Subject Outlines

Years 11 & 12 2017
DALBY CHRISTIAN COLLEGE

INDEX OF SUBJECT OUTLINES
YEARS 11 & 12

2017

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MISSION STATEMENT

Dalby Christian College, upholding the eternal Lordship of Jesus Christ, strives to educate, nurture and disciple students for a life of serving Him with heart, mind and hand.

1. WHAT IS OUR PURPOSE IN EDUCATING?

Formal schooling is something which has been part of life for centuries but it is good to ask the question, why do we educate students? There are possibly many valid reasons for this:

- To learn about the world around them.
- To prepare them for a career that will be able to support them through life.
- To develop skills in a range of different areas.

At Dalby Christian College we are guided by a Biblical Christian worldview in relation to these philosophical questions. The Bible teaches us that we were created by God to do good works and to serve others with the gifts that we’ve been given so that people will come to know God and live their lives for His glory. We believe that our students were made for more than a career. We educate our students knowing that each one has a unique purpose in Christ that they were made for and require preparation in.

Eph 2:10
10 For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.

1 Peter 4:10
10 Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms.

Eph 4:11-13
11 It was he who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, 12 to prepare God's people for works of service, so that the body of Christ may be built up 13 until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.

How do we view the Learning environment?

With this understanding of why we educate our students, it becomes clear that God’s purpose in our lives is central to our schools ethos. Some schools would advertise themselves as ‘child – centred’ learning, whilst others would focus on ‘content – centred’ learning. Obviously both the child and the content is very important to the learning environment but neither is the foundation and centre of our classrooms.

Our model is a ‘Christ – centred’ education which in turn informs our understanding of both the child and the content. We view the child as a uniquely created person of extreme value in God, with individual gifts and talents. As such, we cater for different learning styles and interests so that students develop to their full potential. The Bible teaches that we should ‘train the child in the way they should go and when they are old they won’t depart from it’. For this reason we recognise the profound effect that educators have on the future of our students and the responsibility that we have to educate, nurture and disciple them in the right way.

The Bible tells us that “all things were made by Him and for Him” and that “in Christ are hidden all the treasures of wisdom and knowledge”. The subjects and content we teach point to the wonderful world that God has made and the amazing complexity and design in creation. In teaching these subjects we are
consistently seeking to give a Christian perspective to all areas of life so that our students think through everything from biblical viewpoint.

The last ingredient in the learning environment is of course the teacher whose role is to encourage, teach, guide and discipline our students while being a Christ-like example in the classroom.

A Successful Learner

1. Is **self-disciplined** in doing what they know will help them be successful such as: studying and revising regularly, sacrificing things which might be enjoyable so that school work can be the priority.

2. Takes **responsibility** for their learning by taking the initiative in finding information and not expecting to be spoon fed.

3. **Concentrates** and listens attentively in class.

4. **Asks questions** when they don’t understand something.

5. Is **diligent** at getting assignments done on time and attending to home work.

2. **THE PROCESS OF LEARNING FROM PREP TO YEAR 12**

A students learning is a developmental process. Each year should not be considered separate from the others – education at Dalby Christian College is a journey students experience from the time they enrol in Prep to the time they graduate in year 12. The knowledge and skills students develop in one year will lay the foundation for further learning in the next year. The Curriculum at DCC focuses on this principle to ensure students transition from one year to another is a gradual process that optimises students learning. The subjects and subject lines offered in the secondary school provide clear pathways for students to plan their careers.

<table>
<thead>
<tr>
<th>Prep - Year 6</th>
<th>Year 7 &amp; 8</th>
<th>Year 9 &amp; 10</th>
<th>Year 11 &amp; 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject choice</td>
<td>Core Subjects Only</td>
<td>Core subjects + 4 electives</td>
<td>Core subjects + 4 electives</td>
</tr>
<tr>
<td>Teachers</td>
<td>Class Teacher and specialist teachers</td>
<td>Pastoral Care Teacher and increasing number of specialist teachers</td>
<td>Pastoral Care Teacher and specialist teachers</td>
</tr>
</tbody>
</table>
2.1 Prep – Year 6
The Primary school provides a strong foundation for learning. There is a strong emphasis on Literacy and Numeracy which are vital to all subject areas. Students are taught in a caring learning environment, with the majority of lessons taught in one classroom with one teacher. The students learn a broad range of knowledge and skills that are foundational to all other subject areas.

2.2 Year 7 & 8
Year 7 is the transition from Primary to Secondary school. During year 7 & 8 there is a building on the literacy and numeracy skills established in the primary school as well as a broadening of experience. Students experience a variety of subject areas to assist them to make informed decisions on elective subjects in year 9 & 10.

2.3 Year 9 & 10
While continuing the Core subjects from year 8, students in years 9 & 10 have the opportunity to select 4 elective subjects. Based on their experience in year 7 & 8, students may select subjects they wish to study in more depth. Subject choice should be based on personal interest, career path and preparation for year 11 and 12.

2.4 Year 11 & 12
Students in year 11 & 12 focus on more specialised subjects. A major aim of senior schooling is to develop the skills necessary for students to pursue their desired career path. Students will strive to achieve a Queensland Certificate of Education (QCE) and a Tertiary Entrance Statement (includes Overall Position – OP and Field Position – FP).

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 &amp; 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole School</strong></td>
<td><strong>Whole School</strong></td>
<td><strong>Whole School</strong></td>
</tr>
<tr>
<td>Chapel</td>
<td>Chapel</td>
<td>Chapel</td>
</tr>
<tr>
<td>Strength of Character Groups</td>
<td>Strength of Character Groups</td>
<td>Strength of Character Groups</td>
</tr>
<tr>
<td>Biblical Studies</td>
<td>Biblical Studies</td>
<td>Biblical Studies</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics A or Mathematics B</td>
</tr>
<tr>
<td>Core Physical Education</td>
<td>Core Physical Education</td>
<td>Core Physical Education</td>
</tr>
<tr>
<td>Work Studies</td>
<td>Work Studies</td>
<td>QCS Preparation Information</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Biology/Chemistry/Physics</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>Modern History</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Business &amp; Economics</td>
<td>Business (Cert II)</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Visual Art</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Food and Fibre Technologies</td>
<td>Food and Fibre Technologies</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Engineering Design and Technologies</td>
<td>Engineering Design and Technologies</td>
<td>Industrial Technology Skills</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>Digital Technologies</td>
<td>Graphics</td>
</tr>
<tr>
<td>Subject Support</td>
<td>Subject Support</td>
<td></td>
</tr>
<tr>
<td>Cert II Ag</td>
<td>Cert II Ag</td>
<td></td>
</tr>
</tbody>
</table>

Table 2.1: Subjects offered at Dalby Christian College in years 9, 10, 11 and 12
3. **Why is Subject Selection Important?**

It is important to choose senior subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. The following resources are available on the internet to provide you with more information about your desired career path.

