Senior Years Curriculum Handbook

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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INTRODUCTION

TO YEARS 11 AND 12

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

Please note: All care is made in preparing this document to best inform parents and students of the current curriculum organisation of Suncoast Christian College. Sometimes changes are needed to be made to course organisation or subject offerings in an attempt
to improve our service or respond to staffing changes. To ensure you have the latest version of this document contact the Director of Studies.
THE SENIOR PHASE OF LEARNING AT SUNCOAST

Continuing on to Year 11 and 12 to complete Senior is only one of a number of choices available to our students.

Students may complete Year 10 and then:
- continue on to complete Senior (Years 11 and 12).
- leave to complete full-time study at various institutions.
- leave to undertake part-time or external study.
- gain employment and/or training including traineeships.

OUTCOMES OF THE SENIOR PHASE OF LEARNING

Students who choose to complete Senior (Years 11 and 12) at Suncoast, will be working towards achieving one or more of the following outcomes:

1. 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.

2. 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 QSA 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.
An OP or an OP Ineligible Rank Score

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

The purpose of the OP Score 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.

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 an **OP Ineligible Rank Score**. OP ineligible ranks are calculated from point values being attributed to achievement levels in Authority and Authority Registered subjects and Vocational Competencies.

The QSA calculates Overall Positions (OPs) and the Queensland Tertiary Admissions Centre (QTAC) calculates OP-Ineligible Ranks.

3. **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.

The completion of these qualifications above can provide a range of pathways to tertiary study, as shown in the following diagram.
YEAR 12 PATHWAYS

The diagram below shows how different qualifications/pathways can lead to tertiary study

<table>
<thead>
<tr>
<th>Pathway to tertiary study</th>
<th>Qualifications completed</th>
<th>OP/QTAC selection rank awarded based on the qualification*</th>
<th>Tertiary place allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda is a Year 12 student eligible for an OP</td>
<td>Senior Statement</td>
<td>No rank awarded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tertiary Entrance Statement</td>
<td>OP8 (comparable to a rank of 87 in 2009)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QCE</td>
<td>No rank awarded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AMEB Grade 7 Certificate</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Jack is a Year 12 student who is OP ineligible</td>
<td>Certificate III</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Statement (OP Ineligible)</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QCE</td>
<td>No rank awarded</td>
<td></td>
</tr>
<tr>
<td>Amy is a Year 12 student who is not eligible for an OP but has completed other qualifications</td>
<td>Certificate III</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Statement (OP Ineligible)</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QCE</td>
<td>No rank awarded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AMEB Associateship</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certificate II</td>
<td>No rank awarded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Traineeship</td>
<td>No rank awarded</td>
<td></td>
</tr>
</tbody>
</table>

* QTAC assigns a QTAC selection rank to a qualification based on a variety of schedules and individual tertiary institution rules. Not all qualifications are eligible for a rank and ranks for qualifications can change. Multiple ranks are not combined to give a greater score.

The QTAC selection rank allows different qualifications to be compared. For most courses, QTAC uses these ranks (and whether minimum entry requirements have been met) to allocate course places to applicants. Where an applicant has multiple ranks, institution policy dictates which rank is used to allocate a tertiary place - for Year 12 students, it is generally the highest rank.
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 of 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 QSA. 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 QSA.

For Authority subjects, assessment is done by the College and is monitored very carefully by the QSA 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 strong vocational and/or practical component. The College has written its own study plan for each subject, which has been approved by the QSA. 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 end 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.
HOW DO I SELECT MY SUBJECTS?

Where do I start?

When choosing subjects, keep the following points firmly in mind. Choose courses:

- in which you are confident you will do well;
- which you believe you will enjoy and from which you will gain personal satisfaction;
- which will help you meet subject pre-requisite requirements for realistic tertiary goals;
- which will prepare you for entry into further training or career; and
- which will give you skills, knowledge and attitudes necessary for personal development.

When using this Handbook, give due consideration to the information presented by teachers. Advice and further information concerning subject selection can be found from the:

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

A Decision-Making Guide is on the following page to assist you.
**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**
  - Perhaps select 5 electives from the Authority Subjects and so (with English) do 6 Authority subjects. Ensure breadth and consider pre-requisites for possible tertiary courses.

