A.B. PATERSON COLLEGE

Year 11, 2026 Subject Selection Handbook

SECONDARY SCHOOL
SUBJECT SELECTION HANDBOOK: YEAR 11, 2026

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GENERAL INFORMATION

As students enter the final stages of secondary schooling, subject selection decisions are important in driving a student's interest and future pathways. During the subject selection process, students are encouraged to seek as much input as possible before making decisions about their future. Experiences throughout their schooling should have given students a good understanding of what each subject area contains. This knowledge, input from staff and parents, knowledge of students' strengths and interests, and consideration of future pathways should be used to guide subject selections for Year 11 and 12.

There are several considerations for students and their families when selecting their subjects and courses for Year 11 and 12, including eligibility requirements for the Australian Tertiary Admissions Rank (ATAR) and Queensland Certificate of Education (QCE). For a student to be eligible to receive a QCE at the completion of Year 12, they must complete 20 credits in subjects/courses studied during Years 10 to 12. More specific information about the QCE and ATAR can be found on the QCAA and QTAC websites.

In Year 11 and 12, students will study two core subjects (an English and a Mathematics subject) and four electives. Students should select their subjects based on their abilities and interests, and in line with their post-school plan. Students will make their selections via a preference system (information on each subject choice is outlined in this handbook.) They will need to indicate their order of preference for eight of the subjects offered. They are then allocated six preferences (inclusive of English and Mathematics) in the order they have indicated. Should a particular preference not be available (usually due to over or under subscription), the next preference in order will be allocated.

Compulsory subjects within the Senior Phase of Learning include an English and a Mathematics subject – the option of studying Literature will be considered in consultation with the Head of Faculty English; course choices in Mathematics will be through a recommendation of the Head of Faculty Mathematics.

This Handbook provides specific information about all subjects offered in the senior phase of schooling and will assist students in making decisions informatively and logically.

As a College, we are focused on supporting our students to achieve the very best outcomes from their schooling; outcomes that will allow them to enjoy their schooling and be successful in moving into the next stage of their lives and career pathway. The choice of subjects for Years 11 and 12 is an important step in this process.

Students will be supported in making the best decision for themselves through a process of consultation and education. A.B. Paterson College takes the subject selection process seriously. In order to provide students with as much information as possible to assist them in making informed subject selection decisions, we have a detailed process in place. That process is outlined in the table below.

Our staff are trained to support your child in making a good decision in choosing their subjects, but it is important that this is a conversation and decision-making process that works through, and further builds upon, the strong relationship between school, home and student. The input of parents and caregivers is vital in this process.

The tables below outline the Subject Selection process and list the various staff members that students and parents can contact for information.

Subject Selection: Years 10 – 12

Year 10	• Students attend the Gold Coast Careers Festival • Students participate in the College Career Education Program • Students meet with College staff to complete their Senior Education and Training Plan (SETP) • Students are issued with a Learner Unique Identifier (LUI) in order to track their learning
Year 11	• Students participate in the College Career Education Program • Students meet with College staff to review their Senior Education and Training Plan (SETP)
Year 12	• Students meet with College staff to review their Senior Education and Training Plan (SETP) • QTAC Parent and Student Information evening by QTAC staff • Individual appointments with the Career and Guidance Counsellor as requested by students • Individual appointments with the Head of Senior Studies to review academic progress • Students are provided with information regarding University Open Days and Experience Days

Subject Selection timeline: 2025

Timing	**Event/Activity**
Term 1, Week 4	Year 10 commences Careers Program
Term 2, Week 1	Students commence writing DRAFT SET Plans
Term 2, Week 2	Subject Selection Handbook issued to parents and students
Term 2, Week 3	Gold Coast Careers Festival
Term 2, Week 5	Subject Selection Information evening
Term 2, Weeks 6 – 7	Set Plan Interviews for students and parents
Term 2, Week 7	Student selections entered directly into Edval from SET Plans
Term 2, Week 8	Year 11 Subject placements and Lines developed
Term 2 Week 9	Additional interviews for students who have not received their first- choice subjects.

INFORMATION FROM THE HEAD OF PATHWAYS

Mrs Amelia Hands – AHands@abpat.qld.edu.au

It is important to choose your subjects carefully, as the decisions you make now may affect your:

- Future study and training/employment
- Success at school
- Feelings about school.

Subject selection is not a simple decision. It is a process in which you learn about:

- Your career interests
- The certificates and qualifications you can achieve at the end of Year 12
- Further study options after Year 12
- Subject and course options available at school.

Once you have this information, you can begin to make decisions and develop a plan for your senior studies.

Your Career Interests

It is not expected that in Year 10 you know exactly what job you want in the future. However, it is expected, that you begin to explore your job options.

Coming up with job ideas is a process in which you learn more about yourself (interests, abilities, values, ambitions, things that influence your decision, etc) and about the jobs available. This process is aided by information from various sources; however, subject selection is not something that someone else can do for you, the decisions are ultimately yours. In order to provide you with the opportunity to make well-informed subject selection decisions, the College encourages your attendance/participation in the following:

- Parent Information Evening
- College Career Education Program
- Subject Talks
- Mentor Meetings
- Individual Research

Other resources to help you with this process include:

- Myfuture http://www.myfuture.edu.au/ - 'Sign up' to develop your profile
- Job Outlook
- http://joboutlook.gov.au/careerquiz.aspx - do the Career Quiz
- The Good Careers Guide (GCG) is a helpful resource for students starting their career exploration. It provides information on over 400 jobs and related entry pathways. The 2021 e-book version

Once you have five to ten jobs on your job ideas list, you can research the jobs by:

- Reading about them (use Myfuture, the Career Targets, A.B. Paterson College Careers Website, or the Good Careers Guide)
- Talking to people already in the jobs
- Trying the jobs, by doing work experience or work observation
- Thinking about what you have found out.

The Subject and Course Options Available at School

An essential task in the subject selection process is to learn about the subjects and courses offered at school. A.B. Paterson College has a range of options students can choose from. These include:

General Subjects

General subjects prepare you for tertiary study, further education and training and work. They include Extension subjects and Senior External Examination syllabuses.

They may contribute up to 4 credits per subject towards your QCE.

General subjects may also contribute to an ATAR. (Source: https://myqce.qcaa.qld.edu.au/subjects-and-courses/qcaa-subjects-and-courses)

Applied Subjects

Applied subjects focus on practical skills and prepare you for further education and training, and work.

They may contribute up to 4 credits per subject towards your QCE.

One Applied subject may also contribute to an ATAR when combined with four General subjects. (Source: https://myqce.qcaa.qld.edu.au/subjects-and-courses/qcaa-subjects-and-courses)

Vocational Education and Training (VET)

VET courses develop your skills and get you ready for work through practical learning. They can also lead to further education and training.

Courses range from Certificate I qualifications to Advanced Diplomas. When you study VET as part of your QCE pathway, you can leave school with:

1. a statement of attainment (when you complete one or more units)
2. qualification/s and a record of results (when you meet all requirements).

Depending on the course, some VET can be studied at school, where the school is a registered training organisation (RTO) or through non-school RTOs such as TAFE or private training providers.

VET courses may contribute up to 8 credits per course towards your QCE.

One VET course at Certificate III level or higher, when combined with four General subjects, may also contribute to your ATAR.

If you are interested in studying VET, talk to the Head of Pathways.
(Source: https://myqce.qcaa.qld.edu.au/vocational-education-and-training.html)

Apprenticeships and traineeships

Apprenticeships and traineeships combine training with paid employment.

You can start a school-based apprenticeship or traineeship in Years 10, 11 or 12 with approval from your school.

You will complete a nationally recognised training qualification and gain valuable skills at work under the guidance of a training organisation.

A school-based apprenticeship gives you training in a skilled trade, e.g. electrical, plumbing, cabinet making and automotive mechanics. A traineeship gives you training in a specific vocational area, e.g. administration, ICT, hospitality. (Source: https://myqce.qcaa.qld.edu.au/vocational-education-and-training.html)

Selecting your subjects

An overall plan is to choose subjects which:

- You enjoy
- You have achieved good results in previously (work with your strengths, not your weaknesses)
- Reflect your interests and abilities
- Help you reach your career goals
- Meet any subject prerequisites you need for further study after Year 12
- Will develop skills, knowledge and attitudes useful throughout your life
- Will keep many post Year 12 options open.

It is also a good idea to have a selection that give you a balance between:

- Theoretical and practical subjects
- Subjects with many assignments and those that are mainly exam based
- Compulsory subjects and those you choose primarily because you enjoy them.

Be aware of the following 'do nots':

- Do not select subjects simply because someone has told you that they "will help you get a better ATAR"
- Do not be influenced by suggestions that you should, or should not, choose a particular subject because a friend/brother/sister either liked or disliked it when they studied it
- Do not select a subject because you think a certain teacher may, or may not, be teaching that subject next year.

While it is important to consider other peoples' opinions of the subjects, do not make your decision on these opinions only. Check the subjects out for yourself.

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people who are available to help you e.g. teachers, Head of Pathways, Heads of Faculty and Heads of House.

Your Senior Studies Plan

At A.B. Paterson College, students are required to develop a plan for their senior studies. This is called a Senior Education and Training Plan (SET Plan). This plan will be based on:

- Your career ideas
- Your further study and training goals
- Your learning style
- The requirements for the Year 12 certificates and qualifications you wish to achieve
- Consultation with teachers, Head of Pathways and parents.

The SET Plan may be revisited during Years 11 and 12 and adjustments made when necessary.

Useful Websites

Australian Apprenticeships Pathways http://www.aapathways.com.au/Home

Apprenticeship Info http://apprenticeshipsinfo.qld.gov.au/

A.B. Paterson College Careers Website www.abpatersoncareers.com

Job Outlook http://joboutlook.gov.au/

Myfuture https://myfuture.edu.au/

QTAC http://www.qtac.edu.au

Quality Indicators for Learning and Teaching (QILT) http://www.qilt.edu.au

Queensland Curriculum and Assessment Authority http://www.qcaa.qld.edu.au/

MyQCE https://myqce.qcaa.qld.edu.au/

TAFE Queensland http://tafeqld.edu.au/

The Good Universities Guide http://www.gooduniversitiesguide.com.au/

A.B. PATERSON COLLEGE

EXCELLENCE CARE COMMITMENT

The Arts Faculty

Subject	**DANCE**
Head of Faculty	**Contact Details**
Sharyn Walker-Joyce	Email: SWalker-Joyce@abpat.qld.edu.au Telephone: 07 55614105
Why Study Dance?	Dance is a language of movement, where the potential of the body as an instrument of communication is realised. It is a powerful and dynamic form of human expression. Dance encourages the holistic involvement of the individual. It engages the mind, body and spirit and provides opportunities for the development of physical, expressive, critical, imaginative, appreciative and perceptive abilities. As students explore movement, whilst responding to and making judgements about their experiences, they develop their physical and sensory awareness and strengthen their personal aesthetic. Exploring differing contexts, genres and styles fosters a critical awareness of the aesthetic values of others, within and across cultures and social groups. In contemporary society, dance exists in many forms, fulfilling ritual, cultural, social and entertainment purposes. Dance in Australia is a growing art form that reflects the increasing diversity of Australian society. The Senior School subject, Dance, provides opportunities for students to critically examine their experiences and understandings of dance and dance forms, exploring the inter-relationship between practical and theoretical aspects of dance. As they study and participate in various dance contexts, genres and styles, students develop as creative, complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world. Dance heightens awareness of and develops respect for the body and increases the quality of personal and physical wellbeing. Creative and problem-solving abilities are fostered through research, synthesis and communication of concepts, images, themes and feelings. The study of Senior Dance encourages students to develop insights about the world in which they live, and promotes an understanding of their own culture, as well as sensitivity to other cultures.
Course Outline	**Year 11 and 12 Units**
	Units are based on topics as prescribed by the QCAA Dance Syllabus (2025). Students will study key characteristics, historical and cultural origins, meaning, intent and context of different dance genres and styles, as well as choreographers and choreographic devices. Studied styles will be drawn from Jazz, Contemporary, Tap, Hip Hop and World Dance. Unit 1: Moving Bodies has a contemporary dance focus on the physicality of dance. Unit 2: Moving Through Environments focuses on physical and virtual dance environments in a contemporary context. Unit 3: Moving Statements is a study of Australian choreographers. Unit 4: Moving My Way allows students the opportunity to study specific choreographers and professional dance productions.

