

YEARS 11 & 12

SUBJECT SELECTION GUIDE

2019



**GOLD COAST
CHRISTIAN
COLLEGE**

Christ Centred
Service Oriented
Innovative Learning

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INTRODUCTION

Year 11 and 12 studies are more than just a continuation of Year 9 and 10 subjects, because the subjects studied in Year 11 and 12 largely determine the qualification received at the end of high school. This booklet has been designed to provide students and parents with valuable information to help in selecting subjects for the senior years. Subject teachers and administrative staff are always willing to provide assistance as you make this important decision.

The College offers a range of subjects to cater for the differing needs of Year 11 and 12 students. All courses offered at the senior level have work programs or study plans provided by the Queensland Curriculum and Assessment Authority.

At the end of Year 12, students receive a Student Education Profile (SEP) which consists of:

- Senior Statement
- Australian Tertiary Admission Rank (ATAR), if you are eligible for an ATAR
- Queensland Certificate of Education (if eligible)

During Term 4, Year 10 students will make decisions regarding subjects to be studied in Year 11. Following the Subject Information meeting, parents and students should be reading this booklet and working through the Senior Education and Training Plan (SET Plan). Subject selections should be in harmony with the student's SET Plan.

Alternate pathways are an exciting and developing part of education in Queensland. Students may co-enrol at a TAFE College and get an 'Early Start' on a Career or special interest. There is flexibility for students doing one of these options to do fewer subjects and have more 'study time' to make up for time/days spent at TAFE. Students with a practical rather than academic orientation are strongly encouraged to consider these options.

On page 5 there is a brief Pathways Guide, highlighting three possible pathways through Year 11 and 12. Please take the time to read and consider the various options in conjunction with the sample Subject Selection form and the information contained in this booklet. Remember, past performance in associated Year 10 subjects may be used to determine a student's eligibility for some senior subjects.

Thank you for being actively involved in your student's education. If you have any queries, please feel free to contact the College for assistance.

SUPPORTING STUDENTS IN YEAR 11 AND 12

Year 11 and 12 can be a stressful time for many students and yet if managed well, this time can provide valuable experience in preparation for working life. Here are some suggestions to help students do their best in senior high school.

Some of these suggestions might involve going “against the flow” for some students and they will need parental support.

ADVICE FOR STUDENTS

1. Guard your health. The human brain works best in a healthy body, so make sure you get enough sleep, exercise regularly and eat a substantial breakfast.
2. Take time to get organised. These days, more students fail from lack of organisation than lack of ability, so make sure you keep a calendar for homework and assignments and develop systems to help you remember such as notes on the fridge or reminders from your electronic devices.
3. After about 45 minutes of study take a short break. During the break be sure to walk around and maybe have a drink of water. This will help your brain to work better when you continue your study.
4. Talk to your parents about your school work. Even if they are not knowledgeable in that field, the dialogue can often help you clarify issues in your mind.
5. Study in a place where you can avoid distractions.
6. Plan to do things you enjoy AFTER you have completed homework or assignments. Rewarding yourself in this way helps you to develop better work habits. Studying when you are tired is less effective.
7. God is interested in your studies too. Remember James 1:5, “If any of you lacks wisdom, let him ask of God, who gives to all liberally and without reproach, and it will be given to him.”

SUGGESTIONS FOR PARENTS

1. Show an interest in what your son/daughter is studying.
2. Provide encouragement rather than criticism.
3. Help provide a place for study that is as free from distractions as possible. Conversation, whether live or from television, can be very distracting when students have homework or assignments that require concentration.
4. Encourage discussion about your son/daughter’s future career. Asking “what if” questions is usually more effective in guiding their thinking than overtly judging their ideas as good or bad.