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.

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.

- **No**
  - Perhaps select 3-4 electives from the Authority Subjects and then 1-2 subjects from Authority-Registered and VET subjects.

### • AUTHORITY SUBJECTS (OP)

- Ancient History
- Biological Science
- Business Communications and Technologies
- Chemistry
- Dance
- Drama
- Economics
- English
- Film, TV and New Media
- Geography
- Home Economics
- Mathematics A or Mathematics B
- Mathematics C
- Legal Studies
- Music
- Physical Education
- Physics
- Visual Art

### • AUTHORITY REGISTERED SUBJECTS (NON OP)

- Pre-Vocational Mathematics
- English Communication

### • VET SUBJECTS (NON OP)

- Cert II Hospitality
- Cert I Furnishings and Manufacturing
- Cert III Music
- Cert III Christian Ministries
- Traineeship
| | Apprenticeship |
WHAT IS THE SUBJECT OFFERING PROCESS AT SUNCOAST?

In the first instance students make an initial selection in a “free choice” of the five elective subjects which they wish to study. All students study Authority English or English Communication and a Mathematics subject.

After all of the students’ choices have been submitted, the subjects are grouped into “lines” to enable a timetable to be developed and initial counselling of students begins. The “lines” are constructed in such a way as to maximise the number of students able to study their five preferred electives.

Each year some students are not able to be accommodated on the “lines” and a small number have to replace one of their choices with a “back-up” subject.

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 course or courses because other students have performed well in them or based on what friends are doing are poor guides to course selection.

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 done in order to be accepted into the tertiary course.

Students are advised to consult the Tertiary Pre-requisites 2014 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.
At Suncoast, all students must study English and Mathematics, along with Christian Studies.

**ENGLISH OPTIONS**
- English (OP)
- English Communication (Non OP)

**MATHEMATICS OPTIONS**
- Mathematics A (OP)
- Mathematics B (OP)
- Pre-Vocational Mathematics (Non OP)

**OP SUBJECTS**
- Ancient History
- Biology
- Business Communications and Technologies
- Chemistry
- Dance
- Drama
- Economics
- Film, TV and New Media
- Geography
- Home Economics
- Legal Studies
- Mathematics C
- Music
- Physical Education
- Physics
- Visual Art

**NON OP SUBJECTS**
- Cert III Christian Ministry
- Cert II Hospitality
- Cert I Manufacturing (Year 11) and Furnishings (Year 12)
- Cert III Music
- School-based Traineeship or Apprenticeship (Subject to availability)

Possible subject combinations:

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Subjects Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP pathway</td>
<td>6 subjects, including Senior English and either Maths A or Maths B</td>
</tr>
<tr>
<td>Mixed pathway – OP &amp; VET</td>
<td>5 subjects, including Senior English and either Maths A or Maths B, and Certificate (ie Cert II Hospitality or Cert III Music) OR Traineeship</td>
</tr>
<tr>
<td>Non-OP pathway</td>
<td>6 subjects, can include English Communication, Pre-Vocational Maths, and any number of Certificates OR Traineeship</td>
</tr>
</tbody>
</table>
OP SUBJECTS
# ANCENT 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. Ancient History is interesting and relevant to life 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:
Some of the topics we look at 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:
You are assessed on your knowledge, research skills, your ability to critically evaluate sources of historical information and your ability to communicate your ideas and historical arguments. Assessment instruments include:
- Short Answer/Response to Stimulus Test.
- Essay using stimulus material.
- Written Research Assignment.
- Multimodal Research Assignment.

## Requirements:
There may be one excursion per year which will be added to College fees.

## 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.
<table>
<thead>
<tr>
<th><strong>BIOLOGY</strong></th>
<th><strong>OP</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Aims and Objectives:</strong> Biology is the study of living organisms. It is a science which studies the diversity of life forms found on planet Earth – the types of organisms that exist, where they come from, and how they interact with others and their non-living environment. This course covers a broad list of topics designed to give the student a general understanding of the living world. The study of Biology provides students with opportunities to: gain insight into the scientific manner of investigating problems pertaining to the living world; experience the processes of science leading to the discovery of new knowledge; develop a deeper understanding and aesthetic appreciation of the living world. Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences of their own and society’s activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world now and in the future.</td>
<td></td>
</tr>
</tbody>
</table>

