Bentley Park College

ASPIRE - LEARN - ACHIEVE

Year 10 Course Selection Handbook

2024

All information in this handbook was current at the time of publication (October 2023)

ACADEMIA CITIZENSHIP THE ARTS TECHNOLOGY SPORT

BENTLEY PARK COLLEGE

A complete Prep to Year 12 education

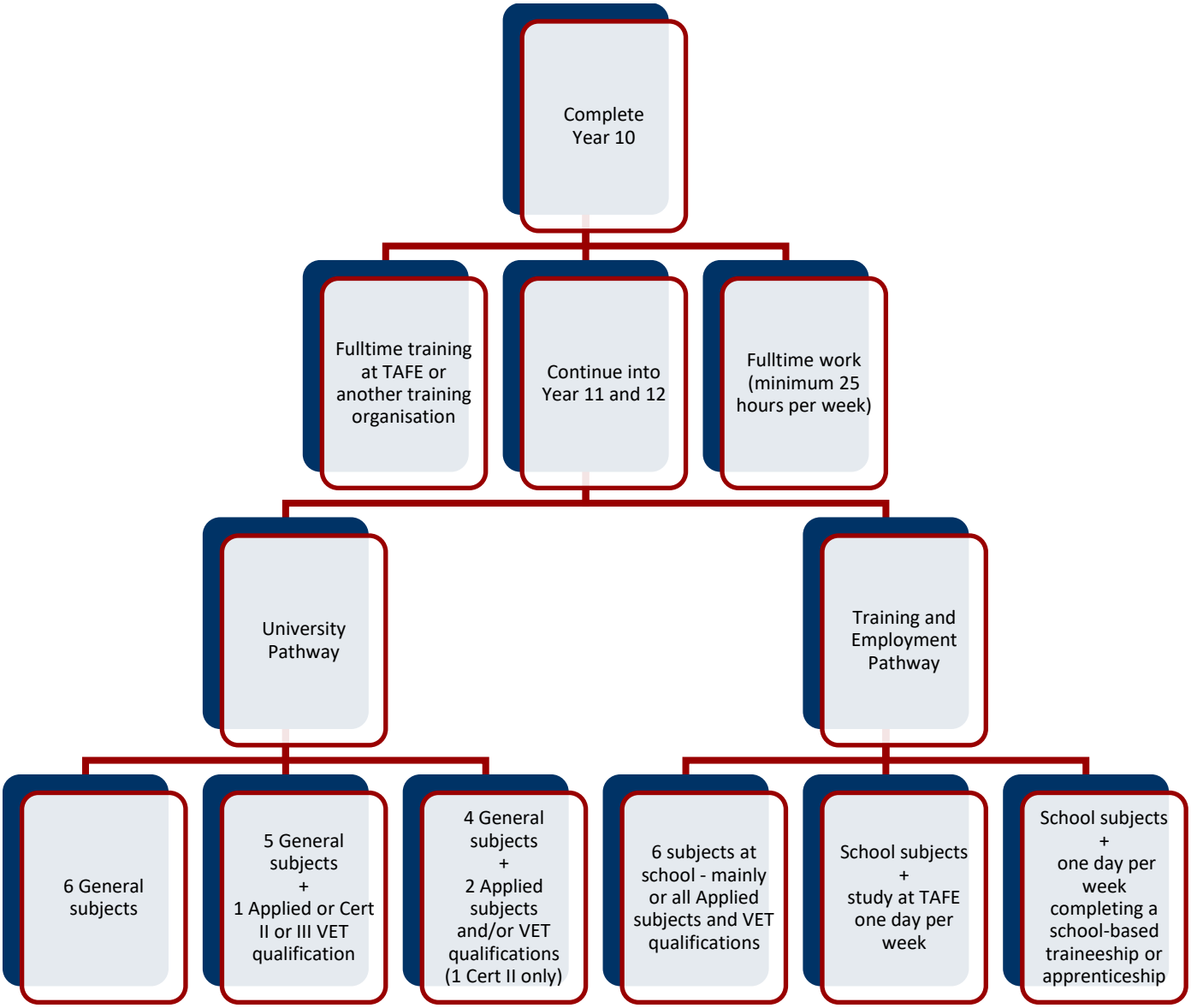
Senior Secondary Pathways

As you complete Year 9 you must start making some significant decisions in relation to your senior secondary pathway based on your goals once you leave high school. Do you think you may want to go to university? Or are you more likely to leave school and get a traineeship or apprenticeship, or pursue further training (e.g. at TAFE) or enter the workforce? It is important that you select your Year 10 electives with these goals in mind.

If you think you may want to go onto university, selecting university pathway / ATAR preparatory electives is crucial to provide you with the prerequisite knowledge and skills to be successful in General subjects in Years 11 and 12.

If you are more likely to seek a traineeship or apprenticeship, go to TAFE or go straight into employment when you leave school, you may find benefit from selecting more practical-based training and employment pathway electives for Year 10 that will lead into Applied subjects or Vocational Education and Training qualifications in Years 11 and 12.

In semester 2 of Year 10 you must decide on which pathway you will follow the following year. This will have a significant impact on your future.



YEAR 11 AND 12 UNIVERSITY PATHWAY

Year 11 and 12 students must study 6 courses, including English and at least 3 more General subjects. They must also study a maths subject. Students studying an appropriate combination of university pathway courses will have an Australian Tertiary Entrance Rank calculating using their final Year 12 results.

GENERAL SUBJECTS

Academically demanding, heavy homework and assessment workload

Only recommended for students who have demonstrated ability and commitment to study in Year 10

Students must meet level of achievement prerequisites to enrol

Typical assessment requirements:

- *Extended response written tasks:* 1500 to 2000 words
- *Spoken tasks:* 5 to 8 minutes
- *Multimodal tasks:* 9 to 11 minutes
- *Projects:* up to 10 pages excluding appendixes (e.g. raw data or other evidence)
- *Exams* (unseen topics): 800 to 1000 words

External assessment for each subject at the end of Year 12. External exams contribute:

- 50% of the overall subject result in Mathematics and Science subjects
- 25% of the overall subject result in all other subjects

External exams assess learning from:

- Units 3 and 4 in Mathematics, Science and Arts subjects
- Unit 4 only for all other subjects

YEAR 11 AND 12 TRAINING AND EMPLOYMENT PATHWAY

Year 11 and 12 students must study 6 courses, including an English and Maths subject. They may undertake one or more Vocational Education and Training (VET) qualifications. They may also undertake a school-based apprenticeship or school-based traineeship.