- Australia’s national career information service, called *myfuture*, at [http://www.myfuture.edu.au](http://www.myfuture.edu.au)
- The *Student Connect* at [https://studentconnect.qcaa.qld.edu.au/](https://studentconnect.qcaa.qld.edu.au/)

4. **Think before you choose**

Before you select you subjects, it is important to consider the following questions;

- **In which subjects am I most successful?**
  It is important to acknowledge your natural gifts and talents.

- **Which subjects do I enjoy the most?**
  Students will often do well and work harder in the subjects they enjoy

- **What are my plans for the future?**
  Students should select subjects that will better prepare them for their desired career path. They will often be more successful when they know the work they are doing is purposeful. Mrs. Brookes, the College Career’s advisor will be available to answer your questions if necessary.

It is important that students consider the requirements of their career path;

- Will you need a tertiary entrance statement?
- Will you need a Queensland Certificate of Education (QCE)?

These factors are discussed in more depth later in the handbook.

- **Am I keeping my options open so I can change my mind about what I want to do in the future?**
  At the moment you may not know exactly what you want to do when you finish school. This is normal at this stage of your life and means that it’s important for you to explore many options. It is wise to keep your options open. This means choosing a selection of subjects that makes it possible for you to continue exploring your career options before making more specific decisions in the future.

- **Have I explored each elective subject thoroughly?**
  It is important to find out as much as possible about the subjects offered at your school. The following ideas will help:

  - read the subject outlines provided.
  - talk to the subject teachers at the College
  - look at textbooks and resources used by students in the subjects
  - talk to students who are already studying the subjects

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how it is taught and assessed. For example:

- does the subject mainly involve learning from a textbook?
- are there any field trips, practical work, or experiments?
- how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?
• Will the subject suit me?
You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:
  • someone told you that you will like or dislike it
  • your friends are or are not taking it
  • you like or dislike the teacher
  • you have heard that “all the boys or girls take that subject or unit”.

• Which subjects will let me maintain a balanced life?
It is a good idea to take your workload into account (e.g. selecting subjects that focus all assessment on assignments may not allow you the time to do all subjects well).

5. Preparing for the Senior Phase of Learning
In 2006, the Queensland Government introduced new laws which require young people to be earning or learning. After Year 10, you are now able to consider a much wider range of learning options. To make the most of these options, you will need a Senior Education and Training Plan (SET Plan). A SET Plan helps you work toward your goals in your senior years of schooling, and then on to further study and the world of work.
You have many options available for Years 11 and 12, including:
  • Authority subjects
  • Authority-registered subjects
  • a school-based apprenticeship or traineeship
  • VET Certificates

5.1 Authority subjects are based on syllabuses that have been approved and issued by the QCAA. Results in Authority subjects can count in the calculation of OPs and FPs, the most common selection devices used by the tertiary sector.

5.2 Authority-registered subjects are developed from Study Area Specifications (SASs) and generally include substantial vocational and practical components. Results in these subjects are not used in the calculation of OPs and FPs.

5.3 School-based apprenticeship or traineeship
School-based apprenticeships and traineeships allow students, typically year 11 and 12, to work towards their QCE while at the same time undertaking accredited training as paid employees.

The credit structure for the two plans is quite different. A traineeship is a VET certificate; it includes on-the-job learning as part of the certificate. Therefore the on-the-job component does not give additional credit, whereas an apprenticeship is a VET Certificate and on-the-job training.
<table>
<thead>
<tr>
<th>Nature</th>
<th>School-based apprenticeship</th>
<th>School-based traineeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>Training in a skilled trade, e.g. electrical, plumbing</td>
<td>Training in a vocational area, e.g. office administration, hospitality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of certification</th>
<th>School-based apprenticeship</th>
<th>School-based traineeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part of Certificate III or Certificate IV Note: Not more than one-third of apprenticeship can be completed as an SBA</td>
<td></td>
<td>Completion of Certificate II or higher</td>
</tr>
</tbody>
</table>

| Credit                  | School-based apprenticeship: completion of at least 25% of the competencies for 2 credits (incomplete Core) The 4 possible credits from the on-the-job component are allocated at the rate of 1 credit for every 20 days of satisfactory workplace participation | Completed Certificate II contributes 4 credits towards QCE For a Certificate III or IV:  
  • 5, 6, 7 or 8 credits if completed  
  • credit for partial completion at the rate of 25%, 50% or 75% of the competencies |

| Payment | School-based apprenticeship: paid for time at work as a percentage of full-time apprentice wage | School-based traineeship: paid for time at work as a percentage of full-time trainee wage |

6. **The Student Education Profile**

At the end of Year 12, you will 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 (FPs)
- Queensland Certificate of Education (QCE), if eligible
- Queensland Certificate of Individual Achievement

6.1 **Senior Statement**

A transcript of the learning account for all students completing Year 12 at a Queensland School. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement.

**Note:**
If a student has a **Senior Statement**, then they have satisfied the completion requirements for Year 12 in Queensland.
6.2 Tertiary Entrance Statement – Overall Position (OP) and Field Positions (FPs)

What are OPs?
An OP is a student's statewide rank based on overall achievement in QCAA-approved subjects. It indicates how well the student has done in comparison to all other OP-eligible students in Queensland.

Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest). The approximate distribution of students across the bands is shown below. In order to achieve an OP1, a student's achievement must be in the top 2% of OP-eligible students in Queensland.

**Approximate distribution of students across OP bands**
- Band 1 - about 2% of students
- Bands 2 to 6 - about 19% of students
- Bands 7 to 21 - about 73% of students
- Bands 22 to 24 - about 5% of students
- Band 25 - about 1% of students

Eligibility for OPs
Students who want an OP must study 20 semester units of Authority subjects including at least three subjects for four semesters each, and must sit the QCS Test.