Learning Experiences	Students learn to choreograph, perform and appreciate dance works. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a genuine sense of enjoyment and personal achievement. Through choreography and performance, students engage in problem-solving and critical reflection in individual and group circumstances. Through choreography, students explore, manipulate, integrate and structure movement to reflect an intent, which may be to create meaning, express personal or social ideas, tell stories and entertain. Through performance, students gain understandings of technical competencies and expressive skills. By reflecting on, responding to, and evaluating various dance genres and styles, students develop an awareness of how and why dance reflects the contexts in which it is created. It is this understanding that informs their dance making and their appreciation of the dance works of others. In the study of Senior Dance, students also have opportunities to use and explore a range of technologies, and to develop an understanding of the impact of those technologies on the creation, performance and analysis of dance. Furthermore, students examine the ways in which other arts forms challenge, shape and influence the creation and performance of dance. ***Arts Tour*** Depending on student numbers and the availability of relevant opportunities, students may be given the opportunity to participate in the Senior Arts Tour to Melbourne. The tour is not compulsory; however, it does provide a wonderful arts' experience for our students. As part of the tour, students visit exhibitions and tertiary arts institutions, attend concerts and theatre, and participate in various workshops with the aim of inspiring and motivating our students to achieve even greater results. Tours may run annually according to the needs of the cohort and the availability of staff to supervise. The cost of each tour is approximately $1,200.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Performance (IA1): 20% • Task 2: Choreography (IA2): 20% • Task 3: Project – dance work (IA3): 35% • Task 4: External examination – extended response (EA): 25%
Prerequisites and Recommendations	It is recommended that students have achieved a minimum C grade in both Year 10 Dance and Year 10 English; however, these are not pre-requisite requirements for entry into the course.
Certification	QCE

Links to Careers	There is a range of tertiary Dance courses throughout Australia. Students will be well prepared to enter these courses at the end of Year 12. With a focus on the use of the body as the instrument of communication and expression, Dance education fosters the development of special interests and talents not emphasised in other educational areas. Dance provides a foundation for future involvement in dance and related art forms for employment and leisure. Students develop important transferable social, emotional, physical and intellectual skills. Students' self-confidence is developed within the study of Dance, as are the necessary social skills to work effectively, both as an individual and in groups.

Subject	**DRAMA**
Head of Faculty	**Contact Details**
Sharyn Walker-Joyce	Email: SWalker-Joyce@abpat.qld.edu.au Telephone: 07 55614105
Why Study Drama?	Drama provides students with a range of skills transferable to a variety of vocational and future pathways. In a knowledge-based economy, the world requires workers who are innovative thinkers, adept communicators and excellent team players. The collaborative nature of Drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups. Drama provides a learning environment that promotes imagination, critical thinking, cultural engagement, communication, creativity and problem-solving. Drama is a unique way for students to blend intellectual and emotional experiences, in order to define their identity in the context of their immediate surroundings and broader society. Its role is to provide a medium of celebration and of social criticism. Drama is a subject that can develop a student's confidence, presentation and sense of self-worth. It is a truly worthwhile experience for many students in terms of their future and their social development.
Course Outline	**Year 11 and 12 Units**
	Units will be based on topics as prescribed by the QCAA Drama Syllabus (2025). Students will focus on dramatic language to develop an understanding of how purpose, context and text work together to create dramatic action and meaning. Studied dramatic forms will be drawn from a variety of styles, including Contemporary Performance, Elizabethan theatre, Epic theatre, Expressionism, Greek theatre, Magical Realism, Realism and Theatre of the Absurd. When students make dramatic works, they will be informed by their knowledge and experiences with the dramatic works and practices of others. When students respond, they are informed by their knowledge and experiences as an artist. Unit 1: Share is a study that promotes a shared understanding of the human experience. Unit 2: Reflect focuses on shaping drama to reflect lived experiences. Unit 3: Challenge investigates how we use drama to challenge our understanding of humanity. Unit 4: Transform studies the transformation of dramatic practice for contemporary audiences.

Learning Experiences	Students will be involved in a range of learning activities. These may include practical workshops, written and oral responses to theatre, independent study, guided and facilitated instruction and collaborative discussion and decision-making. The Senior Drama program offers students a number of opportunities to present the works created as a part of this course. These opportunities include, but are not limited to, senior production, performances for Junior School students and the College musical. ***Excursions and Tours*** Senior Drama students may be required to attend a number of live theatre productions. Each year, we organise evening excursions to see productions by companies such as the Queensland Theatre Company, who cover a variety of genres and styles, which are presented in an array of formats. Students may also have the opportunity to view performances at the Gold Coast Arts Centre, or our own LPAC, by various theatre companies. These excursions are included in the College's all-inclusive school fees. ***Arts Tour*** Depending on student numbers and the availability of relevant opportunities, students may be given the opportunity to participate in the Senior Arts Tour to Melbourne. The tour is not compulsory; however, it does provide a wonderful arts' experience for our students. As part of the tour, students visit exhibitions and tertiary arts institutions, attend concerts and theatre, and participate in various workshops with the aim of inspiring and motivating our students to achieve even greater results. Tours may run annually according to the needs of the cohort and the availability of staff to supervise. The cost of each tour is approximately $1,200.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Performance (IA1): 20% • Task 2: Project – dramatic concept (IA2): 20% • Task 3: Project – practice-led project (IA3): 35% • Task 4: External examination – extended response (EA): 25%
Prerequisites and Recommendations	It is recommended that students have achieved a minimum C grade in both Year 10 Drama and Year 10 English; however, these are not pre-requisite requirements for entry into the course.
Certification	QCE
Links to Careers	There are a range of tertiary Drama courses throughout Australia. Students will be well prepared to enter these courses at the end of Year 12. Drama also equips students who are looking for careers in the entertainment, communications and tourism industries, or for any employment where there is direct contact with the public.

Subject	**MUSIC**
Head of Faculty	**Contact Details**
Sharyn Walker-Joyce	Email: SWalker-Joyce@abpat.qld.edu.au Telephone: 07 55614105
Why Study Music?	Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the Arts, develop your practical and creative potential, and allow you to contribute to your community's cultural life. Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, buying CDs and DVDs, turning on the radio), performing (learning an instrument, playing in a band, singing in a group), composing (writing songs), or incidentally encountering music (riding in lifts, watching TV, using a mobile phone), students have an individual experience of music. Music is an integral part of everyday life, serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the Arts in their lives, as well as the musical heritage of a range of cultures.
Course Outline	**Year 11 and 12 Units**
	Units will be based on topics as prescribed by the QCAA Music Syllabus (2025). Across a range of topics, students will develop an understanding of how songs and instrumental works use and manipulate musical elements to create and communicate meaning in music. Unit 1: Designs is a study of how the treatment and combination of musical elements enables the design of music that communicates meaning. Unit 2: Identities is a study of repertoire that reflects cultural, political and social identity. Unit 3: Innovations investigates musical innovations both pre-1950 and post-1950. Unit 4: Narratives focuses on how the expressive powers of music are used to convey character, mood, atmosphere and action.
Learning Experiences	Studying Music can help students develop as creative and adaptable thinkers and problem-solvers, who are able to make informed decisions and develop abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making may support students in maintaining a lifelong engagement with music as an art form, and as a means of creative, artistic and emotional expression. Students have opportunities to develop practical music skills by playing instruments, singing, conducting and directing music performances to create or re-create musical works.

	They are encouraged to attend live music performances, view music films and videos, and participate in school-based and co-curricular music activities. Music is often collaborative, so students participate in activities such as composing, arranging, investigating, researching, rehearsing, listening and performing in a variety of contexts, styles and genres to present music ideas. Students explore and experiment with sounds, instruments, styles, new media and methods of documenting sound to express personal music ideas. They also research, analyse and evaluate music from many sources to communicate musical ideas and express musical viewpoints. Music students have opportunities to become adept in using various music-related technologies, including exploring innovative music-making techniques, experimenting with alternative methods of representing sound, and manipulating musical elements through electronic and new media. All learning in these areas leads to developing musicianship, the unique set of knowledge, understandings, skills, attitudes and artistic sensitivities that will allow students to think, work and engage in the world of music, and to participate in all forms of music making. ***Excursions and Tours*** Opportunities may be provided for students to participate in excursions and tours, where they will be able to view high quality musical performances of various styles and genres. These may include evening excursions to QPAC to view opera, musical theatre or symphonic concerts. The frequency of these opportunities varies according to what events are occurring but would be approximately one per year on average. Some excursions are optional; however, any compulsory excursions are included in the College's all-inclusive school fees. ***Arts Tour*** Depending on student numbers and the availability of relevant opportunities, students may be given the opportunity to participate in the Senior Arts Tour to Melbourne. The tour is not compulsory; however, it does provide a wonderful arts' experience for our students. As part of the tour, students visit exhibitions and tertiary arts institutions, attend concerts and theatre, and participate in various workshops, with the aim of inspiring and motivating our students to achieve even greater results. Tours may run annually according to the needs of the cohort and the availability of staff to supervise. The cost of each tour is approximately $1,200.

Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Performance (IA1): 20% • Task 2: Composition (IA2): 20% • Task 3: Integrated project (IA3): 35% • Task 4: External examination (EA): 25%
Prerequisites and recommendations	A minimum C grade in Year 10 Music or Grade 2 AMEB Theory, as well as experience in performing on a solo instrument/voice.
Certification	QCE
Links to careers	A course of study in Music can establish a basis for further education and employment in the fields of Music Performance, Education, Composition, Music Research, Pedagogy, Sound Technology, Music Theatre, Arts Administration and emerging creative industries. Many universities and TAFE Colleges offer courses with a strong music focus, or in disciplines that build on the knowledge, understandings and skills which students develop in Music. Further Music study can be undertaken as part of undergraduate and graduate studies in Music, or Creative and Performing Arts, either in combined qualifications, or as a creative link in interdisciplinary studies, e.g. Music and Law, or Music and Medicine.

Subject	**VISUAL ART**
Head of Faculty	**Contact Details**
Sharyn Walker-Joyce	Email: SWalker-Joyce@abpat.qld.edu.au Telephone: 07 55614105
Why Study Art?	Students in the Visual Arts learn to understand both 'the big picture' and the nuances within it. To function in a world where the amount of information doubles in months and people change jobs many times during their working years, students need a broader set of skills. To succeed in the workplace and in our changing society, people must develop a strong skill set including creativity, problem solving, the ability to communicate in different ways, self-discipline, tolerance, empathy and critical thinking. Employers are looking for people who are creative and able to think critically, solve problems, communicate well, conceptualize, make decisions, learn and reason. The sought-after worker is a continuous and highly adaptable learner, and an imaginative thinker who possesses a wide range of higher-level thinking skills. In our image-laden society, Visual Arts and Design have become an integral part of every business. Research suggests that study Visual Arts can assist students in achieving success in their other courses and meeting the demands of the modern world of work (Tyler & Likova, 2012).
Course Outline	**Year 11 and 12 Units**
	Units will be based on topics as prescribed by the QCAA Visual Art Syllabus (2025). In each unit, students will experiment, select and apply visual language and expression to communicate their thoughts, ideas and observations. They will also investigate artistic expression and critically analyse artworks within the unit context. The body of work for each unit will reflect the development, research, reflection and resolution of the context or concept. This is achieved through a student-directed focus, which takes into account media areas, visual literacy and expression. The inquiry learning model is fundamental to the study of Senior Visual Art. Unit 1: Art as Lens is a study of how students look at their material world through different lenses or viewpoints. Unit 2: Art as Code focuses on how visual language expresses complex ideas. Unit 3: Art as Knowledge allows students the opportunity to employ new knowledge inspired by their personal interests or observations. Unit 4: Art as Alternate continues the focus, knowledge and art practice from the previous unit, through identifying alternatives and opportunities for innovation.

Learning Experiences	Each unit has a concept, technique or theme on which it is based. Students' progress from teacher-initiated and guided works to teacher-suggested/student-negotiated work and, finally, to student-suggested works by the end of Year 11. Students explore two-dimensional and three-dimensional art forms, as well as time-based media forms in Year 11, and then focus on a more personal and independent specialisation in Year 12. There are some 15 different media areas to choose from in Years 11 and 12, including photography, electronic imaging, painting, drawing, fibre arts, ceramics, sculpture, video/film, animation, graphic design, installation, performance art, environmental design, stage and costume design, and printmaking. ***Art Camp*** As part of the QCAA syllabus, Arts students initiate their first Year 12 unit of work with an 'Authentic Experience.' This experience is the catalyst for their inspiration and practical work. The Authentic Art Experience is a series of workshops from local artists, gallery visits and sculptural festival tours. The cost, which is included in College fees, includes some meals, materials and artist-in-residence programs. ***Arts Tour*** Depending on student numbers and the availability of relevant opportunities, students may be given the opportunity to participate in the Senior Arts Tour to Melbourne. The tour is not compulsory; however, it does provide a wonderful arts' experience for our students. As part of the tour, students visit exhibitions and tertiary arts institutions, attend concerts and theatre, and participate in various workshops with the aim of inspiring and motivating our students to achieve even greater results. Tours may run annually according to the needs of the cohort and the availability of staff to supervise. The cost of each tour is approximately $1,200.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Investigation – inquiry phase 1 (IA1): 20% • Task 2: Project – inquiry phase 2 (IA2): 25% • Task 3: Project – inquiry phase 3 (IA3): 30% • Task 4: External examination (EA): 25%
Prerequisites and recommendations	A minimum C grade in both Year 10 Art and Year 10 English as well as a passion to design and create.
Certification	QCE

Links to careers	There are numerous career paths towards which the study of Art may contribute, including (but must certainly not limited to): Animator, Architect, Art Consultant, Art Curator, Art Dealer/Gallery Owner, Art Director, Art Historian, Art Therapist, Art Writer/Critic, Brand Consultant/Manager, Costume Designer, Court Artist, Creative Director, Digital Designer, Exhibit Designer, Fashion Designer, Film Restorer, Filmmaker, Freelance Artist, Furniture Designer, Game Content Artist, Game Designer, Graphic Designer, Illustrator (Digital and Traditional Media), Industrial Designer, Interior Designer, Jewellery Designer, Landscape Architect, Makeup Artist, Content Creator, Merchandiser, Muralist, Stylist, Package Designer, Painter, Photographer, Photojournalist, Production Assistant, Set Designer, Storyboard Artist, Tattoo Artist, Textile Designer, Urban Designer, UX Specialist, Videographer, Visual Arts Teacher, Media Arts Teacher, Design and Technologies Teacher, Visual Communication Designer, VR and AR Content Artist, Website Designer.

