ATAR Information
Subject Selection
Year 10, 2019

Dear Parents & Students

The Year 10, 2019 cohort will undertake the new Senior Assessment and Tertiary Entrance System – ATAR. This is an exciting development in senior schooling and replaces a system that, while it has served students well for over forty years, has required updating to meet the changing requirements of today's tertiary institutions and workplaces.

Each subject has a new syllabus that has been updated for 21st century learning, and changing societal priorities. Furthermore, new and repackaged subjects have been added including: Design, Digital Solutions, Earth & Environmental Science, Literature and Psychology. Chinese will also be offered in Year 10 2019, although it is restricted to students who have studied Chinese up to Year 9 level previously, or who are native speakers.

At Ipswich Grammar School, we have been working to formulate the best way to transit our Year 10 students into their senior phase of learning. Accordingly, we are offering students subjects that will be available in Years 11 & 12. They will undertake an introduction to their subject course in Semester One 2019. Interviews will occur to confirm subject choices before embarking on the first unit of the Year 11 syllabus. In Semester 2, Year 10 the early start will allow for revision and consolidation in Term 3 of Year 12, prior to the external examinations in all subjects in Term 4.

Importantly, students should choose subjects for which they show an aptitude and an interest, as well as fulfilling prerequisites for tertiary courses.

We hope you enjoy this exciting new era in senior studies in Queensland.

Susan Shaw
Dean of Teaching & Learning

What is an ATAR?

The Australian Tertiary Admission Rank (ATAR) is the primary criterion for entry into most undergraduate university programs in Australia.

An ATAR is a percentile score given between less than 30, up to 99.95 (in a minimum increment of 0.05) which denotes a student's ranking, relative to their peers upon completion of their secondary education; eg. an ATAR score of 99.0 will mean that the student performed better than 99% of students in Queensland. The median ATAR in NSW in 2017 was 69.

Who is eligible?
To be eligible to receive an ATAR, a student must have

- satisfactorily completed an English subject
- completed five (5) General subjects or four (4) General subjects plus one Applied subject or VET course at AQF Certificate III or above
- accumulated their subject results within a five-year period.

While all students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the students best five subjects (unlike NSW and Victoria where English must be included).

Calculation
The ATAR will be calculated by combining a student's five (5) best subject-scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC (Queensland Tertiary Admissions Centre), using a process of subject scaling.

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with results in other subjects; eg. a student may receive 90/100 for an easier Mathematics but only 70/100 for a harder Mathematics. Scaling should ensure they receive the same scaled score for inclusion in the ATAR calculation.

Please see over page for ATAR Pathways.

Possible Pathways

Year 10, 2019	Year 11, 2020	Year 12, 2021	ATAR eligible	QCE	Tertiary Institutions
General Subjects pathway 6 General subjects ⇒	No subject changes after Semester 1, 2020 ⇒	Six or five General subjects	Yes	20 points or more	Eligible for all universities Best pathway for UQ
Combination pathway 5 General subjects + 1 Applied subject or 1 AQF VET course Certificate III or above ⇒	No subject changes after Semester 1, 2020 ⇒	Five or four General subjects + 1 Applied subject or 1 AQF VET course Certificate III or above	Yes	20 points or more	Eligible for all universities. If using a rank as entry, still ATAR eligible for UQ
Applied Subjects pathway Combination of General, Applied subjects and/or VET courses ⇒	Three (3) or more Applied subjects/VET courses ⇒	Three (3) or more Applied subjects/VET courses	No	20 points or more	Apprenticeship/ Traineeship pathway Eligible for limited regional universities however, must have Certificate III, IV or Diploma

The VET investment budget for Certificate subjects provides funding for students to complete one VETiS qualification while at school.
The expense of any subsequent qualifications will be met by parents.

There are a number of options available to students to undertake VETiS

- As part of their school studies, delivered and resourced by a school Registered Training Organisation (RTO)
- Through fee-for-service arrangements where a parent/student pays for the qualification with an external RTO
- enrolling in a qualification with an external RTO which is funded by the Department of Education and Training

Subjects on Offer

Heads of Department	
English/Languages	Mr John Acutt
Mathematics	Ms Ann Marie Turner
Science	Mr Rob Slider
Humanities	Ms Kate Pitty
Technologies	Mr Stephen Butterfield
Physical Education	Mr Stewart Drinkeld (Acting)
The Arts	Ms Annette Joyce
Careers Counselling	Mr Rob Charles

Accounting

General Subject

Accounting is a necessary subject for all students who plan to own a business, from being a tradesman to a doctor or dentist. The subject teaches business decision making, allowing a business to operate efficiently and profitably. There is considerable flexibility in the course to cater for the boys' interests and ability, so below is a guide only.

As an introduction, students will learn to record business transactions in the double entry bookkeeping system of journals through to the Trial Balance. Assessment is a practical question. Later in the term, students will learn to extract the information from the Trial Balance and do Profit and Loss and a Balance Sheet. Again, assessment is a practical question. Students are also introduced to entering data into a computer program called MYOB. Assessment is a brief question on their ability to use the program.

In Unit 1, students will consider real world applications of Accounting to develop an understanding of the role, purpose and uses of Accounting. Students are introduced to accounting concepts through the analysis of accounting reports for companies. Double entry accounting principles are applied conceptually to record and process cash and some basic credit transactions for service businesses. Students implement end-of-month processes to produce simple financial statements. Profitability is analysed and evaluated to inform potential investors and business owners about how the business has performed. Computerised accounting processes are introduced using an accounting package to electronically record and process transactions and generate reports.

