ANNANDALE CHRISTIAN COLLEGE

the Way, the Truth, the Life

Life & Learning through Christ

A GUIDE TO SUBJECT CHOICES

Year 11 – 2026

Data: Secondary/Administration/Publications/Subject Booklets/2026/Years 11 & 12

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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

> *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."* Mark 12:29-31
>
> *"Work willingly at whatever you do, as though you were working for the Lord rather than for people".* Colossians 3:23

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, there is no advantage unless you perform very highly in the subject. 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 the same scaled score for inclusion in their ATAR calculation.

  If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR. **Inter-subject scaling will not enhance or diminish a student's performance in their subjects**. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

- **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 Year 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.

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 another 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)

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 courses 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 courses 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, *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, *Drama in Practice, 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, Biology, *Hospitality, ICT Studies,* Study

YEAR 12 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, *Drama in Practice, Building & Construction Skills*, Physics, Study

BLOCK 5
Biology, *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

ACCOUNTING

General Subject

Pre-requisites

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

Rationale

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more 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:

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting • Introduction to accounting • Accounting for today's businesses	**Financial reporting** • End-of-period reporting for today's businesses • Performance analysis of a sole trader business	**Managing resources** • Cash management • Managing resources for a sole trader business	**Accounting — the big picture** • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a 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): • Project — cash management	25%	Summative internal assessment 3 (IA3): • Examination — combination response	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	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 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 real-world 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 real-world 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, such as yacht and sailing club races and competitions and boating shows.

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

Approximately $700. This is inclusive of the Certificate II, Scuba course, First Aid, Boat licence and transportation costs.

Charged as a levy of $175 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

CERTIFICATE III in AVIATION (Remote Pilot)

VET Certificate Qualification:
AVI30419 Certificate III in Aviation (Remote Pilot)

REGISTERED TRAINING ORGANISATION

AGI (RTO Code: 31 690)

Delivery Overview

AVI30419 Certificate III in Aviation (Remote Pilot) is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) AGI. 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 contributes a maximum 6 credits towards a student's 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.

Course Outline

This program is designed to maximize latest technology and hands on practical flying with innovative interactive online learning systems that combine to deliver you the best outcomes. The program is focused on job outcomes where drone usage will rapidly expand over the next decade with the need for dedicated quality commercial drone pilots or skills to enhance job performance and career pathways.

Assessment

Program delivery will include face to face, self-study online interactive learning and practical training.

Course Schedule

- AVIF0021 – Manage Human factors in remote pilot aircraft systems operations
- AVIH0006 – Navigate remote pilot aircraft systems
- AVIW0028 – Operate and manage remote pilot aircraft systems
- AVIW0004 – Perform operational inspections on remote operated systems
- AVIY0052 – Control remote pilot aircraft systems on the ground
- AVIY0023 – Launch, control and recover a remotely piloted aircraft
- AVIY0053 – Manage remote pilot aircraft systems energy source requirements
- AVIY0031 – Apply the principles of air law to remote pilot aircraft systems operations
- AVIZ0005 – Apply situational awareness in remote pilot aircraft systems operations
- AVIE0003 – Operate aeronautical radio
- AVIZ0004 – Maintain security awareness and vigilance in an aviation workplace
- AVIY0027 – Operate multi-rotor remote pilot aircraft systems
- AVIH0008 – Operate remote pilot aircraft systems extended visual line of sight (EVLOS)
- AVIW0008 – Conduct aerial search using remote pilot aircraft systems

Pathways

The Certificate III in Aviation (Remote Pilot) is relevant to individuals operating remotely piloted aircraft systems (RPAS), in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

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

Approximate Levy of $300 over two years

Cost - $3300 *

*** Note-** Application of **VETiS** funding**.**

In order to deliver the Certificate II 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 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 $3300. Students who undertake this qualification should be mindful of the implications of choosing other certificate courses such as those delivered by TAFE in Schools, Sport & Recreation & Aquatic Practices 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 Trent Welsby

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. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

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

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

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 — combination response			

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 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. Most of the 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

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

- 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.

Structure

Building & Construction Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Site preparation and foundations
Unit option B	Framing and cladding
Unit option C	Fixing and finishing
Unit option D	Construction in the domestic building industry
Unit option E	Construction in the commercial building industry
Unit option F	Construction in the civil construction industry

Assessment

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

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

Special Equipment

Fully enclosed leather shoes and approved safety glasses.

For More Information

- Talk to Mr Trent Welsby.

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. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

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

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

Structure

Unit 1	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

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 – combination response			

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 or Mr Enzro Smith

CHINESE (Mandarin)

Not available in 2026 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/candidates 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/candidates 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/candidates 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/candidates may write responses in full form characters.

