ANNANDALE CHRISTIAN COLLEGE

the Way, the Truth, the Life

Life & Learning through Christ

A GUIDE TO SUBJECT CHOICES

Years 11 & 12 – 2024

Data: Secondary/Administration/Publications/Subject Booklets/2024/Years 11 & 12

OUR PURPOSE

Vision

To be a College that celebrates life and learning through Christ-centred education.

This is where we are headed, the College that we strive to be.

Mission

To provide quality Christ-centred education through a partnership of parents, teachers and students, which recognises the Lordship of Christ and the integrity of the Scriptures.

To foster in each student a life-long love of learning; an appreciation and unfolding of their God-given gifts and to emulate the service of Christ for the community. This is how we hope to achieve our Vision. Every day, these things are the 'mechanics' of what we do to become a Christ-Centred College.

TEACHING AND LEARNING FROM A CHRISTIAN WORLDVIEW

Canterbury Christian School (now Annandale Christian College) commenced in 1982 with thirteen students and one teacher in the football clubhouse at Pioneer Park, Kirwan. The founding families' goal was *to use the spiritual privileges and knowledge which are ours by the grace of God to provide for our children, and for the children of any who want to join us, the finest education which we believe must be based ultimately upon the revealed Word of God ... a school which is unequivocal in its values - a school which points its students to the Saviour of mankind - to a life of worthwhile service to God and man - a life that will never end.* (Mr Ron Fyffe, Foundation Board Member).

In all subjects offered at Annandale Christian College, students are constantly engaging in content as specified by syllabus requirements, but approached from a Christian Worldview. This does not mean that a token Bible verse will be added on to a lesson where it fits, nor do we define Christian Education by making sure we pray every day. Teaching and learning from a Christian Worldview is intentionally based upon the fundamental principles of God's Word, the Bible, and seeks to develop those principles holistically in our students. Christian Education seeks to be Christian in every hour of the college day (NUPCCS - 'Is the State School a Christian School?' circa 1970).

In our classrooms, matters of spirituality are addressed constantly as they relate specifically to subject content. Our goal is not to develop students who have good values and excellent academic outcomes, but rather to provide opportunities where students may develop their individual gifts in the context of an educational community striving to be faithful to God in all areas of life.

ACADEMIC EXCELLENCE AT ANNANDALE CHRISTIAN COLLEGE

Mark 12:29-31
Jesus replied, "The most important commandment is this: 'Listen, O Israel! The LORD our God is the one and only LORD. And you must love the LORD your God with all your heart, all your soul, all your mind, and all your strength.' The second is equally important: 'Love your neighbour as yourself.' No other commandment is greater than these."

Colossians 3:23
"Work willingly at whatever you do, as though you were working for the Lord rather than for people".

Excellence is a quality most parents value when weighing up the educational opportunities available to students. The priority of excellence in academics is of great value at Annandale Christian College. Our faith in God provides a clear and serious context for our understanding of excellence.

Our motivation for excellence, rather than being 'superior' to others is found in the biblical principle of whole-hearted love for God. We do not believe that true excellence is possible, except through a partnership of our values, priorities and motives. Our understanding is that God desires for us to be people of excellence both in our character and deeds. In our college, this is reflected by our desire to provide students with opportunities to reach outstanding outcomes in every area of their education by using their entire God-given-potential to bring glory to God, our Creator.

THE SENIOR PHASE OF LEARNING

The Senior Phase of Learning has undergone significant change since the Queensland Government introduced new laws in 2006 relating to *Queensland the Smart State – Education and Training Reforms of the Future*. This landmark package of proposed education and training reforms requires young people, after completing Year 10, to be either '*learning'* or *'earning'*.

Since 2006, students have been able to consider a much wider range of learning options during their Senior Phase of Learning at secondary school. Year 10 is now seen as a transition to the Senior Phase of Learning and, towards the end of the Year 10 year, colleges/schools are required to develop individual Student Education and Training Plans (SET Plan) in cooperation with young people and their parents or guardians. The SET Plan helps the student work towards their goals in Years 11 and 12. It outlines the course of education and/or training those individual students will follow throughout these years and it is developed after career guidance testing, career pathways investigation through paper and on-line sources, and student / parent / staff interviews. Once this process is finalised, the student and their individualised SET Plan are registered with the Queensland Curriculum and Assessment Authority (QCAA), and a Learning Account is opened for the student. This Learning Account is regularly updated to record the student's learning progress in QCAA subjects studied at the college and/or Vocational Education qualifications undertaken through TAFE or other outside providers. By the conclusion of Term 1 each year, all Year 10 students at Annandale Christian College have been registered with a Learning Account. This number is available to students in Years 10, 11 and 12 upon request at the Secondary Office.

The senior assessment and tertiary entrance system in Queensland includes:

- a model that uses school-based assessment and external assessment
- processes that strengthen the quality and comparability of school-based assessment
- the Australian Tertiary Admission Rank (ATAR).

ABOUT THIS PUBLICATION

Year 10 students have crucial questions to consider. These include:

- What are the alternatives if I do not continue on at Annandale Christian College?
- If I stay at Annandale Christian College, what subjects will I study?
- How am I going to decide my career decision?

This publication has been prepared to assist students (with help from parents or other caregivers, and College staff) in making good choices in their Senior Course planning, and to understand the subject selection process at Annandale Christian College. It contains information about Queensland Curriculum & Assessment Authority (QCAA) "General" subjects and QCAA "Applied" subjects, as well as vocational education offerings.

HELPFUL RESOURCES

The following websites are samples of those available to assist you gather career information.

http://myfuture.edu.au

http://www.acccareers.com

http://www.jcu.edu.au/

http://www.QCAA.qld.edu.au

SOME GENERAL ADVICE

Making wise choices about your Senior Secondary Options

It is wise to pray about your options! The Bible clearly tells us that God knows the plans He has for each one of us and that those plans are GOOD!

> *"I know the plans I have for you,"* declares the Lord*, "plans to prosper you and not to harm you, plans to give you a hope and a future."* *Jeremiah 29:11*

At Annandale Christian College we believe firmly in this promise for each one of our students.

It is unwise to choose (or neglect) a particular subject or course of study simply because …

- **your friends are doing it.** You are a unique individual – gifted quite differently, perhaps, to others in your social group, in accordance with the plan God has for you in His service. Working towards your Senior Statement, and His ultimate goal for you, is a serious business and while there should always be some time in every day to be with friends, class time is reserved for concentrated work. Similarly, try not to be influenced by suggestions that you will not like a particular subject because a friend/brother/sister disliked it when they studied it.

- **it is taken by a particular teacher.** By the time you reach the Senior Phase of Learning you will have developed the necessary skills to work with a variety of different teachers. It is sometimes difficult to predict, when choosing an entire course or individual subjects, exactly which teachers will be taking them the following year.

- **you have heard that certain subjects score better than others for University entry.** Whilst it is true that Inter-Subject scaling is a feature of the new system, <u>there is no advantage unless you perform very highly in the subject</u>. 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.

  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 harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with <u>the same scaled score for inclusion in their ATAR calculation</u>.

  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.

- **the subject is 'easy'.** It is foolish to regard any senior secondary subject as *easy*. Each subject has a pre-determined syllabus, much the same amount of knowledge content, a range of selected skills and a demanding set of assessment tasks.

So where do you go from here?

Make wise choices by considering …

- **your abilities.** The Queensland Curriculum and Assessment Authority (QCAA) has designed and approved a wide variety of General and Applied subjects and vocational options to meet the educational needs of students in the senior phase of learning. This variety of subjects recognises that students enter senior secondary schooling from a range of backgrounds and with differing gifts and abilities. Your Year 10 results are usually a good indication of your ability areas and, as such, are a valuable guide to future subject choices. If, for example, you have shown ability in junior secondary Visual Art, it is quite likely you would also succeed in Visual Art or Visual Art Studies at the senior level. If, on the other hand, you have found Year 10 Preparatory Mathematics Methods difficult (or did not study it but studied Preparatory General Mathematics), you would be unwise to choose Mathematics Methods for Years 11 and 12. While senior secondary courses do not formally have prerequisite subjects at the middle college secondary level, our specialist teachers have advised minimum standards for entrance into some senior subjects.

