## Table of Contents

Subject Overview ........................................... 2  
Pathways in Year 10 and Beyond ......................... 3  
Authority, Authority Registered and VET Subjects in Year 11 and 12 ......................................................... 4  
University Entrance and Overall Positions (OPs) .... 5  

## Core Subjects

- English ..................................................... 8  
- Mathematics ............................................ 10  
- Science .................................................... 12  
- Social Science - History ............................... 14  

## Elective Subjects

### SOCIAL SCIENCE

Geography .................................................... 18  

### HEALTH AND PHYSICAL EDUCATION SUBJECTS

- Introduction to Senior Physical Education .......... 21  
- Introduction to Recreation Studies .................... 22  
- Rugby League ........................................... 23  
- Netball .................................................... 24  

### ARTS SUBJECTS

- Dance ....................................................... 27  
- Drama ...................................................... 29  
- Music ....................................................... 30  
- Visual Art ................................................ 32  
- Practical Art ............................................ 34  
- Introduction to Film, Television and New Media .... 35  

### BUSINESS AND INFORMATION TECHNOLOGY SUBJECTS

- Business ................................................... 39  
- IPT ......................................................... 40  
- Multimedia ............................................. 41  
- Cisco IT Essential ....................................... 42  

### HOME ECONOMICS SUBJECTS

- Home Economics ....................................... 45  
- Introduction to Early Childhood ...................... 46  
- Introduction to Hospitality ............................ 47  

### INDUSTRIAL TECHNOLOGY AND DESIGN SUBJECTS

- Graphics .................................................. 51  
- Introduction to Automotive .......................... 52  
- Introduction to Engineering ......................... 53  
- Introduction to Construction Studies ................ 54  
- Introduction to Furnishing ........................... 55  


<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>YEAR 10 SUBJECTS</th>
<th>YEAR 11 AND 12 SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>• English</td>
<td>• Authority English (OP)&lt;br&gt;• English Communication</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Mathematics</td>
<td>• Maths A (OP)&lt;br&gt;• Maths B (OP)&lt;br&gt;• Maths C (OP)&lt;br&gt;• Prevocational Maths</td>
</tr>
<tr>
<td>Science</td>
<td>• Science</td>
<td>• Biology (OP)&lt;br&gt;• Chemistry (OP)&lt;br&gt;• Physics (OP)&lt;br&gt;• Marine and Aquatic Practices</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>• History</td>
<td>• Aboriginal &amp; Torres Strait Islander Studies (OP)&lt;br&gt;• Ancient History (OP)&lt;br&gt;• Modern History (OP)&lt;br&gt;• Geography (OP)&lt;br&gt;• Tourism</td>
</tr>
<tr>
<td>Physical Education</td>
<td>• Geography</td>
<td>• Physical Education (OP)&lt;br&gt;• Recreation Studies&lt;br&gt;• Recreation Studies – Rugby League&lt;br&gt;• Certificate II in Sport and Recreation</td>
</tr>
<tr>
<td>Arts</td>
<td>• Dance&lt;br&gt;• Drama&lt;br&gt;• Music&lt;br&gt;• Art&lt;br&gt;• Practical Art&lt;br&gt;• Introduction to Film Television and New Media</td>
<td>• Dance (OP)&lt;br&gt;• Dance Studies&lt;br&gt;• Drama (OP)&lt;br&gt;• Music (OP)&lt;br&gt;• Music Extension (OP)&lt;br&gt;• Music Studies (Instrumental Music Program)&lt;br&gt;• Visual Art (OP)&lt;br&gt;• Visual Arts Studies&lt;br&gt;• Film Television &amp; New Media (OP)&lt;br&gt;• Media Studies</td>
</tr>
<tr>
<td>Information Technology and Business</td>
<td>• Business&lt;br&gt;• IPT&lt;br&gt;• Multimedia&lt;br&gt;• CISCO IT Essential</td>
<td>• Business Communication and Technologies (OP)&lt;br&gt;• Information Processing and Technology (OP)&lt;br&gt;• Information Technology Systems (OP)&lt;br&gt;• Information Communication and Technology&lt;br&gt;• Certificate IV in Interactive Digital Media&lt;br&gt;• CISCO CCNA</td>
</tr>
<tr>
<td>Home Economics</td>
<td>• Home Economics&lt;br&gt;• Introduction to Early Childhood&lt;br&gt;• Introduction to Hospitality</td>
<td>• Home Economics (OP)&lt;br&gt;• Early Childhood&lt;br&gt;• Certificate II in Hospitality</td>
</tr>
<tr>
<td>Industrial Technology and Design</td>
<td>• Graphics&lt;br&gt;• Introduction to Automotive&lt;br&gt;• Introduction to Construction&lt;br&gt;• Introduction to Engineering&lt;br&gt;• Introduction to Furnishing</td>
<td>• Graphics (OP)&lt;br&gt;• Automotive Studies&lt;br&gt;• Building and Construction Studies&lt;br&gt;• Certificate I in Construction – Doorways to Construction&lt;br&gt;• Engineering Studies&lt;br&gt;• Furnishing Studies&lt;br&gt;• Certificate I in Furnishing</td>
</tr>
</tbody>
</table>

Please note that subject offerings are subject to student interest and staffing.
Pathways in Year 10 and Beyond

Students in Year 9 need to carefully consider their subject selections for Year 10, as these subjects are studied to prepare students to be successful in Year 11 and 12 or in pathways outside of school.

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.

In Year 10 students must decide on which pathway they will follow the following year. This will have a significant impact on their future.
Authority, Authority Registered and VET Subjects in Years 11 and 12

Similar to other high schools across the state, Bentley Park College will offer the following types of senior subjects:

Authority Subjects

- Commonly referred to as OP or academic subjects.
- Academically demanding and have a heavy assessment workload.
- Students considering authority subjects should ensure they have achieved at the standard in Year 10 that is recommended in the course outline in this handbook.
- Credit points gained in any Authority Subjects selected will count towards the Queensland Certificate of Education (QCE).

Authority Registered Subjects

- Do not count towards an OP.
- Not as academically demanding as Authority subjects.
- More practical than Authority subjects; however, there is still a significant assessment workload.
- More suited to students who plan to undertake study at TAFE or work fulltime when they leave school.
- Credit points gained in any Authority Registered subjects selected will count towards the Queensland Certificate of Education (QCE).

Vocational Education and Training (VET) Certificate Courses

- Do not count towards an OP.
- Students are assessed on units of competency and are rated as competent, working towards competency or competency not achieved rather than receiving an A to E grade like in Authority and Authority Registered subjects.
- Credit points for completed certificate courses or partially completed Certificate II, III or IV courses will count towards the Queensland Certificate of Education (QCE).

Students need to decide on subjects that best suit their individual needs and ability level. A number of options are available. Which of the following three types of programs are you most suited to?

<table>
<thead>
<tr>
<th>Full Academic Program</th>
<th>Generally for students seeking an OP and looking to go on to Tertiary Education.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students must select English and Maths A or Maths B plus 4 other Authority subjects or 3 Authority subjects and 1 Authority Registered or VET subject.</td>
</tr>
<tr>
<td></td>
<td>Results contribute to OP and QCE.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mixed Academic and Vocational Program</th>
<th>For students who are interested in some academic subjects and some vocational subjects. No OP awarded at end of Year 12 but results contribute to QCE.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students must select English or English Communication plus Maths A or Prevocational Maths plus 4 other Authority, Authority Registered and VET subjects.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Vocational Program</th>
<th>Suitable for students looking for a vocational outcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No OP awarded at end of Year 12 but results contribute to QCE.</td>
</tr>
<tr>
<td></td>
<td>Students must select English Communication, Pre-vocational Maths and 4 other Authority Registered or VET subjects.</td>
</tr>
<tr>
<td></td>
<td>As an alternative students may complete 5 Authority Registered or VET subjects at BPC plus:</td>
</tr>
<tr>
<td></td>
<td>- Enrol in a Certificate II or III TAFE course (TAFESEC) that runs off-campus one day per week (TAFE course fees apply).</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>- Complete a School-Based Apprenticeship or Traineeship (depending on availability).</td>
</tr>
</tbody>
</table>
University Entrance and Overall Positions (OPs)

What is an Overall Position (OP)?

An OP is a number between 1 (highest) and 25 (lowest) awarded to school leavers that is used by universities in Queensland to determine who will be offered a place in their courses based on merit when the number of students applying for a course is greater than number of places available in that course.

OPs are a statewide rank order of students based on their achievement in Authority subjects. They show how well students performed in their senior studies, compared with the performance of all other students in the state. These comparisons take into account that different students take different subjects and attend different schools.

