
- develop abilities in speaking (signing), listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts
- become confident, effective and critical users of texts and language, making judgments to accept or challenge meanings

Students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in various situations, and to acquire specific knowledge and skills relevant to future life and further training and employment. Students are supported in developing the capacity to learn from and about spoken, written and visual texts.
HOW PARENTS CAN HELP

Parents and guardians can help students by:

- reading the *English Communication Area Specification* (2004), on which schools base their programs of study
- reading the school program of study and discussing this with the teacher
- showing an interest in the area being studied by discussing activities and relevant issues with the student
- discussing the student’s progress with the student and with relevant school staff
SPIRITUAL OBJECTIVES

Deuteronomy 6:1-3

- Avoiding temptation. Only through the grace of God, and by having an intimate relationship with him can one be saved. This can only happen if one follows the 10 commandments. This furthermore establishes the foundation for relationship with one another. The commandments are like signposts guiding us on the road to this end.
- Fruit of the Spirit. Students are reminded that when the Holy Spirit controls their lives, he will produce these in you; love, joy, peace, patience, kindness, faithfulness, gentleness and self-control.

WHAT IS ENGLISH FOR ESL LEARNERS?

As a major international language, English has significant influence globally. Proficiency in written and spoken English enables students to share in and contribute to English-speaking communities and cultures, as well as participate in international contexts that use English. This syllabus is specifically designed for students for whom English is their Second Language (ESL).

English for ESL Learners explicitly teaches knowledge about English language. English for ESL Learners gives students the listening, speaking, reading and writing skills necessary to participate in situations and communities where English is used. It assists students to gain the knowledge and skills to enable them to succeed academically in an English language context.

English for ESL Learners provides students with:

- the knowledge and skills required for English language learners to become competent users of written and spoken English in social, community, economic and academic contexts
- high order functional competence in English language and communication situations
- a tailored English language course which meets the structural and grammatical requirements for the academic English required in tertiary studies
- access to success in further study and/or living in English language contexts
- access to cultural thought processes in Western language and literature

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

In English for ESL Learners, students develop their ability to understand and use Standard Australian English (SAE) to produce written and spoken texts for a variety of purposes, audiences and contexts. The syllabus supports the development of courses that promote independence and responsibility for language learning in students.
WHAT WILL STUDENTS STUDY?

English for ESL Learners provides opportunities for the substantial development of a wide range of key competencies.

In their studies, students will:

- communicate ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences;
- collect, analyse and organise information gained from a variety of sources, and presented in a range of forms and genres, and evaluate its quality and validity;
- plan and organise activities, including research and investigative tasks. Individually and in groups, and as part of their learning and classroom experiences, students will have opportunities to use and apply a range of technologies, particularly those related to computers.

WHAT CHARACTERISES ENGLISH FOR ESL LEARNERS AS A SUBJECT?

Through studying English for ESL Learners, students should develop:

- The ability to communicate in written and spoken Standard Australian English with confidence, clarity, accuracy and appropriateness for academic, social and creative purposes
- Language skills and strategies to learn independently and collaboratively
- The ability to think critically and creatively to meet the demands of current and future studies
- The willingness and capacity to become discriminating and discerning readers, writers, listeners and speakers
- An understanding of Australian cultural references in communication
- An appreciation of Standard Australian English as one of the languages used in Australia
- The ability to participate confidently and effectively in Australia’s diverse cultures and to contribute to enriching them

WHO IS ELIGIBLE FOR ENGLISH FOR ESL LEARNERS?

Courses developed from this syllabus will suit students for whom English is not their first or home language. These students include:

- Aboriginal students and Torres Strait Islander students for whom SAE is not the first or home language
- Students who have been born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as a second language
- Those who enter senior school with:
  - not more than a total of five years of full-time schooling where the medium of instruction is English
  - more than a total of five years of full-time schooling where the medium of instruction is English, but they have a restricted knowledge of English
  - minimal of no exposure to English, and little or no previous formal schooling in any country or with severely interrupted education
- little or no exposure to English, but with schooling equivalent to that received by their chronological peers in English
- varying exposure to English, but who have had disrupted education in one or more countries, including Australia
- some formal language exposure to English, and significant formal education in another language or languages, before arrival in Australia

Schools are best placed to identify and confirm the eligibility of students undertaking this subject. This syllabus is incompatible with any other English senior syllabus for authority subjects.

**HOW IS ENGLISH FOR ESL LEARNERS ASSESSED?**

Assessment in English for ESL Learners is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are:

- **Knowledge about language**
  In the knowledge about language objectives, students understand and control textual features, including genre patterns and grammar, for a variety of contexts

- **Cognitive processes**
  In the cognitive processes objectives, students analyse, evaluate and produce texts to demonstrate how and why meanings is created

- **Communication skills**
  In the communication skills objectives, students examine how texts are structured and organised for particular purposes and then apply this knowledge to produce different types of texts for particular purposes

**HOW PARENTS CAN HELP**

Parents can help by:

- Encouraging their children to read widely
- Taking an active interest in the texts that their children are studying
- Encouraging participation in school debating, plays and musicals
- Supporting school excursions to plays and films
- Discussing community views on issues and concerns of the contemporary world
- Helping their children learn how to manage time effectively and to meet deadlines
- Contacting the school to establish contact with their child’s English teacher
- Reading the syllabus and school work program to help them understand the work that their children are undertaking in English, and to become familiar with assessment requirements.
SPiritual Objectives

The course acknowledges that all images in the media are contrived and controlled by the industry. We attempt to empower our students to view all elements of the media from a Christian viewpoint.

Students are required to view a range of TV and film texts, from Children’s TV shows to M15+ films. All texts are discussed to draw out the positive elements and negative areas are reflected on using Christian principles.

The course also intends to empower young Christians to use film and television as a powerful positive tool in the mainstream media industry.

Rationale

Screen media are not simply ‘windows on the world’, but are instead a selective construction of the world. Hence, students need a film and television literacy that will allow them to act upon the representational systems of the screen - to think about them, question them, and to create their own through mastery of production skills.

Students will access a range of new media technologies as they build the critical and ‘hands on’ skills to excel in this demanding area of study.

Film and television literacy enables people to communicate by designing, producing and critiquing media texts. It is based on a cultural studies approach that focuses on the production and consumption of media texts within their political, historical, economic, cultural and social contexts. Literate students have an understanding of how aesthetic values are constructed and may construct aesthetic values of their own.

Such students are able to design, produce and critically analyse a range of media texts placed in a variety of contexts. This enhances their capacities to think, create and question. It requires a shift in focus from teaching to learning, and to a view of knowledge as being constructed by the learner. Greater emphasis is placed on the learning of skills and processes, learning theoretical concepts through practical application, working with and on students' prior knowledge and encouraging of school-community interaction through students accessing a wider range of vocational experiences and industry expertise to gain real-life skills.

The units of study throughout the two-year course are based on a developmental understanding of five core concepts and the relationships between them. Meaning in film and television texts is created through the technologies that enable their production and communication, the representations of reality that emerge from mainstream or alternative modes of production, the audiences that engage in the communication process, the institutions that influence their production, and the languages that enable texts to be communicated. Technologies, representations, audiences, institutions, and languages are, therefore, the key areas that underpin the general objectives of Design, Production and Critique.
The course covers a range of film styles and issues beginning with the manipulation of the industry of the audience through advertising and the Hollywood star system.

In Year 12 symbolism becomes a focus covering both Children's television and the influence of Directors. Finally students work individually to create their own film project.

As well as drawing upon a range of contemporary media theories, in particular those associated with cultural studies, this syllabus encourages:

- the study of Australian and international film, television and new media
- an appreciation of media products whether they be for the purposes of art or commerce
- a critical awareness of a diverse range of approaches to production.

It deals explicitly with film, television and new media products and production processes and also provides sufficient scope to meet the challenges posed by emergent technologies and changing cultural contexts.

This syllabus recognises that students of film and television come from different socio-cultural and language backgrounds. While film and television reflect inclusions and exclusions in society (including forms of celebration, marginalisation, trivialisation, and romanticism), they can also be used to contribute greatly to students' understandings of social inequities and cultural differences. The general objectives promote - through an understanding and application of the key area of representations - a critical awareness in students not only to question the representations of people, groups and cultures, but also to challenge mainstream representations and create alternatives.

Unit development within the framework of the syllabus is flexible, allowing schools to cater for specific groups of students and produce inclusive curriculum programs. Students from non-English-speaking backgrounds have opportunities to express creative ideas through visual language and to produce video productions in languages other than English for non-English-speaking audiences. Male and female students are encouraged to take part in the technical aspects of the course.

The learning experiences for the key areas and the contexts statement provide examples of suggested content and strategies that investigate social justice issues (see sections 6.2 and 7). Contributions made to the film and television industries by indigenous and other cultures and women are included for study and appreciation.

**OBJECTIVES**

The general objectives for Film and Television are organised into three dimensions, namely:

- Design
- Practice
- Critique

The five key areas - **technologies, representations, audiences, institutions, languages** - underpin all general objectives.

Through a range of processes, from the generation and analysis of ideas through to the creation of a new film or television product, or the critique of film and television texts, students should develop knowledge, understanding, technical and group skills, critical thinking and aesthetic appreciation.
DESIGN

Design is the planning or design process, often referred to as the 'preproduction' phase, through which students explore the key areas and generate ideas, research information, investigate issues, devise proposals, seek alternatives and solve problems in the planning and organisation for the future construction of a text. The film or television text designed may later be made to demonstrate achievement in Production Practice. Students, individually and within groups, should engage in experiences to encourage creative expression and experimentation with mainstream and alternative representations and institutional processes.

By the end of the course, students should be able to demonstrate achievement in Design in a written, spoken or visual mode through:

a) applying knowledge and understanding of film and television technologies, languages, and production processes of institutions to design for specified purposes
b) designing mainstream and alternative representations that are informed by context and audience.

PRACTICE

Practice is constructing a film or television text using skills and techniques in what are often referred to as the 'production' and 'post-production' phases. These involve the combining of the technical skills of production, such as camera operation and editing skills, with knowledge and understanding of the five key areas. Students, individually and within groups, should engage in experiences that involve production practices and experimentation with appropriate technologies and techniques.

By the end of the course, students should be able to demonstrate achievement in Practice in a written, spoken or visual mode through:

a) handling and operating available technologies within the school's workplace health and safety guidelines
b) applying knowledge and understanding of film and television languages to communicate meaning to a range of audiences
c) constructing mainstream and alternative representations that are informed by context and audience
d) employing production processes of institutions (working individually and contributing to a team) to produce a completed film or television program.

CRITIQUE

Critique is reflecting upon or responding to one's own works and those of others, and analysing and evaluating aspects of the five key areas and the ways in which a text reflects contexts. Students, individually or within groups, should critique as they describe, analyse, interpret, judge, value, evaluate, and challenge texts and ideas. Through listening, talking, viewing, reading and writing about film and television texts, students are able to develop aesthetic values of their own and learn how aesthetic values are constructed, challenged and reconstructed in a continuous process.
By the end of the course, students should be able to demonstrate achievement in Critique through:

a) collecting and organising information
b) applying knowledge and understanding of film and television technologies, representations, audiences, institutions, and languages
c) analysing and evaluating film and television texts and contexts
d) communicating ideas using written, spoken or visual language.

PREREQUISITES

Due to the popularity of studying Film & Television, and the ceiling limit of 20 students set by syllabus requirements, conditions apply to students wishing to select it as a senior subject.

These conditions include previous academic performance, proven ability to manage time and good behaviour track record. HA or above in English is recommended. Students and parents should be aware of the demanding nature of Film & Television in terms of time and creative effort.

The school has a limited number of cameras available for student use but parents and students need to be aware they will have to accept full responsibility for any loss or damage. As the subject is so popular, cameras are not always available when students require them, so alternative arrangements sometimes need to be made by parents and students.

It is extremely difficult to begin this subject during Year 11 or at the beginning of Year 12. The subject builds strongly on the introductory units from the beginning of Year 11.
WHY STUDY GEOGRAPHY?

Geography is the study of the earth's surface as the space in which people live. Geography consists of studies of people and places, and of the relationship between people and their environment. A course in Geography will include not only a study of physical environments, but also the way that people have sought to modify physical and social environments, and the effects of these human activities.

Geography as an area of study is a dynamic one, in which technological development, especially in areas such as satellite imagery and computers, is changing our understanding of the physical world and the way that information about it is gathered. Geography will assist students to understand the rapid expansion in knowledge and understanding of their physical and social world.

Studies in Geography are of benefit in employment such as town planner, surveyor, travel agent, cartographer, journalist, teacher, real estate agent, meteorologist, flight attendant, public servant, public relations officer.

Tertiary studies for which Geography is a useful preparation include anthropology, architecture, environmental studies, engineering, economics and commerce, geography, geology, journalism, psychology, social work, surveying, town planning, teaching and tourism.

Geography students at the College will have the opportunity of using computer technology in the preparation of reports, use of curriculum-based software and most importantly the use of Geographic Information Systems. GIS is widely used by government departments and large corporations. By giving our students the opportunity to use this type of technology they will be more employable in the market place.