| **Recommended Prior learning:** B standard in Year 10 Science. |

| **Course Overview:** In Year 11 the students begin the course by studying Classification and Biodiversity. During Term 3 they also go on a 3 day ‘Ecology’ camp to North Stradbroke Island where they will study the different ecosystems and the interactions between them. In Year 12 the focus is on the human body. Students will have a greater insight into the body systems by doing a number of dissections and an optional visit to the Medical Engineering Research facility in Brisbane to view a dissection of a cadaver. |

| **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?’ |

| **Requirements:** Students will be required to attend a camp in Year 11 to North Stradbroke Island and a visit to MERF in Year 12, both of which can be charged to the College fees. |

| **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, environmental law, environmental science, and journalism as well as those who just enjoy discovering the beauty and complexity of the natural world that God has created for us. |
**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:**
Business Communication & Technologies is a varied and very useful subject which provides students with an opportunity to engage in current business practices. BCT offers students opportunities to explore, learn and understand theoretical and practical aspects of business. Students examine a variety of business topics (listed below) 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.

**Topics studied include:**
- Business Environments.
- Industrial Relations.
- International Business.
- Workplace Health Safety & Sustainability.
- Organisation & Work Teams.
- Financial Administration.
- Social Media.
- Events Management.

**Requirements:**
Year 12 students will be required to attend an excursion which will be charged to their College fees. In addition, all students are required to provide their own USB for use in BCT.

**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:
C+ standard in Year 10 Maths and Science or a B+ in Agricultural Science.

### Course Overview:
Chemistry is organised into eight interrelated units based on the two core themes of the QSA syllabus:
- 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:
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 OP

#### Aims and Objectives:
The Dance program at Suncoast Christian College 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.

#### Recommended Prior Learning:
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.

#### Course Overview:
**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.

**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.

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.

#### Assessment:
* **Performance** – students develop and demonstrate dance skills to perform a teacher devised dance piece.
* **Choreography** – students use dance components and skills to explore and create their own dance works.
* **Appreciation** – 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.

#### Requirements:
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.

#### Pathways:
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...
Aims and Objectives:
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.

At Suncoast Christian College, we encourage each student to explore his or her own natural creativity through the Performing Arts. As students engage in this field of study, they will be asked to reflect on their own personal interactions, and the broader dimensions of their community and society, in both historical and contemporary contexts.

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

Course Overview:
Initially, Year 11 students participate in a foundational unit called ‘The Elements of Drama’ which provides an opportunity for new and old students to learn or revise the elements of drama, improvisation and written analysis. Next, Drama students explore the concept of tragedy through a performance collage in the ‘Tragedy’ unit. Students will then study the genre of Commedia dell Arte through developing scriptwriting skills and comic performance skills in the ‘Comedy’ unit. Year 11 Drama concludes with the students’ performance skills being extended in the ‘20th Century Theatre’ unit and completing a play review.

In Year 12 Drama they study ‘Australian Theatre’ which results in students’ directing an extract from an Australian play and presenting a dramatic collage. Next students attend a live performance and write a formal play review. As a class they then decide on a play to produce for an audience of parents and their peers in ‘The Production’ unit. The last unit in the course is called ‘The Finale’ where students can select their own final piece of assessment.

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

Requirements:
Junior Drama is encouraged, but foundational elements are revised in Term 1 of the course.

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. For the Senior course the viewing of live dramatic works is strongly encouraged (costs range from $6.00 - $60.00 per work).

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.
NB: Please note that the Drama program will be rewritten in 2014, so the course outlined is an example only.
**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 SOSE.

**Course Overview:**
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.

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.

**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.

**Requirements:**
There may be minor costs associated with some activities which will be added to the College fees.

**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 in a variety of styles. Senior English provides students with opportunities to engage with literary texts and to learn to use language in complex and meaningful ways. Higher-order thinking skills are taught through the analysis, evaluation and creation of varied texts. The aim of Senior English is to teach students to communicate effectively and to think deeply.

**Recommended Prior Learning:**  
Students need a C+ achievement grade or above in Year 10 English. Students will also need good reading skills and be able to read novels unassisted.

