Mission Statement

Suncoast Christian College exists to provide Christ-centred education that promotes life-long learning, develops excellence and Christian character, and fosters social responsibility.
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FROM THE PRINCIPAL

The Senior Phase of Learning is a serious but exciting experience for young adults. This is a time when students make decisions which will direct their life pathways and which may produce outcomes well into the future. In these years, students need to make a careful assessment of their gifts and vocations that match their passions, strengths and interests. Courses are pursued in more depth and it is a time for more specialised study.

The Senior Years at Suncoast provide the depth and range of study required for students to be well prepared for employment or further education. Courses reflect the growing maturity of students and will allow students to develop greater responsibility, leadership, personal faith, and social awareness. Class numbers are lower and the final set of courses offered reflects student demand of the particular year group.

We encourage students to choose their pathway carefully. These years will prepare them to enter adult society, to be successful in work, in family, in community and society. Part of our mission is to develop graduates who will be contributors and who will make a difference in society. Through their Senior studies at Suncoast, we pray that students develop their understandings, skills, awareness of the world, and the personal integrity to find meaning, fulfilment and purpose in life.

Mark Ash
PRINCIPAL
THE SENIOR PHASE OF LEARNING AT SUNCOAST

In Queensland, you must be "learning or earning":

- For two years after you complete Year 10 or turn 16 or
- Until you turn 17 or
- Complete a QCE, QCIA, Senior Statement or Certificate III or IV qualification

The Senior Phase of learning at Suncoast provides students with these learning options:

1. Senior Statement
2. QCE (or QCIA)
3. OP or Selection Rank
4. VET qualification

Our aim at Suncoast is for all students to achieve a Senior Statement, QCE and to have a clear and broad post-school pathway.

1. The Senior Statement

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

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

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

2. The Queensland Certificate of Education (QCE)

The QCE is the key qualification to be gained from the Senior Phase of Learning in Queensland.

To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Studies Authority. For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12.

The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.

A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard.

For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning) of the competencies (set standard). Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Limited Achievement or Very Limited Achievement in a school subject does not meet the set standard to be a credit.

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on highly individualised learning programs. To be eligible students must have
impairments or difficulties in learning that are not primarily due to Socioeconomic, cultural or linguistic factors.
3. **Tertiary Entrance: OP or Selection Rank**

The purpose of the OP Score and Selection Rank is for tertiary selection. Tertiary education institutions use the OP or OP Ineligible Rank Scores as a basis for selecting the most eligible applicants for a course when there is more applicants than the allocated quota for that course.

An OP Score is a Queensland wide rank order of students based on their achievement in Authority subjects and the achievement of their cohort in the Core Skills test. An OP Score shows how well students performed in their senior studies relative to the performance of all other OP-eligible students in Queensland.

There are 25 possible OP scores, from OP1 (highest performance) to OP25 (lowest performance). This means that many students will tie for each overall position. In other words, an OP score represents a band of students.

OPs are reported to parents as bands

- **Band 1** = about top 2% of state
- **Bands 2 - 6** = about next 15% of state
- **Bands 7 - 21** = about next 70% of state
- **Band 22 - 24** = about next 11% of state
- **Band 25** = about next 2% of state

To be eligible for an Overall Position (OP) a student **must**:

- Do a total of 20 Authority subject semester units including 3 Authority subjects for 4 semesters (i.e. you must continue 3 of your subjects - 12 semester units - over the two years of Senior).
- Sit the Queensland Core Skills (QCS) Test.
- Remain at school until the prescribed date.

A students’ Overall Position (OP) is calculated using a student’s best 20 semester units (5 subjects) - incorporating their best three, 4-semester-unit-subjects and their best remaining subjects to make up the 20 units.

Students who complete Queensland Year 12 and do not qualify for an OP can still gain entry to courses offered at tertiary institutions via a **Selection Rank**. Selection ranks are calculated from point values being attributed to achievement levels in Authority and Authority Registered subjects and Vocational Competencies.

The QCAA calculates Overall Positions (OPs) and the Queensland Tertiary Admissions Centre (QTAC) calculates Selection Ranks.

4. **A Vocational Certificate Qualification (VET)**

Suncoast offers several National Training Package qualifications. In these subjects, instead of a level of achievement, a VET Certificate or Statement of Attainment is awarded for the competencies achieved.

National Training Packages are groupings of training components designed to assist students in achieving the competency standards related to a specific industry. They are developed by industry and endorsed by the State Training Authority.
POST SCHOOL PATHWAY

**OP**

Selection Rank

provides pathways to

Tertiary Studies at University and TAFE

VET

QCE

provides pathways to

Employment

VET

Senior Statement

SCHOOL PROGRAM OPTIONS

**Students must study 6 subjects**

Students will choose the school program that best supports their capabilities and their future pathways. There are three types of programs available.

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**Academic Program**

6 OP subjects

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Students will be eligible for:

OP, QCE and Senior Statement

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**Academic/Vocational Program**

5 OP Subjects + 1 Non OP Subject

Or VET subject or Traineeship

OP, QCE, Senior Statement and VET Certificate

---

**Vocational Program**

4 OP subjects + 2 Non OP Subjects

or VET subject or Traineeship

Selection Rank, QCE, Senior Statement, and VET Certificate
SUBJECTS OF THE SENIOR PHASE OF LEARNING

Students who choose to complete Senior (Years 11 and 12) at Suncoast will choose to complete a combination of the three kinds of subjects available for senior study:

Authority Subjects | Authority-Registered Subjects | Vocational Education & Training (VET) Subjects

a) Authority - OP Subjects

Achievement in Authority subjects contributes to the 20 semester units required to obtain an OP (Overall Position). To be OP-eligible you must do a minimum of 5 Authority subjects or the equivalent.

These subjects are based on syllabuses developed by the QCAA. The College has written its own work programs (comprised of course work and the assessment plan) based on these syllabuses. Every work program has been approved by the QCAA.

For Authority subjects, assessment is done by the College and is monitored very carefully by the QCAA through its district and state-wide moderation processes. Review panels monitor the standards of students’ work from every senior school in the State during Years 11 and 12, based on the criteria and standards in each syllabus.

b) Authority-Registered – Non OP Subjects

Achievement in Authority-Registered subjects does not contribute to OP calculations but do contribute to the calculation of the OP-Ineligible tertiary rank score.

These subjects have a stronger vocational and/or practical component. The College has written its own study plan for each subject, which has been approved by the QCAA. For Authority registered subjects, assessment is done by the College, based on the assessment criteria.

c) Vocational Education and Training (VET) Subjects and School-Based Traineeships and Apprenticeships

VET courses are comprised of units of competency from nationally recognised qualifications under the Australian Qualifications Framework. Schools that offer VET subjects must be Registered Training Organisations (RTOs) and comply with the Australian Quality Training Framework (AQTF). The College is an RTO and as such delivers a range of vocational subjects.

If students undertake VET subjects that generate certificates, their results are recognised as meeting the required national standards by TAFE, University and other training organisations.

Studying a VET course can earn students up to 8 credit points towards their QCE (Queensland Certificate of Education). Students can choose to apply for a school-based traineeship or apprenticeship, preferably at the end of Year 10. A vocational certificate is awarded at the completion of both the school and on-the-job components. Students attend school 4 days a week with 1 day in Industry. They study five subjects instead of six to allow time for the traineeship.
**MY DECISION MAKING GUIDE**

I think I am bound for academic tertiary study after Suncoast and have achieved well in, and have liked, my academic courses in Year 9 and 10.

**Yes**

Study 6 OP subjects. Ensure breadth and consider pre-requisites for possible tertiary courses.

**No**

I think I am bound for further study but it may be academic or vocational. I think I may want to be eligible for an OP. I am comfortable learning in a classroom environment but, in terms of achievement in relation to other students, I did not do so well in Year 10.

**Yes**

Perhaps select 5 electives from the Authority Subjects or 4 and then one from Authority-Registered or VET Subjects.

**No**

I think I am bound for applied study or training and want my schooling to prepare me for this, as well as providing me with a quality general education. I will be looking to use a Selection Rank Score rather than OP to gain entry to tertiary courses.

**Yes**

Perhaps select 3-4 electives from the Authority Subjects and then 1-2 subjects from Authority-Registered and VET subjects.

Faith Diligence Love
SUBJECT SELECTION

Ask yourself:

- Which subjects am I confident I will do well in?
- Which subjects do I believe I will enjoy and gain personal satisfaction?
- Which will help me meet subject pre-requisite requirements for realistic tertiary goals?
- Which will prepare me for entry into further training or career?
- Which will give me skills, knowledge and attitudes necessary for my personal development?

Seek guidance from:

- Teachers who currently teach senior subjects
- Head of Department
- Director of Studies, Mrs Waters
- Director of Student Development and Life Coach, Mr Reid
- Traineeship Co-ordinator, Mrs McKee

Do I have to be concerned about tertiary pre-requisites?

If you have particular fields of tertiary study in mind, you need to be aware that many tertiary courses have pre-requisites. Pre-requisites are Authority subjects that must be undertaken in order to be accepted into the tertiary course.