God has created a beautiful world and directed humanity to use this creation for each person's benefit and also to care for it. This is the concept of stewardship.

As Christians, God has given us a Biblical mandate to be good stewards, thus promoting the survival of future generations and of peoples in all parts of the world. The philosophies of ecologically sustainable management of the environment and the socially just distribution of the Earth’s resources undergird the curriculum in Geography.

Since humanity is a part of creation, we are obliged to live within the constraints of the earth’s natural systems, if we are to secure a sustainable future for generations to come. Already the earth is showing signs of strain. Environmental issues, such as climate change, are challenging us to reconsider how to live in harmony with God’s creation.
WHAT DO STUDENTS STUDY?

The senior syllabus in Geography requires a minimum time of 55 hours of timetabled school time per semester including assessment. The course of study is based on four themes with two focus units per theme. Elective unit may replace a focus unit. Theme 1 and 4 are done in Year 11 and Theme 2 and 3 in Year 12.

The four themes and their focus units are:

Theme 1: Managing the natural environment
- Focus unit 1: Responding to natural hazards
  Case study: Tropical cyclones in Australia
- Elective unit 2: Managing coasts and beaches (three day camp at Noosa)

Theme 4: People and development
- Focus unit 3: Feeding the world's people
  Elective unit 4: Sustainable tourism development

Theme 2: Social environments
- Focus unit 3: Sustaining communities
  Case study: Inner city renewal in Brisbane (half day field trip)
- Focus unit 4: Connecting people and places
  Case study: Promoting sustainable transport at CITIPOINTE COCB

Theme 3: Resources and environments
- Focus unit 5: Living within climate change
  Case study: Future energy options for Australia and the world
- Core unit 8: Sustaining biodiversity
  Case study: Managing national parks (three day camp at World Heritage Listed Lamington Nation Park)

Generally, geographers ask and seek to answer the following key questions about whatever they are studying:
- What and where are the issues or patterns being studied?
- How and why are they there?
- What are their impacts or consequences?
- What is being and could be done?

WHAT DO STUDENTS DO?

The following are some of the skills developed throughout the senior course:
- Incorporate ICT skills such as Excel, GIS and spatial technologies (Google Earth, satellite imagery, digital mapping)
- Develop analytic, decision making and researching skills
- Understanding issues on a number of scales (local, regional, national and global)
- Fieldwork is especially important in Geography because it enables students to develop skills in order to find out about environments first hand.

HOW ARE STUDENTS ASSESSED?

Assessment techniques in Geography are designed to facilitate the development of processes and skills over a two-year course of study.
An assessment program includes a variety of techniques used to determine student achievement across content, process and skill objectives (see the table below). A range of assessment techniques and flexibility in implementation across units provide the opportunity to give a balanced assessment of student performance across the two years course of study.

Students who wish to choose Geography in senior must be aware that a reasonable command of the English language is required. Report and essay writing are key components of assessment. Students will be required to write reports (600 to 1000 words) and essays (600 to 800 words) in the appropriate genres during the two-year course.

Assessment techniques and exit criteria matrix

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<tr>
<td>Short response test</td>
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<tr>
<td>Essay test</td>
<td>●</td>
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<tr>
<td>Report</td>
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<td>●</td>
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<tr>
<td>Practical exercises</td>
<td>●</td>
<td>●</td>
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</tbody>
</table>

**HOW CAN PARENTS HELP?**

The development of sound geographical knowledge and skills requires learning at home as well as at school and in the community. Parents can help by:

- Keeping abreast of global, regional and national issues and discussing them with your child.
- Parents can assist their children by providing such things as Time Magazines and newspapers or by encouraging their children to watch/listen to educational programs on TV and radio.
- Showing an interest in the student by making enquiries into the topics being studied at school and proof reading draft copies of reports.
WHAT IS GRAPHICS?

Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication across a broad spectrum of applications. The course draws upon the fundamental principles of graphical communication. These principles are developed within a foundation unit and then further applied through contextual units, which typically focus on Production Graphics, Business Graphics and Built Environment. Graphics is a challenging subject that promotes students' personal pride and esteem.

SPIRITUAL OBJECTIVES

The Christian approach to Design & Technology should result in craftsmanship, stewardship, honesty and wisdom, which will be seen as basic skills. These skills are developed over time in the individual to provide in future year for self and dependents.

Righteous Choices
Share work with others, co-operate, practise the fruits of the Spirit. "But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, self control."

Gal. 5:22-23.

The Bible teaches that God selects certain people and fills them with His Spirit, with ability, intelligence, knowledge, and craftsmanship and inspires them to teach others.


WHY STUDY GRAPHICS?

The ability to communicate effectively is an essential requirement in every field of endeavour. Graphics provides the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more efficient communication. Individuals are provided with the opportunity to present drawings in an efficient and accurate manner through the use of specialised equipment. Graphics is considered an essential tool for all graphical design fields. The study has developed from technical drawing through art and animation into video and television, which are vital components in many professions and vocations.

Graphical occupations include:

- architectural designer
- commercial artist
- environmental designer
- geological drafting technician
- industrial designer
- mechanical/electrical designer
- technology teacher
- builder
- design/project engineer
- fashions/textile designer
- graphic designer
- interior designer
- interior designer
- graphic designer (publishing / advertising)
- technical illustrator
- fine artist/illustrator
- landscape designer
WHAT DO STUDENTS LEARN?

Students learn about the efficiency and effectiveness of graphical communication and its ever-increasing impact on our technological society. Through the structured medium of visual imagery, students learn the ability to communicate and express information with clarity and precision.

Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems, and learn how to manipulate mechanical and computer drafting equipment effectively as a vehicle for conveying the outcomes of their research in a visually appealing form.

The two areas of study are:
- 3-dimensional viewing systems
- 2-dimensional viewing systems.

Through 3-dimensional viewing systems, students learn to model real-world images with the intent of communicating with consumers and non-technical audiences.

Through 2-dimensional viewing systems, students learn to communicate with professionals and para-professionals trained in interpreting detailed specifications. The development of spatial and conceptual processes through which 2-dimensional drawings are produced and viewed is a critical component of this area of study.

HOW DO STUDENTS LEARN?

Students are exposed to a variety of intellectual challenges involving visual stimuli, analysis and problem solving while developing a range of associated practical skills. Students explore graphical communication through studies in real-life contexts developed across the contextual. At least 25 per cent of timetabled school time should be applied to using computer-aided drafting equipment.

Some learning experiences that students may undertake include:
- hypothesising graphical solutions for solving graphical problems
- formal drafting of solutions to graphical problems
- selecting methods of graphical presentation for particular purposes
- preparing presentational drawings
- communicating solutions to others using graphical techniques.

HOW IS STUDENT WORK ASSESSED?

Assessment is an integral part of the Graphics program and is designed to enable students to demonstrate a broad range of achievement. A wide range of assessment techniques/instruments is used, including class work, homework, folios of drawings, tests and assignments.

HOW CAN PARENTS HELP?

Parents can help by:
- providing a supportive environment and encouraging participation in subject activities
- being aware of the school's expectations and assessment program
- discussing their child's progress with the teacher and offering ways to assist both the teacher and child
- helping select ways of approaching an assignment
- attending open days, displays or any other subject-related activity.
VOCATIONAL SUBJECT

***CERTIFICATE II IN HOSPITALITY

The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. Hospitality is designed to provide an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. This practical course provides knowledge and skills for an individual to be competent in a range of activities and functions. Work is undertaken in various hospitality settings.

QUALIFICATION LEVEL

Possible job titles relevant to Certificate II in Hospitality include bar attendant, bottle shop attendant, catering assistant, or food and beverage attendant. This level of skill and knowledge acquisition aligns with AQF qualification Level II. Assessment is competency-based and therefore there will be no levels of achievement awarded. At the conclusion of the course, a Certificate II in Hospitality will be awarded if the requirements of the course have been met. If the full requirements for the issuing of this certificate are not met, a learner will gain a Statement of Attainment that recognises the Units of Competency completed successfully.

COURSE STRUCTURE

The course may be developed from the units of competency outlined below.

Certificate II in Hospitality – SIT20212

<table>
<thead>
<tr>
<th>Units of Competency</th>
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<tbody>
<tr>
<td>BSBWOR203B Work effectively with others</td>
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<tr>
<td>SITHIND201 Source and use information on the hospitality industry</td>
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<tr>
<td>SITHIND202 Use hospitality skills effectively</td>
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<tr>
<td>SITXCCS202 Interact with customers</td>
</tr>
<tr>
<td>SITXFSA101 Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXWHS101 Participate in safe work practices</td>
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<tr>
<td>SITHCCC102 Prepare simple dishes</td>
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<tr>
<td>SITHCCC103 Prepare sandwiches</td>
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<tr>
<td>SITHCCC202 Produce appetisers and salads</td>
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<tr>
<td>SITHFAB201 Provide responsible service of alcohol</td>
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<tr>
<td>SITHFAB203 Prepare and serve non-alcoholic beverages</td>
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<tr>
<td>SITHFAB206 Serve food and beverage</td>
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This information is correct at time of publication but is subject to change.

Pre-requisite: Due to the selection of elective units, students undertaking this course at Citipointe should first study Certificate II in Kitchen Operations which is delivered in Year 11. Units studied may qualify for credit transfer to other qualifications such as Certificate II in Tourism.

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

This is an entry level qualification and may lead to Certificate III in Hospitality or specialisations in Food and Beverage or a Multi-skilled career in the Hospitality Industry.

Participation in this course will provide learners moving into the workforce with a range of experiences, knowledge and skills in the hospitality industry which will assist in facilitating a smooth transition. For learners aspiring to higher education courses, the acquisition of a VET qualification may provide additional skills and/or an alternative pathway.

CONTACT PERSON

Mr Nathan Wheeley – Coordinator of Hospitality or Mrs Vicki Turner – Head of Vocational Education
AUTHORITY SUBJECT

* HOSPITALITY STUDIES

SPIRITUAL OBJECTIVES

This subject integrates the following biblical concepts:

Servant hood
Through the development of food and beverage production and service skills students learn how to be hospitable to one another and to the community in which they serve. Students are therefore able to demonstrate a spirit of servanthood and grace as effective team members in dealing with their colleagues, as well as customers.

Humility
Productive conflict resolution is a key component of the hospitality course. Students learn to take responsibility for themselves and others as they experience accountability through the experience of simulated work situations. Through grace and humility, students are able to develop excellence as they learn to serve others.

COURSE AIMS

The Hospitality industry in Australia is a major contributor to the economic, social and recreational life of the nation. In this course students embrace the food and beverage sector so that they gain an appreciation and understanding of the industry’s workplace culture and practices.

Hospitality Studies is an Authority Subject (contributes to an OP). Although there is a large degree of practical work included, a high degree of academic rigour is required, where students examine and evaluate the impact of social, cultural and environmental issues in the hospitality sector.

COURSE OUTLINE

Through both theoretical and practical components, students are provided with opportunities to develop skills, processes and attitudes crucial to making decisions regarding hospitality issues. Hospitality Studies is designed to assist students in developing:

- Workplace culture and attitudes
- An ability to critically think about practices and situations
- Effective communication appropriate to the environment
- An awareness of moral, ethical, cultural and social responsibility
- An appreciation of the skills and attitudes that enhance employability
ASSESSMENT

♦ Practical Performance
♦ In-depth research projects

CAREER POSSIBILITIES

Students interested in Hospitality careers would find this subject valuable. Jobs available in this industry are as wide ranging as the establishments themselves. These establishments include:

Hotels, Motels, Resorts, Clubs, Restaurants, Reception Centres, Fast-food outlets/chains, Institutions (eg universities, aged persons’ homes, prisons), Defence forces, Transport catering (eg flight attendant), Cruise liners, Snack outlets, Bakeries
**VOCATIONAL SUBJECT**

***CERTIFICATE II INFORMATION, DIGITAL MEDIA AND TECHNOLOGY***

**QUALIFICATION LEVEL**

This practical course provides digital literacy skills to support a wide range of varying industry occupations including junior tech support, graphic design or office assistant. This level of skill and knowledge acquisition aligns with AQF qualification Level II. Assessment is competency-based and therefore there will be no levels of achievement awarded. At the conclusion of the course, a Certificate II in Information, Digital Media and Technology will be awarded if the requirements of the course have been met. If the full requirements for the issuing of this certificate are not met, a learner will gain a Statement of Attainment that recognises the Units of Competency completed successfully.

**COURSE STRUCTURE**

The course may be developed from the units of competency outlined below.

**Certificate II in Information, Digital Media and Technology – ICA20111**

<table>
<thead>
<tr>
<th>Code</th>
<th>Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS procedures</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>ICAICT202A</td>
<td>Work and communicate effectively in an IT environment</td>
</tr>
<tr>
<td>ICAWEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
<tr>
<td>ICAICT203A</td>
<td>Operate application software packages</td>
</tr>
<tr>
<td>ICAICT204A</td>
<td>Operate a digital media technology package</td>
</tr>
<tr>
<td>ICAICT201A</td>
<td>Use computer operating systems and hardware</td>
</tr>
<tr>
<td>ICAICT205A</td>
<td>Design basic organisational documents using computing packages</td>
</tr>
<tr>
<td>ICAICT206A</td>
<td>Install software applications</td>
</tr>
<tr>
<td>CUFDIG303A</td>
<td>Produce and prepare photo images</td>
</tr>
<tr>
<td>ICPMM321C</td>
<td>Capture a digital image</td>
</tr>
<tr>
<td>BSBITU302B</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>BSBITU203A</td>
<td>Communicate electronically</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
</tbody>
</table>

This information is correct at time of publication but is subject to change.

