Bentley Park College

ASPIRE - LEARN - ACHIEVE

Senior Secondary Course Selection Handbook

Year 11 – 2026

Year 12 – 2027

All information in this handbook was current at the time of publication (July 2025)

ACADEMIA CITIZENSHIP THE ARTS TECHNOLOGY SPORT

BENTLEY PARK COLLEGE

A complete Prep to Year 12 education

SECTION 1: GENERAL INFORMATION

Pathways Beyond Year 10

Senior Education Profile

Queensland Certificate of Education (QCE)

Queensland Certificate of Individual Achievement (QCIA)

Subject Selection Process at Bentley Park College

Advice on Choosing Subjects for Year 11 And 12

Year 11 and 12… Frequently Asked Questions

SECTION 2: TRAINING AND EMPLOYMENT PATHWAY

An Introduction to Applied Subjects and Vocational Education Qualifications

School-Based Apprenticeships and Traineeships

Training and Employment Pathway Subject Overviews

Curriculum Area	Applied Subjects and Vocational Qualifications
English	Essential English
Mathematics	Essential Mathematics
Science	Aquatic Practices Science in Practice
Humanities	Certificate III in Business Social and Community Studies
Physical Education	Sport and Recreation Certificate II in Sport and Recreation Certificate III in Sport, Aquatics and Recreation *(only after completion of Certificate II in Sport and Recreation)*
Health	Certificate II in Health Support Services Certificate III in Health Services Assistance *(only after completion of Certificate II in Health Support Services)* Assistant in Nursing *(only after completion of Certificate III in Health Services Assistance)*
Arts	Dance in Practice Media Arts in Practice Music in Practice Visual Arts in Practice
IT	Information and Communication Technology
Home Economics	Early Childhood Studies Hospitality Practices Fashion
Industrial Technology and Design	Building and Construction Skills Engineering Skills Furnishing Skills
TAFE VETiS Program	Certificate I and II qualifications

SECTION 3: UNIVERSITY PATHWAY

An Introduction to General Subjects

Australian Tertiary Admission Rank (ATAR)

University Pathway Subject Overviews

Curriculum Area	General Subjects
English	English Literature
Mathematics	General Mathematics Mathematical Methods
Science	Biology Chemistry Physics
Humanities	Ancient History Modern History Aboriginal and Torres Strait Islander Studies Legal Studies
Physical Education	Physical Education
Arts	Drama Film, Television and New Media Music Visual Art
Information Technology and Business	Design Digital Solutions
Other General subjects only available via Distance Education	See Cairns School of Distance Education and Brisbane School of Distance Education websites (www.cairnssde.eq.edu.au and www.brisbanesde.eq.edu.au)
1st Year University subjects (subject to approval; B average and above students only)	See Guidance Officer re options, including: JCU- James Cook University 'JCU Now' CQU- Central Queensland University CQU 'SUN' QUT-Queensland University of Technology 'Start QUT' GU- Griffith University GU 'Headstart'

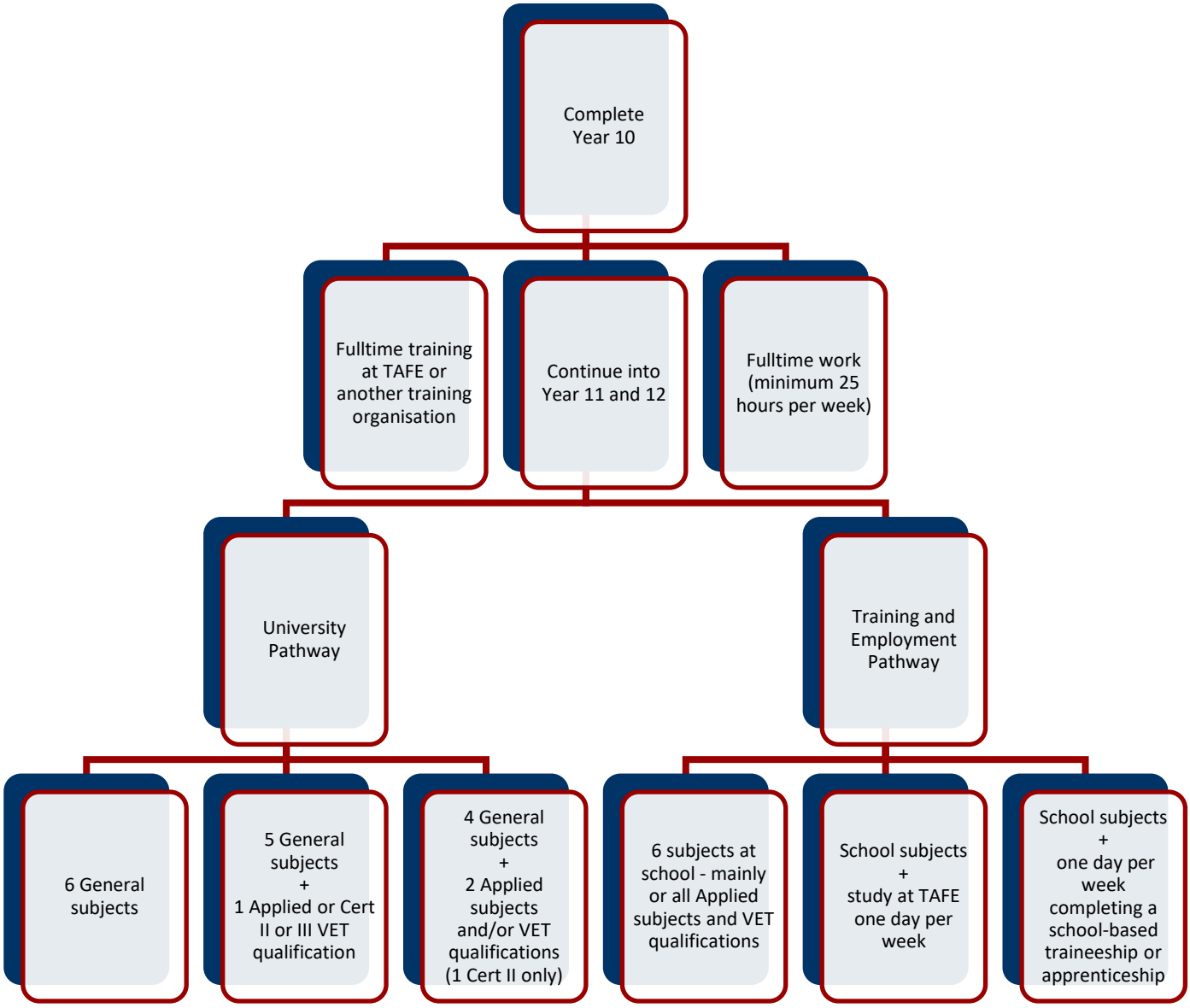
SECTION 1: GENERAL INFORMATION

PATHWAYS BEYOND YEAR 10

Once a student completes Year 10 or turns 16 (whichever happens first), they move from the compulsory schooling phase to the compulsory participation phase. This means they must stay in education and training for a further **two years** until they have:

- Gained a **Queensland Certificate of Education**
  or
- Gained a **Certificate III** vocational qualification
  or
- Turned **17**
  or
- Gained meaningful employment for a minimum of **25 hours** a week.

Year 10 students must decide on which pathway they will follow the following year. This will have a significant impact on their future.



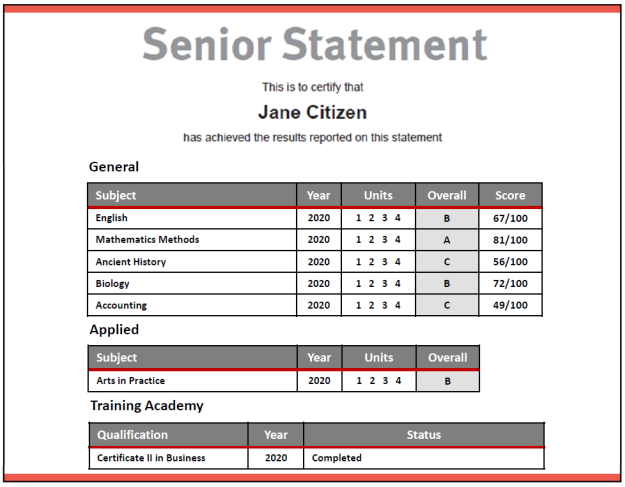
During Year 10, students will be required to select six subjects that they will study in Years 11 and 12. This handbook is designed to inform students and their parents / carers about pathway options so that they can make an informed decision about which subjects to select based on the pathway the student is choosing.

SENIOR EDUCATION PROFILE

All students in Queensland are issued with a Senior Education Profile upon completion of Year 12. Included in this profile could be a:

Senior Statement

- Issued to all students who finish Year 12.
- Shows all subjects / courses studied and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement.



Senior Statement

This is to certify that

Jane Citizen

has achieved the results reported on this statement

General

Subject	Year	Units	Overall	Score
English	2020	1 2 3 4	B	67/100
Mathematics Methods	2020	1 2 3 4	A	81/100
Ancient History	2020	1 2 3 4	C	56/100
Biology	2020	1 2 3 4	B	72/100
Accounting	2020	1 2 3 4	C	49/100

Applied

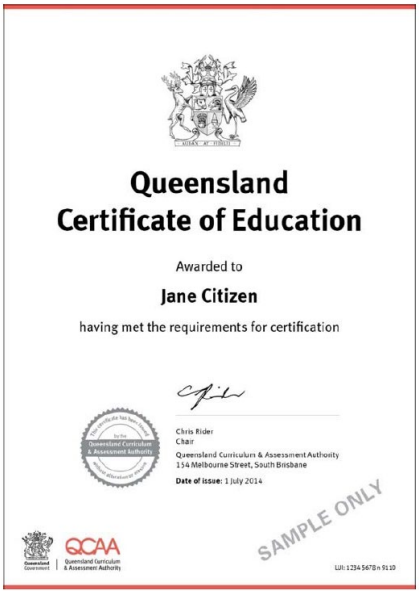
Subject	Year	Units	Overall
Arts in Practice	2020	1 2 3 4	B

Training Academy

Qualification	Year	Status
Certificate II in Business	2020	Completed

Queensland Certificate of Education (QCE)

- Only awarded to eligible students who meet the requirements of a significant amount of learning (20 credits) at a set standard and pattern while meeting basic literacy and numeracy requirements.



Queensland Certificate of Education

Awarded to

Jane Citizen

having met the requirements for certification

Chris Rider
Chair
Queensland Curriculum & Assessment Authority
154 Melbourne Street, South Brisbane

Date of issue: 1 July 2014

SAMPLE ONLY

QCAA Queensland Curriculum & Assessment Authority

LUI: 1234 5678 n 9110

Queensland Certificate of Individual Achievement

This is to certify that

Jane Citizen

has achieved the results reported on this statement

Statement of Achievement

Areas of Study and Learning

Prepares food and applies food service skills in the school restaurant.
Operates a coffee espresso machine to make hot beverages with support.
Follows a pictorial recipe to prepare basic meals with support.
Identifies words and symbols within familiar environments.
Completes basic money transactions with supervision.

Community, Citizenship and the Environment

Contributes to the school community as a senior leader by modelling behaviour and attitudes to other students.
Uses local cafes, food courts and restaurants for meals and social interaction with support.
Recognises and comprehends signs and symbols in the community with prompting.
Prepares for work and leisure activities with prompting.

Personal and Living Dimensions

Understands and practises daily self-care and personal hygiene routines.
Locates and purchases items in a familiar supermarket with verbal prompting.
Follows safe and hygienic practices in the kitchen during preparation and clean up with prompting.
Operates basic kitchen equipment with verbal support.
Makes a variety of snacks and sandwiches.

Communication and Technologies

Comprehends multiple-step instructions to complete tasks in a variety of settings.
Uses a computer to access information on the internet with support.
Uses a calculator and measuring tools in a range of applications with support.
Interacts with peers socially and communicates personal needs.

Leisure and Recreation

Applies appropriate skills in school lanpin bowling activities.
Swims with peer group in a school-based program and is water safe.
Plays school-based team sports with supervision.
Displays the principles of good sportsmanship and helps others to do the same.
Plays computer games using a mouse with prompting.

Vocational and Transition Activities

Completes required tasks at external work experience.
Undertakes new skills at work experience with assistance.
Applies personal safety procedures with correct use of gardening tools and kitchen utensils with prompting.
Completes basic garden maintenance with prompting.

Statement of Participation

Fundraising
School camp
Special swimming carnival
School choir

Chris Rider
Chair
Queensland Curriculum & Assessment Authority
154 Melbourne Street, South Brisbane

Date of issue: 19 December 2014

SAMPLE ONLY

QCAA Queensland Curriculum & Assessment Authority

LUI: 1234 5678 n 9110

Queensland Certificate of Individual Achievement (QCIA)

- A recognition of the achievements of eligible students who undertake individualised learning programs e.g. students receiving high levels of support through the Special Education Program.

Tertiary Entrance Statement

- A statement indicating the ATAR the student has received if eligible.

QUEENSLAND CERTIFICATE OF EDUCATION

What is the Queensland Certificate of Education (QCE)?

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

How do I ensure I gain a QCE?

It is important that students are realistic about their abilities when selecting subjects for Year 11 and 12. Students must have the aptitude to pass the subjects they select and be committed to their selected pathway, as changing subjects and/or failing subjects can prevent them from meeting the requirements for the QCE.

The senior secondary team at Bentley Park College carefully track students' results to ensure eligibility for the QCE is maintained. Students at risk of not achieving a QCE are case managed to overcome barriers impacting on their achievement.

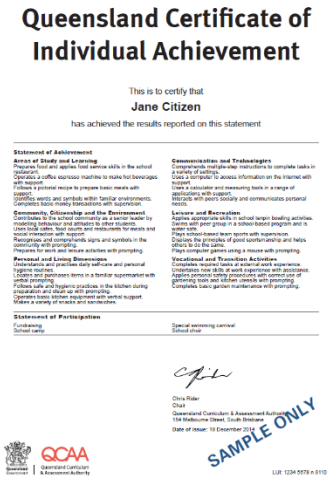
What are the requirements to gain a QCE?

Set amount	20 credits from a range of learning options – QCAA General or Applied subjects or Short Courses, Vocational Education and Training (VET) qualifications, other recognised studies
Set pattern	Your 20 credits must include a minimum of 12 credits from completed Core courses: • QCAA General or Applied subjects studied for all 4 units and exited at a pass (up to 4 credits per course) • QCAA General Extension subjects studied for Units 3 and 4 and exited at a pass (2 credits per course) • Completed Certificate II qualifications (up to 4 credits per course) • Completed III or IV qualifications (up to 8 credits per course) • School-based apprenticeships (up to 6 credits) Your 20 credits cannot include more than 4 credits from preparatory courses (QCAA Short Courses or Certificate I qualifications)
Set standard	QCE credits are accrued when the set standard for each subject / course has been met. Depending on the course, that may be: • Satisfactory completion • Grade of C or better • Competency or qualification completion • Pass or equivalent

Literacy & numeracy	Students must also meet a minimum literacy and numeracy standard. Most students will meet this by passing Unit 1 or 2, or Unit 3 and 4 of their QCAA General or Applied English and Mathematics subject. Some students may meet this requirement by completing the QCAA Short Course in Literacy or Numeracy or other recognised studies.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the learning achievements of students who are undertaking an individual learning program.


Queensland Certificate of Individual Achievement

This is to certify that

Jane Citizen

has achieved the results reported on this statement

Statement of Achievement

Areas of Study and Learning

Communication and Technologies

Community, Citizenship and the Environment

Leisure and Recreation

Personal and Living Dimensions

Vocational and Transition Activities

Statement of Participation

QCAA

SAMPLE ONLY

To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors. Schools identify eligible students and decide the best certification option for each student. Consultation with students and their parents/carers is central to this decision-making process.

The individual learning program for the QCIA does not have credit value nor does it contribute toward the Queensland Certificate of Education (QCE) or the required pattern of learning for the QCE. If a student is eligible for the QCIA, they may record some QCE-contributing study in their learning account, for example a course from preparatory learning or vocational education and training (VET). This learning is recorded on the Senior Statement and cannot be duplicated on the QCIA.

To receive the QCIA a student must be undertaking an individual learning program. The student's case manager together with the student, parents / carers, class teachers and Head of Special Education Services, develops an individual curriculum plan for the student centred on five curriculum organisers:

Communication and technologies	Community, citizenship and the environment	Leisure and recreation	Personal and living dimensions	Vocational and transition activities
				
Students gain knowledge, understanding and skills in literacy and digital and other technologies. Communication involves the student learning to comprehend language in listening, reading and viewing. Students learn to use language to communicate with others through speaking, writing and creating.	Students develop knowledge, understanding and skills about communities, citizenship and the environment. Students learn about active citizenship, and participate in and contribute to their local and wider communities. They learn about changes over time and across locations. They explore the world around them, and investigate	Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities. They learn about different physical activities and the importance of lifelong physical activity. They learn to identify, experience and participate in their own preferred leisure and recreation activities.	Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy. Students learn about their own and others' identity, health and wellbeing. They explore and take actions to keep themselves and their peers healthy and safe through food and nutrition, safe use of medicines and	Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways. They learn how to set goals and make decisions to achieve them. They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when

Technologies involves the student learning to operate digital and other technologies, including those for listening, reading, viewing, speaking, writing and creating language and texts, and calculation. They learn technical and social protocols for appropriate use of digital technologies to interact with others.	the natural and constructed features of places and different environments and the relationship between people and places. They learn about how scientific understandings can inform decision making about people, environments and their relationships.	They learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.	ways to keep safe in the environment. They learn about emotions, how to enhance their interactions and relationships with others, and the physical and social changes they go through as they get older. They develop their ability to use numeracy skills in everyday situations.	they transition to life beyond school.

SUBJECT SELECTION PROCESS AT BENTLEY PARK COLLEGE

1. *Work Studies Classes*

Year 10 students can select either Work Studies or Extension Mathematics or Extension Science classes. Work Studies focuses on developing knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career. It encompasses career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

2. *Online Careers Tools*

The Queensland Curriculum and Assessment Authority also provides information and range of tools to support pathway planning on myQCE (https://myqce.qcaa.qld.edu.au/).

Students may also access My Future (https://myfuture.edu.au/get-started) to learn about career options suited to their interests and capabilities. By completing an online survey, students receive personalised feedback on career pathways categorised under 8 job clusters and can explore courses that lead to these possibilities:

I CARE
Individuals high in 'I CARE' have a care mindset. They are selfless, resilient, empathetic and sensitive to the needs of others. They are likely to enjoy listening to people share their problems and are likely to work in areas like health, aged care, social enterprise and human services.

I INFORM
Individuals high in 'I INFORM' are interested in sharing and disseminating information, understanding cause and effect and root cause analysis when solving problems. They are oriented towards enhancing or sharing knowledge and understanding. They are analytical problem solvers and enjoy working with data. They are likely to work in areas like education, analytics, business services and consulting.

I SERVE
Individuals high in 'I SERVE' are strongly oriented towards interpersonal interaction and communication. They are customer-focused, advocate on behalf of others and are genuinely interested in how others experience a product or service. They are likely to work in areas like retail, sales, hospitality and entertainment.

I CREATE
Individuals high in 'I CREATE' have an adaptive and design mindset. They trust their intuition to guide judgment and are willing to take risks when required. They have a creative spirit and tend to see possibilities that others may not see. They enjoy working from a blank slate and are likely to work in areas like entrepreneurship, art, creative work or fabrication.

I GROW
Individuals high in 'I GROW' are environmentally minded and strongly focused on natural resources, food and agriculture. They like to know where things they consume come from, are hands on with nature and are likely to work in areas like farming, mining, resource and renewable energy.

I CONNECT
Individuals high in 'I CONNECT' have excellent digital literacy. They are strongly focused on technology, computing and virtual or physical networks. They are likely to enjoy using technology and machines and building physical infrastructure to support how people and information are connected. They are likely to work in areas like computing, IT, web services, social media, digital systems, transport and telecommunications.

I ADMINISTER
Individuals high in 'I ADMINISTER' enjoy process and structure. They do things as intended, follow the rules, tend to be risk averse, believe rules exist for a reason, are process oriented and comfortable working in organisations where there are clear delineations of control. They are oriented towards administration, management, procedural knowledge, and transactional service roles such as banking, law, logistics, security and emergency services.

I BUILD
Individuals high in 'I BUILD' are practical thinkers who learn by doing. They are strongly focused on designing, building and maintaining networks, products, machinery or infrastructure. They are very comfortable designing and/or executing plans to build solutions and are likely to work in areas like mechanics, chemistry, cookery, manufacturing, engineering, building, construction and architecture.

Students who are considering careers that require a university degree should ensure that they study any prerequisite subjects required to meet the entry requirements for courses. To check the current requirements for any pre-requisite subjects for specific degree courses, check https://www.qtac.edu.au/course-search/ search for available courses and check the 'Admissions Criteria' tab. At your SETP interview, be sure to ask questions about this. (NB. 'Assumed Knowledge' is recommended, not compulsory study.)

3. Pathways and Transitions Events

Throughout the year students are exposed to a range of presentations from organisations about pathways beyond school. This includes:

- **Introduction to the QCE and ATAR Information Session** – an opportunity to learn about the requirements for the QCE and ATAR and the different types of subjects that can be studied – General, Applied and Vocational Education and Training (VET)
- **Subject Orientation Day** – an opportunity to learn about the subject offerings for Year 11 and 12 at the college
- **Pathways Expo** – an opportunity to speak to guests from TAFE and other Registered Training Organisations, James Cook University, Central Queensland University, FNQ Vocational Academy and other relevant organisations
- **Business Liaison Association Careers Expo** at the Cairns Showgrounds
- Excursions to **James Cook University** and **Central Queensland University** Cairns Campuses for their university experience days

4. Completion of a SET Plan

All students are required to complete their Senior Education and Training (SET) Plan. This document outlines the educational pathway students plan to following in Years 11 and 12 and beyond. Students also identify careers they are interested in and training requirements for these careers. It is strongly recommended that all students complete a one-week block of work experience placement in a field of interest to ensure they are suited to this career pathway prior to commencing their Year 11 and 12 studies or other training. Students are encouraged to complete work experience during school holidays where possible to avoid disruption to school learning and assessment. Please see the G Block Administration Officers for further information regarding work experience.