How OPs are calculated?
The OP calculations take into account a student's best 5 Authority subjects, that is, the best 20 semester units. For more information on calculating OP’s please see the following website:

Field Positions (FPs)
FPs are additional rank orders that supplement an OP. The term "field" refers to areas of emphasis in the senior curriculum. FPs are used by tertiary institutions to provide greater differentiation between students in an OP band, for example, when the number of eligible applicants exceeds the number of places for a course.

A student may receive up to 5 FPs, depending on subject choices. FPs are reported in 10 bands, from 1 (the highest) to 10 (the lowest) in the following fields:
- Field A - extended written expression involving complex analysis and synthesis of ideas
- Field B - short written communication involving reading, comprehension and expression in English or a foreign language
- Field C - basic numeracy involving simple calculations and graphical and tabular interpretation
- Field D - solving complex problems involving mathematical symbols and abstractions
- Field E - substantial practical performance involving physical or creative arts or expressive skills.
Subject weights
When calculating FPs, the QCAA uses the SAIs for the subjects that contribute to a particular field. The extent to which a subject contributes to each FP depends on the weighting of that subject. Although subjects do not contribute equally to FPs, most subjects contribute at least some weight to most fields.

Subject weights for Year 12 in 2018 This table is for Queensland students completing Year 12 in 2018

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Year</th>
<th>Field A</th>
<th>Field B</th>
<th>Field C</th>
<th>Field D</th>
<th>Field E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2004</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2007</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Drama</td>
<td>2013</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>2010</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Graphics</td>
<td>2013</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Home Economics</td>
<td>2010</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>2008</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>2008</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Modern History</td>
<td>2004</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>2013</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Music Extension</td>
<td>2008</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2010</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Physics</td>
<td>2007</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Visual Art</td>
<td>2007</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
<td>5</td>
</tr>
</tbody>
</table>

6.3 Queensland Certificate of Education
The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. Every young Queenslander must be registered with the QCAA during the year before the young person's compulsory participation phase begins. Generally, schools will register young people in Year 10.

Learning options and requirements
The QCE offers flexibility in what is learnt, as well as where and when learning occurs. Students have a wide range of learning options; these can include senior school subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken while at school.

To be awarded a QCE, students must have at least 20 credits in the required pattern, and fulfil literacy and numeracy requirements.

Monitoring progress - learning accounts
When a student is registered, the QCAA opens a learning account for them. The learning account records details of learning and results of any completed studies. Students are able to access their learning account through the Student Connect website.
**Awarding a QCE**

Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate - their learning account remains open, regardless of their age (however, credits expire after 9 years). The QCAA will award a QCE in the following July or December, once a person becomes eligible.

All students who finish Year 12 receive a transcript of their learning account in the form of a Senior Statement, which is issued in December.

After finishing Year 12 students who become eligible for the award of a QCE will receive a Statement of Results. A Statement of Results is a cumulative transcript of their learning account. These will be issued every July and December.

**6.4 QCIA**

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs.

The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

The QCIA records the student's educational achievement in two areas:

The **Statement of Achievement** provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.

The **Statement of Participation** lists activities that a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.

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**Please Note:** Much of the content in this handbook has been taken from the Queensland Curriculum and Assessment Authority (QCAA) website (www.qcaa.qld.edu.au) and the Education Queensland website (http://education.qld.gov.au)
OVERVIEW:
2 Timothy 3:14-17: *But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it, and how from infancy you have known the Holy Scriptures, which are able to make you wise for salvation through faith in Jesus Christ. All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.*

Biblical Studies helps to teach students to view their world from a Biblical worldview. This knowledge is then applied in other subjects. Bible study is essential to our understanding of God and ourselves. Whether you have personal questions about love, suffering, guilt, loneliness, success, God, the future, or the meaning of life, the Bible has answers. In Biblical Studies, students will learn to read the Bible, understand and interpret what they read, and how it applies to their lives.

CONTENT / LEARNING:
In Year 11 and 12 Biblical Studies some of the topics studied include:
- Trusting the New Testament
- Jesus in the Gospels
- The life of Christ
- Attacks against the New Testament
- Seeking the King
- The Authority of Jesus
- Jesus’ power over creation
- Jesus the Bread of Life
- Responding to Jesus
- True discipleship

ASSESSMENT:
Students will be assessed via an examination at the end of each semester.
## YEAR 11 / 12 BIOLOGY

### OVERVIEW:
Biology is primarily the study of life and living processes. From a Christian perspective this means focussing on God’s creation and also our responsibility to care for that creation to God’s glory. Students will be engaged in studying the origin, structure, development, and functioning of living systems and the consequences of intervention in those systems. Students will participate in a wide range of activities to develop their knowledge of biology and their ability to solve problems arising in their everyday experiences.

### CONTENT / LEARNING:
The new syllabus provides a framework for the development of a course of study where understanding is to be developed in terms of concepts, rather than lists of content (as in the old syllabus). The following six key concepts are mandatory aspects of the course.

1. **Cells are the functioning units of all living things.**
2. **Multi-cellular organisms are functioning sets of interrelated systems.**
3. **Organisms live an interdependent existence in environments to which they adapted.**
4. **A variety of mechanisms result in continual change at all levels of the natural world.**
5. **There are processes which maintain dynamic equilibrium at all organisational levels.**
6. **There are mechanisms by which characteristics of individuals in one generation are passed on to the next generation.**

The course places considerable emphasis upon practical work conducted within the laboratory and in the field. Fieldwork is integrated with the study of the key concepts to help students better understand biological phenomena. During practical activities, students learn to examine collected data, suggest hypotheses that explain observations, design and conduct experiments.

### ASSESSMENT:
The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions of **Understanding Biology (UB), Investigating Biology (IB), Evaluating Biology Issues (EBI), and Attitudes and Values (AV),** in making decisions relation to Biology.

### RELEVANCE TO TERTIARY ENTRANCE:
Year 11 & 12 Biology is an Authority Subject that will contribute towards an Overall Position (OP).