This qualification draws on practical experiences and applications from both real and simulated industry situations. Students learn to make decisions and use problem solving strategies as team members. They must also participate in a number of activities in order to develop a high standard of communication, co-ordination and co-operation, which is essential to the IT Industry. These activities are often held outside of normal school time.
### TRAINING/EDUCATION/CAREER PATHWAYS

This is an entry level qualification and may lead into a range of Certificate III qualifications. There are no entry requirements for this qualification.

Participation in *Certificate II Information, Digital Media and Technology* will provide learners moving into the workforce with a range of experiences, knowledge and skills in the IT field which will assist in facilitating a smooth transition. For learners aspiring to higher education courses, the acquisition of a VET qualification may provide additional skills and/or an alternative pathway.

### CONTACT PERSON

Mrs Vicki Turner – Head of Vocational Education
SPIRITUAL OBJECTIVES

This subject integrates concepts in two main areas:

- Creativity of God’s Nature
- Orderly design through wisdom is one facet of God’s role as Creator and is displayed in humankind as his creatures and image. Students will demonstrate this creativity through software and database development.

Righteous Choices.

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

WHAT IS INFORMATION PROCESSING & TECHNOLOGY?

Information technology refers to the creation, manipulation, storage, retrieval and communication of information as well as to the range of technological devices and systems used to perform these functions. The course touches many aspects of modern human life and finds itself drawing upon and being applied to diverse fields of study. The emphasis is on software development rather than the use of application packages.

HOW DOES IT BENEFIT STUDENTS?

In studying Information Processing and Technology, students investigate the nature of, and methods associated with, information processing and related technologies, using a computer as the primary tool. Such a study assists students to cope with the rapid rate of change associated with information technology and to appreciate its impact on society and the individual. Students are exposed to a variety of intellectual challenges involving formal approaches to problem identification and solution while developing a range of practical skills. Consequently, the study of this course contributes in a significant way to students’ general education irrespective of whether they intend proceeding to further studies or employment in information technology.

Students not only acquire and apply knowledge associated with information processing and technology, but also develop skills in analysis, synthesis, evaluation and effective communication.

WHAT DO STUDENTS LEARN?

Information Processing and Technology includes the following topics:

Information systems introduce students to the architecture of information systems (databases). A method for the development of these systems is presented and students are provided with opportunities to design and implement information systems using appropriate tools.
Algorithms and programming assists students in gaining software development expertise and skills in the design, development and evaluation of computer programs that solve practical problems.

Artificial intelligence consists of studying the concepts of artificial intelligence and one other area chosen from neural networks, expert systems, formal natural language, emulation of human attributes, search techniques or specialised programming languages.

Social and ethical issues encourages students to develop an appreciation and understanding of the effects that developments in information technology have on themselves and communities worldwide. Students collect information, analyse it and use it as a basis to form opinions that are critically evaluated and compared with other opinions. Many of the issues are controversial, thus it is important to acknowledge that judgments made are debatable and value-based.

Computer systems examine the complex interactions between humans, software and hardware.

**HOW DO STUDENTS LEARN?**

In studying Information Processing and Technology, students engage in a wide variety of practical and theoretical learning experiences. These might include retrieving information from databases; designing, implementing, testing, evaluating and writing documentation for information systems, expert systems and other computer programs; participating in class discussions, role plays, dilemmas and scenarios; examining and investigating programs that learn; constructing and controlling robotics devices; critically evaluating media reports and advertisements and undertaking case studies to investigate existing or proposed systems.

**HOW ARE STUDENTS ASSESSED?**

Student achievement is assessed on the basis of three criteria:
- Knowledge and Application
- Analysis and Synthesis
- Communication and Evaluation

Student responses to objective tests, writing tasks and projects are the principal sources of assessment data. Students may be required to undertake practical exercises, oral presentations and collections of annotated media articles.

**HOW CAN PARENTS HELP?**

Students should be encouraged to take an interest in topical issues related to information technology. One of the best ways of doing this is for parents/guardians to show a personal interest in the area. Media reports often focus on such issues. These issues could be discussed and a reasoned, critical response encouraged.

A frequently asked question is whether or not it is necessary to purchase a computer for the student’s home use. In general, the school will provide sufficient access to computers, peripherals and software. If you do plan to purchase a computer, it is recommended that you discuss choice of hardware and software with the Information Processing & Technology teacher.
IT OCCUPATIONS INCLUDE:

**Applications and Analyst Programmer**
- System Engineer
- System Analyst
- System Designer
- System Developer
- System Architect
- Application Developer
- Programmer

**Systems Programmer**
- Software Engineer
- Database System Developer
- Database Programmer
- Artificial Intelligence Programmer

**Games and Interactive Entertainment**
- Game Programmer
- Level Designer
- Quality Assurance Test Analyst
- Project Manager
- Artificial Intelligence Engineer

**IT Network Engineering**
- Network Administrator
- Network Engineer
- System Administrator
- IT Consultant
AUTHORITY SUBJECT

* INFORMATION TECHNOLOGY SYSTEMS

SPIRITUAL OBJECTIVES

This subject integrates Biblical concepts in two main areas:

Creativity of God's Nature
Orderly design through wisdom is one facet of God's role as Creator and is displayed in humankind as His creatures and image. Students will demonstrate this creativity through multimedia presentations.

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

COURSE AIMS

Information Technology Systems seeks to prepare students to meet the growing demand and be responsive to emerging multimedia technologies and trends, as well as understand specialist and technical aspects of web development and digital design.

Information Technology Systems is an Authority subject (contributes to an OP). Although there is a large degree of practical computing work included, a high degree of academic rigour is required.

COURSE OUTLINE

Information Technology Systems allows students to focus on the study of Software Applications, with a focus on Multimedia development. Students will learn how to:

♦ Design web projects and use hardware and software requirements for multimedia development
♦ Create and enhance images using industry standard software
♦ Effectively utilise computer devices such as scanners and digital equipment
♦ Develop client and technical documentation

ASSESSMENT

Information Technology Systems approaches the areas of study through problem solving and project management structures and emphasises the importance of being able to work individually and in teams, to communicate effectively, and to develop productive relationships with clients. In their studies, students collect, analyse and organize information in various forms, and plan and organize research and investigations.

Assessment techniques used in determining student performance may include the following:

♦ Practical Exercises – developing and evaluating a product to meet determined specifications
♦ Journal – this may consist of documentation pertaining to major projects
Projects – These involve the application of problem-solving techniques to cater for particular needs.
Writing Tasks – written responses to questions
Oral Presentations
Written Tests and Examinations
Assessment comprises of Queensland Studies Authority exit policies as well as competency-based assessment of vocational modules. Competency-based assessment is the process of collecting evidence and making judgements on whether or not performance criteria within learning outcomes of vocational modules have been met. These industry competencies are endorsed by the Standards and Curriculum Council of the Australian National Training Authority. Students’ profiles will balance Authority standards and vocational competencies in order to summate an exit level of achievement.

CAREER POSSIBILITIES

Students interested in careers in the following fields would find Information Technology Systems to be a valuable preparation. Multimedia production, graphic design, web page engineering, technical writing, and digital designing.

IT OCCUPATIONS INCLUDE:

Web Development
- Web Designer
- Graphics Designer
- Digital Illustrator
- Flash Engineer
- Multimedia Specialist
- User Interface Designer
- Web Graphic Designer
- Visual Communication Instructors
- Web Developer
- Design Engineer
- Layout Artists
- eMedia Officer
- Interaction Designer

Digital Art
- Animation Engineer
- Graphic Artist
- Animation Artist
- Digital Designer

Games and Interactive Entertainment
- Rendering Engineer
- Game Designer
- Character Designer
- Background
- 3D Visualizer / Animator
- Technical Artists
VOCATIONAL SUBJECT

***CERTIFICATE II IN KITCHEN OPERATIONS

This practical course enables students to investigate hospitality as a source of leisure activities, life skills, or as an avenue for further study. It provides the attitudes, knowledge and skills for an individual to be competent in a range of kitchen functions and activities. Work is undertaken in various hospitality enterprises where food is prepared and served.

QUALIFICATION LEVEL

Possible job titles relevant to Certificate II in Kitchen Operations include breakfast cook, short order cook and fast food cook. This level of skill and knowledge acquisition aligns with AQF qualification Level II. Individuals may work with some autonomy or in a team but usually under close supervision. Assessment is competency-based and therefore there will be no levels of achievement awarded. At the conclusion of the course, a Certificate II in Kitchen Operations will be awarded if the requirements of the course have been met. If the full requirements for the issuing of this certificate are not met, a learner will gain a Statement of Attainment that recognises the Units of Competency completed successfully.

COURSE STRUCTURE

The course may be developed from the units of competency outlined below.

Certificate II in Kitchen Operations – SIT20312

<table>
<thead>
<tr>
<th>Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B Work effectively with others</td>
</tr>
<tr>
<td>SITHCCC101 Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCCC201 Produce dishes using basic methods of cookery</td>
</tr>
<tr>
<td>SITHXCC207 Use cookery skills effectively</td>
</tr>
<tr>
<td>SITXKOP101 Clean kitchen premises and equipment</td>
</tr>
<tr>
<td>SITXFSA101 Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXINV202 Maintain the quality of perishable supplies</td>
</tr>
<tr>
<td>SITXWHSS101 Participate in safe work practices</td>
</tr>
<tr>
<td>SITHCCC102 Prepare simple dishes</td>
</tr>
<tr>
<td>SITHCCC103 Prepare sandwiches</td>
</tr>
<tr>
<td>SITHCCC202 Produce appetisers and salads</td>
</tr>
<tr>
<td>SITHFAB203 Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITHFAB206 Serve food and beverage</td>
</tr>
</tbody>
</table>

This information is correct at time of publication but is subject to change.

Pre-requisite: There are no entry requirements for this qualification and units studied may qualify for credit transfer to other qualifications such as Certificate II in Hospitality or Certificate II in Tourism. Students undertaking this course at Citipointe generally continue with one or both of these qualifications.
Hospitality draws on practical experiences and applications from both real and simulated industry situations. Students learn to make decisions and use problem solving strategies as team members. They must also participate in a number of venture and enterprise activities in order to develop a high standard of communication, co-ordination and co-operation, which is essential to the Hospitality Industry. These ventures are often held outside of normal school time.

**TRAINING/EDUCATION/CAREER PATHWAYS**

This is an entry level qualification and may lead to Certificate III in Hospitality, Certificate III in Hospitality with specialisation in Commercial Cookery, Asian Cookery, Catering Operations or Patisserie. All of these are suitable qualifications for an Australian apprenticeship pathway. There are no entry requirements for this qualification and units studied may qualify for credit transfer to other qualifications such as Certificate II in Hospitality or Certificate II in Tourism. Students undertaking this course generally follow with further study in this field.

Participation in this course will provide learners moving into the workforce with a range of experiences, knowledge and skills in the hospitality industry which will assist in facilitating a smooth transition. For learners aspiring to higher education courses, the acquisition of a VET qualification may provide additional skills and/or an alternative pathway.

**CONTACT PERSON**

Mr Nathan Wheeley – Coordinator of Hospitality or Mrs Vicki Turner – Head of Vocational Education
The Queensland Studies Authority currently offers Senior syllabuses in the following languages: Chinese, French, German, Indonesian/Malaysian, Italian, Japanese, Modern Greek, Russian, Spanish, Vietnamese. The classical language Latin is also offered. Other subjects such as Japanese, German and other languages are also available through Brisbane School of Distance Education.

**WHY STUDY A LANGUAGE**

- It contributes to the students’ personal, educational, intellectual and cultural development.
- It develops greater sensitivity to and understanding of English and improves the student's use of English.
- It increases self-esteem through the acquisition of new and different communication skills and through learning to interact with people of other cultures.
- It provides an awareness and understanding of the nature and purposes of language in general.
- It promotes clear thinking, clarity of expression and problem solving, all of which have important applications for other learning areas.
- It fosters cross-cultural understanding and develops a respect for people of other languages and cultures.
- It enhances career opportunities when combined with other vocational competencies, for example in Law, the Arts, Engineering and Commerce.

**SPIRITUAL OBJECTIVES**

The study of languages places the Christian within the realms of privilege, opportunity and responsibility, whereby he can communicate the gospel of the Kingdom to a lost world.

**Privilege:** God values our sense of privilege. He wants us to clothe ourselves with the same attitudes He has towards us. He sent His Son to die in our stead so that none of us may perish but have everlasting life (John 3:16). It is a privilege and an act of love to communicate with our neighbours.