5. Subject Expression of Interest

At the conclusion of the Subject Orientation Day in early term 3, students are required to complete an Expression of Interest for Year 11 and 12 subjects. Students will be guided towards the subjects most appropriate for their ability level via recommendations based on their current academic results. Students' Expression of Interest forms are used to determine the subjects that will be offered the following year and the line structure (i.e. which subjects are run at which time). The timetable is constructed to maximise the number of students who can select their first preferences for subjects; however, due to constraints (such as staffing, class sizes and availability of specialist classrooms), some students may not be able to select all subjects they applied for through their Expression of Interest.

In situations where a limited number of students express interest in a particular subject, the college may not be able to offer the subject or may be required to create a composite Year 11 and 12 class. The school also reserves the right to discontinue certain vocational courses if changes in human and physical resources make it difficult to meet AQTF requirements.

Where the school cannot offer a subject, students may explore the option of enrolling in the subject through distance education. This is only recommended for students who have already demonstrated high academic ability and are highly motivated and well organised.

6. Year 11 Enrolment Parent Information Evening

The college requires all parents / carers attend the Year 11 Enrolment Parent Information Evening. This is an opportunity for parents to learn about pathway options and subject offerings for their students as well as ask questions about the QCE, ATAR, school-based apprenticeships and traineeships and subjects on offer. Depending on availability, representatives from TAFE, FNQ Vocational Academy, JCU, CQU and other organisations will also be present to answer questions.

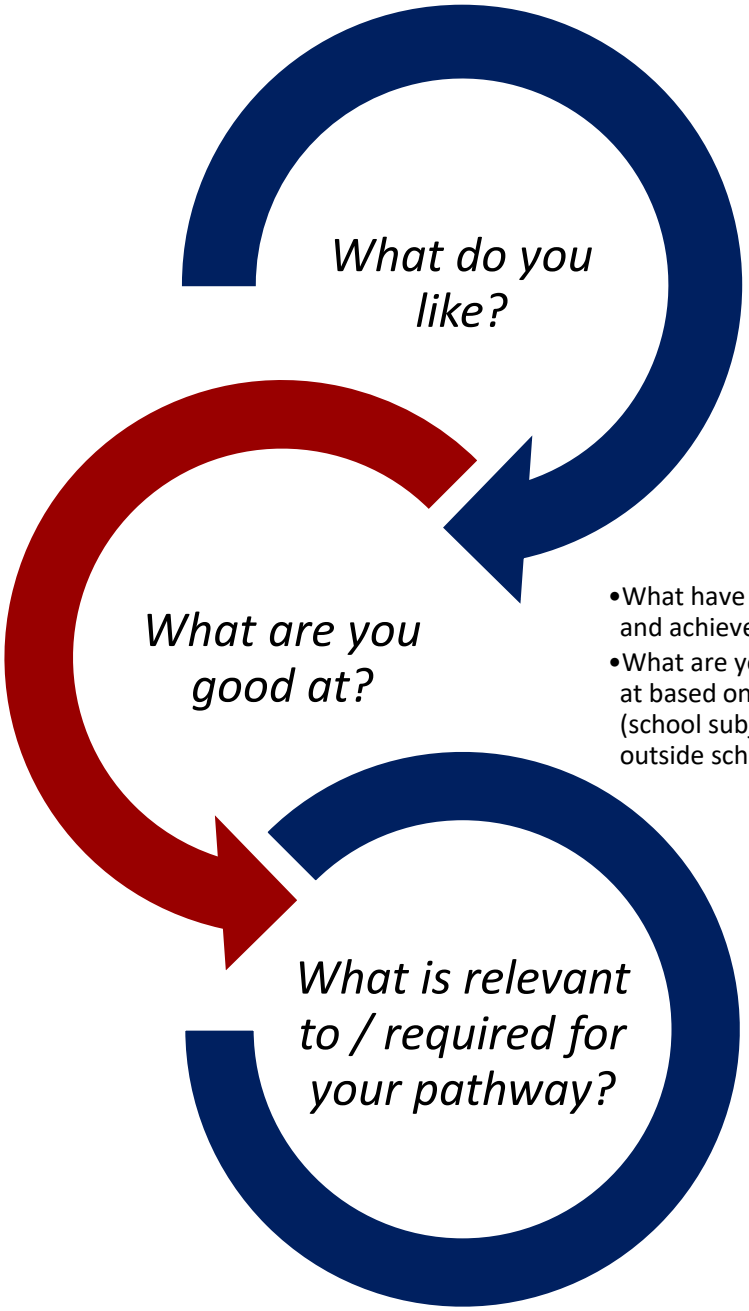
7. Year 11 Enrolment Interviews

Students and their parents / carers will meet with a senior staff member at the college (for example, Head of School, Deputy Principal, Head of Department or Guidance Officer) to discuss their education and career aspirations and finalise subject selections for Year 11 and 12. During this interview students and their parents / carers will be required to sign the Bentley Park College Senior Student Agreement. It is also requested that students bring to their interview a copy of their birth certificate and Medicare card so that a Unique Student Identifier (USI) can be generated. This is a requirement for issuing of certification for all vocational qualifications.

All students must attend a Year 11 Enrolment Interview with a parent / carer to continue their education at Bentley Park College the following year.

ADVICE ON CHOOSING SUBJECTS FOR YEAR 11 AND 12

It is important to choose senior subjects carefully as your decisions may affect your feelings about school, your success at school and the types of occupations you can pursue in the future. Even though there are many factors to consider, choosing your course of study can be made easier if you have a clear plan around what you want to do when you leave school.



- What subjects have you enjoyed at school?
- What subjects have things in common with your hobbies or interests outside of school?
- What will you "stick with" for two years?

- What have you studied before and achieved well in?
- What are you likely to be good at based on your strengths (school subjects or hobbies outside school)?

- What subjects are linked to your career pathway?
- What subjects are essential prerequisites for your possible university courses?
- What subjects would give you useful skills or knowledge for further training, study, employment or general living?

YEAR 11 AND 12… FREQUENTLY ASKED QUESTIONS

How is the workload in Year 11 and 12 different to Year 10?

There is a substantial increase in the workload between Years 10 and 11 in many subjects, particularly in General subjects. This requires students to be self-disciplined, motivated and organised to stay on top of things and achieve to their potential.

For students selecting an academic pathway as they work towards getting an ATAR, it is expected that they will spend **12-15 hours per week on home study**. This includes time spent completing homework, revision and assignment work.

More practical subjects may not require as much home study but may require students to spend time before or after school or during lunch breaks using specialist equipment or software at school, or completing work placement in industry.

It is important that students read the subject outlines carefully to understand the commitment they must make to each subject to achieve success.

What if I need to change subjects during Year 11 or 12?

If during the course of Year 11 or 12 students feel that they have not selected some subjects that are suitable for their ability level or if students change their mind on the pathway they plan on taking after leaving school, it is possible to change subjects.

Subject changes need to be discussed in the first instance with the Head of Department Senior Secondary. This may lead to a referral to the Guidance Officer to discuss the impact of subject changes on tertiary entrance or career pathways. Following this, subject changes need to be approved by the subject area Heads of Department and the parent / carer.

Subject changes will only be processed at the commencement of Units 1, 2 and 3 to ensure that students can complete all required assessment items and receive QCE credits for the units they have enrolled in. Subject changes are dependent on class size restrictions and maintaining QCE eligibility.

What are the assessment and attendance requirements in Year 11 and 12?

As Year 11 and 12 students have finished their compulsory schooling, it is expected that they consistently demonstrate a commitment to achieving at their potential in school as they have chosen to stay on at school rather than obtain full time work or pursue training opportunity outside of school. Students are expected to maintain a 90% attendance rate. This equates to no more than 10 days off in a year unless there are exceptional circumstances. Students are also required to meet all assessment checkpoints, complete and submit all drafts and final copies of assignments and attend all exams.

In situations where students are not meeting these expectations, they will be case managed by the Deputy Principal Senior Secondary or Head of Department Senior Secondary and will be offered support through the Student Support Services team. If they do not demonstrate a commitment to improving, they may commence the cancellation process.

Who can help me if I am not coping during Year 11 and 12?

Bentley Park College has a significant support network to assist students with anything happening at school or at home that is impacting on their wellbeing or academic success. Our support team can also support students and their families by assisting them with accessing mental health, financial or other support required through agencies working in the Cairns region. The Student Support Services team includes:

- Head of School
- Deputy Principal Senior Secondary
- Head of Department Senior Secondary
- Year Coordinators
- Guidance Officer
- Community Education Counsellor
- Youth Support Coordinator
- Transitions Pathways Officer
- Clontarf & Yaburu Bulmba staff

BYOD PROGRAM (BRING YOUR OWN DEVICE)

Bring Your Own Device (BYOD) is a term used to describe a digital device ownership model where students or staff use their personally-owned devices to access the Department of Education and Training's (DET) information and communication technology (ICT) network. The Bentley Park College BYOD Program has been developed in response to the significant role technology plays in education. It enables students to bring a personally-owned device to school as a learning tool and provides seamless movement between school and home.

A laptop is an important resource for Year 11 and 12 students, and essential for students studying General (ATAR) subjects.

Benefits of bringing your own device to school

- Enhanced learning and engagement in the classroom.
- Independent learning at home.
- Seamless access to the curriculum, using your own device both at school and at home.
- Increased student participation, opportunities for collaboration and positive engagement during class time.
- Learning becomes student driven.
- Flexible learning options between home and school using a wide range of online learning programs and tools.
- Encourages and supports versatile learning styles and abilities.
- Increases opportunities and access to higher and extended learning.
- Includes Microsoft Office at no cost and Adobe Creative Suite at minimal cost.
- Access to school Outlook email, school calendar and information on events.
- Access to ClickView; The Learning Place; OneNote Classrooms and Microsoft Teams.
- Access to e-textbooks.
- Access to Mathspace and Mathletics.

BYOD Program Device Specifications

Specifications	Minimum	Recommended
Physical dimensions	11”	14”
Operating system	Windows 11 or Mac OSx 13 (or newer)	Windows 11
Hard drive/storage	128GB HDD or SSD	256GB SSD (or larger)
Memory	8GB RAM	16GB RAM
Wireless capability	WiFi 802.11n/ac (5Ghz)	
Warranty		3+ years warranty 3+ years accidental damage protection
Battery life	Battery life of at least 6 hours	
Software	Microsoft 365 (available at no cost for students) **Anti-virus** - Windows Security, included with Windows, is up-to-date, reliable, and free. However, you may consider purchasing additional coverage for extra protection. Mac OS also has built-in anti malware threat protection, but you may consider purchasing additional coverage for extra protection.	
Software (optional)	Adobe Creative Cloud – available to all students through the College at a price of $10 per year	
Other	• Extra charger for school • Padded sleeve or bag to protect the laptop • Corded or Bluetooth mouse • Headphones	

Please note: **Chromebooks are unsuitable** for the College environment as they require a connection to Google Drive which is blocked by the Queensland Department of Education. Smartphones will not be connected to College Wi-Fi. Also, touch screens can also be easily damaged and expensive to repair. Specialised subjects such as ITD, The Arts and ICT require devices with specifications outside of the above recommendations. Students will be provided with access to computer labs that contain the required programs and equipment for these subjects, which is covered by the Bentley Park College Student Resource Scheme (SRS).

Laptop Hire Program

At Bentley Park College, we are committed to enhancing the learning experience through the integration of technology. Our **Bring Your Own Device** (BYOD) program empowers students to use their personal devices for educational activities, fostering dynamic and interactive learning environments.

In addition to BYOD, we offer a **Hire to Own (H2O)** program. This initiative provides families with the opportunity to hire devices with an option to own them after a specified period. The H2O program ensures that all students have access to the necessary technology, regardless of their financial situation. Eligible students will have exclusive use of their own laptop through a flexible payment plan that leads to full ownership.

Further information is available on the College website.

SECTION 2: TRAINING AND EMPLOYMENT PATHWAY

APPLIED SUBJECTS

Applied subjects are developmental four-unit courses of study that include both core and elective topics of study and are designed to prepare students for employment or further training beyond Year 12.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

Assessments in Applied subjects are designed and marked by teachers at each school. Each of the four units across the two-year course of study will involve two pieces of assessment each that are equally weighted.

In Essential English and Essential Mathematics, students are required to complete one common internal assessment in Unit 3. This common internal assessment is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

VOCATIONAL EDUCATION QUALIFICATIONS

Students have the opportunity to gain Vocational Education and Training (VET) qualifications while still studying at school. Some of these courses are offered on site at the school or offsite at TAFE or with other training providers. These courses range from Certificate I qualifications (entry level) through to Certificate IV qualifications (advanced level).

Many of these courses use VET in Schools (VETiS) funding to allow for the qualifications to be delivered free of charge or for a low fee. Students can only access one VETiS course while at school and therefore need to consider enrolment into these courses carefully. Some VETiS courses are available on a user-pays basis as well for a relatively low fee. These options can be discussed with the Deputy Principal or Head of Department Senior Secondary at subject selection interviews.

Unique Student Identifier (USI)

Students enrolling in a VET qualification must have a USI. Your USI will give students access to an online record of the training they have done. They will also be able to produce a comprehensive transcript of their training. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training. Without a USI, students will not be able to receive a Statement of Attainment or their qualification at the completion of the course of study. Therefore it is a requirement that students have a verified USI prior to commencing any VET qualifications.

A USI is easily generated by visiting https://www.usi.gov.au/students/create-your-usi and using a form of official identification e.g. Australian passport, Australian birth certificate, Australian driver's licence, Medicare card, Citizenship certificate or ImmiCard. Once generated, it is essential that students provide a copy of their USI to the school.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

School-based apprenticeships and traineeships (SATs) allow Year 10, 11 and 12 students to combine school, paid employment and vocational training. SATs are contracts between an employer, student, parent / carer, the school principal and a registered training organisation.

Eligibility requirements

In order to be considered for a school-based apprenticeship or traineeship, students need to meet the attendance, behaviour and assessment completion requirements of the Representative Eligibility Policy. This means:

- 90% actual attendance
- No major behaviour incidents
- Checkpoints, drafts and final copies of assessments consistently submitted on time

In addition to school approvals, students must also have parent / carer consent to participate in a SAT.

Some SATs will have academic eligibility requirements, for example, students wanting to participate in a school-based electrotechnology apprenticeship must have passed Year 10 English, Mathematics and Science for the full year.

Students must maintain their enrolment at a school to continue as a SAT. If a student decides to leave school prior to completing Year 12 or has their enrolment cancelled, their SAT will cease. Students may be able to negotiate directly with their employer to change to a part-time or full-time arrangement.

How does a SAT impact on schooling?

Students engage in paid employment for up to one full school day per week. This release from school is negotiated between the school, student, parent and employer. Students are released for work and training at a set, regular timeslot weekly. For traineeships in some industries, for example retail or hospitality where business hours extend from early mornings into late evenings, students may be released from school at lunchtime and work their shift into the early evening to minimise the disruption to their classes.

Students are required to work at least 7.5 hours per week on average over each three-month period. This totals at least 375 hours (or 50 days) of paid employment for every 12 months of training. Electrotechnology is different to this – apprentice electricians must complete 600 hours (or 80 days) of paid employment for every 12 months of training.

Students completing a SAT are sometimes given a reduced timetable at school (for example, five subjects instead of six) depending on the workload of the subjects in which they are enrolled. Many students who are studying Applied subjects are able to maintain a full timetable, while students who study a number of General (university pathway) subjects will sometimes require a study line to ensure they are able to catch up on work missed while at training and complete their assessments. Study lines are negotiated on a case-by-case basis with the Deputy Principal Senior Secondary Student Services. SATs are generally not recommended for students studying a heavy academic load. Students on an ATAR pathway should discuss their pathway options with the Deputy Principal Senior Secondary Student Services and/or Guidance Officer before applying for a SAT.

At times, exams may fall on students' designated work days. Where possible, it is recommended students negotiate with their employer at least two weeks in advance to either cancel their shift for that day or arrange an alternate work day for that week. If this is not possible, students must apply for a Variation to Exam Date via the G Block Student Reception. This will be approved in consultation with the teacher and subject Head of Department by the Deputy Principal Senior Secondary Student Services.

If students miss a day of work due to assessment, illness or other unforeseeable circumstances, they are often able to work more hours during the school holidays to make up the time to ensure the minimum work hours are met for the traineeships.

How does the training occur?

SAT students work towards attaining a nationally recognised Certificate II or III qualification that contributes credits towards their Queensland Certificate of Education. Students receive on the job experience and also engage in training with a Registered Training Organisation who deliver theory and practical training either on-the-job or at a training venue. Depending on the apprenticeship or traineeship, the training organisation and the employer, training may occur:

- Online outside of rostered work hours
- In the workplace, with a trainer who visits regularly
- With other students in a class environment at the training organisation's campus, either single days like one day per month or in a block (e.g. one week of the school holidays each term)

How long does a SAT take to complete?

Traineeships in fields such as retail, business, hospitality and tourism are typically completed by the time a student leaves school, taking between one and two years in total in most cases.

Trade area apprenticeships (for example carpentry, plumbing, electrical, automotive mechanics, boiler making, hairdressing and commercial cookery) are completed in a fulltime capacity in the years following graduation from high school. Depending on the commencement date, student skill level and volume of learning completed while enrolled at school, students will often move into the second year of their four-year apprenticeship in the months following Year 12 graduation.

What are everyone's roles and responsibilities to ensure a SAT is successful?

The School-Based Apprentice / Trainee:

- Get school support for the SAT
- Contribute to developing a school, work and training timetable
- Work at least 7.5 hours a week
- Learn vocational skills listed in their training plan
- Attend training
- Attend school
- Raise concerns with their parent / carer and the school as soon as they arise

Parents / Carers:

- Give permission for their child to participate in the SAT
- Helping their child find an employer
- Get school support for the apprenticeship or traineeship
- Sign the training contract and other forms required
- Contribute to developing their child's school, work and training timetable
- Provide transport to work / training
- Help their child to resolve any problems

The School:

- Act in the student's best interests by helping them develop a senior education and training (SET) plan to help choose the most appropriate apprenticeship or traineeship
- Advise the student and parent of how undertaking vocational education and training (VET) options may affect their schooling and future training opportunities
- Give support for a school-based arrangement
- Contribute to and approve the student's school, work and training timetable
- Release the student from classes to attend work or training
- Monitor and support the student during the apprenticeship or traineeship.

Employers:

- Provide wages, entitlements and a safe workplace
- Provide enough work hours to meet the minimum paid work requirements
- Contribute to the student's school, work and training timetable
- Provide the workplace training for all competencies under the training plan.

Australian Apprenticeship Support Network (AASN):

- Sign up the school-based apprentice or trainee
- Alert school-based apprentices or trainees to any subsidies
- Complete most of the paperwork in relation to the training contract

Training Organisations:

- Negotiate the training plan which documents how, when and who will deliver the training and assessment
- Contribute to the student's school, work and training timetable
- Train and assess the student
- Check progress, and notify the Department of Employment, Small Business and Training of any delays in training progression
- Offer learning support if needed

Department of Employment, Small Business and Training:

- Oversee the apprenticeship and traineeship system in Queensland
- Oversee the administration and management of training contracts
- Answer queries and resolve disputes
- Issue completion certificates

How are the qualifications funded?

SATs are funded under the User Choice Program. Apprentices and trainees, including school-based, can receive only a maximum of two government contributions; a second qualification will be funded only if it is a Priority One qualification, has a higher priority ranking than the first qualification that has been completed, or was undertaken subsequent to a student having completed a qualification under the Skilling Queenslanders for Work initiative. Students must make informed decisions about which qualifications they undertake as the decision will affect their access to further funding under the User Choice program. Further information about User Choice funding can be found here: https://desbt.qld.gov.au/training/providers/funded/userchoice.

How do I get a school-based apprenticeship or traineeship?

Generally a student gains a SAT by applying directly to an employer in response to an advertised position, just as they would for other casual, part time or full time work. The school is sometimes notified of available positions. These are advertised via student notices.

Students seeking a school-based apprenticeship or traineeship should check the following websites regularly for positions that are available:

- www.megt.com.au/
- www.sasat.com.au
- www.mrael.com.au/

Some employers, particularly fast food chains, offer school-based traineeships to their existing employees, so applying for a casual or part-time position can be a good start to obtaining a traineeship in these companies.

Sometimes engaging in voluntary work experience with an employer may lead to a traineeship or apprenticeship opportunity. Completing work experience is a great way to ensure that the field of work is right for you and gives both you and the employer a chance to see how each other operate to make sure you are a good fit. Government schools can provide insurance to cover work experience. Once you've identified an employer that is willing to have you undertake work experience, see the administration officers at the G Block Student Reception to organise the required paperwork.

If your family has connections with people in the industry in which your student is seeking a SAT, the school can link the potential employer with a number of Apprentice Support Networks to explain the benefits of employing a SAT, the subsidies or incentives they may be eligible for and the process required to employ a SAT. Please see the administration officers at the G Block Student Reception for further information.