### RELEVANCE TO QUEENSLAND CERTIFICATE OF EDUCATION:
A satisfactory level of achievement in year 11 & 12 Biology will contribute 1 credit / semester towards a QCE (maximum of 4 credits).
**OVERVIEW:**
The BSB20115 Certificate II in Business course provides students with the opportunity to learn and acquire the skills required for successfully working in business environments. Students will come away from the course with a nationally recognised qualification. Many of the skills acquired in this course can be transferred to other workplaces and settings also. Students will access this course by an online platform and will require self-motivation and be self-disciplined to complete this Certificate. This certificate is provided by Christian Community Ministries (31056).

**CONTENT / LEARNING:**
A range of topics of work will be covered across the duration of the course. Examples of such topics include:
- Word processing
- Creating spreadsheets
- Maintaining workplace procedures
- Creating PowerPoint Presentations
- Organising daily activities
- Working effectively in business environments
- Workplace health and safety
- Communication in the workplace
- Effectively working with others
- Using business technology

**ASSESSMENT:**
This Certificate contains 12 modules of work and a work placement component. Students will be assessed using competency based assessment from a VET training package. This includes:
- Written assessments
- Quizzes
- Case studies
- Work placement either in a real world or simulated environment

**RELEVANCE TO TERTIARY ENTRANCE:**
The BSB20115 Certificate II in Business will not contribute towards an Overall Position (OP). Students will, however, receive a certificate when they have successfully completed the course.

**RELEVANCE TO QUEENSLAND CERTIFICATE OF EDUCATION:**
Competency in this course will contribute 4 credit points towards a QCE.
**Overview:**

Chemistry is the investigation of the material universe, and a platform from which humankind can interact with and explore matter. From a Christian perspective, Chemistry is the study of the nature of God’s material creation, including the structure and properties of matter, and the reactions that occur within His universe. It is a way of understanding God’s patterns and His order for creation.

The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills, enabling students to gain a greater appreciation of God’s creation.

**Content / Learning:**

The syllabus is designed to offer a broad understanding of important chemical concepts, allowing students to continue on to more in-depth or specialised studies at the tertiary level.

The syllabus is structured around of seven Key Concepts and two main Organisers:

- **Structure:**
  - S1: All matter is composed of atoms;
  - S2: Materials can be categorised and represented symbolically and their macroscopic properties can be explained and predicted from understandings about electronic structure and bonding;

- **Reactions:**
  - R1: Specific criteria can be used to classify chemical reactions;
  - R2: Chemical reactions involve energy changes;
  - R3: The mole concept and stoichiometry enable the determination of quantities in chemical processes
  - R4: Specialised qualitative and quantitative techniques are used to determine the quantity, composition and type of reaction;
  - R5: Chemical reactions are influenced by the conditions under which they take place and, being reversible, may reach a state of equilibrium.

The course involves both theory and practical laboratory work. The laboratory aspect of the course, supports students’ development of understanding, as well as how to work scientifically. Students learn how to safely plan, conduct and problem solve, to investigate a hypothesis or answer practical research questions. Students develop skills in evaluating scientific data, processes and outcomes, applying their understanding, to propose solutions and communicate their findings.

**Assessment:**

Assessment in Chemistry forms part of the students’ learning experiences. The main assessment tools include Extended Experimental Investigations (EEI), Supervised Assessments (SA) and Extended Response Tasks (ERT). Students’ levels of achievement are determined from the fullest and latest information available on the student’s performance in three key dimensions: Knowledge and Conceptual Understanding (KCU), Investigative Processes (IP) and Evaluating and Concluding (EC).

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<thead>
<tr>
<th>Relevance to Tertiary Entrance:</th>
<th>Relevance to Queensland Certificate of Education:</th>
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<tbody>
<tr>
<td>Year 11 &amp; 12 Chemistry is an Authority Subject that will contribute towards an Overall Position (OP).</td>
<td>A satisfactory level of achievement in year 11 &amp; 12 Chemistry will contribute 1 credit / semester toward a QCE (maximum of 4 credits).</td>
</tr>
</tbody>
</table>
**Overview:**

*All the world’s a stage, and all the men and women merely players. They have their exits and their entrances; and one man in his time plays many parts...* - William Shakespeare

God has given each person their own stage on which to play; He is the director and he guides us in the choices we make and the paths we follow. Drama not only emulates life but also stimulates creativity – a creativity born of and driven by God.

It is the aim of Drama at DCC to cultivate an attitude and response to drama from a Biblical perspective whilst providing opportunities for students to develop their own creative processes. The program is designed to develop understanding and for students to be able to manage, manipulate, analyse and evaluate the elements of drama and the skills of drama in varying conventions and styles. It gives a range of skills that are transferable to other situations and promotes confidence and communication skills.

Students will be required to develop and demonstrate skills in both practical (e.g. stage acting, directing and improvising) and non-practical (e.g. scriptwriting, extended written responses) situations.

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<thead>
<tr>
<th>CONTENT / LEARNING:</th>
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<tbody>
<tr>
<td><strong>2016</strong></td>
<td><strong>2017</strong></td>
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<tr>
<td>Unit 1</td>
<td>Unit 1</td>
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<tr>
<td>Realism</td>
<td>Comedy of Manners</td>
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<td>Unit 2</td>
<td>Unit 2</td>
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<td>Australian Drama</td>
<td>Visual Theatre and Physical Theatre</td>
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<td>Unit 3</td>
<td>Unit 3</td>
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<td>Tragedy</td>
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<td>Unit 4</td>
<td>Unit 4</td>
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<tr>
<td>Monologue</td>
<td>One Person Show</td>
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**Assessment:**

Assessment is in both practical and non-practical areas.

**Relevance to Tertiary Entrance:**

Year 11 & 12 Drama is an Authority Subject that will contribute towards an Overall Position (OP).

**Relevance to Queensland Certificate of Education:**

A satisfactory level of achievement in year 11 & 12 Drama will contribute 1 credit / semester towards a QCE (maximum of 4 credits).
## Overview:
English, in the senior years, requires students to write, speak, listen and think critically. They will be learning to examine a range of literary and non-literary works, across a range of cultures and periods of history. Students will also be learning to communicate effectively, using a wide range of structures and techniques in order to inform, persuade, challenge, entertain and influence others. Themes and messages of texts will be considered in light of principles set out in God’s Word, the Bible, and students will learn to scrutinize the worldviews presented to them from this position.