In addition to meeting the OP cut-off for their courses, students must also satisfy prerequisites – subjects that they need to have studies at school in Year 11 and 12 and passed. Where universities have limited places available, they may also use Field Positions to assist them in determining which applicants should be offered a place in the course. Some courses also require students to attend an audition or interview or submit a folio of work.

In order to be eligible to get an OP at the end of Year 12, students need to study at least five Authority subjects for the two years. OP eligible students are also required to sit the Queensland Core Skills (QCS) Test in Year 12.

Prior to finalising subject selections, students choosing an OP pathway must read the QTAC Tertiary Prerequisites Handbook to ensure they select the subjects that are prerequisites for courses in which they are interested. Students considering university pathways will receive support in lodging an application through the Queensland Tertiary Admissions Centre (QTAC) in Year 12.

How is an OP calculated?

To achieve the best possible OP, students are advised to select subjects in which they are most capable, enabling them to maximise their performance in these subjects. Students who select six Authority subjects will not have their weakest subject contribute towards their OP calculation. Information about how OPs are calculated can be found at https://www.qcaa.qld.edu.au/downloads/senior/te_op basics.pdf.

Do I need an OP?

A student considering a senior course consisting mainly of Authority subjects must realise that Years 11 and 12 will mean many hours of intensive study both at school and at home. Social and sporting activities and part time work will need to be balanced if the student is to put the necessary effort into gaining the high standard needed for entrance into tertiary institutions. Some students are able to pass Year 10 subjects with a minimum of effort but this is not the case in Year 11 as there is a much greater workload at a higher level.

If students have difficulty with academic studies up to Year 10, they can still choose to select subjects for Year 11 and 12 which will give them an OP. However, if they perform poorly in a number of these subjects, their OP may be too low to access any courses at university. Students need to be realistic about their strengths and weaknesses when selecting subjects for Year 11 and 12. Selecting subjects that are too challenging will also jeopardise a student's QCE eligibility if they change too many subjects or do not achieve a pass at exit.

Alternative pathways exist for tertiary entrance at many universities, including James Cook University. Students may obtain rank score based on their results in Authority and Authority Registered school subjects or the completion of a Certificate III, IV, Diploma or Advanced Diploma qualification that will allow them access to some courses at university, as long as they have also met the subject prerequisites. For example, a student who has completed a Certificate III qualification will receive a rank score of 68, which is equivalent to an OP 15 approximately. A student who has completed a Certificate IV qualification will receive a rank score of 74, which is equivalent to an OP 12 approximately. Where students do not yet meet the entry requirement for university courses due to a low OP or rank score, or where they have not studied the prerequisite subjects, students may complete a Tertiary Access Course or bridging course. See http://www.jcu.edu.au/apply/pathways/ for more information regarding these courses at JCU.

Students who are considering study at university in the future but who are not planning on selecting subjects that will give them an OP should discuss these alternative pathways to tertiary entrance with the Guidance Officer prior to finalising subject selections for Year 11.
CORE SUBJECTS

English
Mathematics
Science
Social Science - History
English

Course overview: English focuses on the study of language and texts. Students develop their understanding of English and how to use it accurately, appropriately and effectively for a variety of purposes and different audiences. English offers students opportunities to enjoy language and be empowered as purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives.

Topics explored during the course may include:
- Study of humour and satire in texts
- Social, moral and ethical issues in novels
- Messages in poetry
- Shakespeare’s *Romeo and Juliet*, and film versions of the play
- Story boards and short story writing

Learning experiences: Students will:
- Enjoy and appreciate a range of texts
- Study a range of literary and non-literary works in various types of texts, modes and mediums across diverse cultures and historical periods
- Interpret, analyse, evaluate, respond to and create a wide range of texts through reading, listening, viewing, speaking, writing and designing
- Make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- Communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences
- Control language; using grammar, punctuation, vocabulary and spelling

Assessment techniques:
- Narrative and analytical written assignments (400 - 600 words)
- Essays (1000-1500 words)
- Response to poetry, analytical speech (3-4 minutes)
- Dramatic monologue performances (3-4 minutes)
- Multimodal seminars (4-5 minutes)

*NOTE: Assessment pieces, or conditions, may be modified to ensure all students can engage in the course, whether they be studying eLearn English, Core English or English Consolidation.*

Out of class time commitments: Whilst out of class time commitments may vary according to whether students are studying eLearn English, Core English or English Consolidation, on average, students should expect to commit at least two hours of homework per week.

Approximate costs: Handouts and access to textbooks provided under the Student Resource Scheme.

Resources to be provided by student:
- Exercise Book A4 (128 pages), display folder for handouts, 2GB USB stick

Future studies in Year 11 and 12: Students who achieve a C or better in eLearn English or Core English may progress on to Authority English in Years 11 and 12. All other students would be suitable for the Senior English Communication course.

Possible career pathways: Success in eLearn English and Core English would make a very solid foundation for any future tertiary study.

Success in Consolidation English would provide students with the basic skills of communication for the workplace.

Additional information: Students must demonstrate a C standard in both the written and spoken criteria to pass the course.

Further advice: For information on eLearn English, please contact Mr Adam Catalano – HOD Junior Secondary. For all other enquiries please contact Ms Janelle Santolin – HOD English and Social Science.
Course overview:

The maths course is designed to increase proficiency in working mathematically and further develop skills in understanding, fluency, problem-solving and reasoning. The work within these topics are adjusted to suit the learning needs of each individual student. In the Consolidation Mathematics class, students will focus on developing basic mathematical skills, while students in the e-Learn Mathematics class will be exposed to more extension work in preparation for concepts taught in Maths B and C. Topics explored include:

- Pythagoras and Trigonometry
- Probability
- Linear and non-linear relationships, simultaneous equations
- Algebra, solving equations
- Statistics, displaying and comparing data
- Geometry, surface area and volume, graphing circles
- Money, simple interest, compound interest and exponential graphs
- Applications of linear equations and inequalities

Learning experiences:

Students will be required to apply knowledge and skills to complete tasks associated with the topics.

The mathematical skills applied with e-learning include presentation of work in Microsoft Word and Excel, graphing software, 3-D graphics and web based resources. Mathletics is also used as a tool for learning maths in this course.

Assessment techniques:

Supervised exams and assignments. Consolidation Mathematics students will also be assessed on classwork.

Out of class time commitments:

Regular homework and study is recommended to reinforce knowledge and skills in mathematics.

Approximate costs:

Handouts and access to Maths Quest 10A textbook provided under the Student Resource Scheme.

Resources to be provided by student:

Two A4 exercise books 5mm grid (128 pages), Casio scientific calculator, ruler, protractor 180 degree.

Future studies in Year 11 and 12:

Students may select from Prevocational Mathematics, Mathematics A, Mathematics B, or Mathematics B and Mathematics C depending on their interest, career aspirations and proficiency demonstrated in Year 10 Mathematics.

Possible career pathways:

All careers require competence in mathematics.

Further advice:

Lloyd Greenbury – HOD Maths and HPE
Science

Course overview: Throughout the course of the year students study units that cover:

- Biological issues – genetics and evolution
- Chemistry – reactions
- Physics – energy and motion
- Earth and space sciences – the universe

Learning experiences: Students will:

- Apply scientific theory in contextual scenarios
- Engage in laboratory work: suggest hypotheses, design and conduct experiments, collect and examine data, explain observations and make recommendations / conclusions
- Participate in content through a range of ICTs

Assessment techniques:

- Exams
- Research Report
- EEI (Extended Experimental Investigation)

Out of class time commitments:

- Homework – approximately two hours per week
- Assignment work when required
- Study – approximately one hour per week recommended

Approximate costs: Handouts and access to textbooks is provided under the Student Resource Scheme.

Resources to be provided by student:

A4 Notebook, display folder for handouts, scientific calculator, USB, ruler, pencils, pens, scissors, colouring pencils

Future studies in Year 11 and 12:

E-Learning: Biology, Chemistry, Physics and Marine & Aquatic Studies

Core and Consolidation: Biology, Marine & Aquatic Studies, possibly Chemistry and Physics dependent of achievement level.

Possible career pathways:

Studies in science; engineering, medicine, environmental scientist, teacher, chemist, nurse, winemaker, laboratory assistant, chemical engineer, chemical oceanography, researcher, pharmacy, physiotherapy, agriculture, paramedical, health-care, various trade apprenticeships, especially in applied electrical fields, dive industry, tourism, aquaculture, fisheries and wildlife, marine parks management, navy, commercial fishing, genetic engineer, farmer, national parks ranger, marine scientist, horticulturalist and many more.