A.B. PATERSON COLLEGE

EXCELLENCE CARE COMMITMENT

English Faculty

Subject	**ENGLISH**
Head of Faculty	**Contact details**
Kimberley Costello	Email: kcostello@abpat.qld.edu.au Telephone: 07 55947947
Why do English?	English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.
	Objectives
	Objectives By the conclusion of the course of study, students will: • Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations • Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences • Create and analyse perspectives and representations of concepts, identities, times and places • Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts • Select and synthesise subject matter to support perspectives • Organise and sequence subject matter to achieve particular purposes Use cohesive devices to emphasise ideas and connect parts of texts • Make language choices for particular purposes and contexts • Use grammar and language structures for particular purposes

<table>
<tr><td>Course Outline</td><td>Year 11 Units
Unit 1 – Perspectives and Texts
• Examining and creating perspectives in texts
• Responding to a variety of non-literary and literary texts
• Creating responses for public audiences and persuasive texts

Unit 2 – Texts and Culture
• Examining and shaping representations of culture in texts
• Responding to literary and non-literary texts, including a focus on Australian texts
• Creating imaginative and analytical texts

Year 12 Units
Unit 3 – Textual Connections
• Exploring connections between texts
• Examining different perspectives of the same issue in texts and shaping own perspectives
• Creating persuasive and analytical responses for public audiences

Unit 4 –Close study of literary texts
• Engaging with literary texts from diverse times and places
• Responding to literary texts creatively and critically
• Creating imaginative and analytical texts</td></tr>
<tr><td>Learning Experiences</td><td>Students will participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts. Learning is underpinned by a taxonomic approach, drawing on elements of Bloom’s analysis and Marzano’s use of knowledge.</td></tr>
<tr><td>Assessment</td><td>Assessments in 11 will be designed to resemble those undertaken in Year 12.

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).

• Task 1: Extended response – written response for a public audience (IA1): 25%
• Task 2: Extended response – persuasive spoken response (IA2): 25%
• Task 3: Extended response – imaginative written response (IA3): 25%
• Task 4: External examination – analytical written response (EA): 25%</td></tr>
<tr><td>Prerequisites and recommendations</td><td>At least a C Overall Level of Achievement in Year 10 English</td></tr>
<tr><td>Certification</td><td>QCE</td></tr>
<tr><td>Pathways</td><td>A course of study in English promotes openmindedness, 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.</td></tr>
</table>

Subject	**LITERATURE**
Head of Faculty	**Contact details**
Kimberley Costello	Email: kcostello@abpat.qld.edu.au Telephone: 07 55947947
Why do Literature?	Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.
Objectives	Objectives By the conclusion of the course of study, students will: • Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations • Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences • Create and analyse perspectives and representations of concepts, identities, times and places • Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts • Select and synthesise subject matter to support perspectives • Organise and sequence subject matter to achieve particular purposes • Use cohesive devices to emphasise ideas and connect parts of texts • Make language choices for particular purposes and contexts • Use grammar and language structures for particular purposes Use mode-appropriate features to achieve particular purposes.

Course Outline	**Year 11 Units**
	Unit 1 – Introduction to literary studies • Ways literacy texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts **Unit 2** -Intertextuality • Ways literary texts connect with each other—genre, concepts and contexts • Ways literary texts connect with each other—style and structure • Creating analytical and imaginative texts
	Year 12 Units
	Unit 3 – Literature and identity Students develop knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis, students consider how texts endorse, challenge or question cultural assumptions. In engaging with literary texts, students reflect upon their own backgrounds and experiences and how these affect their interpretations. Students analyse textual representations to explore the cultural assumptions that underpin points of view and perspectives in texts. In analytical responses, students demonstrate an understanding of how the style and structure of literary texts engage critically with representations of issues and ideas related to culture and identity in particular contexts. Student responses are evidence-based and draw on a range of interpretations of literary texts. In creative responses, students challenge conventions and reinterpret ideas and perspectives by drawing on their knowledge of literary conventions to create new texts that exploit style and structure. **Unit 4 – Independent explorations** Students demonstrate increasing independence in exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer. The unit focuses on the dynamic nature of literary explorations and interpretations, and how a close examination of structure, style and subject matter of literary texts supports various responses. In analytical responses, students draw on a range of interpretations of a literary text to develop their own independent, informed and sustained exploration and interpretation that is supported by close textual analysis. In creating texts, students independently develop and compose original, imaginative texts in which they purposefully manipulate aesthetic features and stylistic devices to achieve particular effects.

Learning Experiences	Students will participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts. Learning is underpinned by a taxonomic approach, drawing on elements of Bloom's analysis and Marzano's use of knowledge.
Assessment	Assessments in 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Examination – analytical response (IA1): 25% • Task 2: Extended response – imaginary spoken response (IA2): 25% • Task 3: Extended response – imaginative written response (IA3): 25% • Task 4: External examination – analytical written response (EA): 25%
Prerequisites and recommendations	At least an Overall Level Achievement of B in Year 10 English.
Certification	QCE
Links to careers	Literature is a General 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 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.

A.B. PATERSON COLLEGE

EXCELLENCE CARE COMMITMENT

Health and Physical Education Faculty

Subject	**HEALTH**
Head of Faculty	**Contact details**
Paul Dilkes	Email: pdilkes@abpat.qld.edu.au Telephone: 07 55 614 144
Why do Health Education?	The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued 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 across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills. The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus. The Health syllabus is developmental and becomes increasingly more complex across the four units, through the use of overarching approaches, frameworks and resources. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. The course units will examine resilience as a personal health resource, the role and influence of peers and family as resources for healthy living, the role of the community in shaping resources for healthy living, and the culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships, to help them navigate the post-schooling life-course transition. Health uses an inquiry approach informed by the critical analysis of health information, to investigate sustainable health change 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. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

Course outline	**Year 11 Units**
	Unit 1 – Resilience as a Personal Health Resource Students are introduced to and explore the broad notion of health, focusing on positive psychology and resilience as a personal health resource. In this introductory unit of Health, students will learn how to apply a socio-critical lens to develop a 'critical' perspective of health, and to gain an understanding of how health is socially constructed. The ability of people and authorities to influence the perception of health and illness for individuals is considered from pathogenically and salutogenically oriented lenses. **Unit 2 – Peers and Family as Resources for Healthy Living** Students develop their skills to plan, implement and evaluate an action strategy to advocate, mediate and enable change in relation to alcohol use or Body Image issues in a peer and family health context. An inquiry approach is used to define and understand the issue, as the broad health- related topic, and reframe the chosen topic into a narrow-contextualised health issue. Students investigate the risk factors and protective factors, individual and socio-ecological resources that are needed for healthy living, through a peer and family health context. Primary data and secondary data trends are analysed, to inform the development of an action strategy to strengthen, maintain or adapt peer/family resources. The action strategy is implemented and evaluated, with recommendations and reflection used to inform future investigations. Approaches and frameworks, within the Unit 2 Health inquiry model, guide the action strategy development and evaluation.
	Year 12 Units
	Unit 3 - Community as a Resource for Healthy Living Students develop their skills to plan, implement, evaluate and reflect on an action strategy, to advocate, mediate and/or enable change in relation to road safety, homelessness or anxiety in a community health context. An inquiry approach is used to define and explore the broad health-related topic, before students reframe the chosen topic into a narrow- contextualised health issue. Students investigate the risk factors and protective factors, individual and socio-ecological resources that are needed for a target group in their local or regional community. Primary data and secondary data trends are analysed to inform the development of an action strategy, to strengthen, maintain or adapt community resources. The action strategy is implemented and evaluated, with recommendations and reflection used to inform future investigations. **Unit 4 - Respectful Relationships in the Post-Schooling Transition** Students investigate the role of respectful relationships, as a general resistance resource in the post-schooling transition, from a life-course perspective using an inquiry approach. A life-course perspective looks at how chronological age, relationships, common life transitions and social change shape people's lives from birth to death (Hutchison 2014).

	This culminating unit draws on knowledge of personal, social and community resources, barriers and enablers that have been progressively developed across the course of study. Students apply this knowledge to the next post-schooling transition period for young people, using the life-course perspective, the diffusion of innovations model and RE-AIM. Students evaluate the innovations (proven concepts, programs, print, web and app-based resources) that support young people in their post-schooling transition, and the subsequent impact on their education, work, family and health trajectories. They propose justified strategies to enhance the diffusion of those innovations for their Year 12 cohort, to support a successful post-schooling transition.
Learning Experiences	Students will be involved in a range of learning experiences. These include critical analysis, literature reviews, problem-solving sessions and discussions, research and action reports, exams, independent study, guided and facilitated instruction, as well as collaborative and peer discussions. The study of Health will always involve researching of the literature specific to the topic.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Investigation – action research (IA1): 25% • Task 2: Examination – extended response (IA2): 25% • Task 3: Investigation – analytical exposition (IA3): 25% • Task 4: External examination (EA): 25%
Prerequisites and recommendations	At least a C standard overall in Health and Physical Education and English. Weekly tutorials are also offered.
Certification	QCE
Links to careers	Health is a General 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 Health can establish a basis for further education and employment in the fields of Health Science, Public Health, Health Education, Allied Health, Nursing and Medical Professions.

Subject	**PHYSICAL EDUCATION**
Head of Faculty	**Contact details**
Paul Dilkes	Email: pdilkes@abpat.qld.edu.au Telephone: 07 55 614 144
Why do Physical Education?	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. In Physical Education classes, students learn the value of taking care of themselves through understanding how exercise physiology, and the benefits on the body and mind can be enhanced through regular exercise. Many doctors today agree that obesity is a serious health risk. Physical Education at A.B. Paterson College is one preventive measure to teach students the importance and value of regular exercise. 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. The purpose of Physical Education is to instil in students, at an early age, the value of self-preservation, and choosing a lifestyle that is good for both the mind and body.

Course Outline	**Year 11 Units**
	Unit 1 - Motor learning, functional anatomy and biomechanics • ***Topic 1: Motor learning integrated with selected physical activity*** • ***Topic 2: Functional anatomy and biomechanics*** In Unit 1, students engage with concepts, principles and strategies about two topics using the three stages of the inquiry approach. In the first stage of inquiry, students recognise and explain the concepts and principles about motor learning, functional anatomy and biomechanics through purposeful and authentic learning about and in a selected physical activity. In the selected physical activity, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies. In the second stage, students apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of motor learning, biomechanical and body and movement concepts. Students analyse and synthesise relationships between the motor learning and biomechanical requirements of the selected physical activity and their personal performance. Students then devise a motor learning and biomechanical strategy to optimise performance in the selected physical activity. **Unit 2 - Sport psychology, equity and physical activity** • ***Topic 1: Sport psychology integrated with selected physical activity*** • ***Topic 2: Equity — barriers and enablers*** In Topic 1, the first stage of inquiry requires students to recognise and explain the concepts and principles about sport psychology through purposeful and authentic learning in the selected physical activity. Students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies. In the second stage, students apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of sport psychology and body and movement concepts. Students then devise a psychological strategy to optimise performance in the selected physical activity. In the final stage, students evaluate the effectiveness of the psychological and movement strategies and justify using primary data and secondary data. In Topic 2, the first stage of inquiry requires students to recognise and explain the concepts and principles about equity in physical activity. In a range of physical activities, students explore barriers and enablers to gather data about the influence on equity.

	In the second stage, students analyse data to synthesise relationships between the barriers and enablers in physical activity, and engagement and performance to identify an equity dilemma. Students then devise an equity strategy in response to the dilemma to optimise engagement and performance in physical activity. In the final stage, students evaluate the effectiveness of the equity strategy.
	Year 12 Units
	Unit 3 - Tactical awareness, ethics and integrity and physical activity ***Topic 1: Tactical awareness integrated with Volleyball*** ***Topic 2: Ethics and integrity*** In Topic 1: Tactical awareness, the first stage of inquiry requires students to recognise and explain the concepts and principles about dynamic systems of motor learning and tactical awareness through purposeful and authentic learning about and in Volleyball. Students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies. In the second stage, they apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of tactical and body and movement concepts. Students analyse and synthesise relationships between the constraints of movement strategies and their personal performance. Students then devise a tactical strategy to optimise performance of movement strategies in the selected physical activity. In the final stage, students evaluate the effectiveness of the tactical and movement strategies and justify using primary and secondary data. In Topic 2: Ethics and integrity, the first stage of inquiry requires students to recognise and explain the concepts and principles about ethics and integrity in physical activity. In a range of physical activities, students explore the factors that influence fair play, ethical behaviour and integrity to gather data about engagement. In the second stage, they use the ethical decision-making framework to analyse data and synthesise relationships between the factors that influence engagement in physical activity to identify an ethical dilemma. Students then devise an ethics strategy in response to the dilemma to optimise engagement in physical activity. In the final stage, students evaluate the effectiveness of the ethics strategy to optimise integrity and engagement and justify using primary and secondary data. **Unit 4 - Energy, fitness and training in Touch Football** Students engage with concepts, principles and strategies about energy, fitness, training and physical performance in Touch Football. Students will explore body and movement concepts and demonstrate specialised movement sequences and movement strategies.