APPLIED SUBJECTS

Suited for students who are planning on entering the workforce or completing further training through TAFE or another RTO rather than studying at university

Learning is generally more authentic, "real life" contexts and include practical components

Typical assessment requirements:

- *Extended response written tasks:* 600 to 1000 words
- *Spoken tasks:* 3 to 4 minutes
- *Multimodal tasks:* 4 to 7 minutes
- *Projects:* Combination of written, spoken, multimodal performance and/or product
- *Exams*: 500 to 800 words

VET QUALIFICATIONS

Nationally recognised training at a Certificate I, II, III or IV level

Students must complete all of the required units of competency to gain the qualification

Students have multiple opportunities to demonstrate the required knowledge / skills

Students are reported on each unit as either competent or not competent

Students who have not met the course requirements (achieved competency in all units) will be issued a Statement of Attainment rather than the full qualification

Students must have a Unique Student Identifier (USI)

Depending on student interest, Bentley Park College offers the following Year 11 and 12 subjects:

CURRICULUM AREA	UNIVERSITY PATHWAY COURSES	MINIMUM ENTRY REQUIREMENTS
English	English Literature	C+ minimum in Year 10 English B minimum in Year 10 English
Mathematics	General Mathematics Mathematical Methods Specialist Mathematics	C+ minimum in Year 10 Mathematics B minimum in Year 10 Mathematics B minimum in Year 10 Mathematics
Science	Biology Chemistry Physics	B- minimum in Year 10 Science and C+ minimum in Year 10 English B minimum in Year 10 Science and C+ minimum in Year 10 English B minimum in Year 10 Science and C+ minimum in Year 10 English
Humanities	Aboriginal and Torres Strait Islander Studies Ancient History Modern History Legal Studies	C+ minimum in Year 10 English and History C+ minimum in Year 10 English and History C+ minimum in Year 10 English and History C+ minimum in Year 10 English and History
Physical Education	Physical Education	C+ minimum in Year 10 English and Health and Physical Education
Arts	Dance Drama Film, Television and New Media Music	C+ minimum in Year 10 English, Year 10 Dance recommended C+ minimum in Year 10 English, Year 10 Drama recommended C+ minimum in Year 10 English, Year 10 Media Arts recommended C+ minimum in Year 10 English, Year 10 Music recommended
Information Technology	Design Digital Solutions	C+ minimum in Year 10 English, Year 10 Design and Technology recommended C+ minimum in Year 10 English, Year 10 Digital Technologies recommended

NOTE: Students who have not met the above prerequisite results for the subject will not be enrolled in the course.

CURRICULUM AREA	TRAINING AND EMPLOYMENT PATHWAY COURSES
English	Essential English
Mathematics	Essential Mathematics
Science	Aquatic Practices Science in Practice
Humanities	Social and Community Studies Tourism Certificate III in Business
Physical Education	Sport and Recreation Certificate III in Sport, Aquatics and Recreation
Health	Certificate II in Health Support Services Certificate III in Health Services Assistance + Assistant in Nursing (AIN)
Arts	Dance in Practice Media Arts in Practice Music in Practice Visual Arts in Practice
Information Technology	Information & Communication Technology
Home Economics	Early Childhood Studies Fashion Hospitality Practices
Industrial Technology and Design	Building and Construction Skills Engineering Skills Furnishing Skills
TAFE VET in Schools	Certificate I and II qualifications

Advice on choosing subjects for senior secondary

Year 10 subject selections

English (full year) **Mathematics (full year)** **Science (full year)** **History (one semester only)** **Health and Physical Education** **(one semester only)** *(all mandatory)*	**+**	**Two electives (full year)**

Year 11 and 12 subject selections

Essential English or English or Literature **AND** **Essential Mathematics or General Mathematics or Mathematical Methods** *(both mandatory)*	**+**	**Four electives**

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.

Find out about career pathways

Bentley Park College has its own Careers Website (https://bpc-careers.com/) that includes a range of information about:

- Senior schooling
- Post-school options
- Work experience
- School-based apprenticeships and traineeships
- Information for parents

This site also includes a secure portal that allows students to:

- Engage with online activities and quizzes to learn about themselves to identify their strengths and interests
- Investigate career options
- Create a résumé and cover letter

If you are considering careers that require a university degree, you must ensure that you study any prerequisite subjects in Years 11 and 12 that are required to meet the entry requirements for courses. More information about university prerequisites is available at https://www.qtac.edu.au/year-10-students/. Selecting Year 10 electives that lead into these prerequisite subjects is highly recommended.

If you are interested in vocational pathways, you can review courses available through TAFE in Cairns by visiting https://tafeqld.edu.au/. There are a range of other Registered Training Organisations in Cairns that specialise in particular fields.

Student can also explore the Gateway to Industry Schools websites:

- Health – https://www.cyohealthcareer.com.au/ and https://gateway2health.com.au/gateway-resources/students/
- Community Services – https://communitygatewayschools.org.au/
- Information Technology – https://qldictgisp.acs.org.au/career-pathways.html
- STEM – https://www.gatewaytoindustryschools.com.au/careers-pathways
- Building and Construction https://constructionpathways.csq.org.au/

Find out about the subjects offered by the school
Take these steps to ensure you understand the content and requirements of each subject offered at the school:

- Listen carefully at subject selection talks
- Read the subject descriptions and course outlines in this handbook
- Talk to Heads of Departments and teachers of each subject

Choose a combination of subjects that suit your needs and abilities
As an overall plan, it is suggested that you choose subjects:

- You enjoy
- In which you have achieved good results
- Which reflect your interests and abilities
- Which help you reach your career and employment goals
- Which will develop skills, knowledge and attitudes useful throughout your life

Year 10… Frequently Asked Questions

How is the workload in Year 10 different to Year 9?
There is an increase in the workload between Years 9 and 10 in many subjects, particularly in subjects that are preparing you for university pathway subjects in Year 11 and 12. These courses require students to be self-disciplined, motivated and organised in order 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 up to 10 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.

Which pathway is right for me?
Having already experienced subject "tasters" in Years 7 to 9, you need to make choices about your Year 10 subjects based on what will be relevant for your potential career or area of employment. If you are considering study at university, choosing subjects designed for students aiming to go into employment or training at TAFE will mean that you are not as well prepared as you need to be for Years 11 and 12 if you decide to choose university pathway subjects then.

If you are not sure, consider your current levels of achievement. If you are achieving in the B or A range for English, Mathematics and/or Science, then it sounds like university is definitely an option for you. If you are in the high C range for these subjects, then this is probably achievable for you too, with some hard work. If your results are currently a mid-level C or below in English, Mathematics and Science, then going straight from school to university may not be the best option for you if you cannot improve on your results in Year 10. You may be better off studying at TAFE first and entering university as a mature age student in a few more years once you've developed more knowledge and skills in your area of interest.

What if I need to change subjects during Year 10?
If during the course of Year 10 you feel that they have not selected some subjects that are suitable for your ability level or if you change your mind on the pathway you 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, who will provide you with a Subject Change Application Form. Following this, the Subject Change Application Form needs to be signed with approval by the subject area Heads of Department and your parent / carer.

Subject changes will only be processed at the commencement of semester 1 and 2. Subject changes are dependent on class size restrictions.

What are the attendance requirements in Year 10?
Year 10 is a critical year in setting yourself up for success in Years 11 and 12. Therefore it is expected that you consistently demonstrate a commitment to achieving to your potential at school. Students should maintain a **95%** attendance rate. This equates to no more than 10 days off in a year unless there are exceptional circumstances. For absences of three or more consecutive days for illness, a medical certificate is recommended.

What is a school-based apprenticeship or traineeship?
School-based apprenticeships and traineeships (SATs) allow 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. 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 also engage in training with a Registered Training Organisation who deliver theory and practical training either on-the-job or at a training venue.

SAT students work towards attaining a nationally recognised Certificate II or III qualification that contributes credits towards their Queensland Certificate of Education. Traineeships in fields such as retail, business, hospitality and tourism are typically completed by the time a student leaves school. Trade area apprenticeship (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.
SATS are funded under the User Choice Program. This funding can be accessed twice, once for a school-based apprenticeship or traineeship and a second time after a student has left school to allow them to gain higher qualification. For example, if a student completed a Certificate II in Retail Services as a school-based traineeship, they can go on to complete a Certificate III in Retail after they leave school using this funding source.

