

# Australian International Islamic College



## Senior Student Handbook 2017

A Guide for Senior Students

**Our Mission is to  
provide quality education in a caring Islamic environment.**



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# INTRODUCTION

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## FROM THE PRINCIPAL'S DESK

***Dear Year 11/12 Students and Parents,***

Welcome to the Senior School. Congratulations on electing to continue your education.

You have now entered into the first stage of a post compulsory education - learning for life as well as for work. Your Senior Schooling is an important part of an ongoing lifelong learning process which will equip you with what you need to cope with and manage your future

Your life and careers in the 21st century will, without doubt, experience many changes. It will be important for you to have a quality education, not only for you to cope with change, but also to enable you to take charge of that change and shape your future.

**“Knowledge exists potentially in the human soul like the seed in the soil; by learning the potential becomes actual”**

(Imam al Ghazali (Islamic philosopher))

This handbook is intended to provide you with a clear guide for your subject selection.

As senior students you have entered into the sphere of post compulsory education where you have made the choice to continue your formal education at this school. Having made this choice, you have a responsibility to make a every effort to engage your program of study. You owe it to yourself, your family and your teachers to be serious about your studies and to put in the continuous effort over the long haul to achieve your very best.

Senior study at this school is a serious responsibility for each post-compulsory student. Our College provides a caring supportive learning environment to aid you towards the achievement of your full potential.

Principal

# STAYING OR LEAVING

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There are times when some students in Year 10 begin to get restless and unsettled and feel that they just can't wait until the year is finished so that they can leave school.

Are you feeling this way? If so, this reaction is not difficult to understand, especially if things haven't been going too well for you. Perhaps your results have been down. There may have been disagreements with parents, teachers or friends, or other concerns may have made it difficult for you to concentrate on schoolwork.

Despite this, a hasty decision to leave school during or after Year 10 could have unfortunate effects later on down the line. It makes sense then to give the question of 'staying or leaving' quite a lot of thought before making a definite decision.

## **How do I feel right now?**

A good starting point is to think about your present situation.

Try drawing up a list of reasons why you are thinking of leaving and then answer these questions:

- Are these reasons really strong enough to make me decide to leave school?
- Can I improve things by working on them one at a time (perhaps with someone's help)?
- Will these same reasons be present next week or next year, or are they short-term issues that can be overcome by then?
- Will the long vacation be enough to refresh me and get me ready to start school again next year?

## **Why stay?**

Instead of rushing into a decision, take a little time to consider the advantages of continuing to Years 11 and 12.

Students decide to complete their Senior study for a number of reasons:

- In the past few years, it has become increasingly difficult to gain full-time employment or to gain access to TAFE courses with only a Year 10 level of education.
- Schools are now offering vocational education subjects and courses in Years 11 and 12. Many of these subjects combine study at school with on-the-job training. In some schools students can begin an apprenticeship or traineeship as well as study for a Senior Certificate.

- A Senior Certificate may be essential or an advantage for your chosen career or for a course in which you are interested.
- A Senior Certificate may result in a higher salary level or faster promotion in your chosen career area.
- Senior study will, for most students, increase knowledge and skills, which are useful for further education, future career, and life generally.
- School may be a good environment for personal and social development.
- School can be enjoyable in itself through the study of subjects in which students are interested, participation in sports and other recreational activities, and contact with other students.

## **An individual choice**

There are certainly advantages in continuing but these advantages need to be weighed up against other factors which may affect each person differently - factors such as career interests, ability and achievement level, and the courses offered at your present school.

Consider your answers to these questions:

- Have you the ability to handle the Year 11 and Year 12 subjects at your school?
- Are there any other schools you can attend with courses or subjects more suited to your abilities and interests?
- Have you developed a sound pattern of study this year and, if not, are you likely to do so in Year 11?
- What are the financial costs of continuing at school?
- Is it essential or an advantage to continue at school to achieve your career aim?
- Are you able to obtain any suitable jobs if you leave school after Year 10? (Remember, most jobs requiring Year 10 only are likely to be in the unskilled occupations.)
- Do you feel ready to join the workforce?
- Have you discussed the issue with your parents and/or others important to you?

Not everyone may be able to continue to Years 11 and 12. Some parents may think they cannot afford to keep their children at school. If this is a worry then see Mrs Ali for information on financial assistance.

You may not have achieved very good results and attend a school which offers only the more academic subjects or subjects you have difficulty with. Consequently, Years 11 and 12 could be a very frustrating time. In this case it is possible that a change to a school with a wider range of subject and course options is worth considering.

You may know what jobs you are aiming for, think that it is not necessary to go on to Year 12, have already arranged or obtained this type of work with an employer, and prefer to leave school. If so, leaving school may be the best decision for you. But before making a definite decision check again to make sure you can get that job without needing to continue at school.

## **Check the results**

If you do decide to continue to Years 11 and 12, it is worthwhile to check during the year whether your decision was a good one. Consider your attitude and results, and it is worth looking again at the course you have chosen.

There is no point in continuing with a decision if it is obvious that it has been incorrect or inappropriate. For most Year 11 students, however, it is to their advantage to continue and finish Year 12.

Likewise, sometime in the future you may have reason to re-consider whether your decision to leave school and not to complete your secondary education was a sound one. It could be possible to come back to school full-time, or to undertake senior studies part-time or by correspondence study. Remember that there are now many different pathways to pursue your career or job goals.

Finally, circumstances do change from time to time, so a rethink or review of past decisions is often needed. For most of us it will be an essential part of our working life!

# SENIOR CURRICULUM STRUCTURE

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In the Senior Phase, all schools are accountable to the Queensland Curriculum and Assessment Authority (QCAA.)

## **What is the Queensland Curriculum and Assessment Authority?**

The Queensland Curriculum and Assessment Authority is a statutory authority which serves government and non-government schools in the development of secondary school studies and in the certification of the achievements of students in those studies.

## **What does the Authority do?**

### **The Authority:**

- develops Senior Authority syllabuses
- develops study area specifications (Authority-registered subjects)
- accredits work programmes and study plans
- monitors Year 11 assessments
- reviews standards and verifies Year 12 assessments for certification
- provides registration, accreditation and recognition services for vocational education programmes in Years 11 and 12
- develops and administers the Queensland Core Skills (QCS) Test
- issues Senior Certificates
- determines Overall Positions (OPs) and Field Positions (FPs)
- administers external Senior examinations
- determines Queensland equivalents of overseas and interstate qualifications for employment purposes
- provides data to other institutions



# TYPES OF SUBJECTS

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There are 4 categories of Subjects for Years 11 & 12.

- 1. Authority Subjects**
- 2. Authority Registered Subjects, Vocational**
- 3. Stand Alone Vocational Subjects**
- 4. Recorded Subjects**

It is important to note that our program makes English & Maths compulsory.

Students need to choose for University Entrance, five Authority Subjects.

## **What is an Authority Subject?**

An Authority Subject is one for which the Authority has approved a syllabus and a school's work programme and the standards of assessment are moderated.

The minimum amount of timetabled school time to be devoted to the study and assessment of each Authority Subject is 55 hours per semester.

There are Queensland Curriculum and Assessment Authority syllabuses in over 50 subjects at the senior secondary level.

Each school selects from the Authority Subjects according to the needs of the students and the facilities and resources available in the school, including teaching staff.

A full list of Authority Subjects is available from the Authority's office.

The following subjects offered at AIIC are all Authority Subjects which contribute towards an OP

- English
- English for ESL learners
- Modern History
- Legal Studies
- Mathematics A
- Mathematics B
- Chemistry
- Physics
- Biology
- Physical Education
- Business Management
- Visual Art
- Health Education
- Information Processing & Technology

# THE SENIOR CERTIFICATE

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## What is the Senior Certificate?

The Senior Certificate is an important document for all Year 12 school-leavers as it is a formal record of a student's achievements at school in Years 11 and 12. It details subjects studied and results achieved. The Queensland Curriculum and Assessment Authority (QCAA) issues the Certificate. The Senior Certificate reports results in Authority, Authority registered and Stand Alone VET and Recorded subjects.

Achievement in each Authority and Authority registered subject is reported as a Level of Achievement ranging from Very High Achievement to Very Limited Achievement. The Levels of Achievement are:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA)

A Level of Achievement indicates the standards achieved by the student in relation to the criteria set out in the subject work programme - NOT how the student has performed in relation to other students.

Some students include Authority Registered or Stand Alone VET subjects in their senior schooling, and results for these subjects are provided by TAFE. The results will be shown on the Senior Certificate as for other TAFE students and, depending on the course, could be shown as:

- Honours/Credit/Pass/Fail
- Successful/Unsuccessful
- Competent/Not Yet Competent

Students' results in the Queensland Core Skills (QCS) Test are also shown on the Senior Certificate on a scale from A to E with A indicating the highest achievement.

In summary, a Senior Certificate contains results of subjects studied in Years 11 and 12 and may contain a result on the Queensland Core Skills Test.

## Who receives a Senior Certificate?

In the main stream, recipients are aged between 17 and 18 and have just completed 12 years of schooling.

# QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

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The QCE is Queensland's senior school-based qualification, awarded to eligible students on completion of the senior phase of learning, usually at the end of Year 12. The qualification is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs. This allows students to tailor their senior pathway to suit their interests and support their future goals.

The QCE is achievable for students and recognises a broad range of learning, including senior school subjects, vocational education and training (VET), workplace and community learning recognised by the Queensland Curriculum and Assessment Authority (QCAA), and university subjects' undertaken while at school.

