



ASPIRE - LEARN - ACHIEVE

Senior Secondary Course Selection Handbook

Year 11 – 2023

Year 12 – 2024

All information in this handbook was current at the time of publication (August 2022)



BENTLEY PARK COLLEGE

A complete Prep to Year 12 education

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Curriculum Area	Applied Subjects and Vocational Qualifications
English	Essential English
Mathematics	Essential Mathematics
Science	Aquatic Practices Science in Practice
Humanities	Social & Community Studies Tourism
Physical Education	Sport & Recreation or Sport & Recreation (Rugby League Specialisation) Certificate III in Fitness
Health	Certificate II in Health Support Services Certificate III in Health Services Assistance <i>(only after completion of Certificate II in Health Support Services)</i> Assistant in Nursing <i>(only after completion of Certificate III in Health Services Assistance)</i>
Arts	Dance in Practice Media Arts in Practice Music in Practice Visual Arts in Practice
Business	Certificate III in Business
IT	Certificate III in Information Technology
Home Economics	Early Childhood Studies Fashion Hospitality Practices Certificate II in Hospitality Certificate II in Kitchen Operations
Industrial Technology and Design	Building and Construction Skills Engineering Skills Furnishing Skills Industrial Technology Skills
TAFE VETiS Program	Certificate I and II qualifications

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Curriculum Area	General Subjects
English	English Literature
Mathematics	General Mathematics Mathematical Methods
Science	Biology Chemistry Physics
Humanities	Ancient History Modern History Aboriginal and Torres Strait Islander Studies Legal Studies
Physical Education	Physical Education
Arts	Drama Film, Television and New Media Music Visual Art
Information Technology and Business	Design Digital Solutions
CQU	Start Uni Now Program
Distance Education	See Cairns School of Distance Education and Brisbane School of Distance Education websites (www.cairnssde.eq.edu.au and www.brisbanesde.eq.edu.au)

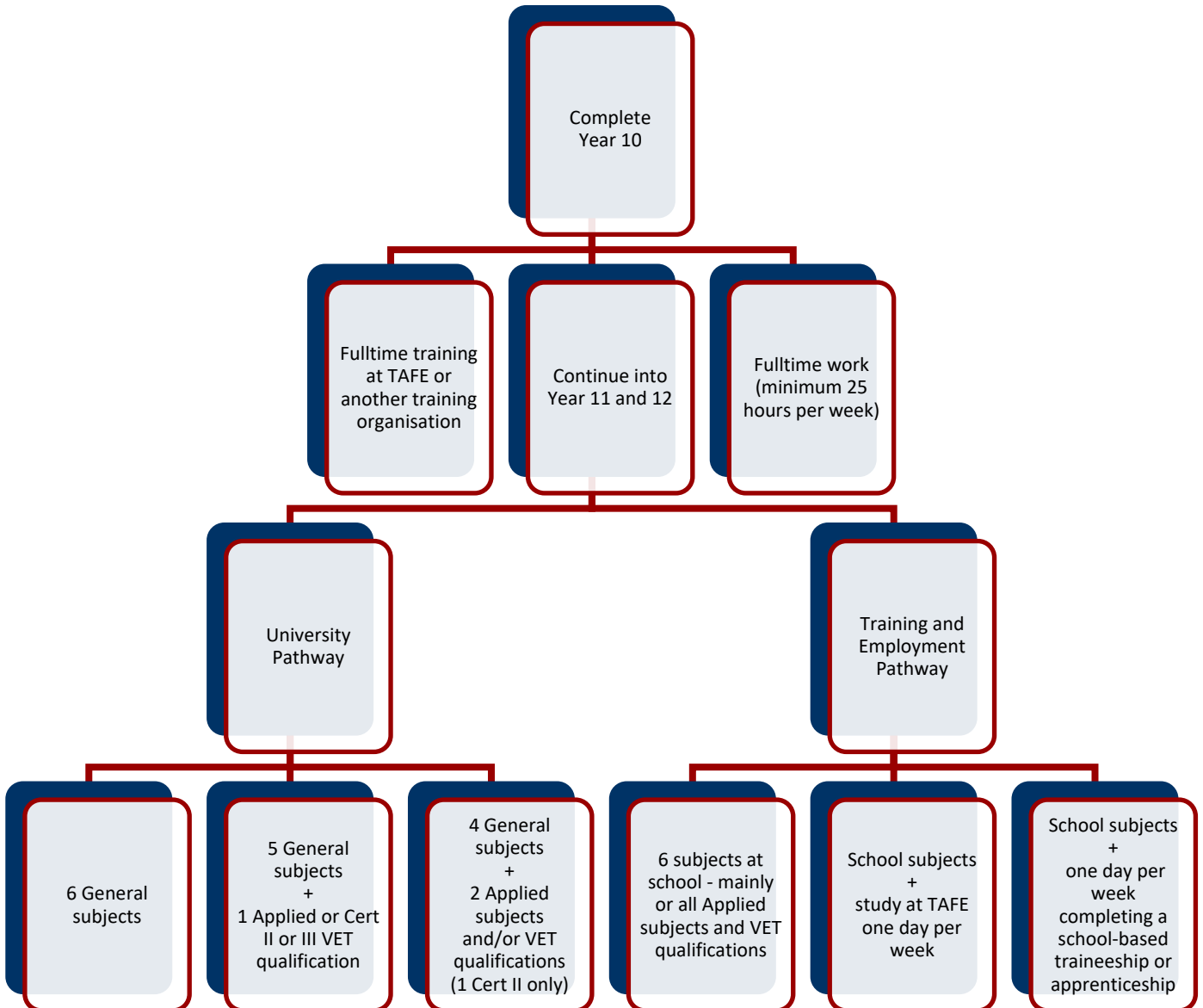
SECTION 1: GENERAL INFORMATION

PATHWAYS BEYOND YEAR 10

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

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

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



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

SENIOR EDUCATION PROFILE

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

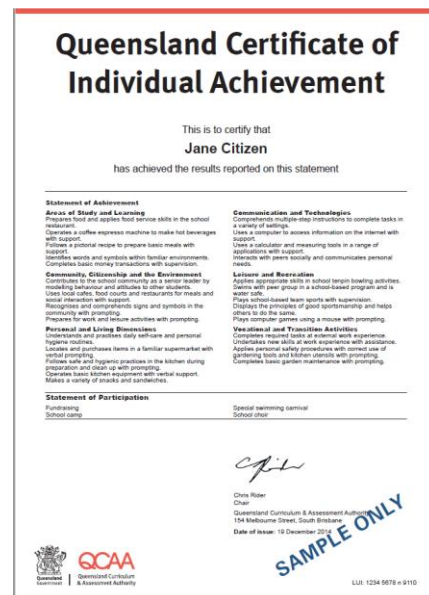
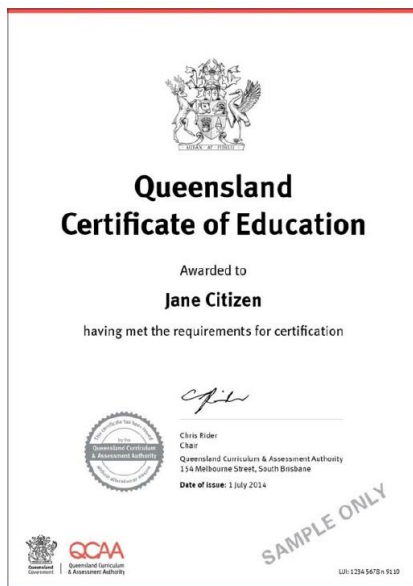
Senior Statement

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

Senior Statement					
This is to certify that					
Jane Citizen					
has achieved the results reported on this statement					
General					
Subject	Year	Units	Overall	Score	
English	2020	1 2 3 4	B	67/100	
Mathematics Methods	2020	1 2 3 4	A	81/100	
Ancient History	2020	1 2 3 4	C	56/100	
Biology	2020	1 2 3 4	B	72/100	
Accounting	2020	1 2 3 4	C	49/100	
Applied					
Subject	Year	Units	Overall		
Arts in Practice	2020	1 2 3 4	B		
Training Academy					
Qualification	Year	Status			
Certificate II in Business	2020	Completed			

Queensland Certificate of Education (QCE)

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



Queensland Certificate of Individual Achievement (QCIA)

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

Tertiary Entrance Statement

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

QUEENSLAND CERTIFICATE OF EDUCATION

What is the Queensland Certificate of Education (QCE)?





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

How do I ensure I gain a QCE?

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

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

What are the requirements to gain a QCE?

 <p>Set amount</p>	<p>20 credits from a range of learning options – QCAA General or Applied subjects or Short Courses, Vocational Education and Training (VET) qualifications, other recognised studies</p>
 <p>Set pattern</p>	<p>Your 20 credits must include a minimum of 12 credits from completed Core courses:</p> <ul style="list-style-type: none"> • QCAA General or Applied subjects studied for all 4 units and exited at a pass (up to 4 credits per course) • QCAA General Extension subjects studied for Units 3 and 4 and exited at a pass (2 credits per course) • Completed Certificate II qualifications (up to 4 credits per course) • Completed III or IV qualifications (up to 8 credits per course) • School-based apprenticeships (up to 6 credits) <p>Your 20 credits cannot included more than 4 credits from preparatory courses (QCAA Short Courses or Certificate I qualifications)</p>
 <p>Set standard</p>	<p>QCE credits are accrued when the set standard for each subject / course has been met. Depending on the course, that may be:</p> <ul style="list-style-type: none"> • Satisfactory completion • Grade of C or better • Competency or qualification completion • Pass or equivalent
 <p>Literacy & numeracy</p>	<p>Students must also meet a minimum literacy and numeracy standard. Most students will meet this by passing Unit 1 or 2, or Unit 3 and 4 of their QCAA General or Applied English and Mathematics subject. Some students may meet this requirement by completing the QCAA Short Course in Literacy or Numeracy or other recognised studies.</p>

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT

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

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

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

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

Queensland Certificate of Individual Achievement

This is to certify that
Jane Citizen
has achieved the results reported on this statement

Statement of Achievement

Area of Study and Learning
Prepares food and applies food service skills in the school kitchen.
Operates a coffee espresso machine to make hot beverages and support.
Follows a cultural recipe to prepare basic meals with assistance.
Prepares simple and nutritious meals for family members.
Completes basic money transactions with assistance.

Personal and Living Dimensions
Learns and practices daily self-care and personal hygiene routines.
Lifts and purchases items in a familiar supermarket with verbal prompting.
Follows safety and hygiene practices in the kitchen during preparation and clean up with prompting.
Completes basic money transactions with assistance.

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

Work and Enterprise
Applies appropriate skills in school kitchen bowling activities.
Cares with care items in a school maintenance program and in other tasks.
Participates in school-based team sports with supervision.
Engages in and demonstrates good citizenship and helps others to do the same.
Plans and organises games using a mouse with prompting.

Vocational and Transition Activities
Completes required tasks as a student with assistance.
Identifies new skills or skills experience with assistance.
Applies personal safety knowledge with verbal use of planning tools and kitchen-related with prompting.
Completes basic garden maintenance with prompting.

Statement of Participation

Employing
School only






Special mentoring support
School only

Chris Blair
Chair
Queensland Curriculum & Assessment Authority
104 Melbourne Street, South Brisbane
Date of issue: 10 December 2012

QCAA
Queensland Curriculum & Assessment Authority

SAMPLE ONLY

L08 1234 5678 9100

Communication and technologies	Community, citizenship and the environment	Leisure and recreation	Personal and living dimensions	Vocational and transition activities
				
<p>Students gain knowledge, understanding and skills in literacy and digital and other technologies.</p> <p>Communication involves the student learning to comprehend language in listening, reading and viewing. Students learn to use language to communicate with others through speaking, writing and creating.</p> <p>Technologies involves the student learning to operate digital and other technologies, including those for listening, reading, viewing, speaking, writing and creating language and texts, and calculation. They learn technical and social protocols for appropriate use of digital technologies to interact with others.</p>	<p>Students develop knowledge, understanding and skills about communities, citizenship and the environment.</p> <p>Students learn about active citizenship, and participate in and contribute to their local and wider communities.</p> <p>They learn about changes over time and across locations.</p> <p>They explore the world around them, and investigate the natural and constructed features of places and different environments and the relationship between people and places.</p> <p>They learn about how scientific understandings can inform decision making about people, environments and their relationships.</p>	<p>Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities.</p> <p>They learn about different physical activities and the importance of lifelong physical activity.</p> <p>They learn to identify, experience and participate in their own preferred leisure and recreation activities.</p> <p>They learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.</p>	<p>Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy.</p> <p>Students learn about their own and others' identity, health and wellbeing.</p> <p>They explore and take actions to keep themselves and their peers healthy and safe through food and nutrition, safe use of medicines and ways to keep safe in the environment.</p> <p>They learn about emotions, how to enhance their interactions and relationships with others, and the physical and social changes they go through as they get older.</p> <p>They develop their ability to use numeracy skills in everyday situations.</p>	<p>Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways.</p> <p>They learn how to set goals and make decisions to achieve them.</p> <p>They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school.</p>

SUBJECT SELECTION PROCESS AT BENTLEY PARK COLLEGE

1. Work Studies Classes

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

2. Online Careers Tools

Bentley Park College has its own Careers Website (<https://bpc-careers.com/>) that includes a range of information about senior schooling, work experience, school-based apprenticeships and traineeships, post-school options, and 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 and create a résumé and cover letter.

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

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



I CARE

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



I INFORM

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



I SERVE

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



I CREATE

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



I GROW

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



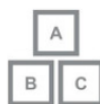
I CONNECT

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



I ADMINISTER

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



I BUILD

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

Students who are considering careers that require a university degree must ensure that they study any prerequisite subjects required to meet the entry requirements for courses. More information about university prerequisites is available in the *QTAC 2024 Year 10 Guide to Pathways & Tertiary Prerequisites* – www.qtac.edu.au/atar/.

3. Pathways and Transitions Events

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

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

4. Completion of a SET Plan

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

5. Subject Expression of Interest

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

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

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

6. Year 11 Enrolment Parent Information Evening

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

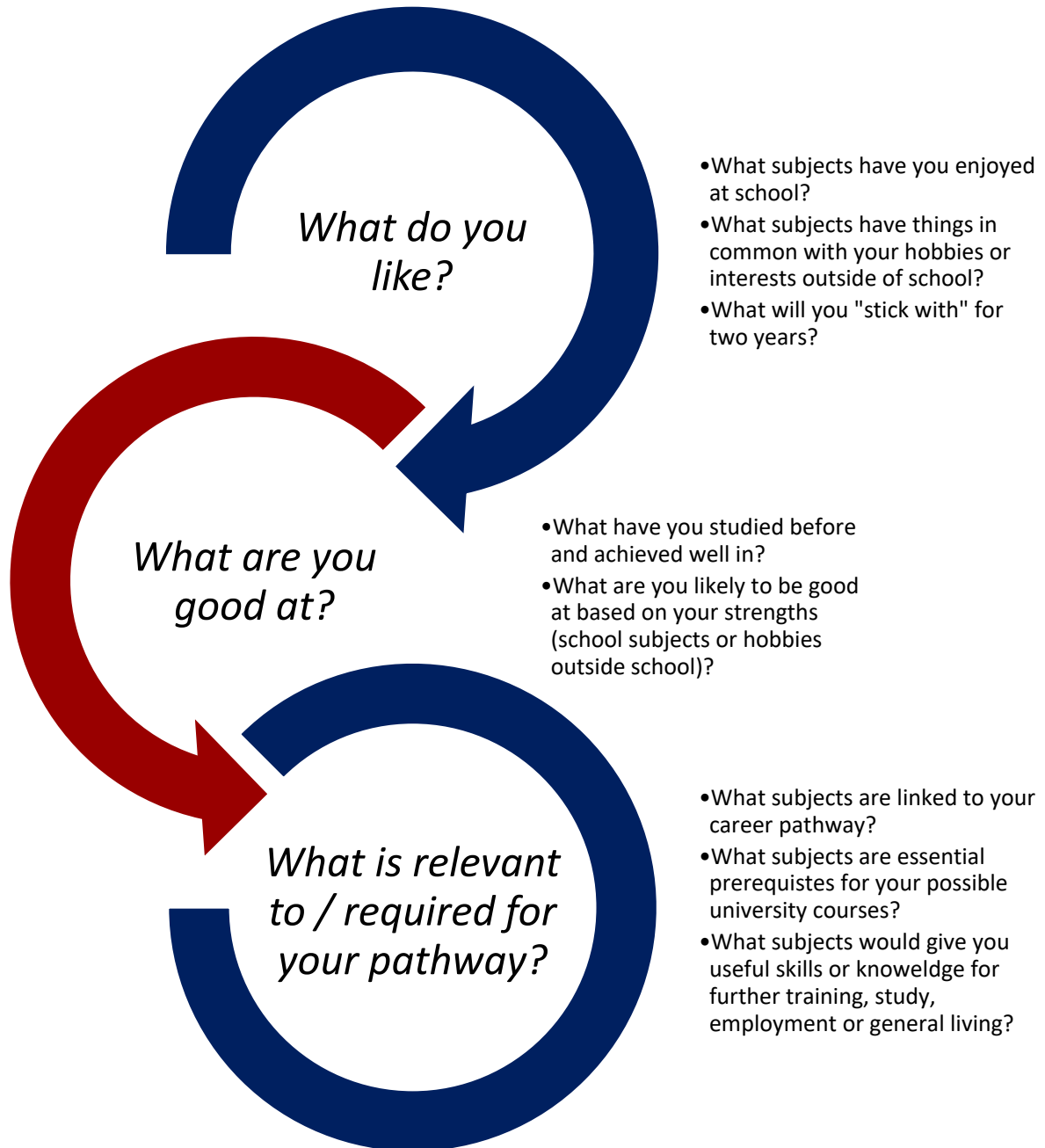
7. Year 11 Enrolment Interviews

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

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

ADVICE ON CHOOSING SUBJECTS FOR YEAR 11 AND 12

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



YEAR 11 AND 12... FREQUENTLY ASKED QUESTIONS

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

There is a substantial increase in the workload between Years 10 and 11 in many subjects, particularly in General subjects. This requires students to be self-disciplined, motivated and organised 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 **12-15 hours per week on home study**. This includes time spent completing homework, revision and assignment work.