	Students apply specialised movement sequences and strategies in touch football and gather data, including GPS Movement and Heart rate tracking, about their own personal performance. They will then analyse the relationships between the energy and fitness demands specific to their own needs. Students then devise a competition-phase training strategy to optimise their own performance in touch football. They will then evaluate the effectiveness of the competition-phase training strategy that they have designed and developed and justify its effectiveness using sophisticated heart rate, GPS data as well as drone aerial footage of movement structures.
Learning Experiences	Students will be involved in a range of learning activities. These include projects, investigation reports, folios of work, problem-solving activities, biomechanical analysis of performance and exams. Independent study, guided and facilitated instruction and collaborative and peer discussions are also provided. The study of Physical Education involves extensive research in the field of anatomy and the direct correlation with physical sporting performance. Experiences will develop communication, personal and social skills, collaboration and teamwork, and information and communication technology 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 and develop positive behaviour.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Project – folio (IA1): 25% • Task 2: Investigation – report (IA2): 25% • Task 3: Project – folio (IA3): 25% • Task 4: External examination – combination response (EA): 25%
Certification	QCE
Links to careers	Physical Education is a General 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 Physical Education can establish a basis for further education and employment in the fields of Medicine, Physiotherapy, Exercise Science, Biomechanics, and the Allied Health Professions, Psychology, Teaching, Sport Journalism, Sport Marketing and Management, Sport and Sport Promotion, Sport Development and Coaching. Physical Education would interest students who would benefit from physical activity as part of their academic routine.

Subject	Certificate III in Fitness
Head of Faculty Paul Dilkes	**Contact details** Email: pdilkes@abpat.qld.edu.au Telephone: 07 55947947
Why study **AQF SIS30315** **SIS30321 Certificate III in Fitness and SIS20115 Certificate II in Sport and Recreation (in-school program) in partnership with** **RTO:31319** **Binnacle Training**	Binnacle Training is a recognised leader in the delivery of in-schools vocational programs. The program involves learning about what it takes to become an Exercise Professional. This learning will take place in a range of settings, including the classroom, outdoors and the fitness facility at your school (e.g. school gym). Training also includes practical experience as an Exercise/Gym Instructor and Activity Assistant at the school. This qualification leads to real job and career opportunities. Assessment activities include the completion of practical and knowledge tasks throughout the program. Many of the practical tasks that are performed while participating in practical lessons or training to be an Exercise/Gym Instructor will be observed and often require the completion of a fitness industry document (e.g. exercise program). Knowledge tasks generally take the form of short answer quizzes and research tasks that are completed online.
Course Outline	**Structure**

	UNIT CODE	UNIT TITLE
TERMS 1-4	HLTWHS001	Participate in workplace health and safety
	SISXEMR001	Respond to emergency situations
	SISXIND001	Work effectively in sport, fitness and recreation environments
	SISXIND002	Maintain sport, fitness and recreation industry knowledge
	HLTAID011	Provide First Aid
	PLUS 8 x ADDITIONAL UNITS – SIS20115 ONLY	
	SISXCAI002	Assist with activity sessions
	SISXCCS001	Provide quality service
	BSBWOR202	Organise and complete daily work activities
	BSBSUS201	Participate in environmentally sustainable work practices
	BSBTEC201	Use business software applications
	BSBTEC202	Use digital technologies to communicate in a work environment
	BSBTEC203	Research using the internet
	ICTICT203	Operate application software packages

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<table>
<tr><th></th><th>UNIT CODE</th><th>UNIT TITLE</th></tr>
<tr><td rowspan="10">TERMS 5-7</td><td>BSBSUS211</td><td>Participate in sustainable work practices</td></tr>
<tr><td>BSBOPS304</td><td>Deliver and monitor a service to customers</td></tr>
<tr><td>BSBPEF301</td><td>Organise personal work priorities</td></tr>
<tr><td>SISFFIT047</td><td>Use anatomy and physiology knowledge to support safe and effective exercise</td></tr>
<tr><td>SISFFIT035</td><td>Plan group exercise sessions</td></tr>
<tr><td>SISFFIT036</td><td>Instruct group exercise sessions</td></tr>
<tr><td>SISFFIT032</td><td>Complete pre-exercise screening and service orientation</td></tr>
<tr><td>SISFFIT033</td><td>Complete client fitness assessments</td></tr>
<tr><td>SISFFIT052</td><td>Provide healthy eating information</td></tr>
<tr><td>SISFFIT040</td><td>Develop and instruct gym-based exercise programs for individual clients</td></tr>
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</td></tr>
<tr><td>Course Duration</td><td>This is a two year course. On successful completion of the course students will achieve the following qualifications:

• SIS20115 Certificate II in Sport and Recreation (entry qualification)
• SIS30315 Certificate III in Fitness.</td></tr>
<tr><td>Course Availability</td><td>The course is available to students in Years 11, 2026.</td></tr>
<tr><td>Course Cost</td><td>$495 + First Aid $75</td></tr>
<tr><td>Certification</td><td>8 QCE Credits (Core– course of study)</td></tr>
<tr><td>Links to careers</td><td>Graduates of Binnacle Training's 'Fitness in Schools' program may explore a Certificate IV in Fitness pathway with another training provider (e.g. TAFE Queensland or Fit College) upon completion of the Certificate III in Fitness. Certificate III in Fitness offers a range of job pathways.

• Group Fitness Instructor
• Gym Fitness Instructor
• Stepping-stone to personal training, enabling you to progress into a Certificate IV in Fitness at another RTO.</td></tr>
</table>

A.B. PATERSON COLLEGE

EXCELLENCE CARE COMMITMENT

Humanities and Social Sciences Faculty

Subject	**ACCOUNTING**
Head of Faculty	**Contact details**
AJ Chetter	Email: AChetter@abpat.qld.edu.au Telephone: 07 55947947
Why do Accounting?	This course is designed to provide a foundation in the discipline of Accounting, and to prepare students for further education, training, and employment. Accounting is a practical subject, with students developing skills related to recording, reporting and interpreting financial data for use by a range of interested parties. A comprehensive accounting system is central to assisting in the discharge of accountability, and to the development and maintenance of the financial control of business organisations. People use accounting information to help evaluate performance, and to report on the operation of an organisation from both an internal and external perspective.
Course Outline	**Year 11 Units**
	Unit 1: Real-world accounting In Unit 1, students 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 financial statements for companies. Double entry accounting principles are applied to record and process transactions for sole trader businesses. Computerised accounting processes are introduced using a computerised accounting package and/or spreadsheeting software to record and process transactions. **Unit 2:** Financial reporting In Unit 2, students explore how accounting information is used to effectively manage the finances for a sole trader business. Accrual accounting principles and processes are applied to prepare balance day adjustments at the end of the financial period to determine profit or loss and net worth in the financial statements. Ratio analysis is used to inform potential investors and business owners about the business. The use of a computerised accounting package and spreadsheet software provides students with an authentic application of processes. Students explore the implementation of internal controls in the accounting process to secure inventories and effectively manage credit accounts, and communicate their decisions and recommendations to internal users.

	Year 12 Units
	Unit 3: Managing resources In Unit 3, students manage the resources of a sole trader business including cash, accounts receivable, non-current assets and technology. Double entry and accrual accounting principles are applied to record non-current assets (purchase, depreciation and disposal) in the life of the business. Cash budgets are produced using a spreadsheet (projecting the future) and financial statements (reporting on past performance) are produced to report comprehensively on the financial management of a sole trader business. The use of spreadsheet software provides opportunity for the authentic application of spreadsheet features and spreadsheet functions in accounting contexts. Students explore how administrative and accounting controls can be used effectively to protect and maintain the resources of a business. **Unit 4:** Accounting — the big picture In Unit 4, students bring together the complete process of preparing fully classified financial statements for a sole trader business, and an analysis and evaluation of the Statement of Profit or Loss, Statement of Financial Position and Statement of Cash Flows. Ratios are calculated and questions are asked about the various elements that make up these financial statements in order to make decisions about the business. Making links to Unit 1, students examine external financial statements, calculate a range of ratios and compare these ratios with past performance and industry benchmarks in order to determine how a public company is performing and make decisions for stakeholders about the results.
Learning Experiences	Students are provided with opportunities to develop skills in managing financial resources, which can be applied at a personal level and in the business environment. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners. The changing processes of accounting practice are recognised, especially with respect to the development and use of new information and communication technologies. Students will use information technology to enable them to apply the accounting process in business. Completion of this course should enable students to participate more effectively and responsibly in a changing business environment.

Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Examination – combination response (IA1): 25% • Task 2: Examination – short response (IA2): 25% • Task 3: Project – cash management (IA3): 25% • Task 4: External examination – short response (EA): 25%
Prerequisites and recommendations	Prerequisite: C in Year 10 English Recommended: C in Year 10 HASS (Business and Economics)
Certification	QCE
Links to careers	Accounting hones and challenges students' numeracy, information technology, and organisational skills. Courses and careers in the Commerce, Management, Economics, Business and Accounting fields are the most logical pursuits for students of Accounting.

Subject	**ANCIENT HISTORY**
Head of Faculty	**Contact details**
AJ Chetter	Email: AChetter@abpat.qld.edu.au Telephone: 07 55947947
Why do History?	This Ancient History course will allow students to develop a detailed understanding of History: they will become expert historians. The study of History complements and assists students studying other subjects such as English, Literature, Legal Studies and Economics. The critical analysis, research and writing skills honed throughout this course prepare students for university studies in subjects such as Law, Journalism and Commerce. Ancient History is particularly useful and powerful, in that it is by studying the past that we are able to understand the present, so that we may affect our future. The interaction with evidence, in the process of gaining understanding, also challenges students to develop more effective and well-substantiated arguments, and to question and defend their opinions and values. The topics studied will lead students through a number of issues related to time, continuity and change, culture and identity, peace, social justice and democratic processes.
Course Outline	**Year 11 Units**
	Unit 1 – Investigating the Ancient World: This unit looks at how the ancient past has been represented with a focus on 'Digging up the Past' looking at archaeological techniques, sites and issues. Students will then investigate how people lived in the ancient world by studying two societies. The investigation will examine significant features of ancient societies, such as the beliefs, rituals and funerary practices. **Unit 2 – Personalities in the times:** In Unit 2, students investigate key personalities of the Ancient World in the context of their times. Students examine the social, political and economic institutions in which the personality is positioned and focus on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times. Students consider the attributes that characterise a significant ancient personality and the driving forces behind such individuals.
	Year 12 Units
	Unit 3 – Reconstructing the Ancient World: Students will investigate two significant historical periods, to explore how historical sources have been used to develop an understanding of the key events, individuals and the institutions associated with them in this period, including Ancient Rome and Ancient Greece.

	Unit 4 – People, Power and Authority: Students will study the nature and exercise of power and authority in Ancient Greece, and how it was challenged in times of conflict. Students will also study Julius Caesar who had a significant impact on Ancient Rome.
Learning Experiences	The inquiry process is central to the study of History. Throughout the study of History, students are given considerable choice in terms of the topics they choose for their research inquiries. Students interpret and analyse primary and secondary sources, and critically evaluate these sources. They learn how to develop a hypothesis, and how to research and write an historical essay based on this hypothesis. History also hones students' research, critical-thinking and communication skills. Independent study, guided and facilitated instruction and collaborative discussion are used to facilitate student learning.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Independent source investigation (IA2): 25% • Task 2: Investigation – historical essay based on research (IA3): 25% • Task 3: Examination – essay in response to historical sources (IA1): 25% • Task 4: External examination – short responses to historical sources (EA): 25%
Prerequisites and recommendations	Prerequisite: C in Year 10 English Recommended: C in Year 10 History
Certification	QCE
Links to careers	History provides excellent general preparation for tertiary study. Courses such as Arts, Social Sciences, Politics, Journalism, Economics, International Relations, and Law are heavily related to the skills and understandings of History. Furthermore, careers in fields like Archaeology, Museum Curatorship, Law, the Public Service, Diplomacy, Journalism, Economics, International Relations, Education, Research, Ethics, and Politics would be supported by the study of History at school.

Subject	**BUSINESS**
Head of Faculty	**Contact details**
AJ Chetter	Email: AChetter@abpat.qld.edu.au Telephone: 07 55947947
Why do Business?	Business is a dynamic and evolving discipline, responsive to environmental changes including emerging technologies, globalisation, sustainability, resources, economy and society. A study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through the study of Business, students are academically challenged whilst being exposed to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace, and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.
Course Outline	**Year 11 Units**
	Unit 1 – In Unit 1, students explore fundamental business concepts, strategies and processes relating to strategic planning, business environments, leadership, management, entrepreneurship, human resources, finance, marketing, operations and technology. Students investigate the creation of business ideas and the business life cycle, before focusing on the challenges of the seed stage. SWOT and PEST analyses are used to analyse strategic planning, stakeholders, competitors and the business environment. Business and entrepreneurial ideas are evaluated using the criteria of competitiveness, effectiveness, efficiency and stakeholder satisfaction to determine their viability. Students use their knowledge of the fundamentals of business and the creation of business ideas to analyse, interpret and evaluate two contemporary business case studies. **Unit 2 –** In Unit 2, students explore concepts and strategies used by businesses in the start-up and growth stages of the business life cycle. Students explore leadership and management across the key business functions, including financial, human resources, marketing and operations in the growth stage. Analytical tools, including STEEPLE and break-even analyses, are used to analyse and interpret the implications of establishing a business. Market entry is analysed and interpreted using the analytical tools SWOT and USP. Strategies to establish a business and market entry are evaluated using the business criteria of competitiveness, effectiveness, efficiency and stakeholder satisfaction. Two authentic case studies will allow students to investigate a franchise and a business entering a new market.