PATHWAYS GUIDE

Early Start	'Uni Prep'
Suggestion:	Suggestion:
Lines 1–3: Essential Subjects (Non-ATAR)	Lines 1 – 3: General Subjects (ATAR)
Religion and Ethics English Essentials Mathematics Essentials	Study of Religion or Religion and Ethics English General Mathematics or Mathematical Methods
Lines 4 – 6	Lines 4 – 6
Choose 2 or 3 subjects. If TAFE enrolled, student may negotiate to do fewer Elective Subjects allowing for more 'Study Time' in lieu of time/days spent at TAFE	Choose 3 subjects that best prepare for course/s of interest at university. Refer to the QTAC Guide book.
Alternate Pathways – 'Early Start'	
TAFE/Work one or two days per week	

Gold Coast Institute of TAFE (GCIT) offers a range of Certificate II and Certificate III courses for students. Details of these courses are available from:

<http://tafegoldcoast.edu.au/study-with-us/school-students/tafe-at-school/>

Students need to be at least 15 years of age when they start a GCIT Schools Program.

Students can apply online for these courses and these applications for 2019.

CHOOSING SUBJECTS

As an overall plan, students are advised to choose subjects:

- they enjoy
- they have demonstrated some ability or aptitude in
- that lead to planned future course/s and career goals
- that develop skills, knowledge and attitudes which may be useful throughout your life.

PLEASE NOTE:

THE SUBJECT OFFERINGS ARE CONDITIONAL ON MINIMUM CLASS SIZES BEING MET.

SAMPLE SUBJECT SELECTION FORM

Gold Coast Christian College**Year 11 & 12 Subject Selection Form**

All students will choose one subject from each line in the CORE SUBJECTS category.

Students with a normal study load will also choose one subject from each line in the ELECTIVE SUBJECTS category.

Students who are enrolled in an external course or who for other reasons have a reduced study load will omit 1 or 2 of the lines in the ELECTIVE SUBJECTS category.

CORE SUBJECTS

Line 1: Study of Religion Religion and Ethics

Line 2: English English Com

Line 3: Maths B Maths A Pre-Voc Maths

ELECTIVE SUBJECTS

Line 4: Visual Art Biology Physics

Line 5: Chemistry PE Ancient History

Line 6: Home Ec Japanese ITS

NOTE:

Some subjects/courses may involve additional costs due to 'take home' projects, specialised equipment or excursions.

Special arrangements may be made for students who demonstrate the ability to work independently, to study a subject through the Brisbane School of Distance Education. Students who wish to do this should discuss such requests with the Teaching & Learning Coordinator (Secondary).

CHANGING SUBJECTS

GCCC seeks to ensure that students are studying a course that is most satisfying and fulfilling to them. Good initial decisions regarding subject choice are therefore important. On some occasions however, students may decide that they would prefer doing a different subject. A change of subject is conditional on the following general guidelines:

- Because credit for Year 11 and 12 subjects is counted only for completed semesters, subject changes will only be permitted within the first 2 weeks of a semester.
- Subject changes can affect eligibility for an ATAR, so students considering a subject change should consult with the Teaching & Learning Coordinator before making an application.
- A subject change may be limited by availability or class size.
- A subject change may be limited by already missed assessment items.
- Suitability of a student for a particular subject may be considered.
- Prerequisites for certain subjects must be met.

To apply for a subject change, students should complete a Subject Change Form. No student is to change classes without approval.

ASSESSMENT POLICY

The following statement is taken from a Queensland Curriculum and Assessment Authority document. "In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date."

This means that without an approved extension, late submission of assessment tasks should not be accepted. Extensions will only be approved when there are unavoidable circumstances, such as illness or bereavement. Procrastination and lack of effort are not classified as extenuating circumstances.

Extension requests need to be completed as soon as possible after the extenuating circumstances become known and such requests are to be made to the Dean of Studies.

ASSESSMENTS AND THE END OF TERM

It is very important for a student's academic success, their development in responsibility and the good order of the College to attend school on all school days unless they are ill or there are some special unavoidable circumstances affecting the family, such as bereavement. Taking a holiday early is not considered to be an unavoidable circumstance.

If students are absent from exams or fail to hand in assignments on due dates because they are on holidays, students may receive no credit for their work. This may well have an effect on students' final results and potential future study opportunities.

If you are hoping to take holidays during or at the end of the school term, contact the College first to see what the implications may be for your child. Do not assume leave will automatically be given, or that examinations and assignments will be changed to suit your circumstances. Except in exceptional circumstances, leave will not be granted, and your child will receive no credit for assessment items missed.