**Course Overview:**  
In Senior English we study a range of texts such as novels, films, poetry, and documentaries. Classic literature such as the works of Shakespeare, or novels such as Pride and Prejudice and The Great Gatsby are explored. Poetry will also feature heavily, from Keats and Wordsworth to the Australian poets like Bruce Dawe and Oodgeroo Noonuccal. Students will analyse literary texts and create texts of their own.

**Assessment:**  
Writing and speaking is assessed 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.

**Requirements:**  
Good quality dictionary and thesaurus.

**Pathways:**  
Suited to students on pathways leading to work, vocational and tertiary studies. 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 will suit this subject and in order to handle the academic rigour, students should have a C level of achievement in English.

**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.

**Requirements:**
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 helps us understand the world around us. It gives us an understanding of how the earth and our environment affect our lives and in turn, how we affect and manage our environment.

## Recommended Prior Learning:
No pre-requisites. An interest in the world around you is essential.

## Course Overview:
In Geography we study patterns on the earth. These may be:

- Physical e.g. landforms, climate, biogeographic regions.
- Human e.g. population distribution, town planning, economic development, global food production.
- Changes and interactions between physical and human e.g. the effects of climate change, the link between environment and disease, etc.
- We look at a number of case studies of geographic issues – some of them global, others regional, national or local.

## Assessment:
You will be assessed on your geographic knowledge, your ability to read, create and interpret maps, statistics and diagrams, evaluate alternative strategies for dealing with geographic problems and make your own reasonable decisions.

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

## Requirements:
You will be working on computers in a number of programs and global information systems every lesson. You will also be going on a minimum of one excursion each year, the cost of which will be added to the College fees.

## Pathways:
An increasing number of occupations use Geography – climatologists, town planners, map makers, environmental analysts, tourist operators, teachers, statisticians, real estate businesses, overseas businesses and engineers.
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 area of study.

### 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.

### Requirements:
Students will need a white full length apron, ingredients and equipment for food units, textile materials and equipment plus costs for site visits and workshops.

### Pathways:
Recognised as an OP subject with a good basis for teaching, nursing, nutrition, child care and work in the food industry.
<table>
<thead>
<tr>
<th>LEGAL STUDIES</th>
<th>OP</th>
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<tr>
<td><strong>Aims and Objectives:</strong></td>
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<tr>
<td>Many significant legal and social issues face individuals and groups in Australian society. To deal with these issues, students need to be informed of their legal positions, rights and responsibilities. Students will investigate and understand the Australian legal system and how it affects their basic rights.</td>
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<td>Students are encouraged to understand the impact of the law, legal system and legal process in their daily lives.</td>
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<tr>
<td>In many ways, the Australian justice system is built upon Christian values of fairness, equity, and equality between citizens. Legal Studies also provides opportunities for students to consider their sense of justice, mercy and their implications for society. We also consider how God is just and merciful with us, His children.</td>
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<td><strong>Recommended Prior Learning:</strong></td>
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<td>Inquiry, research and debating skills. Students will have acquired these skills in SOSE.</td>
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<tr>
<td><strong>Course Overview:</strong></td>
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<td>The course focuses on “legal awareness” – how the law attempts to deal justly with personal and social issues and how it changes in response to changing attitudes in society. It has been designed for students who, whatever their post-school destinations, wish to be better equipped to participate and accept responsibilities in the wider society. Some core topics that will be studied include:</td>
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<tr>
<td>• Australian legal system.</td>
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<td>• Criminal law.</td>
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<td>• Civil law.</td>
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<td>• Family law.</td>
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<td>• Property law.</td>
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<tr>
<td>• Law and technology.</td>
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<tr>
<td><strong>Assessment:</strong></td>
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<tr>
<td>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.</td>
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<td><strong>Requirements:</strong></td>
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<tr>
<td>There may be costs associated with some activities which will be added to College fees. Excursions include a visit to the Brisbane Law Courts and participation in Youth Parliament which is conducted in the Legislative Assembly, Queensland Parliament Brisbane. Incursions include guest speakers from associated industries (eg: Electoral Commission, University of Sunshine Coast.)</td>
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<tr>
<td><strong>Pathways:</strong></td>
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<tr>
<td>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 through TAFE.</td>
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<tr>
<td><strong>Newsflash:</strong></td>
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<tr>
<td>University of Sunshine Coast - Faculty of Law will be offering degrees in Law from 2014.</td>
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## 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:
C standard in Year 10 Mathematics.