	Year 12 Units
	Unit 3: In Unit 3, students explore concepts and strategies used by businesses in the maturity stage of the business life cycle. Students investigate diversification strategies, with a specific focus on expansion into global markets and emerging strategies providing a competitive advantage. Analytical tools, including SWOT, STEEPLE and USP analyses and power interest grid, are used to analyse the challenges businesses experience when trying to differentiate and expand. Business diversification strategies are evaluated using the business criteria of competitiveness, effectiveness, efficiency and stakeholder satisfaction. Students propose recommendations for business strategies across a range of management and functional areas. An authentic business case study allows students to investigate an Australian business that has expanded into the Asian market. **Unit 4:** In Unit 4, students investigate the challenges for businesses in the post-maturity stage of the business life cycle and explore the leadership and management required when repositioning or transforming a business using financial, human resources, marketing and operational management strategies. Drivers of change and change management theories allow students to analyse, interpret and evaluate the outcomes for business evolution. A variety of analytical tools, including SWOT, STEEPLE, and force field analyses and Porter's five forces are used to analyse and interpret repositioning and transformation of a business. The business criteria of competitiveness, effectiveness, efficiency and stakeholder satisfaction are used to make decisions and propose recommendations to reposition and transform businesses.
Learning Experiences	Learning in Business allows students to become critical observers of business practices, by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. Students evaluate strategies using criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought. This multifaceted course creates a learning environment that fosters ambition and success, while mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning.

Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Examination – combination response (IA1): 25% • Task 2: Investigation – business report (IA2): 25% • Task 3: Extended response – feasibility report (IA3): 25% • Task 4: External examination – combination response (EA): 25%
Prerequisites and recommendations	Prerequisite: C in Year 10 English Recommended: C in Year 10 Principles of Business, Economics and Accounting
Certification	QCE
Links to careers	The study of Business provides opportunities for students to pursue entrepreneurial pathways, and a wide range of careers in the public, private and not-for-profit sectors. The comprehensive and progressive nature of the course lays a strong foundation for students in tertiary study, future employment, or self-employment. Business develops student confidence and capacity to participate as members or leaders of the global workforce, through the integration of 21st century skills.

Subject	**ECONOMICS**
Head of Faculty	**Contact details**
AJ Chetter	Email: AChetter@abpat.qld.edu.au Telephone: 07 55947947
Why do Economics?	Economics aims to provide students with an understanding of their economic environment at a domestic, national and international level, empowering them to participate more effectively and confidently in their society. Understanding how demand and supply forces change prices and trends in macroeconomic indicators will assist students to become better decision-makers in personal and business situations. Economics develops knowledge of key economic relationships, so they can participate as active citizens both in the economy and in society. Students who study Economics will need to have a strong interest in contemporary events and should be encouraged to regularly view news and current affairs programs. They should also seek opportunities to read professional business journals and newspapers such as The Australian, The Financial Review, Business Review Weekly and The Economist. The most successful students in Economics can relate current events to economic theory.
Course Outline	**Year 11 Units**
	Markets and Models: The basic economic problem, economic flows and market forces are examined to help students understand how the fundamental economic concepts of scarcity, choice and opportunity cost compel individuals, businesses and governments to make decisions about how best to allocate resources among competing needs. Students analyse the factors that impact on the economy through the circular flow of income model and investigate the the price mechanism as a model for the efficient allocation of resources. **Modified Markets:** Markets and efficiency, causes of market failure and market modification methods are examined. Students explore the imperfections within markets and the economic concept that markets do not always deliver socially desirable or efficient outcomes. They investigate the causes and effects of market failure and the measures and strategies that may be used to modify markets in attempts to maximise economic and social well-being. Various market interventions are evaluated in terms of their effectiveness in minimising the short- and long-term consequences of markets not delivering socially optimal outcomes.
	Year 12 Units
	International Economics: The global economy and international economic issues such as trade flows, protectionism and free trade are explored. Students focus on the complex ideas and relationships underlying the international economy and the impact that these have on Australia's domestic economy and decision-making. Students consider Australia's engagement in international trade and the global economy, including the theories behind trade and exchange rates.

	Contemporary macroeconomics: Understanding macroeconomic objectives and theories as well as economic management is the final unit to be investigated. Students concentrate on the practical application of the Australian Government's domestic macroeconomic objectives. They investigate the performance of the economy by focusing on the concept of the economic cycle and analysing a variety of economic indicators to evaluate the nation's current position in the economic cycle. Available policy instruments are analysed and evaluated in order to draw conclusions or make decisions about the relevant policy mix with reference to the current economic climate.
Learning Experiences	Economics is an excellent vehicle through which students can develop their research, critical-thinking, and communication skills to comprehend, analyse, synthesise and evaluate economic data and events. Students develop skills in locating patterns and trends and being able to make links and connections between causes, effects and economic theory to current events. The course is based on an inquiry approach model, where students use the processes of inquiry to develop economic literacy. Independent study, guided and facilitated instruction and collaborative discussion are also used to facilitate student learning.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Examination – combination response (IA1): 25% • Task 2: Investigation – research report (IA2): 25% • Task 3: Examination – extended response to stimulus (IA3): 25% • Task 4: External examination – combination response (EA): 25%
Prerequisites and recommendations	Prerequisite: C in Year 10 English, plus C in Year 10 Mathematics Recommended: C in Year 10 HASS (Business and Economics)
Certification	QCE
Links to careers	Students of Economics would be well prepared to pursue further courses of study or careers in the fields of Economics, Business, Commerce, Marketing, Finance, Accounting, Management, Journalism, Law, Politics and Philosophy. It is also useful for engineering and science-based careers, where students aspire to management roles.

Subject:	**LEGAL STUDIES**
Head of Faculty	**Contact details**
AJ Chetter	Email: AChetter@abpat.qld.edu.au Telephone: 07 55947947
Why do Legal Studies?	Legal Studies examines the historical and social factors that have led society to create a legal system. A key focus of Legal Studies is developing an understanding of the frameworks that regulate and shape our society. The skills, content, cognitive processes and values that Legal Studies promotes help students better understand the social and political dimensions of their world. By analysing Australian and international legal systems, students consider the impacts that legal decisions can have on Australian society, and how diverse groups influence, and are influenced, by the legal system. Through studying Legal Studies, students will also develop an appreciation of the differences that exist globally in relation to human rights, and how political and social factors combine to shape communities and influence people's rights and freedoms. Studying Legal Studies complements and assists students studying subjects such as Economics, Business and History, and will prepare students for a wide range of careers.
Course Outline	**Year 11 Units**
	Unit 1 – Beyond Reasonable Doubt **Topic 1 – Legal Foundations:** Students will build on their understanding developed in Year 10 with a focus on the foundations, features and processes of Australia's legal system. **Topic 2 – Criminal investigation process:** This unit will provide an overview of criminal law. Students will investigate types of crimes and criminal law enforcement. The rights of individuals as well as their responsibilities will also be explored. **Topic 3 – Criminal trial process:** This unit will examine the role and jurisdiction of the courts in hearing criminal matters. The concept of a fair trial will be explored in-depth. **Topic 4 – Punishment and sentencing:** Students will study theories of punishment and the consequences of a criminal conviction. **Unit 2 – Balance of Probabilities** **Topic 1 - Civil law foundations:** This unit will explore the importance of civil law in our lives and the role civil law plays in resolving disputes. **Topic 2 – Contractual obligations:** Students will develop an understanding of the key contract law principles through an investigation of real-life situations. **Topic 3 – Negligence and the duty of care:** will develop students' understanding of the key principles of negligence and duty of care in balancing the rights and responsibilities of citizens, governments, and businesses to achieve just and equitable outcomes.

Course Outline	**Year 12 Units**
	<u>Unit 3 – Law, governance and change</u> **Topic 1 – Governance in Australia:** Students examine the processes and roles of government in shaping law in Australia. Landmark cases and their impacts will also be examined. **Topic 2 – Law reform within a dynamic society:** This unit explores issues and situations where Australian society's changing values, needs, morality, ethics, technology and significant events have acted as impetus for legal change and reform. **<u>Unit 4 – Human rights in legal contexts</u>** **Topic 1 – Human rights:** Students explore the global context for human rights and how international laws and institutions affect Australia. **Topic 2 – Australia's legal response to international law and human rights:** This unit examines the effectiveness of international law and legal institutions in upholding human rights globally. **Topic 3 – Human rights in Australian contexts:** Students focus on human rights and how this area of law is addressed in Australia.
Learning Experiences	The Legal Studies course is developed around an inquiry approach to learning, which promotes and motivates students to make constructive judgments and informed commentaries on the law, its system and processes, from practical and critical social perspectives. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens. Students will be involved in a range of learning activities. These include interpretation and analysis of written and visual information and justifying a viewpoint orally and in written reports. Independent study, guided and facilitated instruction, and collaborative discussion are incorporated throughout the course.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Examination – combination response (IA1): 25% • Task 2: Investigation – inquiry report (IA2): 25% • Task 3: Investigation – analytical essay (IA3): 25% • Task 4: External examination – combination response (EA): 25%
Prerequisites and recommendations	Prerequisite: C in Year 10 English Recommended: C in Year 10 Civics and Citizenship
Certification	QCE

Links to careers	The honing of research skills, critical-thinking and communication skills is valuable in preparing students for tertiary study or the work environment. Some fields of study or careers which attract students of Legal Studies include Law, Journalism, International Relations, Law Enforcement, Criminology, Justice Studies, Social Work, Government, Corrective Services, Business, Education, Economics and Politics.

Subject	**MODERN HISTORY**
Head of Faculty	**Contact details**
AJ Chetter	Email: AChetter@abpat.qld.edu.au Telephone: 07 55947947
Why do History?	The study of Modern History complements and assists students studying other subjects such as English, Literature, Legal Studies and Economics. The critical analysis, research and writing skills honed throughout this course prepare students for university studies in subjects such as History, International and Global Studies, Law, Journalism, International Relations and Commerce. History is particularly useful and powerful, in that it is by studying the past that we are able to understand the present, so that we may affect our future. The interaction with evidence, in the process of gaining understanding, also challenges students to develop more effective and well-substantiated arguments, and to question and defend their opinions and values. The topics studied will lead students through issues related to time, continuity and change, culture and identity, peace, social justice and democratic processes.
	Year 11 Units
	Unit 1 – Revolution: During this unit, students will examine the forces of change that contributed to the contemporary world during two key periods, including the American and French Revolutions. **Unit 2 – National Visions and Aspirations**: Students will investigate forces and crises that shaped and challenged the nature and stability of two nations, including Germany 1919-1939 and Soviet Union 1920s-1945.
	Year 12 Units
	Unit 3 – Movements for Change 1940s to 1990s: Students will examine movements for change that have had an impact on democratic political systems. Students will uncover the ways in which individuals, groups and institutions have challenged existing political structures, social organisation and economic models to transform societies, including Australia's Indigenous Rights Movement and the American civil rights movement. **Unit 4 – Changing World Orders 1945-2000s:** Students will examine some of the significant changes to the nature of the world order, including shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force; and the nature of various conflicts, and regional and international attempts to create peace and security, including the Cold War and the end of the Soviet Union.

Learning Experiences	The inquiry process is central to the study of History. Throughout the study of History, students are given considerable choice in terms of the topics they choose for their research inquiries. Students interpret and analyse primary and secondary sources, and critically evaluate these sources. They learn how to develop a hypothesis, and how to research and write an historical essay based on this hypothesis. History also hones students' research, critical-thinking and communication skills. Independent study, guided and facilitated instruction and collaborative discussion are used to facilitate student learning.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Independent source investigation (IA2): 25% • Task 2: Examination – essay in response to historical sources (IA1): 25% • Task 3: Investigation – historical essay based on research (IA3): 25% • Task 4: External examination – short responses to historical sources (EA): 25%
Prerequisites and recommendations	Prerequisite: C in Year 10 English Recommended: C in Year 10 History
Certification	QCE
Links to careers	History provides excellent general preparation for tertiary study. Courses such as Arts, Social Sciences, Politics, Journalism, Economics, International Relations, and Law are heavily related to the skills and understandings of History. Furthermore, careers in fields like Archaeology, Museum Curatorship, Law, the Public Service, Diplomacy, Journalism, Economics, International Relations, Education, Research, Ethics, and Politics would be supported by the study of History at school.