Course Structure

Units of Work	Assessment
Introduction to Accounting - The Conventions of Accounting - Profit & Interpretation of a Business	Formative Assessment Practical Examination Practical Examination
Unit 1 – Real World Accounting	Formative Assessment Examination - Combination Response Examination - Combination Response
Unit 2 – Management Effectiveness	Formative Assessment Short Response Examination Project
Unit 3 – Monitoring a Business	Summative Assessment IA1 - Combination Response IA2 - Combination Response
Unit 4 – Accounting – The Big Picture	Summative Assessment IA3 - Project External Assessment – Short Response

Agriculture

Certificate II in Agriculture (AQF VET Qualification) – to commence Semester 2, Year 10

Agriculture is not just about farming. The national training packages for Agriculture includes - Conservation and Land Management (CALM), Agrifoods, Nursery, Production Horticulture, Parks and Gardens, Floriculture, Arboriculture, Wool Handling, Horticulture, Shearing, Sports Turf Management, Irrigation, Rural Operations, Landscaping, Poultry Production, Agriculture, Weed Management, Indigenous Land Management, Rural Merchandising, Vertebrate Pest Management, Aboriginal-sites Work, Lands, Parks and Wildlife, Pork Production, Rural Machinery Operation, Feedlot Operations, Dairy Production, Seed Testing, Bee Keeping, Natural Area Restoration, Organic Farming, Agribusiness and Viticulture.

These qualifications can be studied from entry level Certificate II through to Diploma level.

At IGS we offer entry level qualifications Certificate II in Rural Operations. In this course, students develop a wide range of entry skills that can be applied to most of the sectors above. The course is divided into four areas. This certificate course can be started in the second semester of Year 10. The first semester is foundation skills in Agriculture, focusing on safety in the agricultural workplace.

Course Structure

Certificate II Rural Operations
CORE Skills
AHCWHS 201 Participate in work health and safety processes AHCWRK 209 Participate in environmentally sustainable work practices AHCWRK 204 Work effectively in the industry
Machinery Skills
AHCMOM203 Operate basic machinery and equipment AHCMOM 213 Operate and maintain chainsaws AHCMOM 202 Operate tractors AHCMOM 212 Operate quad bikes AHCMOM 201 Operate 2 wheeled motorbikes AHCMOM 211 Operate side by side vehicles AHCPCM 203 Fell small trees
General Production Skills
AHCCHM 201 Apply chemicals under supervision AHCPMG 201 Treat weeds AHCINF 202 Install, maintain and repair farm fencing
Elective Units (The students choose 2 of these to complete the course)
AHCLSK 202 Care for health and welfare of livestock AHCLSK 211 Provide feed for livestock AHCPGD 201 Plant trees and shrubs AHCNAR 201 Carry out natural area restoration works AHCMOM 204 Undertake operational maintenance of machinery

Biology

General Subject

Biology is the study of organisms and living systems and is fundamental to our understanding of the natural world. The Biology course seeks to develop within students a sense of wonder and curiosity about life and respect for all living things and the environment. It helps students to understand how biological systems interact and are interrelated, as well as how biological knowledge has developed over time and continues to develop in the modern world. Students will learn 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.

In the introductory unit, students will study Evolution and Genetics. Evolution has informed the scientific explanation of the natural diversity of life on Earth. It helps us to understand how different forms of life are similar, how life forms have developed over time and how changes in populations have occurred. Genetics helps us to understand how we are unique and how we are similar to those in our family. It is the basis for understanding some diseases and how we can work to prevent or cure these diseases. Genetics helps us to know more about who we are through a better understanding of our DNA.

The study of Biology can lead to careers in Medicine, Forensic Science, Veterinary Science, Food Science, Marine Sciences, Agriculture, Biotechnology, Environmental Science and Conservation.

Course Structure

Units of Work	Assessment
Introduction to Biology - Genetics and Evolution	Research investigation Examination
Unit 1 - Cells and multicellular organisms	Student experiment Data test
Unit 2 - Maintaining the internal environment	Research investigation Examination
Unit 3 - Biodiversity and the interconnectedness of life	Field work Student experiment Examination
Unit 4 - Heredity and continuity of life	Research investigation External examination

Chemistry

General Subject

Chemistry is the study of materials, their chemical structure and their properties. The study of Chemistry is fundamental to understanding the physical world around us on the micro scale and smaller. Because much of what we know at these small scales cannot be seen, this subject requires an ability to interpret and conceptualise observations. Chemistry seeks to develop within students an appreciation for its usefulness in helping to explain phenomena and solve modern day problems by understanding chemical systems and how these systems can be controlled to produce desired products.

In the introductory unit, students will begin their study by consolidating previously learnt skills and by learning new skills that are required for success in Senior Chemistry. This will include data manipulation, error analysis and problem-solving skills that are particular to the study of Chemistry. This will be followed by a contextual unit that will cover some of the materials that are made possible through our understanding of chemical principles. Through these real-world contexts, basic theories will be reviewed including energetics, kinetics, bonding and naming conventions to ensure students have the foundations for senior studies. Students will then begin an introduction into their senior studies with a deeper look at the structure of the atom, trends in the Periodic Table, bonding concepts and modern analytical techniques used by chemical scientists.