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

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

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

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

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

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

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

As Year 11 and 12 students have finished their compulsory schooling, it is expected that they consistently demonstrate a commitment to achieving at their potential in school as they have chosen to stay on at school rather than obtain full time work or pursue training opportunity outside of school. Students are expected to maintain a 95% attendance rate. This equates to no more than 10 days off in a year unless there are exceptional circumstances. Students are also required to meet all assessment checkpoints, complete and submit all drafts and final copies of assignments and attend all exams.

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

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

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

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



BYOD PROGRAM (BRING YOUR OWN DEVICE)

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

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

Benefits of bringing your own device to school

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

BYOD Program Device Specifications

Specifications	Minimum	Recommended
Physical dimensions	11"	14"
Operating system	Windows 10 or Mac OSx 10.12.x (or newer)	Windows 10
Hard drive/storage	128GB HDD or SSD	256GB SSD (or larger)
Memory	4GB RAM	8GB RAM
Wireless capability	WiFi 802.11n/ac (5Ghz)	
Warranty		3+ years warranty 3+ years accidental damage protection
Battery life	Advertised battery life of at least 6 hours	
Software	Microsoft Office (available at no cost for students) Anti-virus - Windows Security (up to date) is available as part of Windows and has proven to be suitable and is free. You may want to purchase extra cover.	
Software (optional)	Adobe Creative Cloud – available to all students for \$10 per year	
Other	Extra chargers Bag Mouse	

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

Laptop Hire Program

Bentley Park College can assist with the provision of a loan device for students and families. Parents and carers who require a loan device for their student should contact the school to make enquiries and complete the necessary hire documentation. All hire laptops are set up for each individual student and are not used by other students. The Department of Education and Training's (DET) Managed Operating Environment (MOEv5 Windows 10 Education Edition), Microsoft Office 2016, filtered internet, access to the school network and access to school software comes as standard on each device. Further information is available on the College website.

SECTION 2: TRAINING AND EMPLOYMENT PATHWAY

APPLIED SUBJECTS

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

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

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

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

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

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

VOCATIONAL EDUCATION QUALIFICATIONS

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

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

Unique Student Identifier (USI)

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

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

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

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. Students completing a SAT are sometimes given a reduced workload at school (for example, five subjects instead of six) depending on the workload of the subjects in which they are enrolled. Many students who are studying Applied subjects are able to maintain a full timetable, while students who study a number of General (university pathway) subjects will sometimes require a study line to ensure they are able to catch up on work missed while at training and complete their assessments. Study lines are negotiated on a case-by-case basis with the Deputy Principal.

SAT students work towards attaining a nationally recognised Certificate II or III qualification that contributes credits towards their QCE. 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:

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

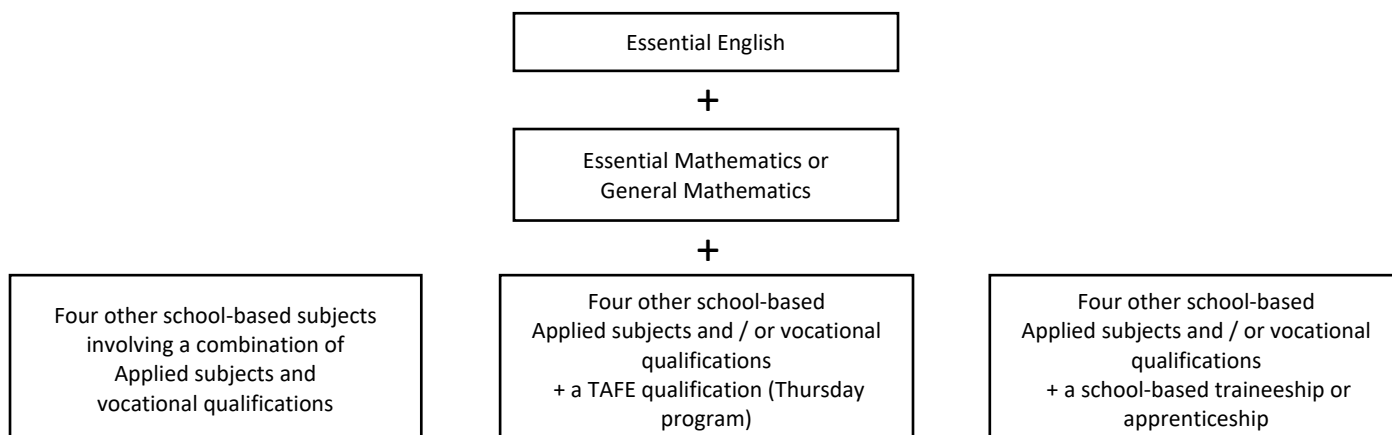
Students seeking a school-based apprenticeship or traineeship should check the following websites regularly for positions that are available and maintain contact with the Industry Liaison Officer in G block:

- www.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.

TRAINING AND EMPLOYMENT PATHWAY SUBJECT OVERVIEW

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



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

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

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

Curriculum Area	Vocational Qualifications
Physical Education	Certificate III in Fitness
Health	Certificate II in Health Support Services
	Certificate III in Health Services Assistance <i>(only after completion of Certificate II in Health Support Services)</i>
	Assistant in Nursing <i>(only after completion of Certificate III in Health Services Assistance)</i>
Business	Certificate III in Business
IT	Certificate III in Information Technology
Home Economics	Certificate II in Hospitality
	Certificate II in Kitchen Operations
TAFE VETiS Program	Certificate I and II qualifications

ESSENTIAL ENGLISH

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2
<p>Language that works Students will:</p> <ul style="list-style-type: none">• Explore texts in work contexts to discover how these texts vary for different purposes, audiences and contexts. These work contexts could include, but are not limited to:<ul style="list-style-type: none">○ work safety and responsibilities○ the changing nature of work in the 21st century○ work relationships (conflict, mediation and team work)○ job seeking• Use their knowledge and understanding of how meaning is communicated in work-related texts to explore texts relevant to and used by particular occupations.	<p>Texts and human experiences Students will:</p> <ul style="list-style-type: none">• Explore how different perspectives, ideas, cultural assumptions, attitudes, values and beliefs are communicated through the textual representations of a range of human experiences.• Identify audience and purpose, and consider how meaning is shaped in reflective and nonfiction texts to invite audiences to accept a particular point of view.• Respond to a variety of reflective and/or nonfiction texts by creating texts of their own for a variety of purposes and audiences.

Unit 3	Unit 4
<p>Language that influences Students will:</p> <ul style="list-style-type: none"> • Explore community, local and/or global issues presented in a range of texts that invite an audience to take up positions. • Explore similar and conflicting representations of the same identity or identities, place, event, concept or issue in media texts, drawing on their understanding of how the relationships between context, purpose and audience create meaning. • Discuss and listen to differing perspectives, compare, draw conclusions and influence audiences for a range of purposes. 	<p>Representations and popular culture texts Students will:</p> <ul style="list-style-type: none"> • Revisit and build on learning from Units 1, 2 and 3 about how the relationship between context, purpose and audience creates meaning, and independently apply comprehension strategies when engaging with texts. • Reflect on a range of popular culture texts and develop their own interpretations. • Use their understanding of how meaning is shaped by the structures, language features and language of popular culture texts, and apply this knowledge when exploring texts about Australian social groups (which may be defined by gender, power, race, religion, age and/or class).

Assessment

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

Unit 3	Unit 4
<p>Summative internal assessment 1 (IA1): Spoken task: Express a viewpoint on an issue or idea currently represented in the media that invites the audiences to take up positions about this issue through selected content, language and textual elements Length: 4-6 minutes</p>	<p>Summative internal assessment 3 (IA3): Multimodal Presentation: Response to a popular culture text that considers the language features and structure of the texts and explains the ways in which the text make meaning, creates representations and invites audiences to take up positions Length: 4-6 minutes</p>
<p>Summative internal assessment 2 (IA2): Exam: Response to seen and unseen stimulus – identifying, considering and explaining how the elements or components that make up the text/s communicates ideas and information and shape meaning Length: 200-300 words per response (total of 400-600 words) Time: 1½ hours plus 15 minutes of planning time</p>	<p>Summative internal assessment (IA4): Written task: use understanding of representation/s of Australian identities, places, events and concepts in a popular culture text to communicate own interpretations through the representation of an Australian social group Length: 500-800 words</p>

Approximate Course Costs

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

Further Advice

See Ms Franki Vanderkruk – Head of Department English

ESSENTIAL MATHEMATICS

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

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

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

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

Pathways

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from number, data, location and time, measurement and finance
- Comprehend mathematical concepts and techniques drawn from number, data, location and time, measurement and finance
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from number, data, location and time, measurement and finance

Structure

Unit 1	Unit 2
Number, data and graphs <ul style="list-style-type: none">• Ratios• Rates (e.g. speed)• Percentages (including simple interest, discounts, mark ups and GST)• Representing data (including tables, dot plots, stem-and-leaf plots and histograms)• Reading and interpreting, drawing and using graphs	Money, travel and data <ul style="list-style-type: none">• Personal budgeting, tax and superannuation• Calculating time intervals, distances, speed and travel routes• Interpreting transport timetables, tide charts, sunrise charts and moon phases)• Conducting a census and surveys and understanding sources of bias
Unit 3	Unit 4
Measurement, scales and data <ul style="list-style-type: none">• Converting between metric measurements and metric units of mass• Calculating perimeter, area and volume• Interpreting and creating scale drawings• Using scale drawings to estimate and compare quantities, materials and costs• Pythagoras' theorem• Summarising and comparing data	Graphs, chance and loans <ul style="list-style-type: none">• Bivariate graphs (including Cartesian plane, bivariate scatterplots and line of best fit• Probability and relative frequencies• Loans and compound interest

Assessment

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

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Assignment: Problem-solving and modelling task in response to a mathematical investigative scenario using mathematical language, appropriate calculations, tables of data, graphs and diagrams Length: Up to 10 pages excluding appendixes (e.g. raw data)	Summative internal assessment 3 (IA3): Assignment: Problem-solving and modelling task in response to a mathematical investigative scenario using mathematical language, appropriate calculations, tables of data, graphs and diagrams Length: Up to 10 pages excluding appendixes (e.g. raw data)
Summative internal assessment 2 (IA2): Exam: Common internal assessment (CIA) assessing the application of a range of cognitions to a number of items drawn from Unit 3 Short response format – formula sheet provided Time: 60 minutes plus 5 minutes perusal (Part A: Simple; Part B: Complex)	Summative internal assessment (IA4): Exam assessing the application of a range of cognitions to a number of items drawn from Unit 4 Short response format – formula sheet provided Time: 60 minutes plus 5 minutes perusal (Part A: Simple; Part B: Complex)

Approximate Course Costs

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

Further Advice

See Mr Lloyd Greenbury – Head of Department Mathematics

AQUATIC PRACTICES

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in workplaces related to the aquatic industry and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about the aquatic industry, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

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

Objectives

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

- Describe concepts and ideas in aquatic contexts
- Explain concepts and ideas in aquatic contexts
- Demonstrate skills in aquatic contexts
- Analyse information, situations and relationships in aquatic contexts
- Apply knowledge, understanding and skills in aquatic contexts
- Use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- Generate plans and procedures for activities in aquatic contexts
- Evaluate the safety and effectiveness of activities in aquatic contexts
- Make recommendations for activities in aquatic context

Structure

Areas of study	Core topics
Environmental	<p>Environmental conditions, including:</p> <ul style="list-style-type: none">• Understanding and predicting weather and tides• Coastal processes, e.g. longshore drift, chemical and physical erosion, reef formation• Ocean currents — localised, national and international <p>Ecosystems, including:</p> <ul style="list-style-type: none">• Biotic components e.g. organisms• Abiotic components e.g. temperature, light, pH, dissolved oxygen, salinity• Habitats of local aquatic organisms• Classification of aquatic organisms• Factors that impact on ecosystem conditions (e.g. pollution, algal bloom) <p>Conservation and sustainability, including:</p> <ul style="list-style-type: none">• Marine and freshwater pests and threats• Legislation rules and regulations• Indigenous knowledge and practices that support ecosystem condition
Recreational	<p>Entering the aquatic environment, including:</p> <ul style="list-style-type: none">• Aquatic activities such as boating, fishing, snorkelling, sailboarding, canoeing, surfing, aquariums and fishkeeping• Application of Archimedes' principle, Boyle's Law and the principles of buoyancy

Areas of study	Core topics
Commercial	Employment , including: <ul style="list-style-type: none"> • Core skills for work in aquatic contexts • Career opportunities and pathways in the aquatic industry and businesses
Cultural	Cultural understandings , including: <ul style="list-style-type: none"> • Use of aquatic organisms for a variety of purposes in different cultures e.g. food, fertiliser, compost and mulch, and bioremediation • Indigenous peoples, including Aboriginal peoples, and Torres Strait Islander peoples, relationships with, connections to and understanding of country and place • Social and political responses to impacts of industries and activities on aquatic environments, e.g. attitudes towards whaling, accidents such as the Exxon Valdez oil spill, Fukushima nuclear accident, organisations such as Greenpeace • Unlawful activities in aquatic environments, e.g. illegal fishing and trawling, piracy
Safety and management practices	<ul style="list-style-type: none"> • Legislation, rules and regulations for aquatic environments • Equipment maintenance and operations • First aid and safety • Management practices

Assessment

Students may be assessed through the following methods:

Project	Investigation	Extended response	Examination	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item 	<ul style="list-style-type: none"> • performance: continuous class time to develop and practice the performance.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide an A4 notebook, document wallet for handouts, scientific calculator, USB, ruler, pencils, pens, scissors, colouring pencils. An additional subject fee applies – covers bus hire, glass for building aquariums and other consumables. The Elective Subject Fee Schedule is available from the College Administration Office. Optional additional course costs include an excursion to Green Island (\$45 approx.)

Further Advice

See Mrs Kim Wilson – Head of Department Science.

SCIENCE IN PRACTICE

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

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

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence

Structure

Core topics	Elective topics
<p>Scientific literacy and working scientifically, including:</p> <ul style="list-style-type: none">• Relevant facts and concepts of Biology, Chemistry, Earth and Environmental Science or Physics that explain various phenomena in different contexts• scientific knowledge needed to discuss relevant contemporary scientific issues• Ethical implications of science research and technology• Evidence-based arguments• Scientific methodology – collecting and analysing data to address questions• Thinking scientifically – evidence and reasoning for accepting or rejecting claims <p>Workplace health and safety, including:</p> <ul style="list-style-type: none">• Workplace health and safety requirements and safe operational scientific procedures• Workplace health and safety documents• Risk assessments• Safe working procedures <p>Communication and self-management, including:</p> <ul style="list-style-type: none">• Communication in a scientific context• Organisation and preparation of materials and/or equipment for self and others• Time management• Problem solving	<ul style="list-style-type: none">• Science for the workplace• Resources, energy and sustainability• Health and lifestyles• Environments• Discovery and change

Assessment

Students may be assessed through the following methods:

Project	Investigation	Extended response	Examination	Collection of work
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.	A response to a series of tasks relating to a single topic in a module of work.
At least two different components from the following: <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> 60–90 minutes 50–250 words per item 	At least three different components from the following: <ul style="list-style-type: none"> written: 200–300 words spoken: 1½–2½ minutes multimodal <ul style="list-style-type: none"> non-presentation: 6 A4 pages max (or equivalent) presentation: 2–3 minutes performance: continuous class time test: <ul style="list-style-type: none"> 20–30 minutes 50–250 words per item.

Approximate Course Costs

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

An additional subject fee applies – this covers consumables required for projects, experiments and bus hire for the field study. The Elective Subject Fee Schedule is available from the College Administration Office. Optional additional course costs include excursions (\$15 approx).

Further Advice

See Mrs Kim Wilson – Head of Department Science.

SOCIAL & COMMUNITY STUDIES

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

- Recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- Recognise and explain the ways life skills relate to social contexts
- Explain issues and viewpoints related to social investigations
- Organise information and material related to social contexts and issues
- Analyse and compare viewpoints about social contexts and issues
- Apply concepts and ideas to make decisions about social investigations
- Use language conventions and features to communicate ideas and information, according to purposes
- Plan and undertake social investigations
- Communicate the outcomes of social investigations, to suit audiences
- Appraise inquiry processes and the outcomes of social investigations

Structure

Core life skills	Elective topics
<p>Personal skills — Growing and developing as an individual, including:</p> <ul style="list-style-type: none">• Self-awareness• Self-management• Construction of identity• Personal goal setting <p>Interpersonal skills — Living with and relating to other people, including:</p> <ul style="list-style-type: none">• Managing relationships• Conflict management• Team skills and group work• Roles within the family, workplace, school, peer group, digital arena and other social contexts• Influence of social factors such as age and gender• Effective communication• How communication shapes perception <p>Citizenship skills — Receiving from and contributing to community, including:</p> <ul style="list-style-type: none">• Principles of active citizenship• Tolerance and respect for different viewpoints	<ul style="list-style-type: none">• The Arts and the community• Australia's place in the world• Gender and identity• Health: Food and nutrition• Health: Recreation and leisure• Into relationships• Legally, it could be you• Money management• Science and technology• Today's society• The world of work

Assessment

Students may be assessed through the following methods:

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal: 3–6 minutes• performance: continuous class time• product: continuous class time.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item on the test

Approximate Course Costs

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

Further Advice

See Mrs Maria Slatcher – Head of Department Humanities.