To be awarded a QCE, a student needs to demonstrate a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements. These requirements are measured in terms of credits. Credits are banked when the set standard has been met. Students must have at least 20 credits in the required pattern to be awarded a QCE.

Each Authority subject, with at least a sound level of achievement, contributes four (4) points towards the accumulation of the necessary 20 points.

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# CHOOSING SENIOR SUBJECTS

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It is important to choose senior subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

## **Overall Plan**

To assist you in planning for your Senior Years, Australian International Islamic College will provide you with time with a Career's Counsellor who will assist you in developing an Individual Pathway to Learning Plan.

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

- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

## **Guidelines**

### **Find out about career pathways**

It is helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose subjects that will keep several career options open to you. Your guidance officer will be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

You will also need to find out about the various pathways you can take to obtain the skills, knowledge and/or qualifications you need to get a job in the career areas in which you are interested. Once you know about the different pathways, you can select the most appropriate one for you. Most schools offer a range of general and vocational education subjects in the senior school. Many of these subjects are the first step towards a particular career.

The following resources are available in schools and give information on subjects and courses needed for careers:

- [myfuture.edu.au](http://myfuture.edu.au) Federal and State Government sponsored site (Personalised)
- The *Job Guide* provides information on subjects needed for particular occupations.

- The OZJAC computer programme provides similar career information and is the most up-to-date source of information on courses in Australia.
- Other career information, such as literature provided to schools by industry groups, show the various pathways to jobs within these industries.
- The *Queensland Tertiary Courses* booklet is useful for information on university courses and higher level TAFE courses.
- The *Tertiary Pre-requisites 2004* book provides information on the subjects required for entry to university and TAFE advanced diploma and diploma courses in the year 2004.
- *Pathways to Further Education and Training* is a handout which gives general information about the education and training system in Australia.
- *Tertiary Entrance for Year 12 Students Not Eligible for an OP* is a handout which explains how students who are not eligible for an OP can gain entry to tertiary courses, especially TAFE advanced diploma and diploma courses.

Understanding the following terms will help make subject selection easier.

- The **Australian Qualifications Training Framework (AQTF)** shows all the qualifications issued in post-compulsory education in Australia and how these qualifications relate to each other.
- **Graduation** is the process used to progress from one level of qualification to another.
- **Credit transfer** (or advanced standing) occurs when a person is given credit based on a previous course for part of their next course.
- **Recognition of prior learning (RPL)** is the process used to assess the competencies a person has gained from past experience and training.
- **Competencies** are the knowledge and skills a person must have to do a specific job or to gain a specific VET qualification.
- **Pre-requisite subjects** are those, which must be taken to gain entry to higher-level courses or to future careers.
- **Recommended subjects** are not essential, but are likely to make future courses easier to follow.
- **Useful subjects** are not essential, but give a general background or help develop particular skills.
- **Overall Position (OP)** is the name given to the ranking used for tertiary entrance that eligible students receive at the completion of Year 12. In general, students wishing to gain entry to a degree course at a university at the end of Year 12 would need to obtain an OP. See your guidance officer or school counsellor for details of the rules for obtaining an OP.

## Your Choice

The Australian International Islamic College may offer Authority Subjects, Authority registered subjects, and other vocational education and training.

Check out each subject fully. To do this, it will be necessary to:

- read subject descriptions and course outlines in booklets provided by your school
- talk to teachers of each subject
- look at books and materials used in the subject
- listen carefully at subject selection talks
- talk to students who are already studying the subject

### **Make a decision on a combination of subjects that suits your requirements and abilities**

There are traps to avoid when selecting subjects:

- Do not select subjects simply because someone has told you that they “help you get good results and give you a better chance of getting into University”.
- Try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend/brother/sister either liked or disliked it or the teacher when they studied it.

Consider taking some of the **Authority registered or vocational education** subjects if:

- you are interested in the content of a particular subject because it relates to future employment
- success in the subject will give you advanced standing (credit) in a higher level vocational education and training course in which you are interested
- your past results suggest that some Authority Subjects may be too difficult

Students aiming to maximise their chances of tertiary entrance are advised to follow these steps:

- Select the pre-requisite subjects you need for your preferred courses
- Check to ensure that you are eligible for tertiary entrance
- Consider subjects in which you have both an interest and demonstrated ability
- 
- Check to see if you will qualify for the Field Positions, which may be used in the selection of final places in tertiary courses in which you are interested. Most applicants will be selected for courses without the need for Field Positions to be considered. Your school can provide further details on Field Positions.

### **Be prepared to ask for help**

After following these suggestions you and your parents may still be confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available to talk to - Teachers, Guidance Officers or Counsellors, Deputy Principal and Principals. Don't be afraid to seek their assistance. They are all prepared to help you.

# IS TERTIARY EDUCATION FOR YOU?

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This section is for Year 11 and 12 students considering entry to tertiary level courses at degree, advanced diploma, diploma, associate degree and associate diploma level.

Degree courses are usually offered at universities and University Colleges. The other courses may be offered at universities, University Colleges, Institutes of TAFE, Agricultural Colleges, Private Colleges and by other registered training organisations. Some tertiary level courses may also be offered by industry training bodies.

Each year, many Year 12 students and mature age applicants are hopeful of gaining a place in a tertiary level course. Some are disappointed, because there are limited places available in some courses.

While most people obviously value tertiary education, there are conflicting views about its value:

“These days you need a degree to get a good job”

“Graduates lack practical skills and end up unemployed”

“Jobs with big money depend on getting a degree”

“Tertiary students spend their time dreaming up crazy pranks”

Such statements are generalisations, which either distort reality or only partly reflect the truth.

To make a more informed decision about whether tertiary education is right for you, it is necessary to examine not only its benefits but also some of the possible pitfalls.

## **The pitfalls**

Some students lose interest in tertiary education very early when they find out that the course is not what they expected. Others are not prepared for the heavy commitment study makes on their time, and may need a rest from study. Some students who have to move to a tertiary institution a long way from their home and friends find the transition very difficult.

It is possible that these problems may result in either failure or a low grade point average. This may lessen chances of entry when applying later for another course, as often institutions take into account tertiary level results when assessing applications.

Lack of finances to continue with tertiary study can also be a problem for some people. Both the expenses involved and the possible sources of financial assistance for the whole course need to be considered.

After completing a course of full-time study, some students find they are not interested in the career for which they have been prepared. Those without any idea of their intended career, or those without the time, money or motivation to study, should think twice before embarking on a tertiary course.

While many people in the situations described above could initially consider employment not involving tertiary study, this does not mean that study is not an option for the future. For some, deferment of study is the best option.

Working, even for a year before starting tertiary study, can be beneficial by providing a regular income, and giving you the chance to find out about yourself, your strengths and weaknesses, your likes and dislikes and, ultimately, your career preferences.

Often it is only by trying something that you find out where your work-related skills and interests are. It is also helpful to clarify your work values, i.e. what is really important to you in the work situation. This sort of knowledge can help you make better career decisions.

Some people find it difficult to get down to study because study conflicts with other interests. Past performance as a student is usually a good indicator of this. If study has always been a problem, then the benefits of immediate employment are likely to exceed the frustrations of pursuing tertiary education.

Many career areas do not demand tertiary education. Some require on-the-job training or the completion of other courses or other levels of vocational education and training. Appropriate work experience is still often the best method of progressing in some careers with some employers.

It is unwise to rush into tertiary study before doing some careful planning. First it is necessary to spend time and effort investigating what you would really like to do. Is a tertiary course the best way to achieve your goals, and if so, are you ready right now to commence such a course?

## **The benefits**

What are the benefits? They can be summarised in the following way.

Some tertiary courses are essential for entry into particular careers.

Some tertiary courses are not essential for particular careers, but are very useful or give you an advantage for entry into those careers.

Some courses teach useful skills and/or knowledge for particular careers (even if not needed for entry).

Tertiary study increases your chances of gaining some types of employment, even if unrelated to the course (although there is still no guarantee).

Some courses are essential for higher level courses. Courses can provide skills, knowledge and self-confidence, which are generally useful in life.

Courses can be interesting and enjoyable in their own right.

These are the benefits to you as a person. There are also important benefits for society.



## Generalist courses

Generalist qualifications (e.g. degrees or advanced diplomas) in areas such as Business, Arts and Science do not necessarily lead to a specific career. Some argue that this can be an advantage in terms of career flexibility. Many generalist graduates undertake further study to find appropriate work at a professional level.

### Does Tertiary Education lead to a 'better' job?

There is no such thing as a 'good' or 'better' job for everyone. What one person really likes, another person may loathe.

The 'good' job is one which allows you to satisfy your own wants and needs. These needs depend on your work values, i.e. the things you want from a job.

For example, it may be very important for you to work in small towns rather than in big cities. Some jobs requiring tertiary education are impossible to pursue in this environment, e.g. architecture, while others are possible, e.g. teaching. Similarly, some jobs not requiring tertiary study are impossible in small towns, e.g. optical dispenser; while others are possible, e.g. motor mechanic.

The point is that a job requiring tertiary education may or may not satisfy this particular work value. Generalist qualifications in areas such as Business, Arts and science do not necessarily lead to a specific career.

The satisfaction of many other work values is also not related to whether tertiary education is involved, e.g. fringe benefits, hours of work, recognition, security, self-employment or travel.

Pay is no longer an important difference between occupations that require tertiary study and those that do not. There are far more differences between the salary levels of various professions, for example, than there are overall differences between professions and some other careers.