- **your interests.** Success in studying any senior secondary subject requires a consistent commitment of time and effort. *(There really is 'no gain without pain'!)* You are more likely to maintain consistent levels of effort in subjects that interest you. *(Remember, however, there is a difference between career interests and hobby interests. An interest in building model planes, for example, does not automatically guarantee success in a career as an Aeronautical Engineer.)*

- **your future plans.** Although many students at the end of Year 10 are unsure of their precise career path after the completion of secondary schooling, most already know whether they intend to pursue further study of some kind or move towards a vocational career. This decision will influence your subject choices.

  It sometimes helps students if they ask themselves:

  - For how many years am I prepared to study to achieve a long-range goal?
  - How far do I want to pursue my studies? *Year 10, Year 12, TAFE, University?*
  - Will full-time, or part-time studies, or a combination be necessary?
  - How hard am I prepared to work?
  - How much effort will I be prepared to put in?

  Those students seeking university placement must choose at least 4 General subjects.
  In addition, some tertiary courses demand certain subjects (e.g. Chemistry, Mathematics Methods) be studied at senior level. These are not common and are mainly restricted to the Science area, but ensure you check for any pre-requisites through the Queensland Tertiary Admissions Centre (QTAC) or speak to a Years 11/12 teacher, the Careers Development Officer or the Head of Secondary.

  Consider taking some, or all, of the QCAA Applied subjects if:

  - You wish to follow a vocational education program that will combine working both at College and in the work force (e.g. completing a school-based apprenticeship or traineeship).
  - Your past results suggest that QCAA General subjects may be too difficult.
  - You do not intend going onto University in the near future.
  - You are interested in the content of a particular subject because it relates to future employment or possible TAFE courses.

- **your study habits.** Given the same amount of ability, the student who is prepared to work, and already has a steady pattern of work, will usually achieve better results than the student who does little work. Students who do not work hard cannot expect any magical improvements in later years at the College, and quite often the results worsen. The student's attitude to College

work in general, and to study in particular, will play an important part in the student's future results.

- **the advice given by parents, teachers and the Career Development Officer**. Be sure to talk things out with trusted adults who will take the time to listen and provide ongoing support during your two years of senior secondary schooling; seek out necessary answers to your questions.

- **possible subject changes.** During Years 11 and 12, students may wish to change a subject (due to incorrect choice or inability to cope). Such changes will be processed only within the **first three weeks of Semester 1 and the first week of Semester 2, 3 and 4** (The latter two being Yr 12). The Head of Secondary is the person to see about a subject change. Subject changes are controlled; to some degree; by the requirements of the Queensland Curriculum & Assessment Authority (QCAA).

THE SENIOR SYSTEM

During the Senior Phase of learning, students complete their chosen course of subjects over four semesters. On completion of the course, they will receive certification of their achievement. All certification and information relating to Senior Schooling is governed by the Queensland Curriculum & Assessment Authority (QCAA), which is based in Brisbane.

Year 12 Certification

Students completing Year 12 may receive one or more of the following:

Senior Education Profile
Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Australian Tertiary Admission Rank (ATAR)
The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

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

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

English requirement
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 one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language. 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.

A **Vocation Education and Training (VET) Certificate** certifies competence in a course of qualification level (e.g., Certificate III in Sport & Recreation) achieved through the College, a college of Technical and Further Education (e.g., TAFE) or other provider.

FREQUENTLY ASKED QUESTIONS

What are some of the different types of subjects/courses senior students can take?

Students may undertake a range of programs in their Senior Phase of Learning. These include:

- **QCAA General Subjects.** These subjects follow a Queensland Curriculum & Assessment Authority (QCAA) syllabus. The College Work Program for this type of subject has been accredited by QCAA. General subjects are required for an ATAR score. General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.
- **QCAA Applied Subjects.** Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Students completing these subjects may be given recognition of prior learning (and therefore status) towards various units in TAFE certificates.
- **VET Certificate Studies.** Vocational Education and Training (VET) may be undertaken or through a registered training provider. The qualifications gained from VET are nationally accredited. The skills you gain will also allow you to enter the workforce and/or to move on to further vocational or academic studies.
- **School-Based Apprenticeships and Traineeships.** Part-time apprenticeships and traineeships can be undertaken during the Senior Phase of learning here at Annandale Christian College. These are accredited training packages based on industry standards that can lead to nationally recognised qualifications under the Australian Qualifications and Training Framework (AQTF). See Mrs Robertson about apprenticeships and traineeships, as you can do either of these through Annandale Christian College. (If you are keen to know more about this form of training, please refer to the more detailed information towards the end of this booklet; page 32.)

Which of these types of courses can I access at or through Annandale Christian College?

During the Senior Phase of learning at Annandale Christian College, a student may study a variety of General and Applied subjects; pursue VET qualifications through the VET-in-Schools program offered by TAFE NQ; begin a School-based Apprenticeship or School-based Traineeship in partnership with a employer and a registered training organisation (RTO). See Mrs Robertson for all the details.

What is the difference between *Formative* and *Summative* assessment?

Formative Assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. (Formative assessment usually occurs in Year 11.) This enables students and teachers to identify the student's strengths and weaknesses so the student may improve their achievement and better manage their own learning. The formative techniques used are similar to summative assessment techniques which students will meet later in the course. This provides students with valuable experience in responding to particular types of tasks, under appropriate conditions. Students should be discouraged, therefore, from taking a careless approach to formative assessment on the basis that 'this doesn't count' and are encouraged to seek as much feedback as possible after each formative task.

Summative Assessment, while also providing feedback to students, parents and teachers, provides cumulative information on which levels of achievement are determined at exit from the course of study; usually at the completion of Year 12. It follows, therefore, that it is necessary to plan the range of assessment techniques and instruments/tasks to be used, when they will be administered, and how

they contribute to the determination of Exit Levels of Achievement. Students' achievements are matched to the standards of Exit Criteria, which are derived from the General Objectives of the subject's course. Thus, summative assessment provides the information for certification at the end of the course.

Does every student receive a Queensland Certificate of Education (QCE)?

No. The Queensland Certificate of Education (QCE) is a qualification awarded to young people by the QCAA who have achieved set standards in a "significant amount of learning" and who have met literacy and numeracy requirements.

A significant amount of learning (20 credit points) includes:

- A minimum of 12 credits from completed core courses of study (i.e. Years 11/12 subjects).
- The remaining 8 credits from a combination of core, preparatory, complimentary, and recognised courses of study.

(For more information about credits please refer to the detailed information regarding the QCE towards the end of this booklet.)

A set standard of achievement is:

- a Sound Level of Achievement for Authority or Authority-Registered subjects.
- completion for VET certificates.
- a Pass or equivalent for other courses of study recognised or approved by QCAA.

All learning undertaken and achievements are recorded in the student's Individual Learning Account. These achievements then convert to credits. As activities and studies are completed, the credits are banked and the learning account grows, just like a bank account.

Can I complete Year 11 and 12 over three years?

Yes. If you have commitments such as regular representative (i.e., regional or State level) sport or other special circumstances, Annandale Christian College can arrange your study over three years.

Can I go from studying VET to university?

Yes. If you complete at least a Certificate III course, you may gain a rank high enough for university entry. Many universities have credit transfer arrangements with other Registered Training Organisations (RTOs) which allows students to complete their studies more quickly. TAFE NQ has a working relationship with James Cook University to support the TAFE-University transition.

Can I return to study later if I get a job after Year 12?