**Opportunity:** Jesus values our freedom to choose to love Him, serve Him and honour Him with all our mind, our soul, and strength, using the gifts and talents He has endowed us with for the benefit of others. Learning a language provides such an opportunity to share Christ with different communities and language groups.

**Responsibility:** Christ is calling every believer to take his cross, to be part of the Great Commission and to be a fisher of men. The Christian has a responsibility towards his neighbour. Learning the language of the neighbour is a

**Communication:** One of the objectives of the course is to help students understand that the ordinary Christian life is a daily commitment to Christ and His Kingdom and that a life devoted to Christ finds expressions in the sharing of His love to others and also in the communication of the good news about God’s love for the undeserving.
WHAT DO STUDENTS LEARN?

Students learn to communicate in the language using the skills of listening, speaking, reading and writing for practical purposes. To enhance their ability to communicate, they also focus on grammatical and other structures of the language. Key themes include family and community, leisure, recreation and human creativity, school and post-school options and social issues. Through studying these themes, students gain an understanding and appreciation of the culture of the people.

By the end of Year 12, students should be able to:
- listen to and comprehend a wide range of spoken language
- speak confidently and sustain a conversation on everyday topics
- read, understand and respond to a wide variety of material
- write with sufficient clarity and accuracy to satisfy their communication needs
- continue with French at University

HOW DO STUDENTS LEARN?

Students learn by using the language in communicative activities and through interacting with other speakers of the language.

Language activities may include:
- participating in class discussions, debates and role-plays
- viewing videos and films
- reading brochures, magazine and newspaper extracts, and short stories
- communicating with students in other schools and countries via video, audiotape, letter or electronic mail
- using word processors for writing stories and letters
- using computer software in the second language
- playing language games.

Students are involved in a range of co-curricular activities such as:
- international student exchanges
- language camps and cultural events
- language competitions - creating posters, giving talks, reciting poetry, doing projects
- visits to restaurants, theatres
- listening to ethnic radio and viewing foreign language programs on television.
- French Immersion

Students are increasingly accessing sophisticated technology, such as interactive computer programs, satellites and tele-learning, to assist them in learning another language.
HOW IS STUDENT WORK ASSESSED?

Ability to use the language is assessed through a variety of communicative tasks. These include:

- **listening** comprehending conversations, announcements, reports, dialogues
- **speaking** role-playing, having a conversation with the teacher or other students, presenting a talk on a familiar topic
- **reading** responding to a range of written material such as magazine articles, cartoons and brochures
- **writing** letters, postcards, school magazine articles, diary entry, email.

HOW CAN PARENTS HELP?

Parents can help students in their study of another language by:

- providing a supportive learning environment in the home
- encouraging them to reinforce their school language learning by daily practice at home
- talking about the culture of and current events connected with the countries where the language is spoken
- encouraging students to view and listen to language programs on television and radio
- inviting them to attend cultural events, such as art exhibitions and food festivals
- fostering respect and empathy for people whose first language is not English and whose customs and beliefs are different from their own.
**AUTHORITY SUBJECT**

<table>
<thead>
<tr>
<th>LEGAL STUDIES</th>
</tr>
</thead>
</table>

All students are eligible to choose this course, as no prerequisite junior subjects are required.

**WHAT IS LEGAL STUDIES?**

As every citizen operates in an environment governed by the law, a basic understanding of legal rights and responsibilities is essential. Students need to be equipped to act responsibly in situations that necessitate balanced approaches to rights, obligations and responsibilities. Legal Studies aims to develop students’ legal awareness. It focuses on studies of legal issues arising out of common social situations and the resulting consequences for the individual and society.

Students will develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. By analysing Australian and international legal systems, students consider the impacts that legal decisions can have on Australian society and how diverse groups influence and are influenced by the legal system.

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. The immediate relevance of Legal Studies to students’ lives should promote and motivate students to make constructive judgments and informed commentaries on the law, its system and processes, from practical and critical social perspectives. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens.

This course is not only for students who may wish to pursue a career in the legal field. All students undertaking this course will develop better understandings, skills, abilities and attitudes about legal situations and issues faced in daily life. As a subject, Legal Studies provides students with basic legal knowledge and awareness of a range of laws and procedures that empower them to make contributions to, and participate in, responsible citizenship.

**SPIRITUAL OBJECTIVES**

A system of justice is biblical as God ordained in Deuteronomy 16:18, the appointing of judges and officials in every town who were to judge fairly. There is an onus on us to maintain a just legal system as outlined in 2 Chronicles 19:7 which says, “Judge carefully, for with the LORD our God there is no injustice or partiality or bribery.”

Technological advances have made it imperative that, as a society, we come up with new laws to cover new situations. However, it is important for us as Christians to work through the ethical implications so that we can have our voice heard in society and not just leave it all up to the legislators. Students will be encouraged to use their faith to try to discover if new situations posed in society should be legal or illegal. Matthew 10:15 “I am sending you out like sheep among wolves. Therefore, be as shrewd as snakes and as innocent as doves.”
WHAT TOPICS ARE STUDIED?

Throughout the two year course, students will cover a range of topics which may include:

- The legal system
- Human rights
- Crime and society
- Introduction to civil obligations
- Criminal law
- Civil wrongs (torts) and the law
- Employment and the law
- Environment and the law
- Family and the law
- Housing and the law
- Indigenous Australians and the law
- International law
- Sport and the law
- Technology and the law

HOW ARE STUDENTS FORMALLY ASSESSED?

Through inquiry, analysis, examination and problem solving, students can make decisions which may benefit themselves and the community now and in the future.

Students are assessed according to their performance in three key criteria:

Dimension 1: Knowing and understanding the law
Dimension 2: Investigating legal issues
Dimension 3: Responding to the law.

Assessment techniques used are as follows:

It should be noted that the ability to read, comprehend and respond effectively in writing to a range of quite sophisticated texts is a vital component of assessment in Legal Studies. Thus, it is advised that students who struggle with English may experience some difficulty with this subject.
LEARNING OPPORTUNITIES IN LEGAL STUDIES

Students are involved in a wide range of learning activities. Together with many of the more traditional learning activities, students may be involved in:

- excursions to the law courts, parliament house, law libraries and the police museum to have a hands-on experience of the law in action
- media watch
- group work
- role plays
- mooting competitions
- mock trials in class
- debates and discussions
- research activities
- case studies
- assignments and projects
- games and simulations
- talks from specialist speakers
- audio-visual presentations
- statistics and data analysis
- high-order thinking scenarios
- problem solving skills
- analysis of the law
- exposure to law libraries

Many of the case studies and much of the material covered in this course, present opportunities for discussions of a Christian’s position in legal matters.

WHAT JOBS CAN LEGAL STUDIES LEAD TO?

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

Some jobs that are available to students who study law:

- Barrister
- Building and Construction Law
- Commercial Law
- Conveyancing
- Criminal law
- Family Law
- Immigration Law
- Judge’s associate
- Judge
- Legal Clerk
- Magistrate
- Medical administration
- Property Law
- Patent Law
- Personal Injury Law
- Solicitors
- Tax Law

HOW CAN PARENTS HELP?

Parents can assist by:

- being aware of topics, assessment programs and deadlines
- showing an interest in, and talking about current social issues affecting our society
- encouraging students to watch television programs associated with some aspect of legal studies, discussing these and encouraging them to read further

CONTACT PERSON

Mrs Vicki Turner – Head of Business
VOCATIONAL SUBJECT

***CERTIFICATE II IN LIVE PRODUCTION AND SERVICES

QUALIFICATION LEVEL

This practical course provides knowledge and skills to support entertainment industry occupations including lighting assistant, audio assistant or staging assistant. This level of skill and knowledge acquisition aligns with AQF qualification Level II. Assessment is competency-based and therefore there will be no levels of achievement awarded. At the conclusion of the course, a Certificate II in Live Production and Services will be awarded if the requirements of the course have been met. If the full requirements for the issuing of this certificate are not met, the learner will gain a Statement of Attainment that recognises the Units of Competency completed successfully.

COURSE STRUCTURE

The course may be developed from the units of competency outlined below.

**Certificate II in Live Production and Services – CUA20213**

<table>
<thead>
<tr>
<th>Code</th>
<th>Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>CUAFOH202</td>
<td>Usher patrons</td>
</tr>
<tr>
<td>CUALGT201</td>
<td>Develop basic lighting skills and knowledge</td>
</tr>
<tr>
<td>CUAAPRP201</td>
<td>Develop basic prop construction skills</td>
</tr>
<tr>
<td>CUASCE201</td>
<td>Develop basic scenic art skills</td>
</tr>
<tr>
<td>CUASET201</td>
<td>Develop basic skills in set construction</td>
</tr>
<tr>
<td>CUASOU201</td>
<td>Develop basic audio skills and knowledge</td>
</tr>
<tr>
<td>CUASTA201</td>
<td>Develop basic staging skills</td>
</tr>
<tr>
<td>CUASTA202</td>
<td>Assist with bump in and bump out of shows</td>
</tr>
<tr>
<td>CUAVSS201</td>
<td>Develop basic vision system skills</td>
</tr>
<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures</td>
</tr>
</tbody>
</table>

This information is correct at time of publication but is subject to change.

Live Production draws on practical experiences and applications from both real and simulated industry situations. Students learn to make decisions and use problem solving strategies as team members. They must also participate in a number of production and event activities in order to develop a high standard of communication, co-ordination and co-operation, which is essential to the Entertainment Industry. These ventures are often held outside of normal school time.

TRAINING/EDUCATION/CAREER PATHWAYS

Candidates may enter the qualification with limited or no vocational experience and without a relevant lower-level qualification. This qualification may lead to Certificate III in Live Production and Services.
Learners will develop skills which may be used in organising and running professional productions or events for private or public organisations, church or the community. Participation in this certificate will assist in facilitating a smooth transition into the workforce through gaining a range of employability skills. For learners aspiring to higher education courses, the acquisition of a VET qualification may provide additional skills and/or an alternative pathway.

**CONTACT PERSON**

Mrs Samantha Couchman – Head of Arts or Mrs Vicki Turner – Head of Vocational Education
WHY STUDY MATHEMATICS A?

Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as:
- choosing between loan repayment schedules or insurance plans
- interpreting information in the media
- reading maps or house plans
- estimating quantities of materials

In Mathematics A, the skills needed to make decisions that affect students’ everyday lives are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study.

The study of Mathematics A will emphasise the development of positive attitudes towards a student’s involvement in mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about mathematics.

SPIRITUAL OBJECTIVES

- To acknowledge that God has a heart for mathematics as He is the great designer of the universe;
- To promote mathematics as a vehicle for personal appreciation of the omnipotence of the Creator;
- To use mathematics as a vehicle for equipping students with the knowledge and understanding necessary to communicate mathematics to others from a Christian worldview;
- To develop God-given mathematical talent to be used in the service of others;
- To promote mathematics as a means of God’s intervention in human affairs through medicine, engineering, space exploration and the expansion of knowledge for the benefit of mankind.

WHAT DO STUDENTS STUDY?

Mathematics A consists of core and extension topics.

The Core Topics are:
- Managing Money I and II
  - bank interest, credit cards, loans, foreign exchange, taxation, spreadsheets
- Elements of Applied Geometry
  - simple trigonometry, area and volume, latitude, longitude and time zones
- Data Collection and Presentation
  - graphical and tabular presentations, simple methods for describing and summarising data
- Linking Two and Three dimensions
  - scale drawings and plans, estimation of quantities and costings
- Exploring and Understanding Data
  - Summary statistics, simple probability, interpretation of reports in the media
Elective topics (which are selected by the school) are:

- Operations Research - Networks and Queuing
- Maps and Compasses - Navigation

Mathematics A provides opportunities for the development of skills such as:
- Collecting, analysing and organising information;
- Communicating ideas and information;
- Planning and organising activities;
- Working with others and in teams;
- Using mathematical ideas and techniques;
- Solving problems;
- Using technology.

**WHAT DO STUDENTS DO?**

Students will participate in a wide range of activities such as:
- investigating the efficient use of credit cards or the cost and upkeep of a swimming pool
- designing a kitchen or an optimum sprinkler system for a home garden
- examining how statistics are used in the media, for example, in advertising or in weather reports
- following an orienteering path and reading maps.

**HOW IS STUDENT WORK ASSESSED?**

In each Semester, students will be assessed by two formal examinations, one in the middle of the Semester and the other at the end.

In addition, in each Semester there is an extended modelling and problem solving task to be completed over three weeks. This task can be done in class and/or completed at home and may require students to use a computer, particularly Excel spreadsheets, or a graphics calculator.

**EXTENSION TOPIC ASSESSMENT**

Citipointe Christian College studies the Option Operations Research - Networks in Year 12. This topic is assessed in examinations and investigation in Year 12.

Semesters 3 and 4 only are Summative; that is they count towards the Year 12 Exit Rating.

**PREREQUISITE**

Students must attain at least a Sound Achievement in Mathematics or Mathematics Essentials in Year 10. Students who completed the Mathematics Advanced Course in Year 10 but found it too challenging, may enrol in Mathematics A.
**HOW CAN PARENTS HELP?**

Parents can help by offering encouragement, support and providing a suitable learning environment.