The study of Chemistry can lead to careers in Forensic Science, Environmental Science, Engineering, Medicine, Pharmacy, Industrial Chemistry, Agriculture, Food Technology and Sports Science.

Course Structure

Units of Work	Assessment
Introduction to Chemistry	Student experiment Examination
Unit 1 – Chemical fundamentals: structure, properties and reactions	Student experiment Examination/Data test
Unit 2 – Molecular interactions and reactions	Research investigation Examination
Unit 3 – Equilibrium, acids and redox reactions	Data test Student experiment
Unit 4 – Structure, synthesis and design	Research Investigation External Examination

Chinese

General Subject

Chinese is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chinese can establish a basis for further education and employment in many professions and industries. For example, those who value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education would do well to study Chinese.

Chinese is a course of study consisting of five units. Subject matter, learning experiences and assessment increase in complexity from the Introductory Unit to Units 1 & 2, and to Units 3 & 4 as students develop greater independence as learners.

The Introduction and Units 1 & 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. The study of any language is cumulative and units must be studied consecutively from Units 1 to 4.

Only the results from Units 3 & 4 will contribute to ATAR calculations.

Course Structure

Units of Work	Assessment
Introduction to Chinese	Reading, Writing, Listening and Speaking
Unit 1 - My World	Examination - Short Response Analysing Chinese texts in English Examination – Combination Response
Unit 2 – Exploring our World	Extended Response Version of external assessment
Unit 3 - Our Society	Examination Short Response Analysing Chinese texts in English Examination – Combination Response
Unit 4 – My Future	Extended Response External Examination

Design

General Subject

Design is a new senior subject that requires students to investigate a need or opportunity and then generate, plan and produce a designed solution. Students are able to respond to design situations creatively through a variety of contexts, including architectural design, industrial design, and digital media. Students are engaged in activities where they must solve an open-ended problem and then produce and evaluate their solution. They will utilise a variety of technologies in their problem-solving process and will learn and develop skills in concept sketching and Computer Aided Design (CAD). Students will learn about various design styles that have influenced our society and the factors that can influence design including economic, social and cultural issues. Prototypes and modelled solutions may be produced using 3D printers, laser cutters and other manufacturing techniques; however, the course focus remains on the design skills associated with the development and evaluation of creative solutions, rather than product manufacturing skills.

Course Structure

Units of Work	Assessment
Introduction to Design	Folio of drawings Design Project
Unit 1 - Design in Practice	Examination – Design Challenge Design Project
Unit 2 - Commercial Design	Examination – Design Challenge Design Project
Unit 3 - Human-centred Design	Examination – Design Challenge Design Project
Unit 4 - Sustainable Design	Design Project External Examination – Design Challenge

Digital Solutions (IT)

General Subject

Digital Solutions is a new computer-based subject that embraces similar content to the former senior subject, Information Processing Technology (IPT). Students will be engaged in problem solving across a range of information technology contexts. They will learn about algorithms, code and user interfaces through generating digital solutions to problems. Students engage with data, information systems, and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They will understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives. Through a problem-based learning framework, students will produce a variety of digital solutions including examples such as games, instructions for a robotic system, a productivity application, or animations and websites.

Course Structure

Units of Work	Assessment
Introduction to Digital Solutions	Project Examination
Unit 1 - Creating with code	Investigation – Technical Proposal Project – Digital Solution
Unit 2 - Application and data solutions	Project Examination
Unit 3 - Digital innovation	Investigation – Technical Proposal Project – Digital Solution
Unit 4 - Digital impacts	Project External Examination

Drama

General Subject

In Drama, students will 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 information & communication technologies (ICT) skills. They will 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.

The objectives of the Drama course are to develop students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. The unique learning that takes place 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.

A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. Drama students are best prepared for careers that need an understanding of different social and cultural perspectives as they learn the skills to be able to communicate meaning in both functional and imaginative ways.

Course Structure

Units of Work	Assessment
Introduction to Drama	Project – dramatic concept Assessment
Unit 1 - Share	Making and Responding: Performance Project – dramatic concept
Unit 2 – Reflect	Making and Responding: Practice-led project Extended analytical response (examination)
Unit 3 - Challenge	Making and Responding: Performance Project – dramatic concept Examination
Unit 4 - Transform	Making and Responding: Practice-led project External Examination

Earth & Environmental Science

General Subject

Earth and Environmental Science is the study of global processes and global systems and the human interactions with these systems, being geosphere, hydrosphere, atmosphere and biosphere. Earth and Environmental Science seeks to develop within students an interest in the Earth. An appreciation of this body of knowledge can be used to understand and provide solutions to contemporary issues on our planet. Much of this understanding has been influenced by social, economic, cultural and ethical considerations.

As an introduction, students will study the Universe and the structure of the Earth. To better understand our own planet, scientists look to the stars to gain clues about how the Earth has evolved in the past and what we might expect to happen in the future. Students will seek to describe changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time.

In further units, students will look at systems and models of the Earth as well as a more in-depth look at the spheres of the earth including the geosphere, hydrosphere and biosphere. The study of Earth and Environmental Science can lead to careers in Geoscience, Soil Science, Agriculture, Marine Science, Environmental Science, Ecology, Urban Planning, Resource Management, Civil Engineering, Mining Engineering, Conservation and Eco-tourism.