Yes. If you enter the workforce after completing Year 12, you can return to further study at any time. In order to be eligible for a course, you must have successfully completed any prerequisite subjects. When you apply for entry to a course, any other training you have done can be used, previous school results and you can even use life experiences and length of time spent working in an industry.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. 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.
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.

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.
The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.
Schools report satisfactory completion of Units 1 and 2 to the QCAA and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.
Schools cannot change or modify an ISMG for use with summative internal assessment.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile.
External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.
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.
A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.
The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards
The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.
The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

SUBJECT CHOICE MATRIX

Each student is to choose six subjects plus a 'Study' for Years 11 and 12. A selection is to be made from each of the following seven blocks. 'Study' can only be chosen once, unless approved by the Head of Secondary.

YEAR 11 CHOICES

BLOCK 1
English, *English Essentials*.

BLOCK 2
General Mathematics, Mathematics Methods, *Essential Mathematics.*

BLOCK 3
Modern History, Music, *Visual Arts in Practice*, *Industrial Graphics Skills*, Study.

BLOCK 4
Accounting, Drama, *Building & Construction Skills*, Physics, Study.

BLOCK 5
Aquatic Practices, Visual Art, *Hospitality*, Study.

BLOCK 6
Physical Education, Digital Solutions, Chemistry, *Cert III Sport & Rec*, Study.

BLOCK 7
Specialist Mathematics, Study of Religion, Biology, *ICT Studies* Study.

YEAR 12 CHOICES

BLOCK 1

English, *Essential English.*

BLOCK 2
General Mathematics, Mathematics Methods, *Essential Mathematics.*

BLOCK 3
Modern History, Music, Chemistry, *Visual Arts in Practice*, *Industrial Graphics Skills*, Study

BLOCK 4
Accounting, Drama, *Building & Construction Skills*, Physics, Study.

BLOCK 5
Biology, Visual Art, *Aquatic Practices*, Study.

BLOCK 6
Physical Education, Digital Solutions, *Cert III Sport & Rec*, Study.

BLOCK 7
Specialist Mathematics, Study of Religion, *Hospitality* , *ICT Studies* Study.

ACCOUNTING

General Subject

Pre-requisites

Studying Business Studies in Year 9 and/or 10 is an advantage, but not mandatory.

Rationale

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business	**Management effectiveness** • Accounting for a trading GST business • End-of-year reporting for a trading GST business	**Monitoring a business** • Managing resources for a trading GST business — non-current assets • Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Project — cash management	25%
Summative internal assessment 2 (IA2): • Examination — short response	25%	Summative external assessment (EA): • Examination — short response	25%

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mrs Fiona Mackereth

AQUATIC PRACTICES

Applied Subject **(with embedded VET qualifications)**

Pre-requisites

It is highly desirable that students undertaking aquatic practices are competent swimmers and confident in a marine environment.

Rationale

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Aquatic Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities. Projects and investigations are key features of Aquatic Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce realworld outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in realworld and/or lifelike aquatic contexts.

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical aquatic situations.

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.

Objectives

- Describe ideas and phenomena.
- Execute procedures.
- Analyse information.
- Interpret information.
- Evaluate conclusions and outcomes.
- Plan investigations and projects.

Additional Qualifications and Potential QCE Points

As well as completing the standard QCAA Aquatics Practices subject, this course also integrates a number of certificate qualifications which can contribute further QCE points:

- PADI Open Water Diver (Scuba) Licence (1 QCE point)
- First Aid Certificate
- Certificate II in Outdoor Recreation (4 QCE points)
- Recreational Marine Driver Licence (Boat Licence)
- Aquatic Practices Subject (4 QCE points)

Therefore, a potential **9 QCE Points** can be obtained by completing all aspects of the course.

Course Content

Aquatic Practices is a four-unit course of study. Four units from a possible six units are studied and may change from year to year:

- Aquatic ecosystems
- Coastlines and navigation
- Recreational and commercial fishing
- Aquariums and aquaculture
- Using the aquatic environment
- Marine vessels

Each unit involves real-life or life-like projects that allow students to make industry and/or community connections.

Assessment

Two assessment tasks are completed in each unit: an Applied Investigation and a Practical Project.

Note: Year 11 assessment is formative and Year 12 is summative.

Subject Levy

$600. This is inclusive of the Certificate II, Scuba course, First Aid, Boat licence and transportation costs.

Charged as a levy of $150 per term over the two years.

Note- Application of **VETiS** funding**.**
In order to deliver the Certificate II qualification & scuba course free of charge to our students, the training organisation Australia Global Institute (AGI) uses VETiS funding from the Government. VETis funding is provided by the Government to pay for one Certificate I or II qualification in certain priority areas. This funding can only be used once by a student to complete one qualification. Once it is used, it cannot be accessed for any future qualifications. The cost of completing the course without VETiS is approximately $2400. Students who undertake Aquatic Practices should be mindful of the implications of choosing other certificate courses such as those delivered by TAFE in Schools and Sport & Recreation which also apply VETiS funding.

For More Information

- ❖ Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- ❖ Talk to Mr David Robertson or Mr Enzro Smith

BIOLOGY

General Subject

Pre-requisites

Students should have at least a 'C+' Achievement Rating in Year 10 Science and an interest in living things. Since course work involves extensive reading, writing and discussion, students who take this subject should also be competent in English language skills.

Rationale

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, nursing, occupational therapy, physiotherapy, 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	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Note: This subject is implemented as an "Alternative Sequence", meaning that units may be studied in a different sequence than described above.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Special Equipment – safety glasses and footwear (leather school shoes).

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mr David Robertson. Mr Albert Haig or Mrs Marlene Bokma.

BUILDING & CONSTRUCTION SKILLS

Applied Subject

Pre-requisites

There is no prerequisite subject for Building & Construction Skills. However, at least a 'C-' Achievement Rating in Year 10 Industrial Technology and Design is desirable. Students should also have safe working habits, an ability to be self motivated and an ability to work in a team.

Rationale

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian building and construction industries to construct structures. The building and construction industry transforms raw materials into structures wanted by society. This adds value for both enterprises and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other 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

- Demonstrate practices, skills and procedures.
- Interpret drawings and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and structures.
- Adapt plans, skills and procedures.

Course Content

Building and Construction Skills is a four-unit course of study. Four units from a possible six units are studied and may change from year to year:

- Site Preparation & Foundations
- Framing & Cladding
- Fixing & Finishing
- Construction in the Domestic Building Industry
- Construction in the Commercial Building Industry
- Construction in the civil construction industry

Each unit involves real-life or life-like projects that allow students to make industry and/or community connections.

Assessment

Two assessment tasks are completed in each unit: a Project and a Practical Demonstration.

Note: Year 11 assessment is formative and Year 12 is summative.

Special Equipment – Fully enclosed leather shoes and approved safety glasses.

For More Information

- Talk to Mr Allan Collins.

CHEMISTRY

General Subject

Pre-requisites

It is desirable for students to have achieved at least a 'B-' Achievement Rating in both Year 10 Pre-Mathematics Methods and Science, in order to cope with the nature of the course.

Note: *(i) Chemistry is a pre-requisite subject for a number of university courses.*

(ii) It is desirable, but not essential, that a student undertaking Chemistry studies Mathematics Methods as a companion subject.

Rationale

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	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Special Equipment – safety glasses and footwear (leather school shoes), graphics calculator.

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mrs Jaya Watson, Mrs Nadia Sadie or Mr Enzro Smith

CHINESE (Mandarin) Not available in 2024 unless sufficient numbers

General Subject **Students: A Combined Yr 11 and Yr 12 Class**

Pre-requisites

Students must have at least a 'B' Achievement Rating in Year 10 Chinese and an interest in learning languages.