Further advice: Mrs Renee Krause – HOD Science and INTAD
History

Course overview: This course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. The course also allows for students to undergo a study of ancient times and ancient peoples.

The major studies of this course are:
- WWII
- Struggles for Rights and Freedoms
- Revisiting ancient times

Learning experiences: The focus of History is inquiry. This approach is developed through in-depth studies in which students identify an historical issue, investigate that issue and reach conclusions or make judgments about it. Students will be involved in practical tasks, discussions, research, interpreting of sources and assessing evidence which may culminate in the presentation of written and non-written tasks.

Assessment techniques:
- Analytical essay (approx 600 words)
- Objective, short response exam
- Research task including research guide

Out of class time commitments: It is expected that students will need to complete a minimum of three hours homework / assessment work each week to achieve at a sound level in this subject.

Approximate costs: Handouts and access to textbooks provided under the Student Resource Scheme.

Resources to be provided by student:
- Exercise book A4 (128 pages), display folder for handouts, plastic sleeves, USB Stick 2GB, coloured pencils, rulers, lead pencils, eraser.

Future studies in Year 11 and 12: Results of C or above in this course lay a solid foundation particularly for Year 11 and 12 Ancient History and Modern History. However, any other Year 11 and 12 Humanities subject could be a future course of study.

Possible career pathways: Anthropologist, museum curator, psychologist, historian, journalist, teacher, political consultant, diplomat, travel consultant, research assistant in movie projects, documentary maker, ethnographer and more.

Additional information: The study of Social Science subjects leads to numerous tertiary level courses and opportunities. The skills developed through a study of history enable students to pursue careers within and outside the Social Sciences field and increase their everyday personal and professional skills.

Further advice: Ms Janelle Santolin – HOD English and Social Science
ELECTIVE SUBJECTS

Social Science – Geography
Physical Education
Arts
Information Technology and Business
Home Economics
Industrial Technology and Design
SOCIAL SCIENCE SUBJECT

Geography
Course overview: The first unit of this course allows students to examine a case study of climate change and its effect on Australia. This unit provides students with the opportunity to use their geographical thinking, skills and technological tools to examine some environmental challenges that will affect their future lives, and to find out how geography contributes to the understanding and management of these challenges. The second unit of this course focuses on the nature of well-being and how it can be measured. Indicators which can be used to measure, assess and compare global well-being can include gross domestic product (GDP), infant mortality, daily calorie intake and literacy rates. Spatial characteristics of well-being and the factors that influence it, and the inequalities that exist at a variety of scales, are used to investigate programs that address issues of well-being.

Learning experiences: Students will:
- Research from primary and secondary sources
- Undertake practical exercises
- Study and analyse social and environmental factors at a local, national and global level
- Engage in simulation games and decision making exercises
- Watch films and documentaries
- Listen to the teacher and participate in classroom discussion
- Utilise spatial data systems

Assessment techniques:
- Analytical research essay (approx 600 words)
- Response to stimulus exam
- Field study and report
- Practical exercises

Out of class time commitments: It is expected that students will need to complete a minimum of three hours homework / assessment work each week to achieve at a sound level in this subject.

Approximate costs: Handouts and access to textbooks provided under the Student Resource Scheme.

Resources to be provided by student: Exercise book A4 (128 pages), display folder for handouts, plastic sleeves, USB Stick 2GB, coloured pencils, rulers, lead pencils, eraser

Future studies in Year 11 and 12: Results of C or above in this course lay a solid foundation for Year 11 and 12 Geography or any other Year 11 and 12 Humanities subject.

Possible career pathways: Land management, surveyor, geology/mining, marine studies, town and regional planning, environmental law, GIS (Geographic Information Systems), environmental protection, remote sensing, disaster management.

Additional information: The study of Social Science subjects leads to numerous tertiary level courses and opportunities. The skills developed through a study of geography enable students to pursue careers within and outside the Social Sciences field and increase their everyday personal and professional skills.

Further advice: Ms Janelle Santolin – HOD English and Social Science
HEALTH AND PHYSICAL EDUCATION SUBJECTS

Introduction to Senior Physical Education
Introduction to Recreation Studies
Rugby League
Netball
Introduction to Senior Physical Education

Course overview: Physical Education focuses on the complexity of, and interrelationships amongst psychological (mental), biomechanical (body physics), physiological (body chemistry) and sociological (people) factors, which influence individual and team performances, and wider social attitudes to physical activity. Students develop an understanding of these relationships through active participation in practical units.

Learning experiences:
• Learn in physical activity – students directly acquire knowledge, understanding and skills as a result of participating in physical activity, e.g. performing prerequisite skills, participating in games and sports such as volleyball, touch football, golf or netball.
• Learn about physical activity – students directly acquire knowledge and understandings as a result of studying physical activity, e.g. physiology, biomechanics, sociology, psychology.
• Learn through physical activity – students indirectly acquire understandings, capacities and attitudes as a result of studying and/or participating in physical activity, e.g. fitness, values, attitudes, aesthetic appreciation.

Assessment techniques:
• Exams (500-700 words)
• Analytical essays (600-800 words)
• Reports (600-800 words)
• Folios (500-700 words)
• Spoken / multimodal presentations (3-5 minutes)
• Performance in physical activity

Out of class time commitments:
It is expected that students will need to complete a minimum of two hours homework / assessment work each week to achieve at a sound level in this subject. Furthermore, Students are required to attend any planned excursions that may occur.

Approximate costs:
Handouts and access to other resources provided under the Student Resource Scheme.

Resources to be provided by student:
Notebook, display folder for handouts, running shoes, water bottle and hat

Future studies in Year 11 and 12:
Physical Education or Recreational Studies

Possible career pathways:
Sport development, management, marketing, sales, sponsorship and fundraising, sport and physical activity policy development, sport journalism, sport psychology and coaching, athlete conditioning and management, personal training, primary and secondary school teaching.

Additional information:
Within practical units students will be assessed on their physical capacity hence participation in practical lessons is paramount.

Further advice:
Mr Brenton Morehead (HPE Subject Area Coordinator)
Introduction to Recreation Studies

Elective subject
Full year course

Course overview: Recreation Studies provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity, while developing life skills necessary and beneficial for living. Students will be involved in learning experiences that allow them to develop their interpersonal abilities, encourage them to appreciate and value their involvement in recreation activities and to continue their active participation in personal and community activities in their adult life. The units enable students to undertake a variety of roles in sports-participation, administration and officiating.

Learning experiences: Students will:
- Learn in physical activity – students directly acquire knowledge and skills as a result of participating in physical activity (e.g. learning how to set up a campsite or run a tournament).
- Learn about physical activity – students directly acquire knowledge as a result of studying and participating in physical activity (e.g. learning about safety, the benefits of an active and healthy lifestyle, and recreation in the community).
- Learn through physical activity – students indirectly acquire understandings, capacities and attitudes as a result of studying and participating in physical activity (e.g. increased physical fitness and continued participation in recreation activities).

Assessment techniques:
- Short answer exams
- Folios of work
- Practical tasks completed in the gym and oval
- Anecdotal records of observations of practical skills displayed in class

Out of class time commitments: Students will need to attend an excursion to a local gym session once per week to maximise performance goals outside of class time

Approximate costs: Handouts and access to other resources provided under the Student Resource Scheme.

Resources to be provided by student: Notebook, display folder for handouts, running shoes, hat, gym clothing

Future studies in Year 11 and 12: Recreational Studies

Possible career pathways: This subject enables students to attain some accreditation and relative experiences, which may contribute to job opportunities in adventure tourism, sports administration, fitness leadership and sports officiating. This subject provides a head start for students who wish to pursue sports and fitness related diplomas in tertiary institutions.

Additional information: Within practical units students will be assessed on their personal participation not their physical ability

Further advice: Mr Brenton Morehead (HPE Subject Area Coordinator)
Rugby League

Course overview:
Rugby League is an excellence subject targeted at students who have a high level of interest in and commitment to the sport, and the desire to further develop the skills and theoretical knowledge already established in Year 9 Rugby League. It is intended this subject can be a pathway for students into future endeavours within the Rugby League industry.

The Rugby League Academy program operates under the motto ‘Developing the Person and the Player.’ This subject offers students the opportunity to develop physically so they can realise their potential on the playing field, as well as personally so they can develop strong personal attributes and become valued contributors to the college and society. There is a focus on mentoring students within the program and students’ behaviour, effort, class work and assessment tasks will be closely monitored.