Course Structure

Units of Work	Assessment
Introduction to Earth Science	Research Investigation Examination/Data Test
Unit 1- Introduction to Earth Systems	Examination/Data Test Student Experiment
Unit 2 – Earth Processes – Energy Transfers and Transformations	Research Investigation Examination
Unit 3 – Living on Earth - extracting, using and managing Earth resources	Data Test Student Experiment
Unit 4 – The Changing Earth — the cause and impact of Earth hazards	Research Investigation External Examination

Economics

General Subject

Economics is an exciting subject that investigates how nations can maximize their living standards. It is compulsory for the majority of university business courses but it also assists organisations and individuals to efficiently manage their financial affairs and gives them insight into how the world functions, economically, socially and politically.

Students will look at what affects living standards and how government can influence through policy and reforms. They will learn to argue, based on facts and logic, and improve literacy and numeracy skills. The Share Market game is introduced and students will be encouraged to participate, buying and selling shares in a nationally competitive game.

Throughout the course, students will understand the foundations of the subject in terms of scarcity and choices. They will explore the economic idea of the economy as a system of real and monetary connections between the five key sectors, using the circular flow model of income. Furthermore, students will examine the forces of demand and supply that underlie the operation of the price mechanism in the economy.

Course Structure

Units of Work	Assessment
Introduction to Economics	Examination – Combination Response Investigation – Research Report
Unit 1 – Markets & Models	Examination – Combination Response Investigation – Research Report
Unit 2 – Modified Markets	Investigation – Research Report Examination – Combination Response
Unit 3 – International Economics	Examination - Combination Response Investigation – Research Report
Unit 4 – Contemporary Macroeconomics	Examination – Extended Response External Examination

Engineering

General Subject

Engineering provides an opportunity for students to gain a broad understanding of the underlying principles across various disciplines. It is concerned with the theoretical concepts and practical applications related to technology, engineering materials, engineering mechanics, and control systems.

Students are required to undertake a variety of engineering design challenges, which include activities such as testing of materials, analysis of engineering solutions, 3D CAD modelling and prototyping. The course draws upon the fundamental principles of Science, Mathematics and Technology, reinforcing conceptual ideas through practical workshop and laboratory activities.

Engineering is appropriate for students who have an interest in the practical application of Science, Mathematics and Technology. The course will provide them with the opportunity to pursue a wide variety of professional career pathways, especially those that involve scientific research and problem-solving skills.

Course Structure

Units of Work	Assessment
Introduction to Engineering	Project & Engineering Folio Examination
Unit 1 - Engineering Fundamentals and Society	Project & Engineering Folio Examination
Unit 2 - Emerging Technologies	Project & Engineering Folio Examination
Unit 3 - Statics of structures and environmental considerations	Project & Engineering Folio Examination
Unit 4 - Machines and Mechanisms	Project & Engineering Folio External Examination

English

General Subject

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students will be asked to interpret and create texts for personal and professional purposes. They will learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. They will have opportunities to engage with diverse texts to help them develop a sense of themselves, their world, and their place in it.

Only the results from Units 3 & 4 will contribute to ATAR calculations.

Students will foster

- skills to communicate effectively
- skills to make choices about generic structures, language, textual features and technologies
- enjoyment and appreciation of literary and non-literary texts
- creative thinking and imagination
- critical exploration
- 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.

Course Structure

Units of Work	Assessment
Introductory Unit	A combination of analytical, creative and spoken tasks
Unit 1 - Perspectives and Texts	Feature Article Persuasive Speech
Unit 2 - Texts and Culture	Reflective narrative Analytical essay under exam conditions
Unit 3 - Textual Connections	Written response for a public audience Persuasive speech
Unit 4 - Close Study of Literary Texts	Imaginative text External Examination

Essential English

Applied Subject

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education and work. 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.

Essential English is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 & 2 to Units 3 & 4 as students develop greater independence as learners.

The Introductory Unit and Units 1 & 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 & 2 before beginning Unit 3. Units 3 & 4 consolidate student learning.

Course Structure

Units of Work	Assessment
Introduction to Essential English	A range of written, spoken & multi-modal tasks
Unit 1 - Language that Works	A spoken text that explores an issue or idea currently in the media
Unit 2 - Texts and Human Experiences	Students will respond to representations in an unseen media text
Unit 3 - Language that Influences	Multimodal presentation
Unit 4 - Representations and Popular Culture Texts	Summative internal assessment - Extended written response

German

General Subject

The need to communicate is the foundation for success in modern society. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding the language and culture.

German is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in German can establish a basis for further education and employment in many professions and industries. For example, those who value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

This syllabus is designed for students who wish to study German as an additional language and who have studied the P– 9 Curriculum German or similar. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

Course Structure

Units of Work	Assessment
Introduction to German	Reading, Writing, Listening and Speaking
Unit 1 - Meine Welt (My World)	Examination - Short Response (Reading/Listening) Examination - Combination Response
Unit 2 - Unsere Welt erkunden (Exploring our World)	Extended Response (Multi-Modal Presentation) Examination - Combination Response
Unit 3 - Unsere Gesellschaft (Our Society)	Examination -Short Response (responding to German texts in English) Examination - Combination Response
Unit 4 - Meine Zukunft (My Future)	Extended Response - Multi-Modal Presentation External Examination – Reading, Listening, Writing

Health Education

General Subject

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes for everyone.