Students are advised to consult the Tertiary Pre-requisites 2017 booklet (available as a free download through the QTAC website) which lists all the tertiary institutions, and the necessary pre-requisite subjects. Should further details on non-tertiary information be required, maximum use should be made of Careers resources on the College website.
**SENIOR SUBJECT LOAD**

All students in Senior Years study six subjects. This workload ensures students are functioning at the optimal pace and intensity for the Senior Years. Six subjects also provide an excellent breadth of skills and knowledge and ensures students are well prepared for post-schooling options.

Parents and students need to give priority to academic studies during the Senior Years and carefully balance extra-curricular activities, paid employment, sporting commitments and other responsibilities.

<table>
<thead>
<tr>
<th>CURRENT SUBJECT OFFERINGS YEAR 11 AND 12</th>
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<tbody>
<tr>
<td><strong>MANDATORY ENGLISH</strong></td>
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<tr>
<td>English (OP) or English Communication (Non OP)</td>
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<tr>
<td><strong>MANDATORY MATHEMATICS</strong></td>
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<tr>
<td>Mathematics A (OP) or Mathematics B (OP) or Pre-Vocational Mathematics (Non OP)</td>
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</tbody>
</table>

**OP SUBJECTS**

<table>
<thead>
<tr>
<th>Ancient History</th>
<th>Geography</th>
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<tbody>
<tr>
<td>Biology</td>
<td>Home Economics</td>
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<tr>
<td>Business Communications and Technologies</td>
<td>Legal Studies</td>
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<tr>
<td>Chemistry</td>
<td>Mathematics C</td>
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<tr>
<td>Dance</td>
<td>Music</td>
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<tr>
<td>Drama</td>
<td>Physical Education</td>
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<td>Economics</td>
<td>Physics</td>
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<tr>
<td>Film, TV and New Media</td>
<td>Visual Art</td>
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**NON OP SUBJECTS**

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<tr>
<th>Creative Arts</th>
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<tr>
<td>Cert I Manufacturing (Year 11) and Furnishings (Year 12)</td>
</tr>
<tr>
<td>Cert II Hospitality</td>
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<tr>
<td>Cert III Christian Ministry (external provider)</td>
</tr>
<tr>
<td>Cert III Music</td>
</tr>
<tr>
<td>School-based Traineeship or Apprenticeship (Subject to availability)</td>
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</table>
WHAT IS THE SUBJECT OFFERING PROCESS AT SUNCOAST?

In the first instance students make an initial selection in a “free choice” of six subjects which they wish to study, remembering that the mandatory English and Maths subjects must be included.

After all of the students’ choices have been submitted, the subjects are grouped into lines according to demand to enable a timetable to be developed and initial counselling of students begins.

Subject Lines

Subject lines are constructed each year based upon the choices made by students during the subject selection process. This means that line structures will vary from year to year.

When constructing the lines, a number of factors must be taken into consideration including the balance of subjects across lines, class sizes, composite classes with Year 12, teacher availability and the best fit for maximising the number of students able to study their preferred subjects.

These previous line structures are provided below as an example.

### 2013

<table>
<thead>
<tr>
<th>Line 1</th>
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<tbody>
<tr>
<td>English / English Communication</td>
<td>Maths A / Maths B / Pre Voc Maths</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Line 3</th>
<th>Line 4</th>
<th>Line 5</th>
<th>Line 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>Dance</td>
<td>Music</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Film/TV/New Media</td>
<td>Maths C</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Drama</td>
<td>Physics</td>
<td>Biology</td>
<td>Ancient History</td>
</tr>
<tr>
<td>Economics</td>
<td>Legal Studies</td>
<td>Cert II Hospitality</td>
<td>Cert I Furnishings</td>
</tr>
<tr>
<td>Business Communications Tech</td>
<td>Business Communications Tech</td>
<td>Geography</td>
<td>Cert III Music</td>
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### 2014

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<td>Chemistry</td>
<td>Physical Education</td>
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<td>Business Communications Tech</td>
<td>Physics</td>
<td>Maths C</td>
<td>Film/TV/New Media</td>
</tr>
<tr>
<td>Cert III Music</td>
<td>Legal Studies</td>
<td>Biology</td>
<td>Cert I Furnishings</td>
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### 2015

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<td>English / English Communication</td>
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<td>Physics</td>
<td>Cert II Hospitality</td>
<td>Geography</td>
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<tr>
<td>Legal Studies</td>
<td>Film/TV/NewMedia</td>
<td>Business Communications Tech</td>
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<tr>
<td>Cert I Manufacturing</td>
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Cert III Music running off-line in 2015

Each year some student’s first preferences are not able to be accommodated on the lines and will need to reconsider their subject choices.

It is very important that students choose subjects wisely. There is little doubt that students’ best results come from choosing the subjects they “like and do best in”. Choosing a subject because other students performed well in it or friends have chosen it are poor reasons upon which to base decisions about senior courses.
OP SUBJECTS
# ANCIENT HISTORY

## Aims and Objectives
In Ancient History, we look at the way people of ancient and medieval civilisations organised themselves politically and socially, their stories, their influential personalities, beliefs and philosophy. We see how people dealt with questions of life and death, morality and purpose in life and that those questions are really not much different from those we have to deal with today.

While studying Ancient History, we learn to develop our research skills, to critically analyse information so that we do not always accept what is presented to us at face value, and to express our own historical conclusions based on the evidence we have. These skills are essential if we are to function as informed, independent thinking individuals. They also develop us as independent learners and organised communicators for undertaking further study in any field.

## Recommended Prior Learning
Ancient History requires a significant amount of reading and writing, therefore a high level of skill in these areas is required. However, skills in those areas will be developed throughout the course.

## Course Overview
Topics include:
- Archaeology and the Minoans of Knossos
- Everyday life of the Celts and one other civilisation
- Divine Kingship of the Sumerians and Egyptians
- The Crusades
- Change in Ancient Rome
- Christians in Ancient Rome
- Greek culture
- Literature and philosophy in ancient civilisations

## Assessment
Students are assessed on their knowledge, research skills, and their ability to critically evaluate sources of historical information and ability to communicate ideas and historical arguments.

Assessment instruments include:
- Short Answer/Response to Stimulus Test
- Essay using stimulus material
- Written Research Assignment
- Multimodal Research Assignment

## Pathways
Ancient History could prepare you to become; a teacher or professional historian, an archaeologist or anthropologist, a tourist operator, a journalist or novelist. However, even if you do not plan to look at any of those occupations, learning the research, analysis and communication skills of Ancient History will set you in good stead for any course of study at university or TAFE.
BIOLOGY

Aims and Objectives
Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

The study of Biology provides you with opportunities to:
• gain insight into the scientific manner of investigating problems pertaining to the living world
• experience the processes of science, which lead to the discovery of new knowledge
• develop a deeper understanding and an enhanced aesthetic appreciation of the living world

The study of Biology will help you to understand the consequences of your personal actions and those of your community and society on the living world. It will enable you to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

Recommended Prior learning
Scientific knowledge and skills gained in Middle Years and Year 10 Science.

Course Overview
In Year 11 the students begin the course by studying Classification and Biodiversity, furthering on to Plant Physiology, Ecology & The Environment and Reproduction. As a requirement of the biology course, students will undertake a two day field trip to collect and analyse data.
In Year 12 the focus is on the human body. Students will have a greater insight into multiple Body systems, Homeostasis, Immunology & Disease and Genetics.

Assessment
Students spend time in the field using equipment and acquired techniques linking theory to the real world through hands-on experience. They produce written reports analysing and evaluating data. Students also create experiments, developing scientific design. They interpret biological data, analyse and evaluate information to produce experimental reports. Understanding and application of biological concepts are tested in supervised exams. Ethical issues associated with modern medical technology and research are also studied and maybe presented using a digital media format, supported by a written script. Students are encouraged to enquire in order to understand. Looking beyond the ‘what’ and ‘where’ of nature, to inquire into the ‘why’, ‘how’ and ‘to where could this lead?’

Pathways
This course would be suitable for students thinking of careers in; physiotherapy, sports science, nursing, education, medicine and veterinary science. Other pathways could include; horticulture, agricultural science, food and marine sciences, environmental law, environmental science, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism and journalism as well as those who just enjoy discovering the beauty and complexity of the natural world that God has created for us. This subject will provide a foundation for you to critically consider contemporary biological issues and to make informed decisions about these issues in your everyday life.
**BUSINESS COMMUNICATION AND TECHNOLOGIES (BCT)**

**Aims and Objectives**
Students are encouraged to:
- Communicate effectively and interact confidently within a business environment
- Effectively and efficiently use and explore a range of business technologies
- Apply individual and group strategies to resolve issues and complete tasks
- Develop effective and well-reasoned solutions to situations and problems within a business environment

**Course Overview**

**Topics include:**
- Business Environments
- Industrial Relations
- International Business
- Workplace Health Safety & Sustainability
- Organisation & Work Teams
- Managing People
- Social Media
- Events Management

BCT provides students with an opportunity to engage in current business practices and to explore, learn and understand theoretical and practical aspects of business. Students examine a variety of business topics with an emphasis on the underlying skills of communication and the use of business technologies.