## Content/Learning:

### Semester 1
“Think Beyond!” Social Justice: Racial Prejudice
A variety of short stories and poems will be studied, alongside interviews, speeches and film: texts that were influential in how society views issues involving race.

“Think Wide!” Mission: Cross-Cultural Experiences
A complete study of both a biographical account and documentary will form the core of the unit - alongside a variety of supporting texts focussed on the creation and/or intersection of cultures.

### Semester 2
“Think Then & Now!” Decaying Morality: Attitudes, Values and Beliefs
The two foci of this unit are: morality in popular culture and texts, (and its effect on teenage audiences); and gender roles from Shakespearean times in contrast to today.

“Think Aussie!” Australian Constructions
A variety of famous Australian short stories, poems, paintings and pictures will be studied, alongside news articles, essays and other non-literary texts, to determine Australia’s identity... if there is one.

### Semester 3
“Think Big” Representations of Success and Heroism
Students will study a variety of imaginative texts to determine the dominant values associated with success and heroism.

“Think Power” Representations of Authority
The focus of this unit is a complete study of the Shakespearean play ‘Macbeth’.

### Semester 4
“Think Real!” Representations of Reality
Reality as portrayed in the media is studied in this unit with a focus on ‘Current Affairs’ genres and a complete analysis of documentary ‘Bowling for Columbine’.

“Think Self!” Identity – how have texts and media influenced you?
This unit is the final culmination of senior studies in English. Students will evaluate the affect that media and texts have had on them throughout their lives.

## Assessment:
Students are assessed through a range of written and spoken tasks. These tasks are in the format of essays (persuasive and expository), short stories, dramatic presentations, speeches, a feature article and various other analysis tasks.

## Relevance to Tertiary Entrance:
Year 11 & 12 English is an Authority Subject that will contribute towards an Overall Position (OP).

## Relevance to Queensland Certificate of Education:
A satisfactory level of achievement in year 11 & 12 English will contribute 1 credit / semester towards a QCE (maximum of 4 credits).
**OVERVIEW:**

‘English Communication’ is an OP ineligible course offered in Year 11 and 12 as a vocational alternative to ‘English’. Students wishing to enrol in this course will need to organise a meeting with both our careers advisor and head of senior school.

This subject is focused on developing students’ proficiency in language and literacy within three different areas: the workplace, community settings, and for leisure. The ability to speak and read fluently allows people to participate in and contribute to local, state-wide and national communities and cultures (e.g. his/her workplace, as a member of a local church, club or organisation, and/or in wider political or public forums).

English Communication at Dalby Christian College is an ‘off-line’ subject. Students will be required to work through the course largely unaided, in the library, during their spare periods. Teacher support will be given, but access may be restricted to 1-3 periods per week and/or time after school hours.

**CONTENT/LEARNING:**

In English Communication students will be required to read reflectively, write for different purposes, speak in different settings and utilise a variety of text types (i.e. forms, websites, newspapers, etc). The topics may vary but example units include: *Australian Identity, Travel and Tourism, Media Studies, Work Life, Food and the Community, and Talkin’ ’Bout Your Generation.*

**ASSESSMENT:**

Students are assessed through a range of written and spoken tasks. The assessment items are designed to focus on a particular area – either on community, leisure or workplace texts. Tasks may vary from year to year but will generally take the form of: speeches, interviews, brochures, reviews, journals, forms, budgets and letters. Students will be judged on three general areas of competence: knowledge of contextual factors (i.e. use of correct text type, subject matter and evidence to support ideas), knowledge of textual features (i.e. use of paragraphing, sentence structure, spelling, punctuation and speaking skills), and knowledge and understanding of texts (i.e. ability to read, view and/or listen to a text and comprehend what the meaning is, how it was put together and why it was done that way).

**RELEVANCE TO TERTIARY ENTRANCE:**

Year 11 & 12 English Communication is an Authority-registered subject that will not contribute towards an Overall Position (OP).

**RELEVANCE TO QUEENSLAND CERTIFICATE OF EDUCATION:**

A satisfactory level of achievement in year 11 & 12 will contribute 1 credit / semester towards a QCE (maximum of 4 credits).
# YEAR 11 / 12 GRAPHICS

## OVERVIEW:
Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable. 

Graphics contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

## CONTENT / LEARNING:
Graphics develops students’ understanding of design factors and design processes in graphical contexts. Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences, including corporate and end-user clients. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design).

In the development of solutions to design problems, students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically. Students will interpret, generate and create visual communications for particular purposes and audiences. Students plan and produce graphical representations in simulated real-world contexts. They make judgments and justify decisions.

## ASSESSMENT:
Assessment is an integral part of the teaching and learning process and is continuous in nature, and includes 3 Design Folios and one examination each year.

## EQUIPMENT REQUIREMENTS:
It is essential that all students have access to a computer at home as 90% of the coursework is undertaken using this technology. The software packages used at the College are available for home use for student to complete homework and assignment tasks. Transferring work between College and home is done using a USB memory device. An A-4 display folder is necessary in which to build a Folio of course work and keep course notes.

## RELEVANCE TO TERTIARY ENTRANCE:
Year 11 & 12 Graphics is an Authority Subject that will contribute towards an Overall Position (OP).

## RELEVANCE TO QUEENSLAND CERTIFICATE OF EDUCATION:
A satisfactory level of achievement in year 11 & 12 Graphics will contribute 1 credit / semester towards a QCE (maximum of 4 credits).
OVERVIEW:
Philippians 2:4 inspires us – “Each of you should look not only to your own interests, but also to the interests of others.” Our aim is to enable students to live effectively for Christ in a wide range of life roles. Home Economics allows students to develop the skills, attitudes and understandings necessary to accomplish this aim.

Home Economics 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 personal and professional lives, informing their future decisions and actions. Home Economists educate, inform and advise government, industry and community, to assist individuals to make better lifestyle choices. 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.

CONTENT / LEARNING:
The following units will be studied across the four semesters:
Year A
- Semester 1 – Food: Culture or Convenience
- Semester 2 – Embracing The Future
Year B
- Semester 1 – Contemporary Issues related to Food, Nutrition and Health
- Semester 2 – Textiles, Tassel and Technology

ASSESSMENT:
Assessment in Home Economics enables students to demonstrate achievement in three dimensions of knowledge and understanding, reasoning and communicating processes and practical performance. Assessment techniques include supervised written assessments, research tasks and product development.