Health Education requires students to critically analyse health information to investigate sustainable health changes at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. This course of study empowers students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills. A course of study in Health Education establishes a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Course Structure

Units of Work	Assessment
Introduction to Health Education - Closing the Gap - Risk Taking Behaviour in Teenagers	 Unseen Examination Unseen Examination
Unit 1 - Resilience as a Personal Health Resource	Action Research Project Unseen Examination
Unit 2 - Body Image	Analytical Exposition Unseen Examination
Unit 3 - Road Safety	Action Research Project Unseen Examination
Unit 4 - Respectful Relationships	Analytical Exposition External Examination

Industrial Technology & Design

Certificate II Engineering Pathways (AQF VET Qualification) – to commence Year 11

Industrial Technology & Design (ITD) is a practical workshop-based course that aims to develop students' skills in manufacturing and construction disciplines. Students will construct practical projects using a variety of tools and workshop machinery whilst also learning about current industry processes and techniques. ITD is an introductory course into the VET certificate courses Certificate II Engineering Pathways and Certificate I in Construction. Students are able to select one or both of these subjects at the beginning of Year 11.

Manufacturing (Certificate II Engineering Pathways) is a practical, workshop-based subject that helps students develop an understanding of the engineering and metal-related trades, whereas Construction helps students develop an introductory understanding of the Australian construction industry.

Course Structure

Units of Work	Assessment
Introduction to ITD (Year 10)	Practical projects and associated theory
Manufacturing - Certificate II Engineering Pathways Course modules ▫ Apply principles of occupational health and safety in the work environment ▫ Participate in environmentally sustainable work practices ▫ Use hand tools ▫ Interact with computing technology ▫ Develop a career plan for the engineering and manufacturing industry ▫ Use electric welding machines ▫ Undertake a basic engineering project ▫ Use power tools/hand held operations ▫ Work in a team ▫ Organise and communicate information ▫ Use oxy-acetylene and soldering equipment ▫ Use engineering workshop machines	Competency based theory & practical projects / activities
Construction - Certificate I in Construction Course modules ▫ Work effectively and sustainably in the construction industry ▫ Plan and organise work ▫ Conduct workplace communication ▫ Read and interpret plans and specifications ▫ Use construction tools and equipment ▫ Work safely in the construction industry ▫ Apply OHS requirements, policies and procedures in the construction industry ▫ Undertake a basic construction project ▫ Undertake Basic estimation and costing ▫ Carry out measurements and calculations ▫ Handle construction materials	Competency based theory & practical projects / activities

Japanese

General Subject

Japanese is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Japanese can establish a basis for further education and employment in many professions and industries. For example, those who value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education would do well to study Japanese.

Japanese is a course of study consisting of five units. Subject matter, learning experiences and assessment increase in complexity from the Introductory Unit to Units 1 & 2 to Units 3 & 4 as students develop greater independence as learners.

The Introduction and Units 1 & 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. The study of any language is cumulative and units must be studied consecutively from Units 1 to 4. Units 3 & 4 will consolidate student learning. Only the results from Units 3 & 4 will contribute to ATAR calculations.

Course Structure

Units of Work	Assessment
Introduction to Japanese	Reading, Writing, Listening and Speaking
Unit 1 - My World	Examination - Short Response Analysing Japanese texts in English Examination – Combination Response
Unit 2 – Exploring our World	Extended Response Version of external assessment
Unit 3 - Our Society	Examination Short Response Analysing Japanese texts in English Examination – Combination Response
Unit 4 – My Future	Extended Response External Examination

Legal Studies

General Subject

By undertaking a course of Legal Studies, students will investigate and evaluate a multitude of legal issues and scenarios that will give them a better insight into how the law functions. It will assist young people to better cope with legal situations in the future. Students may consider further study in the field of law (or a related vocation – policing, forensics, criminology, paralegal) at university. A knowledge of Legal Studies will assist in all facets of work and private life in the future.

As an introduction to Legal Studies, students will investigate and evaluate the historical significance and development of law and legal systems over time. Students will also comprehend how significant world events have influenced the development and application of the law. This will then lead to a study of the use of forensic science in the determination of outcomes of crime in society. Numerous forensic techniques will be examined in determining convictions, acquittals and wrongful sentencing of alleged perpetrators of crime.

In the following units, students will be introduced to the Australian legal system, sources of law, and the roles of parliament and the courts. They will investigate legal principles and criteria such as just and equitable outcomes. Students will consider how criminal law attempts to safeguard individuals' right to freedom from interference, with society's need for order. They examine the consequences of alleged criminal behaviour in terms of trial processes, punishment and sentences. Where appropriate and possible, current contexts based on relevant and contemporary issues are used in this unit. Examples of issues include acts causing injury or death; property offences such as extortion and theft, wilful damage (for example, graffiti and arson), and environmental pollution; cybercrime; business, credit card and social security fraud and deception; drug and public order offences; and traffic and vehicle regulatory offences.