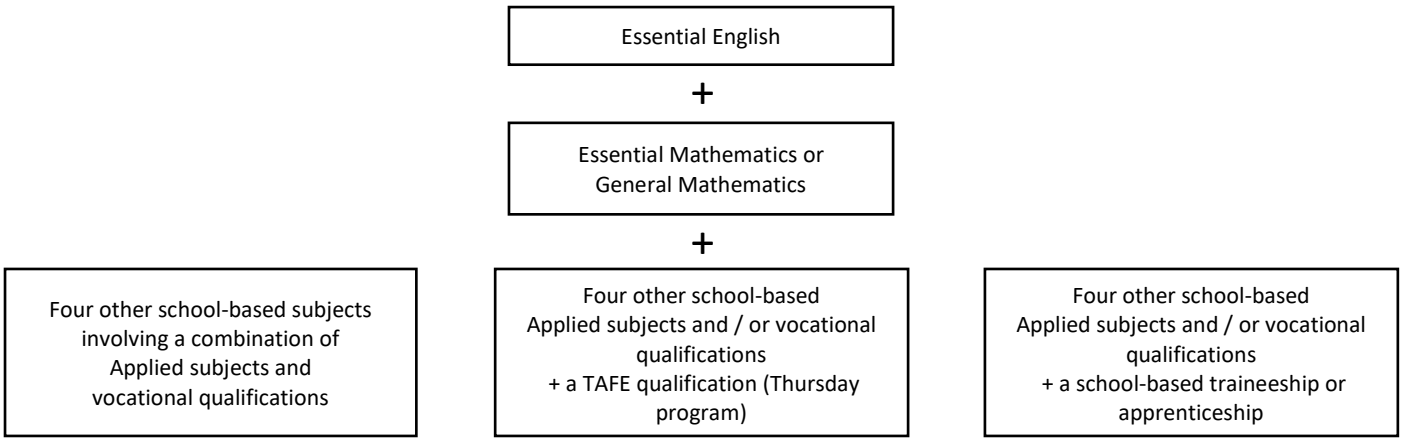
Further Information

For more information about apprenticeships and traineeships visit:

- www.desbt.qld.gov.au/training/apprentices
- www.australianapprenticeships.gov.au/
- www.apprenticeshipsupport.com.au/

TRAINING AND EMPLOYMENT PATHWAY SUBJECT OVERVIEW

Students undertaking a training and employment pathway in Years 11 and 12 are required to select six courses of study. This might involve one of the following combinations:



Depending on student interest, Bentley Park College intends on offering the following training and employment pathway subjects:

Curriculum Area	Applied Subjects	
English	Essential English	
Mathematics	Essential Mathematics	
Science	Aquatic Practices	Science in Practice
Humanities	Social and Community Studies	
Physical Education	Sport and Recreation ***or*** Sport and Recreation (Rugby League Specialisation)	
Arts	Dance in Practice Media Arts in Practice	Music in Practice Visual Arts in Practice
IT	Information and Communication Technology	
Home Economics	Early Childhood Studies Fashion	Hospitality Practices
Industrial Technology and Design	Building and Construction Skills Engineering Skills	Furnishing Skills

In addition to this, students can undertake a range of Vocational Education and Training Qualifications. Certificate I and II qualifications are designed to give insight into the chosen industry, while Certificate III qualifications develop more sophisticated skills and deeper understandings. Certificate III qualifications can also contribute towards students' ATAR calculations along with four General subjects.

Code	Program Name	Delivery	QCE Credits	Registered Training Organisation
HLT23221	Certificate II in Health Support Services	Face-to-Face & Online blended delivery at school 12 month duration	Up to 4 QC points	IVET Institute (RTO Code 40548)
HLT33115	Certificate III in Health Services Assistance	Face-to-Face & Online blended delivery at school 3 terms	Up to 4 QCE points	IVET Institute (RTO Code 40548)
BSB30120	Certificate III in Business	Face-to-Face & Online blended delivery at school 2 years	Up to 8 QCE points	Binnacle Training (RTO Code 31319)
SIS30122 / SIS20122	Certificate III in Sport, Aquatics and Recreation + Certificate II in Sport and Recreation (dual qualification)	Face-to-Face & Online blended delivery at school Over 2 years	Up to 7 QCE points	Binnacle Training (RTO Code 31319)
AUR20920	Certificate II in Body Repair Technology	Face-to-Face & Online blended delivery at school 12 month duration	Up to 4 QCE points	Work Skills (RTO Code 31384)

ESSENTIAL ENGLISH

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

A course of study in Essential English prepares students to engage in employment or vocational training. It promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- Use appropriate roles and relationships with audiences
- Construct and explain representations of identities, places, events and/or concepts
- Make use of and explain opinions and/or ideas underpin texts and influence meaning
- Explain how language features and text structures shape meaning and invite particular responses
- Select and use subject matter to support perspectives
- Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- Make mode-appropriate language choices according to register variables informed by purpose, audience and context
- Use mode-appropriate language features to achieve particular purposes across modes.

Structure

Unit 1: Language that works	Unit 2: Texts and human experiences
Students will: • Explore how meaning is communicated in contemporary workplace texts and/or popular culture texts about the world of work. Students develop and use a range of strategies and skills to comprehend and interpret these texts. • Focus on developing strategies and skills to comprehend texts used in a work context and/or popular culture texts about the world of work. They consider the various ways in which these texts communicate information, ideas and perspectives. They do this by developing and applying skills to identify main ideas, and interpret, question and infer when reading, viewing and listening to a range of texts. • Use their knowledge and understanding of how meaning is communicated in a range of work-related texts and/or popular culture texts about the world of work to explore meaning about aspects of working life in the 21st century. • Develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication.	Students will: • Students explore individual and/or collective experiences and perspectives of the world. Students explore how different perspectives, ideas, attitudes, values and/or beliefs are communicated through the textual representations of a range of human experiences. • Explore how different perspectives, ideas, cultural assumptions, attitudes, values and beliefs are communicated through the textual representations of a range of human experiences. • Identify audience and purpose, and consider how meaning is shaped in reflective and nonfiction texts to invite audiences to accept a particular point of view. • Respond to a variety of reflective and/or nonfiction texts by creating texts of their own for a variety of purposes and audiences.

Unit 3: Language that influences	Unit 4: Representations and popular culture texts
Students will: • Explore community, local and/or global issues presented in a range of texts that invite an audience to take up positions. • Build on Units 1 and 2, apply understanding about how perspectives, ideas, attitudes and values are represented in texts to influence audiences. • Explore similar and conflicting representations of the same identity or identities, place, event, concept or issue in media texts, drawing on their understanding of how the relationships between context, purpose and audience create meaning. • Discuss and listen to differing perspectives, compare, draw conclusions and influence audiences for a range of purposes. • The unit is made up of two topics: o Creating and shaping perspectives on community, local and global issues in texts o Responding to texts that seek to influence audiences.	Students will: • Explore how the text structures, language features and language of contemporary popular culture texts shape meaning. • Revisit and build on learning from Units 1, 2 and 3 about how the relationship between context, purpose and audience creates meaning, and independently apply comprehension strategies when engaging with texts. • Reflect on a range of popular culture texts and develop their own interpretations. • Use their understanding of how meaning is shaped by the structures, language features and language of popular culture texts, and apply this knowledge when exploring texts about Australian social groups/identities. • The unit is made up of two topics: o Responding to popular culture texts o Creating representations of Australian identities, places, events and/or concepts

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Spoken task: create and present either a persuasive, reflective or imaginative response related a current community, local or global issue. Length: up to 6 minutes (spoken/signed response)	**Summative internal assessment 3 (IA3):** Multimodal presentation: create and present a multimodal response to express their perspective about a particular representation in a contemporary popular culture text/s. Length: up to 6 minutes (at least two modes)
Common Internal Assessment (CIA): Exam: respond to seen and unseen stimulus – respond to unseen short response questions - consider the way seen and unseen stimulus texts communicate information and shape meaning - explain how an identity, place, event or concept has been represented in the stimulus texts and/or how a perspective has been created (by explaining the use of opinions and/or ideas, language features and text structures) - explain how the audience is being positioned. Length: short responses Time: 90 minutes plus 15 minutes of planning time	**Summative internal assessment (IA4):** Written task: create a written response that invites a particular audience to take up a position about an aspect of an Australian popular culture text/s. Length: up to 800 words

Approximate Course Costs

Handouts and access to textbooks/resources (e.g. recording equipment) provided under the Student Resource Scheme. Students are required to provide their own A4 exercise book (128 pages) and folder for handouts. Access to a computer/laptop is recommended.

Further Advice - See Miss Courtney Bottrill – Head of Department English

ESSENTIAL MATHEMATICS

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Essential Mathematics' major domains are Number, Data, Location and Time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- Recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.
- Use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
- Communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models
- Evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required
- Justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
- Solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Structure

Unit 1: Number, data and money	Unit 2: Data and travel
NUMBER Ratios Rates (e.g. speed and wages) Percentages (including simple interest, discounts, mark ups and GST) Units of energy **REPRESENTING DATA** Classifying data Data presentation and interpretation **MANAGING MONEY** Earning money Budgeting	**DATA COLLECTION** Census Surveys (Collecting data samples) Simple survey procedure Sources of bias **GRAPHS** Reading and interpreting graphs Drawing graphs Using graphs **TIME and MOTION** Time Distance Speed

Unit 3: Measurement, scales and chance	Unit 4: Graphs, data and loans
MEASUREMENT Converting units of measure Geometry Linear measure Volume and capacity **SCALES, PLANS and MODELS** Interpret scale drawings Create scale drawings Right angled triangles **PROBABILITIES and RELATIVE FREQUENCIES** Simulations Simple Probabilities	**BIVARIATE GRAPHS** Cartesian Plane Bivariate scatterplots **SUMMARISING and COMPARING DATA** Line of best fit Summarising and interpreting data **LOANS and COMPOUND INTEREST** Compound interest

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Assignment: Problem-solving and modelling task in response to a mathematical investigative scenario using mathematical language, appropriate calculations, tables of data, graphs and diagrams Length: Up to 8 pages 1000 words	**Summative internal assessment 3 (IA3):** Assignment: Problem-solving and modelling task in response to a mathematical investigative scenario using mathematical language, appropriate calculations, tables of data, graphs and diagrams Length: Up to 8 pages 1000 words
Summative internal assessment 2 (IA2): Exam: Common internal assessment (CIA) assessing the application of a range of cognitions to a number of items drawn from Unit 3 Short response format – formula sheet provided Time: 60 minutes plus 5 minutes perusal (Part A: Simple; Part B: Complex)	**Summative internal assessment (IA4):** Exam assessing the application of a range of cognitions to a number of items drawn from Unit 4 Short response format – formula sheet provided Time: 60 minutes plus 5 minutes perusal (Part A: Simple; Part B: Complex)

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide a notebook and Casio FX scientific calculator.

Further Advice

See Mr Lloyd Greenbury – Head of Department Mathematics

AQUATIC PRACTICES

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data. Aquatic Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives

By the conclusion of the course of study students should:

1. Describe ideas and phenomena: Give an account of scientific ideas and phenomena and the skills and processes used to complete a scientific task. Express information in a variety of modes using aquatic language, representations and genre conventions.

2. Execute procedures: Demonstrate skills and processes to complete an aquatic task, collect and collate information from primary and secondary sources. Follow workplace health and safety procedures and ethical and environmental considerations.

3. Analyse information: Recognise a variety of forms of information produced from experiments and research, e.g. words, symbols, pictures, graphs. Identify the key features and components of information and apply processes to identify patterns, relationships, errors and limitations.

4. Interpret information: Draw conclusions from their analysis of information from experiments and research. Identify expectations and requirements in scenarios.

5. Evaluate conclusions and outcomes: Make judgments about conclusions and outcomes in terms of criteria such as efficiency, effectiveness, cost, safety, industry standards or social, ethical, cultural or environmental impacts. Make recommendations about future investigations and projects.

6. Plan investigations and projects: Make decisions about methodologies, sources and processes to reach conclusions and achieve outcomes. Ensure that workplace health and safety and ethical and environmental considerations are incorporated into planning.

Structure

Unit 1: Aquatic Ecosystems	Unit 2: Using the Aquatic Environment
Students will: - Explore the rich biodiversity that exists in aquatic ecosystems, including the biotic and abiotic components that create this diversity. - Explain the processes that form, degrade and restore ecosystems and the wide variety of ecological relationships they each contain. - Build skills in identifying species, measuring water quality, conducting risk assessments and identifying threats to ecosystems. - Gain an appreciation and awareness of the cultural significance of waterways to Aboriginal peoples, Torres Strait Islander peoples and Australian communities. - Develop their understanding of conservation and management techniques for aquatic ecosystems. - Evaluate the effectiveness of current management of aquatic ecosystems and consider ways this could be improved.	Students will: - Explore the variety of ways that humans interact with the aquatic environment such as boating and snorkelling. - Learn about specialised aquatic equipment and how to safely use and maintain that equipment. - Investigate pathways that can lead to employment in the aquatic environment. - Analyse the many factors that affect recreational and commercial activities. - Analyse the conditions that contribute to safety and enjoyment for recreational users and business operators.

Unit 3: Aquariums and Aquaculture	Unit 4: Recreational and Commercial Fishing
Students will: - Investigate the historical and cultural significance of aquaculture in its many forms. - Develop their understanding of the biotic and abiotic components that need to be monitored and maintained in an aquarium, aquaculture, aquaponics or mariculture system. - Develop practical skills in testing and analysing the results of water quality parameters. - Learn about how the aquaculture industry is managed and regulated in Australia, including the regulation of aquaculture activities by the government. - Analyse the processes of producing, processing and marketing aquaculture products. - Explore career and business opportunities relating to aquaculture and develop skills to prepare them to participate in this industry. - Plan and conduct projects and investigations into the structure, operation or products of an aquaculture system.	Students will: - Explore recreational and commercial fishing. - Explain the significance of fishing, different fishing techniques, causes of fishery declines and sustainable management strategies. - Analyse and interpret the status of fisheries species and the importance of artificial reefs to fishery populations. - Identify common aquatic organisms, model capture–recapture scenarios, use safe seafood handling techniques, and evaluate the use of digital technology in fisheries. - Plan projects and investigations to develop an understanding of the types and use of fishing gear, factors that affect fishery populations, the impact of fisheries on the ocean environment, and preparation of seafood dishes.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario	**Completed project** - One of the following: Product: 1 Performance: up to 4 minutes *PLUS* **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Approximate Course Costs

Handouts and access to laboratory resources are provided under the Student Resource Scheme. Students are required to provide an A4 notebook, document wallet for handouts, USB, ruler, pencils, pens, scissors, colouring pencils.

An additional subject fee applies which covers consumables required for projects and bus hire for field study. The Elective Subject Fee Schedule is available from the College Administration Office. Additional course costs include optional excursions such as the Cairns Aquarium.

Further Advice

See Mr Richard Knox – Head of Department Science.

SCIENCE IN PRACTICE

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data. Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health, medicine, pharmaceutical industry, recreation, tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

1. Describe ideas and phenomena. Give an account of scientific ideas and phenomena and the skills and processes used to complete a scientific task. Express information in a variety of modes using scientific language, representations and genre conventions.

2. Execute procedures: Demonstrate skills and processes to complete a scientific task, collect and collate information from primary and secondary sources. Follow workplace health and safety procedures ethical and environmental considerations.

3. Analyse information: Recognise a variety of forms of information produced from experiments and research, e.g. words, symbols, pictures, graphs. Identify the key features and components of information and apply processes to identify patterns, relationships, errors and limitations.

4. Interpret information: Draw conclusions from their analysis of information from experiments and research. Identify expectations and requirements in scenarios.

5. Evaluate conclusions and outcomes: Make judgments about conclusions and outcomes in terms of criteria such as efficiency, effectiveness, cost, safety, industry standards or social, ethical, cultural or environmental impacts. Make recommendations about future investigations and projects.

6. Plan investigations and projects: Make decisions about methodologies, sources and processes to reach conclusions and achieve outcomes. Ensure that workplace health and safety and ethical and environmental considerations are incorporated into planning.

Structure

Unit 1: Forensic Science	Unit 2: Transport
Students will: - Explore scientific processes used in the field of forensic science and execute relevant procedures, such as fingerprinting, casting and blood typing. - Identify, explain and organise evidence collected for analysis. - Interpret aspects of a simulated crime scene. - Plan a methodology for collecting and preserving evidence while conducting further analysis of samples to reach conclusions and communicate findings. - Develop skills in observation, planning, data collection and data analysis of simulated crime scenes.	Students will: - Explore transportation and vehicle safety by investigating scientific concepts of energy, energy conversions, aerodynamics and safety features of selected modern vehicles. - Demonstrate an understanding of the laws of motion, energy efficiency and the effects of aerodynamics. - Apply their understanding of energy to explain concepts such as chain reaction machines. - Examine the application of the laws of motion, types of forces, design considerations and environmental conditions that affect motion and the impact of innovative design on vehicle safety. - Plan and modify a vehicle design to improve safety and aerodynamic features. - Plan modifications and identify changes to force and safety of their selected vehicle. - Analyse data collected from primary and secondary sources to evaluate the effectiveness of vehicle design.

Unit 3: Sustainability	Unit 4: Consumer Science
Students will: - Explore the concepts of energy and resources consumption and sustainability. - Demonstrate an understanding of renewable and non-renewable resources, energy efficiency and the four dimensions of sustainability. - Plan and investigate processes for reducing their communities' impacts on the environment at a local, national and global level. - Analyse and interpret primary and secondary data to highlight the efficiency of design for the study of a selected environment. - Summarise their findings on their selected topic to the wider community and evaluate how the implementation of sustainable management practices assists in maintaining levels of resources to meet the needs of current and future generations.	Students will: - Develop an understanding of the role and impact of biology and chemistry in the development, use and disposal of products. - Learn about microbes in food, including types of microorganisms and the environmental conditions that affect their growth. - Analyse the psychology behind different advertisements used to sell products. - Plan and modify methodology to improve predicted product outcomes and test advertised claims. - Plan modifications of environmental conditions to comment on the changes to food preservation and spoilage. - Summarise findings from their investigation to determine the effectiveness of microbes for food preservation.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario	**Completed project** - One of the following: Product: 1 Performance: up to 4 minutes *PLUS* **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Approximate Course Costs

Handouts and access to laboratory resources are provided under the Student Resource Scheme. Students are required to provide an A4 notebook, document wallet for handouts, scientific calculator, USB, ruler, pencils, pens, scissors and colouring pencils.

An additional subject fee applies which covers consumables required for projects, experiments and bus hire for the field study. The Elective Subject Fee Schedule is available from the College Administration Office. Additional course costs include optional excursions (approximately $20).

Further Advice

See Mr Richard Knox – Head of Department Science.

SOCIAL & COMMUNITY STUDIES

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.
Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. Students develop personal and social knowledge and skills through consideration of their own and other's perspectives. They consider and reflect on the outcomes of decisions, encompassing self-confidence, resilience, workplace skills and study skills.
Students develop and apply their knowledge through learning experiences and assessment pieces including projects, investigations and extended responses. They address societal issues, respond to real-life stimulus that is relevant to young people in Australia and evaluate and reflect on the processes they use to communicate their ideas.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

1. Explain concepts and skills that contribute to positive personal development and interpersonal and community relationships
2. Use relevant terminology
3. Select and use information to identify perspectives and approaches related to relevant issues
4. Draw meaning from the perspectives and approaches identified
5. Apply knowledge to determine options
6. Consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes
7. Present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose
8. Reflect on and discuss the effectiveness of plans, processes and outcomes
9. Make judgments to explain improvements that could be made to plans, processes and outcomes

Structure

Unit 1: Australia and its place in the world	Unit 2: Arts and identity

Students will:
• explore features of contemporary Australian society, including how Australia's international involvement continually shapes our society's composition and future outlook
• examine social contexts, issues and perspectives related to contemporary Australian society. They might consider:
  • the changing nature of family and kinship structures
  • representations of groups in society, e.g. religious, ethnic, political strategies to promote inclusivity and social cohesion
  • the boundaries of acceptable and unacceptable behaviours
  • balancing conformity and diversity
  • strategies to discern reliable information
  • examine social contexts, issues and perspectives related to Australia's
	Students will:
	• explore markers of identity as a social construct
	• investigate how the arts, in particular, contribute to a sense of identity and belonging for individuals, groups and communities
	• examine social contexts, issues and perspectives related to the arts and the community, for example:
	• the ways knowledge, cultures, values and beliefs are communicated through the arts, e.g. the arts of Aboriginal peoples and Torres Strait Islander peoples
	• how the arts can challenge accepted norms and be used to alter, question or add to representations of reality
	• how the arts contribute to individual and shared identities
	• the role played by the arts in empowering marginalised groups
	• building relationships through the arts, including

international involvement. They might consider: • implications of engaging in international trade and relations • benefits and consequences of tourism, immigration and multiculturalism • Australia's relationships with other nations • Australia as a participant in global affairs, e.g. provision of aid, refugee resettlement, peacekeeping, rights of indigenous peoples, obligations and participation in international agreements • how Australia is perceived by others in the world	as a means of community participation means of accessing the arts and related organisations to foster community engagement • examine social contexts, issues and perspectives related to broader identity issues, for example: • influences on the development of personal identities • cultural and regional representations of identity • strategies to promote inclusivity and social cohesion • recognising and challenging stereotypes and biases

Unit 3: Legal and digital citizenships	Unit 4: Lifestyle and financial choices
Students will: • investigate aspects of Australia's legal system and its operation to develop their understanding of being active and informed citizens • explore key values that underpin the law • consider responsible use of digital technology • explore digital technology use, its impacts on wellbeing and implications for relationships and communities • examine social contexts, issues and perspectives related to the law. They might consider: • laws affecting the individual, e.g. related to driving; drugs and alcohol; violence; consumer contract issues, such as mobile phones, consumer credit, scams, debt and consequences of non-payment • means of obtaining legal support; accessibility and affordability of legal representation alternative means of dispute resolution • means of law reform, including through social action and representations to government • the legal position of Australians when overseas. • examine social contexts, issues and perspectives related to digital technology. They might consider: • ways to interact safely online • appropriate modes of online communication and interaction • access to digital technology • the impact of digital technology on the nature and conduct of relationships and communities • legal implications of digital technology use in private and social situations, e.g. privacy, cyberbullying • recycling of hardware	Students will: • investigate making choices for their lifestyles, considering how to enact positive change for the present and the future • explore money management for the purpose of informing their choices • undertake practical activities that enable them to consider how needs, wants and resources are central to the decision-making of individuals and communities • consider ways to bring about meaningful change through their choices, for example with forms of personal and social action and behavioural change that have environmental, social, cultural and/or financial impacts • explore case studies of contemporary issues that have a local or personal connection, for example fast fashion, technology obsolescence, local habitat degradation, waste recycling, renewable energy opportunities and challenges, and barriers to sustainability that result from different community and personal behaviours • consider financial needs at different stages of their lives and different income streams, for example from wages, interest, rent and profits • explore the benefits and costs of sources of finance for major personal expenses, for example property, cars and holidays, as well as different lending sources, for example banks, credit unions and payday lenders • examine types of financial and consumer risks, consumer protection agencies and contemporary financial issues, for example, cryptocurrencies, reliance on payday lenders, gambling and the influence of advertising on stimulating consumption

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context	**Item of communication** – One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Spoken: up to 4 minutes, or signed equivalent Written: up to 800 words *PLUS* **Evaluation** – One of the following: Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide an A4 (128 page) notebook and folder for handouts.