SPECIAL PROVISION

Special provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.

Gold Coast Christian College tries to ensure that all students are able to achieve the results commensurate with their capabilities. Special Provision could be given for the following reasons:

- medical: chronic illness, short term illness, accident, psychological
- disabilities
- personal trauma
- English as a Second Language
- Excessive **school-related** commitments

SUBJECT OUTLINES

The following pages contain important information about each of the subjects on offer at Gold Coast Christian College. If you would like any further information, please feel free to contact the College to speak with the relevant teacher.

YEAR 11 & 12 CORE SUBJECTS**STUDY OF RELIGION (GENERAL SUBJECT-ATAR)****INTRODUCTION**

Study of Religion explores the role religion has in human existence, as well as specific beliefs, ideologies and values of certain religions. It is designed to be suitable for all students, whatever their views on religion. Thus, it can be taught in state, church and independent schools.

The course is primarily educational in approach. This means that those teaching it are required to show an openness towards varied opinions and understandings. It does, however, acknowledge that those involved as teachers and learners will have ideas and commitments in relation to religion. Study of Religion provides students with an opportunity to reflect on their personal beliefs for the sake of further development and understanding, while providing an appreciation of the specific religious traditions that are studied.

Study of Religion offers a broad knowledge and appreciation of diverse religious beliefs and practices, providing insight into peoples and cultures, both past and present. It assists students to become mature, constructive members of society and also provides integral knowledge and research skills useful for tertiary study.

The course caters for a range of abilities and interests. As well as textbooks, library and audio-visual resources, students are encouraged to use other ways of gathering information. These include conducting interviews, participating in group discussions, visiting sacred places and/or religious communities, and attending religious rituals.

By regarding religion as a human activity expressed in the lives of individuals and the functioning of societies, the course helps students to see the local community as a rich resource. The usual approach is to build learning upon prior knowledge and understanding of religions. From there the study can be extended to other situations and religious concepts.

ASSESSMENT

Assessment is based on criteria similar to those used in other general subjects, not on levels of commitment or involvement in religious activities. Assessment continues throughout the course to provide the updating of information on student achievement. Tasks will involve:

- 2 extended written responses under exam conditions worth 25% (one internal, one external)
- 2 investigation/inquiry responses worth 25% (both internal)

PREREQUISITES

This subject requires students to complete research and writing tasks, so English and History skills will be important.

RELIGION AND ETHICS (APPLIED SUBJECT – NON-ATAR)**INTRODUCTION**

“A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion and Ethics provides for a course of study that encourages students to explore their personal values and life choices and the ways in which these are related to their beliefs. Religion and Ethics helps students understand the personal, relational and spiritual perspectives of human experience. A search for meaning assists students from different cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews.

“Religion and Ethics enhances students’ understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice. The course also explores how these topics are dealt with in various religious, spiritual and ethical traditions.” (Religion and Ethics Syllabus)

The program of study assists students to develop ethical attitudes and behaviours that encourage effective participation in the community and to think critically, creatively and constructively about their future role in it. Students should be involved in using the community as a resource for their learning and have opportunity to gain knowledge and skills they can use in life outside school.

Through a range of activities, students should develop positive attitudes and strategies for engaging as reflective learners in lifelong learning. Students will be involved in learning experiences that require creative and critical thinking, problem solving, networking, and planning and organising resources for presentations and tasks that incorporate collaborative and cooperative behaviours.

ASSESSMENT

Assessment in Religion and Ethics is designed to enable students to demonstrate achievement in knowing and understanding, applying and examining, and producing and evaluating.

To determine a student’s level of achievement a wide range of tasks are used. Assessment techniques may include: An extended response to stimulus (written or oral); Investigations which requires a process of inquiry towards research on a particular topic; Projects that allows students to produce or perform presentations including collages of images, preparing and presenting a class or school ritual/event or religious service and/or multimodal presentations; and short-answer examinations.

