



**GOLD COAST  
CHRISTIAN  
COLLEGE**

**Subject Information  
Guide**

**Year 11 & 12**

**2016**

---

<b>SUPPORTING STUDENTS IN YEAR 11 AND 12</b>	<b>4</b>
<b>CHOOSING SUBJECTS</b> .....	<b>6</b>
<b>ASSESSMENT POLICY</b> .....	<b>8</b>
<b>SUBJECT OUTLINES</b> .....	<b>9</b>
<b>YEAR 11 &amp; 12 CORE SUBJECTS</b>	<b>10</b>
Study of Religion (Authority subject - OP) .....	10
Religion and Ethics (Authority registered subject – Non OP).....	11
English (Authority subject - OP) .....	12
English Communication (Authority registered subject – Non OP).....	13
Mathematics A (Authority subject - OP).....	14
Mathematics B (Authority subject - OP) .....	15
Pre-Vocational Mathematics (Authority registered subject – Non OP).....	16
<b>YEAR 11 &amp; 12 ELECTIVE SUBJECTS</b>	<b>17</b>
Visual Art (Authority subject - OP) .....	17
Biology (Authority subject - OP).....	18
Physics (Authority subject - OP) .....	19
Chemistry (Authority subject - OP) .....	20
Physical Education (Authority subject - OP) .....	22
Home Economics (Authority subject - OP).....	23
Japanese (Authority subject - OP) .....	24
Information technology Systems (Authority subject - OP) .....	25
Technology Studies .....	26
Sport.....	27
<b>QCAA JARGON</b>	<b>28</b>

## 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 approved 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
- Tertiary Entrance Statement, if you are eligible for an Overall Position (OP) and Field Positions (FP)
- Queensland Certificate of Education (if eligible)

During Term 4, Year 10 students will make decisions regarding subjects to be studied in Senior. 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. Please contact the Dean of Studies if you would like more information.

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

<b>Early Start</b>	<b>'Uni Prep'</b>
Suggestion:	Suggestion:
<b>Lines 1–3:</b> Authority registered (non OP) subjects	<b>Lines 1 – 3:</b> Authority Subjects (OP)
Religion and Ethics English Communication Pre-Vocational Maths	Study of Religion or Religion and Ethics English Maths A or B
<b>Lines 4 – 6</b>	<b>Lines 4 – 6</b>
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.
<b>Alternate Pathways – 'Early Start'</b>	
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 2016 must be completed by 5 pm 23 October 2015.

**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 (OP) ☐ Religion and Ethics (Non-OP)

Line 2: ☐ English (OP) ☐ English Com (Non-OP)

Line 3: ☐ Maths B (OP) ☐ Maths A (OP) ☐ Pre-Voc Maths (Non-OP)

**ELECTIVE SUBJECTS**

Line 4: ☐ Visual Art (OP) ☐ Biology (OP) ☐ Physics (OP)

Line 5: ☐ Chemistry (OP) ☐ PE (OP) ☐ Ancient History (OP)

Line 6: ☐ Home Ec (OP) ☐ Japanese (OP) ☐ ITS (OP) ☐ Tech Studies (OP)

**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 Shared Campus Online Learning program or with the Brisbane School of Distance Education. Students who wish to do this should discuss such requests with the Dean of Studies.

## 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 OP, so students considering a subject change should consult with the Dean of Studies 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 obtain a Subject Change Form from the Dean of Studies. 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
- ESL – 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 (AUTHORITY SUBJECT - OP)****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 authority 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. A range of tasks is used for this purpose, such as case studies, interviews, oral presentations, essays, research assignments and written tests.

**PREREQUISITES**

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

**RELIGION AND ETHICS (AUTHORITY REGISTERED SUBJECT – NON OP)****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 task 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 (AUTHORITY SUBJECT - OP)****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 novel, non-fiction prose, poetry, film and drama. As the students confront various English authors, producers and issues within society, they will be challenged, and required to respond in a broad variety of writing styles and oral/dramatic 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. 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 apply:

- Students will be required to complete 6 assessment tasks per year.
- 2 of the written tasks are performed under structured, supervised conditions in class.
- 2 of the assessment tasks are spoken/multi-modal tasks.
- 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).

**ENGLISH COMMUNICATION (AUTHORITY REGISTERED SUBJECT – NON OP)**

---

**INTRODUCTION**

Effective communication is integral to our society. The subject, English Communication, 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 7 tasks per year with a higher proportion of time given to Spoken and Multi-modal tasks than English (OP).