Further Advice

See Ms Karen van Harskamp – Head of Department Humanities.

BSB30120 CERTIFICATE III IN BUSINESS

Vocational Education Qualification (Training & Employment Pathway or University ATAR Pathway)
Binnacle Training (RTO Code: 31319)
Up to 8 QCE credits

Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy – incorporating the delivery of a range of projects and services within their school community. Students will also investigate business opportunities.

This qualification is delivered on site by a Bentley Park College teacher through a Third Party Agreement with Binnacle Training.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar.

Pathways

The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager

Graduates will be able to use their Certificate III in Business:

- As an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- To pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and
- To improve their chances of gaining tertiary entrance.

Structure

Term 1	Term 2	Term 3	Term 4
• Introduction to the Business Services Industry • Personal Wellbeing; Personal Work Priorities	• Financial Literacy	• Workplace Health and Safety • Participate in Sustainable Work Practices	• Inclusive Work Practices • Workplace Communication
Term 5	**Term 6**	**Term 7**	**Term 8**
• Working in a Team • Applying Critical Thinking Skills	• Creating Electronic Presentations • Producing Business Documents	• Delivering Customer Service	

Students achieve competency in all units below in order to obtain the Certificate III in Business:

- BSBPEF201 Support personal wellbeing in the workplace
- BSBWHS311 Assist with maintaining workplace safety
- BSBSUS211 Participate in sustainable work practices
- BSBTWK301 Use inclusive work practices
- BSBXCM301 Engage in workplace communication
- BSBCRT311 Apply critical thinking skills in a team environment
- BSBPEF301 Organise personal work priorities
- BSBXTW301 Work in a team
- BSBTEC301 Design and produce business documents
- BSBWRT311 Write simple documents
- BSBTEC201 Use business software applications
- BSBTEC203 Research using the internet
- FNSFLT311 Develop and apply knowledge of personal finances

Assessment

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes a group project where students design and plan for a new product or service (Binnacle Boss Entrepreneurship Program).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experience
- Hands-on activities including customer interactions
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g., before or after school).

Entry Requirements

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements. **Students will require a laptop to access their online learning components of the course.**

Students wanting to enrol in this qualification are required to obtain a **Unique Student Identifier prior to commencing the course**.

Approximate Course Costs

The Elective Subject Fee Schedule is available from College Administration. Additional fees apply for excursions.

Further Advice

See Ms Van Harskamp – Head of Department Humanities.

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php *and select 'RTO Files'.*

SPORT & RECREATION

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Binnacle Training RTO CODE 31319

Nationally Recognised Training

Pathways

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. Participation in sport and recreation can make positive contributions to a person's wellbeing. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

1. Investigate activities and strategies to enhance outcomes
2. Plan activities and strategies to enhance outcomes
3. Perform activities and strategies to enhance outcomes
4. Evaluate activities and strategies to enhance outcomes

Structure

Unit 1: Emerging trends in sport, fitness and recreation	Unit 2: Challenge in the outdoors
Students will: Investigate a range of selected emerging forms of sport, fitness or recreation linked to a school, sport, fitness and/or recreation sector. Plan an activity in a selected emerging form of sport, fitness or recreation, focused on a strategy to achieve enhanced outcomes in a selected school, sport, fitness or recreation context. Demonstrate purposeful actions and strategies in a selected emerging form of sport, fitness or recreation. Evaluate the effectiveness of the implemented activity and strategies in relation to participation and enhanced outcomes in a selected emerging form of sport, fitness or recreation.	Students will: Participate in variety of recreational-based activities that may include experiential outdoor education, camping, orienteering and bushwalking, navigation skills, bushcraft, fishing, canoeing and climbing. Plan a course of action to implement these activities in a recreation context E.g. Outdoor education camp Provide people with opportunities to improve levels of physical and mental health and to build strong social networks and relationships Evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or group

Unit 3: Coaching and officiating	Unit 4: Community recreation
Students will: Investigate pathways and employment opportunities in coaching and officiating across the school, sport, fitness and recreation sectors Participate in a range of coaching and officiating activities linked to a school, sport, fitness and/or recreation sector Analyse the factors influencing outcomes in the selected coaching and officiating activities Demonstrate purposeful actions by performing a coaching and officiating activity or strategy in a selected school, sport, fitness or recreation context Evaluate the effectiveness of the implemented coaching and officiating activity and strategies in relation to performance and enhanced outcomes in a selected school, sport, fitness or recreation context Propose recommendations to enhance outcomes in a selected school, sport, fitness or recreation context	Students will: Investigate pathways and employment opportunities in community recreation across the school, sport, fitness and recreation sectors. Document how specific outcomes are enhanced through participation in community recreation activities, e.g. personal enjoyment, social interaction, increased levels of participation, skill development, sense of belonging, mental and physical health Plan a course of action to implement the community recreation activity in a selected community sport, fitness or recreation context to support the selected community recreation actions and strategies. Demonstrate purposeful actions and strategies in a selected community recreation activities e.g. Lawn Bowls Evaluate the effectiveness of the implemented community recreation activity and strategies in relation to participation and enhanced outcomes in a selected community sport, fitness or recreation context.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context	**Performance** Performance: up to 4 minutes *PLUS* **Investigation, plan and evaluation** – One of the following: Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context	**Investigation and session pl**an – One of the following: Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words *PLUS* **Performance** Performance: up to 4 minutes

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide exercise books, display folders, writing material for theoretical lessons. For practical lessons, students are asked to bring hats, water bottles and wear appropriate footwear. An additional subject fee applies. The Elective Subject Fee Schedule is available from College Administration. Students will be required to attend curriculum-based excursions (approx.$60/year).

Further Advice

See Mr Chris Ostwald – Head of Department HPE.

SSIS30122 CERTIFICATE III IN SPORT, AQUATICS AND RECREATION

Vocational Education Qualification (Training & Employment Pathway or University ATAR Pathway)
Binnacle Training (RTO Code: 31319)
Up to 8 QCE credits

Binnacle's Certificate III in Sport, Aquatics and recreation program is offered as a senior subject where students develop skills in assisting with facilitation of sport and recreation programs within the school community, including officiating games, conducting coaching sessions, using digital technologies in sports environments and learning about community sport, fitness and recreation programs.

This qualification is delivered on site by a Bentley Park College teacher through a Third Party Agreement with Binnacle Training. It has a Certificate II in Sport & Recreation (SIS20115) embedded within the course.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar.

Pathways

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

Structure

Term 1	Term 2	Term 3	Term 4
• The sport, fitness and recreation industry • Introduction to training programs • Plan and deliver coaching sessions	• Organise and complete work tasks • Create and deliver a presentation on nutrition to your peers • Plan and conduct community sport, fitness and recreation sessions for participants	• Cardio and conditioning programs • Anatomy and physiology • One-on-one cardio program • Group conditioning sessions for adolescent participants	• Anatomy and Physiology • First Aid • Assist with delivering a bootcamp sessions ***Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation***
Term 5	**Term 6**	**Term 7**	**Term 8**
• Plan and conduct sports programs • Apply knowledge of officiating practices • Community officiating general principles • Use and maintain business technology	• Community sport, fitness and recreation programs • Plan and deliver a sports competition • Round robin tournament	• Sport-Specific Coaching Sessions • Personal development • Workplace performance	• CPR refresher (optional) ***Finalisation of qualification: SIS20115 Certificate III in Sport, Aquatics and Recreation***

STRUCTURE

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face training, practicals and scenarios and online learning. Students must achieve competency in all units below in order to obtain the Certificate III in Sport, Aquatics and Recreation:

- HLTAID011 Provide First Aid
- SISXIND011 Maintain sport, fitness and recreation knowledge
- BSBPEF301 Organise personal work priorities
- SISSPAR009 Participate in conditioning for sport

- BSBPEF202 Plan and apply time management*
- BSBSUS211 Participate in sustainable work practices*
- HLTWHS001 Participate in workplace health and safety
- SISXFAC006 Maintain activity equipment
- SISXCCS004 Provide quality service
- SISXEMR003 Respond to emergency situations
- BSBPEF302 Develop self-awareness
- BSBTWK201 Work effectively with others
- SISSSCO001 Conduct sport coaching sessions with foundation level participants
- SISOFLD001 Assist in conducting recreation sessions*
- SISXPLD004 Facilitate groups
- BSBWHS308 Participate in WHS hazard identification, risk assessment and risk control processes
- SISXIND009 Respond to interpersonal conflict
- SISXPLD002 Deliver recreation sessions
- BSBPEF201 Support personal wellbeing in the workplace
- HLTAID009 Provide cardiopulmonary resuscitation

Assessment

Students are assessed through planning and conducting programs, practical tasks, group work, quizzes, personal reflections and theory documents.

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Incompatible Courses

Students cannot receive QCE credits for both the Certificate II in Sport & Recreation and Certificate III in Sport and Recreation qualifications. Therefore the maximum number of QCE credits possible for these combined courses is 8 credits.

Students may not study both QCAA Sport and Recreation (Applied subject) and this Certificate III in Sport and Recreation.

Entry Requirements

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Students wanting to enrol in this qualification are required to obtain a Unique Student Identifier prior to commencing the course.

Approximate Course Costs

The Elective Subject Fee Schedule is available from College Administration. Additional fees may apply for excursions.

Further Advice

See Mr Chris Ostwald – Head of Department HPE.
Alyssa Smith – VET Coordinator

This subject outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto.

HLT23221 CERTIFICATE II IN HEALTH SUPPORT SERVICES

Vocational Education Qualification (Training & Employment Pathway)
IVET Institute (RTO Code: 40548)
Up to 4 QCE credits

Nationally Recognised Training

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. This program prepares students with the basic skills for a career in the health sector as well as providing a pathway to further study. Skills acquired in this course include communication, workplace health and safety, conducting basic health checks, relevant health administration tasks, infection control, personal time management and working with diverse people.

The Certificate II in Health Support Service qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.

This qualification is delivered by Bentley Park College staff in our purpose-built Medical Training Precinct in partnership with IVET Institute (RTO Code 40548)

Bentley Park College
MEDICAL TRAINING PRECINCT

Pathways

These programs will provide students with the basic skills for a career in the health industry, as well as providing a pathway for those wishing to pursue further study in these fields.

Students who successfully complete this qualificaiton in Year 10 or 11 may be able to continue their learning through a Certificate III in Health Services Assistance while at the college (subject to class numbers).

Structure

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face training, practicals and scenarios and online learning. Students must achieve competency in all units below in order to obtain the Certificate II in Health Support Services:

- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- HLTINF006 Apply basic principles and practices of infection prevention and control
- HLTWHS001 Participate in workplace health and safety
- CHCCCS010 Maintain a high standard of service
- BSBPEF202 Plan and apply time management
- BSBOPS203 Deliver a service to customers
- HLTHSS009 Perform general cleaning tasks in a clinical setting
- BSBINS201 Process and maintain workplace information
- CHCCOM001 Provide first point of contact
- CHCCCS020 Respond effectively to behaviours of concern
- BSBMED301 Interpret and apply medical terminology appropriately

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Evidence of competency for this qualification is gathered continuously through methods including:

- Multiple choice, true/false and short answer questions (online)
- Observation of practical activities and scenarios
- Folios of work
- Written tasks

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students who are deemed competent in all 12 units of competency will be awarded this qualification and a record of results by IVET Institute, RTO 40548. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

While industry placement is not mandatory to complete this course, students are encouraged to complete work experience in a health facility to strengthen their skills, knowledge and understanding of the sector.

Entry Requirements

Students wanting to enrol in this qualification are required to obtain a Unique Student Identifier prior to commencing the course.

Approximate Course Costs

The Elective Subject Fee Schedule is available from College Administration. Additional fees may apply for excursions.

Further Advice

See:
Ms Alyssa Smith – VET Coordinator
Ms Raych Findlay – Registered Nurse & Health Teacher
Ms Amanda Murphy - Registered Nurse & Health Teacher

Refer to www.training.gov.au for specific information about the qualification and www.ivetinstitute.com.au/courses/ for more information about IVET Institute.

HLT33115 CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

Vocational Education Qualification (Training & Employment Pathway)
IVET Institute (RTO Code: 40548)
Maximum 8 QCE credits
(up to 4 points for completion of the Certificate II Health Support Services and up to a further 4 points for completion of this qualification)

The Certificate III in Health Services Assistance provides students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

The Certificate III in Health Services Assistance reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.

This qualification is delivered by Bentley Park College staff in our purpose-built Medical Training Precinct in partnership with IVET Institute (RTO 40548).

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar.

Pathways

These programs will provide students with the basic skills for a career in the health industry, as well as providing a pathway for those wishing to pursue further study in these fields.

Students who successfully complete this qualification may continue their studies through our Assistant in Nursing (AIN) Training Program, which is delivered by our Bentley Park College Registered Nurse teaching staff in partnership with IVET Institute (RTO 40548) . They may also undertake various Certificate IV qualifications, a Diploma of Nursing or Bachelor degrees (for example, a Bachelor of Nursing). They may also be eligible for entry level employment in the health industry.

Structure

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face training, practicals and scenarios and online learning.

Students must achieve HLT23221 Certificate II in Health Support Services prior to enrolling in this qualification. The units below are used as credit transfers towards the completion of HLT33115 Certificate III in Health Services Assistance:

- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- HLTINF006 Apply basic principles and practices of infection prevention and control
- HLTWHS001 Participate in workplace health and safety
- CHCCCS010 Maintain a high standard of service
- HLTHSS009 Perform general cleaning tasks in a clinical setting
- BSBMED301 Interpret and apply medical terminology appropriately

Students then must achieve competency in all units below in order to obtain the Certificate III in Health Services Assistance:

- BSBWOR301 Organise personal work priorities and development
- HLTAAP001 Recognise healthy body systems
- CHCCCS009 Facilitate responsible behaviour
- CHCCCS002 Assist with movement
- HLTAID011 Provide First Aid
- CHCCCS012 Prepare and maintain beds
- HLTHPS001 Take clinical measurements
- HLTWHS002 Follow safe work practices for direct client care

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Evidence of competency for this qualification is gathered continuously through methods including:

- Multiple choice, true/false and short answer questions (online)
- Observation of practical activities and scenarios
- Folios of work
- Written and practical tasks

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by IVET Institute. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Entry Requirements

The successful completion of HLT23221 Certificate II in Health Support Services is required to enrol in this qualification.

Approximate Course Costs

The Elective Subject Fee Schedule is available from College Administration. Additional fees may apply for excursions.

Further Advice

See:
Ms Alyssa Smith – VET Coordinator
Ms Raych Findlay – Registered Nurse & Health Teacher
Ms Amanda Murphy - Registered Nurse & Health Teacher

Refer to www.training.gov.au for specific information about the qualification and www.ivetinstitute.com.au/courses/ for more information about IVET Institute.

ASSISTANT IN NURSING (AIN) TRAINING PROGRAM

Vocational Education Qualification (Training & Employment Pathway)
IVET Institute (RTO Code: 40548)

The Assistant in Nursing (AIN) Training program is available to students who have successfully completed the Certificate III in Health Services Assistance. An Assistant in Nursing (AIN) works under the direction of a Registered Nurse (RN) or Enrolled Nurse (EN) by providing patient support services in general patient care settings. AINs must have strong communication skills and are responsible for relaying patient inquiries to RNs, recording accurate patient records, and assisting in the planning of daily routines and ongoing care regimes.

This qualification is delivered by Bentley Park College staff in our purpose-built Medical Training Precinct in partnership with IVET Institute (RTO 40548)

Pathways

Students who complete this program will be able to apply for advertised AIN positions in health care settings. AIN roles are often the starting point for many nurses' careers, enabling them to gain valuable experience in health care before undertaking further study at a Certificate IV, Diploma or Bachelor level.

Structure

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face training, practicals and scenarios and online learning.

Students must achieve competency in all units below to obtain their statement of attainment and complete this program:

- HLTAIN001 Assist with nursing care in an acute care environment
- HLTAIN002 Provide non-client contact support in an acute care environment

In addition to the above units of competency, students must complete 80 hours mandatory clinical work placement under the supervision of a Registered Nurse.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Evidence of competency for this qualification is gathered continuously through methods including:

- Multiple choice, true/false and short answer questions (online)
- Observation of practical activities and scenarios
- Folios of work
- Written and practical tasks

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by IVET Institute. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Entry Requirements

The successful completion of Certificate III in Health Services Assistance is required to enrol in this qualification. Students must also meet current government vaccination requirements to complete the work placement component of this qualification (including COVID19).

Approximate Course Costs

The Elective Subject Fee Schedule is available from College Administration. Additional fees may apply for excursions.

Further Advice

Ms Alyssa Smith – VET Coordinator
Ms Raych Findlay – Registered Nurse & Health Teacher
Ms Amanda Murphy - Registered Nurse & Health Teacher
Refer to www.training.gov.au for specific information about the qualification and www.ivetinstitute.com.au/courses/ for more information about IVET Institute.

DANCE IN PRACTICE

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding. This fosters creativity, helps students develop problem solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

Pathways

A course of study in Dance in Practice could lead to many roles for dance practitioners in dance industries, including choreographer, performer, designer, technician and producer. A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

By the conclusion of the course of study, students will successfully make and respond to dance.
When making dance through performing or choreographing students will:

- **Use dance practices** with dance skills and concepts to interpret and express ideas and intentions.
- **Communicate ideas** for a purpose, within a context to express representations, thoughts, feelings, experiences or observations.

When responding to dance works of their own or others, students will:

- **Plan dance works** by analysing key features of purpose and context, make decisions, explore solutions and choose strategies to achieve goals.
- **Evaluate dance works** to determine strengths, implications and limitations of their own work and the work of others, make judgments and justify how ideas are communicated for audiences, purpose and contexts. They will select and use dance terminology and language conventions when producing written, spoken or signed evaluations.

Structure

Unit 1: Celebration	**Unit 2:** Technology
Students will: Plan and develop solutions for a celebration event including scheduling, resource management, time management, staging, props, costumes, and technology Make and perform for celebrations that could include: - school events, e.g. school dance night, competitive performances, performing arts productions, lunchtime concerts, end-of-year productions, wholeschool assemblies, awards presentations, local or community events, e.g. eisteddfods, community productions, festivals, dance battles Examine the technical, expressive skills, and ethics including copyright, intellectual property and use of copyrighted materials	Students will: explore, individually and in groups, relevant dance genres and styles using technology in a variety of contexts shape and share their dance ideas, emotions and experiences through choreography, performance and responding to a range of dance works in a variety of virtual environments such as video clips, dance film or digital platforms. Explore specific genres and styles such as - hip-hop, commercial jazz, e.g. video clips - contemporary dance, e.g. dance films - musical theatre, e.g. West Side Story, Hairspray - advertising campaigns; reality TV dance shows.

Unit 3: Health	**Unit 4:** Industry
Students will: explore the concept of health-related dance use dance as a form of expression to support emotional health for diverse groups, e.g. people in aged-care facilities, people who require seated or standing movements dance for fitness and strength training and associated mediums, such as Pilates, yoga explore dance as a lifestyle practice to encourage movement, mindfulness and connection, such as dance in community classes and programs and social dance classes dance related to different age group needs	Students will: • exploring a variety of styles and genres relevant to different sectors of the dance industry • develop an understanding of the key requirements of working in the dance industry and explore them through choreography, performance and responding to dance • examine professional dance companies; dance studios and schools; entertainment job pathways, e.g. educator, performer, dance therapist, exercise instructor, choreographer

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Dance in Practice are:

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group	**Choreography of dance** Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance, dance work or dance video for a focus for the unit	**Choreography of dance/dance work** Choreography (live or recorded): up to 4 minutes *PLUS* **Planning and evaluation of choreography** – One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform a dance work/s or video to showcase skills connected to the choreographic project	**Performance of dance, dance work/s** Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography	**Performance of dance** Performance (live or recorded): up to 4 minutes *PLUS* **Planning of choreography and evaluation of performance** – One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide their own headphones (for choreography work). An additional subject fee applies – covers access to equipment, specialist resources and consumables. The Elective Subject Fee Schedule is available from the College Administration Office.

Further Advice

See Mrs Fiona Johnson– Head of Department The Arts.

MEDIA ARTS IN PRACTICE

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry in information technologies, creative industries and diverse field of entertainment, print and online environments that are constantly adapting to new technologies.

Objectives

By the conclusion of the course of study, students will have had the opportunity to learn how to make and respond to a variety of media artworks.

When making with media language, modes, technologies and techniques students will:

- **Use media arts practices** to create for specific purposes and contexts to develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests.
- **Communicate ideas** by making in both pre-production (e.g. design products) and production (e.g. media artworks) formats, and may use media language to communicate ideas (e.g. representations, thoughts, feelings, experiences, observations).

When responding to artworks of their own or others, students will:

- **Plan artworks** to make decisions, explore solutions and choose strategies to achieve goals.
- **Evaluate artworks** by making judgments about media arts ideas examining these in relation to planning and reflecting on strengths, implications and limitations. They will select and use media arts terminology and language conventions and features when producing written, spoken or signed evaluations.

Structure

Unit 1: Personal Viewpoints	Unit 2: Community
Students will: investigate societal issues and viewpoints are expressed. engage with perspectives and/or cultural or social contexts make media for uses that may include: - school-based needs, like digital signage and displays - community, such as public or collaborative media artworks, screenings or performances - online, such as social media, websites, podcasts or blogs. Create media artworks that may: communicate issues that affect students and their local communities, the wider community, explore, challenge and/or document various perspectives or worldviews, challenge, persuade or generate a response from an audience.	Students will: Engage with community-based media artists work individually and/or collaboratively to experiment with and explore ways to celebrate, advocate and inform and to plan a media artwork learn ways of working for media production for school-based needs, such as parents and families, peers or teaching or support staff; communities, such as those in the local area, online or virtual spaces, houses of worship, sporting clubs or interest groups. Create media artworks that may: celebrate people, culture or histories; advocate on behalf of community to raise awareness of issues, concerns or opportunities; inform audiences about a community.