A range of tasks such as journals, project outcomes or oral or audio-visual presentations which could be the result of a field study. (Religion and Ethics Syllabus)

ENGLISH (GENERAL SUBJECT - ATAR)**INTRODUCTION**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English, that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The students in Years 11 and 12 will be presented with an extensive selection of stimulus material including literary texts: the novel, poetry, film and drama, as well as non-literary texts: non-fiction prose, documentaries, news articles, essays. As the students digest the work of various English authors, producers and issues within society, they will be challenged, and required to respond in a variety of writing styles and spoken/multi-modal presentations. This is intended to prepare them for successful entry into the world of tertiary studies and work where, as adults, they will be expected to adapt to many different communication situations. English as a subject is also designed to help students develop a critical literacy that will support them in all other subjects.

Furthermore, from a Christian perspective, the ability to relate to others is a gift from God. God created us in His image with the ability to communicate both verbally and non-verbally.

ASSESSMENT

All assessment tasks involve a range of components which are considered relevant and significant: comprehension of the task, content selection, structuring of the response, fluency, length of response, attention to accuracy etc. An emphasis on grammatical accuracy is ever present. Thorough application is required during Year 11 (formative year) to adequately prepare for Year 12 course work (summative year). Assessment tasks may vary from year to year but generally the following will apply:

- Students will be required to complete 4 assessment tasks per year.
- 1 extended written response for a public audience worth 25%.
- 1 extended persuasive spoken response worth 25%.
- 1 imaginative written response to texts under exam conditions in class worth 25%.
- 1 analytical written response to a text as an external examination worth 25%
- If students wish to pursue tertiary studies, a pass in this subject is required.

PREREQUISITES

Due to the demanding nature of this subject, students need to have achieved at least a pass in Year 10 English (C- or better).

ESSENTIAL ENGLISH (APPLIED SUBJECT – NON-ATAR)**INTRODUCTION**

Effective communication is integral to our society. The subject, Essential English is designed to teach the skills necessary for effective communication in the areas of work, community and leisure.

Six different aspects of the communication process are included in the subject:

- Procedural (performing tasks)
- Technical (using technology)
- Personal (expressing identity)
- Cooperative (interacting in groups)
- Systems (interacting with organisations)
- Public (interacting with the wider community)

Students will collect, organise and evaluate information to communicate ideas. They plan and organise their work. They solve problems individually and in groups. As part of their learning experiences, students will have opportunities to use technology, particularly information technologies, in producing texts.

ASSESSMENT

The nature of the assessment program is very practical, relating directly to the six aspects of the communication process. Students will be required to complete approximately 4 tasks per year with a higher proportion of time given to spoken and multimodal tasks than General English. Tasks will involve:

- An extended spoken/signed response worth 25%
- A written response to a persuasive text worth 25%
- An extended multimodal response worth 25%
- An extended written response as an external exam worth 25%

PREREQUISITES

Students who achieve below a C- grade in Year 10 English will be required to take Essential English.

GENERAL MATHEMATICS (GENERAL SUBJECT - ATAR)**INTRODUCTION**

General Mathematics involves the study of Financial Mathematics, Applied and Earth Geometry, Matrices, Sequences, Data, Statistics and Probability. These are used to develop:

- knowledge and skills of computation, estimation and measurement.
- simple algebraic manipulation.
- a capacity to interpret and analyse information presented in a variety of forms.
- the ability to make judgements based on evidence and reasoning.
- a capacity to justify and communicate results in a variety of forms.

ASSESSMENT

Year 11 – Formative internal assessments: Problem Solving and Modelling Task, 3 Exams (including 1 yearly exam)

Year 12 – Summative assessments: Problem Solving and Modelling Task (20%) , 2 Internal Unit-based Exams (15% Each) , 1 External Exam (50%).

CAREERS OR COURSES

General Mathematics provides opportunities for students to continue to participate fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- professions that do not require scientific training
- toolmaking, sheet-metal working, carpentry and plumbing, auto mechanics
- tourism and hospitality
- nursing
- administrative and managerial employment in a wide range of industries

SPECIFIC REQUIREMENTS

Students are required to have a scientific calculator at all lessons. Rulers, protractors, set squares and compasses are required for some units of work.