TOURISM

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Tourism enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

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

- Recall terminology associated with tourism and the tourism industry
- Describe and explain tourism concepts and information
- Identify and explain tourism issues or opportunities
- Analyse tourism issues and opportunities
- Apply tourism concepts and information from a local, national and global perspective
- Communicate meaning and information using language conventions and features relevant to tourism contexts
- Generate plans based on consumer and industry needs
- Evaluate concepts and information within tourism and the tourism industry
- Draw conclusions and make recommendations

Structure

Core topics	Elective topics
<p>Tourism as an industry, including:</p> <ul style="list-style-type: none">• Types of tourism• Tourism client groups• Tourism industry sectors• Career pathways in tourism• Personal skills essential to enhance employability <p>The travel experience, including:</p> <ul style="list-style-type: none">• What motivates people to travel• Tourism hotspots and trends• Factors influencing travel decisions• Safe travel practices• Tourism information sources <p>Sustainable tourism, including:</p> <ul style="list-style-type: none">• Positive and negative impact of tourism on:<ul style="list-style-type: none">– The environment– Culture– Economy• Sustainable tourism practices e.g. ecotourism, ethical consumerism, environmental management	<ul style="list-style-type: none">• Technology and tourism• Forms of tourism• Tourist destinations and attractions• Tourism marketing• Types of tourism• Tourism client groups

Assessment

Students may be assessed through the following methods:

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes performance: continuous class time product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<ul style="list-style-type: none"> 60–90 minutes 50–250 words per item

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to pay for the cost of any excursions. It is estimated that students will engage in 1 excursion per year up to approximately \$80 per year. Cost may vary due to number of students.

Incompatible Courses

Students cannot receive QCE credits for both Tourism and the VET qualification Certificate II in Tourism (offered through TAFE).

Further Advice

See Mrs Maria Slatcher – Head of Department Humanities.

SPORT & RECREATION

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

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

- Demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- Describe concepts and ideas about sport and recreation using terminology and examples
- Explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- Apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- Manage individual and group sport and recreation activities
- Apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- Use language conventions and textual features to achieve particular purposes
- Evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- Evaluate the effects of sport and recreation on individuals and communities
- Evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- Create communications that convey meaning for particular audiences and purposes

Structure

Core topics	Elective topics
<p>Sport and recreation in the community, including:</p> <ul style="list-style-type: none">• The role of sport and recreation within Australian society• Benefits of sport and recreation in the community• Vocational and employment pathways in the sport and recreation industries• Agencies that promote sport and recreation in the community• The role of marketing in sport and recreation <p>Sport, recreation and healthy living, including:</p> <ul style="list-style-type: none">• Gross motor and fine manipulative skills• Effects of physical activity on social, emotional, physical, psychological, spiritual and environmental health	<ul style="list-style-type: none">• Active play and minor games• Challenge and adventure activities• Games and sports• Lifelong physical activities• Rhythmic and expressive movement activities• Sport and recreation physical activities

<ul style="list-style-type: none"> • Skill acquisition theories and transference • Understanding personal performance e.g. physical dispositions, attitude, motivation <p>Health and safety in sport and recreation activities, including:</p> <ul style="list-style-type: none"> • Policies, strategies, rules and technologies that promote health and safety in sport and recreation activities • Ethical use of technology to promote health and safety in sport and recreation activities • Codes of conduct • Risk assessment and management • First aid knowledge and application <p>Personal and interpersonal skills in sport and recreation activities, including:</p> <ul style="list-style-type: none"> • Personal and interpersonal skills required for effective participation in sport and recreation activities • Leadership and communication skills <p>Self-analysis and goal setting</p>	
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Assessment

Students may be assessed through the following methods:

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes* 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Approximate Course Costs

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

Incompatible Courses

Students cannot select both the mainstream Sport & Recreation course plus the Rugby League Sport & Recreation specialisation.

Further Advice

See Mr Brenton Morehead– Head of Department HPE.

SPORT & RECREATION – RUGBY LEAGUE SPECIALISATION

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities within the Rugby League context. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the Rugby League industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

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

- Demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- Describe concepts and ideas about sport and recreation using terminology and examples
- Explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- Apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- Manage individual and group sport and recreation activities
- Apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- Use language conventions and textual features to achieve particular purposes
- Evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- Evaluate the effects of sport and recreation on individuals and communities
- Evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- Create communications that convey meaning for particular audiences and purposes

Structure

Core topics	Elective topics
<p>Sport and recreation in the community, including:</p> <ul style="list-style-type: none">• The role of sport and recreation within Australian society• Benefits of sport and recreation in the community• Vocational and employment pathways in the sport and recreation industries• Agencies that promote sport and recreation in the community• The role of marketing in sport and recreation <p>Sport, recreation and healthy living, including:</p> <ul style="list-style-type: none">• Gross motor and fine manipulative skills• Effects of physical activity on social, emotional, physical, psychological, spiritual and environmental health• Skill acquisition theories and transference	<ul style="list-style-type: none">• Active play and minor games• Challenge and adventure activities• Games and sports• Lifelong physical activities• Rhythmic and expressive movement activities• Sport and recreation physical activities

<ul style="list-style-type: none"> Understanding personal performance e.g. physical dispositions, attitude, motivation <p>Health and safety in sport and recreation activities, including:</p> <ul style="list-style-type: none"> Policies, strategies, rules and technologies that promote health and safety in sport and recreation activities Ethical use of technology to promote health and safety in sport and recreation activities Codes of conduct Risk assessment and management First aid knowledge and application <p>Personal and interpersonal skills in sport and recreation activities, including:</p> <ul style="list-style-type: none"> Personal and interpersonal skills required for effective participation in sport and recreation activities Leadership and communication skills Self-analysis and goal setting 	
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Assessment

Students may be assessed through the following methods:

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: 2–4 minutes.* 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> 2–4 minutes* 	<ul style="list-style-type: none"> 60–90 minutes 50–250 words per item

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide exercise books, display folders, writing material for theoretical lessons. For practical lessons, students are asked to bring hats, water bottles and wear appropriate footwear. Students will also receive a training kit consisting of singlet, towel shorts and socks. An additional subject fee applies. The Elective Subject Fee Schedule is available from College Administration. Students will be required to attend curriculum-based excursions (approx.\$100/year).

Incompatible Courses

Students cannot select both the mainstream Sport & Recreation course plus the Rugby League Sport & Recreation specialisation.

Further Advice

See Mr Brenton Morehead– Head of Department HPE.



Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

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

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

Pathways

This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. This qualification provides a pathway to work as an instructor providing exercise instruction for group, or gym programs. They work independently with some level of autonomy in a controlled environment such as fitness, leisure, and community centres where risks are managed through pre-existing risk assessment and hazard control processes. After completing this qualification, students may continue their studies through a Certificate IV in Fitness (Personal Trainer) with another Registered Training Organisation. Students may also go on to study exercise physiology, sports science or education at university.

Structure

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> The Sport, Fitness and Recreation Industry Work Health and Safety in Sport & Fitness Developing Coaching Practices 	<ul style="list-style-type: none"> Community Fitness Programs Policies and Procedures First Aid and CPR certificate 	<ul style="list-style-type: none"> Anatomy and Physiology – Body Systems, Digestive System, Energy Systems, Terminology 	<ul style="list-style-type: none"> Client Screening and Health Assessments Plan and Deliver Exercise Programs <p>Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation</p>
Term 5	Term 6	Term 7	Term 8
<ul style="list-style-type: none"> Nutrition – Providing Healthy Eating Information 	<ul style="list-style-type: none"> Specific Populations; Training Older Clients; Client Conditions 	<ul style="list-style-type: none"> Training Other Specific Population Clients; Community Fitness Programs 	<ul style="list-style-type: none"> CPR refresher (optional) <p>Finalisation of qualification: SIS30321 Certificate III in Fitness</p>

Students may exit the course early with a Certificate II in Sport & Recreation by achieving competency in all units below:

- SISXCAI002 Assist with activity sessions
- SISXCCS001 Provide quality service
- SISXEMR001 Respond to emergency situations
- SISXIND001 Work effectively in sport, fitness and recreation environments
- SISXIND002 Maintain sport, fitness and recreation industry knowledge
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBWOR202 Organise and complete daily work activities
- ICTICT203 Operate application software packages
- BSBTEC201 Use business software applications
- BSBTEC202 Use digital technologies to communicate in a workplace
- BSBTEC203 Research using the internet
- HLTWHS001 Participate in workplace health and safety

Students must also achieve competency in all units below in order to obtain the Certificate III in Fitness:

- HLTAID011 Provide first aid
- SISFFIT032 Complete pre-exercise screening and service orientation

- SISFFIT033 Complete client fitness assessments
- SISFFIT035 Plan group exercise sessions
- SISFFIT036 Instruct group exercise sessions
- SISFFIT040 Develop and instruct gym based exercise programs for individual clients
- SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise
- SISFFIT052 Provide healthy eating information
- BSBPOP304 Deliver and monitor service to a customer
- BSBPEF301 Organise personal work priorities

Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

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

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

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

This program involves an 'outside subject' weekly component including training of adult clients, undertaken at the school gym or an alternate fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).

Incompatible Courses

Students cannot receive QCE credits for both the Certificate II in Sport & Recreation and Certificate III in Fitness qualifications. Therefore the maximum number of QCE credits possible for these combined courses is 8 credits. Students who exit the course early having only achieved the Certificate II in Sport & Recreation cannot receive QCE credits for both that Certificate II qualification and the QCAA subject Sport & Recreation.

Entry Requirements

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

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

Approximate Course Costs

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

Further Advice

See Mr Brenton Morehead– Head of Department HPE.

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

HLT23215 CERTIFICATE II IN HEALTH SUPPORT SERVICES



Vocational Education Qualification (Training & Employment Pathway)

Connect 'n' Grow (RTO Code: 40518)

Up to 4 QCE credits



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

Structure

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

- HLTHSS003 Perform general cleaning tasks in a clinical setting
- HLTHSS005 Undertake routine stock maintenance
- HLTINF001 Comply with infection prevention and control policies and procedures
- HLTWHS001 Participate in workplace health and safety
- CHCCCS010 Maintain a high standard of service
- CHCCCS020 Respond effectively to behaviours of concern
- CHCCOM001 Provide first point of contact
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- BSBCUS201 Deliver a service to customers
- BSBINM201 Process and maintain workplace information
- BSBWOR202 Organise and complete daily work activities

Assessment

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

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

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.

Approximate Course Costs

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

Further Advice

See Mr Dan Ginnaw – Industry Liaison Officer.

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

HLT33115 CERTIFICATE III IN HEALTH SERVICES ASSISTANCE



Connect 'n' Grow®

Vocational Education Qualification (Training & Employment Pathway)
Connect 'n' Grow (RTO Code: 40518)
Maximum 8 QCE credits
(up to 4 points for completion of the Certificate II Health Support Services
and up to a further 4 points for completion of this qualification)



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

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

This qualification is delivered by Bentley Park College staff in our purpose-built Medical Training Precinct in partnership with Connect 'n' Grow (RTO 40518).

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



Pathways

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

Students who successfully complete this qualification may continue their studies through the Assisting with Nursing Care in an Acute Care Environment (AIN) Nanoqual™ through Connect'n'Grow at Bentley Park College. They may also undertake various Certificate IV qualifications, a Diploma of Nursing or Bachelor degrees (for example, a Bachelor of Nursing). They may also be eligible for entry level employment in the health industry.

Structure

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

Students must achieve competency in all units below in order to obtain the Certificate II in Health Support Services prior to enrolling in this qualification:

- HLTHSS003 Perform general cleaning tasks in a clinical setting
- HLTHSS005 Undertake routine stock maintenance
- HLTINF001 Comply with infection prevention and control policies and procedures
- HLTWHS001 Participate in workplace health and safety
- CHCCCS010 Maintain a high standard of service
- CHCCCS020 Respond effectively to behaviours of concern
- CHCCOM001 Provide first point of contact
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- BSBCUS201 Deliver a service to customers
- BSBINM201 Process and maintain workplace information
- BSBWOR202 Organise and complete daily work activities

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

- BSBMED301 Interpret and apply medical terminology
- BSBMED303 Maintain patient records
- BSBWOR301 Organise personal work priorities and development

- CHCCCS009 Facilitate responsible behaviour
- CHCCCS015 Provide individualised support
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- HLTAAP001 Recognise healthy body systems
- HLTAID009 Provide cardiopulmonary resuscitation
- HLTAID011 Provide first aid

Assessment

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

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

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. The college and Connect 'n' Grow® consider industry experience to be a very important inclusion of the Certificate III qualifications.

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

Entry Requirements

The successful completion of HLT23215 Certificate II in Health Support Services is required to enrol in this qualification.

Approximate Course Costs

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

Further Advice

See Mr Dan Ginnaw – Industry Liaison Officer.

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



Connect 'n' Grow®

ASSISTING WITH NURSING CARE IN AN ACUTE CARE ENVIRONMENT (AIN) NANOQUAL™



Vocational Education Qualification (Training & Employment Pathway)
Connect 'n' Grow (RTO Code: 40518)

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



This qualification is delivered by Bentley Park College staff in our purpose-built Medical Training Precinct in partnership with Connect 'n' Grow (RTO 40518) or by a Connect'n'Grow Expert Health Trainer.

Pathways

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

Structure

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

Students must achieve competency in all units below in order to obtain Assisting with Nursing Care in an Acute Care Environment (AIN) Nanoqual™:

- CHCCCS020 Respond effectively to behaviours of concern
- CHCCCS002 Assist with movement
- CHCCCS026 Transport individuals
- HLTAIN001 Assist with nursing care in an acute care environment
- HLTAIN002 Provide non-client contact support in an acute care environment

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

Assessment

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

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

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

Entry Requirements

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

Approximate Course Costs

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

Further Advice

See Mr Dan Ginnaw – Industry Liaison Officer.

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

DANCE IN PRACTICE

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Dance in Practice focuses on the role that dance plays through its many forms and styles to fulfil ritual, cultural and social functions in society. In Dance in Practice, students create, perform and produce dance works in class, school and community contexts. Students learn to explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement. They examine aesthetic codes and symbol systems and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Pathways

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

Objectives

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

- Recall terminology, concepts and ideas associated with dance
- Interpret and demonstrate the technical and expressive skills required for dance genres
- Explain dance and dance works
- Apply dance concepts and ideas through performance and production of dance works
- Analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- Use language conventions and features to achieve particular purposes.
- Generate, plan and modify creative processes to produce dance works
- Create communications and make decisions to convey meaning to audiences
- Evaluate dance works.

Structure

Core	Electives
<p>Dance performance, including:</p> <ul style="list-style-type: none">• knowledge, understanding and skills necessary to perform in solo and group performances - physical attributes and mental attitudes, collaboration, cooperation• skills to teach others to dance - timing, counting, rhythm and understanding musical signatures and structures, cues (verbal and non-verbal), deconstructing movement sequences, demonstration skills, skill modification• healthy and safe practices - basic anatomy, skeletal structure, major muscle groups and alignment, stretching, warm-up and cool-down, preparing and maintaining safe dance environments, safe dance and hygiene practices, basic nutrition and conditioning for dance. <p>Dance production, including:</p> <ul style="list-style-type: none">• production roles in dance, theatrical knowledge and terms, technical theatre skills, planning, managing and promoting events, choreographic skills of intent, devices, movement and non-movement components, movement qualities, dance and group work skills <p>Dance literacies, including:</p> <ul style="list-style-type: none">• Responding to dance works to understand and appreciate by key choreographers, exploring current trends in productions, historical influences, characteristics of styles• Dance terminology and language - directions, stagecraft and production• Dance genres and styles and function of dance for social, artistic and ritual contexts	<ul style="list-style-type: none">• Ballet• Contemporary• Jazz• Tap• Ballroom• Popular dance• World dance

Assessment

Students may be assessed through the following methods:

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses physical demonstrations of applying a range of cognitive, technical, physical and/or creative/expressive skills - involves solving a problem, providing a solution, or conveying meaning or intent.	A technique that assesses the application of skills in the production of dance work/s in a design folio or choreography	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
At least two different components from the following: <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes product: variable conditions. 	<ul style="list-style-type: none"> 2-3 minutes Variable conditions 	<ul style="list-style-type: none"> 2-3 minutes – variable conditions 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Approximate Course Costs

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

Further Advice

See Mrs Fiona Johnson– Head of Department Arts.

MEDIA ARTS IN PRACTICE

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices. Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

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

Objectives

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

- Identify and explain media art-making processes
- Interpret information about media arts concepts and ideas for particular purposes
- Demonstrate practical skills, techniques and technologies required for media arts
- Organise and apply media art-making processes, concepts and ideas
- Analyse problems within media arts contexts
- Use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- Plan and modify media artworks using media art-making processes to achieve purposes
- Create media arts communications that convey meaning to audiences
- Evaluate media art-making processes and media artwork concepts and ideas

Structure

Core	Electives
<p>Media technologies, including:</p> <ul style="list-style-type: none">• Media hardware e.g. cameras• Media software e.g. photograph editing, graphic art software for illustration and animation• Tradition, digital and emerging media techniques e.g. Photoshop, stop motion <p>Media communications, including:</p> <ul style="list-style-type: none">• Media art-making contexts including aesthetic, commercial, community, cultural, design, economic, educational, entrepreneurial, environmental, ephemeral, geographical, historical, individual / personal, industrial, philosophical, political, public, social, spiritual, technological• Purposes for media artworks including advocacy, celebration, challenge / provocation, chronicling / documenting, education, entertainment, expression, informing, promotion <p>Media in society, including:</p> <ul style="list-style-type: none">• Health and safety practices• Ethical, safe and responsible online practices• Emerging technologies• Careers in media	<ul style="list-style-type: none">• Audio• Curating• Graphic design• Interactive media (e.g. games, internet, mobile)• Moving images (2D and 3D animation, film and television, stop motion)• Still image (illustration, photography, image manipulation)

Assessment

Students may be assessed through the following methods:

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: variable conditions. 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Approximate Course Costs

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

Further Advice

See Mrs Fiona Johnson– Head of Department Arts.