As the topics are predominantly life-related, parents can encourage students to discuss their work. Such discussion will assist the understanding of the topic and enable the student to draw on the personal experiences of family members.

The student can be expected to acquire a considerable degree of proficiency in a variety of skills, such as estimation, use of technology, application of formulae, table reading and arithmetic calculation through the study of Mathematics A. Like any skills, these need to be practiced to be mastered. Students should be encouraged to practice regularly and so maintain these skills.

A range of technological tools must be used in the learning experiences and the corresponding assessment. These range from pen and paper, compasses, measuring instruments and tables through to technologies such as Geographic Positioning Systems, graphing calculators and computers. Hence ALL students are required to have a Scientific Calculator for the start of Year 11. The use of a graphic calculator is optional.
WHY STUDY MATHEMATICS B?

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component of effective participation in a rapidly changing society.

In Mathematics B, advanced mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management. The modes of thinking developed in Mathematics B provide ways of modelling situations in order to explore, describe and understand the world's social, biological and physical environment.

Mathematics B is designed to raise the students' competence in and confidence with the mathematics needed to make informed decisions about society, to ensure scientific literacy and to function effectively in a technologically skilled workforce. Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life related contexts.

SPIRITUAL OBJECTIVES

♦ To acknowledge that God has a heart for mathematics as He is the great designer of the universe;
♦ To promote mathematics as a vehicle for personal appreciation of the omnipotence of the Creator;
♦ To use mathematics as a vehicle for equipping students with the knowledge and understanding necessary to communicate mathematics to others from a Christian worldview;
♦ To develop God-given mathematical talent to be used in the service of others;
♦ To promote mathematics as a means of God’s intervention in human affairs through medicine, engineering, space exploration and the expansion of knowledge for the benefit of mankind.

WHAT DO STUDENTS STUDY?

The topics to be studied include:
♦ Introduction to functions:
  Linear, trigonometric, periodic, power, exponential and logarithmic
♦ Rates of Change:
  Instantaneous and average rates of change
♦ Periodic functions and applications:
  Recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions
♦ Exponential and logarithmic functions and applications:
  Exponential functions, logarithmic functions, the relationships between then, compound interest, annuities
Optimisation using derivatives:
Differentiation as a tool in a range of situations which involve the optimisation of continuous functions

Introduction to integration:
Applications of integration

Applied Statistical Analysis:
Types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference

Mathematics B provides opportunities for the development of skills such as:

- Collecting, analysing and organising information;
- Communicating ideas and information;
- Planning and organising activities;
- Working with others independently;
- Using mathematical ideas and techniques;
- Solving problems;
- Using technology.

**WHAT DO STUDENTS DO?**

Students will participate in a wide range of activities such as:

- Calculating the amount of interest generated over a given period using a graphing calculator or a suitable computer software package;
- Discussing how instantaneous rates of change may be used to measure the sensitivity of the human body to various stimulants or sedatives;
- Using computer software and graphing calculators in the investigation of optimal points and optimal values in life-related situations;
- Discussing different sampling situations, possible difficulties and sources of bias.

**HOW ARE STUDENTS ASSESSED?**

Students will be assessed in a variety of ways.

Students may be required to construct models, use computer software or graphic calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic, as well as undertaking pen and paper tests.

**FORMAL ASSESSMENT**

In each Semester, students will be assessed by two formal examinations, one in the middle of the Semester and the other at the end.

**ADDITIONAL ASSESSMENT PROGRAM**

In addition, there is one extended modelling and problem task each Semester to be completed over three weeks. This task can be done in class and/or completed at home and may require students to use a computer, particularly Excel spreadsheets, or a graphics calculator.

Assessment in Maths B requires concise, coherent written solutions to problems, at times using a Graphics Calculator.

At Citipointe Christian College, Semesters 3 and 4 only are Summative; that is they count towards the Year 12 Exit rating.
Students wishing to study Maths B in Year 11 are advised that they need to attain at least a C / Sound Achievement in the Mathematics Advanced course in Year 10. Any student who fails to reach this level is unlikely to obtain a Sound Achievement in Year 11 Maths B. Students find Year 11 Maths B challenging, therefore a solid foundation from Year 10 as well as a strong commitment to succeed and considerable investment in time and effort is required.

If a student believes they will need to study Maths B for a future career path or their intended tertiary course, they must meet these prerequisites by the end of Year 10. In some cases, students will be allowed to attempt Maths B in Semester 1, despite not having the prerequisite grades. In such circumstances, students should carefully consider how they will work towards succeeding in Maths B. However, in the event of failure to demonstrate the ability to succeed in Maths B by the end of Semester 1, students will be strongly advised to switch to Maths A for Semester 2 to 4.

**HOW CAN PARENTS HELP?**

Parents can help by offering encouragement, support and providing a suitable learning environment. Students will benefit greatly if they are given opportunities to work together in peer groups, and encouraged to consult with teachers regularly.

As the topic areas include much material that is life-related, parents can encourage students to discuss their work. Such discussion will assist the understanding of the topic and will enable the student to draw on the real-life activities of family members.

The student can be expected to acquire considerable proficiency in a variety of skills, such as estimation, use of a graphics calculator, application of formulae, table reading, arithmetic calculation and algebraic manipulation through the study of Mathematics B. Like any skills, these need to be practiced to be mastered. Students should be encouraged to practice regularly and so maintain these skills.

A range of technological tools must be used in the learning and assessment experiences offered in this course. This ranges from pen and paper, measuring instruments and tables through to higher technologies such as graphing calculators and computers. The minimum level of higher technology appropriate for the teaching of this course is a graphing calculator. Hence, ALL students are required to purchase a Ti-Nspire Graphics Calculator (or similar) for the start of Year 11.
Mathematics is an integral part of a general education. It plays an important role in many developments and decisions made in industry, commerce, government policy and planning and has been central to nearly all major scientific and technological advances.

In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations. Opportunities are provided for students to appreciate and experience the power of mathematics, and to see the role it plays as a tool in modelling and understanding many aspects of the world's environment.

The additional rigour and structure of the mathematics required in Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of mathematics. Mathematics C is a highly desirable preparatory course for students who intend pursuing a career involving the study of mathematics at a tertiary level.

SPIRITUAL OBJECTIVES

- To acknowledge that God has a heart for mathematics as He is the great designer of the universe;
- To promote mathematics as a vehicle for personal appreciation of the omnipotence of the Creator;
- To use mathematics as a vehicle for equipping students with the knowledge and understanding necessary to communicate mathematics to others from a Christian worldview;
- To develop God-given mathematical talent to be used in the service of others;
- To promote mathematics as a means of God's intervention in human affairs through medicine, engineering, space exploration and the expansion of knowledge for the benefit of mankind.

WHAT DO STUDENTS STUDY?

The syllabus contains both Core and Option topics. A course of study in Mathematics C contains six Core topics and a minimum of two complete Option topics.

The Core Topics are:

- Introduction to Groups
- Real and Complex Number Systems
- Matrices and Applications
- Vectors and Applications
- Further Calculus
- Structures and Patterns
**Elective topics** (which are selected by the school) are:

- Linear Programming
- Advanced Periodic and Exponential Functions

Mathematics C provides opportunities for the development of skills such as:

- Using mathematical ideas and techniques;
- Solving problems and using technology;
- Collecting, analysing and organising information;
- Planning and organising activities;
- Working with others (as well as individually) also features in some of the learning experiences.

**WHAT DO STUDENTS DO?**

Students will participate in a wide range of activities such as:

- exploring the use of complex numbers in electric circuit theory, vibrating systems or aerofoil designs
- investigating the application of matrices in economic models or game theory
- predicting the most probable weather pattern by studying the changes over time of probabilities associated with weather conditions
- comparing the forces used in locomotion, for example, walking, hopping, jogging and cycling
- exploring the use of differential equations in carbon dating, radioactive decay, population growth and atmospheric conditions.

**HOW IS STUDENT WORK ASSESSED?**

Students will be assessed in a variety of ways.

Students may be required to construct models, use computer software or calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will also undertake pen and paper tests.

**FORMAL ASSESSMENT**

In each Semester, students will be assessed by two formal examinations, one in the middle of the Semester and the other at the end.

**ADDITIONAL ASSESSMENT PROGRAM**

In addition, in each Semester, there is an extended modelling and problem task to be completed over three weeks. These tasks can be done in class and/or completed at home and may require students to use a computer, particularly Excel spreadsheets, or a graphics calculator.

At Citipointe Christian College, Semesters 3 and 4 only are Summative; that is they count towards the Year 12 Exit rating.
**PREREQUISITE**

Students must attain at least Sound Achievement in the Mathematics Advanced course in Year 10, but preferably a High Achievement for success in Maths C. Students enrolling in Maths C must also enrol in Maths B.

**HOW CAN PARENTS HELP?**

Parents can help by offering encouragement, support and providing a suitable learning environment. Students will benefit greatly if they are encouraged and given the opportunity to work together in peer groups, and encourage to consult regularly with teachers.

The student can be expected to acquire a high degree of proficiency in a variety of skills, such as estimation, use of a calculator, application of formulae, table reading and algebraic manipulation through the study of Mathematics C. Like any skills, these need to be practiced to be mastered. Students should be encouraged to practice and so maintain these skills.

A range of technological tools must be used in the learning and assessment experiences offered in this course. This ranges from pen and paper, measuring instruments and tables through to higher technologies such as graphing calculators and computers. The minimum level of higher technology appropriate for the teaching of this course is a graphing calculator. Hence, ALL students are required to purchase a Ti-Nspire Graphics Calculator (or similar) for the start of Year 11.
The Modern History course tries to highlight the importance of the value of faith-stories: as the Jewish people were commanded by God to instil from generation to generation the values of Jewish nationhood, so as Christians we have an opportunity to instil values of character in a Christian context. The primary value we seek to instil is the command “to love our neighbour as ourselves” as a method for the hope of peace and reconciliation. The retelling of an individual and a nation’s heritage is an important part of developing individuals who are mature, and socially and spiritually aware. God has given us a responsibility to care and develop the ‘Garden of Eden.’ A study of the mistakes and the correct approaches that we have made in history will help us to make better decisions in the future.

Modern History helps increase understandings of why the modern world is the way it is. The subject has a special value in that it helps students to identify their social location, their personal place in time and their heritage within a distinctive culture. Students investigate the processes of change and continuity that have shaped today's world and the roles people have played in the processes. There is also a special focus on values - by investigating the origins and impact of different values, students begin to decide which values might contribute to a more democratic, just and ecologically sustainable world for all people.

In Modern History, understandings are developed through processes of critical inquiry, debate, reflection and decision-making. They are expressed by a range of communication skills that are practised and developed in all phases of historical study. Through studying Modern History, students should be more ready to cope with the present and influence the future.

Over a two-year course, students study a mix of sixteen possible units offered. Each unit has a theme that is implicit in the unit title and also defined in detail in the syllabus. Schools choose which units will be studied, how the units are sequenced and the content areas through which the theme will be addressed. These content areas are numerous and may vary from school to school. Some topics that are covered in Year 11 include:

- The development of nationalism and the nation-state in 19th and 20th century focusing on the formation of Germany from unification to the start of World War One and the caused of World War One.
- The Rainbow nation – the era of apartheid in South Africa;
- Australia – the establishment of a foreign policy and the shaping of a national culture;
- “The Anzac Legend”: A study of local memorial or heritage sites;
- Children throughout History, focusing on Child labour practices from the industrial revolution until today, child solders around the world and human trafficking.
In Year 12:-

Contested Space – the Holy Land. The conflict over Israel and Palestine or Contested Space – The Rainbow nation – the era of apartheid in South Africa;

The Frontier and Reconciliation movements in Australia investigation various pathways to peace by looking at different reconciliatory models when dealing with race and peaceful co-existence i.e. South Africa’s Truth and reconciliation commission, Germany’s Nuremberg laws and New Zealand’s Treaty of Waitangi;

Imperialism – The British in India; Gandhi and the satyagraha movement;

The Cold War and the rise and fall of communism - was the Cold War ideological?

### HOW IS MODERN HISTORY STUDIED?

Historical study is based on inquiry. Inquiry is developed through selected in-depth studies in which students identify historical issues, investigate the issues and make judgments about them. Sources of information are crucial in any in-depth study and students critically evaluate primary sources (e.g. diaries, letters, parliamentary speeches, newspaper articles written at the time of the event) and secondary sources (the opinions of others after the event).

Students also undertake background and bridging studies that help to place the in-depth studies in a wider thematic or chronological context.

Modern History thus involves students in important skills for adult life: identifying and investigating issues, locating and selecting sources, evaluating evidence, identifying causes of change and continuity, acknowledging the perspectives of others, developing personal values and making reasoned judgments.

### HOW IS STUDENT WORK ASSESSED?

Assessment in Modern History is designed to enable students to demonstrate a broad range of competencies, all of which have valuable application in the adult world.

In order to determine what level of achievement a student has attained, schools may select from and combine in a variety of ways varying assessment techniques including Test formats, extended Written Responses, Research Assignments and Multimedia Presentations.