Unit 3: Representation	Unit 4: Persuasion
Students will: Create media products for an authentic context such as - social media platforms (live or simulated) - gaming, including characters or environments. Use these products to - explore, challenge and/or reference existing media representations - refine their artistic style and practice the making of media artworks for a portfolio - inform or entertain an audience.	Students will: experiment with and explore ways to persuade specific audiences with a media artwork use of these media artworks may be: - school-based, such as parents, families, peers or teaching staff - community, such as public or collaborative media artworks, print material or screenings - online, such as social media, websites, podcasts or blogs. Create for a variety of purposes that may include to: - advertise or promote a specific service, product or event - convince, persuade or make a call to action.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Media Arts in Practice are:

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit	**Design product** Design product must represent: Audio: up to 3 minutes Moving image: up to 3 minutes Still image: up to 4 media artwork/s *PLUS* **Planning and evaluation of design product** – One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit	**Media artwork** – One of the following: Audio: up to 3 minutes Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme.
Students are required to provide their own headphones (for editing work) - not bluetooth, a 32G SD card is highly recommended.
An additional subject fee applies – covers access to equipment, specialist software licenses, film resources and consumables for production. The Elective Subject Fee Schedule is available from the College Administration Office.

Further Advice

See Mrs Fiona Johnson– Head of Department The Arts.

MUSIC IN PRACTICE

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, composing, music / event management and music business promotion.

Objectives

By the end of the course of study, students will have had the opportunity to learn how to make and respond to music.

When making music through performing and composing students will:

- **Use music practices** of music elements and concepts, compositional devices and technical skills of chosen instrument.
- **Communicate ideas** for a purpose, within a context for both performance and composition.

When responding to music works of their own or others, students will:

- **Plan music works** by analysing key features of purpose and context, make decisions, explore solutions and choose strategies to achieve goals.
- **Evaluate music works** to determine strengths, implications and limitations of their own work and the work of others, make judgments and justify how ideas are communicated for audiences, purpose and contexts. They will select and use music terminology and language conventions when producing written, spoken or signed evaluations.

Structure

Unit 1: The Cutting Edge	Unit 2: 'Live' On Stage
Students will: Focus on music making and the use of technology experiment with music elements and concepts and compositional devices for composition tasks rehearse, refine and develop technical skills to shape and share music ideas, emotions and experiences that reflect current times Contexts and purposes for music technology may include: - digital music technology use, such as digital audio workstation (DAW) recording techniques and processes, recorded and live sound design, and audio engineering techniques - accessing personnel from music or arts industry, practising artists, technical and production staff, e.g. live, internet, phone, video conferencing - working in groups (school and community) to collaboratively produce an event or project.	Students will: explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century. make, perform, analyse and interpret commercial music and further develop the musical skills that are essential for performance and composition. Commercial music may include: - online and virtual platforms, e.g. music streaming, video and social media platforms, music, film recording software - entertainment, e.g. music videos, film - media, e.g. advertising, commercials.

Unit 3: Music of Today	Unit 4: Building Your Brand
Students will: experiment with music elements and concepts, compositional devices and songwriting techniques for composition tasks relevant to contemporary music. engage with a range of contemporary music genres and styles Contemporary music may include: online and virtual platforms, such as music streaming and video platforms, social media, music and film recording software digital music technology use, such as digital audio workstation (DAW) recording techniques and processes, recorded and live sound design, and audio engineering techniques local and community events, such as eisteddfods, community productions, festivals, competitions	Students will: analyse music artists' brands across a range of eras and the approaches used to build brands. Investigate roles, opportunities and pathways available in the music industry; professional music industry practices and cultures; how to use and generate industry connections; skills and strategies for operating in the music industry; and legal and ethical issues. Building your brand may include: - school events, such as musicals, competitive performances, integrated performing arts productions, lunchtime concerts, feature items on whole-school assemblies and awards presentations - local and community events, such as entertainment for festivals or events - online and virtual platforms, such as music streaming, video and social media platforms, music and film recording software, school online learning platforms.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work *OR* **Performance** Performance (live or recorded): up to 4 minutes *AND* **Planning and evaluation of composition or performance** – One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide their own general stationery supplies. Additional costs may include excursions, workshops or tickets to music performances ($30 approx.)

Further Advice

See Mrs Fiona Johnson– Head of Department The Arts.

VISUAL ARTS IN PRACTICE

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

The Arts are woven into the fabric of all communities. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

By the end of the course of study, students will have had the opportunity to learn how to make and respond to artworks.

When making art through different modes, media, technologies and skills in 2D, 3D, digital (static) and time-based media students will:

- **Use visual arts practices** to create artworks for specific purposes and in specific contexts.
- **Communicate ideas** through the use of visual language by interpreting existing stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans) to generate and express individualised ideas that may communicate concepts about representation, thoughts, feelings, experiences or observations.

When responding to artworks of their own or others, students will:

- **Plan artworks** by analysing key features of purpose and context, make decisions, explore solutions and choose strategies to achieve goals.
- **Evaluate artworks** making judgements to determine strengths, implications and limitations to apply their learning to plans for future works. They will select and use visual art terminology and language conventions when producing written, spoken or signed evaluations.

Structure

Unit 1: Looking Outwards	Unit 2: Clients
Students will: Represent and respond to issues or concerns that are local, national or global issues using media, technologies and skills investigate how artists or artisans respond to these in their artworks. In the role of explore issues and concerns within times, places and spaces, and the impact these have on themselves and others in the community. provide commentary on the world around them through art-making processes. Plan artworks for a school-based, community or online and digital context.	Students will: work collaboratively with a client to develop designs for artworks that meet clients' needs and expectations, use visual language, media, technologies and/or skills document planning and solutions generate artwork prototypes plan commissioned artworks to decorate or promote; highlight or educate; entertain; generate income for a school-based, community or online and digital context. Evaluate artwork proposals that respond to client needs and specifications.

Unit 3: Looking Inwards	Unit 4: Transform and Extend
Students will: create representations of self and identity to experiment and explore visual language think creatively about their own and others' cultures Plan figurative (explicit likeness) and/or non-figurative (coded or symbolic artworks) for displays, community competitions or online digital spaces. Communicate ideas that celebrate, inform or educate about identity by creating real, imagined or fantastical representations of self. Evaluate artworks that represent identity that includes advertising, avatars, gaming, portraiture.	Students will: communicate and respond to the influence of an artist or artisan on their own work using media, technologies and skills Plan and make artworks for display (physical or online) transform and extend their artwork outcomes by altering the media or meaning, and by adding elements or features to personalise the work. Communicate ideas that show inspiration and developed style. Evaluate artworks of a chosen practitioner and their influence on own works.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

Technique	Description	Response requirements
Project	Students make artworks, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) *OR* **Prototype artwork** – One of the following: 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes *OR* **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) *OR* **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) *AND* **Planning and evaluations** – One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit	**Resolved artwork** – One of the following: 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. An additional subject fee applies – covers consumables and Art making resources. The Elective Subject Fee Schedule is available from the College Administration Office.

Further Advice

See Mrs Fiona Johnson– Head of Department The Arts.

INFORMATION AND COMMUNICATION TECHNOLOGY

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise.

This will be done through curriculum based on discovering the exciting world of eSports tailored for aspiring gamers and tech enthusiasts! The comprehensive program is designed to arm students with the essential skills needed to create captivating content for the ever-evolving gaming industry.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

- **Demonstrate practices, skills and processes,** to identify and reproduce fundamental industry skills in ICT tasks related to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools.
- **Interpret client briefs and technical information,** and use knowledge of industry practices and processes to determine the purpose of ICT products, including product specifications and features.
- **Select practices and processes,** to choose knowledge and skills in ICT tasks. Knowledge and skills relate to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools.
- **Sequence processes,** and decide on the combination and order of processes to develop ICT products. Students consider specifications, hardware and software requirements, ethical use, security, and safety of users to sequence processes to industry standards.
- **Evaluate processes and products,** to examine selected processes to determine their merit, value, or significance in relation to product specifications. They appraise products by testing effectiveness and suitability, assessing strengths, implications and limitations using specifications and industry standards.
- **Adapt processes and products,** to modify and improve processes and products based on identified strengths, implications and limitations, including amendments to hardware and software, product elements and components to improve alignment with client briefs, conventions and standards required in an industry-specific ICT task.

Structure

Unit 1: Layout and publishing	Unit 2: App development
Students will Explore layout and publishing industry practices, standards and processes. Use knowledge of industry practices and processes to demonstrate fundamental skills for producing layout and publishing products. Interpret client briefs, technical information, existing and emerging trends and products to inform development of products to industry standards. Evaluate and adapt processes and products based on the outcomes of testing and feedback to improve alignment with client briefs and product specifications.	Students will: Explore app development industry practices, standards and processes. Use knowledge of industry practices and processes to demonstrate fundamental skills for producing native apps. Interpret client briefs, technical information, existing and emerging trends and products to inform the development of products to meet industry standards. Evaluate and adapt processes and products based on the outcomes of testing and feedback to improve alignment with client briefs and product specifications.

Use language and mode-appropriate forms of communication authentic to layout and publishing projects to document product development and communicate information.	Use language and mode-appropriate forms of communication authentic to app development projects to document product development and communicate information.

Unit 3: Digital imaging and modelling	Unit 4: Audio and video production
Students will: Explore digital imaging and modelling industry practices, standards and processes. Use knowledge of industry practices and processes to demonstrate fundamental skills for producing digital imaging and modelling products. Interpret client briefs, technical information, trends and products to inform development of products to industry standards. Evaluate and adapt processes and products based on the outcomes of testing and feedback to improve alignment with client briefs and product specifications. Use language and mode-appropriate forms of communication authentic to digital imaging and modelling projects to document product development and communicate information.	Students will: Explore audio and video production industry practices, standards and processes. Use knowledge of industry practices and processes to demonstrate fundamental skills for producing audiovisual products. Interpret client briefs, technical information, existing and emerging trends and products to inform development of products to industry standards. Evaluate and adapt processes and products based on the outcomes of testing and feedback to improve alignment with client briefs and product specifications. Use language and mode-appropriate forms of communication authentic to audio and video production projects to document product development and communicate information.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. An additional subject fee applies – covers access to specialist software.

Further Advice

See Mr Steve Johnson – Head of Department Information Technology.

EARLY CHILDHOOD STUDIES

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives

1. Investigate the fundamentals and practices of early childhood learning.
2. Plan learning activities.
3. Implement learning activities.
4. Evaluate learning activities.

Structure

Unit 1: Play and creativity	Unit 2: Literacy and numeracy
Students will: Explore the fundamentals of early childhood and the practices of early childhood learning through the context of play and creativity.	Students will: Explore the fundamentals of early childhood and the practices of early childhood learning through the context of literacy and numeracy

Unit 3: Children's wellbeing	Unit 4: Indoor outdoor play
Students will: Explore the fundamentals of early childhood and the practices of early childhood learning in the context of children's wellbeing	Students will: Explore the fundamentals of early childhood and the practices of early childhood learning in the context of indoor and outdoor environments

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity	**Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity	**Play-based learning activity** Implementation of activity: up to 5 minutes *PLUS* **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Prerequisites / Recommended Prior Learning

At least a C standard in Year 10 English is preferred.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide a USB to complete assessment tasks and for additional electronic resources.

Further Advice

See Mr Peter McDonald – Head of Department INTAD and Home Economics.

HOSPITALITY PRACTICES

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Hospitality Practices emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives

1. Demonstrate practices, skills and processes.
2. Interpret briefs.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures.

Structure

Unit 1: Bar and barista basics	Unit 2: Casual dining
Students will: explore the hospitality industry through the context of bar and barista basics, including beverage and food production and service.	Students will: explore the hospitality industry through the context of casual dining.

Unit 3: Formal dining	Unit 4: Culinary trends
Students will: explore the hospitality industry through the context of formal dining, including beverage and food production and service.	Students will: explore the hospitality industry through the context of culinary trends.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Hospitality Practices are:

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief	**Practical demonstration** Practical demonstration: menu item *PLUS* **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief	**Practical demonstration** Practical demonstration: delivery of event *PLUS* **Planning and evaluation**

		Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes	**Investigation and evaluation** – One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide specialist ingredients as required throughout the course. An additional subject fee applies – covers provision of specialist hospitality equipment for practical task, as well as the supply of all the basic pantry supplies for cookery tasks.

Further Advice

See Mr Peter McDonald – Head of Department INTAD and Home Economics.

BUILDING AND CONSTRUCTION SKILLS

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of high-quality structures at a specific price and time.

Pathways

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

1. Demonstrate practices, skills and procedures.
2. Interpret drawings and technical information.
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills and procedures, and structures
6. Adapt plans, skills and procedures.

Structure

Unit 1: Site preparation and foundations	Unit 2: Framing and cladding
Students will: Demonstrate building and construction fundamental ways of working in landscaping and concreting contexts. They use tools, machinery and equipment safely and recognise that structures are constructed to specifications that detail the expected quality standards of the completed structure, e.g. size, type and grade of landscaping and concreting materials, building codes, site and surface finishes.	Students will: Demonstrate building and construction fundamental ways of working in framing and cladding contexts. They use tools, machinery and equipment safely and recognise that structures are constructed to specifications that detail the expected quality standards of the completed structure, e.g. size, type and grade of carpentry and brick/block working materials, building codes, site and surface finishes

Unit 3: Fixing and finishing	Unit 4: Construction in the domestic building industry
Students will: Demonstrate building and construction fundamental ways of working in residential fixing and finishing contexts. They use tools, machinery and equipment safely and recognise that structures are constructed to specifications that detail the expected quality standards of the completed structure, e.g. size, type and grade of fixing and finishing materials, building codes, internal and external finishes.	Students will: Demonstrate the domestic building industry's fundamental ways of working in residential building and construction contexts. They use tools, machinery and equipment safely and recognise that domestic building structures are constructed to specifications that detail the expected quality standards of the completed structure, e.g. size, type and grade of building and construction materials, building codes, internal and external finishes.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Building and Construction Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes *PLUS* **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students construct a unit context structure and document the construction process	**Structure** Structure: 1 unit context structure constructed using the skills and procedures in 5–7 production processes *PLUS* **Construction process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide a notebook, USB, pens and pencils. An additional subject fee applies – covers timber, fixings, finishes, consumables. The Elective Subject Fee Schedule is available from the College Administration Office.

Incompatible Courses

Students cannot receive QCE credits for both Building and Construction Skills and the VET qualification Certificate I in Construction (CPC10120).

Further Advice

See Mr Peter McDonald – Head of Department INTAD and Home Economics.

ENGINEERING SKILLS

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

1. Demonstrate practices, skills and procedures.
2. Interpret drawings and technical information.
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills and procedures, and structures
6. Adapt plans, skills and procedures

Structure

Unit 1: Fitting and machining	Unit 2: Welding and fabrication
Students will: Demonstrate fitting and machining fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured, maintained and repaired using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of metal, tolerances, fits, finish and joints.	Students will: Demonstrate welding and fabrication fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured, maintained and repaired using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of metal, tolerances, fits, finish and joints

Unit 3: Sheetmetal working	Unit 4: Production in the manufacturing engineering industry
Students will: Demonstrate sheet metal working fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured, maintained and repaired using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of metal, tolerances, fits, finish and joints.	Students will: Demonstrate the structural engineering industry's fundamental ways of working. They use tools, machinery and equipment safely and recognise that structural engineering industry products are manufactured, maintained and repaired to a specified quality using a combination of job, batch and mass manufacturing methods. Students demonstrate through practical learning experiences that the expected quality standards of the end product (e.g. size, type and grade of metal, tolerances, fits, finish and joints) are maintained by a range of quality assurance processes, including jigs and fixtures, gauges and production checks.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Engineering Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes *PLUS* **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a unit context product that consists of multiple interconnected components and document the manufacturing process	**Product** Product: 1 fitting and machining product manufactured using the skills and procedures in 5–7 production processes *PLUS* **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide a notebook, USB, pens and pencils. An additional subject fee applies – covers metal, electrodes, filer rods, gas, fixings, inserts, blades, finishes, lubricants, and workbook. The Elective Subject Fee Schedule is available from the College Administration Office.

Incompatible Courses

Students cannot receive QCE credits for both Engineering Skills and the VET qualification Certificate II in Engineering Pathways.

Further Advice

See Mr Peter McDonald – Head of Department INTAD and Home Economics.

FURNISHING SKILLS

Applied Subject (Training & Employment Pathway)
Up to 4 QCE credits

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

1. Demonstrate practices, skills and procedures.
2. Interpret drawings and technical information.
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills and procedures, and structures
6. Adapt plans, skills and procedures

Structure

Unit 1: Cabinet making	Unit 2: Interior furnishing
Students will: Demonstrate cabinet-making fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of cabinet materials, tolerances, fits, finish and joints.	Students will: Demonstrate interior furnishing fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade furniture materials, tolerances, fits, finish and joints.

Unit 3: Furniture making	Unit 4: Production in the domestic furniture industry
Students will: Demonstrate furniture-making fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of furniture materials, tolerances, fits, finish and joints.	Students will: Demonstrate the domestic furniture industry's fundamental ways of working. They use tools, machinery and equipment safely and recognise that domestic furniture industry products are manufactured, maintained and repaired to a specified quality using a combination of job, batch and mass manufacturing methods. Students demonstrate through practical learning experiences that the expected quality standards of the end product (e.g. size, type and grade of materials, tolerances, fits, finish and joints) are maintained by a range of quality assurance processes, including jigs and fixtures, gauges and production checks.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes *PLUS* **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process	**Product** Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes *PLUS* **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide a notebook, USB, pens and pencils. An additional subject fee applies – covers timber, fixings, finishes, consumables. The Elective Subject Fee Schedule is available from the College Administration Office.

Further Advice

See Mr Peter McDonald – Head of Department INTAD and Home Economics.

TAFE AT SCHOOLS PROGRAM 2026

(Training & Employment Pathway)

TAFE Queensland is the largest and most experienced provider of vocational education and training in the state. TAFE Queensland's award-winning teachers, purpose-built facilities and strong industry partnerships will help you get the real-world skills that you need to achieve your future career or study goals. TAFE have more than 500 practical, nationally recognised qualifications for you to choose from, and hundreds of university pathways to take you even further.

Year 11 and 12 students have the opportunity to participate in the TAFE at Schools program in 2026. You can choose to study from a range of exciting and varied certificate level vocational education and training (VET) courses. Best of all, a nationally recognised certificate through TAFE at School can be achieved in conjunction with your senior studies and counts towards your Queensland Certificate of Education (QCE).

TAFE at school is a great way to:

- Get a qualification while still at school
- Gain valuable credits towards your QCE
- Make you work ready
- Build practical skills in an adult learning environment
- Learn from professionals with current industry knowledge

2026 Courses

Code	Program Name	Delivery	QCE Credits
AUR20720	Certificate II in Automotive Vocational Preparation	Face-to-Face 12 month duration	Up to 4 QCE credits
MEM20422	Certificate II in Engineering Pathways	Face-to-Face 12 month duration	Up to 4 QCE credits
CPC10120	Certificate I in Construction	Face-to-Face 12 month duration	3 QCE credits
11054NAT	Certificate II in Plumbing Services	Face-to-Face 12 month duration	Up to 4 QCE credits
UEE22020	Certificate II in Electrotechnology	Face-to-Face 12 month duration	Up to 4 QCE credits
RII20120	Certificate II in Resources and Infrastructure	Face-to-Face 12 month duration	Up to 4 QCE credits
SHB20216	Certificate II in Salon Assistant	Face-to-Face 12 month duration	Up to 4 QCE credits
SHB20121	Certificate II in Retail Cosmetics	Face-to-Face 12 month duration	Up to 4 QCE credits
SIT20322	Certificate II in Hospitality	Face-to-Face 12 month duration	Up to 4 QCE credits
MAR20321	Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)	Face-to-Face 12 month duration	Up to 4 QCE credits
11212NAT	Certificate III in Aboriginal and Torres Strait Islander Education	Online 2 year duration	Up to 8 QCE credits

Go to https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school for further information and to download the *TAFE at School Course Guide*.

Cost

Funded by the Department of Trade, Employment and Training, your first Certificate II course will be covered by 'VET in Schools' (VETiS) funding, meaning the qualification will be fee-free for eligible students. Students who are also enrolled in Certificate II+III in Sport and Recreation (dual qual), Certificate II in Body Repair Technology or Certificate II in Health Support Services at Bentley Park College will be required to agree to a fee-for-service for their school-based qualification.

Personal Protective Equipment is required for trade courses. Students will need to purchase steel capped boots, fluoro work shirt, long work pants and safety glasses.

How to apply

In order to complete your application, you must have a Unique Student Identifier (USI). To create a USI go to https://www.usi.gov.au/. You will also need your QCAA Learner Unique Identifier number (LUI) which is available by speaking with the administration officers in G block. The Senior Secondary Administration Officers Mrs Hastings and Mrs Tiedeman, located in G block, can assist you with generating a USI and completing your TAFE application.

Applications open Monday 18th of August 2025. These are submitted online via tafeapply.com using the application code **TQN2601**. Once students have applied for a course, an email will be sent to the school for approval. TAFE Queensland will start to offer places to students after the September / October holidays so it is strongly recommended that students apply as soon as possible to avoid disappointment.