Rationale

Chinese provides students with the opportunity to reflect on their understanding of the Chinese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Chinese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives use strategies to maintain communication and exchange meaning in Chinese

Structure

Unit 1	Unit 2	Unit 3	Unit 4
My World • Family/carers and friends • Lifestyle and Leisure • Education	**Exploring our world** • Travel • Technology and Media • The contribution of Chinese culture to the world	**Our Society** • Roles and Relationships • Socialising and connecting with my peers • Individuals in Society	**My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	15%	Summative internal assessment 3 (IA3): • Project — practice-led project	30%
Summative internal assessment 2 (IA2): • Project — dramatic concept	30%	Summative external assessment (EA): Examination – combination response	25%

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website .

- Talk to Mrs Lily Cui

DRAMA

General Subject

Pre-requisites

Drama is an academic subject requiring both performance and written skills. It is desirable for students to have achieved at least a 'B-' Achievement Rating in Year 10 English, in order to cope with the nature of the course. Students who study Essential English in Years 11 and 12 should seek advice from the Drama teacher before choosing this subject. Year 10 Semester 2 Drama is a pre-requisite.

Students must:

- bring a positive, have-a-go attitude.
- fulfil individual and group commitments.
- commit to out-of-College-hours preparation for performance tasks (a necessary part of the course)

Rationale

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, 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	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**Transform** How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Note: This subject is implemented as an "Alternative Sequence", meaning that units may be studied in a different sequence than described above.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Special Equipment

'Basic Blacks' (a black longer-sleeved t-shirt and black pants/tights that cover to the feet).

Subject Levy

Drama has no annual Subject Levy.

Note: In order to complete the Theatre Review unit, students must attend performances by professional Theatre companies. Therefore, the cost of one theatre visit in Year 11 and in Year 12 should be considered when choosing this subject.

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mrs Mary Vance

ENGLISH

General Subject

Pre-requisites

It is desirable for students to have achieved at least a 'B-' Achievement Rating in Year 10 English, in order to cope with the nature of the course.

Rationale

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	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Special Equipment – Nil.

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mrs Nicole Broadley.

ESSENTIAL ENGLISH

Applied Subject

Pre-requisites

There are no prerequisite subjects for Essential English. This subject is most appropriate for students who have achieved a 'C+' or lower Achievement Rating for Year 10 English.

Rationale

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 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	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students, complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

Special Equipment – Nil.

For More Information

- ❖ Talk to Mrs Nicole Broadley.

HOSPITALITY PRACTICES

Applied Subject

Pre-requisites

There are no pre-requisites for Hospitality. However, despite its largely practical nature, the course does have an important theory component. Students entering this course should be committed to fulfilling this theory component.

Rationale

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

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

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to 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 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

- Demonstrate practices, skills and processes.
- Interpret briefs.
- Select practices, skills and procedures. apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- Sequence processes.
- Evaluate skills, procedures and products.
- Adapt production plans, techniques and procedures.

Course Content

Hospitality Practices is a four-unit course of study. Four units from a possible six units are studied and may change from year to year:

- Culinary trends
- Bar and barista basics
- In-house dining
- Casual dining
- Formal dining
- Guest Services

Each unit involves real-life or life-like projects that allow students to make industry and/or community connections.

Assessment

Two assessment tasks are completed in each unit: a Project or Investigation, and a Practical Demonstration.

Note: Year 11 assessment is formative and Year 12 is summative

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Special Equipment

Uniform: As the College recognises the *hospitality industry standard in dress and presentation*, students are required to wear a clean and ironed Hospitality uniform (black and white checked trousers; white/black polo shirt; black cap; white apron and enclosed black leather upper shoes) for all practical cookery lessons.

Food prepared in class is eaten at the College.

For More Information

- ❖ Talk to Mrs Coral Clarke

INDUSTRIAL GRAPHICS SKILLS

Applied Subject

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Students: a combined Years 11 & 12 class run co-currently with Yr 9/10 Graphical Communications

Pre-requisites

There is no prerequisite subject for Industrial Graphics Skills. However, at least a 'C-' Achievement Rating in Year 10 Graphical Communication is desirable. Students should also have safe working habits, an ability to be self motivated and an ability to work in a team.

Rationale

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills used by Australian manufacturing and construction industries to produce products. The manufacturing and construction industries transform raw materials into products required by society. This adds value for both enterprises and consumers. Australia has strong manufacturing and construction industries that continue to provide employment opportunities.

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industryspecific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

- Demonstrate practices, skills and procedures.
- Interpret client briefs and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products.
- Adapt plans, skills and products.

Course Content

Building and Construction Skills is a four-unit course of study. Four units from a possible six units are studied and may change from year to year:

- Drafting for residential building
- Computer-aided manufacturing
- Computer-aided drafting — modelling
- Graphics for the construction industry
- Graphics for the engineering industry
- Graphics for the furnishing industry

Each unit involves real-life or life-like projects that allow students to make industry and/or community connections.

Assessment

Two assessment tasks are completed in each unit: a Project and a Practical Demonstration.

Note: Year 11 assessment is formative and Year 12 is summative.

Special Equipment -Nil

For More Information

- Talk to Mr Allan Collins.

DIGITAL SOLUTIONS

General Subject **Students:** A Combined Yr 11 & Yr 12 Class

Pre-requisites

It is desirable for students to have achieved at least a 'B-' Achievement Rating in both Year 10 Information and Communication Technologies and Year 10 English in order to meet the demands of the course. Year 10 Semester 2 ICT is a pre-requisite.

Note: Those students who have not achieved a 'B-' Achievement Rating in both English and Information and Communication Technologies in Year 10, or who are not seeking an ATAR, should consider the Applied subject, Information and Communication Technologies

Rationale

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	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

Special Equipment

Home access to the Internet and Microsoft Office is an advantage, but not essential.

For More Information

- Talk to Mr Trent Welsby.
- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.

INFORMATION & COMMUNICATIONS TECHNOLOGY STUDIES

Applied Subject

Pre-requisites

There are no pre-requisite subjects for Information and Communication Technology (ICT) Studies.

Rationale

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping 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 Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

- Demonstrate industry practices, skills and processes.
- Interpret client briefs and technical information.
- Select industry practices and processes.
- Sequence processes.
- Evaluate processes and products.
- Adapt processes and products.

Course Content

Information and Communication Technology Studies is a four-unit course of study. The four units are titled:

- App development
- Audio and video production
- Digital imaging and modelling
- Web development

Each unit involves real-life or life-like projects that allow students to make industry and/or community connections.

Assessment

Two assessment tasks are completed in each unit: a Project and a Product Proposal.

Note: Year 11 assessment is formative and Year 12 is summative.

Special Equipment -Nil

For More Information

- Talk to Mr Trent Welsby.
- Consult QTAC “My Path” online

General Mathematics

General Subject

Pre-requisites

It is desirable for students to have achieved at least a mid-'C' Achievement Rating in Year 10 Pre-General Mathematics in order to cope with the nature of the course.

Rational

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	Unit 3	Unit 4
Money, measurement and relations • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Special Equipment

It is essential for all students studying General Mathematics to have a scientific calculator to use throughout the two-year course. Students are to purchase their own calculator.

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC.
- Talk to Mr Nasr Guirguis, Mr Albert Haig, Mrs Rebecca Keeling or Mr Enzro Smith.

MATHEMATICS METHODS

General Subject

Pre-requisites

It is desirable for students to have achieved at least a 'B-' Achievement Rating in Year 10 Preparatory Mathematics Methods in order to cope with the nature of the course.

Note: (i) Students who have achieved a 'C' Achievement Rating in Year 10 Preparatory Mathematics Methods have historically had very little success in Mathematics Methods.

(ii) Year 10 Preparatory General Mathematics does not prepare students for Mathematics Methods.

Rationale

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	Unit 3	Unit 4
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Special Equipment

It is essential for all students studying Mathematical Methods to have a graphics calculator (Casio brand) to use throughout the two-year course. Students are to purchase their own graphics calculator.