### 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.

### Requirements:
Students require a scientific calculator, preferably the brand and model as determined by the College for 2014.

### 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:**
C+ standard in Year 10 Mathematics B.

**Co-requisite:**
Students selecting to study Mathematics B may also select Mathematics C.

**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 & applications.
- Introduction to integrations.
- Applied statistical analysis.
- Optimisation.

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

**Requirements:**
Students will be required to have a graphics calculator for this subject. It is recommended that students purchase the model stipulated on the booklist and families should be aware that these cost approximately $195.00.

This calculator will also be used in Mathematics C and Physics by students selecting these subjects.

**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.
MATHEMATICS C

Aims and Objectives:
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.

Recommended Prior Learning:
B standard in Year 10 Mathematics B.

Co-requisites:
Students selecting Mathematics C must also select Mathematics B.

Course Overview:
The Mathematics C course consists of core and option topics.

The six core topics are:
- Introduction to groups.
- Real and complex number systems.
- Matrices and applications.
- Vectors and applications.
- Calculus.
- Structures and patterns.

Elective topics studied are determined by the College and may include:
- Linear programming.
- Conics.
- Dynamics.
- Introduction to number theory.
- Introductory modeling and probability.
- Advanced periodic and exponential functions.

Assessment:
Assessment may include:
- Extended modelling and problem solving tasks.
- Reports.
- Supervised tests.

Requirements:
Students will be required to have a graphics calculator for this subject. It is recommended that students purchase the model stipulated on the booklist and families should be aware that these cost approximately $195.00.
This calculator will also be used in Mathematics B and Physics by students selecting these subjects also.

Pathways:
Mathematics C 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, electrical, mechanical and mining
- Information technology and computer science, including electronic and software
MUSIC

Aims and Objectives:
Students live in a world in which music has an important and pervasive presence. Music as an art form is a uniform language of creation, expression and social exchange. Creativity plays a vital role in the wellbeing and advancement of all societies.

Music involves singing, playing instruments, listening, moving, improvising and composing by manipulating musical elements to express ideas and considering specific audiences and specific purposes through sound.

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 from around the world including Rock music, Film and Theatre music, World music, Australian music, Classical music, Dance music, Jazz and Blues music and a unit of their own choice.

Students will work individually and within groups to compose, analyse 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, choir 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:
- Composing - involves combining the musical elements and using compositional devices to create music.
- Performing - requires students to play, sing or conduct music for an audience (real or virtual), demonstrating an understanding and interpretation of the interrelationships that exist between the musical sounds, context, genre, style, the performer and audience.
- Analysing repertoire - requires students to use visual and/or aural analytical skills to determine musical relationships. This involves deconstructing a broad range of repertoire into musical elements and compositional devices, and determining their relationships to each other.

Requirements:
- Exercise book including music staves.
- 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. These will be added to the College fees.

Pathways:
- Academic - composition, musicianship, musicology, performance, technology, music librarian/archivist, research assistant, technician.
- Composition - freelance, theatre/dance, film/video/TV, community music, composer in residence.
- Industry - arts administrator, community music officer, concert management, critic/reviewer, film/video/TV, radio, instrument building/maintenance, multimedia production, music management/promotion, retail industry, music notation/typsetting, music librarian/archivist, producer, recording engineer, live sound engineer, MIDI/computer programming.
- Performance – accompanist, conductor, freelance, orchestral, chamber music, popular/rock/jazz, performer in residence, DJ.
- Teaching - Government school classroom, private school classroom, government school instrumental, private school instrumental, private instrumental, private theory.

NB: Please note that the Music program will be rewritten in 2014, so the course outlined is an example only.
### 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:
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. The course includes units on:
- Surfing.
- Touch football.
- Badminton.
- Surf Lifesaving.