MUSIC IN PRACTICE

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

- Identify and explain music principles and practices
- Interpret music principles and practices
- Demonstrate music principles and practices
- Apply technical and expressive skills to performance and production of music works
- Analyse the use of music principles and practices in their own and others' music works
- Use language conventions and features to communicate ideas and information about music, according to context and purpose
- Plan and modify music works using music principles and practices to achieve purposes
- Create music works to communicate music ideas to audiences
- Evaluate the application of music principles and practices to music works and music activities.

Structure

Core	Electives
<p>Music principles, including:</p> <ul style="list-style-type: none">• Reasons for experiencing and engaging with music• How music both reflects and affects societies and represents ideas and experience• Elements of music, structural devices and symbols• Music conventions, forms, styles, genres and terminology <p>Music skills, techniques and processes, including</p> <ul style="list-style-type: none">• Listening skills, the aural skills necessary for discriminating, identifying, interpreting and applying music principles• creative and compositional skills, techniques and processes• Practical music skills, techniques and processes, e.g. playing instruments, singing, improvising, directing, manipulating sound sources, solo and ensemble work• Performance skills, techniques and processes• Notating skills, e.g. skills in conventional, graphic, symbolic and digital methods <p>Music industry practices and cultures, including:</p> <ul style="list-style-type: none">• Professional music practices and cultures• Entertainment management and live music practices, e.g. licensing and copyright, venue acoustics, sound and lighting, sound/noise management• Legal and ethical issues• WHS considerations	<ul style="list-style-type: none">• Community music• Contemporary music• Live production and performance• Music for film, TV and video games• Music in advertising• The music industry• Music technology and production• Performance craft• Practical music skills• Song writing• World music

<p>Using digital technologies, including:</p> <ul style="list-style-type: none"> • Performance technologies, music software programs, compressed vs uncompressed audio files, mobile technologies, online music-making and sharing services • Recording skills, e.g. setting up microphones and MIDI equipment to record a music demo • Using music software programs, e.g. Adobe Audition, Pro Tools, Logic Pro or Audacity, to create and edit audio files <p>Problem solving, including:</p> <ul style="list-style-type: none"> • Identifying, defining and interpreting the problem • Creative and lateral thinking, and thinking artistically • Creating or choosing a strategy and making decisions • Testing, monitoring and evaluating solutions <p>Awareness of self and others</p>	
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Assessment

Students may be assessed through the following methods:

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions. 	<ul style="list-style-type: none"> • music performance: minimum of two minutes total performance time • production performance: variable conditions 	<ul style="list-style-type: none"> • manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Approximate Course Costs

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

Further Advice

See Mrs Fiona Johnson– Head of Department Arts.

VISUAL ARTS IN PRACTICE

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs. Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making. Students examine how visual arts may be a vocation and identify vocationally transferable visual art skills. They will learn and apply safe visual art practices.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways

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

Objectives

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

- Recall terminology and explain art-making processes
- Interpret information about concepts and ideas for a purpose
- Demonstrate art-making processes required for visual artworks
- Apply art-making processes, concepts and ideas
- Analyse visual art-making processes for particular purposes
- Use language conventions and features to achieve particular purposes
- Generate plans and ideas and make decisions
- Create communications that convey meaning to audiences
- Evaluate art-making processes, concepts and ideas

Structure

Core	Electives
<p>Visual mediums, technologies, techniques, including:</p> <ul style="list-style-type: none">• Medium/s specific to the artwork being created, e.g. pen and ink – drawing• Technologies specific to mediums, e.g. graphic art software for illustration and animation• Techniques specific to the artwork being created, e.g. lino block techniques, including the understanding of negative space• Careers in visual arts and transferable skills• Curatorial, display, marking and sales skills <p>Visual literacies and contexts, including:</p> <ul style="list-style-type: none">• Elements of design – space, line, colour, shape, texture, tone, form• Principles of design – balance (symmetry, asymmetry, radial, pattern), contrast, proximity, harmony / unity, alignment, repetition / consistency, hierarchy / proportion / scales• Artwork composition and structure• Artwork interpretation – intent, evaluation of aesthetic choices, purpose and audience, historical / cultural / sociological context• Artwork critique	<ul style="list-style-type: none">• 2D, including artist's book, collage, drawing, mixed media, painting, photography, printmaking• 3D, including assemblage, ceramics, installations, sculpture, wearable art• Digital and 4D, including animation, film, multimedia• Design, including built, public and environmental design, costume and stage design, graphic design, illustration, product design• Craft, including decorative (e.g. metal work), fashion (e.g. jewellery), functional (e.g. woodwork), paper (e.g.

<p>Artwork realisation, including:</p> <ul style="list-style-type: none"> • Purposeful art making • Integration of skills – use of media, technology and techniques during artwork production • Planning, decision making and problem solving skills • Evaluative and reflective skills • Communication and metacognitive skills 	papier-mâché), textile (e.g. weaving)
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Assessment

Students may be assessed through the following methods:

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>A project consists of:</p> <ul style="list-style-type: none"> • a product component: variable conditions • at least one different component from the following <ul style="list-style-type: none"> – written: 500–900 words – spoken: 2½–3½ minutes – multimodal <ul style="list-style-type: none"> ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes. 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide \$80. An additional subject fee applies – covers consumables and Art making resources. The Elective Subject Fee Schedule is available from the College Administration Office.

Further Advice

See Mrs Fiona Johnson– Head of Department Arts.



Binnacle
Business

BSB30120 CERTIFICATE III IN BUSINESS

Vocational Education Qualification (Training & Employment Pathway or University ATAR Pathway)

Binnacle Training (RTO Code: 31319)

Up to 8 QCE credits



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

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

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

Pathways

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

- Business Owner
- Business Manager
- Customer Service Manager

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

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

Structure

Term 1		Term 2		Term 3		Term 4	
<ul style="list-style-type: none"> • Introduction to the Business Services Industry • Personal Wellbeing; Personal Work Priorities 	<ul style="list-style-type: none"> • Financial Literacy 	<ul style="list-style-type: none"> • Workplace Health and Safety • Participate in Sustainable Work Practices 	<ul style="list-style-type: none"> • Inclusive Work Practices • Workplace Communication 				
Term 5		Term 6		Term 7		Term 8	
<ul style="list-style-type: none"> • Working in a Team • Applying Critical Thinking Skills 	<ul style="list-style-type: none"> • Creating Electronic Presentations • Producing Business Documents 	<ul style="list-style-type: none"> • Delivering Customer Service 					

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

- BSBPEF201 Support personal wellbeing in the workplace
- BSBWHS311 Assist with maintaining workplace safety
- BSBSUS211 Participate in sustainable work practices
- BSBTWK301 Use inclusive work practices
- BSBXCM301 Engage in workplace communication
- BSBCRT311 Apply critical thinking skills in a team environment
- BSBPEF301 Organise personal work priorities
- BSBXTW301 Work in a team
- BSBTEC301 Design and produce business documents
- BSBWRT311 Write simple documents
- BSBTEC303 Create electronic presentations
- BSBOPS304 Deliver and monitor a service to customers
- FNSFLT301 Be MoneySmart

Assessment

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

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

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

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

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

Entry Requirements

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

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

Approximate Course Costs

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

Further Advice

See Mr Dan Ginnaw – Industry Liaison Officer.

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

ICT30120 CERTIFICATE III IN INFORMATION TECHNOLOGY



Vocational Education Qualification (Training & Employment Pathway or University ATAR Pathway)
Up to 8 QCE credits

This qualification develops students' skills, including basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Students will also develop foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

This qualification will be offered at Bentley Park College under our own Scope of Registration, subject to approval by the Queensland Curriculum and Assessment Authority during semester 2, 2022.

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

Pathways

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

Structure

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Personal Information (BSBXCS303 and BSBCRT301) 	<ul style="list-style-type: none"> IT maintenance (ICTSAS308, ICTSAS305, ICTSAS214) 	<ul style="list-style-type: none"> Intellectual property (ICTICT313) Web technologies (ICTWEB304, ICTWEB305, ICTWEB444, ICTWEB431) 	<ul style="list-style-type: none"> Web technologies (continued)
Term 5	Term 6	Term 7	Term 8
<ul style="list-style-type: none"> Programming (BSBXTW301, ICTPRG302) 	<ul style="list-style-type: none"> Programming (continued) 	<ul style="list-style-type: none"> Project work 	<ul style="list-style-type: none"> Project work

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

- BSBCRT301 Develop and extend critical and creative thinking skills
- BSBXCS303 Securely manage personally identifiable information and workplace information
- BSBXTW301 Work in a team
- ICTICT313 Identify IP, ethics and privacy policies in ICT environments
- ICTPRG302 Apply introductory programming techniques
- ICTSAS305 Provide ICT advice to clients
- ICTSAS214 Protect devices from spam and destructive software
- ICTSAS308 Run standard diagnostic tests
- ICTWEB304 Build simple websites
- ICTWEB305 Produce digital images for the web
- ICTWEB431 Create and style simple markup language documents
- ICTWEB444 Create responsive website layouts

Assessment

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

- Written responses
- Projects
- Folios of work
- Practical exercises
- Observation checklists
- Interviews with the assessor (teacher)

A range of teaching/learning strategies will be used to deliver the competencies. These include individual practical tasks and group projects.

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

Entry Requirements

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content

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

Approximate Course Costs

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

Further Advice

See Mr Paw Kappel or Ms Lorena Goodall – Head of Department IT.

EARLY CHILDHOOD STUDIES

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

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

Objectives

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

- Describe concepts and ideas related to fundamentals of early childhood
- Explain concepts and ideas of practices of early childhood learning.
- Analyse concepts and ideas of the fundamentals and practices of early childhood learning
- Apply concepts and ideas of the fundamentals and practices of early childhood learning
- Use language conventions and features to communicate ideas and information for specific purposes
- Plan and justify play-based learning activities responsive to children's needs
- Evaluate play-based learning activities in response to children's needs
- Evaluate contexts in early childhood learning

Structure

Core topics	Elective topics
<p>Fundamentals of early childhood, including:</p> <ul style="list-style-type: none">• Areas of development – physical, social, emotional, intellectual• External factors including growth and development – environmental, biological, interpersonal relationships and early environments and experiences• Developmental milestones• Additional needs of children with a disability, living in complex or vulnerable circumstances and different cultural, linguistic or family backgrounds• Early childhood policies, frameworks and guidelines• Careers in working with children <p>Practices in early childhood, including:</p> <ul style="list-style-type: none">• Play-based learning• Active learning environments• Interacting and communicating with children• Observing children to inform planning and learning through play	<p>Play and creativity, including:</p> <ul style="list-style-type: none">• Child-initiated processes that support learning through creativity, scientific thinking, numeracy, literacy and arts• Facilitation and interaction by adults in the play space• Safety requirements and active supervision <p>Literacy and numeracy skills, including:</p> <ul style="list-style-type: none">• Activities to promote literacy and numeracy skills <p>Being in a safe place, including:</p> <ul style="list-style-type: none">• Protecting children from physical and mental harm• Influences on children's behaviour (e.g. family values and attitudes, cultural beliefs and expectations, child-rearing practices, behaviour modification strategies) <p>Health and physical wellbeing, including:</p> <ul style="list-style-type: none">• Diet and nutrition• Physical activity <p>Indoor and outdoor learning environments, including:</p> <ul style="list-style-type: none">• Indoor and outdoor play

Assessment

Students may be assessed through the following methods:

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal: 3–6 minutes• performance: continuous class time• product: continuous class time.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

Further Advice

See Mr Brent Cibau – Head of Department INTAD and Home Economics.

FASHION

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives

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

- Identify and interpret fashion fundamentals
- Explain design briefs
- Demonstrate elements and principles of fashion design and technical skills in fashion contexts
- Analyse fashion fundamentals
- Apply fashion design processes
- Apply technical skills and design ideas related to fashion contexts
- Use language conventions and features to achieve particular purposes
- Generate, modify and manage plans and processes
- Synthesise ideas and technical skills to create design solutions
- Evaluate design ideas and products
- Create communications that convey meaning to audiences

Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

Core topics	Elective topics
<p>Fashion culture, including:</p> <ul style="list-style-type: none">• Historical and cultural influences on fashion• Contemporary design trends• Future design trends• Fashion careers <p>Fashion technologies, including:</p> <ul style="list-style-type: none">• Characteristics of textiles and materials• 2D and 3D modelling (e.g. pattern making / adaptation, cutting and fitting skills)• Garment construction and adaptation skills• Pattern and design instructions• Safety procedures <p>Fashion design, including:</p> <ul style="list-style-type: none">• Exploring a design challenge• Developing ideas and possible solutions• Creating solutions and fashion items	<ul style="list-style-type: none">• Adornment<ul style="list-style-type: none">– Accessories– Millinery– Wearable art• Collections• Fashion designers• Fashion in history• Haute couture• Sustainable clothing• Textiles• Theatrical design• Merchandising

<ul style="list-style-type: none"> • Communicating and explaining design choices • Communicating with a client • The role of media in fashion • Fashion branding • Legal considerations 	
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Assessment

Students may be assessed through the following methods:

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: 1–4. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • products 1–4

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide specialist water colour coloured pencils and also an A3 Visual Display Book for the creation and display of fashion designs. Students will also be required to provide fabrics and other equipment, or notions as required for the practical assessment tasks. An additional subject fee applies – covers provision of specialist sewing machines and overlockers, school provided fabrics and notions and other small equipment as required.

Further Advice

See Mr Brent Cibau – Head of Department INTAD and Home Economics.

HOSPITALITY PRACTICES

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

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

Objectives

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

- Explain concepts and ideas from the food and beverage sector
- Describe procedures in hospitality contexts from the food and beverage sector
- Examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- Apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- Use language conventions and features to communicate ideas and information for specific purposes.
- Plan, implement and justify decisions for events in hospitality contexts
- Critique plans for, and implementation of, events in hospitality contexts
- Evaluate industry practices from the food and beverage sector

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

Core topics	Elective topics
<p>Navigating the hospitality industry, including:</p> <ul style="list-style-type: none">• Roles and functions of the sectors of the hospitality industry• Personal attributes and personal presentation• Legislation and quality assurance procedures• Marketing and advertising products and services• Sustainability in the industry <p>Working effectively with others, including:</p> <ul style="list-style-type: none">• Effective teamwork, communication and interpersonal skills• Customer service procedures• Understanding diversity - social and cultural groups <p>Hospitality in practice, including:</p> <ul style="list-style-type: none">• Safe and hygienic work practices• Food and/or beverage production and service skills• Decision-making and problem solving procedures• Event planning	<p>Kitchen operations, including:</p> <ul style="list-style-type: none">• Menu types and planning• Knife skills• Quality control• Following recipes• Food presentation techniques• Cuisine styles• Nutrition• Tracking stock, estimating materials and equipment• End of service procedures• Sustainability and environmental considerations <p>Beverage operations and service, including:</p> <ul style="list-style-type: none">• Responsible Service of Alcohol• Producing hot and cold beverages <p>Food and beverage service, including:</p> <ul style="list-style-type: none">• Service techniques• On-the-job problem solving• Planning and organising work e.g. linen, décor, serviette folds, table allocation, sequence of service

Assessment

Students may be assessed through the following methods:

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product and performance component and one other component from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

Incompatible Courses

Students cannot receive QCE credits for both Hospitality Practices and the VET qualification Certificate II in Hospitality.

Further Advice

See Mr Brent Cibau – Head of Department INTAD and Home Economics.



SIT20316 CERTIFICATE II IN HOSPITALITY

Vocational Education Subject (Training & Employment Pathway)

CTA Training Specialists (RTO Code: 31607)

Up to 4 QCE credits



Through the completion of a Certificate II in Hospitality students will develop a range of basic practical skills for working in the Hospitality industry. The course covers:

- Preparation of dining areas (including table setting, polishing of cutlery and glassware, filling condiments);
- Food preparation (simple desserts, sandwiches, salads and fast / takeaway foods)
- Beverage preparation (non-alcoholic beverages including espresso coffee, soft drinks, juices, teas, mocktails)
- Customer service skills (table service, buffet, fast food, front and back of house tasks).

They will learn how to use commercial equipment (e.g. espresso machine) and organise and participate in catering for school functions and the Crusader Coffee Shop.

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

Both SIT20316 Certificate II in Hospitality and SIT20416 Certificate II in Kitchen Operations typically take 12 months to complete. Students can study on qualification in Year 11 and the other in Year 12.

Pathways

This qualification provides a pathway to work in various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops in areas such as wait staff, barista, chef / cook, bartender and hotel management.

Structure

Students must achieve competency in 12 core and elective units listed below in order to obtain the Certificate II in Hospitality.

Core units

- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCCS003 Interact with customers
- SITXCOM002 Show social and cultural sensitivity
- SITXWHS001 Participate in safe work practices

Elective units

- SITXFSA101 Use hygiene practices for food safety
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverages
- SITHCCC002 Prepare and present simple dishes
- SITHFAB002 Provide responsible service of alcohol

Optional / Additional units

Industry standard units are included to provide further employability skills and qualifications to provide easier entry to work. These units have an additional fee that must be paid before enrolment into the unit.