Students/candidates 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/candidates will:

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- 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/providers devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students/candidates complete *two* summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

Summative assessments

Unit 3	Unit 4	
Summative external examination 1 (SEE 1): Extended response		25%
Summative external examination 2 (SEE 2): Combination response		75%

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 – delivered in conjunction with Drama in Practice

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 interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share • How does drama promote shared understandings of the human experience?	**Reflect** • How is drama shaped to reflect lived experience?	**Challenge** • How can we use drama to challenge our understanding of humanity?	**Transform** • How can you transform dramatic practice?

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):
• Project — practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

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

DRAMA IN PRACTICE

Applied Subject- delivered in conjunction with Senior Drama.
Note: This subject is only offered on an application basis with the Head of Secondary.

Pre-requisites

There are no pre-requisites for Drama in Practice, however it would be beneficial for students to have studied at least one semester of Drama in Years 9 or 10.

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.

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

As students gain practical experience in several onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. 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.

A course of study in Drama in Practice can establish a basis for further education and employment areas across a range of fields such as creative industries, education, venue and event management, marketing, communications, humanities, health, sciences and technology.

Objectives

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works

Structure

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform an excerpt of a published script, or a devised scene connected to the directorial or devising project.	**Performance** Performance (live or recorded): up to 4 minutes

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.

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

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

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

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

Pathways

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

Objectives

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/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 • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary 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): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended 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

The subject 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. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

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

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

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 suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating 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): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • 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

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures

Structure

Hospitality Practices is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	**Practical demonstration** Practical demonstration: menu item **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	**Practical demonstration** Practical demonstration: delivery of event **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

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

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 industry-specific 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

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

- 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.

Structure

Industrial Graphics Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Drafting for residential building
Unit option B	Computer-aided manufacturing drafting
Unit option C	Computer-aided drafting — modelling
Unit option D	Graphics for the construction industry
Unit option E	Graphics for the engineering industry
Unit option F	Graphics for the furnishing industry

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	**Practical demonstration of drafting** Drawings: the drafting skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	**Unit-specific product** Drawings: drawings drafted using the skills and procedures in 5–7 production processes **Drawing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Special Equipment

Nil

For More Information

- Talk to Mr Trent Welsby.

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

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate 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, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

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): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	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 & 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 practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

Structure

Information & Communication Technology is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Robotics
Unit option B	App development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

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

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

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.

Rationale

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

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): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Examination — short response	15%
Summative external assessment (EA): 50% • Examination — combination response			

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, Mrs Marlene Bokma, Mrs Rebecca Keeling, Mr Tim Hicks or Mr Enzro Smith.

MATHEMATICAL METHODS

General Subject

Pre-requisites

It is desirable for students to have achieved at least a 'B-' Achievement Rating in Year 10 Preparatory Mathematical 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 Mathematical Methods have historically had very little success in Mathematical Methods.

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

Rationale

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • 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): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Examination — short response	15%
Summative external assessment (EA): 50% • Examination — combination response			

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, Mrs Rachel Combrinck, Mr Tim Hicks 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 Mathematical 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

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

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, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

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 — short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

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, Mrs Rebecca Keeling or Mr Enzro Smith.

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

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and Money • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • 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 — short response

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.

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 is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as 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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) • Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) • Arab Spring since 2010 (Tunisian Revolution begins) • Alternative topic for Unit 1.	**Movements in the Modern World** • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) • African American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) • Environmental movement since the 1960s (Silent Spring published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) • Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) • Alternative topic for Unit 2.	**National experiences in the Modern World** • Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins).	**International experiences in the Modern World** • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Search for collective peace and security since 1815 (Concert of Europe begins) • Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) • Mass migrations since 1848 (California Gold Rush begins) • Information Age since 1936 (On Computable Numbers published) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) • Nuclear Age since 1945 (first atomic bomb detonated) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) • Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) • Space exploration since the 1950s (publication of articles focused on space travel) • Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established) • Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).