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mr Nasr Guirguis, Mr Albert Haig, Mrs Rebecca Keeling or Mr Enzro Smith.

SPECIALIST MATHEMATICS

General Subject

Pre-requisites

It is desirable for students to have achieved at least a 'B-' Achievement Rating in Year 10 Preparatory Mathematics Methods in order to cope with the nature of the course.

Note: Concurrent enrolment in Mathematical Methods is required. (That is, ***students cannot study Specialist Mathematics without studying Mathematical Methods.)***

Rationale

Specialist Mathematics' major domains are Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus.

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

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

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of Science, all branches of Mathematics and Statistics, Computer Science, Medicine, Engineering, Finance and Economics.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Note: This subject is implemented as an "Alternative Sequence", meaning that units may be studied in a different sequence than described above.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Special Equipment

It is essential for all students studying Specialist Mathematics to have a graphics calculator (Casio brand) to use throughout the two-year course. Students are to purchase their own graphics calculator.

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mr Nasr Guirguis, Mr Albert Haig, Mrs Rebecca Keeling or Mr Enzro Smith.

MODERN HISTORY

General Subject

Pre-requisites

It is desirable for students to have achieved at least a 'B-' Achievement Rating in both Year 10 English and Year 10 Humanities, in order to cope with the nature of the course.

Rationale

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	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • **French Revolution, 1789–1799** • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • **Independence movement in India, 1857–1947** • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962	**National experiences in the modern world** • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • **Germany,1914–1945** • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • **Israel, 1948–1993**	**International experiences in the modern world** • **Australian engagement with Asia since 1945** • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • **Cold War, 1945–1991**
• Boxer Rebellion, 1900–1901 • **Russian Revolution, 1905–1920s** • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • **Anti-apartheid movement in South Africa, 1948–1991** • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Note: This subject is implemented as an "Alternative Sequence", meaning that units may be studied in a different sequence than described above.

Bold text indicate topics currently studied. These may be subject to change.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Special Equipment – Nil.

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mrs Kate Quayle or Mrs Nicole Broadley.

MUSIC

General Subject

Pre-requisites

Students who choose Music will need a general understanding of music concepts with an ability to read, or a willingness to learn to read music. **Students will need the ability to play an instrument or sing**. It is strongly recommended that students have attained at least a 'B' standard in Years 9 and 10 Music and undertake instrumental music lessons in their chosen instrument outside of normal classes. Year 10 Semester 2 Music is a pre-requisite.

Rationale

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, 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
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Special Equipment – student will need to own their own performance instruments. In addition to this, students are recommended to have some device for recording and composing musical works (for example, iPad or Laptop).

Subject Levy

No levy but students will be required to purchase their own sheet music and any backing tracks for their performances.

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Miss Crystal Greive.

PHYSICAL EDUCATION

General Subject

Pre-requisites

It is not essential, but is highly desirable, that students taking up Physical Education achieved at least a 'B-' Achievement Rating in Year 10 Health and Physical Education. Because the theory content of the course is rigorous and requires a high degree of academic discipline, students should also choose English in preference to Essential English. Physical Education students should be active sportsmen/women and show a commitment to participation in physical activity. Year 10 Semester 2 HPE is a pre-requisite.

Rationale

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. Physical Education 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	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Note: This subject is implemented as an "Alternative Sequence", meaning that units may be studied in a different sequence than described above.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Special Equipment – The sports uniform is to be worn twice a week.

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mr David Robertson or Mrs Stacey Robertson.

CERTIFICATES II & III in SPORT and RECREATION

VET Certificate Qualification:

SIS30115 Certificate III in Sport and Recreation + SIS20115 Certificate II in Sport and Recreation

REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

DELIVERY OVERVIEW

SIS30115 Certificate III in Sport and Recreation (with entry qualification SIS20115 Certificate II in Sport and Recreation) is delivered as a senior subject by qualified school staff via a third party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Successful completion of the Certificate III in Sport and Recreation contributes a maximum 7 credits towards a student's QCE. This Binnacle program also includes an opportunity for students to undertake an additional 4 units of competency (Term 7 Add-On). Completing this 'Term 7 Add-On' as well can result in a maximum 8 QCE credits (a maximum of 8 credits from the same training package can contribute to a QCE).

ENTRY REQUIREMENTS

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

LANGUAGE, LITERACY AND NUMERACY SKILLS

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.

COURSE OUTLINE

Students will participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and using digital technologies in sport environments. This program also includes the following:

- First Aid qualification and CPR certificate
- Officiating and coaching accreditations (general principles or, in certain cases, sport-specific)
- A range of career pathway options including club level official and/or coach, or pathway into Certificate IV or Diploma (e.g. Sport and Recreation or Fitness) at another RTO.

ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include practical activities involving participants, group work and practical experience within the school sporting programs. Evidence contributing towards competency will be collected throughout the course.

COURSE SCHEDULE – YEAR 1

- The Sport, Fitness and Recreation Industry
- Officiating/Coaching General Principles
- Work Health and Safety in Sport and Fitness
- Delivery of Community Sport Programs & Customer Service
- First Aid and CPR Certificate

Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation

COURSE SCHEDULE – YEAR 2

- Developing Coaching Practices
- Organising Work Schedules
- Facilitating Groups
- Planning and Conducting Sport Programs
- Personal Development
- Sport-Specific Coaching Sessions

Finalisation of qualification: SIS30115 Certificate III in Sport and Recreation

PATHWAYS

The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.

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

Students may also choose to continue their study by undertaking the Certificate IV or Diploma (e.g. Sport Coaching or Fitness) at another RTO.

COST- $600

Levy of $150 per term over two years. See Mr Schneider for possible funding assistance options available.

PROGRAM DISCLOSURE STATEMENT

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: www.binnacletraining.com.au/rto and select 'RTO Files'.

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mr David Robertson or Mr Enzro Smith

PHYSICS

General Subject **Students:** a combined Years 11 & 12 class or separate classes (depending on numbers)

Pre-requisites

It is desirable for students to have achieved at least a 'B-' Achievement Rating in both Year 10 Preparatory Mathematics Methods and Year 10 Science, in order to cope with the nature of the course.

Note: (i) Physics is a pre-requisite subject for some university courses and is particularly helpful for students wishing to pursue a career in the engineering or medical physics disciplines.

(ii) It is recommended that a student undertaking Physics studies Mathematics Methods (and possibly Specialist Mathematics) as a companion subject.

Rationale

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 natter 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	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Note: This subject is implemented as an "Alternative Sequence", meaning that units may be studied in a different sequence than described above.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Special Equipment – safety glasses and footwear (leather school shoes), graphics calculator.

For More Information

- ❖ Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- ❖ Talk to Mrs Nadia Sadie

ESSENTIAL MATHEMATICS

Applied Subject

Pre-requisites

There are no prerequisite subjects for Essential Mathematics. This subject is most appropriate for students who have achieved a 'C-' or lower Achievement Rating for Year 10 Preparatory General Mathematics.

Rationale

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	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Graphs	**Money, travel and data** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	**Graphs, chance and loans** • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4, students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

For More Information

- ❖ Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- ❖ Talk to Mrs Marlene Bokma, Mrs Jaya Watson or Mr Enzro Smith.

STUDY OF RELIGION

General Subject

Pre-requisites

There are no pre-requisites for the Study of Religion, but it is desirable for students to have achieved at least a 'B-' Achievement Rating in Year 10 English and Year 10 Humanities, as there is a strong emphasis on written research assessment. Students should also have a high level of reading comprehension.

Rationale

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualties and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings • Sacred texts • Abrahamic traditions	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Ethical relationships	**Religion, rights and the nation-state** • Religion and the nation–state • Religion and human rights

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Investigation — inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry response	25%	Summative external assessment (EA): • Examination — short response	25%

Special Equipment – Nil

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mrs Nicole Broadley.