Learning experiences:
Students will:
• Engage in developing practical skills. The focus will be on developing attacking and defensive skills, game knowledge, structure and tactics and fitness (incorporating strength, aerobic capacity, agility and speed). These skills will be assessed throughout the course.
• Undertake video analysis and ‘whiteboard’ sessions to enhance their game knowledge of Rugby League and further improve performance.

Assessment techniques:
• Short answer exams
• Folios of work
• Practical tasks completed in the gym and oval
• Anecdotal records of observations of practical skills displayed in class

Out of class time commitments:
Students will need to attend a gym session once per week to maximise performance goals outside of class time.

Approximate costs:
A subject fee applies – covers training shirt, training singlet, playing shorts, playing socks, travel shirt, game-day expenses.

Resources to be provided by student:
Game-day shirt/s and boots will need to be purchased at own expense.

Future studies in Year 11 and 12:
Students have the opportunity to study Rugby League and undertake a Certificate II in Sport and Recreation.

Possible career pathways:
Sports administration, fitness leadership, sports officiating and direct participation within the Rugby League industry.

Additional information:
This is a ‘high expectation’ subject. Students accepted into the Rugby League Academy are closely monitored and are expected to have satisfactory work standards, behaviour and effort in all areas of their schooling.

Students will be sporting ambassadors for BPC and as such will play in BPC teams, attend, participate in and support all college sporting carnivals e.g. swimming, cross country, athletics, and events as specified.

School attendance will be closely monitored - ‘unexplained’ absences from school will not be tolerated. The consequence of not meeting standards will be negotiated on a case-by-case basis and may result in a student being removed from the course.

Places in this course are limited. Enrolment is by application only. Students wishing to enrol must apply for a place by completing an application form. Each application will be considered on its merits against the criteria. It is highly recommended that students who apply have completed Year 9 Rugby League.

Further advice:
Mr Alex Starmer (Rugby League Coordinator)
Mr Nathan Wales (Rugby League Teacher)
Netball

Course overview:
The Netball Development Program offers students the opportunity to develop both physically and personally through the medium of Netball. The course is designed to increase proficiency on court and further develop skills in game preparation and community involvement. Students will be exposed to a variety of practical and theoretical units based around developing their skills and knowledge in and through Netball. The topics explored within this course can be modified to suit the needs of each individual student.

Topics explored:
Theoretical
- Mental Preparation
- Performance and Set Play Analysis
- Coaching Junior players (Level 0 Foundation Coaching Course)
- Tournament Organisation

Practical
- Skill development in attack, centre court and defence positions
- Advanced Game Play (strategies and systems)
- Fitness Testing
- Strength and Conditioning Training (endurance, speed, agility, power, coordination and core strength)

Learning experiences:
Students will be required to participate in physical tasks, skill development and fitness exercises relate to Netball. Students will also be asked to apply knowledge and skills to complete tasks associated with the theoretical topics explored.

Assessment techniques:
Practical component: observations, fitness testing, and data collection
Theoretical component: supervised exams, assignments, online courses and class work.

Out of class time commitments:
Regular study, fitness and skill practice is recommended to reinforce and improve knowledge and game play.

Opportunities to participate in a number of in and out of school competitions
- Cairns Netball Association competition and trainings
- Vicky Wilson/Fowlers Cup
- Port Douglas Carnival DNA
- Southern Corridor Cup
- Townsville Tour

Tournament organisation experience provided

Approximate costs:
A fee is charged to provide students with a BPC netball dress, bag, bike pants and water bottle; selected bus fares and a subsidy towards Cairns Netball Association competition fee

Resources to be provided by student:
Appropriate footwear

Future studies in Year 11 and 12:
Recreational Studies

Possible pathways and experiences:
- Tournament organisation experience
- Online coaching certificate
- Foundation level coaching qualification
- Junior coaching experience
- Opportunities to attend a variety of excursions and school competitions
- Junior umpiring volunteer and paid work

Further advice:
Miss Hayley Thomas – Netball teacher
ARTS SUBJECTS

Dance
Drama
Music
Visual Art
Practical Art
Introduction to Film, Television and New Media
Course overview:
Dance involves structuring gesture and motion to capture and convey ideas, images, feelings, and uses the human body as the instrument of communication.

The study of dance should:
• Assist all students to achieve their unique potential.
• Enable students to value the human body as an instrument of communication through awareness and control of physical movement.
• Develop abilities and skills for a range of work options and other life paths.
• Encourage an ongoing involvement in dance and related arts.

Various dance styles are examined over the year including:
• Popular dance
• Hip Hop
• Bollywood
• Contemporary
• Musical theatre
• Social dance
• Ballet
• Modern

All topics explored during the course include the three areas of:
• Choreography - creation of movements to express and communicate ideas.
• Performance - dance technique and skills.
• Appreciation - understanding dance elements, technique and styles.

Learning experiences:
Students will:
• Warm up, cool down and practise a range of dance techniques
• Participate in physical training and fitness specific for dance
• Increase physical flexibility, strength, stamina and coordination
• Learn new ways to move the body
• Share movement ideas with others
• Research choreograph movement
• Interpret ideas through movement
• Improvise and explore new styles and techniques
• Rehearse and practice movement sequences
• Conceptualise and plan ideas
• Annotate choreographic outlines
• Create their own dance pieces
• Design props, costumes, make-up and hair
• Collaborate in small and large groups
• Perform in groups or as individuals
• View live and recorded dance performances
• Analyse and evaluate dance performances
• Write dance reviews
• Learn to give and receive constructive feedback

Assessment techniques:
• Essay assignments (500 - 700 words)
• Individual and group performances (3-5 minutes)
• Teacher choreographed work
• Student’s own choreography work

Out of class time commitments:
It is expected that students will need to complete a minimum of two hours homework/assessment work each week to achieve at a sound level in this subject.

Students will need to attend rehearsals for performances outside class time.

Students will be required to perform at school and community events and competitions like the Cairns Eisteddfod and Cairns Show.
Approximate costs: Handouts and access to textbooks provided under the Student Resource Scheme.

Additional opportunities arise and costs for tickets to shows and workshop opportunities with visiting choreographers are requested as necessary. Excursions and workshops might total between $20 - $50 (approx.) These costs would be in addition to SRS and prices depend upon the event.

Resources to be provided by student: Notebook, a pair of ¾ or full length exercise pants brought for each practical lesson. Some specific costume requirements.

Future studies in Year 11 and 12: Student who achieve at least a B standard in Year 10 English at the core level or at least a C standard in Year 10 e-Learn English will be able to handle the written work for Dance in Year 11/12.

Students who achieve a C standard or below in Year 10 English at the core level or consolidation level would be better suited to Dance Studies.

Possible career pathways: Although not everyone who studies Dance will become professional dancers, the study of Dance may provide pathways for students into other associated career possibilities. These include arts venue managers, stage manager, event manager, technical theatre, choreographer, entertainer, arts journalist, marketing, public relations, arts administration, dance studio teacher, massage and physiotherapy, occupational therapy, make up and costume design.

Additional information: Prior dance training or Year 9 Dance is not a necessity but would be advantageous.

Students choosing dance should be aware the performance aspect of dance will include live performances with an outside audience for some assessment.

Students are expected/required to participate in productions like Big Night Out and Dance Night to consolidate their skills in this subject.

Further advice: Ms Fiona Johnson – HOD The Arts
Ms Samantha Olding – Dance Teacher
Course overview: Drama makes a profound contribution to personal, social and cultural identity. It develops communication skills, in a variety of contexts, which will assist students in both their personal and work lives. Drama is a valuable tool for students wishing to follow a career as a professional performer and will also assist students who simply wish to develop confidence, public speaking skills and dynamic group collaboration and leadership skills. Topics explored during the Year 10 course may include:

- The Voice and Characterisation
- Improvisation
- Theatre Sports
- Commedia Del Arte
- Documentary Drama
- Scriptwriting and creating plays

Learning experiences: Students will:

- Collaborate in small and large groups
- Read plays and role play
- Practise vocal warm-ups, physical exercises for flexibility and stamina
- Participate in workshops with professional practitioners
- Improvise and memorise scripts
- Write scenarios and scripts
- Rehearse lines and movement
- Present monologues and dialogue
- Construct props and costumes
- Create sound and lighting designs
- Research and interpret ideas
- Analyse and evaluate live performances
- Use technology for visual and audio requirement for productions

Assessment techniques:

- Creating scripts and scenes for drama productions
- Response to stimulus
- Short Response written tasks based on live theatre (400 - 700 words)
- Individual and group performances
- Creating performance concepts and designs

Out of class time commitments: It is expected that students will need to complete a minimum of two hours homework / assessment work each week to achieve at a sound level in this subject. Students will need to attend rehearsals for performances outside class time.