Therefore, the important criterion is not whether the job requires tertiary study, but whether the aspects of the job or work situation itself meet your own work values. You need to compare these two things to see if the job is suitable for you. To do this well you first need to investigate all aspects of the job thoroughly and look closely at your own work values.

Only you can judge whether the job satisfies your wants and needs and decide if tertiary education will lead to a "better" job for you.

## Skills versus knowledge

Knowledge becomes outdated quickly and is easily forgotten. Skills can be used over and over again. What skills are likely to be enhanced through tertiary education? They could include:

- write in a clear, succinct way
- read critically and efficiently
- think logically and analytically
- speak well, e.g. through the presentation of a tutorial topic

- see a problem as a whole and understand how it relates to other parts of a system (this often involves understanding various points of view)
- work with groups of people, e.g. on the same project
- work under pressure
- use problem-solving skills learnt for a specific situation in new and different situations
- locate and organise information in a useful way

These skills are not forgotten quickly, and are useful in many jobs and life situations.

## **Is tertiary education for you?**

Tertiary education does have many benefits. But there can be certain pitfalls. It is important to examine and think about your own values and needs, and evaluate whether tertiary education or another alternative (e.g. work and/or alternative forms of vocational education and training) is the best way to satisfy them. Tertiary education is for some people, but certainly not for everyone.

The checklist on the following page may help you decide for yourself.

# CHECKLIST

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The questions below assume that at least one reason you are thinking about tertiary education is that it could help you get into a career, which interests you. They are not applicable to people doing courses purely out of interest.

### **Answer “YES or “NO” to the following**

1. Do you know what careers you are interested in?
2. Have you thoroughly investigated these careers?
3. Do these careers require tertiary level education (i.e. degree, advanced diploma, diploma, associate degree and associate diploma courses)?
4. Are there other pathways to gaining entry to these careers? If yes, what are they?
5. Do you know exactly which courses will help you get into these careers?
6. Have you thoroughly investigated these courses?
7. Do you think you will enjoy doing these courses?
8. Are you sure that at this stage in your life you are ready to spend the time and energy needed to study and succeed in these courses?
9. Have you sufficient financial resources to support yourself while studying?
10. What are the benefits to you of tertiary education?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### **What now?**

Those who are ready for tertiary education now are more likely to have answered “Yes” to questions 1 to 9, and listed a few benefits in question 10.

If you have been thinking of doing a tertiary course but this checklist indicates that you are not yet ready then:

- read the article again, taking special note of the pitfalls of tertiary education
- take appropriate action so that some of the “No” answers in questions 1 to 9 change to “Yes”

**If you are still uncertain talk it over with your guidance officer or school counsellor.**

# THE UNIVERSITY STUDENT

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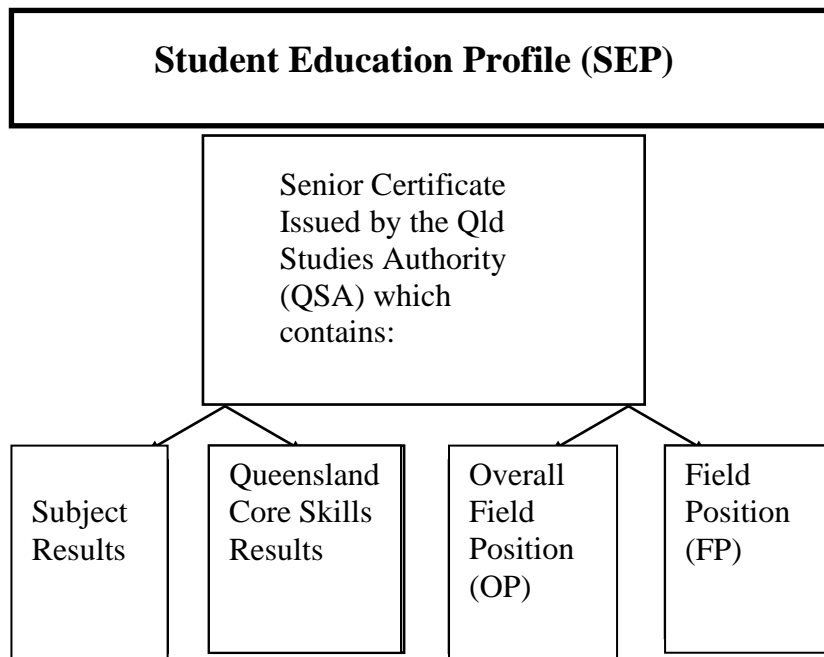
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## How do you get into University?

At the end of Year 12 students receive a **Student Education Profile (SEP)**. The SEP consists of four components reported on two documents.



Universities select their students by using the Student Education Profile. If you are considering going to University, it is important to ensure that you will be eligible for an Overall Position (OP). Your teachers, guidance officer or student adviser will assist you to make sure that you are eligible. You must also make sure that you check the pre-requisite subjects specified by Universities for entry to particular courses. These are listed in *Tertiary Pre-requisites* for the year in which you will commence tertiary study.

# OVERALL POSITION

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## Overall Position (OP)

To be eligible for an **Overall Position (OP)**, you must:

- study 20 semester units (the equivalent of studying five subjects for four semesters) of Authority Subjects, including four semesters of at least three subjects; and
- sit for the Queensland Core Skills (QCS) Test

## What is an OP?

This indicates a student's rank order position based on all of his or her results in Senior School.

O. Ps are reported to parents as bands. There are 25 OP bands from 1 (highest) to 25 (lowest).

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

OPs give an overall position to a student. They are calculated using a student's best 100 weighted semester units (5 subjects).

## How are OPs calculated?

OPs are calculated by using the results of a student's best 100 Weighted Semester Units (WSUs) in Authority Subjects. Because subject Levels of Achievement are expressed broadly (e.g. almost half of the students in many subjects will receive a SA), a more specific indicator of achievement is needed to calculate OPs. Subject Achievement Indicators (SAIs) are used for this purpose. Students' SAIs are scaled using the group QCS Test results to produce Overall Achievement Indicators (OAI) which are used to produce OPs through further scaling.

# FIELD POSITIONS

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*A field is an area of study, which emphasises a particular strength.*

**All Authority Subjects cover one or more fields of study. The ‘Fields’ covered by each subject can be identified by reading the following chart. (see page 24). A subject such as English has higher ratings in Fields A, B & E. Maths has higher ratings in C & D Fields.**

**The 5 Fields in Queensland are:**

|     |                             |
|-----|-----------------------------|
| FPA | Extended written expression |
| FPB | Short written communication |
| FPC | Basic numeracy              |
| FPD | Solving complex problems    |
| FPE | Practical performance       |

**Tertiary institutions use a three to four stage process to work out if a student can enter University:**

1. They look at levels of achievement in pre-requisite subjects. For e.g., a University might look at a student’s results in Chemistry and Physics before admitting her to a Science degree.
2. They look at the **OP** - the student’s **Overall Position** in the State (see next section).
3. They look at any relevant FPs. For example, a University might examine a student’s results in subjects covering fields C & D before admitting him to a Maths course. Generally, FPs play a secondary role to OPs.
4. They examine other information. Some Universities have an interview procedure or even set their own tests. (e.g. Southern Cross University Music & Arts Departments).

**Field Positions: -**

- indicate a student’s rank order position based on overall achievements in Authority Subjects in up to five fields;
- are calculated only when students are eligible for an OP;
- require completion of at least 60 weighted semester units (3 Authority Subjects); and
- use unequal weightings for subjects.

# Subject weights table for use in Year 12 in 2017

This table is use by students completing (Queensland) Year 12 in 2017

| Syllabus                              | Year | Field A | Field B | Field C | Field D | Field E |
|---------------------------------------|------|---------|---------|---------|---------|---------|
| English                               | 2010 | 5       | 4       | 1       | N/A     | 3       |
| English for ESL Learners              | 2007 | 3       | 4       | 1       | N/A     | 3       |
| Mathematics A                         | 2008 | 1       | 2       | 5       | 4       | N/A     |
| Mathematics B                         | 2008 | 1       | 2       | 5       | 5       | N/A     |
| Mathematics C                         | 2008 | 1       | 2       | 5       | 5       | N/A     |
| Biology                               | 2004 | 5       | 4       | 4       | 3       | 2       |
| Business Management                   | 2013 | 4       | 3       | 4       | 3       | 2       |
| Chemistry                             | 2007 | 4       | 3       | 5       | 5       | 2       |
| Health Education                      | 2010 | 5       | 2       | 3       | 2       | 4       |
| Information Processing and Technology | 2010 | 3       | 2       | 4       | 4       | 3       |
| Legal Studies                         | 2013 | 5       | 4       | 2       | 1       | 2       |
| Modern History                        | 2004 | 5       | 4       | 2       | N/A     | 3       |
| Physical Education                    | 2010 | 3       | 1       | 3       | 2       | 5       |
| Physics                               | 2007 | 4       | 3       | 5       | 5       | 2       |
| Visual Art                            | 2007 | 4       | 2       | 2       | N/A     | 5       |
| Film, Television and New Media        | 2005 | 3       | 2       | 2       | N/A     | 5       |
| Study of Religion                     | 208  | 5       | 4       | 2       | N/A     | 2       |

## Field Positions (FPs)

A student may receive up to 5 FPs, depending on subject choices. FPs are reported in 10 bands, from 1 (the highest) to 10 (the lowest) in the following fields:

Field A — extended written expression involving complex analysis and synthesis of ideas

Field B — short written communication involving reading, comprehension and expression in English or a foreign language

Field C — basic numeracy involving simple calculations, and graphical and tabular interpretation

Field D — solving complex problems involving mathematical symbols and abstractions

Field E — substantial practical performance involving physical or creative arts or expressive skills.