VISUAL ART

General Subject

Pre-requisites

It is desirable for students to have achieved at least a 'B-' Achievement Rating in both Year 10 Visual Art and Year 10 English in order to meet the demands of the course. Year 10 Semester 2 Visual Art is a pre-requisite.

Note: Those students who have not achieved a 'B-' Achievement Rating in both English and Visual Art in Year 10, or who are not seeking to be ATAR eligible, should consider the Applied Subject, Visual Arts in Practice.

Rationale

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	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination			

Special Equipment

As per stationery list

For More Information

- Consult the College's Careers Website: www.acccareers.com or the **QTAC Year 10 Guide** available for download of the QTAC website.
- Talk to Mrs Jacqui Lane.

VISUAL ARTS IN PRACTICE

Applied Subject

Pre-requisites

There are no prerequisite subjects for Visual Arts in Practice.

Note: A student can study both Visual Art and Visual Art Studies but preference will be given to students who choose one rather than both subjects if the class is oversubscribed.

Rationale

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

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

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

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

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.

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.

Course Content

Visual Arts in Practice is a four-unit course of study. The four units are titled:

- Looking inwards (self)
- Looking outwards (others)
- Clients
- Transform and extend

Each unit involves real-life or life-like projects that allow students to make industry and/or community connections.

Assessment

Two assessment tasks are completed in each unit: a Project (an experimental folio and a multimodal presentation) and a Product (a resolved artwork).

Note: Year 11 assessment is formative and Year 12 is summative.

Special Equipment

Students will need to provide themselves with a 'visual diary' costing approximately $6 (one for each unit of work). Enclosed footwear is required in the art room for safety reasons.

For More Information

- Talk to Mrs Jacqui Lane.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

What are Apprenticeships and Traineeships?

An *apprenticeship* is when you are involved in a trade.
A *traineeship* is providing opportunities in vocational areas.

What is a school-based apprenticeship or traineeship?

In many respects a School-based Apprenticeship or School-based Traineeship (a SAT) is like any other apprenticeship or traineeship. It is a contract between you and an employer and relates to paid employment and on-the-job and off-the-job training. However, when undertaking a SAT, you combine studying for the Senior Statement with paid, part-time work and training. You can expect to get a lot of training, both on-the-job and off-the-job, to help you develop the knowledge and skills for that job. You receive payment for the hours you work, but you will not be paid for time spent in off-the-job training.

School-Based Apprenticeships and Traineeships are available in a range of industries such as:

- Automotive
- Building and Construction
- Business (office)
- Child Care
- Engineering
- Fitness, Sport and Recreation
- Food Processing
- Forest Industries
- Furnishing
- Hairdressing
- Health Care
- Hospitality
- Information Technology
- Marine
- Mining
- Printing
- Rural Industries
- Telecommunications
- Textiles
- Clothing and Footwear
- Tourism
- Transport and Warehousing
- Utilities
- Wholesale and Retail

Benefits for Students

- Commencement of traineeship or apprenticeship while at Annandale Christian College.
- A Senior Statement.
- Effective transition from College to work.
- Combination of study, paid work and on-the-job training.
- Credit for VET in the Senior Statement.
- Development of skills and attitudes relevant to the world of work.
- Testing and broadening career or job options.
- Gaining first-hand experience in industry.
- Gaining confidence, self-esteem and improving communication skills.

Benefits to Employers

- Employers only pay for time the apprentice is in productive work (not training); which is usually one day per week while the student still attends College.
- Businesses have a say in the type of training being provided and can train the student on-the-job.
- Businesses may be able to reduce recruitment costs.
- Employers receive incentive payments for taking on school-based apprentices and trainees.

How do I go about finding, and registering for, a School-based Apprenticeship or School-based Traineeship (SAT)?

1. Talk to people working in different areas you are interested in and find out about the skills they use.
2. Find out about what job vacancies are available for apprentices / trainees in the industry that interests you.
3. Identify any workplaces in your local area where you may be able to work part-time.

4. Get experience in the areas that interest you through volunteer, part-time or holiday jobs, or through Annandale Christian College's Work Experience program.

5. Approach a prospective employer about his/ her willingness to commit to a SAT with you.
6. Sign a Training Contract with your new employer. (Mrs Robertson can assist you and your family with this.) The Training Contract is registered with DET (the Department of Education and Training) and is a legally binding document, so make sure you understand and check the information before signing. Your parents or guardian will also sign the agreement if you are not yet 18 years of age.

Will a SAT affect my choice of subjects in Years 11 and 12?

If you take up a SAT, your week could include College classes, time working for an employer, and time with a Recognised Trainer (e.g. TAFE) chosen by your employer. To handle the combined work-load of College-based study, part-time work and off-the-job training, most students who undertake a SAT reduce the number of subjects studied at College.

Note: (i) Students wanting to take up a SAT should reduce their subjects from the usual 6 subjects to only 5 subjects.
(ii) It is possible to achieve an OP (Overall Position) and do a SAT, however most students undertaking a SAT usually pursue a VET program and consequently are OP ineligible.

How do I complete my non-College-based training?

The things you need to learn, which make up the qualification, are written into a Training Plan. Most training for a qualification is organised into competencies, which are groupings of knowledge and skills. This Training Plan is written up by the trainer or RTO (Recognised Training Organisation) that your employer selects. The Training Plan may incorporate the knowledge and skills you already have through studying a VET subject or through a casual part-time job. You should receive a copy of the Plan by the end of the probation period, along with a training record book that details each competency you are required to achieve and allows space for you to record your progress.

Will I complete my SAT while still at College?

Some students who complete a Certificate II traineeship in Year 11 will complete the qualification while still at Annandale Christian College; other students will not, and that's OK. Most students commencing an apprenticeship will complete one year of that apprenticeship over the two years of Senior Schooling. If you don't complete your apprenticeship or traineeship at Annandale Christian College, your employer is obliged to continue the apprenticeship or traineeship either part-time (15 hours per week or more) or full-time (around 38 hours per week) until you have completed all the training that leads to the qualification.

What happens if I decide the SAT is not for me?

When you start with the employer, the first one to three months will be a period of probation. The length of the probation depends on the level of the qualification. For an apprenticeship, the period of probation is 90 calendar days and for a traineeship the period of probation is 30 calendar days. During this time, you and the employer have the chance to get to know each other and check out whether this is the job for you. If you or the employer don't want to continue with the apprenticeship or traineeship during this time, you can discuss the situation and leave a week later.

TAFE at School Program and Other Vocational Education Partners

About TAFE

TAFE NQ is the largest provider of vocational education and training (VET) in North Queensland. The Institute has developed a flexible approach to training and has embraced a blended and distributed model of education. This model includes delivering quality training when, how and where business, students and the community want it. TAFE at School offers students practical learning, introduces them to the world of work and provides students with employability skills. The variety and relevance of VET programs in schools keep young people interested in school, giving them the opportunity to learn about different areas of work and gain nationally recognised skills and qualifications that can lead directly to jobs.

Note- Application of **VETiS** funding**.**
In order to deliver the certificate courses free of charge to our students, TAFE uses VETiS funding from the Government. VETis funding is provided by the Government to pay for one Certificate I or II qualification in certain priority areas. This funding can only be used once by a student to complete one qualification. Once it is used, it cannot be accessed for any future qualifications. Students who undertake TAFE in schools should be mindful of the implications of choosing other certificate courses such as those delivered in Aquatic Practices and Sport & Recreation which also apply VETiS funding. Without VETis, the course costs range between $1500- $3500.

Further information regarding the TAFE North Queensland's programs is contained in the flyer on the following page.

Other 'Partner' Registered Training Organisations (Fee for service)

These training organisations also provide vocational qualification especially for school students on Wednesdays but charge a fee for service. Usually, arrangements can be made to pay in instalments.