Approximate costs: Handouts and access to textbooks provided under the Student Resource Scheme. An additional subject fee applies – covers live theatre excursions for assessment tasks and workshops with professional artists.

Resources to be provided by student: Notebook, costumes as required for presenting tasks

Future studies in Year 11 and 12: At least a B standard in Year 10 English at the core level or at least a C standard in Year 10 e-Learn English would be advantageous for Drama in Year 11/12. All aspects of Drama require some confidence in presenting to an audience. This can be helpful for oral and multimodal tasks in other subjects areas in Year 11/12. Group work is an essential element of the curriculum and students should enter the subject with skills that will allow them to commit to an ensemble rehearsal process.

Possible career pathways: Entertainer, actor, busker, radio DJ, announcer, stage manager, theatre technician, sound and lighting design, arts lawyer, arts administration, arts journalism and public relations, costume maker, casting director, copywriter, marketing, scriptwriter / playwright, live theatre director, producer, set designer, make up, stage manager, theatre technician, sound and lighting design, drama teacher, child care worker.

Additional information: Students must attend and participate in all practical lessons, attend workshops and live theatre viewing if required for the course of study. Opportunities are given for students to perform for audiences in Arts Department and community events.

Further advice: Ms Fiona Johnson – HOD The Arts
Mr Nick Murray – Drama Teacher
Music

Elective subject
Full year course

Course overview: Music makes a profound contribution to personal, social and cultural identity. It forms a unique means of expression and of knowing and communicating experiences. Music contributes to learning through the development of aspects such as memory, coordination, concentration and inventiveness. The program aims to inspire students to be involved with music as a leisure pursuit or as a career and fosters self-discipline and aids creative thinking.

The Year 10 course covers three areas – performance, musicianship, composing – which are explored through topics such as:
- Australian musicians and music
- Song writing
- Key artists and composers of influence
- Keyboard, Guitar, Bass Guitar and Ukulele repertoire
- Audio recording and producing (technology)
- Music industry skills

Learning experiences: The course is to be as hands on as possible and the students are encouraged to develop performance and creating skills that help them to understand why they love music. Within the course, all three dimensions incorporate problem solving, higher-order thinking skills and expressive responses. Students will:
- Develop practical skills in performance
- Play instruments - their own or keyboard, guitar, bass, drums, ukulele
- Sing
- Play and perform in large and small ensembles
- Listen to a variety of pieces
- Read and analyse music
- Make their own music pieces
- Record and edit audio
- Work in groups or individually
- Research
- Develop opinions

Assessment techniques:
- Musicology - Written tasks - Theory Quiz, Short Response Exams
- Research assignments, orals or multimedia presentations
- Composing - computer based assignments, audio recording and scoring
- Performing - individual, small and large group performances

Out of class time commitments: It is expected that students will need to complete some personal practice in their own time.
Students may need to attend rehearsals for performances outside class time and use lunchtimes to work with groups members
Attendance at Performing Arts nights and events is required.

Approximate costs: Handouts and access to textbooks provided under the Student Resource Scheme.
Excursions – $30 (approx.) - workshops or tickets to music performances that are optional opportunities offered at student discounted rates for visiting shows and workshops with artists.

Resources to be provided by student: Notebook, USB, a set of headphones - in-ear or other.

Future studies in Year 11 and 12:
- At least a C standard in Year 10 English at the core level would be needed for Music in Year 11/12
- Prior music instrument playing or singing experience is useful
- Classroom Music in Year 9 / 10 is advantageous
- Instrumental Music Program participants will excel in this course
- A love of music playing and a desire to learn more about it is essential
Possible career pathways: Music is a subject that is highly regarded and respected. Senior Music can lead to tertiary studies at University or TAFE in the arts or education. Many institutions provide courses specialising in classical music, jazz and contemporary styles, musical theatre, recording skills, music therapy and music education.

There are many job opportunities to students who study music including sound recording studios, music shops, marketing, legal industry, performing, writing and arranging, arts administration, composer, copyist and event manager.

Students can also study Music at TAFE after completing this course to do Certificate III and IV

Additional information: Students must complete all the written, performing and composing tasks to exit the course.

Students must be prepared to face their fears and nerves to share their musical skills with others.

Further advice: Ms Fiona Johnson – HOD The Arts / Music Teacher
Visual Art

Course overview:
Visual Art is a powerful and persuasive means of communication. It expresses the wide range of beliefs, values and meanings held and applied in societies. 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. Art students evaluate, modify and express cultural practices and personal perspectives. This can enrich and even change an individual's perception of art and the world.

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.

Topics explored during the Year 10 course may include:
• Terrain - landscape, our physical world, natural, built or imagined
• Society - the world around us and the influences on us
• Transform - change is inevitable - influences, why and how things change
• Memorial - memories and legacy - the things we don’t forget

These topics are tied to units covered in Year 11 and 12 in order to prepare students for their independent work in Year 12 that is their response to these topics.

Learning experiences:
Art teaches students how to research, develop and resolve their ideas. It requires the skills of problem solving and thinking with flexibility to negotiate and consider a variety of solutions and processes. Students may be involved in:
• Creating images and objects
• Designing images and objects for different contexts
• Exploring wet and dry media
• Using techniques such as drawing, painting, printmaking, digital imaging, photography, web design, graphic design and illustration, sculpture, ceramics, multi-media, textiles, jewellery, industrial design
• Researching artists, artworks and art styles
• Analysing and evaluating artworks
• Comparing and contrasting the work of their peers and the work of professional artists
• Appraising, critiquing, responding
• Working independently
• Documenting and observing their world
• Collaborating with peers
• Displaying work in gallery exhibits

Assessment techniques:
• Making skills and projects - Year 12 is student directed projects based on themes and artist research
• Written essays (800-1200 words) writing about images and objects.
• Creation of individual, highly resolved artworks,
• Visual diary process books
• Folios of work

Out of class time commitments:
It is expected that students will need to complete a minimum of two hours homework / assessment work each week to achieve at a sound level in this subject.

Students will need to do some preparation for gathering ideas and resources outside class time.

Art rooms are accessible during lunch times by negotiation for extra work time.

Approximate costs:
Handouts and access to textbooks provided under the Student Resource Scheme.
An additional subject fee applies – covers the cost of most materials used as consumables. Subject fees for 2015 will be available at the SET Plan and subject selection interviews in term 3.

Excursions – $15 (approx.) - Art gallery visit excursion

**Resources to be provided by student:**

A4 visual journal of cartridge paper, basic drawing equipment, some items they elect to use, waterproof shoes with vinyl or leather uppers - not canvas.

**Future studies in Year 11 and 12:**

Visual Art as a subject in Year 10 is recommended for Year 11/12 Visual Art (OP)
Achieving at least at a C standard in Year 10 English at the core or e-Learn level is also an advantage for written components of that course in Year 11/12.

A keen interest in developing skills of creativity, problem solving and opportunities to create visual works.

**Possible career pathways:**

Advertising, marketing, graphic design, fine art, gallery management, curator, artist, art teacher, art director, fashion, visual merchandiser, window dresser, arts law, printer, journalism.

**Additional information:**

Students must complete both the writing and making tasks to exit the course.

Visual Art provides material required for the student folios required for entry into tertiary courses.

Students may select both Visual Art and Visual Art Studies in Year 11 and 12.

**Further advice:**

Ms Fiona Johnson – HOD The Arts
Ms Sally Donald / Mr Craig Hoy – Art Teachers
Practical Art

Elective subject
Full year course

Course overview: Arts practitioners fulfil many roles in a community, such as maker, presenter, technician and manager. Visual Art Studies provides opportunities for students to explore these roles through practical tasks to understand the different careers possible in the industry. By taking on some practitioners’ roles, students are exposed to authentic arts industry practices in which they learn to view the world from different perspectives and experiment with different forms of sharing ideas and feelings.

This subject provides students with the opportunity to develop the necessary skills in a range of topics such as:
- Painting
- Printmaking
- Ceramics
- Community art
- Jewellery
- Sculpture
- Installation
- Fashion design
- Drawing
- Fabric design

Learning experiences: Students will:
- Create images and objects
- Design images and objects for different contexts
- Explore wet and dry media
- Research artists, artworks and art styles
- Compare and contrast the work of their peers and the work of professional artists
- Work independently and as part of a team
- Document and observe their world
- Collaborate with peers
- Use technology to design, manipulate and produce images
- Work two-dimensionally and three-dimensionally
- Solve problems creatively
- Communicate visually

Assessment techniques: Assessment will vary between:
- Production of artwork
- Short written assignments
- Practical demonstration of skills learnt
- Folios of work
- Anecdotal records of observations of practical skills displayed in class

Out of class time commitments: Some outside of class time is required to complete artworks and planning. Students may need to attend Artist in Residence workshops outside class time.