---

**PREREQUISITES**

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

**MATHEMATICS A (AUTHORITY SUBJECT - OP)**

---

**INTRODUCTION**

Mathematics A involves the study of Financial Mathematics, Applied Geometry, and 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**

Formal assessment will comprise of one extended problem solving task and two written tests per semester.

---

**CAREERS OR COURSES**

Mathematics A 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.

**MATHEMATICS B (AUTHORITY SUBJECT - OP)**

---

**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: applied geometry, algebraic functions, rates of change, periodic functions and their applications, exponential and logarithmic functions, financial mathematics and optimisation.

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**

Formal assessment will comprise of one major assignments, together with two written test sessions per semester.

---

**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.

**PRE-VOCATIONAL MATHEMATICS (AUTHORITY REGISTERED SUBJECT – NON OP)****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'. Prevocational 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 use of mathematics in three categories:

- 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.

Prevocational Mathematics will contribute towards the QCE, but will not contribute towards an OP.

**ASSESSMENT**

The nature of the assessment program is very practical, relating directly to the three categories of the course. Formal assessment will comprise of four units of work per Semester.

**PREREQUISITES**

Students who achieve below a C- grade in Year 10 Core Mathematics will be required to take Pre-Vocational Mathematics.



**YEAR 11 & 12 ELECTIVE SUBJECTS****VISUAL ART (AUTHORITY SUBJECT - OP)****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 making artworks, students define and solve problems using visual language and concepts.

**ASSESSMENT**

In appraising artworks, students investigate artistic expression and critically analyse artworks within diverse contexts. Each year students are required to complete 2 Appraising tasks and 2-3 Making Art projects;

- Year 11 - Artists Book, Experimental Folio and a Formative Body of Work
- Year 12 – Body of Work 1, Body of Work 2, and extension task.

**PREREQUISITES**

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

**BIOLOGY (AUTHORITY SUBJECT - OP)****INTRODUCTION**

Biological Science provides students with a deeper understanding and appreciation of the living world, its inhabitants, and the interactions between them. Biology enables students to engage in creative scientific thinking and apply their knowledge in practical situations. The skills refined in Biology will assist students in making connections, tracing consequences and predicting outcomes at the local and global scale for the individual and the community. Thus, enabling students to participate as informed and responsible citizens of society.

Biology is an holistic subject requiring close attention to, and high retention of, conceptual building blocks. Topics studied include cell biology; ecosystems; mammalian and plant systems; obtaining and using energy; responding to the environment; disease; genetics and evolution. A student considering taking the subject should understand that regular nightly homework is required (up to 30 minutes). Subject material from one day forms the foundation for the material to be covered the next day. Students are expected to be self-motivated, independent workers with a keen curiosity for understanding the world in which we live.

**ASSESSMENT**

Assessment items for each semester include a mixture of extended responses, written tasks (exams), extended experimental investigations and practical work. Exams, orals, multimedia presentation reports, debates on-going practicals and forums will be used to fulfil the requirements of the syllabus. A grade is awarded over three criteria: understanding biology, investigating biology, and evaluating biological issues.

**CAREERS OR COURSES**

Food technologist; paramedic; pharmacist; field ecologist; industrial chemist; genetic counsellor; marine biologist; biomedical scientist, nurse; zoo keeper; health educator or wilderness ranger.

**SPECIAL EQUIPMENT OR ADDITIONAL COSTS**

Excursion to Stradbroke Island.

**PREREQUISITES**

It is strongly recommended that students have obtained a grade of C+ or better in Year 10 Science.

**PHYSICS (AUTHORITY SUBJECT - OP)**

---

**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 - communication with waves; vectors, measurement, and graphing; cars, speed and safety; electrostatics and DC circuits; understanding space; pressure and heat; theme park physics; motors and generators; electronic devices; the search for understanding.

---

**ASSESSMENT**

Assessment is made up of written assignments, extended experimental investigations, practical exams, and written exams. A grade is awarded across three criteria, reflecting knowledge, investigation, and evaluation.

---

**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 Advanced Mathematics and a good grade in Year 10 Science. It is expected that students choosing Physics would also be choosing Maths B.

**CHEMISTRY (AUTHORITY SUBJECT - OP)****INTRODUCTION**

Chemistry helps us understand the world around us and how we can interact with matter. Chemistry provides essential background understanding for a variety of scientific, industrial and medical careers.

Chemistry is a building subject. A student considering taking the subject should understand that regular nightly homework is necessary (up to 30 minutes). Subject material from one day typically forms the foundation for the material to be covered the next day.