- HLTAID011 – Provide first aid
- SITHGAM001 – Provide responsible gambling services

Assessment

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

- Module activities - Short answer assessments

- Oral questioning
- Written assignments/booklets
- Online tests
- Practical tasks completed in the kitchen
- Scenarios and role plays in simulated workplace environments

This course also involves **compulsory work experience** (12 shifts). This provides students with opportunities to apply their school-based learning in industry to deepen their knowledge and further develop their skills. Work placement should occur outside of school time unless students have exceptional circumstances that prevent this.

Entry Requirements

Students must have good written and spoken communication skills. Achieving at the C standard in Year 10 English is recommended.

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

Approximate Course Costs

Students must have access to appropriate clothing for hospitality services – black dress trousers, plain black shirt or t-shirt, black socks and black closed in shoes.

Completion of optional / additional units will be invoiced as required by outside training organisations who specialise in these areas of competency. Cost will be given in advance for payment before completion of the unit.

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

Incompatible Courses

Students cannot receive QCE credits for both Hospitality Practices and the VET qualification Certificate II in Hospitality.

There is some duplication of units between the Certificate II in Hospitality and Certificate II in Kitchen Operations. Students who complete both qualifications will gain a minimum of 6 credits towards their Queensland Certificate of Education.

Further Advice

See Mr Brent Cibau – Head of Department INTAD and Home Economics or Mr Dan Ginnaw – Industry Liaison Officer.



SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS

Vocational Education Subject (Training & Employment Pathway)
CTA Training Specialists (RTO Code: 31607)
Up to 4 QCE credits



Through the completion of a Certificate II in Kitchen Operations students will develop a range of food preparation and cookery skills required to prepare food and menu items. In addition to this, students will learn health and safety procedures, hygiene practices and teamwork skills.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and institutions such as aged care facilities, hospitals, prisons and schools.

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

Both SIT20316 Certificate II in Hospitality and SIT20416 Certificate II in Kitchen Operations typically take 12 months to complete. Students can study on qualification in Year 11 and the other in Year 12.

Pathways

Students who complete this program may also undertake further study in courses such as the SIT30816 Certificate III in Commercial Cookery, to pursue a career as a commercial chef.

Structure

Students must achieve competency in 13 core and elective units listed below in order to obtain the Certificate II in Kitchen Operations.

Core units

- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC011 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices

Elective units – Five of the following (units are still being finalised at the time of printing – students will be advised of definite elective units prior to enrolment in the qualification)

- SITHCCC002 Prepare and present simple dishes
- SITHCCC003 Prepare and present sandwiches
- SITHCCC006 Prepare appetisers and salads
- SITXFSA002 Participate in safe food handling practices
- BSBCMM201 Communicate in the workplace

Assessment

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

- Module activities - Short answer assessments
- Oral questioning
- Written assignments/booklets
- Online tests
- Practical tasks completed in the kitchen
- Scenarios and role plays in simulated workplace environments

This course also involves **compulsory work experience** (12 shifts). This provides students with opportunities to apply their school-based learning in industry to deepen their knowledge and further develop their skills. Work placement should occur outside of school time unless students have exceptional circumstances that prevent this.

Entry Requirements

Students must have good written and spoken communication skills. Achieving at the C standard in Year 10 English is recommended.

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

Approximate Course Costs

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

Incompatible Courses

There is some duplication of units between the Certificate II in Kitchen Operations and Certificate II in Hospitality. Students who complete both qualifications will gain a minimum of 6 credits towards their Queensland Certificate of Education.

Further Advice

See Mr Brent Cibau – Head of Department INTAD and Home Economics or Mr Dan Ginnaw – Industry Liaison Officer.

BUILDING AND CONSTRUCTION SKILLS

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

- Describe industry practices in construction tasks
- Demonstrate fundamental construction skills
- Interpret drawings and technical information
- Analyse construction tasks to organise materials and resources
- Select and apply construction skills and procedures in construction tasks
- Use visual representations and language conventions and features to communicate for particular purposes
- Plan and adapt construction processes
- Create structures from specifications
- Evaluate industry practices, construction processes and structures, and make recommendations

Structure

Core topics	Elective topics
<p>Industry practices, including:</p> <ul style="list-style-type: none">• Workplace health and safety• Work-readiness skills• Teamwork in the workplace• Workplace communication (written, graphical, verbal and non-verbal)• Industry-specific terminology• Career options and pathways <p>Construction processes, including:</p> <ul style="list-style-type: none">• Specifications<ul style="list-style-type: none">– Interpretation of sketches and technical drawings– Technical information e.g. regulations, schedules, standard operating procedures, safety data sheets, tool operation manuals• Tools<ul style="list-style-type: none">– Identification, safety and maintenance of tools and machinery– Marking-out procedures and skills using a tape measure, set square, level etc.– Preparing procedures and skills using a sledgehammer, shovel, crowbar etc.– Cutting procedures and skills using a jigsaw, drop saw, mitre saw, chisel etc.– Joining procedures and skills using a hammer, screwdrivers, clamps, trowels, spanners, adhesive applicators, drills, nail guns, air tools, compressors etc.	<p>Carpentry plus at least two other electives:</p> <ul style="list-style-type: none">• Bricklaying• Concreting• Landscaping• Plastering and painting• Tiling

<ul style="list-style-type: none"> - Finishing procedures and skills using brushes, sanding float, scraper, screed, belt or orbital sander etc. • Materials <ul style="list-style-type: none"> - Types of materials e.g. metals, timber, bricks, tiles, polymers, composites - Properties of materials e.g. tensile strength, durability, aesthetics, mass, corrosion, grain of timber - Logistics e.g. suppliers, ordering, storage, transportation and environmental management - Consumables e.g. fixings and fasteners, paints, solvents, sealants, cement, adhesives - Safety data sheets 	
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Assessment

Students may be assessed through the following methods:

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Approximate Course Costs

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

Additional Information

Depending on student interest and availability of suitably qualified staff, the college may offer a Certificate I in Construction (CPC10120) as an alternative to Building and Construction Skills. Further information will be available at the Year 11 Enrolment interviews or during term 4.

Further Advice

See Mr Brent Cibau – Head of Department INTAD and Home Economics.

ENGINEERING SKILLS

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

- Describe industry practices in manufacturing tasks
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Analyse manufacturing tasks to organise materials and resources
- Select and apply production skills and procedures in manufacturing tasks
- Use visual representations and language conventions and features to communicate for particular purposes
- Plan and adapt production processes
- Create products from specifications
- Evaluate industry practices, production processes and products, and make recommendations

Structure

Core topics	Elective topics
<p>Industry practices, including:</p> <ul style="list-style-type: none">• Workplace health and safety• Work-readiness skills• Teamwork in the workplace• Workplace communication (written, graphical, verbal and non-verbal)• Industry-specific terminology• Career options and pathways <p>Production processes, including:</p> <ul style="list-style-type: none">• Specifications<ul style="list-style-type: none">– Interpretation of sketches and technical drawings– Technical information e.g. regulations, schedules, standard operating procedures, safety data sheets, tool operation manuals• Tools<ul style="list-style-type: none">– Identification, safety and maintenance of tools and machinery– Marking-out procedures and skills using a tape measure, set square, scribe etc.– Cutting procedures and skills using a hacksaw, file, snips, shears, grinder, jigsaw etc.– Joining procedures and skills using a rivet gun, spanners and sockets, welders, brazing and soldering equipment etc.– Machining procedures and skills using a lathe, milling machine and drill etc.	<ul style="list-style-type: none">• Fitting and machining• Sheet metal working• Welding and fabrication

<ul style="list-style-type: none"> – Forming procedures and skills using a hammer, folding plyers, vice grips, mallet, jigs and vices, guillotine etc. – Finishing procedures and skills using a file, brushes, angle grinder, buffer etc. • Materials <ul style="list-style-type: none"> – Types of materials e.g. aluminium, stainless steel, brass, tin, polymers and composites – Properties of materials e.g. tensile strength, durability, malleability, lustre, fatigue, corrosion, extruded, forges, heat treatment, galvanizing – Logistics e.g. suppliers, ordering, storage, transportation and environmental management – Consumables e.g. fixings and fasteners, paints, solvents, sealants, adhesives – Safety data sheets 	
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Assessment

Students may be assessed through the following methods:

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Approximate Course Costs

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

Additional Information

Depending on student interest and availability of suitably qualified staff, the college may offer a Certificate II in Engineering Pathways (MEM20413) as an alternative to Engineering Skills. Further information will be available at the Year 11 Enrolment interviews or in term 4.

Incompatible Courses

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

Further Advice

See Mr Brent Cibau – Head of Department INTAD and Home Economics.

FURNISHING SKILLS

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

- Describe industry practices in manufacturing tasks
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Analyse manufacturing tasks to organise materials and resources
- Select and apply production skills and procedures in manufacturing tasks
- Use visual representations and language conventions and features to communicate for particular purposes
- Plan and adapt production processes
- Create products from specifications
- Evaluate industry practices, production processes and products, and make recommendations

Structure

Core topics	Elective topics
<p>Industry practices, including:</p> <ul style="list-style-type: none">• Workplace health and safety• Work-readiness skills• Teamwork in the workplace• Workplace communication (written, graphical, verbal and non-verbal)• Industry-specific terminology• Career options and pathways <p>Production processes, including:</p> <ul style="list-style-type: none">• Specifications<ul style="list-style-type: none">– Interpretation of sketches and technical drawings– Technical information e.g. regulations, schedules, standard operating procedures, safety data sheets, tool operation manuals• Tools<ul style="list-style-type: none">– Identification, safety and maintenance of tools and machinery– Marking-out procedures and skills using a tape measure, set square, bevel etc.– Cutting procedures and skills using holding devices, tenon saw, coping saw, chisel, jigsaw, drop saw, biscuit joiner, routing table, edge bander etc.– Machining procedures and skills using a band saw, thicknesser, joiner and lathe etc.– Assembling procedures and skills using clamps, screwdrivers, drills, pneumatics tools	<ul style="list-style-type: none">• Cabinet-making• Furniture finishing• Furniture-making• Glazing and framing• Upholstery

<ul style="list-style-type: none"> - etc. - Finishing procedures and skills using sandpaper, rasp, file, brush, spray gun, belt and orbital sander, drum sander, compressor etc. • Materials <ul style="list-style-type: none"> - Types of materials e.g. metals, timbers, recycled products, polymers and composites - Properties of materials e.g. strength, durability, grain, density, mass - Logistics e.g. suppliers, ordering, storage, transportation and environmental management - Consumables e.g. fixings and fasteners, paints, solvents, sealants, adhesives - Safety data sheets 	
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Assessment

Students may be assessed through the following methods:

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3-6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Approximate Course Costs

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

Additional Information

Depending on student interest and availability of suitably qualified staff, the college may offer a Certificate II in Furniture Making Pathways (MSF20516) as an alternative to Furnishing Skills. Further information will be available at the Year 11 Enrolment interviews or in term 4.

Further Advice

See Mr Brent Cibau – Head of Department INTAD and Home Economics.

INDUSTRIAL TECHNOLOGY SKILLS

Applied Subject (Training & Employment Pathway)

Up to 4 QCE credits

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

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

- Describe industry practices in manufacturing tasks
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Analyse manufacturing tasks to organise materials and resources
- Select and apply production skills and procedures in manufacturing tasks
- Use visual representations and language conventions and features to communicate for particular purposes
- Plan and adapt production processes
- Create products from specifications
- Evaluate industry practices, production processes and products, and make recommendations

Structure

Core topics	Elective topics
<p>Industry practices, including:</p> <ul style="list-style-type: none">• Workplace health and safety• Work-readiness skills• Teamwork in the workplace• Workplace communication (written, graphical, verbal and non-verbal)• Industry-specific terminology• Career options and pathways <p>Automotive and engineering production processes, including:</p> <ul style="list-style-type: none">• Specifications<ul style="list-style-type: none">– Interpretation of sketches and technical drawings– Technical information e.g. regulations, schedules, standard operating procedures, safety data sheets, tool operation manuals• Tools<ul style="list-style-type: none">– Identification, safety and maintenance of tools and machinery– Procedures and skills using relevant tools• Materials<ul style="list-style-type: none">– Types of materials e.g. aluminium, stainless steel, brass, tin, polymers and composites– Properties of materials e.g. tensile strength, durability, malleability, lustre, fatigue, corrosion, extruded, forges, heat treatment, galvanizing	<p>Automotive</p> <ul style="list-style-type: none">• Automotive mechanical• Automotive body repair• Automotive electrical <p>Engineering</p> <ul style="list-style-type: none">• Sheet metal working• Welding and fabrication• Fitting and machining

<ul style="list-style-type: none"> – Logistics e.g. suppliers, ordering, storage, transportation and environmental management – Consumables e.g. fixings and fasteners, paints, solvents, sealants, adhesives • Safety data sheets 	
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Assessment

Students may be assessed through the following methods:

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide a notebook, USB, pens and pencils. An additional subject fee applies – covers metal, electrodes, filer rods, gas, fixings, inserts, blades, finishes, lubricants, automotive electrical consumables, oil, grease, rags, cleaning solvents, environmental charges and workbook.

Further Advice

See Mr Brent Cibau – Head of Department INTAD and Home Economics.

TAFE NORTH VET IN SCHOOLS PROGRAM 2023

(Training & Employment Pathway)



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

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

TAFE at school is a great way to:

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

2023 Courses

Code	Program Name	Delivery	QCE Credits
AUR20720	Certificate II in Automotive Vocational Preparation (Light)	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits
AUR20720	Certificate II in Automotive Vocational Preparation (Heavy)	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits
AUR20420	Certificate II in Automotive Electrical Technology	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits
MEM20413	Certificate II in Engineering Pathways	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits <i>Note: Students cannot gain QCE credits for both Engineering Skills at school and the Certificate II in Engineering Pathways course</i>
CPC10120	Certificate I in Construction	Face-to-Face on Thursdays 12 month duration	3 QCE credits <i>Note: Only one Certificate I qualification can contribute credits towards a student's QCE.</i>
11054NAT	Certificate II in Plumbing Services	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits
UEE22011	Certificate II in Electrotechnology (Career start)	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits
RII20120	Certificate II in Resources and Infrastructure Work Preparation	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits
CHC22015	Certificate II in Community Services	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits
SIS20319	Certificate II in Sport Coaching	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits
CUA20420	Certificate II in Aboriginal and/or Torres Strait Islander Cultural Arts	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits
SHB20216	Certificate II in Salon Assistant	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits
SHB20116	Certificate II in Retail Cosmetics	Face-to-Face on Thursdays 12 month duration	Up to 4 QCE credits
MAR20318	Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)	Face-to-Face on Fridays 12 month duration	Up to 4 QCE credits
TLI21815	Certificate II in Logistics	Face- to-face, Block Training 12 month duration	Up to 4 QCE credits

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

Cost

One Vet in Schools courses is fee-free for eligible students. Students who are also enrolled in the Certificate II in Hospitality, Certificate II in Kitchen Operations, Certificate III in Fitness or Certificate II in Health Support Services / Certificate II Community Services dual qualification at Bentley Park College will be required to agree to a fee-for-service for their school-based qualification.

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

How to apply

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

Applications open Monday 15 August 2022. These are submitted online via tafeapply.com using the application code **TQN2301**. Once students have applied for a course, an email will be sent to the school for approval. TAFE Queensland North will start to offer places to students after the September / October holidays so it is strongly recommended that students apply as soon as possible to avoid disappointment.

SECTION 3: UNIVERSITY PATHWAY

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

What is an ATAR?

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

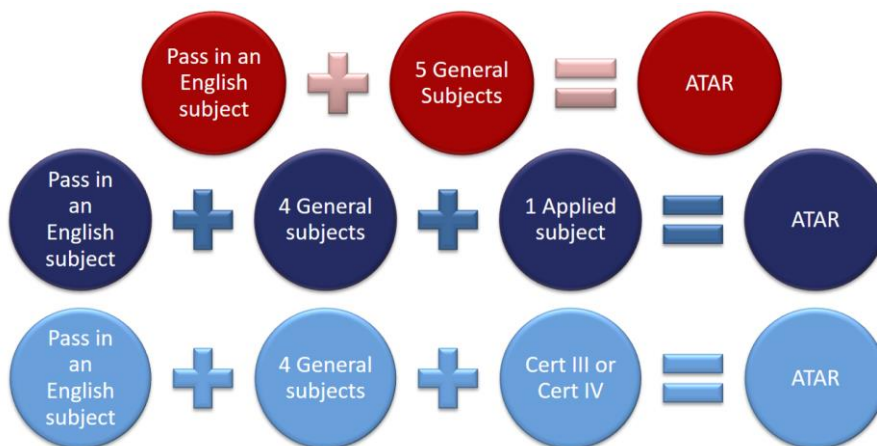
The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

ATAR eligibility

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

ATARs are based on a student's:

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



How is an ATAR calculated?

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

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

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

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

Do I need an ATAR?

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

How do I find out more about university prerequisites?