# THE QUEENSLAND CORE SKILLS TEST

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This is a state-wide test held over 2 consecutive days in third term. It is a test based on common elements in the senior curriculum.

49 common Curriculum Elements have been identified across all Authority Subjects studied in Queensland Schools.

Particular subject specific knowledge is not required for the Core Skills Test. Rather, students will be asked to show that they have mastered the skills taught in the Senior School. The test assumes basic levels of general knowledge and vocabulary and knowledge of Year 10 mathematical operations.

**All students who wish to be eligible for an OP  
*must sit the QCS test.*  
Students not eligible for an OP *may* sit for the test.**

The test provides individual results recorded on a 5-point scale (A to E). This result will be recorded on a student's Senior Certificate. Group results will be provided so that OPs can be calculated.

The test will be part of the Student Education Profile.

Results from the QCS Test and notification of FPs and OPs will be forwarded to students on two main documents: -

- 1. The Tertiary Entrance Statement**
- 2. The Senior Certificate**

Universities and TAFES, to decide on admission to their courses, will use the data included there. It is possible that they will use their QCS test as well.



# Independent Study Programs

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In the event that there is a particular Authority or Authority Registered subject that you wish to study which is not offered at Australian International Islamic College, independent study can be organised on the timetable. You would be responsible for your own progress. Liaison will take place with the Director of Curriculum regarding mailing of assignment work and receipt of notes.

**NOTE...**

*Independent study is difficult to sustain. We do not wish to stop any student from their course of study, but would advise that teacher led classes be chosen if possible.*

Independent study programmes can be taken through Open Learning Institute and have costs above and beyond school fees associated with them.

The School of Distance Education and Online Learning can supplement Authority courses not offered by the School at no additional cost.

Courses from Open Access and TAFE are also available but do incur an additional cost.

Should you require additional information about courses offered please contact the Principal?

# STUDYING WHILE LIVING AT HOME

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It is a school policy that Australian International Islamic College students live at home so that they study under the supervision of their parents or their legal guardians.

Students and their families that are considering alternate living arrangements for students studying at Australian International Islamic College must gain written approval from the College before proceeding. Failure to observe this policy will place a student's enrolment at risk.

This policy applies to all students at Australian International Islamic College regardless of age or situation.

# COURSES OF STUDY



# WHAT SHOULD I BE LOOKING FOR?

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## **Each subject has:**

- a) a small **explanation** about the subject - describing what the course is about;
- b) an **overview of the course** showing what is to be covered during the two year period; and
- c) an **assessment programme** highlighting what form of testing is to take place and if it counts for Tertiary entrance.

When reading each section note:

- a) Will this subject qualify me to enter into University? i.e. (Authority Subject or Authority registered, Vocational units.)
- b) What kind of study will I undertake? Will I be interested? Will I cope?
- c) How will I be tested during the two years?

It is important to note that some work is “preparation” – formative, and that other work is summative, i.e. it counts toward final Year 12 exit results.

# ENGLISH

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## STATUS – Authority Subject

### *Why Study English?*

The basis of the English course in the Secondary College is language education. Some of the aims of the English course in Year 11 and 12 are:

1. To further develop the student's ability to use language as communication.
2. To increase their knowledge and appreciation of language as it is used in literature and in mass media.
3. Produce a generation of ardent readers

### *What Do Students Study?*

Language is communication and cannot be taught outside a context. Students, therefore, learn to use language by speaking, listening, viewing, reading, writing and acting. They engage in practical speaking activities in various situations; they learn to listen to themselves and to others sympathetically and critically; they learn to view film, television and stage drama with understanding, sensitivity and critical appreciation; they read all types of printed material (newspapers, journals, prose, drama, poetry, technical writing) responsibly; and they develop their writing skills in order to communicate accurately with others, to express their feelings, and to be creative.

Novels, short stories, non-fiction, poetry and plays on live stage and on film are studied to develop an appreciation of how others use language. The student will have the opportunity to enjoy literature, to discuss it with others, to analyse it, and to critically evaluate it.

The Senior English course is, therefore, an exploration of language, and consequently a preparation for young people, as they move out of the school environment into life in the work force or on to further study. As senior students of an Islamic College, they can study language in literature and in the mass media from the viewpoint of Islamic morality, as set out in Quran. They learn how to analyse, interpret, and critically evaluate, from an Islamic perspective, what Islamic and non-Islamic men and women have both said and written over the centuries, to the present day.

### *How Will Students Be Assessed?*

*Six pieces of assessment are undertaken each year.*

- *A range of spoken and written genre is assessed. These include expository , imaginative , persuasive/reflective*
- *The criteria for assessment for each assignment and exam address the purpose and the generic structure of the assessment item.*
- *Year 11 is a foundational year and assessment is formative only.*
- *Student exit achievements are calculated on Year 12 work. A student must achieve in both spoken and written tasks commensurate with the particular grade awarded*

# MODERN HISTORY

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## STATUS – Authority Subject

The Modern History syllabus offers students an extensive range of themes and inquiry topics. There are 16 themes; each offering a wide choice of inquiry topics. Our chosen themes are Studies of Conflict, Power, *the Individuals in History*, Hope and National history. The inquiry topics selected for study are developed from these themes that allow students to understand and investigate the concepts in specific contexts.

The Inquiry topics in Modern History focus predominantly on the 20th century and later.

### *What Do Students Study?*

- a range of scales — local, national, international, global
- a range of time periods, from pre-modern to contemporary
- a range of geographical contexts — Australian, Asia-Pacific, European, African, American
- some study of relations between Indigenous and non-Indigenous Australians
- a number of briefer studies (background, comparative, linking) to ensure that students can place the inquiry topics within a broader understanding of the history of at least the past two centuries.

## Major Themes and Inquiry Topic

### Theme 2

#### Studies of Hope

French Revolution – liberty and individual rights

Speaking Out for Rights – The Civil Rights Movement in the USA

Australia's Stolen Generation, Land Rights and Current Debates in Australia

Politics, power and protest in Vietnam

Globalism, imperialism and the clash of injustices – where to from here?

### Theme 6

#### Studies of Power

The Rise of Nazism

Disenfranchisement and its Consequences, World War II and the Holocaust

### Theme 13

#### Studies of Conflict

Palestine and the Sykes- Picot Agreement, The Creation of Israel, the UN, the PLO

Other International Struggles – the IRA and the Tamil Tigers

The End of the Ottoman Empire

Towards a working definition of conflict and conflict areas in the world since 1900

The Russian Revolution and Stalin's Russian

## **Theme 11**

### **The Individuals in History**

The Individual and Power – Significant people – Trotsky, Mao Tse Tung, Dalai Lama

## **Theme 12**

### **National History**

A Federated White Australia

Gallipoli and the Birth of the ANZAC Legend

#### ***How are Students Assessed?***

*The students are assessed using the following criteria:*

- Planning and using a historical research process (Criteria 1)
- Forming historical knowledge through critical enquiry (Criteria 2)

### ***Types of Assessment and Mandatory Categories***

#### **Category 1 [C2 C3]**

**Extended Written Response to Historical Evidence**

#### **Category 2 [C1 C2 C3]**

**Written Research Task**

#### **Category 3 [C1 C2 C3]**

**Multimodal Presentation**

#### **Category 4 [C2 C3]**

***Objective/Short Response Test***

***Response to Stimulus Test***



# ENGLISH FOR ESL LEARNERS

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## **STATUS – Authority Subject**

### *What is English for ESL learners?*

English for ESL Learners is a senior subject that is offered in years 11 & 12. English for ESL Learners explicitly teaches knowledge about English language. This subject intends to provide students with listening, speaking, reading and writing skills necessary to participate in situations and communities where English is used. It assists students to gain the knowledge and skills to enable them to succeed academically in an English language context. Proficiency in written and spoken English enables students to share in and contribute to English-speaking communities and cultures, as well as participate in international contexts that use English. This syllabus is specifically designed for students for whom English is their Second Language (ESL).

### *Why Study English for ESL Learners?*

English for ESL Learners provides students with:

- the knowledge and skills required for English language learners to become competent users of written and spoken English in social, community, economic and academic contexts
- high order functional competence in English language and communication situations
- a tailored English language course which meets the structural and grammatical requirements for the academic English required in tertiary studies
- access to success in further study and/or living in English language contexts
- access to cultural thought processes in Western language and literature.
- Ability to use Standard Australian English (S.A.E).

### *What will students study and how?*

In English for ESL Learners, students develop their ability to understand and use Standard Australian English (SAE) to produce written and spoken texts for a variety of purposes, audiences and contexts. The syllabus supports the development of courses that promote independence and responsibility for language learning in students.

English for ESL Learners encourages detailed development and demonstration of key competencies in contexts that arise naturally from the general objectives and learning experiences of the subject. In their studies, students will communicate ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences. They will collect, analyse and organise information gained from a variety of sources, and presented in a range of forms and genres, and evaluate its quality and validity. They will plan and organise activities, including research and investigative tasks. Individually and in groups, and as part of their learning and classroom experiences, students will have opportunities to use and apply a range of technologies, particularly those related to computers.