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. Bentley Park College has employed an Industry Liaison Officer to build partnerships with businesses to increase SAT opportunities for our students. The Industry Liaison Officer supports students through the application process in relation to résumé writing and interview skills. The Industry Liaison Officer also closely monitors students' progress with both their school work and traineeship / apprenticeship and negotiates support if required with teachers or the Deputy Principal as required.

If your family has connections with people in the industry in which your student is seeking a SAT, the Industry Liaison Officer can meet with the potential employer 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 (including linking the employer with an Apprentice Support Network).

For more information visit:
- https://training.qld.gov.au/apprenticeshipsinfo/
- https://www.australianapprenticeships.gov.au/
- https://www.aapathways.com.au/
- http://www.grouptrainingdirectory.com.au/

Students seeking a school-based apprenticeship or traineeship should check the following websites regularly for positions that are available and maintain contact with the Industry Liaison Officer in G block:
- www.skill360.com.au/
- http://www.megt.com.au/
- www.busyatwork.com.au/
- www.mrael.com.au/
- www.apprenticeshipsupport.com.au/

Additionally, engaging in work experience during school holidays provides an excellent opportunity to make connections with people in industry and can lead to potential employment, either casually or through a SAT.

Who can help me if I am not coping in senior secondary?
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:
- Deputy Principal Senior Secondary
- Head of Department Senior Secondary
- Year Coordinators
- Guidance Officer
- Psychologist
- Community Education Counsellor
- Youth Support Coordinator
- Chaplain
- School-Based Youth Health Nurse

Year 10 Subjects

Curriculum Area	Subjects		University Pathway Preparation	Training & Employment Pathway Preparation
English	Mandatory	English (ENG)	✓	✓
Mathematics	Mandatory	Mathematics (MAT)	✓	✓
Science	Mandatory	Science (SCI)	✓	✓
Humanities	Mandatory	History (HIS) – 6 months only	✓	✓
	Elective	Economics and Business (ECB)	✓	✓
Physical Education	Mandatory	Health and Physical Education (HPE) – 6 months only	✓	✓
	Elective	League Education (LED)		✓
Arts	Elective	Dance (DAN)	✓	✓
	Elective	Drama (DRA)	✓	✓
	Elective	Media Arts (MED)	✓	✓
	Elective	Music (MUS)	✓	✓
	Elective	Visual Arts (ART)	✓	✓
Technologies	Elective	Technologies – Food and Fibre Production (TFF)		✓
	Elective	Technologies – Food Specialisation (TFD)		✓
	Elective	Technologies – Materials and Technologies Specialisation (TMT)		✓
	Elective	Technologies – Design and Technology (DAT)	✓	✓
	Elective	Technologies – Digital Technologies (DIG)	✓	
Health	Elective	Certificate II in Health Support Services (HSS)	✓	✓

English (ENG)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

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.

Australian Curriculum:
Year 7 English
Year 8 English
Year 9 English
Year 10 English

→

Year 11 and 12 University Pathways:
English (General subject)
Literature (General subject)
Year 11 and 12 Training and Employment Pathways:
Essential English (Applied subject)

Term 1: Representations of Adolescents	Assessment
Students will: • Analyse and explain how language and images create representations of adolescents • Analyse and evaluate satirical language and texts, and media texts and images • Describe how the media represents youth in ways to position readers and viewers • Apply their understanding of representations and positioning to create their own representations for a purpose • Discern values and character traits that arise and are developed through life events • Describe them in a significant biographical event.	A Biographical Account of a significant Life Event in a young Australian's life. Written: 350 words min.

Term 2: Analysing Literary Texts	Assessment
Students will: • Read a novel which explores social, moral and ethical issues relevant to teens • Analyse the elements of the narrative text and identify how the author has constructed representations of teenagers and their issues throughout the novel • Give voice to a marginalised character by creating and delivering a monologue script	Spoken Imaginative Monologue Spoken Length: 3-5 min
Students will: • Explores social, moral and ethical issues and representations in war poetry • Choose one poem that responds to a relevant social, moral or ethical issue and explain how choices in language and text construction advance a perspective on the issue • Construct an essay using given information in exam conditions	Analytical essay exam response to a selection of war poetry in exam conditions Written: 500-700 words

Term 3: Romeo and Juliet	Assessment
Students will: • Explore the themes of William Shakespeare's Romeo and Juliet • Analyse the play's plot, characters, themes, language and the nature of its tragedy • Analyse themes in the play and analyse them in relation to the play's relevance to modern teens	Written analytical essay in response to a Shakespearean play Written: 500-700 words

Term 4: Reading and Writing the Short Story	Assessment
Students will: • Revisit the genre of short stories and deconstruct and describe features of short stories • Identify the elements of short stories when deconstruction a range of short story texts • Learn salient features and text structures • Develop their own character profiles, conflicts, resolution and ultimately a short story	Spoken Blog Review under supervised conditions 450 words min. Short Story in response to stimulus 500-700 words

Further Advice

See Mrs Franki Vanderkruk – Head of Department English

Mathematics (MAT)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal and work lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Pathways

Essential Mathematics is designed to improve numeracy skills and build confidence for vocational pathways. General Mathematics will improve skills beyond Year 10 Maths and can lead to tertiary studies, vocational studies or work. Mathematical Methods and Specialist Mathematics leads to tertiary studies in the fields of science and engineering.

Australian Curriculum:
Year 7 Mathematics Year 8 Mathematics Year 9 Mathematics Year 10 Mathematics

Year 11 and 12 University Pathways:
General Mathematics (General subject) Mathematical Methods (General subject)
Year 11 and 12 Training and Employment Pathways:
Essential Mathematics (Applied subject)

Term 1: Pythagoras and trigonometry, Algebra	Assessment
Students will study: • Algebra and index laws • Algebra, substitution and algebraic fractions • Algebra, solving linear equations • Trigonometry, angles and elevation and depression, sine and cosine rules	Examination

Term 2: Linear and non-linear relationships and Algebra	Assessment
Students will study: • Compound Interest • Simultaneous equations and inequalities • Simple exponential equations • Quadratic functions	Mathematical Modelling task and report Examination

Term 3: Data and Measurement	Assessment
Students will study: • Factorising and expanding expressions and monic quadratic equations • Solving quadratic equations • Data sets using measures of spread, box and whisker plots • Bivariate data and scatter plots	Mathematical modelling task and report Examination

Term 4: Money and Linear inequalities	Assessment
Students will study: • Geometric proofs in plane shapes including logical reasoning. • Chance and probability	Examination

Further Advice

See Mr Lloyd Greenbury – Head of Department Mathematics

Mathematics (MAT10A)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal and work lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The 10A topics are offered to the students wishing to advance to Mathematical Methods or Specialist Maths in Year 11 and 12. The students in the 10A class will cover the core year 10 curriculum as well as the the topics as listed below. The 10A curriculum is tested separately and achievement at this level is recorded as a statement in each semester report.

Pathways

General Mathematics will improve skills beyond Year 10 Maths and can lead to tertiary studies, vocational studies or work. Mathematical Methods and Specialist Mathematics leads to tertiary studies in the fields of science and engineering.