### WHERE MIGHT MODERN HISTORY LEAD?

Many professions and occupations value persons with the skills of being able to develop and express reasoned opinion. The study of Modern History helps develop such major skills of an educated person. Studies in Modern History may help young people gain employment in artistic fields (Film & TV) the travel industry, journalism, advertising, public relations, teaching, the public service, and research work in a variety of fields such as consumerism and industrial relations.

Studies in numerous tertiary courses are also greatly aided by a knowledge of Modern History and the skills developed through the study, e.g. Anthropology, Archaeology, Architecture, Art, Commerce and Economics, Education, English, Geography, Government, Law, History, Journalism, Media Studies, Music, Psychology, Political science and Social Work.
HOW CAN PARENTS HELP?

Parents can assist by:
- showing an interest in the past, and talking about their own experiences
- being aware of topics, assessment programs and deadlines
- encouraging students to prepare and maintain an effective study program
- encouraging students to use libraries to meet reading and research requirements
- encouraging students to watch television programs and listen to radio programs associated with some aspects of Modern History
- visiting historical sites, historical villages and museums
- discussing current events reported on the television news and in newspapers.

CONTACT PERSON

Mr Theo Tsimboukis – Head of History and Study of Religion
INTRODUCTION

Music is an important part of cultural life. It makes a significant contribution to personal, social and cultural identities. Music enhances our celebration of our relationship with God and the life we enjoy, worshipping, enlightening, inspiring, relaxing, entertaining and enriching our lives. The subject Music will help students develop important interpersonal skills and a sense of responsibility and teamwork. It will lead to an informed awareness of the world at large, improve language and mathematical abilities, develop analytical skills and enhance self-esteem.

The study of music can develop an enduring love of and lifelong involvement with music, as well as open up job opportunities. Such opportunities include not only tertiary courses or professional careers in music such as solo performance or conducting, music therapy, audio engineer, but also early childhood or primary teaching, secondary teaching (visual and performing arts), tertiary teaching, art administration, music therapy, radio and television work, library work, sound recording, advertising and the retail industry. Full or part-time work in bands, orchestras, ensembles, musicals, operas, choirs, and involvement in church music can also be extremely fulfilling.

COURSE OUTLINE

Music seeks to develop a broad and integrated understanding of music. Central to the course are the three interacting dimensions of listening, composing and performing. Integral to these dimensions is the literature of music. Within the course, all three dimensions incorporate problem solving, higher-order thinking skills and expressive responses that are taught and examined within the context of spiral curriculum.

Listening is the process of audiation that involves understanding and finding meaning in music. Aural perception, the associated notational skills and the development of inner hearing are central to this dimension, which also encompasses visual and aural analysis of a wide and varied repertoire and promotes an appreciation of music.

Composing is the planned creation of music. Students acquire, develop and apply knowledge of music writing and problem solving to create music.

Performing is musical behaviour that displays musical skills. It involves playing, singing, conducting, improvising and sight-reading.

As students play, sing, compose and listen, they develop their musical skills and achieve a heightened appreciation and understanding of music. They also write about the music they study. Thus, students learn by participating actively in classroom music. They are also encouraged to be involved in appropriate musical activities outside the classroom.

The culminating unit of the course, ‘Worship Music’, is especially designed for students to apply their knowledge and celebrate the gifts God has given each student to glorify His name.

Students should note that in order to fulfil assessment requirements, Music students are required to participate in at least one of the College’s Ensembles.
The following table gives the structure of the two-year course at the College.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TERM</th>
<th>UNIT</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1/2</td>
<td>Pieces of the Puzzle: Instrumental and Vocal music (15 weeks)</td>
<td>Visual and Aural Analysis Exam Mixed Instrumental Composition</td>
</tr>
<tr>
<td></td>
<td>2/3</td>
<td>Collisions of Colour: Instrumental and Vocal music (15 weeks)</td>
<td>Visual and Aural Analysis: Oral Presentation Performance Task</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Rehash and Reinvent</td>
<td>Arranging and Performing Tasks</td>
</tr>
<tr>
<td>12</td>
<td>1/2</td>
<td>Showstoppers: Vocal Music (15 weeks)</td>
<td>Vocal Composition Task Performing Task</td>
</tr>
<tr>
<td></td>
<td>2/3</td>
<td>Industry Innovators; Modern music (15 weeks)</td>
<td>Visual/ Aural Analysis Exam Composition Task</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Worship Music (7 weeks)</td>
<td>Negotiated Assignment, either composing, performing or analytical</td>
</tr>
</tbody>
</table>

**PREREQUISITES**

Concerning the eligibility of students to undertake Music at the College, it has been the practice to accept two types of students:

1. those continuing on from Junior Music who have attained at least an SA; and
2. those students who have attained a satisfactory standard of general musicianship, through perhaps studying music privately and display an ability to cope with the level of complexity of this subject at Senior level, e.g. AMEB Grade 3 theory and the ability to play an instrument.

The entry of students to the subject is decided in conjunction with the Careers Counsellor, Music Teacher and individual students.

**MUSIC EXTENSION**

The subject of Music Extension is offered in Year 12, for two semesters only.

The Year 12 Music Extension syllabus caters for students with specific abilities in music. It is designed for students interested in exploring in greater depth one of the three areas of study that lie behind the general objectives of the Senior Music syllabus, namely Composition, Performance and Musicology. Students undertake
detailed studies in one of these specialisations only. Through this course of study, students become adaptable and innovative problem solvers, make informed decisions and, as inquirers, develop their ability to deconstruct, synthesise and critically evaluate.

**PREREQUISITE**

Completion of Year 11 Music is a pre-requisite into Music Extension.

**COURSE OUTLINE**

Each student will complete an individual assessment plan which fulfils syllabus requirement. This will include one Investigating task and two Realising tasks. A Realising task in Performance equates to two performance opportunities; in Composition it equates to two compositions; and in Musicology two extended research tasks.
In Physical Education at Citipointe Christian College, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

The students focus on four sports and these sports are repeated in year 12. This provides the student with a much greater depth of skill development than is normally the case in a typical Physical Education setting.

In Physical Education, the dimensions of acquiring, applying and evaluating are the criteria used to assess students across the 4 semesters of study. Evaluation and reflection are used continually to provide feedback for future acquisition and application of behaviors, performance, knowledge and skills.

Physical Education would interest students who are physically active, enjoy a range of sports; participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as sport development, management, marketing and sales, sport and physical activity policy development, sport journalism, sport psychology and coaching, athlete conditioning and management, personal training, sponsorship and fundraising, and primary, middle and senior school teaching.

SPIRITUAL OBJECTIVES

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

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

SUBJECT MATTER

Subject matter is drawn from four physical activities and also from three content areas, each with core specific matter to be covered. The four selected physical activities that are studied are Football, Orienteering, Touch and Volleyball.

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Core specific matter</th>
</tr>
</thead>
</table>
| Focus Area A: Learning Physical Skills | 1. Motor Learning  
                                     | 2. Psychology  
                                     | 3. Biomechanics                         |
| Focus Area B: Process and effects of training and exercise | 4. Energy Systems  
                                     | 5. Exercise physiology principles  
                                     | 6. Training program design             |
Focus Area C: Equity and access to sport in Australian society

Factors affecting equity and access at...
- The individual level
- The interpersonal level
- The institutional level
- The Structural level
- The cultural level

### COURSE AND ASSESSMENT OUTLINE

<table>
<thead>
<tr>
<th>Year 11, Term 1 - Football Physical Tasks</th>
<th>Subject matter - Focus Area A</th>
</tr>
</thead>
</table>
| ♦ Performing pre-requisite skills – Ball handling skills, defensive skills, offensive skills Rules and etiquette | ♦ Terminology  
♦ Classifying skills  
♦ Performing skills  
♦ Stages of learning  
♦ Characteristics of skilled performers |
| **ASSESSMENT:** Drills & Game Play | **ASSESSMENT:** Assignment |

<table>
<thead>
<tr>
<th>Year 11, Term 2 - Orienteering Physical Tasks</th>
<th>Subject matter – Focus area C</th>
</tr>
</thead>
</table>
| ♦ Map reading – Symbols, scale, contours, linear and point features, land forms, orienting the map  
♦ Compass skills - Orienting a map, bearings  
♦ Navigational skills – Thumbing the map, route choice, handrails, distance estimation, pace counting  
♦ Etiquette | ♦ Figueroa’s framework.  
♦ Factors that influence patterns of participation in recreation and sport  
♦ Patterns and trends in participation |
| **ASSESSMENT:** Orienteering activities & courses | **ASSESSMENT:** Oral report |

<table>
<thead>
<tr>
<th>Year 11, Term 3 - Touch Physical Tasks</th>
<th>Subject matter - Focus Area B</th>
</tr>
</thead>
</table>
| ♦ Performing individual skills - Normal pass, pop pass, sidestep, dummy, roll ball, dump, tap, drawing defenders, effecting a touch, numbering off  
♦ Sub-unit skills - Ruck, wrap, switch, settles  
♦ Rules and etiquette | ♦ Energy systems  
♦ Acute responses and chronic adaptations to exercise |
<p>| <strong>ASSESSMENT:</strong> Drills &amp; Game Play | <strong>ASSESSMENT:</strong> Written Exam |</p>
<table>
<thead>
<tr>
<th>Year 11, Term 4 - Volleyball Physical Tasks</th>
<th>Subject matter - Focus Area B</th>
</tr>
</thead>
</table>
| ✦ Performing pre-requisite skills - Underarm and overarm serve, forearm pass, overhead pass, spike, tip, block | ✦ Learning physical skills  
✦ Feedback |
| ✦ Rules and etiquette | **ASSESSMENT:** Drills & Game Play, Journal |

<table>
<thead>
<tr>
<th>Year 12, Term 1 - Volleyball Physical Tasks</th>
<th>Subject matter - Content Area A</th>
</tr>
</thead>
</table>
| ✦ Performing pre-requisite skills - Underarm and overarm serve, forearm pass, overhead pass, spike, tip, block | ✦ Motivation and attitudes  
✦ Arousal & performance |
| ✦ Strategies and patterns of play | **ASSESSMENT:** Oral Presentation |
| ✦ Rules and etiquette | **ASSESSMENT:** Drills & Game Play |

<table>
<thead>
<tr>
<th>Year 12, Term 2 - Orienteering Physical Tasks</th>
<th>Subject matter-Content Area B</th>
</tr>
</thead>
</table>
| ✦ Map reading – Map feature recognition, contour reading and map visualisation | ✦ Training methods  
✦ Program design |
<p>| ✦ Compass skills - Avoiding excessive compass usage | <strong>ASSESSMENT:</strong> Research Report |
| ✦ Navigational skills – Aiming off, relocation, terrain visualisation, map memory | <strong>ASSESSMENT:</strong> Orienteering activities and courses, Journal Entries |
| ✦ Navigational strategies – Using attack points, route choice, rough/fine navigation | ✦ Etiquette and rules |</p>
<table>
<thead>
<tr>
<th>Year 12, Term 3 - Touch Physical Tasks</th>
<th>Subject matter - Content Area C</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Performing individual skills Evasion techniques (step, swerve, stop, burst of speed), interception</td>
<td></td>
</tr>
<tr>
<td>♦ Sub-unit skills - Ruck, wrap, switch, settles</td>
<td></td>
</tr>
<tr>
<td>♦ Strategies and Tactics - Patterns of play, individual attack and defence, team attack and defence, freelancing, substitutions</td>
<td></td>
</tr>
<tr>
<td>♦ Rules and etiquette</td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENT:</strong> Drills &amp; Game Play</td>
<td>♦ Figueroa’s framework.</td>
</tr>
<tr>
<td></td>
<td>♦ Cultural influences on a Nation’s participation in sport - Cultural level</td>
</tr>
<tr>
<td></td>
<td>♦ Influence of media on the health and development of sports - Structural level</td>
</tr>
<tr>
<td></td>
<td><strong>ASSESSMENT:</strong> Exam essay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12, Term 4 - Basketball Physical Tasks</th>
<th>Subject matter - Content Area B</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Performing skills and strategies in game play – Passing, Dribbling, Catching, Shooting, Offence and Defence</td>
<td></td>
</tr>
<tr>
<td>♦ Rules - refereeing</td>
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<tr>
<td><strong>ASSESSMENT:</strong> Drills &amp; Game Play</td>
<td>♦ Measurement and evaluation of physical performance capacities</td>
</tr>
<tr>
<td></td>
<td>♦ Rationale for testing, factors to consider</td>
</tr>
<tr>
<td></td>
<td>♦ Measurement and Evaluation - Fitness components (speed, power, skill/s),</td>
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<tr>
<td></td>
<td>♦ Energy systems Designing tests and testing procedures</td>
</tr>
<tr>
<td></td>
<td><strong>ASSESSMENT:</strong> Journal</td>
</tr>
</tbody>
</table>
WHY STUDY PHYSICS?

Today, more than ever, we need to understand our environment and ourselves. According to Genesis 1:27, "God created man and woman in His own image". Man was created in God's image to have an ability to understand the laws of God's universe and to be creative in using these laws in our society.