### ***Eligibility:***

Courses developed from this syllabus will suit students for whom English is not their first or home language. These students include:

- Aboriginal students and Torres Strait Islander students for whom SAE is not the first or home language
- Students who have been born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as a second language
- Students who enter senior schooling with
  - not more than a total of five years of full-time schooling where the medium of instruction is English
  - more than a total of five years of full-time schooling where the medium of instruction is English but they have a restricted knowledge of English
  - minimal or no exposure to English, and little or no previous formal schooling in any country or with severely interrupted education
  - little or no exposure to English, but with schooling equivalent to that received by their chronological peers in English
  - varying exposure to English, but who have had disrupted education in one or more countries, including Australia
  - some formal language exposure to English, and significant formal education in another language or languages, before arrival in Australia.

### ***How are the Students assessed?***

At the exit level student's level of achievement will be based using the following three criteria:

- *Knowledge and Understanding*
- *Cognitive Process*
- *Communication Skills*

*A range of genre like, expository, persuasive, analytical, imaginative etc is assessed through the written and spoken assignment.*

# LEGAL STUDIES

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## **STATUS – Authority Subject**

As from 2014 the year 11 students will be introduced to the new Legal Studies (2013) syllabus. New work program will be drawn up to accommodate these changes and will be implemented.

## **What is Legal Studies all about?**

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

By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society.

You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

## **What will you learn?**

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

By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society.

You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

## **How will you learn?**

As a student of Legal Studies, you will examine case studies and legal situations from local, national and global contexts. You will apply your knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders' perspectives. You will select and organise information from sources to facilitate the analysis of legal issues with the year 11's of 2014.

## ***How are students assessed?***

At exit level student's level of achievement will be based using the following four criteria:

- Knowledge & understanding ( ability to retrieve & comprehend information)
- Investigation (ability to examine legal situations & issues)
- Evaluation ( ability to critically review the law's attempts to achieve just, fair & equitable outcomes & issues)
- Communication & research skills ( ability to select, organize, & present information for intended audiences)

A variety of assessment techniques maybe used by schools which include: short & extended responses, non written presentations, inquiry & responses to stimuli.

***How can parents help?***

Parents can help their child by supporting them in their studies. Discussing current & interesting legal & social issues at home will provide students with valuable social perspectives. Parents can also assist by providing their child with access to TV & radio programmes, newspapers & the internet. Parents can also communicate with the subject teacher of their child in order to offer additional support in their child's learning.

# MATHEMATICS A

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## STATUS – Authority Subject

### *Why Study Mathematics A?*

Mathematics is an integral part of general education. It is important in making informed decisions on everyday issues such as:

- Choosing between loan repayment schedules or insurance plans
- Interpreting information in the media
- Reading maps and house plans
- Estimating quantities of materials

In Mathematics A, the skills needed to make decisions, which affect students' everyday lives, are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study.

The study of Mathematics A will emphasise real life themes and applications and will emphasise the development of positive attitudes towards a student's involvement in Mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about mathematics.

### *What Do Students Study?*

Mathematics A consists of core and extensions topics.

The Core Topics are:

- Managing Money – e.g. bank interest, credit cards, loans, foreign exchange, taxation
- Elements of Applied Geometry – e.g. simple trigonometry, area and volume, latitude, longitude and time zones
- Data Exploration and Analysis – e.g. graphical and tabular presentations, simple methods for describing and summarising data
- Linking two and three dimensions – e.g. scale drawings and plans, estimation of quantities and costings
- Maps and Compasses – e.g. involving either navigation or land measurement or the practical uses of various maps, compass bearings, and application to orienteering, navigation and site plans.
- Data collection and presentation

The extension topic is Linear Programming.

Students will participate in a wide range of activities such as:

- Investigating the efficient use of credit cards or the cost and upkeep of a swimming pool
- Designing a large car park or an optimum sprinkler system
- Examining how statistics are used in the media, for example, in advertising or in weather reports
- Following an orientation path and reading maps

### ***How Will Students Be Assessed?***

There are three criteria assessed in Maths A.

- Communication and Justification
- Knowledge and Procedures
- Modelling and Problem solving

At exit each student will be awarded a level of achievement based on the minimum requirements defined in the following table:

#### **Exit Levels**

| <b>MINIMUM REQUIREMENTS FOR AWARDING EXIT LEVELS OF ACHIEVEMENT</b> |   |
|---|---|
| Very High Achievement   | Standard A in any two exit criteria and no less than a B in the remaining criterion   |
| High Achievement  | Standard B in any two exit criteria and no less than a C in the remaining criterion   |
| Sound Achievement   | Standard C in any two exit criteria, <b>one of which must be Knowledge and Procedures</b> and no less than a D in the remaining criterion |
| Limited Achievement   | Standard D in any two exit criteria, <b>one of which must be Knowledge and Procedures</b>   |
| Very Limited Achievement  | Does not meet the standards for a Limited Achievement   |

**Note: For a student to be awarded a VHA or a HA, an elective topic must have been studied and contributed to summative assessment.**

### ***Junior Pre-Requisite Subjects***

A pass in Junior Maths A is necessary.

#### ***Costs Involved***

- Casio CFX – 9850 GB Plus Colour Graphics Calculator
- A4 Graph Pad
- A4 Folder, pad, plastic sheet protectors
- Set of Mathematical instruments – compass, protractor, set squares

### ***How Can Parents Help?***

Parents can provide a supportive environment for study by:

- Providing the student with a quiet place to study
- Encouraging sound study techniques
- Taking opportunities to meet with teachers to discuss progress

# MATHEMATICS B

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## STATUS – Authority Subject

### Why study Mathematics B?

Mathematics is an integral part of a general education. It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world.

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.

### What will students study?

The Mathematics B course consists of seven core topics:

- Introduction to functions
- Rates of change
- Periodic functions & applications
- Exponential & logarithmic functions & applications
- Introduction to integrations
- Applied statistical analysis
- Optimisation.

### How do students learn?

Learning experiences derived from the Mathematics B syllabus will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology and, opportunities for modelling and problem solving. Learning experiences may require students to work individually, in small groups or as a class. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms.

## How are students assessed?

Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (*Knowledge & procedures, Modelling & problem solving, and Communication & justification*). Assessment techniques in this syllabus are grouped under categories and may include:

- extended modelling and problem solving tasks — within this category, students provide a response to a specific task or issue that could be set in a context that highlights a real-life application of mathematics
- reports — within this category, assessment tasks are typically an extended response to a practical or investigative task such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity or a project
- supervised test — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.

## How can parents help?

Parents can help students by:

- offering encouragement, support and providing a supportive environment in the home
- discussing mathematics-related issues, such as those seen on TV or in the news, with their children
- providing access to various sources of information
- being understanding of the time commitment students may need to devote to the study of Mathematics B
- encouraging them to practise and master the skills required when studying Mathematics B
- encouraging them to discuss their work; such discussion will allow the student to draw on real-life activities of family members
- encouraging them to work together in peer groups, and to ask questions of teachers and others.



# CHEMISTRY

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## STATUS – Authority Subject

### *Why Study Chemistry?*

The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. 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. Understanding and applying chemical concepts, models, procedures and intellectual processes aids in humankind's management of the planet's limited resources and could provide the key to our continuing survival. Chemistry can provide a uniting feature across most scientific undertakings especially where "traditional" science boundaries are becoming blurred. The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. It adds to and refines the development of students' scientific literacy. An understanding of chemistry is essential for many vocations.

### *What Do Students Study?*

The subject matter of Chemistry is derived from the key concepts and key ideas which are progressively developed over the course of study through six to twelve units of work. The key concepts are organised under the headings of "Structure" and "Reactions".

### *What Do Students Do?*

Students will participate in a wide range of activities to develop their knowledge of Chemistry and their ability to think and solve life-related problems.

They will be involved in practical experiments designed to develop basic laboratory skills as well as illustrating and amplifying theories discussed in class. Their laboratory experiences and exposure to industry will acquaint them with workplace health and safety practices when dealing with chemicals and help them develop an appreciation for chemical safety within the home and environment.

### **Structure:**

- All matter is composed of atoms.
  - Materials can be categorised and represented symbolically and their macroscopic properties can be explained and predicted from understandings about electronic structure and bonding.
- What Do Students Study?

### **Reactions:**

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

### ***How Is Student Assessed?***

Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (Knowledge and conceptual understanding, Investigative processes, and Evaluating and concluding).

Assessment techniques in this syllabus are grouped under categories and may include:

- Extended Experimental Investigations — within this mandatory category, instruments are developed to investigate a hypothesis or to answer a practical research question
- Supervised Assessments — within this mandatory category, instruments such as written tests are used, and conducted under supervised conditions to ensure authentication of student work
- Extended Response Tasks — within this category, instruments are developed in response to a chemistry question, circumstance or issue and, while they are essentially non-experimental, they may draw on primary experimental data.

### ***How Can Parents Help?***

Parents can provide a supportive audience for the study of Chemistry by:

- encouraging sound study techniques
- inquiring about the school's course of study
- discussing the topics studied
- encouraging the reading of relevant articles in newspapers and magazines
- drawing attention to science-related programmes on radio and TV
- encouraging the thinking about chemical aspects of materials used in the home
- taking opportunities to meet the teacher to discuss their child's progress.

# PHYSICS

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## STATUS – Authority Subject

### Why study Physics?

The development of understanding of physical phenomena occurs in Physics by means of methods of inquiry that have been refined over the past three hundred years. A culture of physics has emerged that values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Today, these methods continue to contribute to the development and provision of new information, ideas and theories to explain observations and experiences.

The study of Physics provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. An understanding of Physics adds to and refines the development of students' scientific literacy.

### What do students study?

The subject matter of Physics is derived from the key concepts and key ideas which are progressively developed over the course of study through six to twelve units of work. The key concepts are organised under the headings of Forces, Energy and Motion.