BCT also engages students in learning activities that require higher-order thinking to analyse, evaluate and propose recommendations across a range of situations.

**Assessment**
Business Communication & Technologies incorporates a selection of assessment techniques which are often computer/technology based. These assessment techniques include:
- Written and/or word-processed exams
- Research assignments
- Spoken and multi-modal presentations

**Pathways**
Students undertaking Business Communication & Technologies may decide to continue their studies of Business at University, TAFE or an RTO. Alternatively, students may decide to pursue a career in Business straight out of school, either running their own business or alternatively working as an employee in a business environment. BCT also provides students with the opportunity to improve their personal and life skills which could be of assistance to them in a variety of other career paths.
CHEMISTRY

Aims and Objectives
Chemistry provides a platform and conduit in which humankind can interact with, and explore matter. This is the essence of Chemistry.
- Chemistry helps us to understand the links between the macroscopic properties of the world, and the subatomic particles and forces that account for those properties
- The application of chemistry enables us to make sense of the physical world
- Chemical understanding is fundamental to the majority of the science disciplines
- Understanding and applying chemical concepts, models, procedures and intellectual processes, aids in humankind’s management of the planet’s limited resources and could provide a key to our continuing survival on this planet

Recommended Prior Learning
Scientific knowledge and skills gained in Middle Years and Year 10 Science

Course Overview
Chemistry is organised into eight interrelated units based on two core themes:
- Structure – atoms and their bonding and properties
- Reactions - types of reaction, energy involved in reactions, reacting quantities and laboratory techniques

The first two units in Year 11 are foundational and the later ones build on the concepts by exploring new contexts, extending and applying the knowledge, skills and thinking processes developed in the foundational units.

Assessment
Assessment will occur through supervised written tests, practical reports and Extended Experimental Assignment written reports.
Assessment instruments will evaluate and report on students standards of work in the dimensions of:
- Knowledge and conceptual understanding
- Investigative processes
- Evaluating and concluding

Pathways
An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology.

Chemistry is either pre-requisite or foundational (highly recommended) for most university Science discipline courses. It is an excellent component in a double degree with Business, Journalism, Law, Engineering or Medicine.

TAFE diploma courses in applied sciences, VET training courses in laboratory work, horticulture, food science and allied subjects provide other avenues of study to put Chemistry learned in Year 11 and 12 to good use.
**DANCE**

<table>
<thead>
<tr>
<th><strong>Aims and Objectives</strong></th>
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<tbody>
<tr>
<td>Dance exposes students to a variety of dance genres and styles, and develops an awareness of dance in various contexts. It aims to provide students with the opportunity to study how the art of dance have been embraced in a variety of cultures and by a variety of choreographers and performers. The four dimensions of CHOREOGRAPHY, PERFORMANCE, APPRECIATION and ATTITUDES AND VALUES underpin the course, allowing for unique learning experiences that offer students depth and breadth within the study of relationships between choreographic intentions and various choreographers.</td>
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<thead>
<tr>
<th><strong>Recommended Prior Learning</strong></th>
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<tbody>
<tr>
<td>While dance training will definitely help a student, it is not a necessity for Senior Dance. The Dance program is designed for students of all levels of dance ability.</td>
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<thead>
<tr>
<th><strong>Course Overview</strong></th>
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<tr>
<td>Year 11 Dance introduces the history and development of dance as an art form. Students will explore the origins of ballet, the rise of contemporary dance and the popular dance styles of the century. Students will also look at dance within Australia (its companies, choreographers and artist) and how it is beginning to impact the world. There is also the opportunity to perform in Term 2 in either the school musical or Onstage showcase.</td>
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<tr>
<td>Year 12 Dance begins with Musical theatre and a look at some of its most influential choreographers and performers. Students then go onto explore how choreographers are using dance as their voice to make social and political comments. The Dance program concludes with students looking into “What is dance?” in the post-modern dance unit.</td>
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<tr>
<td>Students dance skills, both technical and expressive, as well as their creative processes within choreography are developed through continuous practical lessons. The degree of difficulty increases over the two year course, allowing the opportunity for students to continually develop their ability. Their understandings of dance components, as well as choreographic intent are also developed through theoretical work.</td>
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<tr>
<th><strong>Assessment</strong></th>
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<tr>
<td><em>Performance</em> – students develop and demonstrate dance skills to perform a teacher devised dance piece. <em>Choreography</em> – students use dance components and skills to explore and create their own dance works. <em>Appreciation</em> – students research, analyse and evaluate dance works through essay and oral format. Each dimension is assessed twice, allowing students the opportunity to reach their full potential.</td>
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<tr>
<th><strong>Resources</strong></th>
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<tr>
<td>Students will need to bring appropriate dance clothing (i.e. dance pants and shirt) and water bottle to every class. There is also the expectation that students will participate in performance events throughout the year which will require a small costume hire fee and the purchasing of basic costuming (e.g. t-shirt and leggings etc.). There will also be a small costume levy charged for either Onstage or Musical Performances. The opportunity may arise for students to view live productions. This is not compulsory, however it is strongly encouraged and may cost between $15.00 – $80.00.</td>
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<tr>
<th><strong>Pathways</strong></th>
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<tbody>
<tr>
<td>The Dance program at Suncoast provides students the opportunity to further develop their skill in various genres and context of dance. From studying dance, students can go onto University courses in Arts as well as auditioning for elite dance courses through major Australian dance companies. Besides the career of a professional dancer, students can also go into the role of a choreographer, dance instructor, school teacher, or artistic director. The opportunity also exists for students to go into administration, event coordination or management. The subject of dance can also act as a basis to further study in dance history, dance criticism, dance filmmaking, dance medicine/science and dance reconstruction/physiotherapy. Lastly, Dance is a subject that harvests creativity, critical thinking, self-discipline, reflective practice and much more. Therefore, the skills learnt throughout the Dance program can be utilised in any profession a student chooses to enter.</td>
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</tbody>
</table>
**DRAMA**

**Aims and Objectives**
In Drama, students will endeavour to achieve a mastery of the elements of Drama and the associated dimensions of forming, presenting and responding. This subject also fosters confidence, poise, self-development and expression of ideas and beliefs. It is a very helpful subject for a wide range of students.

As Christians, we have the belief that an artistic God created us. Therefore as humans, we have a deep, creative basis from which to draw. This innate sense of creativity is apparent in all human life, and is encouraged to be celebrated in all its varied forms.

In Drama each student explores his or her own natural creativity through the Performing Arts. They will reflect on their own personal interactions, and the broader dimensions of their community and society, in both historical and contemporary contexts.

**Course Overview**
Topics Include:
- Elements of Drama
- Commedia Dell’Arte
- Contemporary political theatre
- Physical theatre
- Script Writing and stage craft
- 20th Century theatre
- Directing
- Australian Drama
- Cinematic theatre

**Assessment**
Senior Drama assessment focuses on three dimensions; Forming - the making of drama (practical), Presenting - the showing of drama (practical) and Responding - the written and oral expression and analysis of drama.

**Resources**
Suitable drama clothes that allow for freedom of movement and modesty are required to be worn during rehearsal lessons. All students who study Drama are encouraged to participate at College events such as the Musical, On Stage, Festival and Presentation Night and may be a requirement for assessment. Students will view live dramatic works as part of their course. However, additional opportunities may also exist costing from $6.00 to $60.

**Pathways:**
The Drama program at Suncoast provides students with the opportunity to further develop their skill in various genres and contexts of drama. From studying Drama, students can go onto University courses in Arts. Besides the career of a professional actor, which requires excellent training, discipline and dedication, students can also go into the role of director, drama instructor, school teacher, or artistic director. The opportunity also exists for students to go into administration, such as a manager or event coordinator. The subject of drama can also lead to further studies in television and radio, public relations, sales, advertising, journalism, web design, game design and law.
## ECONOMICS

### Aims and Objectives
The study of Economics is central to an understanding of business, markets, trade, government policies, international issues, globalisation, health, development, and the environment. It also provides essential information for students aiming to one day run their own business or work in a business environment.

Economics is a two-year course that essentially studies how to use scarce resources in the best way possible. It focuses on the decision-making processes undertaken by the household, business, government and international sectors in pursuit of this goal.

### Recommended Prior Learning
Research and communication skills which have been learnt in Middle Years and Year 10 Humanities.

### Course Overview
Units covered include:
- Markets and Models
- Personal Economics
- Contemporary Micro-economic Issues
- Population
- Globalisation and Trade
- International Economics
- Contemporary Macro-economic Management
- Systems and development

Current affairs are a vital component of this course since local and global economic events are real-life manifestations of the economic theory learnt in the classroom. Students are often put in real life scenarios that will develop their decision making abilities. Students are also required to use their economic knowledge to investigate and assess the implications of major economic events that are occurring in the world around them.

This course aims to develop the skills of communication, comprehension, analysis, evaluation and decision-making through the process of inquiry, whilst expanding students’ knowledge and understanding of the world in which they live and the political, social and economic processes that act upon it.