MATHEMATICAL METHODS (GENERAL SUBJECT - ATAR)**INTRODUCTION**

This course prepares students for further study of Mathematics and related courses at tertiary institutions. Many of the concepts are highly theoretical in nature. Studies include: Functions and Graphs, Sequences and Series, Calculus - differentiation and integration, Exponential and Logarithmic Functions, Trigonometric Functions, Discrete and Continuous Variable Distributions.

Students will require a good level of mathematical ability and interest, with a degree of abstract thought capability; well-developed study habits, self-motivation and a high level of commitment.

ASSESSMENT

Year 11 – Formative internal assessments: Problem Solving and Modelling Task, 3 Exams (including 1 yearly exam)

Year 12 – Summative assessments: Problem Solving and Modelling Task (20%), 2 Internal Unit-based Exams (15% Each), 1 External Exam (50%).

COURSES OR CAREERS

Mathematics B is a prerequisite for a number of tertiary courses, and it leads to a number of professional and semi-professional careers, particularly in the mathematical or science areas.

SPECIFIC REQUIREMENTS

Each student will require a graphic calculator. These calculators will be available for purchase through the school. Before purchasing a graphic calculator, it is important to consult with the Maths teacher to ensure compatibility.

PREREQUISITES

A grade of B in Year 10 Mathematics.

ESSENTIAL MATHEMATICS (APPLIED SUBJECT – NON ATAR)**INTRODUCTION**

Numeracy is the 'effective use of mathematics to meet the general demands of life at home, in paid work, and for participation in community and civic life'. Essential Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to assist students to overcome any past difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

Prevocational Maths addresses the topics: Number, Data, Graphs, Money, Travel, Measurement and Chance and Loans.

Essential Mathematics will contribute towards the QCE, but will not contribute towards an ATAR.

ASSESSMENT

Year 11 – Formative internal assessments: 2 Problem Solving and Modelling Tasks, 2 Exams

Year 12 – Summative assessments: 2 Problem Solving and Modelling Tasks, a Common Internal Assessment, an Exam

PREREQUISITES

Students who achieve below a C- grade in Year 10 Core Mathematics are recommended to take Essential Mathematics.

YEAR 11 & 12 ELECTIVE SUBJECTS**VISUAL ART (GENERAL SUBJECT - ATAR)****INTRODUCTION**

It is because God has given us some of His characteristics that we have a desire to create. Visual Art is an important aspect of the Arts and one of the subjects that enables us to develop our sense of identity, our cultural awareness, and an understanding of the environment in which we live. Gold Coast Christian College recognises that valuing creativity and innovation cultivates higher order thinking. Visual Art prepares young people for the workforce by requiring them to seek creative solutions to complex design problems.

Australia has a vibrant cultural community; it is important to encourage students to be active participants who make responsible social statements, and uplifting artworks - who are part of the solution to developing healthy communities. The Arts can be integral in engendering cultural understanding and social harmony as they can encourage the growth of flexible individuals who can communicate effectively and cope with change. Senior Art students are encouraged to think divergently and develop their own personal aesthetic. In appraising artworks, students investigate artistic expression and critically analyse artworks, applying new knowledge to their own inquiry process.

ASSESSMENT

Units will include: Art as lens, Art as code, Art as knowledge, and Art as alternative.

Each year students are required to complete 4 assessment tasks:

- Investigation - inquiry phase 1 worth 15%
- Project – inquiry phase 2 worth 25%
- Project – inquiry phase 3 worth 35%
- Appraising exam – external assessment worth 25%

PREREQUISITES

It is recommended that students have studied Year 10 Art and have achieved a grade of C- or better.

BIOLOGY (GENERAL SUBJECT - ATAR)**INTRODUCTION**

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions

ASSESSMENT

Assessment items for Year 11 (formative) and Year 12 (summative) include:

- Internal Assessment 1 (IA1): Data test (10%)
- Internal Assessment 2 (IA2): Student experiment (20%)
- Internal Assessment 3 (IA3): Research investigation (20%)
- External Assessment (EA): Examination (50%)

PATHWAYS

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food

and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

SPECIAL EQUIPMENT OR ADDITIONAL COSTS

Biology Field Excursion and mandatory practicals.