RELEVANCE TO TERTIARY ENTRANCE:
Year 11 & 12 Home Economics is an Authority Subject that will contribute towards an Overall Position (OP).

RELEVANCE TO QUEENSLAND CERTIFICATE OF EDUCATION:
A satisfactory level of achievement in year 11 & 12 Home Economics will contribute 1 credit / semester towards a QCE (maximum of 4 credits).
**YEAR 11 / 12 INDUSTRIAL TECHNOLOGY SKILLS**

**OVERVIEW:**
Technology has been an integral part of society for as long as humans have had the desire to create products to improve their quality of life. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to create products.

Manufacturing industries transform raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has strong manufacturing industries that provide employment for many people.

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

A course of study in Industrial Technology Skills at DCC can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of engineering and furnishing.

**CONTENT / LEARNING:**
Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

**ASSESSMENT:**
Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus. This is done through projects and practical demonstrations.

**EQUIPMENT REQUIREMENTS:**
An A-4 display folder is necessary in which to build a Folio of course work & keep course notes. It is essential that all students have access to a computer as 50% of the coursework is undertaken using this technology. Transferring work between College and home is done using a USB storage device.

**RELEVANCE TO TERTIARY ENTRANCE:**
Year 11 & 12 Industrial Technology Skills is an Authority Registered Subject that will not contribute towards an Overall Position (OP).

**RELEVANCE TO QUEENSLAND CERTIFICATE OF EDUCATION:**
A satisfactory level of achievement in year 11 & 12 Industrial Technology Skills will contribute 1 credit / semester towards students QCE (Maximum of 4 credits).
# YEAR 11 / 12 MATHEMATICS A

**OVERVIEW:**
This Mathematics subject is compulsory for all students not selecting Mathematics B, and is designed to assist young people to have a reasonable level of mathematical understanding as it relates to real life by the end of their schooling.

**CONTENT / LEARNING:**
- **Managing Money I and II** (bank interest, credit cards, loans, foreign exchange, taxation, spreadsheets)
- **Elements of Applied Geometry** (simple trigonometry, area and volume, latitude, longitude and time zones)
- **Data Exploration and Analysis** (graphical and tabular presentations, simple methods for describing and summarising data)
- **Linking Two and Three Dimensions** (scale drawings and plans, estimation of quantities and costings)
- **Maps and Compasses, Land Measurement** (practical use of a variety of maps, compass bearings, orienteering, navigation, site plans)
- **Inferential Statistics** (simple probability), interpretation of reports in the media, statistical hypotheses. The Extension Topics (from which one is chosen by the school) are Linear Programming, Networks and Queuing, Statistics in the Real World and Mathematics of Chance or an option of the school's design. Options are chosen in consultation with students during Year 12, but has usually been Linear Programming.

**ASSESSMENT:**
Mid and End Semester exams, and an assignment each semester. These tasks require students to demonstrate their skills in a non-exam setting. Usually, these will include some class time, and require completion for homework, over a couple of nights.

**RELEVANCE TO TERTIARY ENTRANCE:**
Year 11 & 12 Mathematics A is an Authority Subject that will contribute towards an Overall Position (OP).

**RELEVANCE TO QUEENSLAND CERTIFICATE OF EDUCATION:**
A satisfactory level of achievement in year 11 & 12 Mathematics A will contribute 1 credit / semester towards a QCE (maximum of 4 credits).
## Year 11 / 12 Mathematics B

### Overview:
Man’s reasoning ability is unique in creation, and is a reflection of God’s own nature – evidence of Man’s creation in God’s own image. Man has the capacity to observe reality, then explore and formulate relationships and consequences that explain and predict. Mathematics, along with other disciplines, has a role in this process. These are God-given abilities which need to be developed to the full. Mathematics B assists this process by an approach involving problem solving and applications. Mathematics B is designed to help students apply what they learn to real life, to increase students’ confidence in using mathematics to solve problems and to provide the basis for further studies.”

Mathematics B provides the opportunity for student development of
- knowledge, procedures and skills in Mathematics (KAPS)
- mathematical modelling and problem solving strategies (MAPS)
- the capacity to justify and communicate in a variety of forms (CAJ)

### Content / Learning:

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<thead>
<tr>
<th>Semester 1 &amp; 2:</th>
<th>Semester 3 &amp; 4:</th>
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</thead>
<tbody>
<tr>
<td>1. Basic Knowledge and Procedures</td>
<td>1. More Derivatives</td>
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<tr>
<td>3. Trigonometry</td>
<td>3. Algebraic Integration</td>
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<td>5. Functions Toolkit</td>
<td>5. Modelling Exponential Growth</td>
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<tr>
<td>7. Exponential and Logarithmic Functions</td>
<td>7. Areas and Graphs – integration</td>
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<tr>
<td>8. Rates of Change</td>
<td>8. Optimisation</td>
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<tr>
<td>9. The Derivative</td>
<td>9. Making Inferences from Data</td>
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<tr>
<td>10. Modelling Chance</td>
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### Assessment:
1. An exam is given each term relating to the units covered.
2. An assignment/project or investigation is set for 2 of the 4 terms each year.

### Relevance to Tertiary Entrance:
Year 11 & 12 Mathematics B is an Authority Subject that will contribute towards an Overall Position (OP).

### Relevance to Queensland Certificate of Education:
A satisfactory level of achievement in year 11 & 12 Mathematics B will contribute 1 credit / semester towards a QCE (maximum of 4 credits).
**OVERVIEW:**
The study of history is essentially God’s story. Modern History at Dalby Christian College is studied from a biblical perspective taking the view that history is linear starting from Creation to the birth and life of Jesus and continuing on to the current day and future return of Jesus. In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Through the study of Modern History, students can understand why our modern world is the way it is. They 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. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. This fascinating study of modern global developments can transport a person to another time and place, discovering the many wonders of God’s world. However, the study of Modern History is not just of culture, events and people, it is the exploration of God’s hand at work throughout modern times.