### Assessment
Assessments are based on real life scenarios where students are required to analyse how and why decisions are made throughout a variety of contexts. These assessments will include a variety of case studies, research reports, multi-modal presentations and supervised exams.

### Pathways
The study of Economics equips students with the knowledge and skills that are in demand, and useful for, a range of careers including those in business, journalism, international law, commerce, government, marketing and sales, industry and education. Senior Economics lays the foundation for further study in this discipline and in related business studies at tertiary institutions.
**ENGLISH**

**Aims and Objectives**
Life in today's world demands that citizens are highly literate - able to interpret, respond to, and create a range of texts for different purposes and audiences. In engaging with a range of literary texts and creating their own, students will learn to use language in complex and meaningful ways. Most importantly, Senior English encourages students to develop their ability to think, requiring them to use higher-order thinking skills such as analysis, evaluation and appreciation. The aim of this subject is to teach students to think deeply and to communicate effectively so that they may be discerning contributors to the communities and cultures with which they interact both now and in the future.

**Recommended Prior Learning**
Students will draw heavily on the knowledge and skills gained in Year 10 English. Students will also need good reading skills and be able to read novels unassisted.

**Course Overview**
In Senior English students study texts such as novels, films, poetry, and documentaries from a range of time periods. Classic literature such as the works of Shakespeare, or novels such as *The Great Gatsby* and *Lord of the Flies* are explored. Poetry will also feature heavily, from Keats and Wordsworth to the Australian poets like Bruce Dawe and Oodgeroo Noonuccal. Learning experiences engage students in individual, small group and whole class activities, in addition to interacting through various technological formats. Students will analyse literary texts and create texts of their own.

**Assessment**
Assessment is both written and spoken in Senior English. The majority of writing is in essay form and is completed under exam conditions. Written tasks have word lengths of 600 – 1000 words, while orals are usually individual speeches, from 3 – 7 minutes in length. Assessment tasks in Year 11 mirror those of Year 12.

**Resources**
Good quality dictionary and thesaurus.

**Pathways**
Senior English is a prerequisite for admission to many university courses.
**Film, TV and New Media**

**Aims and Objectives**
While literacy enables people to communicate through reading and writing, visual literacy enables students to communicate by designing, producing and critiquing media texts. The media is the most influential and accessible agent of social conditioning in today's society. Visual literacy and discernment is therefore essential to every student.

This course makes students aware of the processes of the moving image production, to allow them to either consider the field of the creative industries as a possible future career, or implement their understanding of critical, visual literacy skills and communication processes to whatever vocation they choose to pursue. Through practical assessment, students are encouraged to excel and to express their creativity. Cooperation, organisation, time management and teamwork are also developed through all assessment tasks.

**Recommended Prior Learning**
Students with an inquiring mind, a flair for creativity and an interest in the media.

**Course Overview**
The course is a well-orchestrated balance of academic focus with an emphasis on practice to equip students with the necessary critical and creative skills. Learning experiences and assessment tasks enable students to think, question, create and communicate by designing, producing and critiquing film, television and new media products. Texts from various contexts (both Australian and international, commercial and non-commercial) will form the basis of our study. Students will first develop a theoretical understanding of various aspects of moving images and the production process, before applying this knowledge in the production of their own texts.

**Assessment**
Working individually and in groups, students will solve problems, use various technologies, plan and organise activities, collect and analyse information and demonstrate their ability to communicate in the form of specific industry design proposals, film and television productions and research assignments.

**Resources**
No specialist equipment is required; however, students are welcome to make use of their own camera and/or editing equipment where convenient. Students will be required to supply their own, high quality, 16GB USB for submitting their production work.

**Pathways**
This course makes students aware of the processes of the moving image production, to allow them to either consider the field of the creative industries as a possible future career, or implement their understanding of critical, visual literacy skills and communication processes to whatever vocation they choose to pursue. It provides a good grounding to any career in the media industry including television production, film production, advertising, journalism, marketing, visual text design, post production and radio production, as well as public relations, teaching and business.
## GEOGRAPHY

### Aims and Objectives

Geography is about the study of human and natural characteristics of places, and the interactions between them. It is a rich and complex discipline which includes two vital dimensions:

- the spatial dimension, which focuses on where things are and why they are there
- the ecological dimension, which considers how humans interact with environments

Geography prepares students for adult life by developing in them an informed perspective.

### Course Overview

The senior Geography syllabus is designed around four themes.

- Managing the natural environment – Responding to natural hazards and Managing catchments
- Social environments – Sustaining communities and Connecting people and places
- Resources and the environment – Living with climate change and Sustaining biodiversity
- People and development – Feeding the world’s people and Exploring the geography of disease

### Excursions: Urban and environmental field studies

### Assessment

Students will be assessed on their geographic knowledge, ability to read, create and interpret maps, statistics and diagrams, evaluate alternative strategies for dealing with geographic problems and make reasonable decisions.

Assessment Instruments include:

- Short Answer Tests (knowledge)
- Essay using Stimulus Material
- Practical Exercise (Maps, Graphs, Data, Photographs)
- Field Report. (Excursions)

### Pathways

Geography is of benefit for tertiary study and employment in the following areas: defence forces, urban design, journalism, education, real estate, mining, meteorology, public service, public relations, agriculture, anthropology, architecture, environmental studies, climatology, engineering, economics and commerce, geology, psychology, social work, surveying, and tourism.

If the thought of travel excites you, Geography will give you greater insight into the world you wish to experience.
HOME ECONOMICS

Aims and Objectives
Home Economics provides the student with the opportunity to discover and explore in both a theoretical and practical setting, a range of information that relates to individual, family and community well-being.

Home Economics enables the students to engage in learning about a range of topics ranging from personal health, to issues in society relevant to both food and textiles as well as develop their own creative skills, learning styles and overall confidence.

Recommended Prior Learning
While it is beneficial for a student to have studied Home Economics in Years 8-10, it is not essential.

Course Overview
A four semester course of study based on core topics consisting of three main areas of study; Individuals, Families and Communities, Nutrition and Food and Textiles and Fashion, each with significant key concepts to be addressed. Each semester students are provided with the opportunity to demonstrate what they know and their capabilities in each dimension; knowledge and understanding, reasoning and communicating processes and practical performance.

The major area of study in year 12 is based on the Nutrition and Food.

Assessment
The dimensions of knowledge and understanding, reasoning and communicating processes and practical performance are assessed each semester. The assessment tasks will involve writing a report, a response to stimulus essay and written journals. Practical performance involves making a product that meets the intended purpose in both food and textile contexts.

Resources
Please note that ingredients for cooking and materials for textile units are sourced and purchased by students. Aprons and other resources will also need to be purchased. See Year 11 resource list for costings.

Pathways
Recognised as an OP subject with a good basis for teaching, nursing, nutrition, child care and work in the food industry.
**LEGAL STUDIES**

**Aims and Objectives**
Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.

**Course Overview**
The Legal Studies course enables you to learn through the investigation of legal issues, exploring four core areas of study
- the legal system
- criminal law
- introduction to civil obligations
- human rights

In addition, you will investigate several of these possible elective areas of study civil wrongs (torts) and the law, employment and the law, environment and the law, family and the law, housing and the law, Indigenous Australians and the law, international law, sport and the law, technology and the law.

**Special Note:** Students studying Legal Studies have the opportunity to enrol in Certificate IV Justice Studies. Further details can be found under VET Subjects, External Providers.

**Excursion:**
Brisbane Law Courts

**Assessment**
Students are required to investigate legal contexts and evaluate the law in relation to society. These assessments will include a variety of case studies, research reports, multi-modal presentations, response to stimulus and supervised exams. In Year 12, you will be expected to complete at least one independent inquiry, at least one extended response and at least one supervised extended response test, responding to an unseen question.

**Pathways**
The study of Legal Studies provides students with evaluative and investigative skills that are useful for a range of careers including those in law, journalism, international law, social work, policing, justice (courts), business, government and education. Legal Studies lays the foundation for further study in law and in related business studies at tertiary institutions and in justice systems at school, TAFE and university.
MATHEMATICS A

Aims and Objectives
Mathematics A emphasises the development of positive attitudes towards the student’s involvement in Mathematics. This development is encouraged through the use of relevant personal and work related learning experiences.

These learning experiences 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 judgments based on evidence and reasoning
- A capacity to justify and communicate results in a variety of forms

Recommended Prior Learning
Sound mathematical knowledge and skills developed during Middle Years and Year 10.

Course Overview
Throughout studies in Mathematics A students will explore and investigate core and elective topics which relate to the mathematics used in personal and work situations.

Core topics include:
- Financial mathematics
- Geometry
- Probability and statistics

Elective topics studied are determined by the College and may include:
- Maps and compasses - Navigation or Land measurement
- Operations Research - Linear programming or Networks and queuing
- Introduction to models for data

Assessment
Assessment techniques in this course may include:

- Extended modelling and problem solving tasks
- Supervised examinations
- Reports

Resources
Students require a scientific calculator. See Year 11 resource list for brand and model number.