Australian Curriculum:		Year 11 and 12 University Pathways:
Year 10A Mathematics	→	General Mathematics (General subject) Mathematical Methods (General subject) Specialist Mathematics (General subject)
		Year 11 and 12 Training and Employment Pathways:
		Essential Mathematics (Applied subject)

Term 1: Measurement and Geometry	Assessment
Students will study: • Trigonometry, sine, cosine and area rules • Trigonometry, unit circle and graphing trig functions • Trigonometry, solving trig equations using periodicity and symmetry • Applications of trigonometry, Pythagoras and Trigonometry in three dimensions	Examination

Term 2: Number, Algebra and Measurement	Assessment
Students will study: • Rational and irrational numbers and perform operations with surds and fractional indices • Apply the laws of logarithms • Surface area of right pyramids, right cones, spheres and related composite solids	Examination

Term 3: Algebra, Data	Assessment
Students will study: • Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations • Apply the understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation • Factorise monic and non-monic quadratic expressions and solve a range of quadratic expressions from a variety of contexts • Mean and standard deviation of data • Bivariate numerical data and linear regression	Mathematical modelling task and report Examination

Term 4: Number, Algebra and Geometry	Assessment
Students will study: • Polynomial division using factor theorem and remainder theorem • Solving exponential equations • Apply angle and chord properties of circles.	Examination

Further Advice

See Mr Lloyd Greenbury – Head of Department Mathematics

Science (SCI)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

In Science students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Pathways

A course of study in Science can establish a basis for further education and employment in the fields of medicine, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, conservation and sustainability, forensic science, environmental science, engineering, pharmacy, sports science and aquaculture.

Australian Curriculum:
Year 7 Science Year 8 Science Year 9 Science Year 10 Science

Year 11 and 12 University Pathways:
Biology (General subject) Chemistry (General subject) Physics (General subject)
Year 11 and 12 Training and Employment Pathways:
Aquatic Practices (Applied subject) Science in Practice (Applied subject)

Term 1 - Biology: Genetic and Evolution	Assessment
Students will: • Explain that the transmission of heritable characteristics involves DNA and genes • Identify how the theory of evolution by natural selection explains the diversity of living things • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Communicate scientific ideas, construct evidence-based arguments and use appropriate scientific language, conventions and representations	Task 1: Evolution Investigation 2 weeks class time 600 – 800 word report Task 2: Genetics Exam 2 x 70 minute lessons

Term 2 - Physics: Forces and Motion	Assessment
Students will: • Explain energy conservation in a system by describing energy transfers and transformations • Describe Newtons 3 laws of motion and apply them to predict the motion of objects • Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies • Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of data	Task 3: Physics Exam 2 x 70 minute lessons

Term 3 - Chemistry: Matter and Reactions	Assessment
Students will: • Students will: • Explain atomic structure and how elements are organised in the Periodic Table • Identify types of chemical reactions and explain how rates of reactions can be changed • Formulate questions or hypotheses that can be investigated scientifically • Plan, select and use appropriate investigation types, to collect reliable data; assess risk and address ethical issues associated with these methods • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence	Task 4: Chemistry Exam 2x 70 minute lesson Task 5: Experimental Investigation 3 weeks class time 600 - 800 words

Term 4 - Global systems and the Universe	Assessment
Students will: • Use the Big Bang theory to explain the origin of the universe • Explain how global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere • Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems	Task 6: Global Systems Exam 70 minute lesson

Further Advice

See Mrs Kim Wilson – Head of Department Science

History (HIS)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

History is designed to support student success in the Senior Humanities subjects and in critically understanding the state of the current world and their place in it. This course is highly recommended for students wishing to take on General Subjects in Senior Humanities as it provides opportunities to develop critical skills in inquiry. The Year 10 curriculum provides a study of the historical elements of the modern world, especially in relation to Australia and the Asia-Pacific Region.

Pathways

A course of study in History can establish a basis for further education and employment in the fields of law, education, psychology, health, sociology, archaeology, business, economics, politics, anthropology, journalism, cultural arts industries, writing, academia and strategic analysis.

Australian Curriculum:
Year 7 History Year 8 History Year 9 History Year 10 History

Year 11 and 12 University Pathways:
Aboriginal and Torres Strait Islander Studies (General subject) Ancient History (General subject) Modern History (General subject) Legal Studies (General subject)
Year 11 and 12 Training and Employment Pathways:
Social and Community Studies (Applied subject) Tourism (Applied subject)

Term 1 or 3: World War Two	Assessment
Students will: • Learn how the twentieth century became a critical period in Australia's social, cultural, economic and political development • Explore how the transformation of the modern world, during a time of political turmoil, global conflict and international cooperation, provides necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing • Research and construct an independent source analysis, including inquiry questions, which investigates evidence relevant to a key aspect of World War Two and its influence	Investigation – independent source analysis Written: 600 words minimum

Term 2 or 4: Rights and Freedoms	Assessment
Students will: • Identify struggles for access to rights and freedoms that occurred in Australia • Examine the Australian context of the Human Rights Movement – related to sovereignty, declaration of terra nullius, arrival of the First Fleet, to Federation and the present day • Define discrimination and explore the fight for civil rights through a 'Beyond our Borders' activity • Describe key figures involved in the gaining of rights and freedoms of First Nations Peoples of Australia	Extended response to Stimulus Exam (analytical essay) Written: 90 minutes

Further Advice

See Ms Karen Van Harskamp – Head of Department Humanities

Health and Physical Education (HPE)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

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 may select from a mainstream course, where they will experience a range of sports and physical activities, or a rugby league specialisation stream.

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.

Australian Curriculum:
Year 7 Health and Physical Education Year 8 Health and Physical Education Year 9 Health and Physical Education Year 10 Health and Physical Education

Year 11 and 12 University Pathways:
Physical Education (General subject)
Year 11 and 12 Training and Employment Pathways:
Sport and Recreation (Applied subject)
Year 11 and 12 Vocational Education and Training:
Certificate III in Sport, Aquatics and Recreation

Term 1 or 3: Tactics in Sport	**Assessment**
Students will: • Devise tactical awareness strategies to optimise performance within a chosen net and court or invasion game. • Demonstrate this strategy within an authentic game situation where you will identify the tactic used to improve your performance through video evidence. • Evaluate your performance through a written response	Investigation report Written response 600 – 800 words Performance completed in authentic game play for 1 – 2 minutes (video)

Term 2 or 4: Ethics and integrity	**Assessment**
Students will: • Identify what constitutes ethics, values, morals and integrity in the context of culture in sport • Investigate and respond to ethical dilemmas presented as scenarios • Become familiar with and begin to use a framework for ethical decision-making.	Extended response to stimulus (within Virtual Reality) Written response 600 – 800 words

Further Advice

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

Economics and Business (ECB)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

Economics and Business as a subject explores aspects of economic systems and business operations that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions. The Year 10 curriculum has a focus on the economy of Australia and the content is taught through contemporary issues, events and/or case studies. The program is designed to cover different contexts - personal, local, national, regional, global and explores critically how people meet their needs and wants.

Pathways

The study of Economics and Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Australian Curriculum:	→	Year 11 and 12 Vocational Education and Training:
Year 9 Economics and Business Year 10 Economics and Business		Certificate III in Business

Term 1: Australian economic performance and living standards	Assessment
Students will: • Interpret economic indicators to evaluate Australia's economic performance. • Investigate links between economic performance and living standards. • Investigate how and why variations exist between economies.	Project – group presentation with hand-in materials. 3 to 4 Minutes. 400–600 words.

Term 2: Super superannuation	Assessment
Students will: • Examine ways that governments manage economic performance to achieve desired goals, such as improved living conditions. • Analyse an explain ways that individuals can plan and manage finances in the long term, considering different personal contexts and circumstances.	Examination – Short response/extended response to stimulus. Up to 90 Minutes. 400–600 words, comprising - short response 50–100 words per item - extended response 400–600 words

Term 3: I want to buy that! The art of influencing consumers	Assessment
Students will: • Assess the factors that influence major consumer and financial decisions, including the short term as well as long term consequences of these actions.	Investigation – formal speech with multimodal visual aids. - written responses 400–600 words - spoken/signed or multimodal responses 2–4 minutes.