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



GENERAL SUBJECTS

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

Units 1 and 2

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

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

Units 3 and 4

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

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

Three internal assessments:

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

One external assessment:

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

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

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

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

ENGLISH

General Subject (University ATAR Pathway)

Up to 4 QCE credits

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2
<p>Perspectives and texts Students will:</p> <ul style="list-style-type: none">• Explore individual and/or collective experiences and perspectives of the world• Examine how perspectives and representations of concepts, identities and/or groups are constructed through textual choices• Respond to a variety of non-literary and literary texts• Experiment with, and make choices about, textual structures, medium, conventions and language to develop voice and style and position audiences	<p>Texts and culture Students will:</p> <ul style="list-style-type: none">• Explore cultural experiences of the world through engaging with a variety of texts, including a focus on Australian cultures• Develop their understanding of how relationships between language, text, purpose, context and audience shape meaning and cultural perspectives• Respond to and create imaginative and analytical texts of their own that shape perspectives and representations, revealing certain cultural attitudes, values and beliefs

Unit 3	Unit 4
<p>Textual connections Students will:</p> <ul style="list-style-type: none"> • Explore and discuss the personal, social, historical and cultural significance of representations in different texts and the ideologies underpinning them • Explore how texts position readers and viewers, and develop their capacity to analyse and contest complex and challenging ideas and the assumptions, attitudes, values and beliefs underpinning them 	<p>Close study of literary texts Students will:</p> <ul style="list-style-type: none"> • Explore the world and human experience by engaging with literary texts from diverse times and places • Experiment with innovative and imaginative use of language, style and textual elements in order to create their own imaginative texts that promote emotional and critical reactions in readers • Strengthen their capacity to develop their own analytical response to literary texts

Assessment

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

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1): Written task: Analysis of representations of concepts, identities, times or places in two different types of texts Length: 1000–1500 words</p>	25%	<p>Summative internal assessment 3 (IA3): Seen exam: Imaginative written response Length: 800–1000 words Time: 2 hours plus planning (15 minutes)</p>	25%
<p>Summative internal assessment 2 (IA2): Spoken task: Persuasive argument on a contemporary social issue Length: 5–8 minutes</p>	25%	<p>Summative external assessment (EA): Unseen exam: Analytical response to a literary text Length: 800–1000 words Time: 2 hours plus planning time (15 minutes)</p>	25%

Prerequisites

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

Approximate Course Costs

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

Further Advice

See Ms Franki Vanderkruk – Head of Department English.

LITERATURE

General Subject (University ATAR Pathway)

Up to 4 QCE credits

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts in order to make authorial choices about text structures, language features and technologies. This will enable them to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

In addition, students will have opportunities to gain enjoyment and appreciation of literary texts and the aesthetic use of language to participate in creative thinking and imagination. They will achieve this by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others. Students will also undertake critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences and develop empathy for others through the appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2
<p>Introduction to literary studies Students will:</p> <ul style="list-style-type: none">• study a range of literary forms and consider how textual choices engage readers imaginatively, emotionally and critically• use their knowledge and appreciation of literary techniques to explore and experiment with aspects of style and structure to shape representations and perspectives	<p>Intertextuality Students will:</p> <ul style="list-style-type: none">• compare and contrast the ideas, style and structure of different texts to explore the ways in which texts interact with and build on each other to offer varied representations and perspectives• create texts that reimagine aspects of literary texts to purposefully shape representations and perspectives

Unit 3	Unit 4
<p>Literature and Identity Students will:</p> <ul style="list-style-type: none"> • inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms • demonstrate an understanding of how the style and structure of literary texts engage critically with representations of issues and ideas related to culture and identity in particular contexts • challenge conventions and reinterpret ideas and perspectives by drawing on their knowledge of literary conventions to create new texts 	<p>Independent explorations Students will:</p> <ul style="list-style-type: none"> • demonstrate increasing independence in exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer • In analytical responses, students draw on a range of interpretations of a literary text to develop their own independent, informed and sustained exploration and interpretation that is supported by close textual analysis.

Assessment

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

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1): Exam: Analytical written response Length: 800-1000 words Time: 2 hours plus planning time (15 minutes)</p>	25%	<p>Summative internal assessment 3 (IA3): Extended Response: Imaginative written response Length: 1500-2000 words</p>	25%
<p>Summative internal assessment 2 (IA2): Extended Response: Imaginative spoken / multimodal response Spoken length: 5-8 minutes Multimodal length: 6-9 minutes</p>	25%	<p>Summative external assessment (EA): Exam: Analytical written response Length: 800–1000 words Time: 2 hours plus planning time (15 minutes)</p>	25%

Prerequisites

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

Approximate Course Costs

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

Further Advice

See Ms Franki Vanderkruk – Head of Department English.

GENERAL MATHEMATICS

General Subject (University ATAR Pathway)

Up to 4 QCE credits

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, and networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- Comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

Structure

Unit 1	Unit 2
Money, measurement and relations Consumer arithmetic, including: <ul style="list-style-type: none">• Personal budgeting• Applying percentage increase or decrease in various contexts• Foreign currency exchange rates• Calculating share dividend payments Shape and measurement, including: <ul style="list-style-type: none">• Pythagoras' theorem• Perimeter and area of two-dimensional shapes• Surface area and volume of three-dimensional shapes• Linear scaling problems Linear equations and their graphs	Applied trigonometry, algebra, matrices and univariate data Applications of trigonometry Algebra and matrices, including: <ul style="list-style-type: none">• Linear and non-linear relationships• Matrices and matrix arithmetic Univariate data analysis, including: <ul style="list-style-type: none">• Classifying categorical and numerical statistical variables• Selecting, justifying and describing graphical displays of datasets• Determining the mean and standard deviation of a dataset• Comparing, interpreting and reporting on differences in datasets

Unit 3	Unit 4
Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Describing, interpreting patterns and analysing time series data • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, compound interest, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

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

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Assignment: Problem-solving and modelling assignment Length: up to 10 pages, excluding appendixes (e.g. raw data, repeated calculations)	20%
Summative internal assessment 2 (IA2): Exam Time: 120 minutes plus 5 minutes perusal	15%
Summative internal assessment 3 (IA3): Exam Time: 120 minutes plus 5 minutes perusal	
Summative external assessment (EA): 50% Two exams (25% each) Time: 90 minutes plus 5 minutes perusal each	

Prerequisites

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

Approximate Course Costs

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

Further Advice

See Mr Lloyd Greenbury – Head of Department Mathematics.

MATHEMATICAL METHODS

General Subject (University ATAR Pathway)

Up to 4 QCE credits

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

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

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

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

Pathways

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- Comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

Structure

Unit 1	Unit 2
Algebra, statistics and functions <ul style="list-style-type: none">• Arithmetic and geometric sequences and series 1• Functions and graphs, including quadratic relationships, inverse proportions, powers and polynomials• Counting and probability, including conditional probability and independence and binomial expansion• Exponential functions 1, including indices and the index laws• Arithmetic and geometric sequences	Calculus and further functions <ul style="list-style-type: none">• Exponential functions 2• The logarithmic function 1• Trigonometric functions 1• Introduction to differential calculus• Further differentiation and applications 1• Discrete random variables 1

Unit 3	Unit 4
Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Assignment: Problem-solving and modelling task Length: up to 10 pages, excluding appendixes (e.g. raw data, repeated calculations)	20%	Summative internal assessment 3 (IA3): Exam Time: 120 minutes plus 5 minutes perusal	15%
Summative internal assessment 2 (IA2): Exam Time: 120 minutes plus 5 minutes perusal	15%		
Summative external assessment (EA): 50% Two exams: Paper 1 technology-free (25%), Paper 2 technology-active (25%) Time: 90 minutes plus 5 minutes perusal each			

Prerequisites

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

Approximate Course Costs

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

Further Advice

See Mr Lloyd Greenbury – Head of Department Mathematics.

BIOLOGY

General Subject (University ATAR Pathway)

Up to 4 QCE credits

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions

Structure

Unit 1	Unit 2
<p>Cells and multicellular organisms Students will:</p> <ul style="list-style-type: none">• Investigate the structure and function of cells and their components in relation to exchanging matter and energy with their immediate environment• Investigate multicellular organisms and examine the structure and function of plant and animal systems at cell and tissue levels in order to analyse how they facilitate the efficient provision or removal of materials	<p>Maintaining the internal environment Students will:</p> <ul style="list-style-type: none">• Investigate responses of homeostatic mechanisms to stimuli and the human immune system• Explore immunisation, and its impact on historical and possible future epidemics and pandemics• Examine geographical and population data to analyse strategies that may have personal and communal consequences
Unit 3	Unit 4
<p>Biodiversity and the interconnectedness of life Students will:</p> <ul style="list-style-type: none">• Explore biodiversity within ecosystems, a range of biotic and abiotic components, species interactions, adaptations of organisms to their environment, principles of population dynamics, and how	<p>Heredity and continuity of life Students will:</p> <ul style="list-style-type: none">• Explore the processes and mechanisms of how life on Earth has persisted, changed and diversified over the last 3.5 billion years

<ul style="list-style-type: none"> • classification systems are used to identify organisms and aid scientific communication • Investigate the interactions within and between species, and the interactions between abiotic and biotic components of ecosystems • Examine and analyse data collected from fieldwork to understand the interconnectedness of organisms, the physical environment and the impact of human activity 	<ul style="list-style-type: none"> • Investigate different factors that affect cellular processes and gene pools • Examine different patterns of inheritance and the genetic basis of the theory of evolution through natural selection to analyse the use of predictive models in decision-making • Explore the impact of the development of DNA profiling, gene therapy and genetically modified organisms on future society
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Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Exam: Data test – Respond to questions using unseen qualitative data and/or quantitative data derived from practicals, activities or case studies, calculate answers using algorithms, interpret graphs / tables / diagrams (up to 500 words total) Time: 60 minutes plus 10 minutes perusal	10%	Summative internal assessment 3 (IA3): Assignment: Research investigation – Gather, analyse, interpret and evaluate secondary evidence related to a research question Written scientific report: 1500 – 2000	20%
Summative internal assessment 2 (IA2): Assignment: Student-led investigation – Conduct an experiment in order to address own hypothesis or question, analyse and interpret evidence and communicate findings Written scientific report: 1500 – 2000 words	20%		
Summative external assessment (EA): 50% Two exams: Both combination response (short response, interpreting graphs / tables / diagrams, responding to unseen data / stimulus, written paragraph responses 50-250 words, extended response 300-350 words) Time: 90 minutes plus 10 minutes perusal each			

Prerequisites

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

Approximate Course Costs

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

An optional student workbook which supports the textbook for Units 1 & 2 and Units 3 & 4 will be available for purchase. Mandatory field work will be undertaken during unit 3. This will involve additional costs to be determined.

Further Advice

See Mrs Kim Wilson– Head of Department Science.

CHEMISTRY

General Subject (University ATAR Pathway)

Up to 4 QCE credits

Chemistry is the study of materials and their properties and structure.

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

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions

Structure

Unit 1	Unit 2
Chemical fundamentals — structure, properties and reactions Students will: <ul style="list-style-type: none">• Describe, explain and apply understanding about the properties and structure of atoms and materials• Investigate phenomena associated with chemical reactions in terms of reactants, products and energy change	Molecular interactions and reactions Students will: <ul style="list-style-type: none">• Describe and explain intermolecular forces and gases• Analyse and interpret evidence about aqueous solutions and acidity• Evaluate processes, claims and conclusions related to rates of chemical reactions
Unit 3	Unit 4
Equilibrium, acids and redox reactions Students will: <ul style="list-style-type: none">• Apply understanding of chemical equilibrium systems and oxidation reductions• Carry out experiments related to oxidation and reduction and analyse the results	Structure, synthesis and design Students will: <ul style="list-style-type: none">• Describe and explain the properties and structure of organic materials• Apply understanding of chemical synthesis and design

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Exam: Data test – Respond to questions using unseen qualitative data and/or quantitative data derived from practicals, activities or case studies, calculate answers using algorithms, interpret graphs / tables / diagrams (up to 500 words total) Time: 60 minutes plus 10 minutes perusal	10%	Summative internal assessment 3 (IA3): Assignment: Research investigation – Gather, analyse, interpret and evaluate secondary evidence related to a research question Written scientific report: 1500 – 2000 words	20%
Summative internal assessment 2 (IA2): Assignment: Student-led investigation – Conduct an experiment in order to address own hypothesis or question, analyse and interpret evidence and communicate findings Written scientific report: 1500 – 2000 words	20%		
Summative external assessment (EA): 50%			
Two exams: Both combination response (short response, interpreting graphs / tables / diagrams, responding to unseen data / stimulus, written paragraph responses 50-250 words) Time: 90 minutes plus 10 minutes perusal each			

Prerequisites

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

Approximate Course Costs

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

An optional student workbook which supports the textbook for Units 1 & 2 and Units 3 & 4 will be available for purchase.

Further Advice

See Mrs Kim Wilson– Head of Department Science.

PHYSICS

General Subject (University ATAR Pathway)

Up to 4 QCE credits

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions

Structure

Unit 1	Unit 2
Thermal, nuclear and electrical physics Students will <ul style="list-style-type: none">• Describe, explain and predict energy transfers and transformations pivotal to modern industrial societies• Investigate heating processes and apply the nuclear model of the atom to investigate radioactivity• Examine the movement of electrical charge in circuits	Linear motion and waves Students will: <ul style="list-style-type: none">• Describe linear motion and examine the relationships between force, momentum and energy for interactions in one dimension• Investigate common wave phenomena• Compare the behaviour of sound and seismic waves with the behaviour of light and use this to explain light phenomena

Unit 3	Unit 4
Gravity and electromagnetism Students will: <ul style="list-style-type: none"> • Develop a deep understanding of Newtons laws of motion and the gravitational field model • Develop understanding of field theories of gravity and electromagnetism through investigations of motion and electromagnetic phenomena • Investigate the production of electromagnetic waves 	Revolutions in modern physics Students will: <ul style="list-style-type: none"> • Examine observations of relative motion, light and matter that could not be explained by classical physics • Evaluate the quantum theory of light to the development of the quantum theory of the atom • Examine the standard model of particle physics and how it relates to the Big Bang theory

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Exam: Data test – Respond to questions using unseen qualitative data and/or quantitative data derived from practicals, activities or case studies, calculate answers using algorithms, interpret graphs / tables / diagrams (up to 500 words total) Time: 60 minutes plus 10 minutes perusal	10%	Summative internal assessment 3 (IA3): Assignment: Research investigation – Gather, analyse, interpret and evaluate secondary evidence related to a research question Written scientific report: 1500 – 2000 words <i>or</i> Multimodal presentation: 9 – 11 minutes	20%
Summative internal assessment 2 (IA2): Assignment: Student-led investigation – Conduct an experiment in order to address own hypothesis or question, analyse and interpret evidence and communicate findings Written scientific report: 1500 – 2000 words <i>or</i> Multimodal presentation: 9 – 11 minutes	20%		
Summative external assessment (EA): 50% Two exams: Both combination response (short response, interpreting graphs / tables / diagrams, responding to unseen data / stimulus, written paragraph responses) Time: 90 minutes plus 10 minutes perusal each			

Prerequisites

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

Approximate Course Costs

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

An optional student workbook which supports the textbook for Units 1 & 2 and Units 3 & 4 will be available for purchase.

Further Advice

See Mrs Kim Wilson– Head of Department Science.

ANCIENT HISTORY

General Subject (University ATAR Pathway)

Up to 4 QCE credits

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

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2
<p>Investigating the ancient world Students will:</p> <ul style="list-style-type: none">• Investigate how people lived in the Ancient World through an examination of the evidence of the social, political and economic institutions, and other significant features of society with a focus on archaeology, rituals and funerary practices	<p>Personalities in their time Students will:</p> <ul style="list-style-type: none">• Investigate key personalities of the Ancient World by examining the social, political and economic institutions in which the personality is positioned and analysing and evaluating the differing ways in which they have been interpreted and represented from ancient to modern times• Focus on an in depth study of:<ul style="list-style-type: none">– Hatshepsut– Qin Shi Huang Di

Unit 3	Unit 4
<p>Reconstructing the ancient world Students will:</p> <ul style="list-style-type: none"> Investigate significant historical periods through an analysis of archaeological and written sources and examine how these sources have been used to construct an understanding of social, political, religious and economic institutions and practices, key events and individuals of a historical period Focus on an in depth study of: <ul style="list-style-type: none"> Fifth Century Athens (BCE) Philip II and Alexander III of Macedon 	<p>People, power and authority Students will:</p> <ul style="list-style-type: none"> Investigate an ancient society in an important historical period, with a particular emphasis on the nature and exercise of power and authority in that society, and how it was challenged in times of conflict Focus on an in depth study of: <ul style="list-style-type: none"> Ancient Rome — Civil War and the breakdown of the Republic Focus on an in depth study of an individual of significance as directed by the QCAA for the external exam: <ul style="list-style-type: none"> Augustus

Assessment

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

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

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

Further Advice

See Mrs Maria Slatcher – Head of Department Humanities.

MODERN HISTORY

General Subject (University ATAR Pathway)

Up to 4 QCE credits

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2
<p>Ideas in the modern world Students will:</p> <ul style="list-style-type: none">• Examine ideas that have emerged in the Modern World such as authoritarianism, capitalism, communism, democracy, environmental sustainability, egalitarianism, imperialism, nationalism and self-determination• Focus on an in depth study of:<ul style="list-style-type: none">- American Revolution, 1763–1783- Age of Imperialism, 1848–1914	<p>Movements in the modern world Students will:</p> <ul style="list-style-type: none">• Explore movements that have emerged in the Modern World that served to make the world more inclusive, liberal, equitable, egalitarian or accessible through the removal of discrimination and exploitation based on some form of prejudice• Focus on an in depth study of:<ul style="list-style-type: none">- Australian Indigenous rights movement since 1967- African-American civil rights movement, 1954–1968
Unit 3	Unit 4
<p>National experiences in the modern world Students will:</p> <ul style="list-style-type: none">• Explore national experiences that have emerged in the Modern World, for example including crises that have confronted nations, their responses to these crises, and the different paths nations have taken to fulfil their goals• Focus on an in depth study of:<ul style="list-style-type: none">- Germany, 1914–1945- Soviet Union, 1920s–1945	<p>International experiences in the modern world Students will:</p> <ul style="list-style-type: none">• Explore international experiences that have emerged in the Modern World including responses to cultural, economic, ideological, political, religious, military or other challenges that have gone beyond national borders, such as situations when two or more nations or regional groups have come into conflict with each other (directly or via proxies); formed a common union, treaty or commerce-based arrangement; engaged with a subnational or transnational organisation; or experienced the effects of a global or regional trend

	<ul style="list-style-type: none"> • Focus on an in depth study of: <ul style="list-style-type: none"> – Cold War, 1945–1991 – Struggle for peace in the Middle East since 1948
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Assessment

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

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

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

Further Advice

See Mrs Maria Slatcher – Head of Department Humanities.