Subject	DIPLOMA OF BUSINESS
Head of Faculty	**Contact details**
Amelia Hands	Email : AHands@abpat.qld.edu.au Telephone: 07 55947947
Why study AQF BSB50120 Diploma of Business (in-school program) via RTO:45030 Barrington College Australia BARRINGTON COLLEGE AUSTRALIA	Barrington College is a recognised leader in the delivery of in-schools vocational programs. The Diploma of Business provides students with a sound overview of the business sector and prepares them for employment opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study. Students undertake Diploma of Business studies at school alongside their regular senior school curriculum. • Potential academic credit towards university undergraduate degrees. • Achieve a nationally accredited qualification while still at high school. • Can contribute towards an ATAR • Personalised study experience and strong student support. • Competency-based learning that prepares students for the workplace and entrepreneurial pursuits. • CRICOS-registered course for international students (CRICOS CODE 03552K)
Course Outline	**Course Structure | 12 units** **Core Units / 5 Units** • BSBCRT511 Develop critical thinking in others • BSBFIN501 Manage budgets and financial plans • BSBOPS501 Manage business resources • BSBSUS511 Develop workplace policies and procedures for sustainability • BSBXCM501 Lead communication in the workplace **Elective Units / 7 units** • BSBHRM525 Manage recruitment and onboarding • BSBOPS504 Manage business risk • BSBPMG430 Undertake project work • BSBTWK503 Manage meetings • BSBPEF502 Develop and use emotional intelligence • BSBCMM411 Make presentations • BSBMKG541 Identify and evaluate marketing opportunities
Course Duration	18 – 24 months with classes delivered at your school campus alongside self-paced study.
Course Availability	The course is available to students in Years 10, Term 4, 2023 Students enrol directly via Barrington College https://www.barringtoncollege.edu.au/enrolment/

Course Cost	**Domestic Students** • Tuition Fee – $2150 • Enrolment Fee (non-refundable) $250 • Total $2,400 • A monthly instalment plan payment option is available for an additional charge of $100 **International Students** • Tuition Fee – $2350 Enrolment Fee (Non-refundable) $300 • Total: $2,650.00 • A monthly instalment plan payment option is available for an additional charge of $100 • Course costs are subject to change – correct at time of publication • Please check with Barrington College Australia
Certification	8 QCE Credits (Complementary – course of study)
Links to careers	• Administrator • Administrative Assistant • Administrative Officer • Customer Services Officer • Project Officer • Accounts Clerk • Clerical Officer •

A.B. PATERSON COLLEGE

EXCELLENCE CARE COMMITMENT

Languages Faculty

Subject	**JAPANESE**
Head of Faculty	**Contact details**
Cheyne Sandercoe	Email: CSandercoe@abpat.qld.edu.au Telephone: 07 55947947
Why do Japanese?	The study of languages provides students with linguistic competence, as well as an understanding of other cultures. It prepares learners to be citizens of the world, and to learn to value and respect the heritage of others. In the globalised world of the 21st Century, employers are expecting that employees will have knowledge of other languages and cultures. As citizens of the Asia Pacific region, it is essential to Australians to learn the languages of neighbouring countries, such as Japan. Japanese is also an important community language in Australia and has been identified as one of the Key National Languages. Japan and Australia have strong links through educational and cultural exchanges, trade and diplomacy. Australia is one of the most popular holiday destinations for Japanese people, as well as being a major trade partner and, therefore, language skills in Japanese are held in high regard by employers. The emphasis in learning a language is to communicate in a multi-cultural society, and to appreciate aspects of other cultures as well as our own. The use and comprehension of the language will be both written and oral within a wide range of genre in realistic situations, covering a variety of topics. Culturally, Australians are enjoying Japanese cuisine, sport, music and art. On a personal level, the youth culture of Japan, such as Animation, Fashion and Design and Gaming has been embraced by young Australians through popular media.
Course Outline	**Year 11**
	Unit 1 – My World 私の生活 Students will compare and contrast lifestyles and education in Australian and Japanese-speaking communities, schools, homes and peer-group contexts. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language, such as formal and informal spoken language, and develop a variety of strategies to maintain communication. **Topic 1: Family and Carers** In this topic, student discuss the similarities and differences in family /carer's daily life in students' own and Japanese-speaking communities in the 21st Century. They examine the structure of the family / carer unit and stereotypical roles in society. Students will comment on how young people engage with their extended families. **Topic 2: Peers** In this topic, students describe how they socialise with their peers and connect with each other. The compare the opportunities and challenges young people face when making and maintaining friendships. Students will explore and discuss personal opinions across a range of texts.

	Topic 3: Education In this topic, student will compare current school lives in Japanese-speaking communities and Australia. They will evaluate the benefits and challenges of school life and study. **Unit 2 – Exploring Our World** 私達のまわり In this unit, students move beyond their personal world to how they engage with the wider world. They will do this by exploring options for personal travel and exploration in Japanese-speaking communities and Australia, and by considering the associated cultural conventions. Students will consider the ways that Japanese culture has contributed to the world, and reflect upon their experiences, compare options and express preferences, while appreciating diverse cultural values. **Topic 1: Travel** In this topic, students will discuss ideas and information related to travel options and experiences in Japanese-speaking communities, for example, booking accommodation and seeking advice about tourist activities. They will evaluate tourist destinations by reflecting on travel experiences and the benefits of travel. Students will Investigate the significant features of a famous destination in a Japanese-speaking community. **Topic 2: Social Customs** Students will examine social customs and cultural conventions in Japanese-speaking communities and/or in Japanese texts about travel. They will consider food and festivals and how they develop a sense of belonging. Students will analyse and discuss rites of passage in a variety of Japanese-speaking communities around the world and how they reveal cultural values. **Topic 3: Japanese influences around the world:** Students will Identify how Japanese culture is maintained in the modern world. They will analyse how aspects of Japanese culture have influenced the world.

Course Outline	Year 12
	Unit 3 – Our society; culture and identity: **私達の社会、文化とアイデンティティ** In Unit 3, students will investigate their place in society. They consider groups in the community and how identity is linked or challenged by membership of these groups. Students also explore the role of the arts as a contributor to the formation of culture and identity, and how sporting and leisure activities both reflect and shape our lifestyle. **Topic 1: Lifestyles and leisure** In this topic, students discuss ways language and culture shape lifestyles and leisure in Japanese-speaking communities. They will explore how science and technology affects lifestyles and leisure, in Australian and Japanese speaking communities. **Topic 2: The arts, entertainment, and sports** Students will investigate a significant/prominent Japanese speaker and their contribution to the arts and/or entertainment or to sports. They will discuss youth culture (e.g. comedies, TV series, music in Japanese-speaking communities) and how it entertains and influences people, and what this reveals about culture. **Topic 3: Groups in society** Students will evaluate how young people establish their group identity through socialising and connecting with their peers. They identify how young people in their own and Japanese-speaking communities relate to, and express opinions about, other groups. Students will explore Japanese culture/society/places and their/its influence on groups. **Unit 4 – My present, my future: 私の現在と将来** This unit focusses on what it means to be a citizen of a community, and how that is shaped by the experiences of the present. This includes exploration of contemporary influences, and how these may affect students in their post-school futures. Students consider possible plans for their futures and how their plans and aspirations compare with those of young Japanese speakers. Students are offered opportunities to use complex Japanese and to explore their perspectives on issues relevant to their futures and to the futures of their peers, and to consider the role of Japanese in their future lives. **Topic 1: The present** In this topic, students will explore and reflect on the end of school lives, including the significance of graduation ceremonies and end-of-school celebrations in Australian and Japanese-speaking communities. They will analyse and evaluate the role of young people in shaping the future, e.g. through technology, sustainability and/or innovation. Students will research and discuss social and global events that interest young people, and discuss the challenges and benefits of volunteering for young adults and communities.

	Topic 2: Future choices To complete their final unit, students will compare and contrast employment prospects and the benefits and opportunities of speaking a second language. They will investigate post-school options in students' own and Japanese-speaking communities, and discuss their personal considerations of independence. Students will consider the role of Japanese in students' futures, including the opportunity for future study, travel, and careers. They will have the opportunity to explore what it means to be a global citizen in a changing world, including students discussing the kind of person they aspire to be, and how they will stay connected to their friends.
Learning Experiences	Students learn and use the skills of reading, viewing and listening to Japanese as well as the skills of writing, composing and speaking to convey information in Japanese. Activities focus on the use of technology, and problem-solving activities that position intercultural understanding at the centre of student learning. Students will learn the skills of translation by collecting and organising information and analysing and evaluating information. Authentic Learning Experiences Independent study, guided and facilitated instruction and collaborative discussion, are also components. Students have the opportunity to participate in the Japan Tour, which takes place biannually, or host a student from our sister school, Honjo Higashi High School, during their annual visit to the College.
Assessment	Assessments in Years 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Examination – short response (IA1): 15% • Task 2: Examination – extended response (IA2): 30% • Task 3: Multimodal presentation and interview (IA3): 30% • Task 4: External examination – combination response (EA): 25%
Prerequisites and recommendations	At least a C level of achievement in Year 10 Japanese.
Certification	QCE
Links to careers	The study of Japanese at the Senior level can provide a basis for further work in language and vocational opportunities. Language communication can be of considerable importance in many spheres: Trade and Foreign Affairs, Commerce, Tourism, Law, Engineering, Digital Media, Architecture, Manufacture, Journalism, Politics, Mining, Accounting, Banking, Diplomacy, Health and Nursing, Welfare, Public Relations, Translation and Interpreting, and Teaching.

Subject	**SPANISH**
Head of Faculty	**Contact details**
Cheyne Sandercoe	Email: CSandercoe@abpat.qld.edu.au Telephone: 07 55947947
Why do Spanish?	The study of languages provides students with linguistic competence, as well as an understanding of other cultures. It prepares learners to be citizens of the world and to learn to value and respect the heritage of others. Studies have concluded that Spanish is one of the easiest languages to learn for English speakers. In the globalised world of the 21st Century, employers are expecting that employees will have knowledge of other languages and cultures. Spanish is one of the most important and widely used languages on a global level. Today, more people speak Spanish than English as their first language. It is the official language of 21 countries in three continents and it is the second language of the United States. It is also one of the official languages of the United Nations. Spanish is an important community language in Australia and has been identified as one of the Key National Languages. The emphasis in learning any language is to communicate in a multicultural society, and to appreciate aspects of other cultures as well as our own. The use and comprehension of the language will be both written and oral within a wide range of genre in realistic situations, covering a variety of topics.
Course Outline	**Year 11**
	Unit 1 – My World: Mi mundo Students will compare and contrast lifestyles and education in Australian and Spanish-speaking communities, schools, homes and peer-group contexts. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language, such as formal and informal spoken language, and develop a variety of strategies to maintain communication. **Topic 1: Family and Carers** In this topic, student discuss the similarities and differences in family / carer's daily life in students' own and Spanish-speaking communities in the 21st Century. They examine the structure of the family / carer unit and stereotypical roles in society. Students will comment on how young people engage with their extended families. **Topic 2: Peers** In this topic, students describe how they socialise with their peers and connect with each other. The compare the opportunities and challenges young people face when making and maintaining friendships. Students will explore and discuss personal opinions across a range of texts.

	Topic 3: Education In this topic, student will compare current school lives in Spanish-speaking communities and Australia. They will evaluate the benefits and challenges of school life and study. **Unit 2 – Exploring Our World: La exploración de nuestro mundo** In this unit, students move beyond their personal world to how they engage with the wider world. They will do this by exploring options for personal travel and exploration in Spanish-speaking communities and Australia, and by considering the associated cultural conventions. Students will consider the ways that Spanish Latin-American culture has contributed to the world, and reflect upon their experiences, compare options and express preferences, while appreciating diverse cultural values. **Topic 1: Travel** In this topic, students will discuss ideas and information related to travel options and experiences in Spanish-speaking communities, for example, booking accommodation and seeking advice about tourist activities. They will evaluate tourist destinations by reflecting on travel experiences and the benefits of travel. Students will Investigate the significant features of a famous destination in a Spanish-speaking community. **Topic 2: Social Customs** Students will examine social customs and cultural conventions in Spanish-speaking communities and/or in Spanish texts about travel. They will consider food and festivals and how they develop a sense of belonging. Students will analyse and discuss rites of passage in a variety of Spanish-speaking communities around the world and how they reveal cultural values. **Topic 3: Spanish influences around the world:** Students will Identify how Spanish culture is maintained in the modern world. They will analyse how aspects of Spanish culture have influenced the world.

	Year 12
	Unit 3 – Our society; culture and identity: Nuestra sociedad; cultura e identidad In Unit 3, students will investigate their place in society. They consider groups in the community and how identity is linked or challenged by membership of these groups. Students also explore the role of the arts as a contributor to the formation of culture and identity, and how sporting and leisure activities both reflect and shape our lifestyle. **Topic 1: Lifestyles and leisure** In this topic, students discuss ways language and culture shape lifestyles and leisure in Spanish-speaking communities. They will explore how science and technology affects lifestyles and leisure, in Australian and Spanish-speaking communities. **Topic 2: The arts, entertainment, and sports** Students will investigate a significant/prominent Spanish speaker and their contribution to the arts and/or entertainment or to sports. They will discuss youth culture (e.g. comedies, TV series, music in Spanish-speaking communities) and how it entertains and influences people, and what this reveals about culture. **Topic 3: Groups in society** Students will evaluate how young people establish their group identity through socialising and connecting with their peers. They identify how young people in their own and Spanish-speaking communities relate to, and express opinions about, other groups. Students will explore Spanish and / or Latin American culture/society/places and their/its influence on groups. **Unit 4 – My present, my future: Mi presente; mi futuro** This unit focusses on what it means to be a citizen of a community, and how that is shaped by the experiences of the present. This includes exploration of contemporary influences, and how these may affect students in their post-school futures. Students consider possible plans for their futures and how their plans and aspirations compare with those of young Spanish speakers. Students are offered opportunities to use complex Spanish and to explore their perspectives on issues relevant to their futures and to the futures of their peers, and to consider the role of Spanish in their future lives. **Topic 1: The present** In this topic, students will explore and reflect on the end of school lives, including the significance of graduation ceremonies and end-of-school celebrations in Australian and Spanish-speaking communities. They will analyse and evaluate the role of young people in shaping the future, e.g. through technology, sustainability and/or innovation. Students will research and discuss social and global events that interest young people, and discuss the challenges and benefits of volunteering for young adults and communities.