#### 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.

#### Requirements:
Possible costs associated with some activities, which will be added to College fees.

#### 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**

<table>
<thead>
<tr>
<th>Aims and Objectives:</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>• Physics helps us to understand the links between the micro and macroscopic properties of the physical world.</td>
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<td>• The application of Physics enables us to make sense of the physical world.</td>
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<tr>
<td>• The study of Physics is always evolving and theories are constantly being revised to encompass new discoveries being made.</td>
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<tr>
<td>• Physics enables us to find new ways of managing and harnessing energy which is necessary to our continuing survival on this planet.</td>
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<thead>
<tr>
<th>Recommended Prior Learning:</th>
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<tr>
<td>C+ standard in Year 10 Science.</td>
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<thead>
<tr>
<th>Course Overview:</th>
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<tr>
<td>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:</td>
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<tr>
<td>• Forces.</td>
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<td>• Energy.</td>
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<td>• Motion.</td>
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<td>The first unit is foundational and the following units build upon the information obtained from studying this unit.</td>
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<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>Assessment will occur through supervised assessments such as written test, Extended Research Tasks and Extended Experimental Investigations.</td>
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<td>The assessment instruments will evaluate and report on student's standards of work in the dimensions of:</td>
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<td>• Knowledge and Conceptual Understanding.</td>
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<td>• Investigative Processes.</td>
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<tr>
<td>• Evaluating and Concluding.</td>
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<tr>
<th>Requirements:</th>
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<tbody>
<tr>
<td>It will be useful for Students to have a graphics calculator for this subject. This calculator will also be used by students selecting Mathematics B and C.</td>
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<tr>
<td>It is advantageous if the student possesses a keen desire to analyse the how and why of the laws and theories that underpin our present understanding of our world.</td>
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<tr>
<th>Pathways:</th>
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<tbody>
<tr>
<td>Physics is either pre-requisite or foundational (highly recommended) for most university science discipline courses. It is a pre-requisite or advisable in Engineering courses.</td>
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<tr>
<td>Physics provides excellent employment opportunities in the fields of Engineering, Forensic Science, Geophysics, Astronomy and Space Exploration as well as nuclear medicine and the relatively new field of Nanotechnology.</td>
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</table>
**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:**
While there are no pre-requisites for Senior Art, some 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 more summative, with some formative work. 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.

**Requirements:**
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 items will be available for purchase on Launch Day or from Secondary Reception during the school term. 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
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 Life Skills 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). It positively contributes to the actualisation of the College’s mission: “To nurture young people as faithful, diligent, loving members of God’s family, and to challenge and equip them for Godly leadership.”

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.

Requirements:
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 NON OP

**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.

**Course Overview:**
The course will provide students with opportunities to engage in activities from a range of arts techniques and strands. 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.

**Requirements:**
There are no special requirement other than an obvious interest and ability in participating in the production of visual art, and understanding visual art in our community.

**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 allow students to develop communication skills in the areas of work, community and leisure. Students use language to perform tasks, use technology, express their thoughts, and interact in groups, organisations and the community. English Communications does not have the literary focus of Senior English and therefore it aims to strengthen student skills in everyday and workplace communications in the modern world.

**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 studies of office communication to community issues, from an exploration of life on the Sunshine Coast to organising and running a charity fundraising event. Within these units students collect, organise and evaluate information to communicate ideas for a range of audiences. They plan ideas and solve problems individually and in groups. 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.
### 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 and by increasing students’ repertoire of skills with practical time-saving strategies.

### 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.

### 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.

### Requirements:
Students need a scientific calculator, preferably the brand and model set by the College.

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

Please Note:
VET competencies are subject to change.
For the most current VET Course Information, please refer to Moodle.
## CHRISTIAN MINISTRY AND THEOLOGY – CERTIFICATE III

### Aims and Objectives:
The Certificate III is now well established at Suncoast and is beginning to develop some momentum with many students enjoying the benefits of the course. Students have thoroughly enjoyed the opportunity to participate in a course which gives them the opportunity to reflect on their Christian world view and how it is practiced in daily life.