ABORIGINAL & TORRES STRAIT ISLANDER STUDIES

General Subject (University ATAR Pathway)

Up to 4 QCE credits

Aboriginal & Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. It makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures in a way that informs understanding of the past, present and future.

Aboriginal & Torres Strait Islander Studies takes a holistic approach that explores how people, animals, plants and places are related to each other physically and spiritually. Students come to understand that people have custodial responsibilities that relate to maintaining the natural order of the universe. This enables them to consider how connectedness — of culture, society and history — is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2
<p>Culture, identity and connections Students will learn about:</p> <ul style="list-style-type: none">• Ways that individuals and groups identify• Cultural protocols including communication practices, (e.g. Welcome to Country), community relationships, cultural knowledge and sacred and significant sites• The significance of connections between culture, identity, land, language, time and place for Aboriginal peoples and Torres Strait Islander peoples	<p>Continuity, change and influences Students will:</p> <ul style="list-style-type: none">• Examine possible influences on first contact viewpoints, such as ethnocentrism, materialism, monotheism, Social Darwinism and the concept of terra nullius• Analyse the reaction of Aboriginal peoples and Torres Strait Islander peoples to first contact through examining the roles of at least two resistance leaders• Examine influences on Aboriginal societies and Torres Strait Islander societies related to social and political change, including the establishment of missions and reserves, segregation, assimilation and government legislation• Analyse the effects of social and political change on the identity and culture of Aboriginal peoples and Torres Strait Islander peoples with respect to country / place, language, family and kinship and spiritual / environmental relationships

Unit 3	Unit 4
<p>Responses and contributions Students will examine:</p> <ul style="list-style-type: none"> • The impact of legislation on land, language, culture, place and relationships for Aboriginal societies and Torres Strait Islander societies • The rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context • Influences on traditional custodianship and ownership of land, such as mining, pastoral use and establishment of National Parks • Influences on the recognition of land rights for Aboriginal peoples and Torres Strait Islander peoples 	<p>Moving forward Students will:</p> <ul style="list-style-type: none"> • Examine cultural expression used to maintain and retain the culture and identity of Aboriginal societies and Torres Strait Islander societies, including art, dance, drama and film • Evaluate the significance of cultural expression as a form of resilience through which Aboriginal culture and identity and Torres Strait Islander culture and identity are maintained and retained • Examine historical, social and cultural factors that have shaped an understanding of a need for reconciliation

Assessment

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

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

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

Further Advice

See Mrs Maria Slatcher – Head of Department Humanities.

LEGAL STUDIES

General Subject (University ATAR Pathway)

Up to 4 QCE credits

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2
<p>Beyond reasonable doubt</p> <p>Students will:</p> <ul style="list-style-type: none">• Study the Australian legal system, the sources of law, the roles of parliament and the courts, just and equitable outcomes• Consider how criminal law attempts to safeguard individuals' right to freedom from interference, with society's need for order, as well as the consequences of alleged criminal behaviour in terms of trial processes, punishment and sentences.• Topics include:<ul style="list-style-type: none">- Legal foundations- Criminal investigation process- Criminal trial process- Punishment and sentencing	<p>Balance of probabilities</p> <p>Students will:</p> <ul style="list-style-type: none">• Develop an understanding that civil law regulates the rights and responsibilities between individuals, groups, organisations and governments.• Explore dispute resolution methods through an examination of contemporary cases and legal issues.• Evaluate the effectiveness of civil law and how it affects individuals within society• Topics include:<ul style="list-style-type: none">- Civil law foundations- Contractual obligations- Negligence and the duty of care

Unit 3	Unit 4
<p>Law, governance and change</p> <p>Students will:</p> <ul style="list-style-type: none"> • Examine the complexities of the Australian legal system and its capacity to deal with the diversity of competing needs; the role of law-making bodies in creating laws that reflect the views of society • Explore how laws are changed or reformed to reflect shifting societal demands, for example family law, criminal law, counter-terrorism laws, employment laws. • Reflect critically about Australian and Queensland laws, and the importance of society and individuals in engaging in law-making processes. • Topics include: <ul style="list-style-type: none"> - Governance in Australia - Law reform within a dynamic society 	<p>Human rights in legal contexts</p> <p>Student will:</p> <ul style="list-style-type: none"> • Consider fundamental human rights concepts and analyse Australia’s participation within the global community • Recognise how human rights create challenges in national and international contexts, and for minority groups, and the impact of international law in the Australian legal system. Examples include: people smuggling and the treatment of asylum seekers, war and peace issues and peacekeeping forces, climate change issues and the rights of future generations. • Topics include: <ul style="list-style-type: none"> - Human rights - The effectiveness of international law - Human rights in Australian contexts

Please note that depending on number of enrolments in Year 11 2023, this subject may be offered as a composite Year 11 and 12 class using the Alternate Sequence Syllabus. This will change the order of the above units.

Assessment

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

Unit 3	Unit 4
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Exam - focusing on Topic 1: Governance in Australia <ul style="list-style-type: none"> - short-response items (approximately 25 – 150 words per item) - extended response items (approximately 300 – 350 words per item) • Length: 2 hours + 15 minutes planning time 	<p>25%</p> <p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Investigation — argumentative essay focusing on Unit 4 Topic 1: Human rights, and Topic 2: The effectiveness of international law. • Length: 1500 – 2000 words (not including captions/ annotations, citations or reference list). <p>25%</p>
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Investigation — inquiry report focusing on Topic 2: Law reform within a dynamic society • Length 1500 – 2000 words (not including title page, table of contents, headings and sub-headings, captions/annotations, in-text citations or reference list). 	<p>25%</p> <p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination — combination response focusing on Unit 4 Topic 1: Human rights and Topic 3: Human rights in Australian contexts <ul style="list-style-type: none"> - Short response items (approximately 25 – 150 words per item) - Extended response items (approximately 300 – 350 words per item) • Length – 2 hours + planning time <p>25%</p>

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

Further Advice

See Mrs Maria Slatcher – Head of Department Humanities.

PHYSICAL EDUCATION

General Subject (University ATAR Pathway)

Up to 4 QCE credits

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

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

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2
<p>Motor learning, functional anatomy, biomechanics and physical activity</p> <p>Students will:</p> <ul style="list-style-type: none">• Apply concepts of motor learning, functional anatomy and biomechanics while gathering data on performance in Volleyball and Golf• Devise and evaluate a motor learning and biomechanical strategies to optimise performance in Volleyball and Golf	<p>Sport psychology, equity and physical activity</p> <p>Students will:</p> <ul style="list-style-type: none">• Apply concepts of sport psychology while gathering data on performance in Netball• Analyse and synthesise relationships between the sport psychology demands in Netball and personal and team performance• Devise and evaluate a psychological strategy to optimise performance in Netball• Explore personal, social, cultural and environmental barriers and enablers to gather data about the influence on equity• Analyse data to synthesise relationships between the barriers and enablers in physical activity, and engagement and performance to identify an equity dilemma• Devise and evaluate an equity strategy in response to the dilemma to optimise engagement and performance in Netball

Unit 3	Unit 4
<p>Tactical awareness, ethics and integrity and physical activity</p> <p>Students will:</p> <ul style="list-style-type: none"> • Apply concepts of tactical awareness while gathering data on the relationships between the constraints of movement strategies and their personal performance in Volleyball • Devise and evaluate a tactical strategy to optimise performance of movement strategies in Volleyball • Explore the factors that influence fair play, ethical behaviour and integrity and use the ethical decision-making framework to analyse data and synthesise relationships between the factors that influence engagement in physical activity to identify an ethical dilemma • Devise and evaluate an ethics strategy in response to the dilemma (e.g. gender inclusion or exclusion, ability, enhancements in technology and equipment, corruption) to optimise engagement in physical activity 	<p>Energy, fitness and training and physical activity</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore training methods for physical activity, including flexibility training, resistance training, interval training, circuit training and continuous training; training phases; features of a training session and the importance of recovery in training • Apply concepts and principles about energy, fitness and training to Netball while gathering data about their personal performance. • Devise and evaluate a competition-phase training strategy to optimise performance Netball

Please note that depending on number of enrolments in Year 11 2023, this subject may be offered as a composite Year 11 and 12 class using the Alternate Sequence Syllabus. This will change the order of Units 1 and 2.

Assessment

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

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1): Multimodal presentation and folio on tactical awareness Length: 9-11 minutes for the folio, 2-3 minutes for supporting evidence</p>	25%	<p>Summative internal assessment 3 (IA3): Multimodal presentation and folio on concepts and principles about energy, fitness and training Length: 9-11 minutes for the folio, 2-3 minutes for supporting evidence</p>	30%
<p>Summative internal assessment 2 (IA2): Written task: Investigation report on an ethical dilemma Length: 1500 – 2000 words</p>	20%	<p>Summative external assessment (EA): Exam: Short response to unseen questions and extended response to unseen stimulus Length: 800 – 1000 words (150-250 words per item for short response, 400 words or more for extended response) Time: 2 hours plus 15 minutes perusal time</p>	25%

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

Further Advice

See Mr Brenton Morehead – Head of Department Health and Physical Education.

DRAMA

General Subject (University ATAR Pathway)

Up to 4 QCE credits

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

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

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

Pathways

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

Objectives

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

- Demonstrate an understanding of dramatic languages
- Apply literacy skills
- Apply and structure dramatic languages
- Analyse how dramatic languages are used to create dramatic action and meaning
- Interpret purpose, context and text to communicate dramatic meaning
- Manipulate dramatic languages to create dramatic action and meaning
- Evaluate and justify the use of dramatic languages to communicate dramatic meaning
- Synthesise and argue a position about dramatic action and meaning

Structure

Unit 1	Unit 2
<p>Share Students will:</p> <ul style="list-style-type: none">• Explore the importance of drama as a means to tell stories and share understandings of the human experience in a range of cultures• Engage with the skills of acting, critiquing and devising independently and in groups to structure dramatic meaning and action• Explore a range of linear dramatic forms and non-linear dramatic forms through scripted and non-scripted texts	<p>Reflect Student will:</p> <ul style="list-style-type: none">• Explore the power of drama to reflect lived experience• Explore the representational dramatic traditions of Realism and investigate more contemporary dramatic styles associated with the realist style

Unit 3	Unit 4
<p>Challenge Students will:</p> <ul style="list-style-type: none"> • Explore how drama can be used to challenge our understanding of humanity over time • Investigate dramatic styles that are united by social commentary, and that question their world and advocate change • Explore how dramatic form can be used to express philosophical and political viewpoints in action in society 	<p>Transform Students will:</p> <ul style="list-style-type: none"> • Explore influential inherited theatrical traditions that have shaped and informed current dramatic practices in conjunction with emerging dramatic practices that reframe and transform the inherited theatrical styles of Greek Theatre, Elizabethan Theatre or Neo-classicism • Re-imagine, adapt and transform texts from inherited traditions into an expression of their emerging artistic voices, addressing the needs of a 21st century audience

Assessment

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

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1): Performance drawing on the inherited practices in the Absurd or Epic styles of theatre Length: 3-5 minutes per student in the group</p>	20%	<p>Summative internal assessment 3 (IA3): Project: Directorial pitch (including evaluation and justification of their dramatic choices) and performance Multimodal directorial pitch length: 5-7 minutes Performance length: 3-5 minutes</p>	35%
<p>Summative internal assessment 2 (IA2): Project: Dramatic concept in response to a live performance of a theatrical work expressing a clear social comment Length: 800-1000 words plus 10-12 images</p>	20%		
<p>Summative external assessment (EA): 25% Exam: Extended response (analytical essay) based on unseen stimulus and unseen questions Time: 2 hours plus 20 minutes planning time Length: 800-1000 words</p>			

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

Further Advice

See Mrs Fiona Johnson – Head of Department Arts.

FILM, TELEVISION AND NEW MEDIA

General Subject (University ATAR Pathway)

4 QCE credits

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

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

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

Pathways

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

Objectives

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

- Explain the features of moving-image media content and practices
- Symbolise conceptual ideas and stories
- Construct proposals and construct moving-image media products
- Apply literacy skills
- Analyse moving-image products and contexts of production and use
- Structure visual, audio and text elements to make moving-image media products
- Experiment with ideas for moving-image media products
- Appraise film, television and new media products, practices and viewpoints
- Synthesise visual, audio and text elements to solve conceptual and creative problems

Structure

Unit 1	Unit 2
<p>Foundation Students will:</p> <ul style="list-style-type: none">• Study moving-image media genres, styles and forms, such as music videos, animation, digital games, advertisements, films or television programs• Learn about technical, symbolic and narrative codes and conventions used in the construction of moving-image media products• Learn about technologies that may be used to make, access and interact with moving-image media products• Become aware of social, political, economic, legal, cultural, historical and institutional factors that may have influenced contexts of moving-image media production and use	<p>Story forms Students will:</p> <ul style="list-style-type: none">• Investigate the ways in which story takes different forms in different contexts across moving-image media platforms• Focus on how representations and languages engage audiences in stories• Analyse, evaluate and manipulate the technical and symbolic codes used in the construction of stories, and investigate the structure of story forms across a range of contexts and moving-image media platforms• Learn how audiences make meaning and form cultural identity from consuming story elements in moving-image productions; and producers deliberately aim to position audiences through creating representations of people, places, events and ideas

Unit 3	Unit 4
<p>Identity Students will:</p> <ul style="list-style-type: none"> • Explore how audiences participate with moving-image media across multiple platforms • Investigate how technologies and institutions benefit and limit audience participation, considering the social, cultural, political, economic and institutional factors that influence participation • Investigate different historical and contemporary contexts in which audience participation has been made possible by technologies and institutions 	<p>Participation Students will:</p> <ul style="list-style-type: none"> • Experiment with moving-image media technologies, representations and languages to express, explore and question their artistic identity • Examine and acknowledge the historical events, cultural contexts, ideas and aesthetic traditions that have influenced styles and approaches in moving-image media, in a range of local, national and global contexts • Examine historical forms, practices, cultures and ideas in order to understand contemporary media • Consider how technological practices, stylistic trends, ideas and issues have inspired artists in their historical and cultural contexts to explore ways to make and respond to moving-image media

Assessment

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

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1): Case study investigation into how the institutional and technological characteristics of different moving-image media engage and sustain audience participation Length: 1000-1500 words</p>	15%	<p>Summative internal assessment 3 (IA3): Stylistic project: Design and produce a stylistic moving-image media production Length: 800-1000 words plus production of 2-5 minutes and a reflective statement of 200-400 words</p>	35%
<p>Summative internal assessment 2 (IA2): Multi-platform project: Create a moving-image media story that audiences participate in over two or more moving-image media platforms e.g. documentary, television and film genres, digital games, animation, interactive media and short film Length: 800-1000 words plus storyboard of 12-24 shots and individual production up to 5 minutes</p>	25%		
<p>Summative external assessment (EA): 25%</p> <p>Exam: Extended response (analytical and appraising) in relation to unseen stimulus and unseen questions Time: 2 hours plus 20 minutes planning time Length: 800-1000 words</p>			

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

Further Advice

See Mrs Fiona Johnson – Head of Department Arts.

MUSIC

General Subject (University ATAR Pathway)

Up to 4 QCE credits

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2
<p>Designs Students will:</p> <ul style="list-style-type: none">• Engage with a variety of repertoire, covering a range of contexts, styles and genres, and develop musicianship through their understanding and use of music elements and concepts• Develop a greater awareness of the stylistic considerations that inform the music they compose and perform• Develop an understanding of the interrelationships between these elements in the resolution and realisation of cohesive music that communicates meaning	<p>Identities Students will:</p> <ul style="list-style-type: none">• Make and respond to music that expresses cultural, political and social identities in both local and global contexts• Critically consider how music can be used as a powerful form of expression• Develop their understanding about the expression of identity in music through exploration of repertoire in cultural, political, social and personal contexts

Unit 3	Unit 4
<p>Innovations Students will:</p> <ul style="list-style-type: none"> • Make and respond to music that demonstrates innovative use of music elements and concepts, and learn about how these ideas are used to communicate new meanings • Study the ways in which music traditions have been challenged, further developed or reconceptualised to represent, reflect and even shape cultural, societal and technological change 	<p>Narratives Students will:</p> <ul style="list-style-type: none"> • Develop their understanding about the expressive powers of music to convey narrative through setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera and program music

Assessment

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

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1): Performance reflecting the use of an innovation Length: 2-3 minutes plus 200-400 word performance statement</p>	20%	<p>Summative internal assessment 3 (IA3): Integrated multimodal project: Musicology (analyse and evaluate music repertoire to justify a viewpoint) plus either a performance or composition Length: 6-10 minutes plus 200-400 word performance statement or 200-400 word statement of compositional intent</p>	35%
<p>Summative internal assessment 2 (IA2): Composition Length: 1 minute minimum plus 200-400 word statement of compositional intent</p>	20%		
<p>Summative external assessment (EA): 25% Exam: Extended response (analytical essay) in relation to unseen stimulus and unseen questions Time: 2 hours plus 20 minutes planning time Length: 800-1000 words</p>			

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

Further Advice

See Mrs Fiona Johnson – Head of Department Arts.