Should you have any questions regarding TAFE At Schools program, please reach out to Alyssa Smith – Project Officer (VET) asmit1726@eq.edu.au

SECTION 3: UNIVERSITY PATHWAY

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

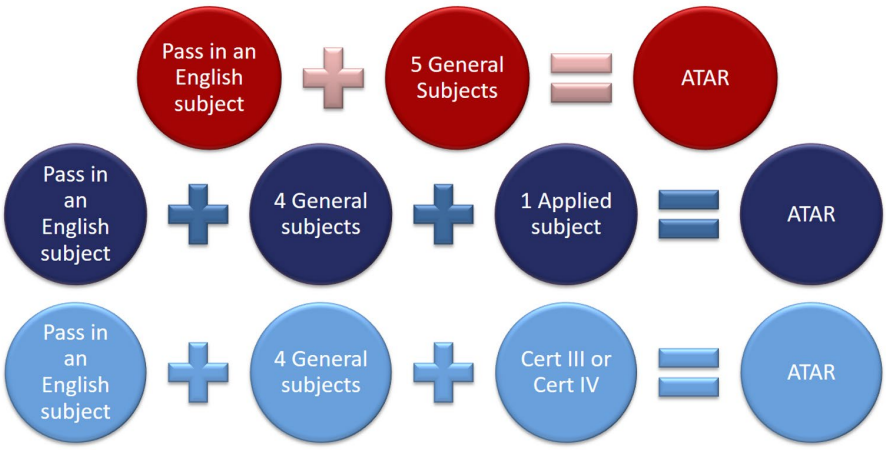
What is an ATAR?
An ATAR is a rank order of students that indicates a student's achievement relative to other students on a 2000-point scale starting at 0.00 (lowest) through to 99.95 (highest) with increments of 0.05. ATARs less than 30.00 will be reported on as "30 and below". Universities use students' ATARs to determine eligibility into courses. In addition to achieving a particular ATAR, for some courses, students are required to have also successfully completed prerequisite subjects.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

ATAR eligibility
Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in either English (General subject), Literature (General subject) or Essential English (Applied subject). While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

ATARs are based on a student's:

- best five General subject results or
- best four General subject results plus an Applied subject result
- best four General subject results plus a Certificate III or higher VET qualification.



How is an ATAR calculated?
ATARs are calculated by comparing student results using a process known as 'inter-subject scaling'. Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject.

For example, if a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a more challenging Maths subject they might only get a 70/100. However, when scaling is applied, they should end up with the same scaled score for inclusion in their ATAR calculation.

If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

Do I need an ATAR?
An ATAR is the primary pathway to university study for Year 12 students. Students who are not ATAR-eligible may not be able to access university directly and may need to complete a bridging course or a vocational qualification to gain entry into university undergraduate courses.

How do I find out more about university prerequisites?
Students who are considering careers that require a university degree must ensure that they study any prerequisite subjects required to meet the entry requirements for courses. More information about university prerequisites is available at https://mypath.qtac.edu.au/ and https://www.qtac.edu.au/year-10-students/

GENERAL SUBJECTS

General subjects are developmental four-unit courses of study that are delivered over two years. General subjects contribute towards the calculation of an ATAR (Australian Tertiary Admissions Rank) for university entrance.

Units 1 and 2
Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Units 1 and 2 before starting Units 3 and 4.

Assessments in Units 1 and 2 are developed by teachers in schools and are designed to mirror the assessment styles and conditions used in Units 3 and 4 to ensure students are familiar with expectations prior to completing these summative assessments.

Units 3 and 4
Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

During Units 3 and 4, students complete a total of four summative assessments:

Three internal assessments:
- Developed by teachers at the school
- Approved by the QCAA for use
- Marked by teachers at the school
- Results are confirmed externally by QCAA assessors
- Weighting of each internal assessment is determined by the QCAA (each assessment can contribute anywhere between 10% and 35% of the overall subject result)

One external assessment:
- Developed and marked by the QCAA
- Common to all students across the state studying the subject
- Completed by all students across the state simultaneously during the assessment block in term 4 of Year 12
- Contributes to 25% of the overall subject result for most subjects, except for Mathematics and Science subjects where the external assessment contributes 50% of the overall subject result

Students receive a numerical mark for each assessment in Units 3 and 4 (e.g. a mark out of 20 for an assessment worth 20%). The results from the three internal assessments are combined with the result from the external assessment to give a subject result out of 100.

Depending on student interest, Bentley Park College intends on offering the following General / ATAR (university pathway) subjects:

Curriculum Area	General Subjects
English	English Literature
Mathematics	General Mathematics Mathematical Methods Specialist Mathematics
Science	Biology

	Chemistry Physics
Humanities	Ancient History Modern History Aboriginal and Torres Strait Islander Studies Legal Studies
Physical Education	Physical Education
Arts	Drama Film, Television and New Media Music Visual Art
Information Technology and Business	Design Digital Solutions
CQU	Start Uni Now (SUN) Program
JCU	NOW Program
Distance Education	See Cairns School of Distance Education and Brisbane School of Distance Education websites (www.cairnssde.eq.edu.au and www.brisbanesde.eq.edu.au)

ENGLISH

General Subject (University/ ATAR Pathway)
Up to 4 QCE credits

The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways
A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives
During the course of study, students will:
- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- Establish and maintain roles of the writer/speaker/designer and relationships with audiences
- Create and analyse perspectives and representations of concepts, identities, times and places
- Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- Select and synthesise subject matter to support perspectives
- Organise and sequence subject matter to achieve particular purposes
- Use cohesive devices to emphasise ideas and connect parts of texts
- Make language choices for particular purposes and contexts
- Use grammar and language structures for particular purposes
- Use mode-appropriate features to achieve particular purposes.

Structure

Unit 1: Perspectives and texts	Unit 2: Texts and culture
Students will: • Explore individual and/or collective experiences and perspectives of the world through engaging with a variety of texts in a range of contexts • Examine how perspectives and representations of concepts, identities and/or groups are constructed through textual choices • Respond to a variety of non-literary and literary texts, and create texts of their own for a variety of purposes and audiences • Analyse the perspectives and representations of concepts, identities and/or groups in texts and how these shape their own and others' ideas and perspectives	***Students will:*** • Explore cultural experiences of the world through engaging with a variety of texts • Develop their understanding of how relationships between language, text, purpose, context and audience shape meaning and cultural perspectives • Examine the relationship between language and identity, the effect of textual choices and the ways in which these choices position audiences for particular purposes, revealing attitudes, values and beliefs • Respond to and create imaginative and analytical texts of their own that shape perspectives and representations, revealing certain cultural attitudes, values and beliefs.

• Experiment with, and make choices about, textual structures, medium, conventions and language to develop voice and style and position audiences.	

Unit 3: Textual connections	Unit 4: Close study of literary texts
Students will: • Explore connections between texts by examining representations of the same concepts and issues in different texts • Consider how the textual constructions of the same concepts and issues in different texts resonate, relate to, and clash with one another, and their own perspectives • Focus on how the power of language and argument are used to construct particular perspectives of similar issues in different texts to prepare for the construction of their own persuasive argument in relation to an issue • Explore how connections between texts contribute to meaning-making • Explore and discuss the personal, philosophical, social, political and/or cultural significance of representations in different texts and the cultural assumptions, attitudes, values and beliefs underpinning them. ***The unit comprises two topics that may be studied in either order:*** • Topic 1: Conversations about issues in texts • Topic 2: Conversations about concepts in texts.	***Students will:*** • Explore the world and human experience by engaging with literary texts from diverse times and places • Experiment with innovative and imaginative use of language, style and textual elements in order to create their own imaginative texts that promote emotional and critical reactions in readers • Challenge ideas and conventions and reimagine perspectives by applying their own knowledge of literary text structures and styles to shape their own representations • Strengthen their capacity to develop their own analytical response to literary texts through a close, critical study. ***The unit comprises two topics:*** • Topic 1: Creative responses to literary texts • Topic 2: Critical responses to literary texts.

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Spoken task: Persuasive argument on a contemporary social issue that adds to the public dialogue. Length: up to 8 minutes spoken	25%	**Summative internal assessment 3 (IA3):** Seen exam: Imaginative written response. Time: 2 hours plus planning (15 minutes)	25%
Summative internal assessment 2 (IA2): Written task: respond to two texts connected by the representation of a concept, identity, time or place, in a written response for a public audience (analytical response). Length: up to 1500 words	25%	**Summative external assessment (EA):** Unseen exam (provided by QCAA): Analytical response to a literary text – essay. Time: 2 hours plus planning (15 minutes)	25%

Prerequisites

Students are required to achieve at least a B overall in Year 10 English to enrol in this course in Year 11 and 12, unless negotiated with the English Head of Department.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide their own A4 exercise book (128 pages) and display folder for handouts. Access to a computer/laptop is strongly encouraged.

Further Advice
See Miss Courtney Bottrill – Head of Department English.

LITERATURE

General Subject (University/ ATAR Pathway)
Up to 4 QCE credits

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways
Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives
During the course of study, students will:

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- Establish and maintain roles of writer/speaker/designer and relationships with audiences
- Create and analyse perspectives and representations of concepts, identities, times and places
- Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- Select and synthesise subject matter to support perspectives
- Organise and sequence subject matter to achieve particular purposes
- Use cohesive devices to emphasise ideas and connect parts of texts
- Make language choices for particular purposes and contexts
- Use grammar and language structures for particular purposes
- Use mode-appropriate features to achieve particular purposes.

Structure

Unit 1: Introduction to literary studies	Unit 2: Intertextuality
Students will: • Develop knowledge and understanding of the ways literary styles and structures shape how texts are received and responded to by individual readers • Develop familiarity with key terms, concepts and practices that equip them for further studies in literature, and an appreciation of the various ways literary texts are crafted • Discuss the significant ideas and the distinctive qualities of particular literary texts drawn from a widening range of historical, social, and cultural contexts and substantiate their interpretations with textual analysis • Use their knowledge and appreciation of literary techniques to explore and experiment with aspects of	***Students will:*** • Study texts that are closely related in terms of genre, concepts and/or context, or texts that are adaptations of other texts and consider how changes to the form and medium of a text affect its meaning • Compare and contrast the ideas, style and structure of different texts to explore the ways in which texts interact with and build on each other to offer varied representations and perspectives • Establish the connections between the chosen or related texts by analysing their similarities and differences in terms of style, structure and/or subject matter • Create texts that reimagine aspects of literary texts to purposefully shape representations and perspectives.

style and structure to shape representations and perspectives.	

Unit 3: Literature and Identity	Unit 4: Independent explorations
Students will: • Develop knowledge and understanding of the relationship between language, culture and identity in literary texts • Inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms • Demonstrate an understanding of how the style and structure of literary texts engage critically with representations of issues and ideas related to culture and identity in particular contexts • Challenge conventions and reinterpret ideas and perspectives by drawing on their knowledge of literary conventions to create new texts. ***Subject matter studied in this unit:*** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts.	***Students will:*** • Demonstrate increasing independence in exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer • (in analytical responses) Draw on a range of interpretations of a literary text to develop their own independent, informed and sustained exploration and interpretation that is supported by close textual analysis • (in creative texts) Independently develop and compose original, imaginative texts in which they purposefully manipulate aesthetic features and stylistic devices to achieve particular effects. ***Subject matter studied in this unit:*** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts.

Assessment
The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Seen exam: analytical essay in response to a seen question/task on a literary text. Time: 2 hours plus planning time (15 minutes)	25%	**Summative internal assessment 3 (IA3):** Extended response: Imaginative written response (original text). Length: up to 2000 words	25%
Summative internal assessment 2 (IA2): Extended response: Imaginative spoken response. Spoken length: up to 8 minutes Multimodal length: up to 9 minutes	25%	**Summative external assessment (EA):** Unseen exam (provided by QCAA): Analytical response to a literary text – essay. Time: 2 hours plus planning (15 minutes)	25%

Prerequisites
Students are required to achieve <u>at least</u> a B overall in Year 10 English to enrol in this course in Year 11 and 12, unless negotiated with the English Head of Department.

Assessment focus between English and Literature
While the academic rigor and prerequisites for both subjects are the same, the main difference is that English focuses more on analytical-based tasks, while Literatre has more scope for creative tasks. Discussions around scaling for either subject need to be had with a senior Guidance Officer.

Approximate Course Costs
Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide their own A4 exercise book (128 pages) and display folder for handouts. Access to a computer/laptop is strongly encouraged.

Further Advice
See Miss Courtney Bottrill – Head of Department English.

GENERAL MATHEMATICS

General Subject (University ATAR Pathway)
Up to 4 QCE credits

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, and networks and matrices, building on the content of the P–10 Australian Curriculum. The subject is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. They will engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds to develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

By the conclusion of the course of study, students will:

- Recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.
- Use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology
- Communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models
- Evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.
- Justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
- Solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Structure GENERAL MATHS

Unit 1: Money, measurement, algebra and linear equations	Unit 2: Applications of linear equations and trigonometry, matrices and univariate data analysis
Consumer arithmetic Applications of rates, percentages and use of spreadsheets, wages, foreign currency exchange rates, shares and dividends, budgeting and government allowances **Shape and measurement** Pythagoras' theorem, perimeter and area of two-dimensional shapes, surface area and volume of three-dimensional shapes **Similarity and scale** Scale factors and scale drawings **Algebra** Substitution into formulas, transposing formulas and using spreadsheets **Linear equations and their graphs** Solving linear equations and working with straight line graphs	**Applications of linear equations and their graphs** Simultaneous linear equations, piece wise linear graphs and step graphs **Applications of trigonometry** Trig ratios, sine and cosine rules, areas of non-right-angled triangles using sine rule and heron's formula **Matrices** Matrices and matrix arithmetic **Univariate data analysis** Classifying categorical and numerical statistical variables, selecting, justifying and describing graphical displays of datasets, determining the mean and standard deviation of a dataset, data displays including dot plots, stem plots, column charts and histograms Comparing, interpreting and reporting on differences in datasets using box plots, mean, median, range, IQR and standard deviation

Unit 3: Bivariate data and time series analysis, sequences and Earth geometry	Unit 4: Investing and networking
Bivariate data analysis 1 and 2 Two-way frequency tables including percentages, scatterplots, Pearson's correlation coefficient, least squares regression line, residual plots, association and causation **Time series analysis** Constructing time series plots, smoothing data, deseasonalising time series data and fitting least squares lines to model long term trends. **Growth and decay in sequences** Arithmetic sequences, Geometric sequences, recursion and general rules, applications **Earth geometry and time zones** Great circles, positions using latitude and longitude, distances along latitude and longitude, time zones, link between longitude and time, time differences between two places on Earth	**Loans investments and annuities 1 and 2** Recurrence relations to model compound interest and annuities, effective annual rate, applications of compound interest, present and future value annuity calculations and applications, perpetuities **Graphs and networks** Adjacency matrix, planar graphs, paths and cycles, Euler's formula, Eulerian and Hamiltonian trails, paths graphs and cycles, **Networks and decision mathematics 1 and 2** Minimum spanning trees, weighted connected graphs, project planning and scheduling using critical path analysis, forward and backward scanning, critical path and float times, flow networks, minimum cut and maximum flow, Hungarian algorithm including bipartite graph and matrix form

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Assignment: Problem-solving and modelling assignment
Length: up to 10 pages, excluding appendixes (e.g. raw data, repeated calculations)</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Exam
Time: 90 minutes plus 5 minutes perusal</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Exam
Time: 90 minutes plus 5 minutes perusal</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Two exams (Paper 1, 30% and Paper 2, 20%)
Time: 90 minutes each plus 5 minutes perusal each</td></tr>
</table>

Prerequisites

Students are required to achieve at least a C+ overall in Year 10 Mathematics to enrol in this course in Year 11 and 12.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide Notebook and Casio FX scientific calculator.

Further Advice

See Mr Lloyd Greenbury – Head of Department Mathematics.

MATHEMATICAL METHODS

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

By the conclusion of the course of study, students will:

- Recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.
- Use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
- Communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.
- Evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.
- Justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
- Solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Structure MATHEMATICAL METHODS

Unit 1: Surds, algebra, functions and probability	Unit 2: Calculus and further functions
Surds and quadratic functions Surds, quadratic functions **Binomial expansion and cubic functions** Binomial expansion, cubic functions **Functions and relations** Introduction to functions and relations, graphs of relations, reciprocal functions **Trigonometric functions** Circular measure and radian measure, introduction to trigonometric functions **Probability** Language of events and sets, conditional probability and independence	**Exponential functions** Indices and index laws, Introduction to exponential functions **Logarithms and logarithmic functions** Logarithms and logarithmic laws, Logarithmic functions **Introduction to differential calculus** Rates of change and the concept of derivatives **Applications of differential calculus** Graphical applications of derivatives, further differentiation, differentiation rules

Unit 3: Further calculus and introduction to statistics	Unit 4: Further calculus, trigonometry and statistics
Differentiation of exponential and logarithmic functions Calculus of exponential functions, calculus of logarithmic functions **Differentiation of trigonometric functions and differentiation rules** Calculus of trigonometric functions, differentiation rules **Further applications of differentiation** The second derivative and applications of differentiation, **Introduction to integration** Anti-differentiation **Discrete random variables** General discrete random variables, Bernoulli distributions, binomial distributions	**Further integration** Fundamental theorem of calculus and definite integrals, applications of integration **Trigonometry** Cosine and sine rules **Continuous random variables and the normal distribution** General continuous random variables, normal distributions **Sampling and proportions** Random sampling. sample proportions **Interval estimates for proportions** Confidence intervals for proportions

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Assignment: Problem-solving and modelling task
Length: up to 10 A4 pages, up to 2000 words excluding appendixes (e.g. raw data, repeated calculations)</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Exam
Time: 90 minutes plus 5 minutes perusal</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Exam
Time: 90 minutes plus 5 minutes perusal</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Two exams: Paper 1 technology-free (25%), Paper 2 technology-active (25%)
Time: 90 minutes plus 5 minutes perusal each</td></tr>
</table>

Prerequisites

Students are required to achieve at least a B overall in Year 10 Mathematics to enrol in this course in Year 11 and 12. Completion of Year 10 Extension Mathematics is highly recommended.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide Notebooks and Scientific Graphics calculator Texas Instruments Ti- Nspire CX II-nonCAS. (Purchase through school bulk buy approx. $220)

Further Advice

See Mr Lloyd Greenbury – Head of Department Mathematics.

SPECIALIST MATHEMATICS

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics enables students to develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probab ility, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

A course of study in Specialist Mathematics will enhance the basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), particularly engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining) and computer science (including electronics and software design), psychology and business.

Objectives

By the conclusion of the course of study, students will:

- Recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.
- Use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
- Communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.
- Evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.
- Justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
- Solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Structure

Unit 1: Combinatorics, proof, vectors and matrices	Unit 2: Complex numbers, further proof, trigonometry, functions transformations
Combinatorics Introduction to counting techniques, Permutations (ordered arrangements) and combinations (unordered selections) **Introduction to proof** The nature of proof, rational and irrational numbers **Vectors in the plane** Representing vectors in the plane by directed line segments, vectors in two dimensions **Algebra of vectors in two dimensions** **Matrices** Matrix arithmetic and algebra	**Complex numbers** Introduction to complex numbers, the complex plane (the Argand plane) **Complex arithmetic and algebra** Complex arithmetic using polar form, subsets of the complex plane (the Argand plane), roots of real quadratic equations **Circle and geometric proofs.** Circle properties and their proofs, geometric proofs using vectors **Trigonometry and functions** Sketching graphs, the reciprocal trigonometric functions, secant, cosecant and cotangent, trigonometric identities **Matrices and transformations** Transformations in the plane

Unit 3: Further complex numbers, proof, vectors and matrices	Unit 4: Further calculus, and statistical inference
Further complex numbers Complex arithmetic using polar form, roots of complex numbers, factorisation of polynomials **Mathematical induction and trigonometric proofs** Mathematical induction, trigonometric proofs using De Moivre's theorem **Vectors in two and three dimensions** Vectors in three dimensions, algebra of vectors in three dimensions, vector and Cartesian equations **Vector calculus** **Further matrices** Matrix algebra and systems of equations, applications of matrices	**Integration techniques** **Applications of integral calculus** **Rates of change and differential equations** **Modelling motion** **Statistical inference** Sample means, confidence intervals for means

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Assignment: Problem-solving and modelling task
Length: up to 10 A4 pages, up to 2000 words excluding appendixes (e.g. raw data, repeated calculations)</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Exam
Time: 90 minutes plus 5 minutes perusal</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Exam
Time: 90 minutes plus 5 minutes perusal</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Two exams: Paper 1 technology-free (25%), Paper 2 technology-active (25%)
Time: 90 minutes plus 5 minutes perusal each</td></tr>
</table>

Prerequisites

Students are required to achieve at least a B overall in Year 10 Mathematics to enrol in this course in Year 11 and 12. Completion of Year 10 Extension Mathematics is highly recommended.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide Notebooks and Scientific Graphics calculator Texas Instruments Ti- Nspire CX II-non CAS. (Purchase through school bulk buy approx. $215)

Further Advice

See Mr Lloyd Greenbury – Head of Department Mathematics.

BIOLOGY

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Biology provides opportunities for students to engage with living systems, they develop their understanding of cells and multicellular organisms and they engage with the concept of maintaining the internal environment. Students study biodiversity and the interconnectedness of life, this knowledge is linked with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students' sense of wonder and curiosity about life, their respect for all living things and the environment. Students build an understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change. They better understand major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics and appreciate of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts.