Students develop understanding through critical inquiry, debate and reflection, and by empathising with the views of others. Modern History is the study and practice of making meaning of the past to understand the driving forces behind present local and global issues. The study of modern history assists the students to:
- Develop critical thinking skills, as it encourages them to identify issues.
- Locate information.
- Determine what is relevant and important from a vast quantity of raw data
- Recognise the manipulation of evidence;
- Evaluate the accuracy and reliability of sources.
- Organise the information into a coherent, useable format.
- Present information in a way that will inform and persuade.

Modern History has a strong vocational value and the skills acquired are applicable to many forms of employment. “In today’s fast changing workforce, the person who has broad based skills in acquiring and analysing information, in comprehension and communication has the best foundation for a career”.

**CONTENT / LEARNING:**
Students will study a range of inquiry topics within topics listed below, selected from the Modern History Syllabus:
1. History of ideas and beliefs
2. Studies of power
3. Studies of change
4. Studies of conflict
**Assessment:**
Assessment will be both formative and summative. Formative assessment is designed to prepare students for the summative assessment items, which will form their student folios and the basis of their final result.

Students will complete a range of assessment tasks including:
- Essays
- Research Journals
- Multi-Modal Oral Presentations
- Response to Stimulus Examinations
- Short Response Examinations
- Essay Examinations

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<tr>
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</tbody>
</table>
**OVERVIEW:**

Virtually every person every day experiences music. Every person has the capacity to enjoy and make music. Every culture in the world includes music in some form: for ceremony, relaxation, communication, celebration and enjoyment. The world would be inconceivable without music. Imagine the absence of music in our lives.

Because music is everywhere the course is designed to give students an in depth knowledge of a variety of musical styles, which also incorporate history, culture and art throughout the world, past and present.

The subject Music encompasses three skill areas:

**Musicology:** Listening to and visually analysing repertoire appropriate to each topic. Researching musical texts and responding to musical ideas.

**Composing:** Composing for a variety of instruments in a variety of styles and contexts.

**Performance:** Performing for experiences in the classroom, or assessment on any instrument, voice or conducting.

This subject is a two year course and the skills are developed throughout the course. All students are welcome to join this course; however, a prior knowledge of musical elements/theory of music is quite advantageous.

**CONTENT / LEARNING:**

**The Year 11/12 Music Course Overview:**

**2017**

Term 1: Instrumental Music  
Term 2: Vocal Music  
Term 3: Musical Theatre  
Term 4: Music and Beyond/Independent Topic

**2018**

Term 1: Musical Fusion  
Term 2: The Evolution of Sacred Music  
Term 3: Record Breaking Hits  
Term 4: Music and Beyond/Independent Topic

**ASSESSMENT:**

Students in Music are assessed once per semester in each of the following areas:

- **Musicology** – Visual analysis and aural analysis. Extended written and oral response.
- **Composition** – Writing music in a variety of styles and genres for different instruments.
- **Performance** – Performing music individually or as part of a group.

**RELEVANCE TO TERTIARY ENTRANCE:**

Year 11 & 12 Music is an Authority Subject that will contribute towards an Overall Position (OP).

**RELEVANCE TO QUEENSLAND CERTIFICATE OF EDUCATION:**

A satisfactory level of achievement in year 11 & 12 Music will contribute 1 credit / semester towards a QCE (maximum of 4 credits).
### Year 12 Music Extension

**Overview:**
Music Extension is designed to offer more challenge than Senior Music. The Music Extension course caters for students with specific musical abilities. It is designed for students interested in exploring in greater depth one of the three areas of study that lie behind the general objectives of the Music Senior Syllabus – musicology, composition and performance.

Students are required to work independently for much of the Music Extension course. Each week students will have:
- 1 lesson contact time with the teacher to learn more about their specialization.
- 1 lesson group class time where they can share their ideas and/or gain experience performing for their peers.
- 3 lessons independent time where they can practice their instrument, compose music or research and analyse musical pieces and texts.

Students participating in Music Extension will choose 1 specialization to focus on throughout the entire year, performing, composing or musicology. Assessment tasks and learning will vary depending on the chosen specialization.

The specializations in more detail are:

- **Musicology:** Listening to and visually analysing music. Researching music in various contexts.
- **Composing:** Writing music in a variety of styles for a variety of instrumental combinations.
- **Performance:** Performing on a chosen instrument, voice, or conducting.

This is a one year course offered only to grade 12 students. It is expected that the student is also taking Senior Music as a subject and has higher than grade 3 AMEB (or equivalent) music qualifications.

**Content / Learning:**
All content and learning will be focused on the students chosen area of specialisation. Musicology students will build on their ability to analyse, decompose and assess musical items. Composition students will develop their compositional ability and performance students will practice their chosen instrument and develop their performance ability.

**Assessment:**
Students complete only the assessment relevant to their chosen specialisation.
- **Musicology:** Students specialising in musicology will have 2 extended research assessment items to complete (1000 words and 2000 words approx.).
- **Composition:** Students specialising in composition will have to write 2 compositions (1 minute and 3 minutes minimum duration).
- **Performance:** Students specialising in performance will have 2 performances to present in front of an audience (3 minutes and 15 minutes minimum duration).

* In addition, all students of any specialisation must also complete an investigation assessment piece to be presented in any oral or written format (1200 words or 5 minutes duration).

**Relevance to Tertiary Entrance:**
Year 12 Music Extension is an Authority Subject that will contribute towards an Overall Position (OP).

**Relevance to Queensland Certificate of Education:**
A satisfactory level of achievement in year 12 Music Extension will contribute 1 credit / semester towards a QCE (Maximum of 2 credits).
**OVERVIEW:**
God has created us as physical beings and His Word clearly instructs us, His children, to take care of our bodies. This course endeavours to help students develop a better understanding and awareness of how this can be achieved. God has also gifted some people with a high level of physical skill which can be developed and used to His glory.

Physical Education, in the senior school context, involves the study of physical activity and engages students as intelligent performers, learning in, about and through physical activity. Physical Education focuses on the complexity of, and interrelationships amongst, psychological, biomechanical, physiological and sociological factors which influence individual and team physical performances, and wider social attitudes to physical activity. Intelligent performance involves rational and creative thought at a high level of thought, and engages students, not only as performers but also as analysts, planners and critics in, about and through physical activity. It is this intelligent performance that distinguishes students as being physically educated, which shapes the global aims of Physical Education.