**ASSESSMENT**

There are 3 kinds of assessment:

Supervised assessments (tests); Extended Experimental Investigations where students design and carry out investigations; and Extended Response tasks which involve research on given topics.

**CAREERS OR COURSES**

Food technologist; industrial chemist; marine biologist; nurse, pharmacist, chemical engineer, pathologist, forensic scientist or wilderness ranger.

A prerequisite for most science based tertiary courses.

**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 (AUTHORITY SUBJECT - OP)****INTRODUCTION**

Physical Education involves students learning about physical performance through activity and study.

Physical education involves students developing:

- performance and skill in particular activities
- movement concepts and principles in physical activities
- reflectional physical activities in social, historical and cultural perspectives
- responsibility in organization and personal development
- challenging societal practices which effect individuals and/or groups with respect to involvement in physical activity
- and experiencing enjoyment, challenge, self-expression and social interaction that is possible through involvement in physical activity

The two-year course covers:

**a) CONTENT AREAS:**

- Focus Area A: Learning physical skills
- Focus Area B: Process and effects of training and exercise
- Focus Area C: Equity and access to exercise, sport and physical activity in Australian society.

**b) PHYSICAL ACTIVITIES**

Four physical activities will be studied (Touch Football, Athletics, Volleyball and Basketball)

This subject requires consistent work in order to pass. Without application and motivation in all areas (physical activities/content assignments) the student cannot pass. As about 50% of the course is practical, it is essential that students who choose this course be prepared to participate in all sports and games. Physical fitness levels need to be moderate to high.

**ASSESSMENT**

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

- **WRITTEN AND ORAL TASKS:** Supervised written exams, research essay assignments, research reports, multi-modal presentation.
- **PHYSICAL TASKS:** the four physical activities.

**CAREERS OR COURSES**

Coaching; exercise physiologist; fitness industry; physiotherapy; recreation industry; rehabilitation and teaching.

---

**SPECIFIC REQUIREMENTS**

Sports Uniform, runners.

---

**PREREQUISITES**

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

---

**ANCIENT HISTORY (AUTHORITY SUBJECT - OP)**

---

---

**INTRODUCTION**

*Experience is the teacher of all things - Julius Caesar*

Through the study of Ancient History, we learn to appreciate how the modern world has been influenced by the peoples and achievements of the distant past. By examining early peoples and cultures, we can understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the viewpoint of others.

Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement and disaster. The syllabus offers students an extensive range of themes and topics. Some themes deal with specific geographical regions and civilisations, such as *Society and Government in Greece and Rome, Pharaonic Egypt, Minoan and Mycenaean Civilisations, and Europe in Transition*. Others allow students to study ancient societies using a central concept, such as power, conflict, religion, the arts, and everyday life.

Themes and inquiry topics in Ancient History will be shaped by the focus questions that students will gradually be expected to develop under the inquiry aspects, namely: definitions; sources; backgrounds, changes and continuities; motives and causes; effects, interests and arguments; reflections and responses.

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**

Continuous in-class assessment comprising research portfolios, essay writing, responding to stimuli, multimodal presentations and short answer tests.

---

**CAREERS OR COURSES**

Librarian, Museum or Gallery Curator, Archivist, Genealogist, Records Manager, Information Officer, etc.

---

## 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.

## HOME ECONOMICS (AUTHORITY SUBJECT - OP)

---

## INTRODUCTION

Senior Home Economics has a unique place in the school curriculum in that it focuses on the well-being of the individuals and families in everyday activities. In all cultural contexts, people need to have food, textiles and shelter as well as satisfactory ways of meeting social, emotional, physical, cultural, aesthetic, environmental, ethical, financial and intellectual aspects of well-being.

Home Economics is an academic subject with a strong practical component. This subject offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and family wellbeing. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions.

### WHAT DO STUDENTS LEARN?

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

- Individuals, families and communities
- Nutrition and food
- Textiles and fashion.

Each area of study has the underlying focus that:

- the wellbeing of individuals, families and communities is explored through various points of view
- purposeful and informed decision making and action as citizens and consumers will help bring desired results
- a range of practical skills is essential for resourceful, creative and innovative design and production.

---

## ASSESSMENT

Assessment involves students in:

- applying knowledge and understandings from the three areas of study across a range of situations
- using research techniques such as analytical expositions or research reports to investigate an issue related to an area of study. Students will be required to complete independent research

- producing a product in food and textile contexts. This involves planning, evaluating and reflecting as well as the performance of a range of practical skills.

---

#### CAREERS OR COURSES

Career opportunities are available in community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles. Eg. Chef, child care worker, dietician, fashion designer, interior designer, nutritionist, teacher, food technologist, pattern maker, nurse, hospitality.