Course Structure

Units of Work	Assessment
Introduction to Legal Studies - A History of Law Unit - Forensic Science to Solve Crimes	Investigation – Inquiry Report Examination – Combination Response
Unit 1 – Beyond Reasonable Doubt	Examination — Combination Response
Unit 2 – Balance of Probabilities	Investigation — Inquiry Report
Unit 3 – Law, Governance and Change	Combination Response Investigation – Inquiry Report
Unit 4 – Human Rights in Legal Contexts	Argumentative Essay External Examination

Literature

General Subject

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

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

Literature is a course of study consisting of five units, including the introduction. Subject matter, learning experiences and assessment increase in complexity from Units 1 & 2 to Units 3 & 4 as students develop greater independence as learners.

Only the results from Units 3 & 4 will contribute to ATAR calculations.

Course Structure

Units of Work	Assessment
Introduction to Literature	Task - creative and analytical
Unit 1 – Introduction to Literary Studies	Examination – analytical written Extended response – imaginative spoken/ multimodal
Unit 2 - Intertextuality	Extended imaginative written response Mock of external assessment item – analytical, written
Unit 3 – Literature and Identity	Examination – analytical, written Extended response – imaginative spoken/ multimodal
Unit 4 – Independent Explorations	Extended imaginative written response External Examination – analytical, written

Mathematics

There are three (3) new Mathematics syllabuses in Queensland. It is compulsory for a minimum of one of the Mathematics subjects to be studied.

Essential Mathematics

Applied Subject

Essential Mathematics focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This subject provides the opportunity for students to prepare for post-school options of employment and further training.

Course Structure

Units of Work	Assessment
Introduction to Essential Mathematics	Problem solving task Examination
Unit 1 – Number Data & Graphs	Problem solving task Examination
Unit 2 – Money, Travel & Data	Problem solving task Examination
Unit 3 – Measurement, Scales & Data	Problem solving task Common Internal Assessment
Unit 4 - Graphs, Chance & Loans	Problem solving task Examination

General Mathematics

General Subject

General Mathematics focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision making, and discrete growth and decay. It enables students to analyse and solve a wide range of geometrical problems in areas such as measurement, scaling, triangulation and navigation; and to develop systematic strategies to answer statistical questions that involve comparing groups, investigating associations and analysing time series.

Course Structure

Units of Work	Assessment
Introduction to General Mathematics	Problem solving task Examination
Unit 1 - Money, Measurement and Relations	Problem solving task Examination
Unit 2 - Applied Trigonometry, Algebra, Matrices & Univariate Data	Examination Examination
Unit 3 - Bivariate Data, Sequences & Change, Earth Geometry	Problem solving task Examination
Unit 4 - Investing and Networking	Examination External Examination

Mathematics Methods

General Subject

Mathematics Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops the ability to describe and analyse phenomena involving uncertainty and variation.

Course Structure

Units of Work	Assessment
Introduction to Mathematical Methods	Problem solving task Examination
Unit 1 - Algebra, Statistics & Functions	Problem solving task Examination
Unit 2 - Calculus & Further Functions	Examination Examination
Unit 3 - Further Calculus	Problem solving task Examination
Unit 4 - Further Functions & Statistics	Examination External Examination

Recommended - B or higher in Year 9 Mathematics. Not recommended for students who completed modified assessment in Year 9.

Modern History

General Subject

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. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Studying history can help us live more effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions.

Studying history can help us develop the knowledge, skills and values needed to make those decisions. It is through the study of history, that we can understand why our modern world is the way it is.

Course Structure

Units of Work	Assessment
Introduction to Modern History - Local History; The School of the Hill - French Revolution	Historical Essay based on Research Independent Source Investigation
Unit 1 – Age of Imperialism (1848 – 1914) Australian Frontier Wars	Essay in Response to Historical Sources Short Response to Historical Sources
Unit 2 - May Fourth Movement in China (1919) Independence Movement in Vietnam	Historical Essay based on Research Short Response to Historical Sources
Unit 3 – Australia (1914 – 1949) United State of America (1917 – 1945)	Essay in Response to Historical Sources Independent Source Investigation
Unit 4 - Cold War (1945 – 1991) Australian Engagement with Asia – Vietnam War	Historical Essay based on Research Essay in Response to Historical Source Short Response to Historical Sources External Examination

Music

General Subject

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 explain music elements and concepts, analysing music 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; students develop highly transferable skills and the capacity for flexible thinking and doing. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps to develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Course Structure

Units of Work	Assessment
Introduction to Music	Making and Responding: Practical Performance and Composition based project Written Statement
Unit 1 - Designs	Making and Responding: Performance and Composition Written Statement
Unit 2 – Identities	Making and Responding: Integrated Project
Unit 3 - Innovations	Making and Responding: Performance and Composition Written Statement
Unit 4 - Narratives	Making and Responding: Integrated Project External examination

Physical Education

General Subject

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in movement contexts. Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance 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 schools. Physical Education is a subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. 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

It is important to note that students' physical performance will no longer be worth 50% of the overall grade. Assessment will be based on students' application of the theory subject matter within the context of the physical activity. This redesign will place emphasis on students' writing, communication skills and academic rigor rather than their physical capabilities.