Students plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence. They develop the ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course of study, students will:

- Describe ideas and findings.
- Apply understanding.
- Analyse data.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Structure

Unit 1: Cells and multicellular organisms	Unit 2: Maintaining the internal environment
Students will: Explore the ways biology is used to describe and explain how the structure and function of cells and their components are related to the need to exchange matter and energy with their immediate environment. An understanding of the structure and function of cells is essential to appreciate the processes vital for survival. Students investigate the structure and function of cells and multicellular organisms. They examine the structure and function of plant and animal systems at cell and tissue levels in order to analyse how they facilitate the efficient provision or removal of materials.	Students will: Explore the ways biology is used to describe and explain the responses of homeostatic mechanisms to stimuli and the human immune system. An understanding of personal and communal responses is essential to appreciate personal lifestyle choices and community health. Develop scientific skills and conceptual understanding in homeostasis, the immune system and the relationships between global, community and individual immunity. They examine geographical and population data to analyse strategies that may have personal and communal consequences

Unit 3: Biodiversity and the interconnectedness of life	Unit 4: Heredity and continuity of life
Students will: Explore the ways biology is used to describe and explain: the biodiversity within ecosystems; a range of biotic and abiotic components; species interactions; adaptations of organisms to their environment; principles of population dynamics; and how classification systems are used to identify organisms and aid scientific communication. Develop an understanding of the structure of ecosystems, the processes involved in the movement of energy and matter in ecosystems and how environmental factors limit populations is essential to appreciate the dynamics, diversity and underlying unity of these systems. Investigate the interactions within and between species, and the interactions between abiotic and biotic components of ecosystems.	Students will: Explore the ways biology is used to describe and explain the cellular processes and mechanisms that ensure the continuity of life. An understanding of the processes and mechanisms of how life on Earth has persisted, changed and diversified over the last 3.5 billion years is essential to appreciate the unity and diversity of life. Investigate different factors that affect cellular processes and gene pools. They examine different patterns of inheritance and the genetic basis of the theory of evolution through natural selection to analyse the use of predictive models in decision-making

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations. Weightings of internal assessment for Units 1 and 2 may differ.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Exam: Data test Students respond to items using qualitative data and/or quantitative data derived from practicals, activities or case studies. Time: 60 minutes plus 5 minutes perusal	10%	**Summative internal assessment 3 (IA3):** Assignment: Research investigation Students gather evidence related to a research question to evaluate a claim relevant to subject matter. Written scientific report: up to 2000	20%
Summative internal assessment 2 (IA2): Assignment: Student Experiment Students modify (i.e. refine, extend or redirect) an experiment relevant to subject matter to address their own related hypothesis or question. Written scientific report: up to 2000 words	20%		
Summative external assessment (EA): 50% Two exams: Combination response - may ask students to respond using multiple choice, single words or sentences or paragraphs. May ask students to calculate using algorithm or interpret unseen stimulus, including graphs, tables or diagrams. Time: 90 minutes plus 5 minutes perusal each			

Prerequisites

Students are required to achieve at least a B- overall in Year 10 Science and C+ overall in Year 10 English to enrol in this course in Year 11 and 12.

Approximate Course Costs

Handouts, access to textbooks, Atomi (online education platform) and experiment resources are provided under the Student Resource Scheme. Students are required to provide an A4 notebook, document wallet for handouts, scientific calculator, USB, ruler, pencils, pens, scissors, colouring pencils.

Mandatory field work will be undertaken during Unit 3. This will involve additional costs to be determined.

Further Advice

See Mr Richard Knox – Head of Department Science.

CHEMISTRY

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. Students study equilibrium processes and redox reactions and explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world. They develop an understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties and of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products. Student develop an appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making and build expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence. Students further develop an ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions and to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives

By the conclusion of the course of study, students will:

- Describe ideas and findings.
- Apply understanding.
- Analyse data.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Structure

Unit 1: Chemical fundamentals — structure, properties and reactions	Unit 2: Molecular interactions and reactions
Students will: Relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Understand that the properties of a material depend on, and can be explained by, the material's structure. Prediction how the structure of a molecule influences properties and reactions. Conduct investigations to develop their understanding of patterns in the properties and composition of materials. Explore the structure of materials by describing physical and chemical properties at the macroscopic scale and models of structure and primary bonding at the atomic and subatomic scale to explain properties. Be introduced to the mole concept as a means of quantifying matter in chemical reactions.	**Students will:** Develop their understanding of the physical and chemical properties of materials including gases, water, aqueous solutions, acids and bases. Explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. Investigate and explain the solubility of substances in water and compare and analyse a range of solutions. Learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Conduct investigations of chemical reactions, including the prediction and identification of products, and the measurement of the rate of reaction.

Unit 3: Equilibrium, acids and redox reactions	Unit 4: Structure, synthesis and design
Students will: Explore the reversibility of reactions in a variety of chemical systems at different scales; acid-base equilibrium systems and their applications; the principles of oxidation and reduction reactions; and the production of electricity from electrochemical cells. Understand that processes that are reversible will respond to a range of factors and can achieve a state of dynamic equilibrium, Conduct investigations on electrochemical cells and volumetric analysis applications. Examine qualitative and quantitative data about acids, equilibrium and redox to analyse trends and draw conclusions. Participate in experiments and investigations related to the principles of dynamic chemical equilibrium and how these can be applied to chemical processes and systems including electrochemical cells	**Students will:** Explore the ways in which models and theories relate to chemical synthesis, structure and design, and associated applications Explore the ways in which chemistry contributes to contemporary debate regarding current and future uses of local, regional and international resources. Focus on the principles and application of chemical synthesis, particularly in organic chemistry Consider where and how functional groups can be incorporated into already existing carbon compounds in order to generate new substances with properties that enable them to be used in a range of contexts. Understand that current and future applications of chemistry include the development of specialised techniques to create or synthesise new substances to meet the specific needs of society, such as pharmaceuticals, fuels, polymers and nanomaterials

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations. Weightings of internal assessment for Units 1 and 2 may differ.

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1): Exam:
Data test
Students respond to items using qualitative data and/or quantitative data derived from practicals, activities or case studies.
Time: 60 minutes plus 5 minutes perusal</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Assignment: Research investigation
Students gather evidence related to a research question to evaluate a claim relevant to subject matter.
Written scientific report: up to 2000</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Assignment: Student Experiment
Students modify (i.e. refine, extend or redirect) an experiment relevant to subject matter to address their own related hypothesis or question.
Written scientific report: up to 2000 words</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Two exams: Combination response - may ask students to respond using multiple choice, single words or sentences or paragraphs. May ask students to calculate using algorithm or interpret unseen stimulus, including graphs, tables or diagrams. Time: 90 minutes plus 5 minutes perusal each</td></tr>
</table>

Prerequisites

Students are required to achieve at least a B overall in Year 10 Science and a C+ overall in Year 10 English to enrol in this course in Year 11 and 12.

Approximate Course Costs

Handouts, access to textbooks, Atomi (online education platform) and experiment resources are provided under the Student Resource Scheme. Students are required to provide an A4 notebook, document wallet for handouts, scientific calculator, USB, ruler, pencils, pens, scissors, colouring pencils.

Further Advice: See Mr Richard Knox – Head of Department Science.

PHYSICS

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. They learn about the concepts and theories that predict and describe the linear motion of objects and explore how scientists explain some phenomena using an understanding of waves. Students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them then study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology

Objectives

By the conclusion of the course of study, students will:

- Describe ideas and findings.
- Apply understanding.
- Analyse data.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Structure

Unit 1: Thermal, nuclear and electrical physics	Unit 2: Lines motion and waves
Students will; - explore the ways Physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. - develop an understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. - investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. - examine the movement of electrical charge in circuits and use this to analyse and design electrical circuits.	Students will; - develop an appreciation of how an understanding of motion and waves can be used to describe, explain and predict a wide range of phenomena. - describe linear motion in terms of displacement, velocity, acceleration and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. - investigate common wave phenomena, using waves on springs, sound waves and consideration of seismic waves. - compare the behaviour of these waves with the behaviour of light, leading to an explanation of light phenomena, including constructive and destructive interference, and diffraction, in terms of a wave model.

Unit 3: Gravity and electromagnetism	Unit 4: Revolutions in modern physics
Students will; - develop a deeper understanding of motion and its causes by using Newton's laws of motion and the gravitational field model to analyse motion on inclined planes, and the motion of projectiles and satellites. - explore concepts that field theories have enabled physicists to explain a vast array of natural phenomena	Students will; - examine observations of relative motion, light and matter that could not be explained by classical physics theories - investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. - explore the development of quantum theory and the

and have contributed to the development of technologies that have changed the world, including electrical power generation and distribution systems, artificial satellites and modern communication systems. - develop their understanding of field theories of gravity and electromagnetism through investigations of motion and electromagnetic phenomena. - investigate the production of electromagnetic waves	theory of relativity fundamentally changed our understanding of how nature operates and led to the development of a wide range of new technologies, including those that revolutionised the storage, processing and communication of information. - evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom - examine the Standard Model of particle physics and how it relates to the Big Bang theory.

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations. Weightings of internal assessment for Units 1 and 2 may differ.

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1): Exam:
Data test
Students respond to items using qualitative data and/or quantitative data derived from practicals, activities or case studies.
Time: 60 minutes plus 5 minutes perusal</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Assignment: Research investigation
Students gather evidence related to a research question to evaluate a claim relevant to subject matter.
Written scientific report: up to 2000</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Assignment: Student Experiment
Students modify (i.e. refine, extend or redirect) an experiment relevant to subject matter to address their own related hypothesis or question.
Written scientific report: up to 2000 words</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Two exams: Combination response - may ask students to respond using multiple choice, single words or sentences or paragraphs. May ask students to calculate using algorithm or interpret unseen stimulus, including graphs, tables or diagrams. Time: 90 minutes plus 5 minutes perusal each</td></tr>
</table>

Prerequisites

Students are required to achieve at least a B overall in Year 10 Science and a C+ overall in Year 10 English to enrol in this course in Year 11 and 12.

Approximate Course Costs

Handouts, access to textbooks, Atomi (online education platform) and experiment resources are provided under the Student Resource Scheme. Students are required to provide an A4 notebook, document wallet for handouts, scientific calculator, USB, ruler, pencils, pens, scissors, colouring pencils.

Further Advice:

See Mr Richard Knox – Head of Department Science.

ANCIENT HISTORY

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Ancient History provides opportunities for students to study the nature of people, societies and civilisations, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of the foundation features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Objectives

By the conclusion of the course of study, students will:

- **Comprehend** terms, issues and concepts
- **Devise** historical questions and conduct research
- **Analyse** historical sources and evidence
- **Synthesise** information from historical sources and evidence
- **Evaluate** historical interpretations
- **Create** responses that communicate meaning

Structure

Unit 1: Investigating the ancient world	Unit 2: Personalities in their time
Students will: • Investigate how people lived in the Ancient World through an examination of the evidence of the social, political and economic institutions, and other significant features of society with a focus on archaeology, rituals and funerary practices e.g., Pompeii and Herculaneum	Students will: • Investigate key personalities of the Ancient World by examining the social, political and economic institutions in which the personality is positioned and analysing and evaluating the differing ways in which they have been interpreted and represented from ancient to modern times • Focus on an in depth study of specific ancient personalities within their societies e.g., Hatshepsut

Unit 3: Reconstructing the ancient world	Unit 4: People, power and authority
Students will: • Investigate significant historical periods through an analysis of archaeological and written sources and examine how these sources have been used to construct an understanding of social, political, religious and economic institutions and practices, key events and individuals of a historical period • Focus on an in-depth study of dynamic periods in two different ancient societies e.g., Alexander the Great and Macedon	Students will: • Investigate an ancient society in an important historical period, with a particular emphasis on the nature and exercise of power and authority in that society, and how it was challenged in times of conflict • Focus on an in-depth study of: o Study of power and authority in an ancient society e.g., Rome – the civil war period/breakdown of the Republic • Focus on an in-depth study of an individual of significance as directed by the QCAA for the external exam

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Exam: Essay in response to seen and unseen historical sources Length: 800 – 1000 words Time: 2 hours plus 15 minutes planning time	25%	**Summative internal assessment 3 (IA3):** Written task: Investigation — Historical essay based on research in relation to own inquiry question Length: 1500 – 2000 words (excluding quotes)	25%
Summative internal assessment 2 (IA2): Written task: Independent source investigation in response to own inquiry question Length: 1500 – 2000 words (including quotes)	25%	**Summative external assessment (EA):** Exam: Short responses to unseen historical sources Length: 3 – 5 questions with a total word length of 800 – 1000 words Time: 2 hours plus 15 minutes planning time	25%

Prerequisites / Recommended Prior Learning

Students are required to achieve at least a C+ overall in Year 10 English or Humanities to enrol in this course in Year 11 and 12.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide an exercise book (128 pages) and display folder for handouts.

Further Advice

See Ms Karen van Harskamp – Head of Department Humanities.

MODERN HISTORY

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Students will think creatively and form a historical consciousness in relation to these same forces. Modern History enables students to perceive patterns of motive and outcome in the modern world, empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative which forms the basis of critical thinking based on evidence. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations which continue to influence the present. Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics and public service, journalism, the media, writing, academia and strategic analysis.

Objectives

By the conclusion of the course of study, students will:
Comprehend terms, issues and concepts
Devise historical questions and conduct research
Analyse historical sources and evidence
Synthesise information from historical sources and evidence
Evaluate historical interpretations
Create responses that communicate meaning

Structure

Unit 1: Ideas in the modern world	Unit 2: Movements in the modern world
Students will: Examine ideas that have emerged in the Modern World such as authoritarianism, capitalism, communism, democracy, environmental sustainability, egalitarianism, imperialism, nationalism and self-determination Focus on an in depth study such as: American Revolution, 1763–1783 Age of Imperialism, 1848–1914	Students will: Explore movements that have emerged in the Modern World that served to make the world more inclusive, liberal, equitable, egalitarian or accessible through the removal of discrimination and exploitation based on some form of prejudice Focus on an in depth study such as: Australian Indigenous rights movement since 1967 African-American civil rights movement, 1954–1968

Unit 3: National experiences in the modern world	Unit 4: International experiences in the modern world
Students will: Explore national experiences that have emerged in the Modern World, for example including crises that have confronted nations, their responses to these crises, and the different paths nations have taken to fulfil their goals Focus on an in depth study such as: - Germany,1914–1945 - Soviet Union, 1920s–1945	Students will: Explore international experiences that have emerged in the Modern World including responses to cultural, economic, ideological, political, religious, military or other challenges that have gone beyond national borders, such as situations when two or more nations or regional groups have come into conflict with each other (directly or via proxies); formed a common union, treaty or commerce-based arrangement; engaged with a subnational or transnational organisation; or experienced the effects of a global or regional trend

	Focus on an in depth study such as: Cold War, 1945–1991 Struggle for peace in the Middle East since 1948

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Exam: Essay in response to seen and unseen historical sources Length: 800 – 1000 words Time: 2 hours plus 15 minutes planning time	25%	**Summative internal assessment 3 (IA3):** Written task: Investigation — Historical essay based on research in relation to own inquiry question Length: 1500 – 2000 words (excluding quotes)	25%
Summative internal assessment 2 (IA2): Written task: Independent source investigation in response to own inquiry question Length: 1500 – 2000 words (including quotes)	25%	**Summative external assessment (EA):** Exam: Short responses to unseen historical sources Length: 3 – 5 questions with a total word length of 800 – 1000 words Time: 2 hours plus 15 minutes planning time	25%

Prerequisites / Recommended Prior Learning

Students are required to achieve at least a C+ overall in Year 10 English or Humanities to enrol in this course in Year 11 and 12.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide a 128 page notebook and display folder for handouts.

Further Advice

See Ms van Harskamp – Head of Department Humanities.

ABORIGINAL & TORRES STRAIT ISLANDER STUDIES

General Subject (University ATAR Pathway)
Up to 4 QCE credits

As a subject intended and available for all students in Queensland, Aboriginal & Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples as the oldest living cultures in the world. Students will explore the diversity and complexity of Aboriginal cultures and Torres Strait Islander cultures in a way that informs understanding of the past, present and future.

Aboriginal & Torres Strait Islander Studies takes a holistic approach that explores how interconnections with all aspects of the worldviews of First Nations peoples are linked physically, culturally and spiritually. Students will explore how cultural interactions over the last few centuries have shaped the physical, cultural, social and political nature of Australia. This enables them to consider how connectedness — considering influences on culture, society, economics, environments and history — is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples.

Students learn through an inquiry approach and develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. They learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, students develop empathy and respect for the ways people think, feel and act, as well as informed awareness of the diversity that exists locally and nationally, within a global context.

Pathways

A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, archaeology, architecture, astronomy, the arts, ecology, education, health, journalism, linguistics, law, medicine, politics, psychology, sociology, social work and tourism.

Objectives

By the conclusion of the course of study, students will:

- **Define and use** terminology
- **Demonstrate** an understanding of Aboriginal societies and Torres Strait Islander societies
- **Analyse** worldviews of Aboriginal peoples and Torres Strait Islander peoples
- **Consider and organise** information from sources
- **Evaluate** the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples
- **Create** responses that communicate meaning to suit purpose

Structure

Unit 1: Culture, identity and connections	Unit 2: Continuity, change and influences
Students will learn about: • Ways that individuals and groups identify • Cultural protocols including communication practices, (e.g. Welcome to Country), community relationships, cultural knowledge and sacred and significant sites • The significance of connections between culture, identity, land, language, time, place and relationships for Aboriginal peoples and Torres Strait Islander peoples	Students will: • Examine possible influences on first contact viewpoints, such as ethnocentrism, materialism, monotheism, Social Darwinism and the concept of terra nullius • Analyse the reaction of Aboriginal peoples and Torres Strait Islander peoples to first contact through examining the roles of at least two resistance leaders • Examine influences on Aboriginal societies and Torres Strait Islander societies related to social and political change, including the establishment of missions and reserves, segregation, assimilation and government legislation • Analyse the effects of social and political change on the identity and culture of Aboriginal peoples and Torres Strait Islander peoples with respect to country / place, language, family and kinship and spiritual / environmental relationships

Unit 3: Responses and contributions	Unit 4: Moving forward
Students will examine: • The impact of legislation on land, language, culture, place and relationships for Aboriginal societies and Torres Strait Islander societies • The rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context • Influences on traditional custodianship and ownership of land, such as mining, pastoral use and establishment of National Parks • Influences on the recognition of land rights for Aboriginal peoples and Torres Strait Islander peoples	Students will: • Examine cultural expression used to maintain and retain the culture and identity of Aboriginal societies and Torres Strait Islander societies, including art, dance, drama and film • Evaluate the significance of cultural expression as a form of resilience through which Aboriginal culture and identity and Torres Strait Islander culture and identity are maintained and retained • Examine historical, social and cultural factors that have shaped an understanding of a need for reconciliation and recognition

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Exam: Short Response – Analyse seen and unseen stimulus material that addresses the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples during the 20th century Length: 800 – 1000 words (4 – 8 questions) Time: 2 hours plus 15 minutes planning time	25%	**Summative internal assessment 3 (IA3):** Written task: Analytical Essay – Investigation into student-devised inquiry centring on land rights of Aboriginal peoples and Torres Strait Islander peoples, especially in the 20th century within a historical, economic, social and cultural context Length: 1500 – 2000 words	25%
Summative internal assessment 2 (IA2): Written task: Analytical Essay – Investigation into student-devised inquiry centring on one form of cultural expression (art, dance, drama, film, literature or music) used to maintain and retain the culture and identity of Aboriginal peoples or Torres Strait Islander peoples within the context of resilience Length: 1500 – 2000 words	25%	**Summative external assessment (EA):** Exam: Short response exam based on unseen stimulus material centring on the historical, social and cultural factors that shape, contribute to and influence the reconciliation process Length: 800 – 1000 words (50 – 250 words per item) Time: 2 hours plus 15 minutes planning time	25%

Prerequisites / Recommended Prior Learning

Students are required to achieve at least a C+ overall in Year 10 English and Humanities to enrol in this course in Year 11 and 12.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide an A4 notebook and display folder for notes.

Further Advice

See Ms Karen van Harskamp – Head of Department Humanities.

LEGAL STUDIES

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

By the conclusion of the course of study, students will:

- **Comprehend** legal concepts, principles and processes
- **Select** legal information from sources
- **Analyse** legal issues
- **Evaluate** legal situations
- **Create** responses that communicate meaning

Structure

Unit 1: Beyond reasonable doubt	Unit 2: Balance of probabilities
Students will: Study the Australian legal system, the sources of law, the roles of parliament and the courts, just and equitable outcomes Consider how criminal law attempts to safe- guard individuals' right to freedom from interference, with society's need for order, as well as the consequences of alleged criminal behaviour in terms of trial processes, punishment and sentences. Topics include: - Legal foundations - Criminal investigation process - Criminal trial process - Punishment and sentencing	Students will: Develop an understanding that civil law regulates the rights and responsibilities between individuals, groups, organisations and governments. Explore dispute resolution methods through an examination of contemporary cases and legal issues. Evaluate the effectiveness of civil law and how it affects individuals within society Topics include: - Civil law foundations - Contractual obligations - Negligence and the duty of care

Unit 3: Law, governance and change	Unit 4: Human rights in legal contexts
Students will: Examine the complexities of the Australian legal system and its capacity to deal with the diversity of competing needs; the role of law-making bodies in creating laws that reflect the views of society	Student will: Consider fundamental human rights concepts and analyse Australia's participation within the global community Recognise how human rights create challenges in national and international contexts, and for minority groups, and the impact of international law in the Australian legal

Explore how laws are changed or reformed to reflect shifting societal demands, for example family law, criminal law, counter-terrorism laws, employment laws. Reflect critically about Australian and Queensland laws, and the importance of society and individuals in engaging in law-making processes. Topics include: - Governance in Australia - Law reform within a dynamic society	system. Examples include: people smuggling and the treatment of asylum seekers, war and peace issues and peacekeeping forces, climate change issues and the rights of future generations. Topics include: - Human rights - The effectiveness of international law - Human rights in Australian contexts

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Exam - focusing on Topic 1: Governance in Australia - short-response items (approximately 25 – 150 words per item) - extended response items (approximately 300 – 350 words per item) • Length: 2 hours + 15 minutes planning time	25%	**Summative internal assessment 3 (IA3):** • Investigation — argumentative essay focusing on Unit 4 Topic 1: Human rights, and Topic 2: The effectiveness of international law. • Length: 1500 – 2000 words (not including captions/ annotations, citations or reference list).	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report focusing on Topic 2: Law reform within a dynamic society • Length 1500 – 2000 words (not including title page, table of contents, headings and sub-headings, captions/annotations, in-text citations or reference list).	25%	**Summative external assessment (EA):** • Examination — combination response focusing on Unit 4 Topic 1: Human rights and Topic 3: Human rights in Australian contexts - Short response items (approximately 25 – 150 words per item) - Extended response items (approximately 300 – 350 words per item) • Length – 2 hours + planning time	25%

Prerequisites / Recommended Prior Learning

Students are required to achieve at least a C+ overall in Year 10 English or Humanities to enrol in this course in Year 11 and 12.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide their own A4 exercise book (128 pages) and display folder for handouts.

Further Advice

See Ms Karen van Harskamp – Head of Department Humanities.