Term 4: Managing the workforce and improving productivity	Assessment
Students will: • Evaluate the way businesses respond to changing economic conditions and improvement productivity through organisation management and workforce management.	Project – essay/business case study. - written responses 400–600 words

Further Advice

See Ms Karen Van Harskamp – Head of Department Humanities

Dance (DAN)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

Dance involves using the human body to express ideas in particular styles to communicate with an audience. It is through movement, with or without music, that students will explore the elements of Dance, express ideas and create or perform dances for an audience. In Dance students develop physical coordination, discipline and self-confidence whilst working in teams and individually. They create and practice movements for dance pieces whilst working positively with others. They analyse, evaluate, perform and cooperate with others and learn how to conceptualise, improvise and plan ideas to express ideas with dance techniques and movements. By investigating dance they learn to understand how the body is used to communicate with an audience, recognise choreography ideas and evaluate performances. Through the study of dance making skills, students also develop knowledge on the use of movement to create meaning, increase physical stamina and flexibility, rehearse movement sequences and create full performance pieces for public display at College and community events.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance and to broader areas in the creative industries and cultural institutions. This includes arts administration and management, communication and media, education, public relations, events and production management.

Australian Curriculum:
Year 7 Dance Year 8 Dance Year 9 Dance Year 10 Dance

→

Year 11 and 12 University Pathways:
Dance (General subject)
Year 11 and 12 Training and Employment Pathways:
Dance in Practice (Applied subject)

Semester 1: Dance on Screen	Assessment
Students will: • Make and respond to dance by exploring their personal dance style through the study of Musical Theatre learning and comparing the genres of Broadway Jazz and Cabaret in film to communicate a choreographic intent • Choreograph, perform, and analyse Musical Theatre dance in a film context • Understand how the Dance Concepts including elements of dance, choreographic devices, form, and production elements together communicate meaning to an audience • Practice and refine technical skills to develop proficiency in Broadway Jazz and Cabaret techniques combined with associated expressive skills	Performance (1-2 mins) – teacher devised Responding Essay (500-700 words) Choreography (min. 1-minute) – student devised in small groups *Both Performance and Choreography tasks will be presented to a live audience

Semester 2: Dance in Culture	Assessment
Students will: • Make and respond to dance by exploring their personal dance style through the study of Contemporary Dance inspired by African and Australian ritual dance stories, symbolism, and culture to communicate a choreographic intent • Improvise to find new movement possibilities and explore personal style by manipulating elements of dance and structure dances works using movement motifs, choreographic devices, and form to communicate intent • Practice, refine, and perform dances with technical skills to develop proficiency in genre and style-specific techniques • Evaluate their own choreography and analyse a range of dance works from contemporary and past times to explore differing viewpoints to enrich their future practice	Responding Exam (400-600 words) Choreography & Performance (min. 1-minute) – student devised, solo dance work *Choreography & Performance task will be presented to a live audience

Further Advice

See Mrs Fiona Johnson – Head of Department Arts

Drama (DRA)

UNIVERSITY PATHWAY SUBJECT

Drama fosters creative and expressive communication. It challenges by communicating stories, experiences, emotions and ideas that reflect the human experience. Drama engages students in using a range of artistic skills as they make and respond to dramatic works. Students experience, communicate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages - how they contribute to the creation, interpretation, critique of dramatic action, and meaning. They study a range of forms, styles and conventions ranging from historical traditions to current practice and emerging trends, including those from different cultures. By the conclusion of the course of study, students will apply literacy skills, analyse, interpret, evaluate, synthesis and argue a position about how dramatic languages are used to create and communicate meaning.

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 and media, education, public relations, events and production management.

Australian Curriculum:
Year 7 Drama Year 8 Drama Year 9 Drama Year 10 Drama

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Year 11 and 12 University Pathways:
Drama (General subject)
Year 11 and 12 Training and Employment Pathways:
Drama in Practice (Applied subject)

Term 1: Realism and Directing	**Assessment**
Students will: • Read, interpret and analyse a published script. • Direct other students in a small scene – skills of blocking. • Perform a realistic scene. • Combine drama elements, techniques, skills and processes. • Present pieces to display expressive and interpretive skills.	Individual Task – Directorial vision oral presentation and direct a scene from a play. 2 weeks to prepare. 5 minutes to direct. Group Task – Perform a realistic scene. Choose an annotated script for the group. 3 weeks to prepare. 2 minutes per person.

Term 2: Improvisation	**Assessment**
Students will: • Practice a variety of improvisation games to develop skills • Create short scenes in response to stimulus • Combine drama elements, techniques, skills and processes • Participate in games to display creative and spontaneous thinking.	Group Task – Compete in an Improvisation Competition, consisting of different performance games. 7 weeks to develop skills, & 1 night to compete.

Term 3: Australian Gothic Theatre	**Assessment**
Students will: • Develop an understanding of Dramatic Languages & Magical Realism • Explore the conventions of Australian Gothic Theatre • Focus on using Technical Elements to create tension and mood • Combine projections, lighting, sound, set, and language • Form an idea for presenting a scene and represent this by staging photographs • Respond to a professional live theatre production.	Individual Task – Multimodal with staged images of dramatic action as storyboards Write a 500 word overview. Use technical theatre elements to create mood. 3 weeks to construct and write. Individual Task – Write a 500 word assignment. Analyse scenes from an Australian Gothic play.

Term 4: Documentary Drama	**Assessment**
Students will: • Experiment with the dramatic form and style of documentary drama. • Tell the story of someone's life, an historical event or a news story. • Create a script describing possible sections of the performance. • Consider conventions from visual/technological & verbatim theatre.	Individual Task – Documentary Drama style script. 3 weeks to prepare. 2-3 minutes. Group Task – Rehearse & Perform a play. Collate scripts and create a 7 minute piece performed on stage or for camera.

Further Advice

See Mrs Fiona Johnson – Head of Department Arts

Media Arts (MED)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

Film, Television and New Media involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, games, online Internet and mobile media platforms. This subject enables students to create and communicate representations of diverse worlds for a variety of audiences. It also investigates the impact and influence of media artworks and institutions have in the world. Students learn to plan, design and make media products both individually and in teams to develop skills in photography, filming, audio production, lighting, green screen compositing and editing.

Pathways

A course of study in Film, Television and New Media can establish a basis for further education and employment in areas of the creative industries and information technologies. Diverse fields of study and employment use skills inherent in the subject, including marketing and advertising, arts administration and management, communication, design, education, film and television production, public relations, social media marketing and the entertainment industry.

Australian Curriculum:
Year 7 Media Arts Year 8 Media Arts Year 9 Media Arts Year 10 Media Arts

Year 11 and 12 University Pathways:
Film, Television and New Media (General subject)
Year 11 and 12 Training and Employment Pathways:
Media Arts in Practice (Applied subject)

Term 1: Scream Out Loud (Part A)	Assessment
Students will: • Explore the media genre of horror/suspense • Explore the key areas of languages, representation and audiences • Evaluate how technical / symbolic elements are manipulated to create and challenge representations framed by media conventions and tools	Extended Response Exam: Written Analytical essay on codes and conventions in the horror / suspense / thriller genre. 350-500 words Still Image: Movie Poster

Term 2: Scream Out Loud (Part B)	Assessment
Students will: • Develop ideas for their own thriller genre production • Write a synopsis, draw storyboards and plan for production • Contribute to production of a film product as part of a team • Develop ideas for narrative structure for a short film • Produce a film to submit in a film festival eg Understory High	Design: Moving Image Create synopsis and storyboards conveying elements of horror / suspense. 400-500 words. 20 Storyboards. Production: In small groups shoot and edit one of the designs submitted. 3-4 minutes.