Course Structure

Units of Work	Assessment
Introduction to Senior Physical Education - Health, Fitness and Functional Anatomy; Volleyball - Introduction to Motor Learning and Biomechanics; European Handball	Unseen Examination Project Folio
Unit 1 - Motor Learning, Function Anatomy and Biomechanics - Lawn Bowls	Project Folio Unseen Examination
Unit 2 - Sports Psychology and Equity - Aquathlon	Investigation Report Project Folio
Unit 3 - Tactical Awareness, Ethics and Integrity - Volleyball	Investigation Report Project Folio
Unit 4 - Energy, Fitness and Training - Touch Football	Project Folio External Examination

Physics

General Subject

Physics is the study of the nature and properties of matter and energy. It involves the application of mathematical principles to explain the physical world around us. Physics seeks to develop within students an appreciation of the ways matter and energy interact in physical systems across a range of scales, using various models. Mastery of Physics requires logical reasoning and the ability to interpret and solve problems.

In the introductory unit, students will study the units Motion and Energy. The motion of objects can be explained and predicted by the laws of Physics. The unit will investigate concepts of force, mass, velocity and acceleration and analyse motion in relation to Newton's Laws. The Energy unit looks at kinetic and potential energies as well as collisions and their effects.

Further on, students will explore the ways Physics is used to describe, explain and predict energy transfers and transformations that are pivotal to modern industrial societies. The Thermal and Nuclear Physics unit will investigate heating processes, radioactivity and the generation of energy through nuclear reactions. The Electrical Circuits unit will examine the movement of electric charge in circuits and use this to analyse and design electrical circuits.

The study of Physics can lead to careers in all fields of Science, Engineering, Mathematics, Medicine and Technologies.

Course Structure

Units of Work	Assessment
Introduction to Physics – Motion and Energy	Student Experiment Examination
Unit 1 – Thermal, Nuclear and Electrical Physics	Research Investigation Examination
Unit 2 – Linear Motion and Waves	Student Experiment Examination
Unit 3 – Gravity and Electromagnetism	Student Experiment Data Test
Unit 4 – Revolutions in Modern Physics	Research Investigation External Examination

Psychology

General Subject

Who am I? What is the relationship between my mind and my brain: Why do I behave as I do? Why do I perceive things the way I do? These are some of the questions which have driven the development of Psychology since its beginnings to its present status. Psychology enables students to explore how people think, feel and behave through the use of a bio-psychosocial approach. In this area of study, students analyse the contribution that classic and contemporary theories have made to the development of Psychology. They are introduced to the scope of Psychology – its specialized fields of study and its application in a variety of contexts and settings. Students investigate aspects of visual perception to consider how psychologists approach the study of the mind and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

As an introduction, the study of Psychology examines the perception, definition and application of psychology throughout time. Students learn how the study of the brain has changed throughout the eras, and closely examine varying psychological theories. Students also delve into Sports Psychology, and how motivation, personality, imagery and anxiety impacts performance in sport.

Students then explore the scientific method as the process for producing contemporary research in Psychology. An understanding of the original philosophical debates to inform Psychology — including free will versus determinism, and nature versus nurture — provides an essential lens for examining all perspectives within Psychology. Students investigate the structure and function of the human brain and how this affects individual development and behaviour. They examine factors within cognitive development, and explore changes that occur over the lifespan.

Course Structure

Units of Work	Assessment
Introduction to Psychology - Sports Psychology	Examination Research Essay
Unit 1 – Individual Development	Data test Experiment Report
Unit 2 – Individual Behaviour	Research Investigation Essay Examination
Unit 3 – Individual Thinking	Data Test Experiment Report
Unit 4 – The Influence of Others	Research Investigation Essay External Examination

Specialist Mathematics

General Subject

Specialist Mathematics is an elective subject. It provides opportunities, beyond those presented in Mathematics Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. It contains topics in functions and calculus that build on and deepen the ideas presented in Mathematics Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends students' knowledge and understanding of probability and statistics and introduces the topics of vectors, complex numbers, matrices and recursive methods.

Course Structure

Units of Work	Assessment
Introduction to Specialist Mathematics	Problem solving task Examination
Unit 1 - Combinatorics, Vectors & and Proof	Problem solving task Examination
Unit 2 - Complex Numbers, Trigonometry, Functions & Matrices	Examination Examination
Unit 3 - Mathematical Induction & Further Vectors, Matrices & Complex Numbers	Problem solving task Examination
Unit 4 - Further Calculus and Statistical Inference	Examination External Examination

It is likely that a sound achievement in Specialist Mathematics will benefit the student with recognition by higher institutions for eligibility entry to certain mathematically-related courses - as is the case currently with Mathematics C.

Prerequisite: B or higher in Year 9 Mathematics. Not recommended for students who completed modified assessment in Year 9.

Visual Art

General Subject

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.

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. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking.

Course Structure

Units of Work	Assessment
Introduction to Visual Art - State of Origin	2-dimensional folio - Making Assignment - Responding 3–dimensional folio - Making Examination - Responding
Unit 1 – Art as Lens	Experimental folios exploring; 2-dimensional and time based techniques – Making Experimental folios exploring; 3-dimensional and time based techniques - Making Assignment - Responding
Unit 2– Art as Code	Experimental folios exploring; 2-dimensional and time based techniques – Making Experimental folios exploring; 3-dimensional and time based techniques – Making Examination - Responding
Unit 3 - Art as Knowledge	Project Portfolio - Making Investigation - Responding
Unit 4 - Art as Alternate	Project Portfolio - Making External Examination - Responding

Visual Arts in Practice

Applied Subject

Visual artworks are created for a purpose and in response to individual, group or community needs. Visual artworks use and push the limits of technologies, are responses to and expressions of time and place, and are limited only by circumstance and imagination.