Pathways
Mathematics A is a recommended precursor to further study and training in the technical trades such as toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with moderate demand in mathematics.
# Mathematics B

## Aims and Objectives
Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning and to appreciate that Mathematics is a:
- Unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty
- Way of thinking in which problems are explored through observation, reflection and logical, inductive or deductive reasoning
- Powerful, concise and unambiguous symbolic system with written, spoken and visual components
- Creative activity with its own intrinsic value, involving invention, intuition and exploration

## Recommended Prior Learning
Extensive mathematical knowledge and skills developed during Middle Years and Year 10.

## Course Overview
Mathematics B involves the study of mathematical functions and their applications, differential and integral calculus and applied statistical analysis.

Learning experiences are designed to develop:
- Knowledge and skills in advanced computation and algebraic methods and procedures.
- Mathematical modelling and problem-solving strategies and skills
- The capacity to justify mathematical arguments and make decisions
- The capacity to communicate about mathematics in a variety of forms

During the two year course of study, students will explore the following seven core topics:
- Introduction to functions
- Rates of change
- Periodic functions & applications
- Exponential & logarithmic functions & application
- Introduction to integrations
- Applied statistical analysis
- Optimisation

## Assessment
Assessment techniques in this course may include:
- Extended modelling and problem solving tasks.
- Reports
- Supervised tests

## Resources
Students will be required to have a graphics calculator as per the Year 11 resource list. The brand and model required by the College will cost approximately $200. This calculator is also suitable for Mathematics C and Physics.

## Pathways
Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:
- Mathematics and Science education
- Natural and physical sciences, especially Physics and Chemistry
- Medical and health sciences, including Human Biology, Biomedical, Nanoscience and Forensics
- Engineering sciences, including Avionics, Chemical, Civil, Communications and Electrical
- Mechanical and mining
- Information technology and computer science, including Electronic and Software
<table>
<thead>
<tr>
<th>MATHEMATICS C</th>
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<tr>
<td><strong>Aims and Objectives</strong></td>
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<tr>
<td>Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B; to build on and combine many of the concepts introduced in Mathematics B; and to provide further opportunities for students to participate more fully in lifelong learning.</td>
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<td><strong>Recommended Prior Learning</strong></td>
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<tr>
<td>Extensive Mathematical knowledge developed in Middle Years and Year 10.</td>
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<tr>
<td><strong>Course Overview</strong></td>
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<tr>
<td>The Mathematics C course consists of core and option topics.</td>
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<td>The six core topics are:</td>
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<td>• Introduction to groups</td>
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<td>• Real and complex number systems</td>
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<td>• Matrices and applications</td>
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<td>• Vectors and applications</td>
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<tr>
<td>• Calculus</td>
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<td>• Structures and patterns</td>
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<tr>
<td>Elective topics studied are determined by the College and may include:</td>
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<td>• Linear programming</td>
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<td>• Conics</td>
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<td>• Dynamics</td>
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<td>• Introduction to number theory</td>
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<td>• Introductory modeling and probability</td>
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<td>• Advanced periodic and exponential functions</td>
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<td><strong>Assessment</strong></td>
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<tr>
<td>Assessment may include:</td>
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<tr>
<td>• Extended modelling and problem solving tasks</td>
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<td>• Reports</td>
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<td>• Supervised tests</td>
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<td><strong>Resources</strong></td>
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<tr>
<td>Students will be required to have a graphics calculator as per the Year 11 resource list. The brand and model required by the College will cost approximately $200.00. This calculator is also suitable for Mathematics B and Physics.</td>
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<tr>
<td><strong>Pathways</strong></td>
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<tr>
<td>Mathematics C is recommended for students wishing to pursue further study and training at tertiary level in areas such as:</td>
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<tr>
<td>• Mathematics and science education</td>
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<td>• Natural and physical sciences, especially physics and chemistry</td>
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<tr>
<td>• Medical and health sciences, including human biology, biomedical, nanoscience and forensics</td>
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<tr>
<td>• Engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining</td>
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<tr>
<td>• Information technology and computer science, including electronic and software</td>
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MUSIC

Aims and Objectives
Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential, and allow you to contribute to your community’s cultural life.

Music involves singing, playing instruments, listening, improvising and composing by interpreting music elements to express ideas and considering specific audiences and purposes through sound. Studying music encourages students to be a creative and adaptable thinker and problem solver.

Recommended Prior Learning
It is preferred, but not essential, that students have some prior musical experience. Students entering with little or no ability on a musical instrument are advised that they will need to work extra hard to bring themselves up to speed.

Course Overview
Students will engage in music from a range of contexts, genres and styles including Rock music, Film music, World music, Australian music, Western Art music, Electronic music, Jazz and Blues music and a unit of their own choice.

Students will work individually and within groups to compose, respond to and perform music. Students are encouraged to become involved in the music life of the College to the highest extent possible through lunchtime jam sessions, chapel band, vocal groups and other ensembles that form as necessary.

Assessment
Students will produce a total of six assessment tasks each year, two from each of the following categories:
Composition – students explore and experiment with sounds, instruments, styles, new media and methods of documenting sound to express personal music ideas.
Performance – students develop practical music skills by playing instruments, singing, conducting and directing music performances — both solo and ensemble — to create or re-create musical works.
Musicology – students research, analyse and evaluate music from many sources to communicate music ideas and express music viewpoints.

Resources
- Musical instrument for practice at home (highly preferred but not essential).
- Concerts and live performances may arise that students will have the opportunity to attend. Costs may range from $6.00 - $60.00, as an optional activity, there will be an additional expense.

Pathways
A course of study in Music can establish a basis for further education and employment in the fields of music performance, composition, music research, pedagogy, sound technology, music theatre, Arts administration, and emerging creative industries.
**PHYSICAL EDUCATION**

**Aims and Objectives**
Senior Physical Education involves students learning, about and through physical activity. The course focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors that influence individual and team physical performances. Studying this course will give students an appreciation of the body, how it functions and greater understanding of how physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement. The aim is to develop intelligent performers who are physically educated.

**Recommended Prior Learning**
- A good knowledge and understanding about the body and energy systems
- Be energetic and keen

**Course Overview**
The course includes units on:
- Surfing
- Touch football
- Badminton
- Surf Lifesaving

Physical Education is personalised as it gives students opportunities to acquire, apply and evaluate an appreciation of physical activity through the provision of learning experiences that relate to their individual needs. It enables students to make meaning of complex understandings by providing connections with their real-life contexts.

**Assessment**
Learning is based on their demonstration of physical activity which is closely integrated with written, oral, multi-modal, physical and other learning experiences explored through the study of the selected physical activities.

**Resources**
During elective units, there may be opportunity for students to study external certificate courses, such as Lifesaving.

**Pathways**
Physical Education provides a foundation for students who wish to pursue further study in human movement related fields such as; sport development, management, marketing and sales, sport and physical activity, policy development, sports journalism, sport psychology and coaching, athlete conditioning and management, personal training, sponsorship and fundraising, recreation officer, armed services, ambulance officer, firefighter, professional athlete, physiotherapist, nutritionist or primary and secondary teaching.
**PHYSICS**

**Aims and Objectives**
Physics is a science that involves the study of matter and its motion through space time as well as all related concepts, including energy and forces. More broadly, it is the general analysis of nature conducted in order to understand how the universe in which we live behaves.

- It is an investigative and experimental science that involves formulating and testing hypotheses through analysing phenomena in order to understand how the universe works.
- Physics values methods of precise measurement, reproducible experimentation and powerful mathematical relationships.
- Physics frequently represents theories and phenomena mathematically. The knowledge and understandings of Physics is constantly expanding, contributing to new information, ideas and theories to explain observations and experiences.

**Recommended Prior Learning**
Students will draw heavily on knowledge and skills developed in Year 10 Maths and Science.

**Course Overview**
Physics is organised into eight units, four in Year 11 and four in Year 12. The units are based around the three key concepts, which are:

- Forces
- Energy
- Motion

The first unit is foundational and the following units build upon the information obtained from studying this unit.

**Assessment**
Assessment will occur through supervised assessments such as written test, Extended Research Tasks and Extended Experimental Investigations. The assessment instruments will evaluate and report on student’s standards of work in the dimensions of:

- Knowledge and Conceptual Understanding
- Investigative Processes
- Evaluating and Concluding

**Resources**
Students will be required to have a graphics calculator at a cost of approximately $195.00. See Year 11 resource list for brand and model number. This calculator is also suitable for Mathematics C.

**Pathways**
Physics is either a pre-requisite foundation or highly recommended for most university science discipline courses. It is a pre-requisite or advisable in Engineering courses.

Studying Physics will provide you with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. It will help you to become better informed about the world around you and provide the critical skills so you can evaluate and make evidence-based decisions about current scientific issues.

Physics provides excellent employment opportunities in the fields of Engineering, Medicine, Forensic Science, Geophysics, Astronomy and Space Exploration as well as nuclear medicine and the relatively
new field of Nanotechnology.
**VISUAL ART**

**Aims and Objectives**
Art is one of the most important means by which people express their God given creativity and communicate concepts visually in their daily lives. This program is designed to expose students to a variety of art techniques and develop an appreciation of art forms in their own society and others.