Approximate costs: Handouts and access to textbooks provided under the Student Resource Scheme. An additional subject fee applies – covers consumables and Art making resources. Excursions – $10 (approx.) for Artist in Residence

Resources to be provided by student: A4 Visual diary, leather closed in shoes - impervious uppers.

Future studies in Year 11 and 12: Students who have taken Art as a subject in Year 9 will be at an advantage. Please consult with the HOD or Art teacher to check subject suitability if you are unsure.

Possible career pathways: Advertising, marketing, graphic design, gallery management, curator, artist, art director, fashion, visual merchandiser, printer, journalist, retail industry.

Additional information: Students should have an interest in working with a range of art materials and must demonstrate the necessary artistic discipline to develop skills.

Students must be able to work well with other students, as group work is part of the curriculum.

Both this subject and Visual Art can be studied at the same time, as the course work is different allowing a student to have a broader experience of Art making.

Further advice: Ms Fiona Johnson - HOD The Arts
Ms Sally Donald / Mr Craig Hoy - Art Teachers
Introduction to Film, Television and New Media

Course overview: Film productions have been a major source of entertainment for our society and its appeal shows no sign of diminishing. Its major rivals are the television and gaming industries that not only entertain, but also provide news, entertainment and education.

This subject studies the various elements that make up a wide range of our modern media as well as the techniques and the technologies that are used in modern production. It also evaluates the values and messages that the media presents to its audiences.

It is a creative subject where students learn about the way to design and then to make their own productions for a range of media situations - short films to advertising campaigns.

Students interested in pursuing a career in the Film, Television, Audio or Multimedia fields will find this subject beneficial. While providing many practical skills in these areas, the students also learn to understand the way in which media of all forms influence their lives.

Topics explored during the Year 10 course may include:
- Films types and styles
- Television programs and news
- Music Videos
- Advertising and graphic design
- Internet media formats
- Animation
- Photography

Learning experiences: Students will:
- Watch movies, advertisements, television shows to analyse film technique
- Produce video presentations
- Use video cameras and film making techniques
- Digitally edit footage using computers (iMovie / Final Cut Pro)
- Mix sound
- Write scripts
- Use digital effects and some special effects
- Complete group and individual tasks
- Review film, video and multimedia products
- Study significant directors, productions and genres of media

Assessment techniques:
- Individual and group productions - filming, editing and sound design
- Assignment based work and writing reviews of media products
- Observational Checklists
- Scripts / storyboards / shooting scripts

Out of class time commitments: It is expected that students will need to complete work in their own time to be successful in this subject.

Students will need to work reliably in groups to get footage for editing for projects - this is likely to involve outside class time.

Approximate costs: Handouts and access to textbooks provided under the Student Resource Scheme.

An additional subject fee applies – covers access to equipment, specialist software licenses, film resources and consumables for production.

Resources to be provided by student: Notebook, USB stick (2GB - 8GB), portable in-ear headphones.

Future studies in Year 11 and 12: This subject leads to Film, Television and New Media (OP) or Media Studies (Non-OP) in Year 11/12.
It would be ideal that current achievement is at least a B standard in Year 9 English at the core level or at least a C standard in Year 9 e-Learn English.

Some experience and enjoyment of film watching and camera usage (including mobile device cameras) is recommended.

Year 9 Multimedia (MME) or experience with a range of computer programs involving graphics or sound would be an advantage but not essential.

**Possible career pathways:**
Camera operator, lighting or sound operator, producer, advertising and marketing, film director, graphic designer, continuity writer, props assistant, animator, scriptwriter, critic and journalist, photographer, videographer, business owner, teacher, web content creator, YouTube superstardom (just to see if you are still reading!)

**Additional information:**
Students should have a willingness to involve themselves in the production processes and an interest in what makes a good film or media production, not merely what is entertaining.

The course requires the development of time management to meet deadlines, organising people, places and taking responsibility for the use of equipment on loan from the college.

Students may be required to source costumes for characters and to be part of other productions as actors or extras.

Students must pass both the writing and production tasks to exit the course at a sound level (C) or higher.

**Further advice:**
Ms Fiona Johnson – HOD The Arts
Ms Felicity Matheson - FTV Teacher
INFORMATION TECHNOLOGY AND BUSINESS SUBJECTS

Business
IPT
Multimedia
CISCO IT Essential
Business

Elective subject
Full year course

Course overview: During this subject, you will develop skills needed for your life in the corporate world. The course will cover all facets of this industry, ranging from learning basic-intermediate office skills, to marketing strategies and office management skills.

Learning experiences: Marketing
- Product vision
- Logo design
- Advertising campaigns

Personal Economics
- Credit cards
- Savings
- Personal budgeting / finances

General Economics
- Money flow and how economies work
- Market decision making
- Business management

Financial Records/Office Skills
- Secretarial skills
- Phone etiquette
- Dealing with clients
- Introduction to accounting
- Folio record of the business

Assessment techniques: Both practical and theoretical units are covered in assessment. Assessment is gathered in formal tests and assignments, and through informal observation.

Out of class time commitments: Some units require the students to complete part of the assignments in their own time.

Approximate costs: Handouts and access to other resources provided under the Student Resource Scheme.

Resources to be provided by student: Exercise Book A4 (64 pages)

Future studies in Year 11 and 12:

Authority Registered Subjects: Information, Communication and Technology Studies

Possible career pathways: Business Studies in year 10 will guide students towards careers in the services industries, vocational education courses, and tertiary business studies.

Further advice: Please see Mr Paw Kappel – HOD ICT & Business
Course overview: During this subject, you are introduced to the concepts and technologies associated with basic programming. Students are exposed to these skills through a variety of projects using a wide range of hardware and software.

Learning experiences: • Problem Solving
• Robotics
• Database Design
• Alice 3D Programming
• Artificial Intelligence
• Game Design Programming
• Game Maker
• Action Script (Flash)

Assessment techniques: Both practical and theoretical units are covered in assessment. Assessment is gathered in formal tests and assignments, and through informal observation.

Out of class time commitments: The students are required to complete planning and evaluation of projects as homework. All digital work happens during class time.

Approximate costs: Handouts and access to other resources provided under the Student Resource Scheme.

Resources to be provided by student: Exercise Book A4 (64 pages)

Future studies in Year 11 and 12: Authority Subjects: Business Communication and Technology, Film Television and New Media, Information Processing and Technology, Information Technology Systems

Authority Registered Subjects: Information, Communication and Technology Studies

Possible career pathways: Advanced Information Technology will guide students towards TAFE IT courses, vocational education courses and university IT courses.

Further advice: Please see Mr Paw Kappel – HOD ICT & Business
Multimedia

Course overview: This subject offers students the opportunity to develop practical skills in the design and construction of an interactive multimedia product. Students will develop and understanding of the characteristics of interactive Multimedia, its strengths and weakness relative to other media, and will be able to critically review and appraise the design of contemporary multimedia products.

Learning experiences: Students who enroll in this subject will develop the skills necessary to take a project through all stages:
- Creating and negotiating a concept
- Storyboarding
- Creating and acquiring media images, sound, video, animation and text
- Scripting for interactive games and activities

In addition, students will develop practical skills in the areas of:
- Digital graphics
- Digital audio (loop based programs, digital sampling and editing)
- 2D animation
- Digital video production (capture, editing and output techniques)
- Image manipulation (text and graphics)
- Using digital images for games design
- Stop Motion
- Website digital portfolio

Assessment techniques: Both practical and theoretical units are covered in assessment. Assessment is gathered in formal tests and assignments, and through informal observation.

Out of class time commitments: The students are required to complete planning and evaluation of projects as homework. All digital work happens during class time.

Approximate costs: Handouts and access to other resources provided under the Student Resource Scheme.

Resources to be provided by student: Exercise Book A4 (64 pages)

Future studies in Year 11 and 12: Authority Subjects: Film Television and New Media, Information Technology Systems (including Certificate IV Interactive Digital Media)
Authority Registered Subjects: Information, Communication and Technology Studies

Possible career pathways: Multimedia assists students to develop transferable skills relevant to current industry practices and vocational pathways to post secondary courses and work placements in TAFE IT courses, vocational education courses, and university IT and multimedia courses. This can lead to a career as a graphical designer, web designer or multimedia author.