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:
- **CMT001** Identify how Christian Scripture, life and practice are understood today
- **CMT002** Identifies theological data
- **CMT003** Identifies a range of data within a theological theme or issue
- **CMT004** Identifies new theological insights
- **CMT005** Identifies theological knowledge in relation to the Christian way of life
- **CMT006** Communicate theology in everyday language
- **CHCGROUP3G** Plan and conduct Group Activities
- **BSBFLM412A** Promote Team Effectiveness

### 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 be submitted to Mueller College for marking at the end of each Semester. **The course does have a cost of $399.00 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.
**FURNISHING - CERTIFICATE I**

**LMF10108**

**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**
- MSAPMOHS100A  Follow OHS procedures
- MSAPMOPS101A  Make measurements
- MSAPMSUP102A  Communicate in the workplace
- MSAPMSUP106A  Work in a team
- LMFFM1001B  Construct a basic timber furnishing product
- LMFFF2008B  Apply surface coatings by hand
- MSAENV272B  Participate in environmentally sustainable work practices

**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.
# HOSPITALITY - CERTIFICATE II

**SIT20212**

## 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:

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<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
</tr>
<tr>
<td>SITXCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITXPSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage</td>
</tr>
<tr>
<td>SITHFAB201</td>
<td>Provide responsible service of alcohol</td>
</tr>
<tr>
<td>BSBCOMM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
</tr>
</tbody>
</table>

## Assessment:
Competency-based assessment involves the assessment of knowledge and skills in both a practical and theoretical way.

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.

## Requirements:
Students must purchase and wear the appropriate College hospitality uniform. There are no tuition costs associated with this course, however there will be a materials cost for essential ingredients and equipment.

Visits to industry and by industry are also included in the course and may involve a fee, of which parents/guardians will be advised. Students will be required to undertake structured work placement in both Years 11 and 12. There will be a cost associated with this. In some instances they may be an overnight stay in the designated work place.

## 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.
MANUFACTURING - CERTIFICATE I

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 earlier grades 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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<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>MSAPCII298A</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>PMBPROD240C</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.
MUSIC PERFORMANCE - CERTIFICATE III
CUS 30109 RTO: Sunshine Coast Institute of TAFE

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 and song writing in addition to a practical knowledge of copyright, OHS and industry awareness.

Recommended Prior Learning:
Students will be required to audition for this course as there is a minimum standard of proficiency required for both performance work and song writing. 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.

The College has an extended registration with Sunshine Coast TAFE. This two year course is conducted on the Suncoast Christian College campus in conjunction with Sunshine Coast TAFE who will issue the Certificate III qualification, once all requirements have been met. Late entrance to the course may prevent eligibility to receive a certificate. If a student enrols late into the course, a Statement of Attainment will be issued by Sunshine Coast TAFE for the units of competency completed.

Competencies:
- CUFCMP301A Implement Copyright Arrangements - 20 hours
- CUSIND301A Work effectively in the music industry – 35 hours
- CUSOHS301A Follow Occupational Health and Safety procedures – 10 hours
- CUSMCP301A Compose simple songs or musical pieces – 35 hours
- CUSMCP303A Contribute to back up accompaniment – 35 hours
- CUSMCP303A Make a music demo – 40 hours
- CUSMCP303A Apply knowledge of genre to music making – 40 hours
- CUSIND302A 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 may lead to careers in various sectors of the music industry including performance, retail, and management. Opportunities also exist to enrol in further study at TAFE or other registered training providers and gain a Diploma in Music on exiting Year 12. Students who perform to a high standard could also consider further study at tertiary level. Completion of this course will earn the student 8 credit points towards their QCE (Queensland Certificate of Education).

Overseas Students:
This course is not a CRICOS-registered course; therefore overseas students are not eligible to study Certificate III Music.

Please Note:
The College must have specialised teachers and equipment to run this course. If the College loses access to these resources, the RTO will provide students with alternative opportunities to complete the course and the related qualification. The College retains the right to cancel the course if it is unable to meet resourcing requirements.
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<tr>
<th>SUBJECT</th>
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<tr>
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</tr>
</tbody>
</table>
YEAR 11 SUBJECT SELECTION FORM - 2014

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
- ☐ Biology
- ☐ Business Communications and Technologies
- ☐ Chemistry
- ☐ Dance
- ☐ Drama
- ☐ Economics
- ☐ Film, Television and New Media
- ☐ Geography
- ☐ Home Economics
- ☐ Legal Studies
- ☐ Maths C
- ☐ Music
- ☐ Physical Education
- ☐ Physics
- ☐ Visual Art

**NON OP SUBJECTS:**

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

Please note: Subject offerings are dependent on student...
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.