#### Forces

- The nature of a force.
- Forces that act on objects influence their state of equilibrium.
- Forces are able to influence the motion and shape of objects.
- The forces that act on objects influence their internal energy.

#### Energy

- Energy may take different forms originating from forces between, or relative motion of, particles or objects.
- Energy is conserved.
- Energy transfer processes provide us with different ways of using and dealing with energy and radiation and these have different social consequences and applications.

#### Motion

- Motion can be described in different ways.
- Motion can be analysed in different ways.
- Motion can be described using various models and modern theories.

### How do students learn?

In selecting learning experiences, teachers have many opportunities to offer interesting activities, especially:

- researching from primary and secondary sources
- accessing and using computers, including internet research
- undertaking national science initiatives and competitions
- developing decision-making skills
- interpreting data from wide-ranging sources, including media
- analysing current strategies or policies of the issue being investigated
- analysing strategies and evaluating effectiveness or improvements
- applying the principles of research ethics

- formulating hypotheses and testing them through fieldwork, experiments, interviews and research
- predicting impact of recommendations of a science report/experiment
- proposing and/or implementing strategies for improvement
- solving problems
- engaging in active research projects, independently and with groups and teams
- participating in forum discussions and debates
- sharing information mutually beneficial to the group
- advocating for change

## How are students assessed?

Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (*Knowledge and conceptual understanding*, *Investigative processes*, and *Evaluating and concluding*). Assessment techniques in this syllabus are grouped under categories and may include:

- extended experimental investigations — within this mandatory category, instruments are developed to investigate a hypothesis or to answer a practical research question
- supervised assessments — within this mandatory category, instruments such as written tests are used, and conducted under supervised conditions to ensure authentication of student work
- extended response tasks — within this category, instruments are developed in response to a Physics question, circumstance or issue and while they are essentially non-experimental they may draw on primary experimental data

## How can parents help?

Parents can help students by:

- providing a supportive environment in the home
- discussing physics issues, such as those seen on TV documentaries, with their children
- providing access to various sources of information
- encouraging their children to work cooperatively within the family group
- being understanding of the time commitment students may need to devote to the study of Physics
- offering their services (if they work in a relevant industry) as guest speakers, work placement providers for students, or demonstrators of skills applicable to particular units of work

# BIOLOGY

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## STATUS – Authority Subject

### *What is Biology?*

Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems.

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

### *Why Study Biology?*

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, and that leads to the discovery of new knowledge
- develop a deeper understanding and aesthetic appreciation of the living world

### *What Do Students Study?*

Biological Science is a two-year course. Biology is scheduled as a composite Yr 11 and 12 class. For the first year, the focus is on cell biology, functioning and co-ordination of the body systems in the plant and animal kingdoms, adaptations, evolution and diversity of organisms. For the 2<sup>nd</sup> Year, focus is on the ecology, reproduction, heredity and molecular biology and diseases of the modern world.

At all stages of the course, students will be taught to think radically about the many ethical questions, which exist in the biological scientific community today. The course has a large experimental component with practical work and a compulsory field trip.

The units covered are Organisms, Populations and Communities; Ecosystems; Diversity of Organisms; Cell Biology; Physiology of Plants; Physiology of Animals; Reproduction; Growth and Development; Genetics; and Evolution.

### *How Will Students Be Assessed?*

The purposes of assessment are to provide feedback to students and parents about learning that has occurred, to provide feedback to teachers about the teaching and learning processes, and to provide information on which to base judgments about how well students meet the general objectives of the course. A variety of assessment instruments will be used to provide the fullest and latest information on a student's progress. These include

- **Written task.** Students are to answer question under test conditions
- **Extended response.** Students are to answer questions or issues, raised within a biological context and are essentially non-experimental. The focus is secondary data, except when the

category is used to assess fieldwork which must include an analysis of primary data. This may include assignments and reports.

- **Extended experimental investigation.** Students are to answer an open-ended practical research question, which may include laboratory-based or fieldwork experiments. The focus is on planning and problem solving using primary data generated through experimentation by the student.

Assessment will be continuous through Year 11 and 12. It is a two-year course and each unit will be assessed. Adequate levels of achievement must be gained across three exit criteria:

- Understanding biology
- Investigating biology
- Evaluating biological issues.

Students' achievements are matched to the standards of exit criteria, which are derived from the general objectives of the course. Thus, summative assessment provides the information for certification at the end of the course.

***Pre-Requisites:***

A minimum requirement is a sound achievement in Junior Science, but other selection criteria may apply.

# BUSINESS MANAGEMENT

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## **STATUS – Authority Subject**

As from 2014, Business Organisation and Management will be called Business Management. The year 11's of 2014 will be introduced to this new syllabus. A new work programme will be developed for this course which will be implemented with the year 11 students.

### ***What is Business Management all about?***

Studying Business Management lets you be creative and innovative as you learn how businesses are managed, and understand the important role that managers play in business.

In Business Management, you will explore the main functions of businesses and the ways that these functions work together to achieve business goals. You will work in partnerships, small groups and teams as you navigate through the decisions that business managers often face.

You will participate in practical and authentic business situations. This may involve you using innovation and creativity to develop feasibility studies or undertake business ventures.

### ***What will you learn?***

As you study Business Management, you will explore key concepts relating to:

- Management practices
- Marketing management
- Operations management
- Human resource management
- Finance management
- Business development.

Business Management lets you learn about these areas of study in relevant contexts, such as international business, small-to-medium enterprise, industry-specific and not-for-profit management.

### ***How will you learn?***

In Business Management, you will investigate case studies which may be based on local, national and global business contexts to identify the key issues that impact businesses.

You will collect and organise business information which you can then analyse to look for trends, patterns or relationships. Simulating the role of a business manager, you will suggest management strategies and recommendations aimed at achieving business objectives.

Working in partnerships, small groups and teams on short- and long-term projects, you will learn and develop communication and management strategies which are essential for business managers. You may enact these strategies in class, through business ventures or in assessment tasks, and identify how business managers enact these strategies in the business situations you study.

### ***How will you be assessed?***

Assessment in Business Management lets you demonstrate your knowledge and understanding in business situations. By analysing the strategies you see in business situations, you may evaluate how effective they are and propose recommendations. You will have a chance to present this information to audiences through writing and speaking, or by combining modes for a presentation. These communication skills will be useful for a future in business management.

In Business Management, assessment instruments include feasibility studies, extended responses and examinations. Feasibility studies involve proposing a start-up business or a new business idea. By analysing existing or competing businesses, you will determine the viability of your business idea or start-up business. Extended responses include responses to research or stimulus materials, such as business venture reports, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

In Year 12, you will complete five-to-seven assessment responses, including at least one feasibility study and at least one supervised extended response test.

### ***How can family help?***

Your parents and carers may help you by:

- discussing different views of current business management issues with you
- encouraging and helping you find suitable websites, documentaries, journals and other resources
- encouraging you to take part in school-based activities, including business ventures
- offering their services as guest speakers if they own a business or hold a management position within a business
- communicating with your teachers to understand the work you are undertaking at senior level, and becoming familiar with assessment requirements.

### ***Where can Business Management take you?***

A course of study in Business Management can contribute 4 credits towards the Queensland Certificate of Education (QCE), and open a door to further education and employment in small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.



# VISUAL ART

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## STATUS – Authority Subject

### *What is Visual Art?*

Visual Art is a senior subject that is offered in years 11 and 12. Upon completing a course in Visual Art students will be able analyse the ways in which artists communicate meaning across a variety of contexts and how they can use art mediums to express their own feelings, thoughts and beliefs. Throughout the course students will engage in the inquiry based learning model of research, develop, resolve and reflect in creating art. Students will analyse how artists have manipulated the elements and principles of design, compare and contrast artists' methods and products, and will draw conclusions and evaluations in appraising tasks.

Visual Art is intended to develop qualities such as creativity, imagination, discrimination, craftsmanship, integrity, and artistic expression which will assist students to achieve success in both their personal and professional endeavours.

### *Why study Visual Art?*

This subject will be of benefit to students who have an interest in:

- *Acquiring knowledge about significant art movements throughout history*
- *Developing an appreciation for both past and present forms of artistic expression*
- *Communicating independent and informed opinions about artistic choices*
- *Developing skills and techniques across a variety of art mediums*
- *Understanding the importance of visual art in everyday life*
- *Career opportunities that utilise visual art skills*

### *What will students study?*

Visual Art is comprised of six units of study and each year has an overarching concept. The focuses and media areas are teacher directed in year 11 and then student determined in year 12.

Year 11 Concept: The artist's condition

- *Unit one: Time, place and space*
- *Unit two: Attitudes and values*
- *Unit three: Personal and communal*

Year 12 Concept: Essence of form

- *Unit four and five: student determined focus for two bodies of work*
- *Unit six: students continue development upon one of their bodies of work*

### ***How do students learn?***

Students learn about concepts, skills and processes in Visual Art in interactive ways such as:

- *Research projects*
- *Excursions to art galleries*
- *Art appraisals*
- *Experimental folios*
- *Workshops with guest artists*

Visual Art students are expected to spend 30 minutes per day working at home to complete practical or theoretical work, experimentation or specific homework exercises.

### ***How are students assessed?***

Students' exit levels of achievement will be based on the following three criteria:

- *Visual literacy (effective use of the elements and principles of design)*
- *Application (ability to apply art skills and processes)*
- *Appraising (analysing and evaluating art works)*

Assessment techniques include: experimental folios, oral presentations, exhibition catalogues and reviews, written research assignments, podcasts or blogs, and bodies of work.