Term 3: Ok Go!	Assessment
Students will: • Analyse and apply the codes and conventions of music videos • Design and produce a music video for an own choice song • Collaborate to apply design, production and distribution processes to manipulate genre and media conventions of music videos. • Use technical / symbolic elements for specific purposes, meaning, style	Design: Individually design a production for a music video to own choice song. Treatment - 400-500 words Storyboard - 8-12 drawings Production: Small group - 2 minute film Still Image: Headshot / group promotional material

Term 4: Dystopian Cinema	Assessment
Students will: • Use genre and media conventions, technical and symbolic codes to create representations and meaning • Manipulate moving images to create a dystopian film scene • Analyse the codes and conventions of a dystopian feature film, focusing on languages, technologies and representations.	Production: 45 second -1 minute Dystopian scene/s Individual editor and producer role.

Further Advice

See Mrs Fiona Johnson – Head of Department The Arts

Music (MUS)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

The music course is about skill development in three areas – performing, composing and musicology (the study of music). The course is designed to complement skills of the Instrumental Music program through developing a deeper understanding and appreciation of the creative process and design of music. It is also for those who are drawn to the subject because they have a love of music and want to learn to play instruments, perform (solo/groups) and create music. Practical aspects of the course include skills on contemporary instruments (ukulele, guitar / bass, keyboard, drums, singing). Through continuous and sequential music learning with performing, composing and listening with intent to music, students have access to knowledge, skills and understanding that can be gained in no other way.

Pathways

A course of study in music can establish a basis for further education and employment in the fields of performance, arts administration, communication and media, education, creative industries, public relations, and events management.

Australian Curriculum:
Year 7 Music Year 8 Music Year 9 Music Year 10 Music

→

Year 11 and 12 University Pathways:
Music (General subject) Music Extension (General subject) – Year 12 only
Year 11 and 12 Training and Employment Pathways:
Music in Practice (Applied subject)

Term 1: Yesterday Part A	Assessment
Students will: • Investigate artists of influence • Learn to play songs on ukulele, guitar, keyboard and voice • Create cover versions and remixes of songs • Examine music elements and their use in various music styles	Formative tasks Performance: Small group ensemble - cover version of a song.

Term 2: Yesterday Part B	Assessment
Students will: • Use technology to create music for a particular purpose / style. • Continue to investigate artists of influence • Learn to play songs on ukulele, guitar, keyboard and voice • Develop music theory and listening skills	Composition: Use technology to create a mash up or remix from stems and loops of a song Written: Assignment - recall and apply theory, analysis and evaluation of repertoire 400-500 words

Term 3: Your Song Part A	Assessment
Students will: • Use creative processes for song writing – tools, techniques and theory of music language • Connect theory knowledge to practical application for writing and recording song ideas • Investigate songwriters to analyse use of music elements in songs from a range of styles and genres • Learn to play songs on ukulele, guitar, keyboard and voice	Composition: Contemporary song writing: 16 - 32 bars – verse and chorus in choice of style - with a multimodal of 6 slides on a model song and statement of composition intent 50 - 100 words

Term 4: Your Song Part B	Assessment
Students will: • Use technology tools to record song ideas • Investigate songwriters to analyse use of music elements in songs from a range of styles and genres • Learn to play songs on ukulele, guitar, keyboard and voice • Perform for audience • Learn and use music industry and event skills at a College event	Performance: MMADDness - Own choice piece of music ensemble or solo for an audience with performance statement 50-100 words Written: Exam – recall and apply theory, analysis and evaluation of repertoire. 200 – 400 words

Further Advice

See Mrs Fiona Johnson – Head of Department – The Arts

Visual Art (ART)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

Art is a powerful and persuasive means of communication. It expresses the wide range of beliefs, values and meanings held and applied in society. Art is a significant means of understanding, transmitting and transforming cultures. Visual Art is a means of personal expression by which students make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and object. 80% of all information that teens process in any given day is now visual in nature. This places visual literacy high on the list of priorities for adolescent education. Visual literacy enhances students' capacities to think, create and question and provides skills to interpret and express ideas. Art teaches students how to research, develop and resolve their ideas. It requires the skills of problem solving and thinking with flexibility to consider a variety of solutions and processes. In all units students will be involved in:

- Creating images and objects
- Researching artists, artworks and art styles
- Analysing and evaluating artworks
- Comparing and contrasting the work of their peers and professional artists
- Appraising, critiquing, responding

Pathways

A course of study in Visual Art can lead to pathways in advertising, marketing, graphic design, fine art, gallery management, curator, artist, art teacher, art director, fashion, visual merchandiser, window dresser, arts law, printer, journalism.

Australian Curriculum:
Year 7 Visual Art
Year 8 Visual Art
Year 9 Visual Art
Year 10 Visual Art

Year 11 and 12 University Pathways:
Visual Art (General subject)
Design (General subject)
Year 11 and 12 Training and Employment Pathways:
Visual Arts in Practice (Applied subject)

Term 1: Beautiful Bentley	Assessment
Students will: • Investigate artists, artworks and art styles of influence • Describe, appraise, critique and respond to art works • Creating images through painting and drawing • Exploration of built environment	Making Folio - Visual Diary with all class experiments and theory - painting Responding Written – Critique - Art work study - paragraphs 400-500 words

Term 2: Humanity vs. Nature	Assessment
Students will: • Use technology to create music for a particular purpose / style. • Produce a 1 minute stop motion animation using a range of techniques • Exploring wet and dry media • Designing images and objects for different contexts	Making Folio - Visual Diary with class experiments, theory, final animation product Responding Written - Artist statement 50-100 words

Term 3: Emotional Exposure	Assessment
Students will: • Explore symbols, signs and representations that communicate • Investigate their own identity – culturally; socially; historically • Represent human identity and emotion • Proportions of the human head and face – drawing and sculpture • Create a clay self-portrait with embellishments or symbols	Making Folio - Visual Diary with all class experiments and final 3D clay portrait sculpture Responding Written - Exam - demonstrating knowledge of terminology, WH&S practices creative processes and analysis for art works

Term 4: Feather or Fur	Assessment
Students will: • Gather and compile evidence and research for design • Document printmaking processes for colour reduction lino printing • Explore printmaking techniques – design, cutting, inking, edition making	Making Folio - Visual Diary with all class experiments, theory and final Print artwork Responding Written - Artist statement 50-100 words

Further Advice

See Mrs Fiona Johnson – Head of Department The Arts

Technologies - Food and Fibre Production (TFF)

TRAINING AND EMPLOYMENT PATHWAY SUBJECT

Food and fibre are the human-produced or harvested resources used to directly sustain human life and are produced in managed environments such as farms and plantations or harvested from wild stocks. Challenges for world food and fibre production include an increasing world population, an uncertain climate and competition for resources such as land and water. Students need to engage in these challenges by understanding the processes of food and fibre production and by investigating innovative and sustainable ways of supplying agriculturally produced raw materials. Students will progressively develop knowledge and understanding about the managed systems that produce food and fibre through creating designed solutions.