**CONTENT / LEARNING:**
- Motor Learning
- Biomechanics
- Psychology of Performance
- Components of Fitness
- Energy Systems
- Training Principles
- Lifestyle, Leisure and Physical Activity
- Money, Media, Power and Physical Activity
- Touch Football
- Soccer
- Tennis
- Golf

**ASSESSMENT:**
- Essay under examination conditions
- Research Journal Assignments
- Research Reports
- Power-point / Oral presentations
- Physical Performance

**RELEVANCE TO TERTIARY ENTRANCE:**
Year 11 & 12 Physical Education is an Authority Subject that will contribute towards an Overall Position (OP).

**RELEVANCE TO QUEENSLAND CERTIFICATE OF EDUCATION:**
A satisfactory level of achievement in year 11 & 12 Physical Education will contribute 1 credit / semester towards a QCE (maximum of 4 credits).
**Year 11 / 12 Physics**

**Overview:**
It is the philosophy of the College to teach all subjects from a Christ-centred point of view, and that subjects studied should increase the student in Christ-likeness and awareness. Studies in Physics can assist the student to know God by examining the underlying structure and orderliness of the world and the universe.

In studying the underlying structure and orderliness of the world and universe, complexity, harmony and precision are seen. These are characteristics of God himself and are abundantly evident in His creation, providing the framework for the study of Physics. These interwoven aspects of creation as observed and reflected should point the student to God as the Creator of all things. Man’s reasoning ability is unique in creation and is a reflection of God’s own nature – evidence of man’s creation in God’s own image. Man has the capacity to observe reality, then explore and formulate relationships and consequences that explain and predict. Physics along with other disciplines have a role in this process. Man is attracted to structure, form, beauty and orderliness – characteristics which are evident and necessary in physical systems. These are God-given abilities and attractions which need to be developed to the full.

Within the above context, Physics is taught as the study of God’s creation that engenders the sense of awe, wonder and curiosity alluded to in the syllabus. Students should not only be able to use the vast possibilities of scientific study to investigate, marvel at and gain understanding of God’s creation but also look beyond science to understand themselves and ultimate realities.

**Content / Learning:**
The key concepts are organised under the headings of Forces, Energy and Motion. The course outline includes the following contexts:

<table>
<thead>
<tr>
<th>Year A</th>
<th>Year B</th>
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<tbody>
<tr>
<td>- Seeing better</td>
<td>- Electricity in the Home</td>
</tr>
<tr>
<td>- Physics of sport</td>
<td>- Making Music</td>
</tr>
<tr>
<td>- Cars (Speed and Safety)</td>
<td>- Student designed Project</td>
</tr>
<tr>
<td>- Into Space</td>
<td>- Nuclear Radiation and Health</td>
</tr>
<tr>
<td></td>
<td>- The search for understanding</td>
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</tbody>
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**Assessment:**
- Extended experimental investigations (investigate a hypothesis or answer a practical research question)
- Supervised assessments (tests)
- Extended response tasks (response to a Physics question, circumstance or issue and while they are essentially non-experimental they may draw on primary experimental data)

**Relevance to Tertiary Entrance:**
Year 11 & 12 Physics is an Authority Subject that will contribute towards students Overall Position (OP).

**Relevance to Queensland Certificate of Education:**
A satisfactory level of achievement in year 11 & 12 Physics will contribute 1 credit / semester towards students QCE (Maximum of 4 credits).
**OVERVIEW:**

*When I stand before God at the end of my life, I would hope that I would not have a single bit of talent left, and could say, “I used everything you gave me”* - Nicole Brisco

God created us in his own image and likeness, setting us apart from the rest of creation. In so doing, he gave us each gifts and talents that reflect his own creativity, and gave us the ability to communicate our personal expressions through visible ideas, thoughts, feelings and observations of the world through display and exhibition of made images and objects.

Throughout the Senior Art program, students explore and apply perceptual and conceptual understandings of visual language (including visual elements, principles of composition, sign and symbolism) and define, communicate and discern meanings. In making, students investigate concepts and focuses that allow them to deepen their understanding of their own world and the world around them, reflecting on specific Bible passages (Philippians 4:8, 2 Corinthians 5:17) and communicating a developing personal aesthetic (style and expression); in appraising, students’ appreciation of artists and artworks is enhanced.

**CONTENT / LEARNING:**

**Year A**

**CONCEPT: SCAPE – THE VIEW WITHOUT**

Through the focus of “Environment” students explore the concept of “Scape – the view without”. Specifically students will investigate their own rural environment – natural, symbolic and manufactured – to create a Body of figurative and non-figurative 2D media studies.

**CONCEPT: SCAPE – THE VIEW WITHIN**

Through the focus of “Identity” students explore and investigate form, function, containment and/or the qualities of object or symbol using 3-D media to create Body of Work.

**CONCEPT: THE HUMAN CONDITION (YEAR 11)/SCAPE (YEAR 12)**

Year 11: Students explore and investigate the concept of The Human Condition to create a Body of Work.

Year 12: Students explore and extend on previously considered concepts and / or focuses.

**Year B**

**CONCEPT: WHATEVER IS TRUE**

Students create a Body of Work, investigating and expressing their responses to the concept of Whatever is True (Philippians 4:13)

**CONCEPT: CONTINUUM**

Through the focus of Journey/Viatricum, students explore the concept of “Continuum”. Specifically students will investigate and express their responses to 2 Corinthians 5:17: “This means that anyone who belongs to Christ has become a new person. The old life is gone; a new life has begun!”

**CONCEPT: TRANSLATION (YEAR 11)/WHATEVER IS TRUE/CONTINUUM (YEAR 12)**

Year 11: Through the focus of Future / Perspective students create a body of work which investigates and expresses their responses to the concept of Translation.

Year 12: Students explore and extend on previously considered concepts and / or focuses.

**ASSESSMENT:**

By the end of the Senior Visual Art course, students will have begun to discover, develop, channel and communicate their own gifts, talents and abilities in such a way as to prepare them for a life in which they can use everything God has given them.

**RELEVANCE TO TERTIARY ENTRANCE:**

Year 11 & 12 Visual Art is an Authority Subject that will contribute towards an Overall Position (OP).

**RELEVANCE TO QUEENSLAND CERTIFICATE OF EDUCATION:**

A satisfactory level of achievement in year 11 & 12 Visual Art will contribute 1 credit / semester towards a QCE (maximum of 4 credits).