**Recommended Prior Learning**
The study of Art in Year 7-9 and especially Year 10 is extremely advantageous.

**Course Overview**
Visual Art is a two-year course of study based on units of work that comprise concepts, focuses and media areas. Students’ understanding of the general art objectives of ‘making’ and ‘appraising’ is developed through these units of work and is supported by the essential teaching and learning process of researching, developing, reflecting and resolving. Units of work provide students with opportunities to progress along a learning continuum that develops from diversification in Year 11 to specialisation in Year 12.

Fine art is an extension of one’s personality. Every person has the ability to express themselves in artistic ways given training in skills and practice. Students’ need to develop their own capabilities through consistent effort and practice. Written homework will be minimal; however significant time will need to be spent working on developing work in visual journals, class projects (able to be taken home) and practicing skills. Parents/Guardians can help their child by encouraging them to spend time practicing art skills at home and taking an interest in their work. Encouraging students to visit galleries and art exhibitions is a way parents/guardians can stimulate their child’s interest in the visual arts.

**Assessment**
Assessment over the two years of study is aimed at providing students with a range of assessment techniques, and a balance within the practical and theoretical areas. As the learning experiences in Year 11 tend to be more teacher directed, assessment is formative, while assessment in Year 12 is primarily summative. Practical work is in the form of folios of work and visual journals, while appraising work will be in the form of written research assignments and critiques.

**Resources**
Students will need to supply an A4 120 page visual diary (blank drawing paper pages); a set of art pencils 2B, 4B, 6B; a set of wooden handled brushes suitable for acrylic paint. These can be purchased through the college. A small set of acrylic or water colour paints for students to work on projects at home although optional, would be beneficial.

**Pathways**
The study of Visual Art is advantageous for a continuing study of Art at university or TAFE. It would also be beneficial for those seeking employment in areas that require some degree of visual or design understanding.
NON OP SUBJECTS
**CHRISTIAN STUDIES**

**Aims and Objectives**
The teachings of Christ are imperative to successful living. In a world where many voices are competing for attention, it is vital that the voice of Truth is clearly articulated. The post-modern age has promoted the notion of many truths, making the ascertainment of meaning and purpose in life all the more complex. However, Christians are privileged to have access to the ultimate Source and Truth, Jesus Christ. It is in the sharing of this Truth and the availing of this Source that the Christian Studies program plays a vital role.

The Christian Studies course in Years 11 and 12 promotes holistic Christianity, that is, the effective integration of Christian beliefs and values (faith) together with Christian lifestyle (works). Term one features the opportunity for students to be involved in a choice of electives which is sensitive to where each student is on their faith journey. It includes opportunities for students to prepare for mission trips, explore apologetics, Bible study and Leadership skills.

**Course Overview**

**YEAR 11**
During this year we challenge students to understand their role as Seniors in the College and acknowledge their development from childhood to adulthood. Topics such as emerging leadership, adult relationships including marriage and sexuality, ethics and principles for Godly living are all included as central aspects throughout this course. Guests who specialise in these areas speak on various topics including post-school options, both University and TAFE offerings, opportunities in mission, relationships and sexuality and drugs and alcohol all feature as part of the focus areas.

The ethical study is based in a workbook titled the “Good the Bad and the Ethical” which introduces students to a practical approach to the question of ethics while applying a Biblical framework to real life situations. In the unit addressing relationships, students are challenged to discover the blueprint for healthy families and relationships. Regardless of individual backgrounds, students will be exposed to functional models for relationships so they can make informed decisions about their own futures.

**YEAR 12**
The Year 12 course focuses on practical leadership skills equipping them for the year ahead. Designed specifically for the beginning of the year, this unit will equip Year 12 students with skills for leadership in action. This unit takes place at the Emu Gully campsite, whose philosophies are grounded in a Christian world view and are consistent with our priority to develop character.

Students also have the opportunity to explore answers to difficult questions within a safe and supportive environment. In their search, it is anticipated they will discover more about the nature of their infinite God.

**QCS Preparation**
Included in this critical period of time is QCS preparation. Students will be taken through a comprehensive course designed to prepare them for the Queensland Core Skills Test.

**Resources**
Students will use work books which will be provided by the College including Bible Gateway which is an online Bible.

**Pathways**
The Christian Studies program in the Senior years is used to prepare students, and to equip them with a Christian world view as they prepare to enter a secular culture, whether in the work place or tertiary studies.
### CREATIVE ARTS

**Aims and Objectives**
The Arts are the common threads of life in all communities and are mirrors of society’s aspirations. Creative Arts provides opportunities for students to explore the role of arts practitioner through active engagement with the visual arts, and to understand the different careers available in the industry. By taking on some practitioners’ roles, students are exposed to authentic arts industry practices in which they learn to view the world from different perspectives and experiment with different ways of sharing ideas and feelings.

Within and across the particular arts studied, students are involved primarily in communicating ideas and information through arts making. Arts making involves exploring and applying techniques, processes and technologies individually or within groups to express ideas that serve particular purposes. They gain practical skills, employ essential terminology, investigate “solutions” to “problems”, and make choices to communicate through their arts making.

Creative Arts is different from Senior Visual Art (an OP subject) in that it does not have the literary/written focus upon analysis/appraisal of artists’ work. Similar to other non-OP subjects such as English Communication and Hospitality, Creative Arts is a much more hands on subject with an emphasis upon the acquisition of skills to achieve the practical work. The focus strand of Creative Art being the visual based arts.

### Course Overview
The course will provide students with opportunities to engage in activities from a range of arts techniques and strands. Example that may be studied may include pottery, photography, drawing, design and printmaking. The course has a vocational orientation with the development of knowledge and skills of the artist practitioner a prime consideration.

### Assessments
Assessment will primarily be practical based folios that assess their demonstration of the three objectives of exploring, knowing and expressing.

### Pathways
Creative Arts provides an understanding and foundation for students who may like to pursue further study in the visual arts at TAFE. The course also provides opportunity to develop an understanding of the role of arts practitioners in the wider community.
## ENGLISH COMMUNICATION

### Aims and Objectives

English Communication is designed to promote the development of communication skills in the areas of work, community and leisure. Unlike the literary focus of Senior English, this subject encourages students to strengthen their skills in everyday and workplace communications in the modern world. They will learn to use language effectively for a range of purposes and in various social situations to enable them to participate actively in groups, organisations and the community. Based in real-life contexts, English Communication aims to provide opportunities for students to develop their interpersonal and general life skills as well as preparing them for further training and employment.

### Recommended Prior Learning

This subject is suited to students who are not seeking an OP or to those who have struggled to achieve a C standard, or who have received learning support in English in the Middle Years and/or Year 10.

### Course Overview

Units range from cyber safety to community issues, from a study of dealing with conflict in the workplace to organising and running a charity fundraising event. Within these units students will work individually and in groups to collect, organise and evaluate information, communicating ideas for a range of audiences. As part of their learning experiences students will have many opportunities to use technology in producing texts.

### Assessment

Writing and speaking is assessed. Individually and in groups, students create imaginative, informative and persuasive texts. Written tasks have word lengths of 300–500 words, while orals are usually 2–5 minutes in length.

### Pathways

This course is designed to present students with practical communication skills that are valued by, and can be transported into, the workplace, apprenticeships and traineeships.
## PRE- VOCATIONAL MATHEMATICS

### Aims and Objectives
The intent of this subject is to build confidence and success in using mathematics in everyday contexts by reducing or removing anxiety when doing mathematical activities. This is achieved by countering deep-seated negative beliefs and attitudes towards mathematics learning through providing a supportive environment and scaffolded activities in which students can succeed. The course also aims to increase the students’ repertoire of skills with practical time-saving strategies.

### Recommended Prior Learning
This subject is suited to students who:
- are not seeking an OP
- have struggled to achieve a C standard in Year 10 Mathematics, or
- have received learning support in Mathematics in the Middle Years and/or Year 10

### Course Overview
A course of study is based on five topics according to the purposes and functions of using mathematics in various contexts.

The five topics are:
- Mathematics for interpreting society: number (study area core)
- Mathematics for interpreting society: data
- Mathematics for personal organisation: location and time
- Mathematics for practical purposes: measurement
- Mathematics for personal organisation: finance

### Assessment
Assessment in Pre-Vocational Mathematics will be school based and may include any or all of the following:
- Oral Reports
- PowerPoint Presentations
- Assignments
- Creation of Brochures
- Open Book Examinations

### Resources
Students will be required to have a graphics calculator. See Year 11 resource list for brand and model number.

### Pathways
The course has been developed to provide students with a relevant and practical mathematical basis for life after school.
VET SUBJECTS

SUNCOAST AS REGISTERED TRAINING ORGANISATION

Please Note:
Current as at 1st June 2015. VET competencies are subject to change. For the most current VET Course Information, please refer to Moodle.
### MSF10113 - CERTIFICATE I FURNISHING  
30574 RTO: Suncoast Christian College  
**NON OP - YEAR 12**

#### Aims and Objectives
The Certificate I in Furnishing course develops both skills that are essential for employment and skills that relate directly to the selected specialist unit which is ‘Construct a basic timber furnishing product’. The completion of a Certificate I Furnishing provides the student with a set of competencies that collectively open up pathways into employment and/or further study in the furnishing industry.