Pathways

This subject assists students to develop the skills and knowledge to lead into the areas of Fashion and Food and Nutrition. Fashion explores what forms the basis of fashion culture, fashion technology and fashion design. Fashion culture explores fashion history, trends and careers. Fashion technologies examine textiles and materials and the technical skills for construction. 'Fashion design' focuses on the design process and visual literacies, leading to employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures. Food & Nutrition is a General subject suited to students who are interested in university pathways beyond school that lead to further education and employment in the fields of science, technology, engineering and health.

Australian Curriculum:	Year 11 and 12 Training and Employment Pathways:
Year 7 Food and Fibre Production Year 8 Food and Fibre Production Year 9 Food and Fibre Production Year 10 Food and Fibre Production	Hospitality Practices (Applied subject) Early Childhood Studies (Applied subject) Fashion (Applied subject)

Semester 1: The Commercial Context	Assessment
Students will: • Analyse the requirements of a range of uniforms in the commercial world and the school setting • Identify and explain appropriateness of fabrics, design styles and construction techniques used in the production of various uniforms in relation to the end use of the uniform • Determine the requirements of a school uniform jumper and then design and produce a school jumper that conforms to school uniform constraints • They will also research and propose possible re-designs that can occur to a range of uniforms in a school-based setting and in a commercial world to make them more sustainable in terms of the fabrics used and the recycling or upcycling of used uniforms to move away from them being part of the "Fast Fashion" world	**Term 1:** Design Project – Product – School Jumper **Term 2**: Exam – Extended response to stimulus – Uniform Recycling/ Upcycling

Semester 2: The Ownership	Assessment
Students will: • Investigate "Fast Fashion" and "Fast Food" and compare and contrast this to the new and upcoming "Slow Fashion" and "Slow Food" movements • Analyse and critique a range of products they use in their own home or family to determine what items could be modified and "slowed" down • Build and create their own items through the modification or adaptation of a standard item. • Learn skills and processes to modify an item to perform an alternative function. • Adapt recipes to utilise what is in the cupboard or may customise a fashionable item into clothing that is unique and personal.	**Term 3:** Investigation report – "Slow" Food/ Fashion vs. "Fast" Food/Fashion **Term 4:** Design Project – Portfolio – Modified Food and Fibre Designs

Further Advice

See Mr Brent Cibau – Head of Department Home Economics and Industrial Technology and Design

Technologies – Food Specialisations (TFD)

TRAINING AND EMPLOYMENT PATHWAY SUBJECT

Food specialisations includes the application of nutrition principles and knowledge about the characteristics and properties of food to food selection and preparation; and contemporary technology-related food issues. There are increasing community concerns about food issues, including the nutritional quality of food and the environmental impact of food manufacturing processes. Students need to understand the importance of a variety of foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives. Students will progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.

Pathways

The development of skills and knowledge gained through the units of work will lead into the areas of Hospitality Practices, Certificate II Hospitality, Certificate II Kitchen Operations and Food and Nutrition. The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses or could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation. Food & Nutrition is a General subject suited to students who are interested in university pathways beyond school that lead to further education and employment in the fields of science, technology, engineering and health.

Australian Curriculum:	Year 11 and 12 Training and Employment Pathways:
Year 7 Food Specialisations Year 8 Food Specialisations Year 9 Food Specialisations Year 10 Food Specialisations	Hospitality Practices (Applied subject)

Semester 1: The "How To" of Hospitality	Assessment
Students will: • Investigate hygiene and safety processes for a commercial cookery situations. • Produce a series of cookery tasks to demonstrate their hygiene and safety skills in various Hospitality contexts. • Develop a range of commercial cookery preparation and presentation skills and techniques through the completion of design challenges. • Investigate a range of hospitality service styles including Café, Fine dining, Food Truck, Fast Food, Buffet • Plan and create menus for a range of hospitality situations taking into account various health, lifestyle and religious considerations as well as current food trends	**Term 1:** Short Response Exam – Safety, Hygiene, Prep and Present **Term 2:** Design Brief – Product and service – Menu Planning Challenge

Semester 2: Stylish Services	Assessment
Students will: • Investigate various hospitality establishments and the types of service they offer, e.g. Food Trucks, Cafes, restaurants, food boxes, market stalls. • Investigate how food trends influence service and menus in various hospitality establishments • Analyse the sustainability practices that are used within hospitality and the impact this has on the products and services offered • Design, prepare and present a range of dishes for each of the different types of hospitality establishments and food trend movements including "Food boxes"	**Term 3:** Design Project – Portfolio – Funky Food Service **Term 4**: Design Project – Product – Sustainable Food Box Challenge

Further Advice

See Mr Brent Cibau – Head of Department Home Economics and Industrial Technology and Design

Technologies – Materials and Technologies Specialisation (TMT)

TRAINING AND EMPLOYMENT PATHWAY SUBJECT

Technologies – Materials and Technologies Specialisations is focused on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies. We live in and depend on the human-made environment for communication, housing, employment, medicine, recreation and transport; however, we also face increasing concerns related to sustainability. Students will progressively develop knowledge and understanding of the characteristics and properties of a range of materials either discretely in the development of products or through producing designed solutions for a technologies specialisation.

Pathways
The development of skills and knowledge to lead into the areas of Engineering Skills, Industrial Technology Skills, Building and Construction Skills and Furnishing Skills subjects.

Engineering Skills focuses on practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry, with employment pathways into engineering trades such as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Industrial Technology Skills focuses on practices and production processes required to manufacture products in a variety of industries, including aero-skills, automotive, building and construction, engineering, furnishing and plastics.

Building and Construction Skills focuses on the practices and construction processes required to create, maintain and repair the built environment that can establish a basis employment such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Furnishing Skills focuses on practices and production processes required to manufacture furnishing products with high aesthetic qualities that can lead to employment in furnishing trades such as a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Australian Curriculum:	→	Year 11 and 12 Training and Employment Pathways:
Year 7 Materials and Technologies Year 8 Materials and Technologies Year 9 Materials and Technologies Year 10 Materials and Technologies		Building and Construction Skills (Applied subject) Furnishing Skills (Applied subject) Engineering Skills (Applied subject)

Semester 1: Pit Lane - Automotive	Assessment
Students will: • Investigate the services that are required to design and perform a "Pit Lane" Automotive service, efficiently, effectively and in line with Australian mechanical standards. • Investigate the different areas of the services that will be performed, and the parts and equipment required for the services, including areas such as tyres, brakes, detailing, wipers, oil and filter change • Develop promotional and marketing material to advertise your services to the community and a pricing structure for the services to be provided	**Term 1**: Investigation task – What is a Pit Lane Service? **Term 2**: Design Project – Service – Pit Lane Services

Semester 2: Pet Shelters	Assessment
Students will: • Design and produce a pet shelter that could be used at home for your own pet, made for sale to a staff or other community member or made to be sold through a market stall and produced from a range of materials including, Timber, Metal, Plastics and Recyclables • Investigate and experiment with different materials, construction methods and finishing processes and features required to make a pet shelter useful, aesthetically pleasing, have modern streamlined elements and be easy to move and carry and suitable to a particular type of pet's needs	**Term 3**: Investigation task – What makes a good Pet Shelter? **Term 4**: Design Project – Product – Pet Shelters

Further Advice
See Mr Brent Cibau – Head of Department Home Economics and Industrial Technology and Design

Design and Technologies (DAT)

UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

Design and Technologies focuses on the application of technologies in design thinking to envisage solutions 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.

Pathways

A course of study in Design and Technology 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. Potential pathways include but are not limited to web designer, games designer, graphic designer, architectual draftsman or architect.