Additional information: This course focuses on providing students with powerful, positive technological experiences with different software.

Further advice: Please see Mr Paw Kappel – HOD ICT & Business
Course overview: Cisco IT Essentials (CITE) is designed to be equivalent to the CompTIA A+ certificate. Cisco Systems is the dominant worldwide networking equipment company. CITE is ideal for students who intend to enter the IT or electrical industry.

Learning experiences: The course contains ten areas that are individually tested, a final test and a substantial set of skills tests. The areas include:
- Safety
- Introduction to computer components
- Troubleshooting
- Computer assembly
- Laptops
- Printers and scanners
- Operating systems
- Networks
- Security and customer service

The course does contribute to the students QCE credits. Completing the CITE exams will earn the student 2 QCE credits.

Assessment techniques: Both practical and theoretical units are covered in assessment. Assessment is gathered in formal tests.

Out of class time commitments: Most studying and acquiring of knowledge happens during class time. The students can be required to study online in their own time to keep up with the pace of the course.

Approximate costs: Cisco sponsors most of the costs for running the course by providing the content and theoretical testing for free. The supply of equipment that the students practice with, maintaining resources that ensure the students are exposed to a wide range of learning material and ensuring that the school can supply qualified instructors to keep its CISCO status needs to be supported by an annual $60 fee.

Resources to be provided by student: Exercise Book A4 (64 pages).

The students will be given an opportunity to build their own computer from parts sourced online and funded by themselves.

Future studies in Year 11 and 12: Cisco CCNA – Cisco Certified Network Associate

Possible career pathways: Cisco ITE assists students to develop transferable skills relevant to current industry practices and vocational pathways to post secondary courses and work placements in TAFE IT courses, vocational education courses, and university IT and multimedia courses.

Additional information: This course focuses on providing students with powerful, positive technological experiences.

Further advice: Please see Mr Paw Kappel – HOD ICT & Business
HOME ECONOMICS SUBJECTS

Home Economics
Introduction to Early Childhood
Introduction to Hospitality
Home Economics

Course overview: The Home Economics program is all about the study of the things that make a difference to our everyday lives. You study areas of nutrition, health and food; individuals, families and communities; and textiles and fashion.

Topics explored during the one year course may include:
- Food and recipes from around the world
- Textiles and fashion - sewing techniques for clothing and other items
- Food and Craft for children and families

Learning experiences: Students will:
- Recall and describe facts, definitions and procedures
- Explain and apply key concepts in a range of situations
- Research and analyse information from sources
- Synthesise and evaluate evidence to justify conclusions or solutions
- Propose and support solutions that arise from a design challenge
- Use appropriate communication modes and language for intended purposes and audiences

Assessment techniques: Assessment in Home Economics is based on knowledge and understanding, reasoning and communicating processes, and practical performance. A student’s level of achievement is determined through assessment tasks including:
- Response to stimulus exams
- Researched essays (800-1000 words)
- Process journals for cooking and sewing tasks
- Practical tasks completed in the kitchen and textiles room

Out of class time commitments: It is expected that students will need to complete a minimum of one hour of homework / assessment work each week to achieve at a sound level in this subject.

Some work in their own time on sewing tasks is available during selected lunch times through negotiations with their teacher.

Approximate costs: Handouts and access to textbooks provided under the Student Resource Scheme.

An additional subject fee applies – covers provision of basic craft resources, food and kitchen resources, and textile resources. Subject fees for 2015 will be available at the subject selection time.

Resources to be provided by student:
- Notebook, leather closed in shoes or steel cap boots
- Some consumables are to be supplied by the student - this could include material or fabric for sewing, patterns or specialty items for sewing such as zips, buttons, specific food items such as meat and vegetables.

Students are responsible for being organised to bring these when notified by the teacher as per a course outline.

Future studies in Year 11 and 12: Home Economics

Possible career pathways: Nutritionist / dietician, food technologist, health educator, fashion retailer, teacher.

Additional information: Students must attend and participate in ALL practical lessons for completion of the course. Forgetting requirement

Further advice: Ms Rebecca Rokocibi – Home Economics Subject Area Coordinator
Ms Margaret Anderson, Ms Gail McCarthy – Teachers
Introduction to Early Childhood

Course overview: The Early Childhood program is all about the study of the skills and knowledge that is required to pursue work in a Childcare centre. Early Childhood education and even parenting and care for young people. You study areas of nutrition, health and food for children, learn about how children develop as they grow, how to design activities for learning key skills as well as working to create textile items and toys for children.

Topics explored during the one year course may include:
- Food for children
- Nutrition and health requirements
- Textiles and fashion - sewing techniques for toys and age appropriate items
- Craft for children and families
- Understanding growth and development
- Play in early childhood education
- The physical care of children
- Accident prevention and safety

Learning experiences: Students will:
- Identify, investigate and make judgements about issues
- Design and produce activities and resources for children
- Develop practical skills in observation
- Describe fundamentals of early childhood learning
- Explain practices in early childhood learning
- Analyse fundamentals and practices in early childhood contexts
- Plan play-based experiences for children
- Evaluate play-based activities for children’s needs
- Use appropriate communication and language for a variety of settings involving young children

Assessment techniques: Assessment may be done by using some of the below techniques depending on the unit and topic of study:
- Short answer and response to stimulus exams
- Multimodal presentations (3-5 minutes)
- Individual and group performances (2-3 minutes)
- Folios of work
- Practical tasks completed in a simulated or real childcare environment
- Anecdotal records of observations of children
- Practical demonstrations of skills
- Creating and producing practical tasks, activities and resources for children

Out of class time commitments: Students may visit childcare and education centres to interact with children or conduct observations. This may also include running activities in the Bentley Park College P-6 classes where appropriate.

Approximate costs: Handouts and access to textbooks provided under the Student Resource Scheme.

Resources to be provided by student: Notebook, display folder for handouts, some ingredients for cooking tasks, scrap book.

Future studies in Year 11 and 12: In Year 11 and 12 students who study Early Childhood may have the opportunity to enrol in Certificate III in Early Childhood Education and Care (CHC30113) through Cairns Training Academy. This is subject to government funding and associated costs. The estimated cost for 2015 is $615. Students completing this course are required to undertake structured work placement for at least 200 hours (generally one day per week). Completion of this course will see students awarded with an additional 8 QCE points.

Possible career pathways: Early childhood educator, teacher, afterschool care assistant, kindergarten teacher

Further advice: Mrs Rebecca Rokocibi – Home Economics Subject Area Coordinator
Ms Gail McCarthy – Teacher
Introduction to Hospitality

Elective subject
Full year course

Course overview:
This course replaces the subject formerly known as Food Studies. It is designed to give students an understanding of the level of work required for the pathway into the Certificate II in Hospitality (SIT20213) course.

The preparation course in Year 10 will allow students to be ready to complete a nationally recognised qualification in food and beverage service, with a commercial cookery unit in Year 11/12.

The skills covered are ones that are required for work in the hospitality industry. This course is not about cooking food and eating!

Topics covered include:
- Learning how to provide an excellent dining, coffee or restaurant experience
- Dealing with customers
- Preparing a variety of food dishes for different situations
- Running catering events
- Sales ventures
- Hygiene and safety

Learning experiences:
Students will:
- Recall knowledge and skills
- Use commercial equipment e.g. espresso machine
- Develop a range of practical skills for food and beverage preparation
- Complete work placement in industry
- Organise and participate in school functions e.g. coffee shop
- Cater for functions

Assessment techniques:
Evidence is gathered continuously through methods including:
- Short answer assessments
- Folios of work
- Oral questioning
- Written assignments/booklets
- Practical tasks completed in the kitchen
- Scenarios and role plays
- Journals

Out of class time commitments:
It is expected that students participate in practical learning experiences both in kitchen and front of house situations.

Students will need to participate in functions outside class time.

Approximate costs:
Handouts and access to textbooks provided under the Student Resource Scheme.

An additional subject fee applies – covers use of specialist catering tools and equipment, personal protection equipment, booklets, and some ingredients and consumables.

Resources to be provided by student:
Notebook, display folder for handouts, ingredients for cooking tasks, leather closed in shoes preferably non-slip, basic hospitality uniform consisting of black pants/trousers and plain black polo shirt.

Future studies in Year 11 and 12:
This subject leads directly into Certificate II in Hospitality (SIT20213) course in Year 11/12. Students must have a literacy level that allows reading and interpretation of assessment tasks and working documents for this course.

Year 9 Food Studies is an advantage but students who think they want to undertake the certificate should select this course before committing to the Cert II qualifications in Year 11/12.