---

#### SPECIFIC REQUIREMENTS

Students must provide some of the consumable products. Eg. Food, fabric, and various materials. Occasional excursions at nominal cost.

---

#### PREREQUISITES

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

### JAPANESE (AUTHORITY SUBJECT - OP)

---

#### 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.

---

#### ASSESSMENT

Assessment will cover grammatical structures and vocab acquisition in listening, speaking, reading, and writing. These are assessed in separate tests which also include cultural knowledge about Japan.



---

**CAREERS OR COURSES**

Translating, interpreting, international relations, business, Department of Foreign Affairs, tourism industries, service industries, trade, mining, banking and finance, non-government organisations, diplomatic services, media and teaching.

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.

---

**INFORMATION TECHNOLOGY SYSTEMS (AUTHORITY SUBJECT - OP)**

---

**INTRODUCTION**

Because computers are used so widely in our society and workplaces, Information Technology Systems (ITS) 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 focusses on digital imaging (Photoshop), digital video, computer animation and computer support.

---

**ASSESSMENT**

Assessment comprises a project, a writing task and an examination each semester. Examinations include practical components.

---

**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 ITS if they are willing to work consistently.

## TECHNOLOGY STUDIES

### INTRODUCTION

Technology Studies helps students understand and use past, present and future industrial technologies to meet the demands and needs of the 21st century. It is a course which encourages knowledge and application of available resources, systems and practices through inquiry, design and problem-solving methodologies. Technology Studies is responsive to current and emerging economic, industrial, social and technological changes and offers a variety of perspectives and depth of study oriented towards work, training and university pathways.

Technology Studies endeavours to prepare young men and women to live and contribute in a rapidly changing technological society. Regardless of career aspirations, this subject helps students develop the art of thinking in a logical and innovative way and act in a responsible manner by presenting them with problems for which they are required to provide practical solutions. As Technology Studies is an OP subject, even though there are no examinations, considerable academic demands are made of each student.

### ASSESSMENT

Students are assessed on:

- Design Folios
- Student projects
- Research assignments

### CAREERS OR COURSES

The course aims to prepare students for careers in, for example, the building and service professions (architecture, surveying, engineering), industrial design, environmental design and manufacturing design.

### ADDITIONAL COSTS

As students construct major projects of their own choice in both Year 11 and Year 12, they are required to fund the cost of these projects.

## 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, IDSS and Combined SDA School Sport.

---

### 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 the touch football, soccer, netball, tennis and Futsal.

---

### IDSS (INDEPENDENT DISTRICT SCHOOL SPORT)

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

- Athletics
- Swimming
- Cross Country

---

### COMBINED SDA SCHOOL SPORT

Selected students are given the opportunity to compete against students from the other SDA schools around South-East Queensland for

- Swimming
- Athletics
- Cross Country
- Junior team sports day (Netball, Basketball, Touch Football, Soccer)
- Senior team sports day (Netball, Soccer, Touch Football)

---

### RECREATION SPORTS (TERM 4)

Students are given a choice of these recreation sport options: surfing, beach fitness, flipout, ice skating and indoor rock climbing

## 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. <a href="http://www.QCAA.qld.edu.au">www.QCAA.qld.edu.au</a>
QCE	<i>Queensland Certificate of Education</i> , the qualification awarded to students who successfully complete Year 11 and 12. For more details see <a href="http://www.QCAA.qld.edu.au/3167.html">www.QCAA.qld.edu.au/3167.html</a>
SEP	<i>Student Education Profile</i> , a set of documents awarded at the completion of Year 12. See p 3 of this booklet.
OP	<i>Overall Position</i> , an indication of student achievement in Year 12, used primarily for entrance to university. The highest achievement level is 1 and the lowest is 25.
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 <a href="http://www.QCAA.qld.edu.au/587.html">www.QCAA.qld.edu.au/587.html</a>
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.
LOA	Level of achievement in an individual subject. The 5 levels of achievement are: VHA (very high achievement) equivalent to the school grade, A. HA (high achievement) equivalent to the school grade, B. SA (satisfactory achievement) equivalent to the school grade, C. <i>An SA or better is considered a pass.</i> LA (limited achievement) equivalent to the school grade, D. VLA (very limited achievement) equivalent to the school grade, E.
OP Subject	The common term for a subject that contributes to the OP. The formal QCAA name is <i>authority subject</i> .
Non OP subject	The common term for a subject that does not contribute to the OP. The formal QCAA name is <i>authority registered subject</i> .

*Last updated 31 August, 2015*