#### Recommended Prior Learning
It is beneficial to have completed a Design Technology course in earlier years however, there are no specific pre-requisites for this course. Students must be willing to work in a mature manner inside the College’s timber workshop.

#### Course Overview
The Certificate I Furnishing is taught in Year 12, with the majority of students having completed the MSA10107 Certificate I Manufacturing (Pathways) course in Year 11. Practical work forms a large part of the Certificate I Furnishing, while adhering to all workplace health and safety obligations.

Practical tasks include the manufacture of a fully jointed table using pine timber and manufacture of a guitar shaped cabinet, using fibreboard. During manufacture of these two products, students are taught to operate a wide variety of machinery to cut, shape and join the timber materials. Students also perform some theory tasks to teach them about the furnishing industry.

#### Competencies
- **MSAENV272B** Participate in environmentally sustainable work practices
- **MSAPMOHS100A** Follow OHS procedures
- **MSAPMOPS101A** Make measurements
- **MSAPMSUP102A** Communicate in the work place
- **MSAPMSUP106A** Work in a team
- **MSFFM1001** Construct a basic timber furnishing product
- **MSFFM1002** Operate basic woodworking machines
- **MSFFM2001** Use furniture making sector hand and power tools

#### Assessment (competency-based)
Students must first perform a Work Health and Safety induction. Next they manufacture a table with a complex design that incorporates a wide variety of timber jointing techniques. Students also must attempt, and partially complete, the last practical task which is to manufacture a guitar shaped cabinet that has a focus on routing techniques. Throughout the year students will also complete three out of four Furnishing work booklets. The subject has no exams, and the assessment evidence is photographs of projects, and recording of the other activities within Assessment Instrument booklets.

#### Requirements
There are no special requirements, however, the student must be physically capable of operating the machinery and equipment in order to attain competence. If students enrol late into the course they may not receive the full Certificate I however; they will receive a Statement of Attainment for the competencies they have achieved.

#### Pathways
Students that successfully complete this course can pursue further study at TAFE or another Registered Training Organisation. Alternatively, students may wish to select a related university course and could receive some credit for their Certificate I. Completing this one year course will earn the **student 2 credits towards their QCE** (Queensland Certificate of Education). Students may also decide to pursue a career in Furnishings straight out of school, either running their own business or possibly working as an employee.

#### Please Note
This course is currently taught as a composite class for Year 11 and 12. Certificate I Furnishing is taught to the whole class one year and Certificate I Manufacturing (pathways) is taught the following year. The 2016 course will commence with the Furnishing Certificate.
SIT20213 - CERTIFICATE II HOSPITALITY

30574 RTO: Suncoast Christian College

Aims and Objectives
This two year course involves the development of a variety of thinking, operational and workplace skills which cover the Hospitality industry’s workplace culture and practices. The Certificate II Hospitality is delivered over both Years 11 and 12.
Students gain a basic understanding of the Hospitality industry and gain relevant practical skills that can assist them in the workforce and in their everyday life.

Recommended Prior Learning
There are no specific pre-requisites for this course however, a willingness to learn and work to industry standards is desirable.

Course Overview
The course will be organised around units that involve practical tasks, theory, orals and real-life opportunities involving catering for functions.

Competencies
- SITHIND202 Use hospitality skills effectively
- SITXCCS202 Interact with customers
- SITXWHS101 Participate in safe work practices
- BSBWOR203B Work effectively with others
- SITXPSA101 Use hygienic practices for food safety
- SITHFAB203 Prepare and serve non-alcoholic beverages
- SITHFAB204 Prepare and serve espresso coffee
- SITHFAB201 Provide responsible service of alcohol
- BSBCOMM201A Communicate in the workplace
- SITHIND201 Source and use information on the hospitality industry
- SITHCCC103 Prepare sandwiches
- SITXCOM201 Show social and cultural sensitivity

Assessment (competency-based)
Competency-based assessment involves the assessment of knowledge and skills in both a practical and theoretical way.

On line learning through the use of didasko and RSA course which can be delivered on line or through a private provider. There will be a fee for this RSA component which will not exceed $100.00.

Upon successful completion of all competencies, a Certificate II Hospitality will be awarded. Late entrance to the course may prevent eligibility; however a Statement of Attainment will be issued for the competencies completed.

Resources
It is the student’s responsibility to ensure they have the correct ingredients for their practical units. The College will provide a black and white apron, a white chef jacket and a service apron for various College functions however it will be necessary for students to supply a pair of black trousers.

To ensure students have the necessary competencies and to be eligible for their Certificate II it is a requirement that they complete Work Placement in the Hospitality industry. With the guidance of College staff it is expected that students source their own Work Placement which is to be undertaken during term time or their school holiday break. This should be completed no later than the end of Term 3 of their final school year. It is the responsibility of students to find their own transport to and from their work placement.

Pathways
Students that successfully complete this course can pursue further study at TAFE or another Registered Training Organisation. Alternatively, students may wish to select a related university course and could receive some credit for their Certificate II. Completing this two year course will earn the student 4 credits towards their QCE (Queensland Certificate of Education). Students may also decide to pursue a career in Hospitality straight out of school, either running their own business or possibly working as an employee.
# MSA10107 - CERTIFICATE I MANUFACTURING (PATHWAYS)
## 30574 RTO: Suncoast Christian College

## Aims and Objectives
The Certificate I Manufacturing (Pathways) course develops both skills that are essential for employment and skills that relate directly to the selected core technical unit which is ‘Make an object from metal’. The completion of a Certificate I Manufacturing (Pathways) provides the student with a set of competencies that collectively open up pathways into employment and/or further study in the manufacturing industry.

## Recommended Prior Learning
It is beneficial to have completed a Design Technology course in Middle Years and Year 10, however there are no specific pre-requisites for this course. Students must be willing to work in a mature manner inside the College’s timber workshop.

## Course Overview
The Certificate I Manufacturing (Pathways) is taught in Year 11. Practical work forms a large part of the Certificate I Manufacturing course, while adhering to all workplace health and safety obligations. This includes the manufacture of a multitude of artist easels and an occasional table using metals. Firstly, each student individually manufactures one artist’s easel for his/her own personal use, then students form into groups where they manufacture a bulk quantity of easels and prepare them for later sale. This teaches students some basic fitting skills, and introduces the student to the measuring, cutting, shaping and welding of metal. There is also a variety of short theory tasks, embedded through the whole course, which focus predominantly on Workplace Health and Safety, the student work group activities, and their possible future employment within the manufacturing industry.

## Competencies
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<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>MSAPCI101A</td>
<td>Adapt to work requirements in industry</td>
</tr>
<tr>
<td>MSAPCI102A</td>
<td>Apply effective work practices</td>
</tr>
<tr>
<td>MSAPCI103A</td>
<td>Demonstrate care and apply safe practices at work</td>
</tr>
<tr>
<td>MSAPCI298A</td>
<td>Make an object from metal</td>
</tr>
<tr>
<td>MEM05012C</td>
<td>Perform routine manual metal arc welding</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools / hand held operations</td>
</tr>
<tr>
<td>PMBPR0D240C</td>
<td>Cut materials</td>
</tr>
<tr>
<td>PMBFIN205C</td>
<td>Hand decorate products</td>
</tr>
</tbody>
</table>

## Assessment (competency-based)
Students must first perform a Workplace Health and Safety induction. Next they perform welding training, followed by the manufacture of one art easel. Then they must contribute to the group task where many art easel products are manufactured. Students also must attempt and partially complete the last practical task which is an occasional table, plus complete a variety of short answer theory tasks throughout the year. The subject has no exams, and the assessment evidence is photographs of projects, and recording of the other activities within Assessment Instrument booklets.

## Requirements
There are no special requirements, however, the student must be physically capable of operating the machinery and equipment in order to attain competency. If students enrol late into the course they may not receive the full Certificate I however; they will receive a Statement of Attainment for the competencies they have achieved.

## Pathways
Students that successfully complete this course can pursue further study at TAFE or another Registered Training Organisation. Alternatively, students may wish to select a related university course and could receive some credit for their Certificate I. Completing this one year course will earn the student 2 credits towards their QCE (Queensland Certificate of Education). Students may also decide to pursue a career in Manufacturing straight out of school, either running their own business or possibly working as an employee.
**Please Note**
This course is currently taught as a composite class for Year 11 and 12. Certificate I Manufacturing is taught to the whole class one year and Certificate I Furnishings is taught the following year. The 2016 course will commence with the Furnishing Certificate.
CUS30109 - CERTIFICATE III MUSIC
30574 RTO: Suncoast Christian College

Aims and Objectives
This is an exciting course that provides broad based knowledge and skills required for entry into the music industry. It covers many aspects of the music industry and aims to develop understanding of the processes and techniques involved. The course offers specialist training in performance, song writing and use of technology in music, in addition to a practical knowledge of copyright, OHS and industry awareness.

Recommended Prior Learning (Entry requirements)
Students will be required to audition for this course as there is a minimum standard of proficiency required. Students need to demonstrate a competent level of vocal or instrumental skill to be considered suitable for this course. Having the ability to read music is beneficial but not essential for enrolment in this course.