Possible career pathways:
Waiter / waitress, barista, chef / cook, bartender, hotel management.
Additional information:

Students will generally participate in practical activities for one lesson per week and theory for two lessons per week.

Student are expected to participate in functions and practical activities outside of class time.

Further advice:

Mrs Rebecca Rokocibi – Home Economics Subject Area Coordinator
Ms Margaret Anderson, Ms Gail McCarthy – Teachers
INDUSTRIAL TECHNOLOGY AND DESIGN SUBJECTS

Graphics
Introduction to Automotive
Introduction to Engineering
Introduction to Construction
Introduction to Furnishing
**Graphics**

**Course overview:**
Graphics is a subject that provides students with experiences in Graphic Communication across a broad range of applications. The work is predominately done on computer using a variety of programs including Autocad and Revit (house design program). Sketching is also a significant part of the course and there is a written component as well.

Students are encouraged to be imaginative and creative through problem solving and designing. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems.

The course is delivered in units which focus on business graphics, production design and built environment.

Topics explored during the course may include:
- Industrial design
- Built environment design
- Graphic design

**Learning experiences:**
Students will:
- Sketch and draw a range of objects
- Design objects according to given briefs
- Critique sketches and designs
- Develop practical skills in use of Autocad, Inventor and Revit

**Assessment techniques:**
- Class work and homework
- Tests
- Folios of drawings

**Out of class time commitments:**
It is expected that students will need to complete a minimum of one hour homework / assessment work each week to achieve at a sound level in this subject.

**Approximate costs:**
Handouts and access to software provided under the Student Resource Scheme.

A subject fee applies – covers access to subject specific software and equipment.

**Resources to be provided by student:**
USB

**Future studies in Year 11 and 12:**
Year 10 graphics leads directly to year 11 and 12 Graphics and will prepare students for a smooth transition into senior.

**Possible career pathways:**
Architectural design, graphic designer, builder, industrial designer, cartographer, interior designer, commercial artist, landscape designer, design/project engineer, mechanical/electrical designer, environmental designer, technical illustrator, fashion/textile designer, technology teacher, fine artist/illustrator and town planner.

**Additional information:**
It is recommended that students have a sound understanding of Year 9 Graphics so that there is an understanding of the software used

Autocad software can be downloaded by students for free so that those who wish to do extra work for assessment preparation or completion may do so at home.

**Further advice:**
Mr Gavin Stock – INTAD Subject Area Coordinator
Introduction to Automotive

Course overview: Introduction to Automotive provides students with an introduction to the workings of small motors, identification of components and types of hand tools used for maintenance. Students will develop knowledge, understanding and skills in areas such as:
- Removing and replacing mechanical components.
- Maintenance and repair – diagnosing and repairing a range of automotive equipment.
- Systems – identifying small motor systems.

Learning experiences: Students will:
- Understand and implement appropriate occupational health and safety practices within the workshop
- Develop practical skills related to identification and operation of small motors

Assessment techniques: • Practical and theory tests
• Practical work

Out of class time commitments: It is recommended that students interested in a career in the automotive industry complete a week’s work experience in their field of interest during school holidays.

Approximate costs: Handouts and access to resources provided under the Student Resource Scheme.
An additional subject fee applies – covers oils and liquids / filters / gaskets / sealants.

Resources to be provided by student: Notebook and pen, suitable closed in shoes or steel cap boots

Future studies in Year 11 and 12: Automotive studies

Possible career pathways: Automotive mechanic, small motor mechanic, marine mechanic, diesel mechanic, detailer, panel beater, high performance technician, suspension, brakes, exhaust technician.

Additional information: Students must attend and participate in 80% of practical lessons

Students will predominately participate in practical activities for most lessons with theory where necessary to develop foundational knowledge or compliment practical work.

Correct footwear is essential. Students will not be permitted into the work area without adequate footwear.

Further advice: Mr Gavin Stock – INTAD Subject Area Coordinator
Introduction to Engineering

Course overview: Introduction to Engineering provides students with an introduction to the skills and practices likely to be found in the engineering industry, safety in the workplace and practise in performing routine tasks and skills. Students will develop knowledge, understanding and skills in areas such as:

- Cutting and joining materials
- Machining materials using a range of metal machines (hand-held or static) and a variety of materials
- Light fabrication using various materials
- Production of an engineering product integrating the techniques of cutting and joining, machining, and fabrication to produce an article to specification.
- Selecting and applying hand and power tools, welding / cutting processes and materials.

Learning experiences: Students will:

- Construct a carry-all, repousse, hacksaw, high pressure nozzle and electronics
- Learn and implement appropriate occupational health and safety practices within the workshop
- Develop practical skills in engineering

Assessment techniques:

- Theory booklets
- Practical work

Out of class time commitments: It is recommended that students interested in a career in the engineering / metal fabrication industry complete a week’s work experience in their field of interest during school holidays.

Approximate costs: Handouts and access to resources provided under the Student Resource Scheme.

An additional subject fee applies – covers metal, electrodes, fixings, inserts, blades, finishes and lubricants.

Resources to be provided by student: Pen, leather closed in shoes or steel cap boots

Future studies in Year 11 and 12: Engineering Studies

Possible career pathways: Boilermaker, sheet metalworker, fitter and turner, engineer, steel fabricator, steel distributor, estimator, producer

Additional information: Students must attend and participate in 80% of practical lessons

Students will predominately participate in practical activities for most lessons with theory where necessary to develop foundational knowledge or compliment practical work.

Correct footwear is essential. Students will not be permitted into the work area without adequate footwear.

Further advice: Mr Gavin Stock – INTAD Subject Area Coordinator
Introduction to Construction Studies

Course overview: Building and Construction Studies provides students with an introduction to the industry, safety in the workplace and practise in performing routine tasks and skills. Students will develop knowledge, understanding and skills in areas such as:
- Selecting and applying hand and power tools
- Selecting materials and construction appliances
- Fabrication and assembly of construction-based projects
- Integrating materials, fixtures and fittings to present a well-finished construction project.

Learning experiences: Students will:
- Construct a carry-all and cement float
- Learn and implement appropriate occupational health and safety practices within the workshop
- Develop practical skills in building and construction

Assessment techniques: Theory booklets

Out of class time commitments: It is recommended that students interested in a career in the construction industry complete a week’s work experience in their field of interest during school holidays.

Approximate costs: Handouts and access to resources provided under the Student Resource Scheme.
An additional subject fee applies – covers timber, fixings, finishes, consumables.

Resources to be provided by student: Pen and pencil, leather closed in shoes or steel cap boots

Future studies in Year 11 and 12: Construction Studies or Doorways to Construction

Possible career pathways: Carpenter, bricklayer, painter, tiler, plumber, cabinet maker, plasterer, electrician, roofer, bricklayer, concreter, renderer, carpet layer

Additional information: Students must attend and participate in 80% of practical lessons
Students will predominately participate in practical activities for most lessons with theory where necessary to develop foundational knowledge or compliment practical work.

Correct footwear is essential. Students will not be permitted into the work area without adequate footwear.

Further advice: Mr Gavin Stock – INTAD Subject Area Coordinator
Introduction to Furnishing

Course overview: Introduction to Furnishing provides students with an introduction to the furnishing industry, safety in the workplace and practise in performing routine tasks and skills. Students will develop knowledge, understanding and skills in areas such as:

- Carcase construction
- Drawing interpretation
- Selecting and applying hand and power tools and static machinery
- Preparing materials preparation
- Constructing and assembling a product
- Finishing - integrating materials, fixtures and fittings to present a well-finished furnishing project

Learning experiences: Students will:

- Construct items using timber
- Learn and implement appropriate occupational health and safety practices within the workshop
- Develop practical skills in furnishing

Assessment techniques: Theory booklets

Practical work

Out of class time commitments: It is recommended that students interested in a career in the furnishing industry complete a week’s work experience in their field of interest during school holidays.

Approximate costs: Handouts and access to resources provided under the Student Resource Scheme.

An additional subject fee applies – covers timber, fixings, finishes, consumables.

Resources to be provided by student: Pen and pencil, leather closed in shoes or steel cap boots

Future studies in Year 11 and 12: Furnishing Studies

Possible career pathways: Hand-made timber furnishings, wood turning, soft furnishings, cabinet maker, flat pack furnishing

Additional information: Students must attend and participate in 80% of practical lessons

Students will predominately participate in practical activities for most lessons with theory where necessary to develop foundational knowledge or compliment practical work.

Correct footwear is essential. Students will not be permitted into the work area without adequate footwear.

Further advice: Mr Gavin Stock – INTAD Subject Area Coordinator