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	25%
Summative internal assessment 2 (IA2): • Investigation	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 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 is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Objectives

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

- Demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- 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):
• 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 — extended response</td></tr>
</table>

Special Equipment

Students 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

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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 and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

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	25%
Summative internal assessment 2 (IA2): • Investigation — report	25%	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.
- Mrs Stacey Robertson

CERTIFICATES II & III in SPORT and RECREATION

VET Certificate Qualification:
SIS30122 Certificate III in Sport, Aquatics and Recreation + SIS20122 Certificate II in Sport and Recreation

REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

Delivery Overview

SIS30122 Certificate III in Sport, Aquatics and Recreation (with entry qualification SIS20122 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 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

- Introduction to Training Programs
- Introduction to the Sport, Fitness and Recreation (SFR) Industry
- Introduction to Community Programs
- Introduction to Conditioning Programs
- Working in the SFR Industry
- Providing Quality Service in the SFR Industry
- Anatomy and Physiology - The Musculoskeletal System
- First Aid Course: HLTAID011 Provide First Aid

Finalisation of qualification: SIS20122 Certificate II in Sport and Recreation

Course Schedule – Year 2

- Plan and Conduct Sports Programs
- Apply Knowledge of Officiating Practices
- Plan and Deliver a Sports Competition
- Community SFR Program
- Sport-Specific Coaching Sessions
- Personal Development
- Workplace Performance

Finalisation of qualification: SIS30122 Certificate III in Sport, Aquatics and Recreation

Pathways

The Certificate III in Sport, Aquatics 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 – Approx $600 * subject to review and change

Levy of $150 per term over two years.

See Mr Schneider for possible funding assistance options available.

PROGRAM DISCLOSURE STATEMENT

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

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 the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter, and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding

- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 1	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

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 — combination response</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 Nadia Sadie

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 is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. 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 modern society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents. Nature and purpose of religion, sacred texts, and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to 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. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

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:

- explain features and expressions of religious traditions
- analyse perspectives about religious expressions
- evaluate the significance and influence of religion
- communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Religion, meaning and purpose • Nature and purpose of religion • Sacred texts	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Personal ethics	**Religion — rights and relationships** • Religion and the nation–state • Human existence and 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 students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

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.

Pathways

Learning in Visual Arts in Practice 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.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

Objectives

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

Structure

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

Assessment

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

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

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 (PIMLICO)

TAFE AT SCHOOL
2026 COURSES

Code	Program name	QCE Credits	Delivery
HLT23221	Certificate II in Health Support Services	4	Face-to-face, one day a week, Wednesday
*HLT33115	Certificate III in Health Services Assistance	4	Students will commence the practical training component of this course in Term 4 of year 11 in 2025. Classes in 2026 will be online evening sessions.
SHB20121	Certificate II in Retail Cosmetics	4	Face-to-face, one day a week, Wednesday
SHB20216	Certificate II in Salon Assistant	4	Face-to-face, one day a week, Wednesday
SIT20421	Certificate II in Cookery	4	Face-to-face, one day a week, Wednesday

EXPRESSIONS OF INTEREST OPEN
MONDAY 18 AUGUST 2025
Apply at **tafeapply.com** using the application code **TQN2601**

FUNDING ELIGIBILITY

A new Career Ready VET in schools program is being developed as part of the Queensland Training Priorities Plan 2024–25 to help school students make good career and training choices, so they can leave school career-ready, informed and confident in what their future holds.

The Career Ready program will replace the VETIS program and will be further developed in consultation with stakeholders and implemented in a staged approach from 2026. More information and program guidelines will be available at **www.desbt.qld.gov.au/vetis** Information current as at May 2025 derived from the Department of Trade, Employment and Training website.

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.

COURSES CONTIUNUED OVER PAGE >

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

Information is correct at time of printing May 2025

Apply Now
TQN2601

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TAFE QUEENSLAND
TOWNSVILLE TRADE TRAINING CENTRE (BOHLE)

TAFE AT SCHOOL
2026 COURSES

Code	Program name	QCE Credits	Delivery
#AUR20720	Certificate II in Automotive Vocational Preparation	4	Face-to-face, one day a week, Wednesday or Thursday
#AUR20420	Certificate II in Automotive Electrical Technology	4	Face-to-face, one day a week, Wednesday or Thursday
#MEM20422	Certificate II in Engineering Pathways	4	Face-to-face, one day a week, Wednesday or Thursday
#*11054NAT	Certificate II in Plumbing Services	4	Face-to-face, one day a week, Wednesday or Thursday
#UEE22020	Certificate II in Electrotechnology (Career Start)	4	Face-to-face, one day a week, Wednesday
#CPC10120	Certificate I in Construction	3	Face-to-face, one day a week, Wednesday or Thursday
#MSF20522	Certificate II in Furniture Making Pathways	4	Face-to-face, one day a week, Wednesday or Thursday
#10935NAT	Certificate II in Autonomous Technologies	4	Face-to-face, one day a week, Wednesday or Thursday

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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.

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

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

Information is correct at time of printing May 2025

Apply Now
TQN2601

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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
	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.