	Topic 2: Future choices To complete their final unit, students will compare and contrast employment prospects and the benefits and opportunities of speaking a second language. They will investigate post-school options in students' own and Spanish-speaking communities, and discuss their personal considerations of independence. Students will consider the role of Spanish in students' futures, including the opportunity for future study, travel, and careers. They will have the opportunity to explore what it means to be a global citizen in a changing world, including students discussing the kind of person they aspire to be, and how they will stay connected to their friends.
Learning Experiences	Students learn and use the skills of reading, viewing and listening to Spanish as well as the skills of writing, composing and speaking to convey information in Spanish. Activities focus on the use of technology, and problem-solving activities that position intercultural understanding at the centre of student learning. Students will learn the skills of translation by collecting and organising information and analysing and evaluating information. Authentic Learning Experiences, Independent study, guided and facilitated instruction, and collaborative discussion, are also components. Students have the opportunity to participate in the Spain Tour, which takes place biannually.
Assessment	Assessments in Years 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Examination – short response (IA1): 15% • Task 2: Examination – extended response (IA2): 30% • Task 3: Multimodal presentation and interview (IA3): 30% • Task 4: External examination – combination response (EA): 25%
Prerequisites and recommendations	At least a C level of achievement in Year 10 Spanish.
Certification	QCE
Links to careers	The study of Spanish at the Senior level can provide a basis for further work in language and vocational opportunities. Language communication can be of considerable importance in many spheres: Trade, Commerce, Tourism, Law, Engineering, Journalism, Politics, Mining, Forestry, Diplomacy, Health and Nursing, Translation and Interpreting, and Teaching.

A.B. PATERSON COLLEGE

EXCELLENCE CARE COMMITMENT

Mathematics Faculty

Subject	**GENERAL MATHEMATICS**
Head of Faculty	**Contact details**
Jasmine Lange	Email: JLange@abpat.qld.edu.au Telephone: 07 55947947
Why do General Mathematics?	General Mathematics emphasises the development of positive attitudes towards the student's involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning. These approaches provide opportunities to work collaboratively and cooperatively in teams, as well as individually. General Mathematics involves the study of Number and Algebra, Financial Mathematics, Applied Geometry, and Statistics and Probability. These are used to develop: • Knowledge and skills of computation, estimation and measurement; • Simple algebraic manipulation; • Capacity to interpret and analyse information presented in a variety of forms; • Ability to make judgments based on evidence and reasoning; • Capacity to justify and communicate results in a variety of forms.
Course Outline	**Year 11 Units**
	Consumer Arithmetic: Rates; percentages; spreadsheets. **Shape and Measurement:** Pythagoras' Theorem; mensuration. **Similarity and scale** Similar figures and scale factors. **Linear Equations and their Graphs:** Linear and simultaneous equations; linear and piece-wise graphs and applications **Applications of Trigonometry:** Applications of trigonometry. **Algebra:** Linear and non-linear relationships **Matrices:** Matrices and matrix arithmetic. **Univariate Data Analysis:** Statistical processes; making sense of data; comparing data sets.
	Year 12 Units
	Bivariate Data Analysis: Statistical processes with two variables; fitting a linear model to data; association and causation; the data investigation process. **Time Series Analysis:** Describing, interpreting and analysing time-series data. **Growth and Decay in Sequences:** Arithmetic and geometric sequences; sequences generated by first-order linear recurrence relations.

	Earth geometry and time zones: Locations on the Earth; Time zones. **Loans, Investments and Annuities:** Compound interest loans and investments; reducing interest loans; annuities and perpetuities. **Graphs and Networks:** Graphs and associated terminology; paths and cycles. **Networks and Decision Mathematics:** Trees and minimum connector problems; critical path analysis; flow networks; assigning order.
Learning Experiences	Students will be involved in a range of learning activities. These include problem-solving activities; data collection experiments; building models; constructing mathematical reports; use of Excel to analyse data and explore relationships. Independent study, guided and facilitated instruction and collaborative discussion are also components.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Problem-solving and modelling task (IA1): 20% • Examination (IA2): 15% • Examination (IA3): 15% • External examination (EA): 50%
Prerequisites and recommendations	No prerequisite
Certification	QCE
Links to careers	General Mathematics aims to provide the opportunity for students to continue to participate fully in lifelong learning. It is recommended for students wishing to pursue further study and training at a tertiary level in areas such as: • Toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics; • Tourism and hospitality; • Administrative and managerial employment in a wide range of industries; • Architecture and nursing. • Some students will simply gain the satisfaction of a deeper understanding of our challenging world.

Subject	**MATHEMATICAL METHODS**
Head of Faculty	**Contact details**
Jasmine Lange	Email: JLange@abpat.qld.edu.au Telephone: 07 55947947
Why do Mathematical Methods?	Mathematical Methods is an integral part of a general education. It enhances an understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world. Mathematical Methods involves the study of mathematical functions and their applications, differential and integral calculus, and applied statistical analysis. These are used to develop: • Knowledge and skills in advanced computation and algebraic methods and procedures; • Mathematical modelling and problem-solving strategies and skills; • Capacity to justify mathematical arguments and make decisions; • Capacity to communicate about mathematics in a variety of forms.
Course Outline	**Year 11 Units**
	Functions and Graphs: Quadratic relationships; powers and polynomials; graphs of relations and functions. **Probability:** Language of events and sets; Review of probability; Conditional probability and independence. **Trigonometric Functions:** Circular and radian measures; trigonometric functions. **Exponential Functions:** Indices and index laws; Introduction to exponential functions. **The logarithmic function:** Introduction to logarithms; logarithmic laws and logarithmic functions. **Introduction to Differential Calculus:** Rates of Change; concept of derivatives; graphical application of derivatives; differentiation rules.

	Year 12 Units
	Further Differentiation and Applications: Calculus of exponential, logarithmic and trigonometric functions; Differentiation rules; the second derivative and applications. **Introduction to integration:** Anti-differentiation **Discrete random variables:** General discrete random variables; Bernoulli distributions; binomial distributions. **Further integration** Fundamental Theorem of Calculus and definite integrals; applications of integration. **Trigonometry:** Cosine and sine rules **Continuous random Variables and the Normal Distribution:** General continuous random variables; normal distributions. **Interval Estimates for Proportions:** Random sampling; sample proportions; confidence intervals for proportions.
Learning Experiences	Students will be involved in a range of learning activities. These include: problem-solving activities; data collection experiments; building models; constructing mathematical reports; use of software such as Logger Pro and the TI-Nspire CAS calculator to analyse data and explore relationships. Independent study, guided and facilitated instruction and collaborative discussion are also components.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Problem-solving and modelling task (IA1): 20% • Examination (IA2): 15% • Examination (IA3): 15% • External examination (EA): 50%
Prerequisites and recommendations	At least a B level of achievement in Year 10 Mathematics.
Certification	QCE

Links to careers	Mathematical Methods aims to provide the opportunity for students to participate more fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as: • Mathematics and science education; • Natural and physical sciences, especially physics and chemistry; • Medical and health sciences, including human biology, biomedical, Nano science and forensics; • Engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining; • Information technology and computer science, including electronic and software; • Mathematical applications in: – energy and resources — management and conservation – climatology – design and built environment – industry, manufacturing and trades – business and tourism – primary industries and environment – economics and commerce – statistics and data analysis • Pure mathematics.

Subject	**SPECIALIST MATHEMATICS**
Head of Faculty	**Contact details**
Jasmine Lange	Email: JLange@abpat.qld.edu.au Telephone: 07 55947947
Why do Specialist Mathematics?	Specialist Mathematics is a companion subject to Mathematical Methods. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematical Methods, to build on and combine many of the concepts introduced in Mathematical Methods (in particular in the study of vectors, matrices and calculus), and to provide further opportunity for students to participate more fully in lifelong learning. Specialist Mathematics involves the study of mathematical concepts such as groups, Real and complex number systems, matrices, vectors, calculus, mathematical structures, linear programming, conics, dynamics, and advanced periodic and exponential functions. These are used to develop: • Knowledge and skills in advanced computation and algebraic methods and procedures; • Mathematical modelling and problem-solving strategies and skills; • Capacity to justify mathematical arguments and make decisions; • Capacity to communicate about mathematics in a variety of forms.
Course Outline	**Year 11 Units**
	Matrices: Matrix arithmetic and algebra **Introduction to proof:** The nature of proof; rational and irrational numbers. **Combinatorics:** Counting techniques; the inclusion-exclusion principles; permutations and combinations. **Vectors in a Plane:** Representing vectors by directed line segments; position vectors in two dimensions; algebra of vectors. **Complex Numbers:** Complex numbers; the complex plane; complex arithmetic using polar form; subsets of the complex plane; roots of equations. **Matrices and transformations:** Transformations in the plane. **Trigonometry and functions:** Sketching graphs; basic and reciprocal trigonometric functions; trigonometric identities. **Geometry:** Proof; circle properties; geometric proofs using vectors.
	Year 12 Units
	Further matrices: Matrix algebra and systems of equations; applications of matrices. **Complex Numbers:** Complex arithmetic using polar form; roots of complex numbers; factorisation of polynomials.

	Mathematical inductions and trigonometric proofs: Mathematical induction; trigonometric proofs using De Moivre's theorem **Vectors in two and three dimensions:** Algebra of vectors in three dimensions; vector and Cartesian equations; vector calculus. **Integration and Applications of Integration:** Integration techniques; applications of integral calculus. **Rates of Change and Differential Equations:** Rates of change; differential equations; modelling motion. **Statistical Inference:** Sample means; confidence intervals for means.
Learning Experiences	Students will be involved in a range of learning activities. These include: problem-solving activities; data collection experiments; building models; constructing mathematical reports; use of software such as Logger Pro and the TI-Nspire CAS calculator to analyse data and explore relationships. Independent study, guided and facilitated instruction and collaborative discussion are also components.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Problem-solving and modelling task (IA1): 20% • Examination (IA2): 15% • Examination (IA3): 15% • External examination (EA): 50%
Prerequisites and recommendations	At least a B level of achievement in Year 10 Mathematics.
Certification	QCE
Links to careers	Specialist Mathematics is recommended for students wishing to pursue further study and training at tertiary level in areas such as: • Mathematics and science education • Natural and physical sciences, especially physics and chemistry • Medical and health sciences, including human biology, biomedical, Nano science and forensics • Engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining • Information technology and computer science, including electronic and software • Mathematical applications in: – energy and resources — management and conservation – climatology – design and built environment – industry, manufacturing and trades – business and tourism.

Subject	**ESSENTIAL MATHEMATICS**
Head of Faculty	**Contact details**
Jasmine Lange	Email: JLange@abpat.qld.edu.au Telephone: 07 55947947
Why do Essential Mathematics?	Essential Mathematics is the least challenging maths subject which focuses on essential life and work maths skills. Essential Mathematics involves the study of mathematical concepts such as calculations, graphs, managing money, time and motion, measurement, data summary, scale plans and models, probability, loans and interest. These are used to develop: • Knowledge and skills in computation, estimation and measurement; • Capacity to interpret and analyse information presented in a variety of forms; • Ability to make judgments based on evidence and reasoning; • Capacity to justify and communicate results in a variety of forms.
Course Outline	**Year 11 Units**
	Measurement and number Converting units of measure; ratios; rates; percentages. **Representing Data** Classifying data; data presentation and interpretation. **Managing money** Earning money; budgeting. **Data collection** Census; surveys; simple survey procedure and sources of bias. **Graphs** Reading and interpreting graphs; drawing graphs; using graphs. **Time and Motion** Time; distance; speed.
	Year 12 Units
	Measurement Geometry; linear measure; area measure; volume and capacity; units of energy. **Scales, plans and models** Interpret scale drawings; creating scale drawings; right-angled triangles. **Probability and relative frequency** Simulations; simple probabilities. **Bivariate graphs** Cartesian plane; bivariate scatterplots; line of best fit. **Summarising and comparing data** Summarising and interpreting data; comparing datasets. **Loans and compound interest** Compound interest; reducing balance loans.