### ***How can parents help?***

Parents can help their child by supporting them in their studies. Visiting local galleries and other visual art events will enrich students with valuable creative perspectives. Parents can also assist by providing their child with access to TV and radio programmes, newspapers and the internet. Parents can also communicate with the subject teacher in order to offer additional support in their child's learning.

# INFORMATION PROCESSING and TECHNOLOGY

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## **STATUS – Authority Subject**

### **Why Study IPT?**

The study of Chemistry engages students in an exciting and dynamic investigation of the ways and means by which data and information is stored and processed in the modern world; which in essence is the future of the modern world.

The course is designed to provide students with both theoretical and practical knowledge of Information Processing Technology which will provide them with a useful grounding in this subject for future University entrance in this subject or whichever area of endeavour they may follow after graduation from AIIC.

### **What Do Students Study?**

The students study a two year program spread over four semesters. Each semester they will alternatively learn about Relational Databases and Programming computers.

#### **Relational Databases:**

Principles of good Database Design.

Relational Theory.

The legal and ethical implications of Real life applications of Relational Databases in our society.

Practical Database design and construction using Microsoft Access as a model Database Manager Software.

#### **Structured Query Language (SQL):**

Theory and practical aspects of day-to-day Relational Database usage using SQL.

#### **Computer Programming:**

Visual Basic.NET (VB.NET) is used as a model programming language.

Students use this language to build increasingly complex computer programs.

Human Computer Interface Design and Principals.

In their final semester the students integrate their computer programming knowledge to produce a practical application based upon a Relational Database.

### **How are Students Assessed?**

Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course, namely: Knowledge & Application, Analysis & Synthesis and Evaluation & Communication.

**Assessment techniques in this syllabus are grouped under categories and may include:**

**Minor and Major Practical Projects** — in addition to minor software development projects, the pupils will be required to produce an integrated Relational Database and VB.Net project to produce a real life application.

**Supervised Assessments** — within this mandatory category, instruments such as written tests are used, and conducted under supervised conditions to ensure authentication of student work.

**Extended Response Tasks** — within this category, instruments are developed in response to an IPT question, circumstance or issue and, while they are essentially non-practical, they may draw upon information provided.

### **How Can Parents Help?**

Parents can provide a supportive audience for the study of IPT by:

- Encouraging sound study techniques.
- Inquiring about the school's course of study.
- Discussing the topics studied.
- Encouraging the reading of relevant articles in newspapers and magazines.
- Drawing attention to IPT-related TV and radio programs.
- Encouraging the thinking about IPT usage in the home and workplace.
- Taking opportunities to meet the teacher to discuss their child's progress.

### **Software and Hardware Requirements:**

The purchase of textbooks, software and laptops is not required for the study of this.

Free e-book versions of the textbooks are provided along with hard copy versions of these books being available for overnight loan and reference in the library. Pupils studying IPT will be reserved school laptops whilst at school and online resources will be provided to aid study.

# HEALTH EDUCATION

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## STATUS – Authority Subject

### *Why study Health Education?*

Health Education examines health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations. Health Education is a subject that would interest students who are concerned about social justice issues and who have a strong commitment to community. Students considering the following careers would find this subject beneficial: ☑ health-related fields — health policy development, health and safety laws and regulations, health information management ☐ medical and social health fields — health advocacy, counselling, social work, medicine and nursing.

### *What will students study?*

Health is a quality of life that is influenced by the interactions between individuals and their sociocultural, economic, political and physical environments. The personal qualities that individuals bring to these interactions are constantly changing in response to influences from the context in which they live and work. Health Education considers contemporary health promotion theory and practice, and adopts two conceptual frameworks: ☐ the social view of health with an embedded social justice framework ☐ the Ottawa Charter for Health Promotion. The social view of health acknowledges the behavioural and environmental determinants of health, and asserts that the health of individuals, groups, communities and nations is constructed in society by society. Health is maintained and promoted by personal and community action and by policies and services at local, state and national levels. The social justice framework provides a perspective to identify health inequities and to gauge the success of interventions. The model for social action and change in Health Education is derived from the Ottawa Charter. This framework articulates three strategies (enabling, mediating and advocating) that are necessary for the promotion of health, and five action areas that guide the exploration and action undertaken within each unit of work. Health Education also acknowledges that students' understanding of health needs to be developed from the personal to a wider, more altruistic perspective. Units of work cover personal, peer, family, community and specific populations' health issues. As a consequence of studying Health Education, students can develop more sophisticated levels of knowledge, attitudes, values and skills to address health issues and play an active role in enhancing their own health and that of their community.

### *How do students learn?*

Health Education is an action-oriented subject that inspires students to implement and evaluate their own and others' strategies to maximise the health and wellbeing of those in their communities, including themselves. Health Education provides a context for exploring health issues. Students first gain an understanding of the biophysical, psychosocial and environmental determinants of relevant health concerns through their analysis of primary and secondary health-related data. Drawing upon their knowledge of the two conceptual frameworks, students analyse the social justice factors that produce inequities for specific individuals or populations. By using an inquiry approach to investigate health issues, students apply the practices and principles that underpin social action and health promotion to devise and justify recommendations and strategies for change.

### ***How are students assessed?***

Research is the focus of assessment in Health Education. Research techniques common and applicable to this subject include action research projects, research reports, analytical expositions, and journals. Most assessment will be assignment based where students will be required to complete independent research.

### ***How can parents help?***

Parents and guardians can assist their students as they study Health Education by providing a supportive environment. They can:  encourage their students to read relevant articles in newspapers, magazines and other media  discuss topical health issues  share with them a variety of views about health issues. Parents and guardians can also help their students to develop a systematic approach to managing class notes and other information and resources, to manage time effectively and to meet deadlines for assessment tasks. Parents should have access to the Health Education syllabus and school work program from the school.

# PHYSICAL EDUCATION

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## STATUS – Authority Subject

### *Why study Physical Education?*

In Australia, participating in and watching physical activity is culturally significant and deeply embedded in the national psyche. Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

Physical Education would interest students who are physically active, enjoy a range of sports; participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as:

sport development, management, marketing, sales, sponsorship and fundraising

sport and physical activity policy development

sport journalism

sport psychology and coaching

athlete conditioning and management

personal training

primary, middle and senior school teaching.

### *What will students study?*

In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities. Students study four physical activities over the course. Subject matter is drawn from three focus areas which are:

- Learning physical skills
- Processes and effects of training and exercise
- Equity and access to exercise, sport and physical activity in Australian society.

### ***How do students learn?***

By learning in, about and through physical activity, students become intelligent performers and physically educated. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. Learning is developed in complexity and sophistication over the course, with the development of student abilities across the general objectives that reflect the depth of their skill acquisitions as well as developing psychological, biomechanical, physiological and sociological concepts within and across physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners.

In Physical Education, the dimensions of *acquiring*, *applying* and *evaluating* group the general objectives so that once skills and knowledge are acquired, they can be applied to a range of physical activity contexts and then evaluated to improve performance and strengthen and broaden understanding. Evaluation and reflection are used continually to provide feedback for future acquisition and application of behaviours, performance, knowledge and skills.

### ***How are students assessed?***

Assessment in Physical Education encourages students to be active, critically reflective and research orientated learners. Through the use of personalisation, assessment in Physical Education is contextualised and authentic. Personalisation enables students to make meaning of complex understandings by providing connections with their real-life contexts.

Assessment involves students:

- applying conceptual understandings from the focus areas to the physical activities they are studying
- actively participating in physical activity.

### ***How can parents help?***

Parents/caregivers can be involved in many ways. They can encourage students to actively involve themselves in physical activities, to read widely about relevant topics, and to reflect upon concepts and principles influencing the engagement and performance of physical activity. Parents/caregivers might also consider:

- perusing the Physical Education syllabus from which schools plan their work programs
- discussing the school work program with the teacher
- discussing the student's progress with the student and with school personnel
- drawing attention to sporting issues as presented in the media.



# ENGLISH FOR ESL LEARNERS

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## **STATUS – Authority Subject**

### *What is English for ESL learners?*

English for ESL Learners is a senior subject that is offered in years 11 & 12. English for ESL Learners explicitly teaches knowledge about English language. This subject intends to provide students with listening, speaking, reading and writing skills necessary to participate in situations and communities where English is used. It assists students to gain the knowledge and skills to enable them to succeed academically in an English language context. Proficiency in written and spoken English enables students to share in and contribute to English-speaking communities and cultures, as well as participate in international contexts that use English. This syllabus is specifically designed for students for whom English is their Second Language (ESL).

### *Why Study English for ESL Learners?*

English for ESL Learners provides students with:

- the knowledge and skills required for English language learners to become competent users of written and spoken English in social, community, economic and academic contexts
- high order functional competence in English language and communication situations
- a tailored English language course which meets the structural and grammatical requirements for the academic English required in tertiary studies
- access to success in further study and/or living in English language contexts
- access to cultural thought processes in Western language and literature.
- Ability to use Standard Australian English (S.A.E).

### *What will students study and how?*

In English for ESL Learners, students develop their ability to understand and use Standard Australian English (SAE) to produce written and spoken texts for a variety of purposes, audiences and contexts. The syllabus supports the development of courses that promote independence and responsibility for language learning in students.

English for ESL Learners encourages detailed development and demonstration of key competencies in contexts that arise naturally from the general objectives and learning experiences of the subject. In their studies, students will communicate ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences. They will collect, analyse and organise information gained from a variety of sources, and presented in a range of forms and genres, and evaluate its quality and validity. They will plan and organise activities, including research and investigative tasks. Individually and in groups, and as part of their learning and classroom experiences, students will have opportunities to use and apply a range of technologies, particularly those related to computers.