YWAM: Certificate III courses: Hospitality, Business Administration, Screen & Media, Events
https://ywamships.org/courses/

Townsville Creative Technologies College (TCTC):

Music industry, Media and Screen, Animation, Game Programming, Graphic arts, Film and Television, Photography

https://www.facebook.com/HeatleyTCTC/

Or see Mrs Robertson or Mr Schneider for a course booklet.

TAFE QUEENSLAND
TOWNSVILLE

TAFE AT SCHOOL

2024 COURSES

TOWNSVILLE (PIMLICO)

COURSE, COURSE CODE	DELIVERY	CAMPUS	DURATION	FEES	QCE CREDITS	YEAR LEVELS
Certificate II in Aboriginal and/or Torres Strait Islander Cultural Arts CUA20420	Face-to-face, one day a week, Wednesday	Townsville (Pimlico)	4 terms	VETIS	4	11, 12
Certificate II in Health Support Services HLT23215^	Face-to-face, one day a week, Wednesday	Townsville (Pimlico)	4 terms	VETIS	4	11, 12
Certificate II in Sampling and Measurement MSL20118^	Face-to-face, one day a week, Wednesday	Townsville (Pimlico)	4 terms	VETIS	4	11, 12
Certificate II in Retail Cosmetics SHB20121	Face-to-face, one day a week, Wednesday	Townsville (Pimlico)	4 terms	VETIS	4	11, 12
Certificate II in Salon Assistant SHB20216	Face-to-face, one day a week, Wednesday	Townsville (Pimlico)	4 terms	VETIS	4	11, 12
Certificate II in Cookery SIT20421	Face-to-face, one day a week, Wednesday	Townsville (Pimlico)	4 terms	VETIS	4	11, 12
Certificate II in Tourism SIT20122	Face-to-face, one day a week, Wednesday	Townsville (Pimlico)	4 terms	VETIS	4	11, 12

^ Qualification currently in transition, course code subject to change.

See over. >

All courses are subject to viability at the discretion of TAFE Queensland and will not proceed unless minimum class numbers are attained.

APPLICATIONS OPEN
MONDAY 14 AUGUST 2023

Apply at **tafeapply.com** using the application code **TQN2401**

FUNDING ELIGIBILITY
All students are eligible if they have not previously utilised VETIS funding. Subsidised by the Queensland Government under the VET in Schools Program (VETIS).

For eligibility go to **desbt.qld.gov.au/training/training-careers/incentives/vetis**

QCE CREDITS
Due to duplication of new learning, some students may not receive the maximum available 4 QCE credits.

Year 12 students need to ensure every effort is made to attend every lesson, as extension may impact QCE attainment at end of Year 12.

If you require additional information, contact Julie Black.
E: julie.black@tafeqld.edu.au | **P:** 0439 755 357

north.schools@tafeqld.edu.au | tafeqld.edu.au

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TAFE QUEENSLAND
TOWNSVILLE

TAFE AT SCHOOL

2024 COURSES

TOWNSVILLE TRADE TRAINING CENTRE (BOHLE)

COURSE, COURSE CODE	DELIVERY	CAMPUS	DURATION	FEES	QCE CREDITS	YEAR LEVELS
Certificate II in Autonomous Technologies 10936NAT	Face-to-face, one day a week, Wednesday	Townsville Trade Training Centre (Bohle)	4 terms	VETIS	4	11, 12
# **Certificate II in Automotive Vocational Preparation** AUR20720	Face-to-face, one day a week, Wednesday or Thursday	Townsville Trade Training Centre (Bohle)	4 terms	VETIS	4	11, 12
# **Certificate II in Automotive Electrical Technology** AUR20420	Face-to-face, one day a week, Wednesday or Thursday	Townsville Trade Training Centre (Bohle)	4 terms	VETIS	4	12
#* **Certificate II in Plumbing Services** 11054NAT	Face-to-face, one day a week, Wednesday	Townsville Trade Training Centre (Bohle)	4 terms	VETIS	4	11, 12
# **Certificate II in Engineering Pathways** MEM20413^	Face-to-face, one day a week, Wednesday	Townsville Trade Training Centre (Bohle)	4 terms	VETIS	4	11, 12
# **Certificate II in Electrotechnology (Career Start)** UEE22020	Face-to-face, one day a week, Wednesday	Townsville Trade Training Centre (Bohle)	4 terms	VETIS	4	11, 12
# **Certificate I in Construction** CPC10120	Face-to-face, one day a week, Wednesday	Townsville Trade Training Centre (Bohle)	4 terms	VETIS	3	11, 12
# **Certificate II in Furniture Making Pathways** MSF20516^	Face-to-face, one day a week, Wednesday	Townsville Trade Training Centre (Bohle)	4 terms	VETIS	4	11, 12

* Students will be required to complete compulsory Vocational Placement (VPC). | # Personal Protective Equipment. Students will need to purchase steel capped boots and trade work wear clothing.
^ Qualification currently in transition, course code subject to change.

All courses are subject to viability at the discretion of TAFE Queensland and will not proceed unless minimum class numbers are attained.

APPLICATIONS OPEN
MONDAY 14 AUGUST 2023

Apply at **tafeapply.com** using the application code **TQN2401**

FUNDING ELIGIBILITY
All students are eligible if they have not previously utilised VETIS funding. Subsidised by the Queensland Government under the VET in Schools Program (VETIS).

For eligibility go to **desbt.qld.gov.au/training/training-careers/incentives/vetis**

QCE CREDITS
Due to duplication of new learning, some students may not receive the maximum available 3 or 4 QCE credits.

Year 12 students need to ensure every effort is made to attend every lesson, as extension may impact QCE attainment at end of Year 12.

If you require additional information, contact Julie Black. **E:** julie.black@tafeqld.edu.au | **P:** 0439 755 357

north.schools@tafeqld.edu.au | tafeqld.edu.au

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ELIGIBILITY REQUIREMENTS FOR QLD CERTIFICATE OF EDUCATION (QCE)

To be eligible for a Queensland Certificate of Education (QCE), a student must:

- have an open learning account (the college does this for you)
- not have been previously issued with a QCE, senior certificate, or equivalent interstate or overseas qualification (other than an International Baccalaureate Diploma Programme)
- accrue one credit from the Core category of learning while enrolled at a school.

A student must also accrue learning:

- to the set amount
- at the set standard
- in a set pattern
- that meets the literacy and numeracy requirements.

The set amount of learning is measured in credits. Credits are recorded in a student's learning account when the set standard for learning has been met.

A range of courses of study may contribute to the issue of a QCE. Learning options are classified as Core, Preparatory and Complementary courses of study.

Set amount of learning

To meet QCE requirements, a student must accrue **20 credits** from learning options. Different types and amounts of learning contribute different amounts of credit to the QCE. Credit accrues when the set standard is achieved.

Set standard of learning

Contributing studies must meet the set standard to accrue credit to the QCE. The set standard includes:

- satisfactory completion
- a grade of C or better
- qualification completion
- a pass or equivalent.

Partial completion of a course of study may contribute some credit to the QCE.

Set pattern of learning

The set pattern of learning for a QCE requires students to accrue 12 credits from completed Core courses of study.

Core courses of study can only contribute to the completed Core requirement when a student:

- is enrolled in a General or Applied subject for Units 1, 2, 3 and 4, and achieves a grade of C or better in Units 3 and 4
- is enrolled in an Extension subject for Units 3 and 4, and achieves a grade of C or better
- completes a vocational education and training (VET) certificate II, III or IV
- achieves a grade of C or better in a Queensland Curriculum and Assessment Authority (QCAA) subject assessed by a Senior External Examination
- partially completes non-Queensland studies (interstate or overseas) to the required standard
- completes a QCAA-recognised study to the required standard
- satisfactorily completes the on-the-job component of a school-based apprenticeship.

The set pattern of learning for the QCE allows a maximum of:

- four credits to accrue from the Preparatory category of learning
- eight credits to accrue from the Complementary category of learning.