PHYSICAL EDUCATION

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. It provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

By the conclusion of the course of study, students will:

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement
- Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts

Structure

Unit 1: Motor learning, functional anatomy, biomechanics in physical activity	Unit 2: Sport psychology and equity in physical activity
Students will: • Apply concepts and principles to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of motor learning, biomechanical and body and movement concepts. • Synthesise relationships between the motor learning and biomechanical requirements of physical activity and their personal performance. Students then devise a motor learning and biomechanical strategy to optimise performance in a selected physical activity. • Evaluate the effectiveness of the motor learning, biomechanical and movement strategies and justify using primary data and secondary data.	Students will: • Apply concepts of sport psychology while gathering data on performance in basketball • Analyse and synthesise relationships between the sport psychology demands in basketball and personal and team performance • Devise and evaluate a psychological strategy to optimise performance in basketball • Explore personal, social, cultural and environmental barriers and enablers to gather data about the influence on equity • Analyse data to synthesise relationships between the barriers and enablers in physical activity, and engagement and performance to identify an equity dilemma • Devise and evaluate an equity strategy in response to the dilemma to optimise engagement and performance in basketball

Unit 3: Tactical awareness and ethics in physical activity	Unit 4: Energy, fitness and training in physical activity
Students will: • Apply concepts of tactical awareness while gathering data on the relationships between the constraints of movement strategies and their personal performance in Volleyball • Devise and evaluate a tactical strategy to optimise performance of movement strategies in Volleyball • Explore the factors that influence fair play, ethical behaviour and integrity and use the ethical decision-making framework to analyse data and synthesise relationships between the factors that influence engagement in physical activity to identify an ethical dilemma • Devise and evaluate an ethics strategy in response to the dilemma (e.g. gender inclusion or exclusion, ability, enhancements in technology and equipment, corruption) to optimise engagement in physical activity	Students will: • Explore training methods for physical activity, including flexibility training, resistance training, interval training, circuit training and continuous training; training phases; features of a training session and the importance of recovery in training • Apply concepts and principles about energy, fitness and training to touch while gathering data about their personal performance. • Analyse and synthesise relationships between the energy and fitness demands of physical activity and their personal performance. • Devise and evaluate a competition-phase training strategy to optimise performance in touch football

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Multimodal presentation and folio on tactical awareness Length: 9-11 minutes for the folio, 2-3 minutes for supporting evidence	25%	**Summative internal assessment 3 (IA3):** Multimodal presentation and folio on concepts and principles about energy, fitness and training Length: 9-11 minutes for the folio, 2-3 minutes for supporting evidence	25%
Summative internal assessment 2 (IA2): Written task: Investigation report on an ethical dilemma Length: 1500 – 2000 words	25%	**Summative external assessment (EA):** Exam: Combination response to unseen questions and extended response to unseen stimulus Length: 800 – 1000 words (150-250 words per item for short response, 400 words or more for extended response) Time: 2 hours plus 15 minutes perusal time	25%

Prerequisites / Recommended Prior Learning

Students are required to achieve at least a C+ overall in Year 10 English to enrol in this course in Year 11 and 12. It is also recommended that students have studied Year 10 Health and Physical Education.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide exercise books, display folders, writing material for theoretical lessons. For practical lessons, students are asked to bring hats, water bottles and wear appropriate footwear.

Further Advice

See Mr Chris Ostwald – Head of Department Health and Physical Education.

DRAMA

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

By the conclusion of the course of study, students will:

- Demonstrate skills of Drama
- Apply literacy skills
- Interpret purpose, context and text to communicate dramatic meaning
- Manipulate dramatic languages to create dramatic action and meaning
- Analyse how dramatic languages are used to create dramatic action and meaning
- Evaluate and justify the use of dramatic languages to communicate dramatic meaning

Structure

Unit 1: Share	Unit 2: Reflect
Students will: • Explore the importance of drama as a means to tell stories and share understandings of the human experience in a range of cultures • Engage with the skills of acting, critiquing and devising independently and in groups to structure dramatic meaning and action • Explore a range of linear dramatic forms and non-linear dramatic forms through scripted and non-scripted texts	Student will: • Explore the power of drama to reflect lived experience • Explore the representational dramatic traditions of Realism and investigate more contemporary dramatic styles associated with the realist style

Unit 3: Challenge	Unit 4: Transform
Students will: • Explore how drama can be used to challenge our understanding of humanity over time • Investigate dramatic styles that are united by social commentary, and that question their world and advocate change • Explore how dramatic form can be used to express philosophical and political viewpoints in action in society	Students will: • Explore influential inherited theatrical traditions that have shaped and informed current dramatic practices in conjunction with emerging dramatic practices that reframe and transform the inherited theatrical styles of Greek Theatre, Elizabethan Theatre or Neo-classicism • Re-imagine, adapt and transform texts from inherited traditions into an expression of their emerging artistic voices, addressing the needs of a 21st century audience

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Work as an actor to collaboratively create a polished performance of a published text that makes a social comment.
Length: 3-5 minutes per student in the group</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Practice-led Project: Directorial vision (including evaluation and justification of their dramatic choices) and performance to transform a play text to a contemporary performance.
Multimodal directorial pitch length: 5-7 minutes
Performance length: up to 5 minutes</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Project: an original dramatic concept that expresses a social comment in response to a professional live or recorded performance of a theatrical work
Multimodal Length: up to 1500 words including:
- Statement of intent
- sequence digital record of key moments through one of the following:
- 10-12 images
- 3 filmed moments of stage action (1 ½ mins)
- 8 photos and 1 filmed moment of 30 seconds
- Scripted dialogue – up to 500 words</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
Exam: Extended response (analytical essay) based on unseen stimulus and unseen questions
Time: 2 hours plus 20 minutes planning time
Length: 800-1000 words</td></tr>
</table>

Prerequisites / Recommended Prior Learning

At least a C+ overall in Year 10 English is required. Prior drama training is not a necessity but would be advantageous. Successful completion of Year 10 Drama is highly advantageous.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Additional fees apply for tickets to live theatre and workshop opportunities with visiting performers.

Further Advice

See Mrs Fiona Johnson – Head of Department The Arts.

FILM, TELEVISION AND NEW MEDIA

General Subject (University ATAR Pathway)
4 QCE credits

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

By the conclusion of the course of study, students will:

- Designing moving-image media products
- Create moving-image media products
- Resolve film, television and new media ideas, elements and processes
- Apply literacy skills
- Analyse moving-image media products
- Evaluate film, television and new media product, practices and viewpoints

Structure

Unit 1: Foundation	Unit 2: Stories
Students will: • Study moving-image media genres, styles and forms, such as music videos, animation, digital games, advertisements, films or television programs • Learn about technical, symbolic and narrative codes and conventions used in the construction of moving-image media products • Learn about technologies that may be used to make, access and interact with moving-image media products • Become aware of social, political, economic, legal, cultural, historical and institutional factors that may have influenced contexts of moving-image media production and use	Students will: • Investigate the ways in which story takes different forms in different contexts across moving-image media platforms • Focus on how representations and languages engage audiences in stories • Analyse, evaluate and manipulate the technical and symbolic codes used in the construction of stories, and investigate the structure of story forms across a range of contexts and moving-image media platforms • Learn how audiences make meaning and form cultural identity from consuming story elements in moving-image productions; and producers deliberately aim to position audiences through creating representations of people, places, events and ideas

Unit 3: Participation	Unit 4: Artistry
Students will: • Explore how audiences participate with moving-image media across multiple platforms • Investigate how technologies and institutions benefit and limit audience participation, considering the social, cultural, political, economic and institutional factors that influence participation • Investigate different historical and contemporary contexts in which audience participation has been made possible by technologies and institutions	Students will: • use moving-image media technologies, representations and languages to express, explore and question their artistic identity for forms such as short film, animation or digital games • Examine and acknowledge the historical events, cultural contexts, ideas and aesthetic traditions that have influenced styles and approaches in moving-image media, in a range of local, national and global contexts • Examine historical forms, practices, cultures and ideas in order to understand contemporary media • Consider how technological practices, stylistic trends, ideas and issues have inspired artists in their historical and cultural contexts to explore ways to make and respond to moving-image media

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Case study investigation into how the institutional and technological characteristics of different moving-image media engage and sustain audience participation Length: up to 1500 words	15%	**Summative internal assessment 3 (IA3):** Stylistic production: Design and produce a stylistic moving-image media production that displays an emerging aesthetic Length: - 500 words statement of intent - Storyboard up to 24 frames - 3 column script or screenplay designed for the length of the production and - moving-image production of up to 5 minutes	35%
Summative internal assessment 2 (IA2): Multi-platform content project: design an interconnected idea for that an audience can interact with across two platforms and create a moving-image media product for one of these platforms. e.g. documentary, television and film genres, digital games, animation, interactive media and short film Length:Treatment - up to 1000 words and individual production up to 5 minutes	25%		
Summative external assessment (EA): 25% Exam: Extended response (analytical and appraising) in relation to unseen stimulus and unseen questions Time: 2 hours plus 20 minutes planning time Length: 800-1000 words			

Prerequisites / Recommended Prior Learning

At least a C+ overall in Year 10 English is required. Successful completion of Introduction to Film and Television in Year 10 is highly advantageous.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide their own headphones (for editing work), a 32G SD card is optional. An additional subject fee applies – covers access to equipment, specialist software licenses, film resources and consumables for production. The Elective Subject Fee Schedule is available from the College Administration Office.

Further Advice

See Mrs Fiona Johnson – Head of Department The Arts.

MUSIC

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills in learning to play and perform music on various instruments, create and compose their own music pieces using a variety of technology tools and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

By the conclusion of the course of study, students will:

- Demonstrate technical skills in performing on their chosen instrument – e.g. Rock or Classical instruments, voice, turntables, beat boxing
- Use music elements and concepts for creating new music works
- Analyse music
- Apply compositional devices when creating music
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas through experimenting and rehearsing
- Resolve music ideas through performing and using recording technology tools

Structure

Unit 1: Designs	Unit 2: Identities
Students will: • Engage with a variety of repertoire, covering a range of contexts, styles and genres, and develop musicianship through their understanding and use of music elements and concepts • Develop a greater awareness of the stylistic considerations that inform the music they compose and perform • Develop an understanding of the interrelationships between these elements in the resolution and realisation of cohesive music that communicates meaning	Students will: • Make and respond to music that expresses cultural, political and social identities in both local and global contexts • Critically consider how music can be used as a powerful form of expression • Develop their understanding about the expression of identity in music through exploration of repertoire in cultural, political, social and personal contexts

Unit 3: Innovations	Unit 4: Narratives
Students will: • Make and respond to music that demonstrates innovative use of music elements and concepts, and learn about how these ideas are used to communicate new meanings • Study the ways in which music traditions have been challenged, further developed or reconceptualised to represent, reflect and even shape cultural, societal and technological change	Students will: • Develop their understanding about the expressive powers of music to convey narrative through setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera, program music and art song.

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Performance reflecting the use of an innovation
Length: up to 5 minutes</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Integrated multimodal project: Musicology (analyse and evaluate music repertoire to justify a viewpoint) plus either a performance or composition
Length:
Musicology up to 1000 words or up to 7 minutes spoken
plus either:
- performance up to 5 minurs OR
- composition at least 1 minute</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Composition
Length: 1 minute minimum plus up to 500 word statement of compositional intent</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
Exam: Extended response (analytical essay) in relation to unseen stimulus and unseen questions
Time: 2 hours plus 20 minutes planning time
Length: 800-1000 words</td></tr>
</table>

Prerequisites / Recommended Prior Learning

At least a C+ overall in Year 10 English is required. Prior music instrument playing or singing experience is useful and having studied Music in Year 10 is advantageous. Instrumental Music Program participants will excel in this course. If commencing studies in music in Year 11 and 12 a meeting with the Music teacher should be arranged to determine suitability for success in this course.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide their own headphones and general stationery supplies. Additional costs may include excursions, workshops or tickets to music performances ($30 approx.)

Further Advice

See Mrs Fiona Johnson – Head of Department The Arts.

VISUAL ART

General Subject (University ATAR Pathway)
4 QCE credits

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

By the conclusion of the course of study, students will:

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate influences
- Justify viewpoints
- Experiment in response to stimulus
- Create visual responses using knowledge and understanding of art media
- Realise responses to communicate meaning

Structure

Unit 1: Art as lens	Unit 2: Art as code
Students will: • Explore how artists work through processes to create new ways of thinking, meaning and representation • Examine and respond to focuses of people, places and objects, producing figurative and non-figurative representations • Analyse and interpret visual communication and meaning in artworks with a focus on personal and contemporary contexts • Examine artists' value systems that underpin or influence the way subject matter is perceived and represented • Experiment with a range of approaches to improve technical skills, foster curiosity and creative thinking, and inspire innovative art practices	Students will: • Consider how visual language can express complex ideas and has the potential to transcend and communicate across cultures, time and geography • Analyse and interpret visual communication and meaning in artworks with a focus on formal and cultural contexts • Explore how visual language, symbol systems and art conventions can express ideas and feelings in images, objects and experiences • Experiment with language in art that can be verbal, inaudible, literal or implied, narrative, metaphoric, persuasive, or decorative • Employ a range of materials, techniques, processes and technologies to make artworks that may be ephemeral or permanent, physical or digital

Unit 3: Art as knowledge	Unit 4: Art as alternate
Students will: • Frame a self-directed inquiry question in response to a teacher facilitated direct stimulus or first-hand experience. • Investigate their inquiry question and apply critical thinking skills to generate a personal focus to commence a body of work • Use the contemporary, personal, cultural and/or formal contexts to study selected artists and explore expression, different layers of meaning and diverse interpretations of artworks • Create a body of work that visually and intellectually engages the audience through sensory experiences, or by provoking conversation, inspiring action or challenging expectations • Use inquiry learning cycle to develop, research, reflect and resolve artworks for effective communication of intended meaning	Students will: • Continue to build on their focus, knowledge and practice from Unit 3 to refine their expression and personal aesthetic • Challenge their own art-making practices by researching and developing new knowledge of and skills in materials, techniques, technologies and arts processes • Explore how new and multi-modal technologies can alter and enhance their ideas • Consider how alternate methods of display and exhibition, contemporary approaches with materials, and new technologies impact upon the sensory experience and engagement with art • Evaluate how alternate approaches in a body of work can develop and expand the communication of meaning and fully realise artistic intentions

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Investigation in response to an individual inquiry question
Length: Written report up to 2000 words or multimodal presentation up to 10 minutes (12 presentation slides) or digital presentation (video / digital book) up to 2000 words</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Inquiry project: Create and display a body of work in response to the IA1 focus and the IA2 resolved artworks that communicate thoughts, feelings, ideas, experiences and observations through cognitive and sensory modes
Length:
Evidence of IA1 and IA2 inquiry process
- Single resolved artwork or collection of related resolved artworks
- Artist statement up to 150 words
- Multimodal Annotations
- Supporting evidence in an experimental folio</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Inquiry project: Create and display resolved artworks that communicate thoughts, feelings, ideas, experiences and observations through cognitive and sensory modes in response to IA1
Length: - Single resolved artwork or collection of related resolved artworks
- Artist statement up to 150 words
- Multimodal Annotations
- Supporting evidence in an experimental folio</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
Exam: Extended response (analytical essay) in relation to unseen stimulus and unseen questions
Time: 2 hours plus 20 minutes planning time
Length: 800-1000 words</td></tr>
</table>

Prerequisites / Recommended Prior Learning

At least a + standard in Year 10 English is required. Successful completion of Year 10 Art is recommended.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. An additional subject fee applies – covers consumables and Art making resources. The Elective Subject Fee Schedule is available from the College Administration Office.

Further Advice

See Mrs Fiona Johnson – Head of Department The Arts.

DESIGN

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

The projects allowed in the design subject will be chosen by the student and may revolve around wearable technology, "smart" devices/ items, graphic design, robotics, architecture, furniture, user experience (UX) and/ or project management.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of digital media design, architecture, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

By the conclusion of the course of study, students will:

- Describe design problems and design criteria
- Represent ideas, design concepts and design information using visual representation skills
- Analyse needs, wants and opportunities using data
- Devise ideas in response to design problems
- Evaluate ideas to make refinements
- Propose design concepts in response to design problems
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

Unit 1: Stakeholder-centred design	Unit 2: Commercial design influences
Students will: • Experience designing in the context of stakeholder-cantered design • Learn to devise ideas and apply drawing and physical low-fidelity prototyping skills used by designers • Be introduced to design professions, the design process and how designs of the past inform contemporary design practice • Engage in the explore and develop phases of the design process • Devise ideas using elements and principles of design looking at the past to apply in contemporary ways to suit stakeholders needs • Explore how the elements and principles of visual communication have been used to create the design styles of past designers	Students will: • Explore client needs and wants • Investigate the commercial nature of design when designing for a client • Examine how designers influence and are influenced by economics, society and culture • Use a collaborative design approach to develop design proposals for clients in consideration of economic, social and cultural factors • Develop sketching and low fidelity prototyping skills to represent ideas • Learn to communicate design proposals to a virtual or live audience in the form of a pitch

Unit 3: Human-centred design	Unit 4: Sustainable design influences
Students will: • Learn about and experience designing in the context of human-centred design by considering the attitudes, expectations, motivations and experiences of humans • Use designing with empathy as an approach to define problems by understanding and experiencing the needs and wants of stakeholders • Interact with and obtain feedback from stakeholders to determine suitability of ideas and design concepts	Students will: • Explore how designers identify design opportunities without working from a brief provided by stakeholders • Explore how designers influence and are influenced by sustainability and identify and investigate opportunities to redesign products, services or environments to improve their sustainability • Apply a circular design method to improve the sustainability of their designs • Develop sustainable ideas and design concepts in response to opportunities where stakeholders are encouraged to accept a solution they did not realise they needed prior to development of the idea.

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Exam: Design challenge using a design process to respond to a design brief and visual stimulus Time: 90 minutes plus 15 minutes planning Length: 4 A3 pages	15%	**Summative internal assessment 3 (IA3):** Project: Document the desing process undertaken in response to a design opportunity to redesign a product service or environment Part A: Design brief - Written - up to 500 words in one A3 page Part B: Design proposal – Visual – 1 A3 page Part C: Design process – Visual - up to 8 A3 pages with up to 400 words annotations and evidence o stakeholder engagement	25%
Summative internal assessment 2 (IA2): Project designed for a stakeholder applying the human-centred design process Part A: Design brief - Written - up to 400 words in one A3 page Part B: Design proposal - Spoken and visual - up to 3 minutes including a visual presentation and spoken pitch for stakeholder Part C: Design process – Visual - up to 10 A3 pages with up to 500 words annotations and evidence o stakeholder engagement	35%	**Summative external assessment (EA):** Exam: Design challenge in response to a design brief and visual stimulus Time: 2 hours plus 15 minutes planning Length: 4 A3 pages	25%

Prerequisites / Recommended Prior Learning

At least a C+ overall in Year 10 English is required. Prior knowledge in IT, robotics, manual arts or visual art will be of assistance to the student. Completion of Year 10 Design and Technology is highly recommended.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide $25 per term. The Elective Subject Fee Schedule is available from the College Administration Office.

Further Advice

See Mr Steve Johnson – Head of Department Design and Digital Technologies

DIGITAL SOLUTIONS

General Subject (University ATAR Pathway)
Up to 4 QCE credits

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

By the conclusion of the course of study, students will:

- Recognise and describe elements, components, principles and processes
- Symbolise and explain information, ideas and interrelationships
- Analyse problems and information
- Determine solution requirements and criteria
- Synthesise information and ideas to determine possible digital solutions
- Generate components of the digital solution
- Evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

Unit 1: Creating with code	Unit 2: Application and data solutions
Students will: • Investigate algorithms, programming features and useability principles to generate small interactive solutions using programming tools • Gain a practical understanding of programming features • Explore existing and developing trends involving digital technologies	Students will: • Use programming skills to generate a solution that interacts with an existing database via structured query language (SQL) • Plan, develop and generate the interface and code to enable the user to insert, update, retrieve and delete data using an existing database via SQL • Evaluate the security, privacy and ethical effects of storing data in databases from individual, organisational and government perspectives

Unit 3: Digital innovation	Unit 4: Digital impacts
Students will: • Analyse the requirements of groups of people, and use knowledge and skills of problem-solving, computational, design and systems thinking • Determine data, programming and user experience requirements and use available resources to create prototyped digital solutions by programming and developing user interfaces to improve user experiences for web or mobile applications, interactive media or intelligent systems	Students will: • Explore the conditions, environment and methods for enabling data to flow between different digital systems in relation to cyber security • Analyse data privacy and data integrity risks associated with transferring data between applications and evaluate the personal, social and economic impacts associated with the use and availability of both public and private data • Develop an application that simulates the exchange of data between two applications

Assessment

The QCAA mandates the following summative assessments for Units 3 and 4. The school will mirror these assessment techniques in Units 1 and 2 to ensure familiarity with expectations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation: Technical proposal of a non-coded low-fidelity prototype digital solution for a real world problem Length: Visual Spoken and/or written – up to 10 minutes with annotations up to 2000 words	25%	**Summative internal assessment 3 (IA3):** Project: Digital solution with a focus on data security and impacts in real world contexts Length: visual and written – up to 10 A4 pages and annotations up to 1500 words Visual and spoken video up to 2 minutes demonstration of the digital solution	25%
Summative internal assessment 2 (IA2): Project: Digital solution to a given technical proposal Length: visual and written – up to 10 A4 pages and annotations up to 1500 words Visual and spoken video up to 2 minutes demonstration of the digital solution	25%	**Summative external assessment (EA):** Exam: Multichoice, Extended response and short response questions based on stimulus material in response to Unit 4 Time: 2 hours plus 5 minutes perusal Length: 800-1000 words in total	25%

Prerequisites / Recommended Prior Learning

At least a C+ overall in Year 10 English is required. Prior knowledge in IT or robotics will be of assistance to the student. Completion of Year 10 Digital Technologies is highly recommended.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme.
The Elective Subject Fee Schedule is available from the College Administration Office.

All software used will be under a license that allows students to install it on a computer at home. Students may choose a project that requires additional hardware that will need to be provided at their expense.

Further Advice

See Mr Steve Johnson – Head of Department Design and Digital Technologies