PREREQUISITES

It is strongly recommended that students have obtained a grade of C+ or higher in Year 10 Science, Year 10 English and Year 10 Mathematics.

PHYSICS (GENERAL SUBJECT - ATAR)

INTRODUCTION

Physics is the study of the physical world and universe about us. It attempts to explain this in terms of either descriptive or mathematical 'models' that we can then use to predict or explain different phenomena. The power of mathematics to describe the physical world is the key to the success of physics.

Topics studied include – Thermal, Nuclear and Electrical Physics, Linear Motion and Waves, Gravity and Electromagnetism, Special Relativity, Quantum Theory and The Standard Model of the Atom.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to society
- understanding that diverse natural phenomena may be explained, analysed and predicted
- understanding of the ways in which matter and energy interact
- understanding of the ways in which models and theories are refined, and new models and theories are developed
- investigative skills, including the design and conduct of investigations
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

ASSESSMENT

Year 11 – Formative internal assessments: Data Test, Student Experiment, Research Investigation, 2 Internal Exams

Year 12 – Summative assessments: Data Test (10%), Student Experiment (20%), Research Investigation (20%), External Exam (50%)

CAREERS OR COURSES

Applied Science; Architecture; Aviation; Dental Science; Engineering; Medicine; Pharmacy; Physiotherapy; Radiography; Science; Surveying and Veterinary Science.

PREREQUISITES

A strong understanding of Year 10 Mathematics and a good grade in Year 10 Science. It is expected that students choosing Physics would also be choosing Mathematical Methods.

CHEMISTRY (GENERAL SUBJECT - ATAR)

INTRODUCTION

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students’:

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

ASSESSMENT

Assessment items for Year 11 (formative) and Year 12 (summative) include:

- Internal Assessment 1 (IA1): Data test (10%)
- Internal Assessment 2 (IA2): Student experiment (20%)
- Internal Assessment 3 (IA3): Research investigation (20%)
- External Assessment (EA): Examination (50%)

CAREERS OR COURSES

Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

SPECIFIC REQUIREMENTS

Practical work is an essential part of the course. Students are expected to be self-motivated and capable of independent work.

PREREQUISITES

It is recommended that students have achieved a grade of C+ or better in Year 10 Mathematics and a C+ or better in Year 10 Science.

PHYSICAL EDUCATION (GENERAL SUBJECT - ATAR)**INTRODUCTION**

In Physical Education, learning occurs in three dimensions: about, through and in movement contexts. Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

CONTENT

- Unit 1 - Students develop an understanding of the fundamental concepts underpinning their learning of movement sequences and how they can improve movement from a biomechanical perspective.
- Unit 2 - Students learn about the psychological factors that influence their performance and engagement in physical activity.
- Unit 3 - Students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and other's performance in physical activity.
- Unit 4 - Students explore energy, fitness and training concepts and principles to optimise personal performance.

ASSESSMENT

All topic areas are assessed by one of the following methods:

- Project – Folio
- Investigation – Report
- Examination – Combination Response

PATHWAYS

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport management, sport promotion, sport development and coaching.

PREREQUISITES

It is recommended that students have successfully completed Year 10 HPE and have a sound level of physical fitness.

ANCIENT HISTORY (GENERAL SUBJECT - ATAR)**INTRODUCTION**

Experience is the teacher of all things - Julius Caesar

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour.

Ancient History enables inquiry-based learning, where students investigate the past by analysing and interpreting archaeological and written evidence. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority. Throughout the course of study, students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. Students investigate the problematic nature of evidence and pose increasingly complex questions about the past. They use their skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses. The development of these skills is cumulative, with students showing understanding of different and sometimes conflicting perspectives of the past.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

As Ancient History deals with a lot of research work, students need to be self-motivated and also be prepared to think independently and spherically.

ASSESSMENT

Year 11 is the formative year in which Units 1 and 2 will consist of 4 internal assessments. The focus of Unit 1 will be investigating the ancient world, while Unit 2 will focus mainly on personalities.