VISUAL ART

General Subject (University ATAR Pathway)

4 QCE credits

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

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

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

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

Pathways

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

Objectives

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

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate art practices, traditions, cultures and theories
- Justify viewpoints
- Experiment in response to stimulus
- Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- Realise responses to communicate meaning

Structure

Unit 1	Unit 2
<p>Art as code Students will:</p> <ul style="list-style-type: none">• Consider how visual language has the potential to transcend and communicate across cultures, time and geography• Analyse and interpret visual communication and meaning in artworks with a focus on formal and cultural contexts• Explore how visual language, symbol systems and art conventions can express ideas and feelings in images, objects and experiences• Experiment with language in art that can be verbal, inaudible, literal or implied, narrative, metaphoric, persuasive, or decorative• Employ a range of materials, techniques, processes and technologies to make artworks that may be ephemeral or permanent, physical or digital	<p>Art as lens Students will:</p> <ul style="list-style-type: none">• Explore how artists work through processes to create new ways of thinking, meaning and representation• Examine and respond to focuses of people, places and objects, producing figurative and non-figurative representations• Analyse and interpret visual communication and meaning in artworks with a focus on personal and contemporary contexts• Examine artists' value systems that underpin or influence the way subject matter is perceived and represented• Experiment with a range of approaches to improve technical skills, foster curiosity and creative thinking, and inspire innovative art practices

Unit 3	Unit 4
<p>Art as knowledge Students will:</p> <ul style="list-style-type: none"> • Use the contemporary, personal, cultural and/or formal contexts to study selected artists and explore expression, different layers of meaning and diverse interpretations of artworks • Create a body of work that visually and intellectually engages the audience through sensory experiences, or by provoking conversation, inspiring action or challenging expectations 	<p>Art as alternate Students will:</p> <ul style="list-style-type: none"> • Challenge their own art-making practices by researching and developing new knowledge of and skills in materials, techniques, technologies and arts processes • Explore how new and multi-modal technologies can alter and enhance their ideas • Consider how alternate methods of display and exhibition, contemporary approaches with materials, and new technologies impact upon the sensory experience and engagement with art • Evaluate how alternate approaches in a body of work can develop and expand the communication of meaning and fully realise artistic intentions

Assessment

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

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1): Investigation in response to an individual inquiry question Length: Written report of 1000-1500 words or multimodal presentation of 7-9 minutes</p>	15%	<p>Summative internal assessment 3 (IA3): Inquiry project: Create and display artworks that communicate thoughts, feelings, ideas, experiences and observations through cognitive and sensory modes</p>	35%
<p>Summative internal assessment 2 (IA2): Inquiry project: Create and display artworks that communicate thoughts, feelings, ideas, experiences and observations through cognitive and sensory modes</p>	25%		
<p>Summative external assessment (EA): 25%</p> <p>Exam: Extended response (analytical essay) in relation to unseen stimulus and unseen questions Time: 2 hours plus 20 minutes planning time Length: 800-1000 words</p>			

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

Further Advice

See Mrs Fiona Johnson – Head of Department Arts.

DESIGN

General Subject (University ATAR Pathway)

Up to 4 QCE credits

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

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

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

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

Pathways

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

Objectives

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

- Describe design problems and design criteria
- Represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- Analyse needs, wants and opportunities using data
- Devise ideas in response to design problems
- Synthesise ideas and design information to propose design concepts
- Evaluate ideas and design concepts to make refinements
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

Unit 1	Unit 2
<p>Design in practice Students will:</p> <ul style="list-style-type: none">• Learn to devise ideas and apply drawing and physical low-fidelity prototyping skills used by designers• Learn how to define problems and write design briefs and criteria• Explore how the elements and principles of visual communication have been used to create the design styles of past designers	<p>Commercial design Students will:</p> <ul style="list-style-type: none">• Explore client needs and wants• Investigate the commercial nature of design when designing for a client• Examine how designers influence and are influenced by economics, society and culture• Use a collaborative design approach to develop design proposals for clients in consideration of economic, social and cultural factors• Learn to communicate design proposals to a virtual or live audience in the form of a pitch

Unit 3	Unit 4
<p>Human-centred design Students will:</p> <ul style="list-style-type: none"> Learn about and experience designing in the context of human-centred design by considering the attitudes, expectations, motivations and experiences of humans Use designing with empathy as an approach to define problems by understanding and experiencing the needs and wants of stakeholders Interact with and obtain feedback from stakeholders to determine suitability of ideas and design concepts 	<p>Sustainable design Students will:</p> <ul style="list-style-type: none"> Explore how designers identify design opportunities without working from a brief provided by stakeholders Explore how designers influence and are influenced by sustainability and identify and investigate opportunities to redesign products, services or environments to improve their sustainability Apply a circular design method to improve the sustainability of their designs

Assessment

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

Unit 3	Unit 4
<p>Summative internal assessment 1 (IA1): Exam: Design challenge using a design process to respond to a design brief and visual stimulus Time: 1 hour plus 15 minutes planning Length: 4 A3 pages</p>	<p>15%</p> <p>Summative internal assessment 3 (IA3): Project: Redesign a product, service or environment to improve its sustainability Part A: Visual documentation of the design process – 8-10 A3 pages Part B: Written design brief and criteria – 300 words Part C: Design proposal – 1 A3 page</p> <p>25%</p>
<p>Summative internal assessment 2 (IA2): Project designed for a stakeholder applying the human-centred design process Part A: Visual documentation of the design process – 10-12 A3 pages Part B: Written design brief and criteria – 400 words Part C: Design proposal presented with a spoken pitch for stakeholders – 2-3 minutes supported by 2 A3 pages</p>	<p>35%</p> <p>Summative external assessment (EA): Exam: Design challenge in response to a design brief and visual stimulus Time: 2 hours plus 15 minutes planning Length: 4 A3 pages</p> <p>25%</p>

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

Handouts and access to textbooks provided under the Student Resource Scheme. Students are required to provide \$25 per term.

Further Advice

See Mr Paw Kappel or Ms Lorena Goodall – Head of Department IT.

DIGITAL SOLUTIONS

General Subject (University ATAR Pathway)

Up to 4 QCE credits

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2
<p>Creating with code Students will:</p> <ul style="list-style-type: none">• Investigate algorithms, programming features and useability principles to generate small interactive solutions using programming tools• Gain a practical understanding of programming features• Explore existing and developing trends involving digital technologies	<p>Application and data solutions Students will:</p> <ul style="list-style-type: none">• Write procedural text-based code to generate a solution that interacts with an existing database via structured query language (SQL)• Plan, develop and generate the interface and code to enable the user to insert, update, retrieve and delete data using an existing database via SQL• Evaluate the security, privacy and ethical effects of storing data in databases from individual, organisational and government perspectives

Unit 3	Unit 4
<p>Digital innovation Students will:</p> <ul style="list-style-type: none"> Analyse the requirements of particular groups of people, and use knowledge and skills of problem-solving, computational, design and systems thinking Determine database requirements and use available resources to create prototyped digital solutions by programming and developing user interfaces to improve user experiences through web or mobile applications, interactive media or intelligent systems 	<p>Digital impacts Students will:</p> <ul style="list-style-type: none"> Explore the conditions, environment and methods for enabling data to flow between different digital systems in relation to cyber security Analyse data privacy and data integrity risks associated with transferring data between applications and evaluate the personal, social and economic impacts associated with the use and availability of both public and private data Develop an application that simulates the exchange of data between two applications

Assessment

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

Unit 3	Unit 4
<p>Summative internal assessment 1 (IA1): Investigation: Technical proposal on a low-fidelity prototype digital solution Length: 9-11 minutes</p>	<p>20%</p> <p>Summative internal assessment 3 (IA3): Project: Folio documenting problem-solving process in response to an identified real-world digital problem Part 1: Research and investigation Part 2: Data exchange solution Part 3: Impacts Length: 8-10 A3 pages, 2-4 A4 pages of code with annotations and 1-2 minute demonstration of the data exchange solution</p>
<p>Summative internal assessment 2 (IA2): Project: Digital solution to a given technical proposal Length: 8-10 A3 pages, 2-4 minute demonstration of the digital solution and 4-6 A4 pages of code with annotations</p>	<p>30%</p> <p>Summative external assessment (EA): Exam: Extended response and short response questions in relation to an unseen problem based on stimulus material Time: 2 hours plus 15 minutes perusal Length: 800-1000 words in total (50-250 words for short response answers and 400 words minimum for the extended response)</p>
	<p>25%</p>

Prerequisites / Recommended Prior Learning

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

Approximate Course Costs

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

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

Ideally the student would have access to a computer, which they can install software on, running Windows 10, with the minimum hardware of 1.8GHz dual-core processor, 4GB of RAM, 250GB of hard drive space and a video card that supports 1366 by 768 display

Further Advice

See Mr Paw Kappel or Ms Lorena Goodall – Head of Department IT.

CQU START UNI NOW

(University ATAR Pathway)



Whether you want to get a head start on your studies toward your dream career or you are looking to enhance your senior years by undertaking university-level study, Start Uni Now (SUN) has been designed to help you achieve your goals while finishing high school.

SUN is a CQUniversity initiative that provides students in Year 10, 11 and 12 a real university experience by combining your school study with the challenge of university level study. You can choose from a range of units from CQUni's degree courses that will give you an authentic insight into university life and get you started early on achieving your career aspirations.

You have the opportunity to undertake your first SUN unit at no cost (excluding textbook and resource expenses). Subsequent SUN units are offered at a reduced price of just \$375, which is less than a third of the cost that a regular university student would pay. As a SUN student you can potentially save thousands of dollars and minimise any future HECS-HELP debt.

After successfully completing study in the SUN program you may be eligible for direct entry into your course and credit towards your degree. You can be confident knowing you have a pathway to university that is not just reliant on your ATAR score.

What level of commitment is involved?

It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14 week period). Studying SUN units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible and this allows you to work your study time around other commitments such as a part-time job or sport. You can study your SUN unit/s after school and on weekends. You may also choose to study a SUN unit as your sixth subject choice at school. You should speak with your school Guidance Officer or Principal to discuss the best way for you to manage your study commitments.

How to apply

To be eligible to apply for SUN you must be:

- Enrolled in Year 11 or 12 (Year 10 students are eligible for Term 3 enrolment only)
- Achieving an average 'B' grade (or better) across all school subjects (as per your most recent report card)
- B grade in ATAR level English is desirable

To apply, please see the Guidance Officer, Ms Mills, or the Deputy Principal Teaching and Learning, Ms Moore, in G block.

Areas of Study

Allied Health

Allied health professionals provide essential care for people of all ages including children, older people, people with chronic illnesses or mental ill-health, and those experiencing disability to identify and assess issues, provide treatment and to support acquisition of skills, recovery and reablement.

Study units from:

- Bachelor of Allied Health
- Bachelor of Echocardiography and Cardiac Physiology
- Bachelor of Medical Imaging
- Bachelor of Medical Laboratory Science
- Bachelor of Medical Science
- Bachelor of Medical Sonography
- Bachelor of Occupational Therapy
- Bachelor of Oral Health
- Bachelor of Public Health
- Bachelor of Podiatry Practice
- Bachelor of Physiotherapy
- Bachelor of Science (Chiropractic)
- Bachelor of Speech Pathology

Nursing, Paramedicine and Health

Health and medical professionals such as nurses and paramedics provide immediate care for those requiring emergency care and treatment. Exercise and sports scientists design, deliver and evaluate exercise programs, interventions and assessments that meet the overall health needs of clients.

Psychology, Social Work and Community Services

Psychology, social work and community services units are dynamic, diverse and provide a solid basis for further education in a wide range of career options. Develop your skills to observe the human behaviour and motivations, and help others understand themselves better. Studying psychology and social work will get you started on the journey to a diverse range of careers including as a psychologist, counsellor, case manager, or in youth work, family support work and many others.

Law, Criminology and Justice

CQU units in law, criminology and justice have been chosen to give you an introduction into the rules of conduct and will help you understand the rights and obligations of people in our communities.

Business and Accounting

Business and accounting units have been chosen to provide the best insight into the career of business and accounting professionals. Undertaking a business and accounting unit will open up education and career opportunities in accounting, administration, finance, human resource management, marketing and many other diverse career pathways.

Performing Arts

CQU communication and arts units foster inspiration, creativity and passion to start you on your education journey toward a meaningful career in the journalism, public relations, music, theatre, visual arts and creative industries. CQU creative, performing and visual arts courses are some of the most recognised in the industry.

Digital Media, Communication and Arts

Digital Media, communication and arts units provide the right mix of theory and practical experience and will expose you to study elements in design, digital production, animation and media.

Study units from:

- Bachelor of Exercise and Sport Science
- Bachelor of Nursing
- Bachelor of Paramedic Science
- Bachelor of Public Health

Study units from:

- Bachelor of Psychological Science
- Bachelor of Social Work

Study units from:

- Bachelor of Criminology
- Bachelor of Laws
- Bachelor of Science (Criminology and Psychology)

Study units from:

- Bachelor of Accounting
- Bachelor of Business
- Bachelor of Property

Study units from:

- Bachelor of Music

Study units from:

- Bachelor of Arts
 - Aboriginal and Torres Strait Islander Studies
 - Creative Writing
 - English and Cultural Studies
 - Geography
 - History and Politics
 - Journalism
 - Public Relations
- Bachelor of Digital Media

Information Systems and Technology

Information systems and technology courses will give you a great start to a career in this area by providing exposure to aspects of application development, business analysis and network security.

Study units from:

- Bachelor of Information Technology

Engineering, Built Environment and Aviation

Engineering, built environment and aviation units allow you to benefit from strong partnerships with industry, providing a practical approach to learning.

Study units from:

- Bachelor of Aviation
- Bachelor of Building Design
- Bachelor of Construction Management
- Bachelor of Engineering
- Bachelor of Engineering Technology

Science, Environment and Agriculture

Science and environment units allow you to engage your passion for discovery with the choice of study area in agriculture, agricultural and food science, analytical and molecular science, ecology and conservation biology, environmental science and more.

Study units from:

- Bachelor of Agriculture
- Bachelor of Environmental Science
- Bachelor of Science

Safety Sciences

Safety sciences provide you with career opportunities in an industry that is experiencing continual growth. Study occupational, health and safety to learn how to foster a safe working environment and prevent injury in the workplace.

Study units from:

- Bachelor of Occupational Health and Safety

Education, Teaching and Childcare

CQU education units provide the perfect pathway for those seeking a career as a teacher in the early childhood, primary or secondary sectors. Progress onto further studies to become a qualified teacher through a Bachelor of Education course.

Study units from:

- Bachelor of Education (Early Childhood)
- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)

Go to <https://www.cqu.edu.au/courses/study-information/work-and-study-preparation/sun> for further information on specific units available through the SUN Program and course dates.

Applications for "Term 3" close Friday 14 October 2022. Term 3 course dates are Monday 7 November 2022 to Friday 10 February 2023. Additional study periods will commence in early March through to early June, and early July through to early October in 2023.

JCU NOW is for high achieving Year 11 and Year 12 students who want to be ready today for tomorrow by studying first year university subjects alongside high school subjects.

JCU NOW provides students in Year 10, 11 and 12 a real university experience by combining your school study with the challenge of university level study. You can choose from a range of units from JCU's degree courses that will give you an authentic insight into university life and get you started early on achieving your career aspirations.

You have the opportunity to undertake your first JCU NOW unit at no cost (excluding textbook, equipment, field trips or other resource expenses). Subsequent JCU NOW units are offered at a reduced price of just \$375, which is less than a third of the cost that a regular university student would pay. As a JCU NOW student you can potentially save thousands of dollars and minimise any future HECS-HELP debt.

After successfully completing study in the JCU NOW program you may be eligible for early entry into your course and credit towards your degree. You can be confident knowing you have a pathway to university that is not just reliant on your ATAR score.

What level of commitment is involved?

Subjects are offered on campus or online. If studying on campus, you may be required to attend in person lectures, tutorials, and workshops with the number of contact hours varying between subjects.

As a university student, you should expect to allocate approximately 10 – 12 hours of study per week to your subject. This will require effective time management skills to balance the demands of university life and your current high school and personal commitments. Students participating in JCU NOW subjects must have effective time management skills, the ability to work independently, be self-motivated and organised. It is advised that you have conversations with the Guidance Officer to discuss how you will manage your studies, especially if you are studying on campus.

How to apply

To be eligible to apply for SUN you must:

- Be enrolled in Year 11 or 12
- Be achieving an average 'B' grade (or better) across all school subjects (as per your most recent report card)
- Meet any prerequisites applicable to your chosen subject
- Have a recommendation from the school and written support from your parent/carer

To apply, please see the Guidance Officer, Ms Mills, or the Deputy Principal Teaching and Learning, Ms Moore, in G block.

Areas of Study

Science, Technology, Engineering and the Environment

Are you a creative problem solver? Do you want to be at the cutting edge of innovation? Explore JCU's Science, Technology, Engineering and the Environment subjects and find the path that can help you pursue your passion.

Units available in Cairns / online:

- Engineering 1
- Evolution of the Earth
- Problem Solving and Programming 1
- Web Design and Development
- Introductory Machine Learning and Data Science
- Design Thinking

Business, leadership and law

Passionate about enterprise? Are you interested in running numbers and solving problems? Maybe you want to find out how you can combine your interest in social issues with your keen sense of logic. Explore our subjects to find a path that could ignite your passion and lead to your dream career.

Units available in Cairns / online:

- Introduction to Management Concepts and Application
- Legal Institutions and Processes
- Human Rights Law
- Public International Law
- Marketing Matters
- Business Law

Education

Are you inspired to foster a lifelong love of learning? Explore how you could be a positive mentor and help shape future generations. You've been learning since you were young; now see education from the other side.

Units available in Cairns / online:

- Educational Psychology: Learners and Learning
- Science and Sustainability in Education
- Foundations of Math and Numeracy for Secondary

Go to <https://www.jcu.edu.au/jcunow> for further information on specific units available through the JCU NOW Program and course dates.