Visual Arts in Practice imitates the important role art plays in the community and how students may become involved in community art-making activities. This program focusses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This can occur in two to four of the following areas — 2D, 3D, digital and 4D, design. Students may create images, objects, environments or events to communicate context or meaning.

Students may also be asked to consider use of appropriate aesthetic qualities from various sources, cultures, times and places. Students' perspectives and visual literacies are shaped by these considerations when creating communications and artworks.

Course Structure

Units of Work	Assessment
Introduction to Visual Art - State of Origin	2-Dimensional folio - Making Assignment - Responding 3–Dimensional folio - Making Examination - Responding
Unit 1 – 2-Dimensional Studies Still Life Artists Book	Experimental folios exploring; 2-Dimensional and time based techniques – Making Annotated Visual Diary – Responding Print Making - Resolved Work - Making
Unit 2 – 3–Dimensional Studies The Human Form	Mixed Media Sculptures - Making Annotated Visual Diary – Responding Ceramic Sculpture - Making
Unit 3 – Heritage 2-Dimensional techniques	Photography – Making 2-Dimensional Mixed Media – Making Annotated Visual Diary – Responding
Unit 4 – Up Close 3-Dimensional techniques	Sculpture – Making Annotated Visual Diary – Responding

Fitness

Certificate III in Fitness (AQF VET Qualification) – to commence Year 11
Provider - Binnacle Training (RTO Code 31319)

Students will participate in the delivery of a range of fitness training and fitness programs within the school. Graduates will be competent in a range of essential skills – such as designing and implementing strength training programs, boxing for fitness, aerobic conditioning, anatomy and physiology, office skills for the fitness industry and conditioning for sports.

Qualifications and Awards
Nationally recognised qualification – Certificate III (8 QCE Credits)
Apply First Aid Certificate
Coaching Principles Certificate

Future Pathways
Employment in the Fitness Industry

Course Structure

Units of Work	Assessment
Year 10 Health & Physical Education Program	Practical and theoretical assessment
Year 11 & 12 Follow Occupational Health & Safety Policies Work effectively in a sport and recreation environment Maintain sport and recreation equipment for activities Deliver approved community fitness programs	Competency Based Theory & Practical
Provide quality service in the fitness industry Provide fitness orientation and health screening Undertake client health assessment Organise personal work priorities and development	Competency Based Theory & Practical
Apply First Aid Undertake risk analysis of activities Provide healthy eating information to clients in accordance with recommended guidelines	Competency Based Theory & Practical
Instruct and monitor fitness programs Apply anatomy and physiology principles in a fitness context Plan and deliver gym programs	Competency Based Theory & Practical

NB. A student will be unable to choose both Fitness and Sport & Recreation until Year 11.

Sport & Recreation

Certificate III in Recreation (AQF VET Qualification) – to commence Year 11
Provider - Binnacle Training (RTO Code 31319)

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 – such as preparing and conducting sessions, providing quality customer service, operating computing packages and conducting risk assessments.

- Upon successful completion, students are certified with seven (7) Queensland Certificate of Education (QCE) credits
- Nationally recognised qualification – Certificate III in Sport and Recreation (8 Credits – core)
- Recreation Short Course* (1 credit – enrichment) - This program also includes Apply First Aid (formerly known as Senior First Aid) Certificate.

Course Structure

Units of Work	Assessment
Year 10 Health & Physical Education Program	Practical and theoretical assessment
Year 11 & 12 Health & Safety –plan a work schedule for program/event Respond to Emergencies Collecting Information Using technology to process information	Competency based Theory & Practical
The Sport & Recreation Industry Equipment use and maintenance Review of OHS and work tasks First Aid Beginning Coaching General Principles	Competency Based Theory & Practical
Customer Service Dealing with customer complaints Preparing and conducting sessions Using Equipment	Competency Based Theory & Practical
Personal work schedules Environmental Sustainability Risks analysis of activities	Competency Based Theory & Practical

NB. A student will be unable to choose both Fitness and Sport & Recreation until Year 11.

Diploma of Business

(AQF VET Qualification) – to commence Year 11

Barrington College offers a personalized service and a duty of care for all students to ensure they are supported every step of the way in whatever field they decide to study.

Course cost:
$1950 – Diploma of Business
Payment can be made in full or paid over 3 instalments - $250 non-refundable enrolment fee + 2 instalments of $800. *(Payment in instalments will incur an additional $50 administration fee)*

Diploma of Business in Schools Training Timetable

Qualification Code	Qualification Description
BSBADM502	Manage Meetings
BSBRSK501	Manage Risk
BSBPMG522	Undertake Project Work
BSBMKG501	Identify & Evaluate Marketing Opportunities
BSBCMM401	Make a Presentation
BSBCUS501	Manage Quality Customer Service
BSBHRM506	Manage Recruitment, Selection and Induction Processes
BSBWOR501	Manage Personal Work Priorities and Professional Development

Barrington College Diploma program provides direct entry into several universities with credit transfers. This can represent significant savings on university fees. However, individual universities will determine their own QTAC ranks to gain entry for courses offered 2022. Some universities will require students to be ATAR eligible in order to use a QTAC rank for entry.


LABORE ET HONORE