Year 12 is the summative year in which Units 3 and 4 will consist of 3 internal assessments and 1 external assessment. These will all have a weighting of 25% each and will contribute to the ATAR calculations. Unit 3 will focus on reconstructing the ancient world, while Unit 4 will focus on people, power and authority.

PATHWAYS

Ancient History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

PREREQUISITES

Due to the demanding nature of this subject, students need to have achieved at least a grade of C- or better in Year 10 English and History.

FOOD & NUTRITION (GENERAL SUBJECT - ATAR)

INTRODUCTION

Food & Nutrition - Technology has been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Australia needs enterprising and innovative individuals with the ability to make discerning decisions related to the development, use and impact of technologies in the field of Food & Nutrition.

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems.

WHAT DO STUDENTS LEARN?

There are four areas of study in the Home Economics course:

- Food Science of Vitamins, Minerals and Proteins
- Food drivers and emerging trends

- Food science of Carbohydrate and Fat
- Food solution development for nutrition consumer markets

ASSESSMENT

Year 11 – Formative internal assessments: 2 Folios and 2 Internal Exams

Year 12 – Summative assessments: Internal exam (20%) Folio (25%) Folio (30%), External Exam (25%)

CAREERS OR COURSES

Food & Nutrition is a General subject suited to students who are interested in pathways beyond school that lead to further education, training and employment. A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

SPECIFIC REQUIREMENTS

Students may need to provide some of the consumable products. Eg. Food, and various materials. Occasional excursions at nominal cost.

PREREQUISITES

It is an advantage if students have a pass in Year 10 Home Economics, Science, HPE and English.

JAPANESE (GENERAL SUBJECT - ATAR)

INTRODUCTION

Learning languages uniquely broadens student's horizons to include the personal, social and employment opportunities presented by an increasingly interconnected and interdependent world. The interdependence of countries increasingly means that people in all spheres of life need to be able to negotiate experiences and meanings across languages and cultures. It has also brought realisation that, despite its status as a world language, a capability in English only is insufficient and that a bilingual or multilingual capability has become the norm in most parts of the world. Languages have a key role in this context: they mediate the interpretation, creation and exchange of meaning among people in daily interactions within and across cultures.

Japanese not only looks at the grammatical structure and vocab acquisition, but also the cultural aspects of Japan. Every term there will be a different theme focusing on a particular aspect of Japanese society such as family, pop culture, holiday traditions, food, and sightseeing. One class within the week is dedicated to a cultural activity.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a

global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

ASSESSMENT

Assessment consists of:

Year 11: Consists of 4 internal Formative assessments weighted at 25% each.

Year 12: Consists of 3 internal Summative assessments and 1 external assessment with a 25% weighting for each assessment.

CAREERS OR COURSES

Japanese is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Japanese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education, translating, interpreting, international relations, Department of Foreign Affairs and Trade, tourism industries, service industries, trade, mining, banking and finance, non-government organisations, diplomatic services, and media.

People with a bilingual background will often have an edge over others in employment. In addition to core skills proficiency in a foreign language, particularly in an Asian language, is highly regarded and sought after in most industries.

PREREQUISITES

Due to the demanding nature of this subject, students need to have studied Japanese in Junior high school, or an alternative pathway that will be subject to consultation with the teacher. Extenuating circumstances may be considered.

DIGITAL SOLUTIONS (GENERAL SUBJECT - ATAR)**INTRODUCTION**

Because computers are used so widely in our society and workplaces, Digital Solutions has a broad range of benefits, but it is particularly beneficial for students who are interested in a career which involves the use of computers.

The course includes: Creating with Code, Applications and Data Solutions, Digital Innovation and Digital Impacts.

ASSESSMENT

Year 11 – Formative internal assessments: Data Test, Student Experiment, Research Investigation, 2 Internal Exams

Year 12 – Summative assessments: Investigation – technical proposal (20%), Project – Digital Solution (30%), Project – folio (25%), External Exam (25%)

CAREERS OR COURSES

ITS would benefit any student who wishes to enter a course or career that involves computer use. The client centred approach emphasised in this course would be beneficial to those entering other careers which involve meeting client needs.