Australian Curriculum:
Year 7 Design and Technologies Year 8 Design and Technologies Year 9 Design and Technologies Year 10 Design and Technologies

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Year 11 and 12 University Pathways:
Design (General subject)
Year 11 and 12 Vocational Education and Training:
Information & Communication Technology (Applied subject)

Term 1: Human Centred Web Design	**Assessment**
Students will learn: • Interior and architectural design • Sketching floor plans designs. • Research skills – emergency shelters and natural disasters. • Sketch Up 3D – software • Evaluating and annotating.	**Environmental Design Exam** Plan, design, and annotate floor plans for repurposing a shipping container into a temporary emergency shelter. • Exam (3 x 1hr lessons) **Designing for Sustainability Investigation** • Portfolio - Multimodal

Term 2: Environment and Product Sustainability	**Assessment**
Students will learn: • Accessories and objects • Investigation of the local market and makers who contribute to events and economy of the region • Production methods • 3D Printing • Vacuum forming • Laser cutting	**Entrepreneurial Design Project** • Project – multimodal, including virtual presentation.

Term 3: 21st Century Service Design	**Assessment**
Students will learn: • The design process of the web design workflow from explore to develop phases. • Visual documentation of the design process including wireframing, style guides and mock ups. • Principles of web design, UX design and layouts. • Design briefs, design criteria and design proposals. • Evaluating designs throughout the process.	**Web Design Project** To investigate, explore, and design a website, using a human-centered design approach that must meet and suit a community need • Portfolio - multimodal.

Term 4: Young Entrepreneurs and Innovators	**Assessment**
Students will learn: • Script writing • Storyboards • Avatar design and animation • Video creation in Adobe Character Animate • Designing and creating QR codes	**21st Century Design Project** • Project – multimodal, including virtual presentation.

Further Advice

See Ms Tracy Shorten – Head of Department Information Technology

Digital Technologies (DIG)

UNIVERSITY PATHWAY SUBJECT

Digital Technologies enables students to learn about algorithms, computer languages and user interfaces through generating digital technologies solutions to various problems.

Students will also undertake learning in this course relating to robotics.

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

Potential pathways include but are not limited to web developer, games developer, programmer, computer scientist, database architect and engineer.

Australian Curriculum:	Year 11 and 12 University Pathways:
Year 7 Digital Technologies Year 8 Digital Technologies Year 9 Digital Technologies Year 10 Digital Technologies	Digital Solutions (General subject)

Term 1: Expert Systems and Algorithms	Assessment
Students will learn: To build an expert system to respond to a selected situation. • Collect and process data from an expert source. • Create structures that allow for unique conclusions. • Investigate algorithms • User interfaces, servers, and databases • Storing and retrieving of data.	**Expert Systems Project** • Digital – Excel Web-based application **Algorithms - Investigation** • Annotated diagram of how data is moved in a Web Based Application • Algorithms required for a Web Based Application. • Written explanation of Web Based Applications between 200 to 300 words

Term 2: Robotics Interface	Assessment
Students will learn: • Design and development of robotics solutions • Explore and identify problems • Developing prototypes • Produce individual solution components with documentation • Testing and evaluation of solutions	**Robotic Interfaces Project** Written documentation between 300 and 500 words in dot points, annotated sketches and graphic organisers evaluating product and process with conclusions and written algorithms

Term 3: SQL and Data Bases	Assessment
Students will learn: • Database design • Database development • Designs for Data structures and flow • Application design and development • Client requirement identification • Testing and evaluation of applications	**Representing Data and Algorithms** • SQL Exam 60 minutes • Web Data Investigation - multimodal response

Term 4: Encryption	Assessment
Students will learn: • Digital systems – restricted and authorised usage. • Encoded information and 'key' for decoding messages. • Cybercrime • Designing a secure digital system • Internet security	**Encryption Project** • Written responses including graphical representations 300–400 words • Multimodal responses 3–4 minutes

Further Advice
See Ms Tracy Shorten – Head of Department Information Technology

HLT23221 Certificate II in Health Support Services

VOCATIONAL EDUCATION QUALIFICATION – UNIVERSITY OR TRAINING AND EMPLOYMENT PATHWAY SUBJECT

Connect 'n' Grow (RTO Code: 40518)

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 conducting basic health checks, infection control, routine stock maintenance, communication skills, customer service, working in teams, working with diverse people and workplace health and safety.

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 Connect 'n' Grow (RTO 40518).

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).

Year 10:	Year 11 and 12:
Certificate II in Health Support Services	Certificate III in Health Services Assistance Assistant in Nursing (AIN)

Course Structure and Competencies	Assessment
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. • HLTHSS009 Perform general cleaning tasks in a clinical setting • HLTINF016 Apply basic principles and practices of infection prevention and control • HLTWHS001 Participate in workplace health and safety • HLTWHS005 Conduct manual tasks safely • HLTHSS011 Maintain stock inventory • CHCCCS010 Maintain a high standard of service • CHCCOM005 Communicate and work in health or community services • CHCDIV001 Work with diverse people • CHCPRP005 Engage with health professionals and the health system • BSBPEF202 Plan and apply time management • BSBINS201 Process and maintain workplace information • BSBOPS203 Deliver a service to customers	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

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.

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 Connect 'n' Grow®, RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

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

Students wanting to enrol in this course in Year 10 must meet minimum literacy and numeracy requirements – generally a 'B' average in their Year 9 subjects.

As this course is also offered in Year 11 and 12, priority for Year 10 enrolments will be given to students who are wanting to pursue an ATAR pathway and those with a genuine interest in a career in health who are wanting to progress into a Certificate III in Health Services Assistance in Year 11 and AIN training in Year 12.

Further Advice
See Ms Renee Moore – Deputy Principal Senior Secondary Teaching and Learning or Ms Jemima De Bree – VET Coordinator.

Refer to www.training.gov.au for specific information about the qualification and www.connectngrow.edu.au for more information about Connect'n'Grow.

League Education (LED)

TRAINING AND EMPLOYMENT PATHWAY SUBJECT

This course contains four units from 'Play Rugby League Australia'. Units are design by the NRL and Education stakeholders to ensure students education and relevant certificates in a vairity of components of NRL.

Student will complete units including coaching, planning a training session, refereeing and strength and conditioning. Students are required to complete this as eLearning. The eLearning provides students with knowledge to help them create positive coaching environments that are focused on having fun, developing friendships and learning the fundamentals of Rugby League.

Pathways

Year 10:	→	Year 11 and 12 Training and Employment Pathways:
League Education		Sport and Recreation (Applied subject)
		Year 11 and 12 Vocational Education and Training:
		Certificate III in Fitness

Term 1: Rugby League Coaching	Assessment
Students will learn: • Overview of coaching children • The role of the coach • Developing positive relationships • Keeping everyone safe • The training session • Game day	Online assessment

Term 2: Planning Training Sessions	Assessment
Students will learn: • How to provide a positive coaching environment for your players • Blend of group activities and practical sessions that are focused on primarily on HOW to coach	Performance task

Term 3: Rugby League Refereeing	Assessment
Students will learn: • The role of referees in providing a fun and safe environment for all Rugby League participants • Code of conduct for players, spectators, and officials	Online assessment – Quiz (Foundation 1 Referee Course – entry level course for new and beginning referees) Students will complete practical assessment on a game of NRL

Term 4: Strength and Conditioning	Assessment
Students will learn: • How to design a training program • How to design a training session within a program • Fitness components	Delivery of a practical training session

Further Advice

See Mr Chris Ostwald– Head of Department HPE.