### ***Eligibility:***

Courses developed from this syllabus will suit students for whom English is not their first or home language. These students include:

- Aboriginal students and Torres Strait Islander students for whom SAE is not the first or home language
- Students who have been born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as a second language
- Students who enter senior schooling with
  - not more than a total of five years of full-time schooling where the medium of instruction is English
  - more than a total of five years of full-time schooling where the medium of instruction is English but they have a restricted knowledge of English
  - minimal or no exposure to English, and little or no previous formal schooling in any country or with severely interrupted education
  - little or no exposure to English, but with schooling equivalent to that received by their chronological peers in English
  - varying exposure to English, but who have had disrupted education in one or more countries, including Australia
  - some formal language exposure to English, and significant formal education in another language or languages, before arrival in Australia.

### ***How are the Students assessed?***

At the exit level student's level of achievement will be based using the following three criteria:

- *Knowledge and Understanding*
- *Cognitive Process*
- *Communication Skills*  
*A range of genre like, expository, persuasive, analytical, imaginative etc is assessed through the written and spoken assignment.*

# MATHEMATICS C

## *Authority Subject*

Purpose of the Course: This course explores some Mathematics B topics in further detail, as well as exploring additional topics in mathematics. If Mathematics C is chosen as a subject, Mathematics B must also be studied. Mathematics C is suitable for students who are good at Mathematics and enjoy learning it, irrespective of whether they intend to pursue a mathematical or non-mathematical tertiary course. Successful study of Mathematics B and C provides students with a very solid mathematical grounding. Successful completion of the Mathematics C course will give student's two bonus points toward the universities Bonus Rank Schemes (please refer to the last two pages of this book).

## *Student Profile*

The most successful students will be those who have:

- obtained a "B" or higher in the Year 10 Maths course
- a positive attitude to learning
- be able to adhere to a regular study plan, and communicate their mathematical learning effectively.

## *Course Outline Topics studied include:*

- Algebraic groups
- Real and complex number systems
- Matrices and vectors and their applications
- Further calculus
- Structures and patterns in Mathematics
- Dynamics
- Plane geometry

There is a focus on using Information and Communication Technologies in the learning of Mathematics C.

## *Assessment*

Each semester, there are generally 2 assessment tasks, one of which must be an 'alternative assessment task' as prescribed by the syllabus. These instruments assess students' performances in one or more of three distinct Criteria:

- Communication and Justification
- Mathematical Knowledge and Procedures
- Modelling and Problem Solving

The Level of Achievement awarded to the student upon completion of the course depends on the standard of performance in each Criterion.

## *Important Information*

1. More detailed information will be issued at the beginning of the course.
2. Please check Tertiary Prerequisites regarding which tertiary courses prefer Mathematics C as a studied subject.

**If you choose Mathematics C, you must also study Mathematics B.**

# FILM, TELEVISION AND NEW MEDIA

The general objectives are design, production, critique and affective. While achievement in design, production and critique is summatively assessed, achievement in the affective objectives, relating to attitudes and values, is not formally assessed. The three general objectives: design, production and critique are seen as equally important and this balance is reflected in the exit criteria. The general objectives are underpinned by five key concepts: technologies, representations, institutions, audiences and languages (refer to sections 4.1 and 4.2 for details). Students demonstrate their knowledge and understanding of the key concepts by: • creating meaning through designing proposals for moving-image products • making products • analysing and evaluating products and their contexts of production and use.

## **The key concepts are:**

### **Technologies**

Technologies are the tools and associated processes that are used to create meaning in moving-image media production and use.

### **Representations**

Representations are constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use.

### **Audiences**

Audiences are individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products.

### **Institutions**

Institutions are the organisations and people whose operational processes and practices enable or constrain moving-image media production and use.

### **Languages**

Languages are systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use.

## ASSESSMENTS

### **YEAR 11 – formative**

1. Design Suite – concept, script, storyboard (Short narrative video)
2. Extended Written (Critical analysis of film institutions)
3. Design Suite - treatment, script, Video Production, Oral
4. Extended Written – (Comparative Essay)

### **YEAR 12 – summative**

1. Design Suite - treatment, shooting script, report (Documentary)
2. Video Production (Documentary)
3. Design Suite – character images, storyboard
4. Extended Written (Research Assignment)

# STUDY OF RELIGION

## Study of Religion helps students to:

- Understand and appreciate the purpose, meaning and significance of religion in the lives of individuals and communities Human experience has prompted and continues to prompt the development of religious interpretations of life. In today’s world, interaction with people of diverse religious beliefs and practices is inevitable. To understand religion, students will examine different beliefs, practices, values, customs and ethical stances of individuals and religious communities.
- Investigate patterns of belief, religious traditions and the ways in which these contribute to shaping and interpreting people’s lives and experiences The ease of travel and migration to and from many countries has resulted in the interaction of cultures. We encounter the “religious other” more often and more closely than ever before. Where people of other religions were once remote and exotic, they are now part of the local context. The study of religion will encourage an interest in the diverse ways individuals and communities think and live, and an awareness of personal and ideological assumptions, including participants’ own beliefs.
- Respect and appreciate the beliefs, attitudes and values of others while retaining one’s own beliefs and values The study of religion is a key to understanding other cultures. Religion is central to much social and political history and has been a powerful force throughout history. At times it has been the source of tension and even violence, but it has also inspired noble acts and dramatic social reform.
- Understand that religions are dynamic and living, not static, with transformative power for their adherents There is a tendency to think of religions as monolithic, but religious communities continue to grow in a variety of ever-changing historical and cultural contexts. In Australia, where there is substantial religious pluralism, it is important for students to learn to inquire into the religious beliefs and practices of others and to understand how religious practices and traditions are lived in the community.
- Value the study of world religions and the phenomena of religion, and evaluate critically religions and religious traditions Religious literacy is the ability to discuss, reflect and critique religion in today’s world in an informed, intelligent and sensitive manner. Within the discipline of studying religion a variety of approaches is encouraged.

## The general objectives of Study of Religion are:

- Knowledge and understanding
- Evaluative processes
- Research and communication
- Affective objectives.

The first three assessable objectives — Knowledge and understanding, Evaluative processes, and Research and communication — are linked to the exit criteria for awarding levels of achievement. The affective objectives describe the attitudes, values and feelings that the syllabus aims to develop. These are not assessed.

| Possible areas of inquiry                                    |                                       |
|--|---------------------------------------|
| Religious diversity in Australia                             | Aboriginal spiritualities             |
| Representations of religion in Australian media and the arts | Torres Strait Islander religions      |
| Women, religion and society                                  | Migrants and missionaries             |
| Religions in conversation                                    | Religions engaging with the community |

## **ASSESSMENTS**

### **Year 11 –Formative**

1. Multimodal (based on ethnographic investigation)
2. Extended Written Response: Research Assignment
3. Response to Stimulus materials (short written responses / paragraphs) and
4. Extended Written Response: response to stimulus materials

### **Year 12 –Summative**

1. Multimodal (based on ethnographic investigation)
2. Extended Written Response: Research Assignment
3. Response to Stimulus materials (short written responses / paragraphs) and
4. Extended Written Response: response to stimulus materials

## **WHAT DO I DO NOW?**

Once you have read the relevant parts of the Senior Subject Selection book and have made a decision about the subjects you wish to choose, fill in the Senior Subject Selection sheet at the back of this book. This form can be lodged on the Senior Subject Selection night or given directly to the Principal.

Approximately one to two weeks after subject selection night, the school will interview each Year 10 student to ensure the subject choice matches their ability and aspirations.

## **WHO CAN GIVE ME MORE ADVICE?**

If you are unsure about any component of this book you are advised, if it is: subject related, to see the teacher who will take this subject in senior.

If it is career or further study related, see the Careers Adviser or any other area of concern, see the Principal.



# AUSTRALIAN INTERNATIONAL ISLAMIC COLLEGE

## الكلية الإسلامية الدولية باستراليا

### Year 11 /12 Subject Selection 2017

Student Name: \_\_\_\_\_

#### Core Subjects

These subjects are **COMPULSORY** and form part of the core subjects. Please (✓)

- |   |   |  |
|---|---|--|
| 1. <input type="checkbox"/> English       | <input type="checkbox"/> English for ESL Learners (ESL) |  |
| 2. <input type="checkbox"/> Mathematics A | <input type="checkbox"/> Mathematics B                  | <input type="checkbox"/> Mathematics C |

#### Subject Choice

Please select (✓) only **ONE** subject from each line

- |   |   |   |
|---|---|---|
| 3. <input type="checkbox"/> Business Management                   | <input type="checkbox"/> Physical Education (PE)        |   |
| 4. <input type="checkbox"/> Biology                               | <input type="checkbox"/> Health Education (HE)          |   |
| 5. <input type="checkbox"/> Physics                               | <input type="checkbox"/> Legal Studies                  |   |
| 6. <input type="checkbox"/> Chemistry                             | <input type="checkbox"/> Film, Television and New Media |   |
| 7. <input type="checkbox"/> Information Processing and Technology | <input type="checkbox"/> Study of Religion              | <input type="checkbox"/> Modern History |
| <input type="checkbox"/> Arabic (External Subject)                |   |   |

#### List of Selected Subjects

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |

❖ *Students who are not OP eligible will be given the opportunity to participate in short term vocational courses from time to time.*

Student's Signature: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Telephone \_\_\_\_\_



**Notes:**

**Notes:**





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