PREREQUISITES

A grade of C- or better in Year 10 Information and Communication Technology or an equivalent subject would be helpful. Students who do not have this background can still achieve a good grade in Digital Solutions if they are willing to work consistently.

DRAMA (GENERAL SUBJECT - ATAR)**INTRODUCTION**

Drama is the study of creative and expressive communication using the body and voice. Drama encompasses a range of creative, 21st century and life skills. Such skills include growing in one's confidence, speaking to an audience, problem solving, creative and critical thinking, working independently and collaboratively, and creating and conveying dramatic meaning from various viewpoints.

The objectives of the Drama course are to develop students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals.

Topics studied include – Physical and Verbatim Theatre, Realism and ‘Magical’ Realism, Epic and Brechtian Theatre, and Shakespeare/Greek and Contemporary Theatre

ASSESSMENT

Year 11 – Formative internal assessments: Project - Dramatic Concept, Performance – Dramatic Concept, Practice Led Project and Extended Analytical

Year 12 – Summative assessments: Performance (20%), Dramatic Concept (20%), Practice Led Project (35%), External Analytical (25%)

CAREERS OR COURSES

Creative Industries; Arts Administration and Management; Communications; Education; Public Relations; Film and Television; Musical Theatre.

PREREQUISITES

It is strongly recommended that students have completed Year 9 and 10 Drama. It is expected that students have achieved a C or higher.

SPORT

Gold Coast Christian College believes in the importance of Sport for all students. Throughout the year students are given numerous opportunities to get involved in individual and team physical activities. In addition to the Gold Coast Christian College Carnivals (Athletics, Swimming, Cross Country) and school sport (various team sports) students are given a number of sporting opportunities outside of the College. These opportunities are provided through the Colleges involvement in AGCC, Hinterland District and ASSA.

AGCC INTERSCHOOL SPORT (ASSOCIATION OF GOLD COAST COLLEGES)

All students compete against local Gold Coast Colleges in two seasons of interschool sport on a Thursday afternoon in touch football, soccer, netball, tennis, Futsal, Oztag, AFL and basketball.

HINTERLAND DISTRICT TRIALS

Selected students are given the opportunity to compete against students from schools in the Hinterland District in the following carnivals:

- Athletics
- Swimming
- Cross Country

ASSA (ADVENTIST SCHOOLS SPORT ASSOCIATION)

Selected students are given the opportunity to compete against students from the other SDA schools around South-East Queensland in four gala days.

- Touch football
- Basketball
- Soccer
- Netball
- Volleyball

RECREATION SPORTS (TERM 4)

Students are given a choice of these recreation sport options: surfing, ice skating, laser skirmish, bowling, and school sport.

QCAA JARGON

QCAA	<i>Queensland Curriculum and Assessment Authority</i> , the organisation responsible for curriculum and assessment in this state, including syllabus development, work program approvals, moderating assessment and certification. www.QCAA.qld.edu.au
QCE	<i>Queensland Certificate of Education</i> , the qualification awarded to students who successfully complete Year 11 and 12. For more details see www.QCAA.qld.edu.au/3167.html
SEP	<i>Student Education Profile</i> , a set of documents awarded at the completion of Year 12. See p 3 of this booklet.
ATAR	<i>Australian Tertiary Admissions Rank</i> .
QCS	The <i>Queensland Core Skills Test</i> , a set of 4 tests that OP eligible students sit in Term 3 of Year 12. This test is used in generating the OP. For more details see www.QCAA.qld.edu.au/587.html
Panels	Groups of experienced teachers who work under QCAA guidelines to approve work programs and review assessments to validate standards. Schools are required to send samples of student work to panels for each subject to ensure that schools across the state apply standards consistently.
Formative assessment	Assessment that is focused on learning but does not directly contribute to the final grade in a subject. Formative assessments are used to generate grades for school reports. In general, Year 11 assessments are formative.
Summative assessment.	Assessment that contributes towards the final grade. In general, all Year 12 assessment is summative.
VET Certificate	VET refers to <i>vocational education and training</i> . VET certificates are best known at TAFE but can be awarded by a wide variety of training organisations. VET certificates can contribute credits towards the Queensland Certificate of Education but have no effect on the OP.