More information about the completed Core requirement is available on the QCAA website.

Literacy and numeracy requirement

The literacy and numeracy requirements for a QCE meet standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

Learning options to meet literacy and numeracy requirements for a QCE

Courses of study	Literacy	Numeracy	Set standard
General or Applied subjects	QCAA General or Applied English subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: - English - English & Literature Extension - English as an Additional Language - Literature - Essential English	QCAA General or Applied Mathematics subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: - General Mathematics - Mathematical Methods - Specialist Mathematics - Essential Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* A grade of C or better in a Unit 3 and 4 pair
Short Courses	QCAA Short Course in Literacy	QCAA Short Course in Numeracy	Grade of C or better
Vocational education and training (VET)	FSK20113 Certificate II in Skills for Work and Vocational Pathways	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Completion of qualification
Senior External Examination	Senior External Examination: QCAA English subject	Senior External Examination: QCAA Mathematics subject	Grade of C or better
Recognised studies	See the QCAA website for a list of recognised studies that meet the literacy requirements	See the QCAA website for a list of recognised studies that meet the numeracy requirements	As recognised by the QCAA

Core courses of study

Typically, Core courses of study are undertaken by students during senior secondary schooling. Core courses of study are quality assured by the Queensland Curriculum and Assessment Authority (QCAA) or a recognised authority (e.g. International Baccalaureate (IB) Organization or Australian Skills Quality Authority).

Core courses of study include:

- General subjects, including Extension subjects
- Applied subjects, including Essential English and Essential Mathematics
- vocational education and training (VET) Certificates II, III and IV
- on-the-job component of school-based apprenticeships
- non-Queensland studies (including IB)
- recognised studies categorised as a Core course of study.

Automatic relaxation of the completed Core requirement applies to students who change subjects between units of QCAA Mathematics subjects or QCAA English subjects with credit contributing for units that meet the set standard.

QCE credit for Core courses of study

Credit for the Queensland Certificate of Education (QCE) for Core courses of study is accrued when the set standard has been met for:

- General subjects
- Applied subjects
- vocational education and training (VET) Certificate II, III and IV qualifications
- on-the-job component of school-based apprenticeships.

QCE credit for a General subject

General subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Grade of C or better	2
Maximum credit available		4
Extension subjects	**Set standard**	**QCE credits**
Units 3 and 4	Grade of C or better	2
Maximum credit available		2

QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 **and** achieves a grade of C or better in Units 3 and 4. Credit will only contribute for units when the set standard is met.

QCE credit for an Applied subject

Applied subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Grade of C or better	2
Maximum credit available		4

QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 **and** achieves a grade of C or better in Units 3 and 4. Credit will only contribute for units when the set standard is met.

QCE credit for vocational education and training (VET)

Qualification level	Hours of learning	QCE credits
Certificate II	Not applicable	4
Certificate III and IV	440 hours or more	8
Certificate III and IV	385 – 439 hours	7
Certificate III and IV	330 – 384 hours	6
Certificate III and IV	Fewer than 330 hours	5

QCE credit accrued for VET qualifications is based on the recommended hours of learning as determined by the Queensland Government, Department of Employment, Small Business and Training.

QCE credit for vocational education and training (VET) — completed qualification and partial qualification completion

VET qualification	Competencies complete	QCE credits
Certificate II (maximum credit available for a completed course is 4 credits)	100% complete	4
	75% complete	3
	50% complete	2

QCE credit for vocational education and training (VET) — completed qualification and partial qualification completion

VET qualification	Competencies complete	QCE credits
	25% complete	1
	<25% complete	0
Certificate III Example shows an 8 credit Certificate III (maximum credit available for a completed course is 5–8 credits*)	100% complete	8
	75% complete	6
	50% complete	4
	25% complete	2
	<25% complete	0
Certificate IV Example shows an 8 credit Certificate IV(maximum credit available for a completed course is 5–8 credits*)	100% complete	8
	75% complete	6
	50% complete	4
	25% complete	2
	<25% complete	0

*Credit is determined by the nominal hours outlined in the training package as outlined in QCE credit for vocational education and training (VET). Some courses may differ from the example above.

VET qualifications must be completed to contribute credit to the completed Core requirement for a QCE.

QCE credit for vocational education and training (VET) — school-based apprenticeships and traineeships

School-based apprenticeships and traineeships	Requirements	QCE credits
School-based apprenticeships (VET qualification is not completed while at school in a school-based apprenticeship*)	VET qualification: There is a limit to the amount of training that school-based apprentices may complete while at school, dependent on the nominal term (full-time) of the apprenticeship	Up to 2
	On-the-job: **minimum 50 days (375 hours) per 12 months** from date of commencement (a minimum of 7.5 hours per week averaged over each 3 month period). Electrotechnology school-based apprentices require a minimum of 80 days (600 hours) per 12 months.	Up to 4** (2 credits for each 50 days completed each 12 months)
School-based traineeships	As outlined with the relevant VET certificate level. No additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship.	Up to 8

*School-based apprenticeship VET qualifications do not contribute to the completed Core requirement of the QCE as they cannot be completed while at school.

**Credit accrued from on-the-job hours may contribute to the completed Core requirement only if all required hours are completed while at school. The Queensland Government, Department of Employment, Small Business and Training provides further information about school-based apprenticeships and traineeships.

Recognised studies

Students may be eligible to contribute Recognised Studies towards their QCE. Examples of Recognised Studies typically taken by ACC students include:

- Duke of Edinburgh Award Scheme (2 points for Gold and 1 each for Bronze and Silver)
- Music and Dance examinations

A full list of QCE Recognised studies, including those in the Core category of learning is available on the QCAA website.

GENERAL INFORMATION

Assessment

Students must comply with the requirements of each subject as detailed in the assessment statement for that subject. Assessment Policies and Practices information for students in Years 8–12 is included in the following pages of this booklet.

Assessment Calendar

Term Assessment Calendars are usually distributed during the first week of each term. (The calendar includes dates of exams, assignments, laboratory reports, orals, performances etc.)

Attendance

In order to receive certification for completion of a course of study, students are required to attend 100% of their timetabled classes. Absences must be validated through written/email/phone notification from parents/guardians/carers or, in the case of absence from exams, a medical certificate may be required.

Study

All students choose six subjects and Study. During the Study time; which is three periods per week; the student does their own work in a classroom and one period each week is allocated to 'College Service'. This is voluntary work to a sector of the college. The Head of Secondary allocates each Year 11/12 student to a service activity early in Term 1. Students cannot miss their allocated service activity without first approaching their Service supervisor and gaining final approval from the Head of Secondary.

Changing Subjects

Students may be permitted to change subjects after consultation with the Career Development Officer (Mrs Stacey Robertson), and after fulfilling certain requirements. For students in Year 11, changes are not normally accepted after 3 weeks into Semester 1 and after one week into Semester 2. For students in Year 12, changes are not usually accepted after the first week of Semester 1 and Semester 2.

Course Outline

A Semester Course Outline for each subject is usually issued during Week 1 of the semester. This outline gives information on the course of study as well as details of the assessment program.

Reporting to Parents/Guardians/Carers

Student reports are emailed and posted home. There is: an Interim Report (March); Semester 1 Report (July); Term 3 Progress Report (October); Semester 2 Report (December) for Year 11 students; and an Exit Statement (December) for Year 12 students if required, which are supported by three Parent/Student/Teacher Interviews – usually March, July and October.

Work Experience

All Year 11 facilitated by the College, usually around June. However, students may organise their own work experience for holidays and the College will assist by facilitating all paperwork and legal requirements with the employer.

College Excursions: SN4NQ Skills on Show Careers' Expo – May;
James Cook University Open Day – various times throughout the year;
Townsville Careers' Expo – time varies depending on Organisers.