Course Overview
The focus of the course is on contemporary pop and rock music using songs from the Christian and secular fields. Students perform on instruments such as drums, electric and acoustic guitar, bass guitar, piano, keyboards and vocals.

Competencies
- CUFCMP301A Implement Copyright Arrangements - 20 hours
- CUIND301B Work effectively in the music industry - 35 hours
- CUSOH301A Follow Occupational Health and Safety procedures - 10 hours
- CUSMCP301A Compose simple songs or musical pieces - 35 hours
- CUSMPF303A Contribute to back up accompaniment - 35 hours
- CUSMPF304A Make a music demo - 40 hours
- CUSMLT301A Apply knowledge of genre to music making - 40 hours
- CUIND302A Plan a career in Creative Arts Industry - 35 hours
- CUSMPF302A Prepare for performances - 35 hours
- CUSMCP303A Develop musical pieces using electronic devices - 35 hours
- BSBWRT301A Write simple documents - 30 hours

Assessment (competency-based)
Assessment of competencies in this course involves practical and theoretical knowledge and skills with assessment methods ranging from performance and recording to oral presentations, research assignments, written reviews and short answer tests.

Pathways
Completion of the Certificate III can lead to careers in various sectors of the music industry including performance, retail, and management. Students who perform to a high standard could consider further study at tertiary level gaining a degree in music. Completion of this course will earn the student 8 credit points towards their QCE (Queensland Certificate of Education). Students can enrol in further study at TAFE or other registered training providers and gain a Diploma in Music on exiting Year 12.

Please Note
The College must have specialised teachers and equipment to run this course. The College retains the right to cancel the course if it is unable to meet resourcing requirements.
VET SUBJECTS

EXTERNAL PROVIDERS

Please Note:
VET competencies are subject to change. For the most current VET Course Information, please refer to Moodle.
10432NAT - CERTIFICATE III CHRISTIAN MINISTRY & THEOLOGY 30414 RTO: Mueller College Limited

Aims and Objectives
KickStard3D is the name of the course which is a Certificate III in Christian Ministry and Theology. It is a discipleship program which focuses on raising up a generation of young leaders to reach beyond the potential they see in themselves into the potential God has prepared for them. The course is based on an action/reflection model of learning, giving students the opportunity to learn about Theology and put it to practice in their day to day lives. The course is now online and is completed in three clusters representing 3 semesters of work. This process is delivered with the support, guidance and encouragement of Christian mentors and supervisors.

Recommended Prior Learning
Students are required to be self-motivators who are ready to take an adult approach to their learning.

Course Overview
The course has both theoretical and practical aspects and includes content which will enable students to gain a greater understanding of the message of the Bible and the culture in which it was established. The context of the course is different to the traditional classroom as students are required to do a lot of work individually online and meet in a small group setting for one period a week for discussion, reflection and follow up.

The College has a partnership with Mueller College who are the registered training providers for this course. This course is conducted on the Suncoast Christian College Campus in conjunction with Mueller College who will issue the Certificate III qualification, once all requirements have been met. For further information please see the Kickstart3D website: [http://kickstart3d.com.au](http://kickstart3d.com.au)

Competencies and Components
CMTTHE301A Identify how Christian Scripture, life and practice are understood today
CMTTHE302A Identifies theological data
CMTTHE303A Identifies a range of data within a theological theme or issue
CMTTHE304A Identifies new theological insights
CMTMIN301A Identifies theological knowledge in relation to the Christian way of life
CMTMIN302A Communicate theology in everyday language
CUECOR01C Manage own work and learning
CUECOR02C Works with others

1 - Online Learning: You’ll be required to complete online exercises that are discussed in your mentor group or one-on-one with your mentor. You will also work your way through reading through the four Gospels, and journal your discoveries and questions along the way.

2 - Leadership Practical: During your time with Kickstart 3D you’ll be taking on new challenges as you not only learn, but step up to be involved and lead. Leadership Prac consists of a minimum of 25hrs and can be completed in your school, church or in a community service project. Your leadership practical will also include reflections and reporting.

3 - Be Mentored: Successful completion of the course requires students to meet with other students and their Mentor or one-on-one with a Mentor to engage in discussion around ministry, faith and Biblical reflection. Your Mentor time is the lynch-pin that holds the Kickstart 3D experience together. It is your primary time for discussion, reflection and integration of the material you are learning.

Assessment
As a competency based study, students are responsible for logging the work that they are involved with outside in their local church community or in the wider community. Journaling, completing learning exercises and attending retreats are core aspects of the assessment for this course.

Requirements
Students must attend two retreats during the duration of their course work and must complete online exercises which are to be submitted to Mueller College for marking at the end of each Semester. The course does have a cost of approximately $499.00 which is to be paid directly to Mueller College.

Pathways
Students pursuing a career in Ministry or Theology will find the Certificate III course offers a good spiritual and academic grounding for further studies. The Certificate III allows students to attain 5 credit points towards their QCE.
39292QLD - CERTIFICATE IV JUSTICE STUDIES
32123 QLD RTO: Unity College

Aims and Objectives
Many students who study Legal Studies plan to seek employment in law associated jobs. This course provides relevant skill and knowledge for those wishing to enter a variety of occupations including the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations. The opportunity to complete this qualification prior to leaving school is a significant advantage for students.

SPECIAL NOTE (Entry requirements)
This certificate is not a standalone subject and cannot be counted as one of the 6 subjects in a student’s load. Students must be enrolled in Legal Studies to qualify for this course.

Course Overview
Students who choose to complete this Certificate will complete the units of this course in several different ways:
- Content learnt during Legal Studies classes
- Online reading and activities
- Whole day workshops
- Night tutorials

Areas that may be covered in this course are exemplified below:
- BSBLEG413A Identity and apply the legal framework
- QLD594JUS01A Communicate with clients on justice related issues
- QLD594JUS02A Prepare documentation for court proceedings
- QLD594JUS03A Analyse social justice issues
- BSBRES401A Analyse and present research information
- PSPREG411A Gather information through interviews
- BSBLEG416A Apply the principles of the law of torts
- PSPREG409B Prepare a brief of evidence
- BSBWOR402B Promote team effectiveness
- BSBWOR404A Develop Work Priorities

Pathways
Successful completion of the course gives students direct entry into the Bachelor of Criminology and Justice at the University of the Sunshine Coast with 4 credit points (equivalent to 6 months off the duration of the course). Completion also guarantees 8 QCE points.

Requirements
There are no special requirements for this course, however, for students who study this course there is a cost of $700.00 which is to be paid directly to Unity College.

Please Note
The course is offered at a significantly less fee than if students were to enrol in this course personally after finishing school. No refunds are available unless the student can provide a medical certificate or show extreme personal hardship. Refunds will be at the RTO Principal’s discretion.
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<tr>
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<tbody>
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</tbody>
</table>
YEAR 11 SUBJECT SELECTION FORM - 2016

STUDENT’S NAME: _______________________________ CLASS: ____________

Do you wish to be eligible for an OP?

☐ Yes  ☐ No

Please choose six subjects plus two reserves. Your first two choices must be an English subject and a Maths subject. That leaves four more to choose from the remaining list, plus the two reserves. **Number subjects 1 to 8; number 1 and 2 must be an English and Maths.**

**ENGLISH CHOICE:**

☐ English  ☐ English Communication (Non-OP)

**MATHS CHOICE:**

☐ Maths A  ☐ Maths B  ☐ Pre-Vocational Maths (Non-OP)

**OP SUBJECTS:**

☐ Ancient History  ☐ Geography  ☐ Home Economics  ☐ Legal Studies  ☐ Maths C  ☐ Music  ☐ Physical Education  ☐ Physics  ☐ Visual Art

☐ Biology  ☐ Business Communications and Technologies  ❌ Chemistry  ❌ Dance  ☐ Drama  ❌ Economics  ☐ Film, Television and New Media

**NON OP SUBJECTS:**

☐ Cert III Christian Ministry  ☐ Cert III Music Performance  ☐ Cert I Furnishings/Manufacturing  ☐ Creative Arts  ☐ Cert II Hospitality

**ALSO INTERESTED IN:**

☐ Apprenticeship

*Please note: Subject offerings are dependent on student numbers.*
Traineeship
The College Crest

Suncoast Christian College, established in 1979, is a dynamic co-educational independent institution which is committed to serving the needs of its students and their families.

Students from early childhood through to the Senior Years are immersed in comprehensive, relevant educational programs which foster excellence spiritually, academically, socially, culturally and physically. By operating from the same campus, the Primary together with Middle and Senior Years within the Secondary School facilitate a seamless curriculum which allows students to make the transition easily from one to the other.

Suncoast Christian College has accreditation status under the Education Act of 2001. The distinctly Christ-centred curriculum, developed from a biblical perspective and based on the current Queensland Studies Authority syllabuses, therefore, meets the requirements of State and Federal authorities. It is delivered by teachers of the highest calibre who actively model Christian values while offering an education aimed at developing excellent thinking strategies in an academically stimulating environment.