Physics is the Science of Measurement but, even more importantly, it is the discovery and understanding of cause-effect relationships; the natural laws of God's universe. These show that the world has a definite order, designed by a supreme intelligence. Physics is not a static body of facts; it is a collection of mutually supporting physical and mathematical models. These models and theories are used to predict the outcomes of other new situations. If experiments do not verify these predictions, or if certain behaviours are found that cannot be explained by the relevant theory, then the model has to be redefined or discarded. Quite often, presently accepted theories need to be modified as the result of more accurate observations and experimental data collected.

Knowledge of physics has led to the developments in technology, some of which have had a profound impact on social structures and it remains the basis for technology in the foreseeable future. The social effects of such technology may be positive or negative and, as has been the case in nuclear science, the use to which the knowledge is put may itself direct the course that physics takes. Through the application of its findings, physics is also indirectly responsible for generating much of the intellectual and material wealth of our way of life. A knowledge of physics is useful in exercising responsibilities as citizens, confronting technologies, understanding the physical and social environments, pursuing hobbies and appreciating the challenge of a particular way of knowing the world.

Some developments in physics, such as the Copernican revolution, Galileo's confrontation with the Church and challenges to the accepted ideas about predictability from quantum mechanics, have influenced the course of history and philosophy. Through various levels of interaction, such developments have helped shape society's collective consciousness. Aspects of the theory of relativity, for example, have passed into modern folklore.

Thus, two basic reasons emerge for the study of physics at secondary school: first, it is the study of some of our attempts to understand the universe, and second, its applications have produced and continue to produce pressures to change our society. Most students who complete a Physics course will however not become physicists. Some will work in the field of physics or related areas like engineering, but all can gain the satisfaction of a deeper understanding of our changing world. Physics is certainly a desirable choice for students who intend to pursue secondary science teaching, paramedical and health-care courses, science, engineering, medicine, pharmacy, physiotherapy and agriculture or various trade apprenticeships, especially in applied electrical fields.

WHAT DO STUDENTS STUDY?

Physics is concerned with the discovery, understanding and application of the fundamental laws of nature. It is a collection of mutually supporting physical and
mathematical models that give the best explanation of natural phenomena and provides simultaneously a platform for deeper understanding.

During the course students will cover the following core topics: Physical Quantities and Measurement, Forces and Motion, Energy and Momentum, Thermal Physics, Wave Motion, Optics, Electricity and Electronics, Magnetism and Electromagnetism, Atomic and Nuclear Physics.

**WHAT DO STUDENTS DO?**

Students will be involved in a range of learning activities. Typical learning experiences encountered in a Physics course include: demonstration/lecture, problem-solving sessions, audio-visual observation and analysis, laboratory activities and experiments, computer simulations and interfacing, independent study and library research.

A significant part of the study of Physics will be spent in observation and measurement exercises as well as mathematical analysis of quantitative problems and models. Each student will be expected to develop manipulative skills in practical work and to learn the correct care and operation of precision equipment. Laboratory safety is of prime importance in the use of all physics equipment, especially where electrical topics are studied.

**HOW ARE STUDENTS ASSESSED?**

Students will be given the opportunity to display achievement of the course objectives through a variety of assessment instruments. These will vary according to the work program of the school.

Formal examinations (written tasks and stimulus response tasks), extended research tasks as well as extended experimental reports are the assessment instruments used. Year 11 assessment is formative with performance being assessed against criteria within the dimensions of: Knowledge and Conceptual Understanding, Investigative Processes as well as Evaluating and Concluding.

**HOW CAN PARENTS HELP AT HOME?**

Students should be encouraged to allocate a regular time and place for studying and reading Physics. It is necessary to summarise and revise subject matter taught during the school day. Continuous revision and practice of problem solving is necessary. Students with a lively interest in their surroundings, and who are prepared to read widely from a variety of textbooks, magazines or journal articles on all aspects of the subject, will be more receptive to classroom material. Hobbies in various areas of modern technology, such as computers, electronics, music recording, astronomy and photography, are valuable pursuits for the Physics student.
INTRODUCTION

This Authority Registered subject (SAS) is intended to provide a suitable challenge for those students who prefer and enjoy learning activities with practical and real-life applications. The course is designed to foster an attitude of success for students who may have experienced difficulty with mathematics of a more theoretical nature.

Students will be given the opportunity to attain vital workplace knowledge and skills to enhance employability.

SPIRITUAL OBJECTIVES

- To acknowledge that God has a heart for mathematics as He is the great designer of the universe;
- To promote mathematics as a vehicle for personal appreciation of the omnipotence of the Creator;
- To use mathematics as a vehicle for equipping students with the knowledge and understanding necessary to communicate mathematics to others from a Christian worldview;
- To develop God-given mathematical talent to be used in the service of others;
- To promote mathematics as a means of God’s intervention in human affairs through medicine, engineering, space exploration and the expansion of knowledge for the benefit of mankind.

WHAT DO STUDENTS STUDY?

The experience of mathematics as conceptualised in this study area specification takes place in a supportive social context. Students are encouraged to work both independently and cooperatively to carry out tasks of a real-life nature, with scaffolding from the teacher. Learning experiences are provided, from which informal and formal assessment opportunities arise. Students develop and apply their knowledge skills, and communicate how they carried out tasks to suit the contexts in which they were operating.

Prevocational Mathematics involves knowledge of content and the use of basic skills such as working with given rules, operations and procedures in simple situations. It also involves learning how to use measuring instruments and calculators. The use of computer software is strongly encouraged. The recall of rules is not a requirement of this objective.

- Mathematics for interpreting society: number (study core area)
- Mathematics for interpreting society: data
- Mathematics for personal organisation: location and time
- Mathematics for practical purposes: measurement
- Mathematics for personal organisation: finance
Prevocational Mathematics provides opportunities for the development of skills such as:

- Working independently and in groups;
- Employing mathematical ideas and techniques;
- Communicating ideas and mathematical information, as well as collecting, analysing and organising information;
- Planning and organising activities;
- Investigating solutions to problems or tasks;
- And using suitable technologies where relevant.

**WHAT DO STUDENTS DO?**

Students will participate in a wide range of activities such as:

- Investigating the practical use of ratio as it applies in a kitchen;
- Conducting a survey they have personally designed involving numerical data from the Brisbane Motor Show;
- Investigating time zones in the context of watching sports in different parts of Australia;
- Accessing timetables and service times for different types of public transport;
- Interpreting society; this relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or the community;
- Personal organisation: this relates to the numeracy requirements for personal matters involving money, time and travel;
- Practical purposes: this relates to the physical world in terms of designing, making and measuring.

A student’s achievement in the above areas will be recorded as one of five levels of achievement as in the traditional senior maths courses.

A progressive method of assessment will be adopted using portfolio assessment, project work as well as up to one examination per semester.

**HOW IS STUDENT WORK ASSESSED?**

**FORMAL ASSESSMENT PROGRAM**

In Years 11 and 12 students sit for up to one End of Semester Examination, consisting of Knowing, Applying and Explaining papers, each semester.

**ADDITIONAL ASSESSMENT PROGRAM**

Each Semester students will complete a Project or Investigation.

At Citipointe Christian College, Semesters 3 and 4 only are Summative; that is they count towards the Year 12 Exit rating.

**HOW CAN PARENTS HELP?**

Parents can help by offering encouragement support and providing a suitable learning environment. As the topics are all life related, parents can encourage students to discuss their work. Such discussion will assist the understanding of the topic and enable the student to draw on the personal experiences of family members.
AUTHORITY SUBJECT

* STUDY OF RELIGION

SPIRITUAL OBJECTIVES

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

WHY STUDY RELIGION?

Through the study of religion students can learn to understand the causes and processes of change and continuity that have shaped today’s world, and the role religion plays in this.

The social context in which Australian students live is challenged by global interrelationships. Studying religion can help develop an understanding of the ways in which particular cultural contexts have influenced, and continue to influence, the formation of an individual's world view and the framework of beliefs in which it is interpreted.

The intention of the Study of Religion syllabus is educational and fosters dialogue about religious perspectives. The syllabus recognises the significance of spiritual beliefs and practices of Aboriginal and Torres Strait Islander communities.

At CCCB there will also be a special focus on values by investigating the differences of the various faiths, allowing students to come to a more solid Biblical foundation.

WHAT IS STUDIED?

The senior Study of Religion syllabus is designed around three core components, five topics and a school-based topic. A course of study must include a minimum of four topics and integrated core components. Each topic has areas of inquiry that may be selected. These offer additional flexibility and choice for both students and teachers.

The three core components contain significant ideas and concepts that are central to the study of religion. They are:

- Australian religious perspectives
- World religions
- The nature and significance of religion
The five topics provide in-depth study of specific aspects or phenomenon related to religion. The topics are:

- Religion-state relationships
- Ritual
- Sacred texts
- Ultimate questions
- Religion, values and ethics

### HOW IS STUDY OF RELIGION STUDIED?

Religious study is based on inquiry. Inquiry is developed through selected in-depth studies in which students identify religious issues, investigate those issues and make judgments about them. Sources of information are crucial in any in-depth study and students critically evaluate primary sources (e.g. sacred texts, diaries, letters, speeches, newspaper articles written at the time of the event) and secondary sources (the opinions of others after the event).

Students also undertake background and bridging studies that help to place the in-depth studies in a wider thematic or chronological context.

Study of Religion thus instils in students important skills for adult life: identifying and investigating issues, locating and selecting sources, evaluating evidence, identifying causes of change and continuity, acknowledging the perspectives of others, developing personal values and making reasoned judgments.

### HOW IS STUDENT WORK ASSESSED?

Criteria that are consistent with the objectives of the course of study are used to determine standards of student work. Students are assessed by a variety of techniques so that they have an opportunity to demonstrate their best. Judgments are made about a student’s exit level of achievement, using three criteria:

- **Knowledge and understanding** (ability to recall explicit information about religion, and comprehend and apply information in familiar and unfamiliar contexts)
- **Evaluative processes** (ability to analyse, synthesise and evaluate information about religion)
- **Research and communication** (ability to gather, select, sort, organise and present information about religion).

A variety of assessment techniques, including multimodal presentations, extended written responses, and response to stimulus tasks are used to assess standards.

### WHERE MIGHT STUDY OF RELIGION LEAD?

Many professions and occupations value persons with the skills of understanding the religions that make up our society, persons who are able to develop and express reasoned opinion. The Study of Religion helps develop such major skills of an educated person. Studies in Religion may help young people gain employment in artistic fields (Film & TV) the travel industry, journalism, advertising, public relations, teaching, the public service, and research work in a variety of fields such as consumerism and industrial relations, as well as serving as great preparation for future work in ministry.

Studies in numerous tertiary courses are also greatly aided by a knowledge of religious matters and the skills developed through the study, e.g. Anthropology,
HOW CAN PARENTS HELP?

Parents can assist by:
- showing an interest in the subject matter, and talking about their own experiences
- being aware of topics, assessment programs and deadlines
- encouraging students to prepare and maintain an effective study program
- encouraging students to use libraries to meet reading and research requirements
- encouraging students to watch television programs and listen to radio programs associated with some aspects of Study of Religion
- visiting religious sites, like churches, temples and mosques
- discussing current events reported on the television news and in newspapers.

CONTACT PERSON

Mr Theo Tsimboukis – Head of History and Study of Religion
AUTHORITY SUBJECT

* TECHNOLOGY STUDIES A

COURSE AIMS

Working and building with materials and tools has been an integral part of society as mankind has sort to improve the quality of life. Technology Studies is an Authority Subject and contributes to the calculation of an Overall Position (OP). It is a course that investigates the nature and functions of available resources through the application of inquiry, design and problem solving methodologies.

SPIRITUAL OBJECTIVES

The Christian approach to Technology Studies should result in craftsmanship, stewardship, honesty and wisdom, which will be seen as basic skills. These skills are developed over time in the individual to provide in future year for self and dependents.

Righteous Choices
Share work with others, co-operate, practise the fruits of the Spirit.
“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, self control.” Gal. 5:22-23.

The Bible teaches that God selects certain people and fills them with His Spirit, with ability, intelligence, knowledge, and craftsmanship and inspires them to teach others.


WHAT DO STUDENTS DO?

Technology Studies gives the students the opportunity to identify and understand a problem or need, select appropriate resources and strategies that may solve that problem, implement a plan, make the Engineering artefact, system or environment and test and evaluate their personal solutions to set problems. The course offers a variety and depth of study that could be oriented towards life skills, vocational skills and community needs.

Over two years the six areas of study include:
- Design Process
- Safety
- Materials
- Tools
- Processes
- Systems
- Machines
CAREER POSSIBILITIES

- Technology Studies is suited to such occupations as:
  - Electrical Engineer
  - Mechanical Engineers
  - Industrial Design Engineer
  - Trades
  - Manufacturing

HOW DO STUDENTS LEARN?

Technology Studies recognises that students learn in a variety of ways and offers a wide range of learning opportunities for students. These include:

- using research techniques
- constructing
- problem solving
- performing experiments
- investigating properties and characteristics of materials
- observing demonstrations
- presenting oral reports
- reading and analysing case studies
- visiting Technology facilities

Many of these experiences are conducted in practical situations, enabling students to observe, handle and interact with materials, concepts and ideas in a real life context.

HOW ARE STUDENTS ASSESSED?

The aim of assessment is to promote student learning and for this reason it is an integral part of Technology Studies. It is intended that assessment complement the learning that takes place in the Technology Studies Workshop. Assessment is seen as encouraging students to participate actively in the learning process and as encouraging a realistic understanding of their own achievement. Assessment is used for the following purposes:

- formatively – to enable effective feedback to be given and received
- summatively – to provide information used in awarding exit levels of achievement

Forms of assessment include: written tests, research activities and practical tasks in which students may engage in a number of situations. Assessment is varied in response to the range of learning opportunities to which students are exposed. This also allows for differences in learning styles.

HOW MAY PARENTS HELP?

Parents may help by providing a supportive environment for their student children and by encouraging them to participate in subject activities. Parents should familiarise themselves with the routine procedures of the school especially in the provision of any specialist materials needed for practical tasks. The attendance of parents at open days and school displays is very encouraging to students.
VOCATIONAL SUBJECT

***CERTIFICATE II IN TOURISM

QUALIFICATION LEVEL

This course provides knowledge and skills to support occupations specialising in Food and Beverage areas within the Tourism sector. This level of skill and knowledge acquisition aligns with AQF qualification Level II. Assessment is competency-based and therefore there will be no levels of achievement awarded. At the conclusion of the course, a Certificate II in Tourism will be awarded if the requirements of the course have been met. If the full requirements for the issuing of this certificate are not met, a learner will gain a Statement of Attainment that recognises the Units of Competency completed successfully.

COURSE STRUCTURE

The course may be developed from the units of competency outlined below.

Certificate II in Tourism – SIT20107

<table>
<thead>
<tr>
<th>Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITTIND201 Source and use information on the tourism and travel industry</td>
</tr>
<tr>
<td>SSITXCOM201 Show social and cultural sensitivity</td>
</tr>
<tr>
<td>BSBWOR203B Work effectively with others</td>
</tr>
<tr>
<td>SITXCCS202 Interact with customers</td>
</tr>
<tr>
<td>SITXFSA101 Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXWHS101 Participate in safe work practices</td>
</tr>
<tr>
<td>SITHCCC102 Prepare simple dishes</td>
</tr>
<tr>
<td>SITHCCC103 Prepare sandwiches</td>
</tr>
<tr>
<td>SITHCCC202 Produce appetisers and salads</td>
</tr>
<tr>
<td>SITHFAB201 Provide responsible service of alcohol</td>
</tr>
<tr>
<td>SITHFAB203 Prepare and serve non-alcoholic beverages</td>
</tr>
</tbody>
</table>

This information is correct at time of publication but is subject to change.

Pre-requisites: Due to the selection of elective units from the Food and Beverage specialisation, students undertaking this course at Citipointe must first study Certificate II in Hospitality (Kitchen Operations) which is offered in Year 11, and Certificate II in Hospitality which is offered in Year 12. Credit transfers may also be available from Certificate II in Business or Certificate II in Live Production.

TRAINING/EDUCATION/CAREER PATHWAYS

This is an entry level qualification and may lead to Certificate III in Tourism.

Participation in this course will provide learners moving into the workforce with a range of experiences, knowledge and skills in the tourism industry which will assist in facilitating a smooth transition. For learners aspiring to higher education courses, the acquisition of a VET qualification may provide additional skills and/or an alternative pathway.

CONTACT PERSON

Mr Nathan Wheeley – Coordinator of Hospitality or Mrs Vicki Turner – Head of Vocational Education
AUTHORITY SUBJECT

* VISUAL ART

SPIRITUAL OBJECTIVES

♦ To acknowledge that God has a heart for the Arts;
♦ To promote art as a vehicle for personal transformation;
♦ To use art as a vehicle for equipping students with the skills and discernment necessary to communicate God’s truth;
♦ To develop God-given creativity and skills in art in order to use art as a form of worship;
♦ To promote art as a celebration of God’s presence in the world;
♦ To promote art as part of one’s vocational and leisure skills.

WHAT IS VISUAL ART?

The Visual Art course enables students to give visual form to God-given thoughts, feelings, ideas and beliefs. It develops their ability to interpret, respond to and communicate their experiences. Consequently, through Visual Art, students learn to be visually literate. This enhances their capacity to think, create and question and provides skills to interpret and express ideas.

WHO SHOULD STUDY VISUAL ART?

Visual Art is an appropriate study for all students. The Visual Art course is accessible to all senior students whether or not they have studied Art in the junior years.

The study of Visual Art in conjunction with other subjects contributes significantly to the overall general educational goals of social, emotional, intellectual, physical and aesthetic development of the student.

WHY STUDY VISUAL ART?

♦ Art is a preparation for life.
  Art education develops social and personal skills that promote confidence, cooperation, responsibility and an informed lifelong engagement and enjoyment of the visual arts. It encourages personal fulfilment through art experiences.
  It is important that every young person should have access to a range of art experiences as a preparation for life (work and leisure).

♦ Art is a vocational preparation.
  All industries require the skills of problem solving and thinking with the flexibility to negotiate and consider a variety of solutions and processes essential in a rapidly changing world.
Art as a subject teaches students how to research, develop and resolve their ideas. They participate in research by reacting to a variety of stimuli, develop solutions to art problems and resolve individual ideas by communicating in visual, written and spoken forms. This is invaluable preparation for many vocations including:

- architecture
- engineering
- town planning
- advertising
- film and television
- teaching
- curating
- marketing
- fashion design
- industrial design
- retail display
- illustrating
- arts administration
- interior design
- practising artist

- Art is a preparation for tertiary study.

The Visual Art course aims to promote critical, cultural and aesthetic understandings through participation in the processes involved in the whole art experience. Consequently, Art is a valuable preparation for many tertiary courses, including fine arts, design and history courses.

Most tertiary art courses require the presentation of a folio of practical work for selection entry into art courses. The Visual Art course provides material for this folio.

**WHAT IS STUDIED IN VISUAL ART?**

Art involves making and appraising through the processes of researching, developing and resolving.

Making is the production of artworks. Here the effects of past and present, social and cultural contexts on the meanings and aesthetic values of artworks are considered. In art, the formulation of ideas and the creating and thinking processes are significant as well as the development into a final product.

Appraising is the appreciation of artworks. It involves the acquisition of knowledge of past and present, social and cultural contexts. Students demonstrate their achievement by describing, analysing, interpreting and evaluating information. Appraising items include exams, orals and written assignments. A high level of ability in analysis and synthesis is required in this area.

The Visual Studies section of the course in Year 11 presents Visual Literacy and Application experiences through a diverse range of two-dimensional and three-dimensional art and design approaches. In Year 12, students produce two bodies of work, which build upon the conceptual frameworks explored in Year 11.
## HOW ARE STUDENTS ASSESSED?

### Assessment overview

<table>
<thead>
<tr>
<th>Year</th>
<th>Concept</th>
<th>Focus</th>
<th>Instrument</th>
<th>Time</th>
<th>Conditions</th>
<th>Criteria</th>
<th>Formative/summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Unit 1: Places and Spaces</td>
<td>10 weeks</td>
<td>Experimental Folio</td>
<td>10 weeks</td>
<td>Teacher-directed</td>
<td>Visual Literacy Application</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td></td>
<td></td>
<td>4 weeks</td>
<td>600-800 words</td>
<td>Appraising</td>
<td>Formative</td>
</tr>
<tr>
<td>11</td>
<td>Unit 2: Our Figure</td>
<td>10 weeks</td>
<td>Experimental Folio</td>
<td>10 weeks</td>
<td>Teacher-directed</td>
<td>Visual Literacy Application</td>
<td>Formative</td>
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<tr>
<td></td>
<td>Critique</td>
<td></td>
<td></td>
<td>4 weeks</td>
<td>600-800 words</td>
<td>Appraising</td>
<td>Formative</td>
</tr>
<tr>
<td>11</td>
<td>Unit 3: Our Self</td>
<td>10 weeks</td>
<td>Experimental Folio</td>
<td>10 weeks</td>
<td>Teacher-student negotiated</td>
<td>Visual Literacy Application</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Oral</td>
<td></td>
<td></td>
<td>4 weeks</td>
<td>4-5 minutes with written notes and visuals</td>
<td>Appraising</td>
<td>Formative</td>
</tr>
<tr>
<td>11</td>
<td>Unit 4: Our Stories</td>
<td>10 weeks</td>
<td>Formative Body of Work</td>
<td>9 weeks</td>
<td>Teacher-student negotiated</td>
<td>Visual Literacy Application</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Essay – extended writing</td>
<td></td>
<td></td>
<td>5 weeks</td>
<td>800-1000 words</td>
<td>Appraising</td>
<td>Formative</td>
</tr>
<tr>
<td>12</td>
<td>Student-determined focuses exploring:</td>
<td>36 weeks</td>
<td>Body of work 1 - making</td>
<td>15 weeks</td>
<td>Student-initiated</td>
<td>Visual Literacy Application</td>
<td>Summative</td>
</tr>
<tr>
<td></td>
<td>1. A general aspect of belief</td>
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<td></td>
<td>2. A specific aspect of belief - spirituality</td>
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<td></td>
<td>36 weeks</td>
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<tr>
<td></td>
<td>Body of work 1 – appraising exam</td>
<td></td>
<td></td>
<td>4 weeks</td>
<td>800-1000 words</td>
<td>Appraising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Body of work 2 - making</td>
<td></td>
<td></td>
<td>15 weeks</td>
<td>Student-initiated</td>
<td>Visual Literacy Application</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Body of work 2 – appraising</td>
<td></td>
<td></td>
<td>6 weeks</td>
<td>1000-1200 words</td>
<td>Appraising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research assignment, extended writing</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Post verification unit - making</td>
<td></td>
<td></td>
<td>6 weeks</td>
<td>Student-initiated making : further exploration of selected focus issues</td>
<td>Visual Literacy Application</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to work in either Body of Work 1 or Body of Work 2</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Post verification unit - appraising</td>
<td></td>
<td></td>
<td>6 weeks</td>
<td>Student-initiated oral defence/critique by the student as a fledgling arts practitioner of both bodies of work in terms of a developing personal aesthetic, PowerPoint presentation with notes (8-10 minutes)</td>
<td>Appraising</td>
<td></td>
</tr>
</tbody>
</table>
PREREQUISITES

At least a SA in Year 10 Art or demonstrated practical and written ability by those without prior art study.

HOW CAN PARENTS HELP?

Parents can help by:

♦ supporting and keeping informed about the art program in the school
♦ discussing the visual environment
♦ encouraging students to talk about and explain what they are doing in the course
♦ encouraging students to practise art skills and processes
♦ encouraging students’ attendance and visits to art exhibitions, the workplaces of artists and designers.

CONTACT PERSON

Mr R Philipson, Director of Studies, Secondary Art teacher.
VOCATIONAL SUBJECT

***CERTIFICATE II IN WORKPLACE PRACTICES

QUALIFICATION LEVEL

This course focuses on the generic employability skills identified by employers as essential requirements needed to work as a valued and productive member of an organisation, enterprise or business – that is, effective ‘work-ready’ employees who contribute to the smooth and efficient operation of ‘core business’. This is an accredited course owned by Independent Schools Queensland (ISQ). Assessment is competency-based and therefore there will be no levels of achievement awarded. At the conclusion of the course, a Certificate II in Workplace Practices will be awarded if the requirements of the course have been met. If the full requirements for the issuing of this certificate are not met, a learner will gain a Statement of Attainment that recognises the Units of Competency completed successfully.

COURSE STRUCTURE

The units of competency which comprise the course are outlined below.

Certificate II in Workplace Practices – 30981QLD

<table>
<thead>
<tr>
<th>Code</th>
<th>Units of Competency</th>
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<tbody>
<tr>
<td>BSBCOMM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS procedures</td>
</tr>
<tr>
<td>GENENP201C</td>
<td>Undertake an individual or team enterprise project</td>
</tr>
<tr>
<td>GENJAS201C</td>
<td>Manage personal employment options</td>
</tr>
<tr>
<td>GENPCD201C</td>
<td>Manage career planning and further learning</td>
</tr>
<tr>
<td>GENSWL201C</td>
<td>Participate in structured workplace learning 2</td>
</tr>
</tbody>
</table>

This information is correct at time of publication but is subject to change.

Competencies may be recognised through part-time work, enabling students to fulfil a variety of study options. The final unit listed requires students to fulfil 80 hours of work experience or part-time employment during the time they are enrolled in the course.

TRAINING/EDUCATION/CAREER PATHWAYS

This course framework provides a core of learning which will facilitate access to courses of study or recognised training within the VET sector. Where industry specific units are included as electives, progression along a specific industry pathway will be facilitated.

Participation in Certificate II in Workplace Practices will provide learners moving into the workforce or traineeship/apprenticeship arrangements with a range of experiences, knowledge and skills which will assist in facilitating a smooth transition into these arrangements. For learners aspiring to higher education courses, the acquisition of a VET qualification may provide additional skills and/or an alternative pathway.

CONTACT PERSON

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