Learning Experiences	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.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, students complete four summative assessments. Students will receive a grade (A-E) in each assessment and an overall subject result (A–E). • 2 problem-solving and modelling tasks • common internal assessment (set by QCAA, marked by the school) • examination
Prerequisites and recommendations	No prerequisite.
Certification	QCE Essential Mathematics is an 'Applied' subject (as opposed to a 'General' subject). Only ONE Applied subject may count towards an ATAR for university entrance.
Links to careers	Essential Mathematics is recommended for students wishing to pursue further study and training in areas such as: • Trade • Industry • Business • Community services

A.B. PATERSON COLLEGE

EXCELLENCE CARE COMMITMENT

Science Faculty

Subject	BIOLOGY
Head of Faculty	**Contact details**
Ellen Edwards	Email: eedwards@abpat.qld.edu.au Telephone: 07 55947947
Why do Biology?	Biology is concerned with the study of the phenomenon of life, not only human but all life on the planet. It encompasses studies of the origin, development, functioning and evolution of living systems. Biology provides students with a deeper understanding and an enhanced appreciation of their physical self and the living world. Students studying Biology gain a greater understanding of the world around them, and the impact that they and their society can have on it. Students are asked to examine the ethics behind many technological breakthroughs that have occurred in the field of biology over the years and that continue today and consider the impacts they may have on us now and in the future. They look to formulate ways that can contribute to their own health, as well as the health of their local environment. At A.B. Paterson College, students studying Biology are provided with an educational environment which allows them to study the subject in an historical and modern context through instruction, enquiry, observation, experiment and collaborative learning. The course helps students to develop skills in logical thinking, problem-solving and analysis. The concepts are placed in context to enrich the learning experience.
Course Outline	**Year 11 Units**
	Unit 1 Cells and multicellular organisms. **Topic 1: Cells as the basis of life** Students explore the ways biology is used to describe and explain how the structure and function of cells and their components are related to the need to exchange matter and energy with their immediate environment. An understanding of the structure and function of cells is essential to appreciate the processes vital for survival. **Topic 2 Multicellular organisms** Students investigate the structure and function of cells and multicellular organisms. They examine the structure and function of plant and animal systems at cell and tissue levels to analyse how they facilitate the efficient provision or removal of materials. Student research in this unit include stem cell research, animal ethics, organ and tissue transplantation, bio-artificial organs and photosynthesis productivity. Through the investigation of these contexts, students may explore the ethical considerations that apply to the use of living organisms in research. Participation in a range of experiments and investigations will allow students to progressively develop their suite of science inquiry skills while gaining an enhanced appreciation of the relationship between structure and function of cells and multicellular organisms.

	Topic 3: Cellular energy, gas exchange and plant physiology Students examine the processes of cellular respiration and photosynthesis. They compare and examine how the transport system for gases and wastes for both plants and humans. **Unit 2 Maintaining the internal environment.** **Topic 1 Homeostasis** Students explore the ways biology is used to describe and explain the responses of homeostatic mechanisms to stimuli and the human immune system. An understanding of personal and communal responses is essential to appreciate personal lifestyle choices and community health. Students develop scientific skills and conceptual understanding in homeostasis, the immune system and the relationships between global, community and individual immunity. They examine geographical and population data to analyse strategies that may have personal and communal consequences. **Topic 2 Infectious diseases** Contexts that could be investigated in this unit include historical and current epidemics and pandemics. Through the investigation of these contexts, students may explore immunisation, quarantine, management strategies and travel preparation (both local and international).
Course Outline	**Year 12 Units**
	Unit 3 Biodiversity and the interconnectedness of life. **Topic 1 Describing biodiversity** Students explore the ways biology is used to describe and explain: the biodiversity within ecosystems; a range of biotic and abiotic components; species interactions; adaptations of organisms to their environment; principles of population dynamics; and how classification systems are used to identify organisms and aid scientific communication. **Topic 2 Ecosystem dynamics** An understanding of the structure of ecosystems, the processes involved in the movement of energy and matter in ecosystems and how environmental factors limit populations is essential to appreciate the dynamics, diversity and underlying unity of these systems. **Unit 4. Heredity and continuity of life.** **Topic 1 DNA, genes and the continuity of life** Students explore the ways biology is used to describe and explain the cellular processes and mechanisms that ensure the continuity of life. An understanding of the processes and mechanisms of how life on Earth has persisted, changed and diversified over the last 3.5 billion years is essential to appreciate the unity and diversity of life. Students investigate different factors that affect cellular processes and gene pools.

	Topic 2 Continuity of life on Earth Students examine different patterns of inheritance and the genetic basis of the theory of evolution through natural selection to analyse the use of predictive models in decision-making. Students study how man has evolved throughout time and the triggers that forced these changes. They will investigate the scientific evidence that supports the theories of evolution put forward by Charles Darwin and many others.
Learning Experiences	Students will be involved in a range of learning activities. These include: excursions; problem-solving sessions; written and verbal reports; laboratory activities and experiments; extended experimental investigations; interactive computer simulations; class and group discussions around recent biological discoveries that appear in well-known scientific publications; and the use of documentary films. Independent study, guided and facilitated instruction and collaborative discussion are also key components.
Assessment	In Years 11 & 12, 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). **Year 11 Assessment** • Task 1: Student experiment (FA1): 20% • Task 2: Unit 1 examination (FA2): 30% • Task 3: Research investigation (FA3): 20% • Task 4: Unit 2 examination (FA4): 30% **Year 12 Assessment** • Task 1: Student experiment (IA2): 20% • Task 2: Data test (IA1): 10% • Task 3: Research investigation (IA3): 20% • Task 4: External examination (EA): 50%
Prerequisites and recommendations	At least a C level of achievement in Year 10 Science and a C level of achievement in Year 10 Mathematics.
Certification	QCE
Links to careers	Possible future careers that a study of Biology may contribute to include: Nursing, Medicine, Dentistry, Veterinary Medicine, Pharmacy, Physiotherapy, Occupational Therapy, Research Science, Molecular Biology, Biotechnology, Microbiology, Pathology, Laboratory Technician, Environmental (Ecological) Research, Forensic Investigation, Teaching, Marine Biology and Zoology.

Subject	**CHEMISTRY**
Head of Faculty	**Contact details**
Ellen Edwards	Email: eedwards@abpat.qld.edu.au Telephone: 07 55947947
Why do Chemistry?	We all do chemistry every day! As soon as you wake up in the morning, you start doing chemistry. Chemistry explains why an egg changes when you boil it and why your non-stick pan is non-sticky. Chemistry explains how soap and shampoo make you clean; why you feel tired before coffee and alert after it; and how the petrol in your car gets you to work. In fact you start doing some chemistry yourself as soon as your eyes open - your sense of vision works because a small organic molecule changes shape in the back of your eye when light hits it. Chemistry is about the molecules all around us. It is about matter: specifically how matter changes. Studying Chemistry will allow you to learn about why the things around us behave the way they do. Chemistry opens the door for many careers, because training in chemistry is essential for many positions in industry, is highly desirable for science teaching, and is useful for careers in public service and management. Both the public and the private sectors increasingly draw their higher management echelons from Chemistry graduates. But, most importantly, it is just so fascinating! If you want to understand the workings of the world around you - then Chemistry is for you!
Course Outline	**Year 11 Units**
	Unit 1 - Chemical Fundamentals: Structure, Properties and Reactions: Unit 1 centres on the periodic table and how it can be interpreted and used to make predictions about reactions and elemental properties. It will investigate the structure and properties of both atoms and materials, as well as look at chemical reactions including reactants, products and energy. **Unit 2 - Molecular Interactions and Reactions:** Students will study the forces that hold different molecules together and how that influences their properties (including gases). They will also study the chemistry of acids and aqueous solutions and the factors that impact on the rates of chemical reactions.

	Year 12 Units
	Unit 3 - Equilibrium, Acids and Redox Reactions: This unit looks at the study of chemical concepts that influence wine production, including acids and bases and equilibria. Students will also study how the transfer of electrons during redox reactions can be used to create electricity in electrochemical cells. **Unit 4 - Structure Synthesis and Design:** This unit provides the opportunity for students to study the chemistry of organic materials, including the major molecules of the human body. Students will also investigate how molecules are designed and synthesised.
Learning Experiences	Students will be involved in a range of learning activities. These include: problem-solving sessions; written and verbal reports; laboratory activities and experiments; extended experimental investigations; and computer simulations. Independent study, guided and facilitated instruction and collaborative discussion are also components. The study of Chemistry will often involve the mathematical analysis of quantitative problems and models.
Assessment	In Years 11 & 12, 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). **Year 11 Assessment** • Task 1: Student experiment (FA1): 20% • Task 2: Unit 1 examination (FA2): 30% • Task 3: Research investigation (FA3): 20% • Task 4: Unit 2 examination (FA4): 30% **Year 12 Assessment** • Task 1: Student experiment (IA2): 20% • Task 2: Data test (IA1): 10% • Task 3: Research investigation (IA3): 20% • Task 4: External examination (EA): 50%
Prerequisites and recommendations	At least a C level of achievement in Year 10 Science and a C level of achievement in Year 10 Mathematics.
Certification	QCE
Links to careers	Possible future careers that a study of Chemistry may contribute to include: Medical Research, Chemical Research, Industrial Research, Biochemical Research, Biotechnology, Pharmacy, Pharmacology, Forensic Chemistry, Pathology, Medicine, Veterinary Medicine, Physiotherapy, Materials Testing, Nursing, Engineering, Agriculture, Laboratory Technician, and Teaching.

Subject	**PHYSICS**
Head of Faculty	**Contact details**
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Why do Physics?	Physics is concerned with discovering the basic principles of the universe. The beauty of physics lies in the simplicity of the underlying physical theories, and in the manner in which a small number of fundamental concepts and assumptions can alter and expand our view of the world around us. Physicists explore the energy and forces that shape the physical world, from the interior of the atom to galaxies of stars. In the broadest sense, Physics is the study of matter and energy, and the relationships that exist between these quantities. More specifically, it is the study of the behaviour and structure of matter on a macroscopic, microscopic and subatomic level. At A.B. Paterson College, students of Physics are provided with an academic environment, which allows them to study the subject in a historical and modern context through instruction, enquiry, observation, experiment and collaborative learning. The course is highly mathematical and helps students to develop skills in logical thinking, problem-solving and analysis, as well as practical techniques.
Course Outline	**Year 11 Units**
	Thermal Physics: This unit provides an opportunity to explore the concepts and principles that underpin heating and cooling technologies that use conduction, convection, radiation and latent heat. As a part of their studies, students will give consideration to the impact these technologies have on society, the economy and the environment. **Ionising Radiation and Nuclear Reactions:** As a part of this unit, students will study the use of radioactive materials and nuclear reactions and examine their relative risks. Applications of nuclear physics in fields such as nuclear medicine and power generation will be explored. **Electrical circuits:** Opportunities to investigate and understand electrical circuit design, and how effective safety devices have been developed using circuit analysis, are a part of this unit. **Linear Motion and Force:** The application of Newton's laws and conservation of momentum has had a huge impact on road safety. The physics of seatbelts, airbags and safety brakes will be examined, to develop an understanding of the principles that underpin these devices. **Waves:** The study of the properties and applications of waves, with water, light and sound waves being applied to imaging techniques and acoustic engineering, is the focus of this unit.

	Year 12 Units
	Gravity and Motion: Field theories have enabled physicists to explain a vast array of natural phenomena and have contributed to the development of technologies that have changed the world. Students will develop a more in-depth understanding of kinematics by utilising Newton's Laws of Motion and the gravitational field model to analyse, for example, the motion of satellites. **Electromagnetism:** The study of magnetic forces acting on current-carrying conductors, moving charges in a magnetic field, electric motors, transformers and electricity distribution form the basis of this unit. **Special Relativity:** Students build upon their understanding of the quantum theory of light and matter, and examine observations of the relative motion of light and matter that could not be explained by existing theories, and how these shortcomings led to the development of the special theory of relativity**.** **Quantum Theory:** This topic studies atomic and nuclear physics and its applications, including the Rutherford model of the atom, Planck's constant and quantisation, and the Photoelectric Effect. **The Standard Model:** Matter is not made up out of just three types of particle: protons and neutrons in the nucleus and electrons orbiting around outside. It is possible to smash up protons and neutrons into smaller particles and this unit will study the Standard Model of Particle Physics, which describes every particle we know about and how these particles interact.
Learning Experiences	Students will be involved in a range of learning activities. These include: applying algebra to physical scenarios; problem-solving; written reports; laboratory activities and experiments; experimental investigations; computer simulations and interfacing. Independent study guided and facilitated instruction and collaborative discussion are also components. The study of Physics will often involve the mathematical analysis of qualitative problems and models.
Assessment	In Years 11 & 12, 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). **Year 11 Assessment** • Task 1: Student experiment (FA1): 20% • Task 2: Unit 1 examination (FA2): 30% • Task 3: Research investigation (FA3): 20% • Task 4: Unit 2 examination (FA4): 30%

	Year 12 Assessment • Task 1: Student experiment (IA2): 20% • Task 2: Data test (IA1): 10% • Task 3: Research investigation (IA3): 20% • Task 4: External examination (EA): 50%
Prerequisites and recommendations	At least a B level of achievement in Year 10 Science and a B level of achievement in Year 10 Mathematics.
Certification	QCE
Links to careers	A study of Physics can lead to careers in Electrical, Civil Electrical and Mechanical Engineering, Electronics and Related Technologies, Medicine, Avionics, Geological Exploration, Acoustic and Theatre Technologies. Some students will simply gain the satisfaction of a deeper understanding of our challenging world.

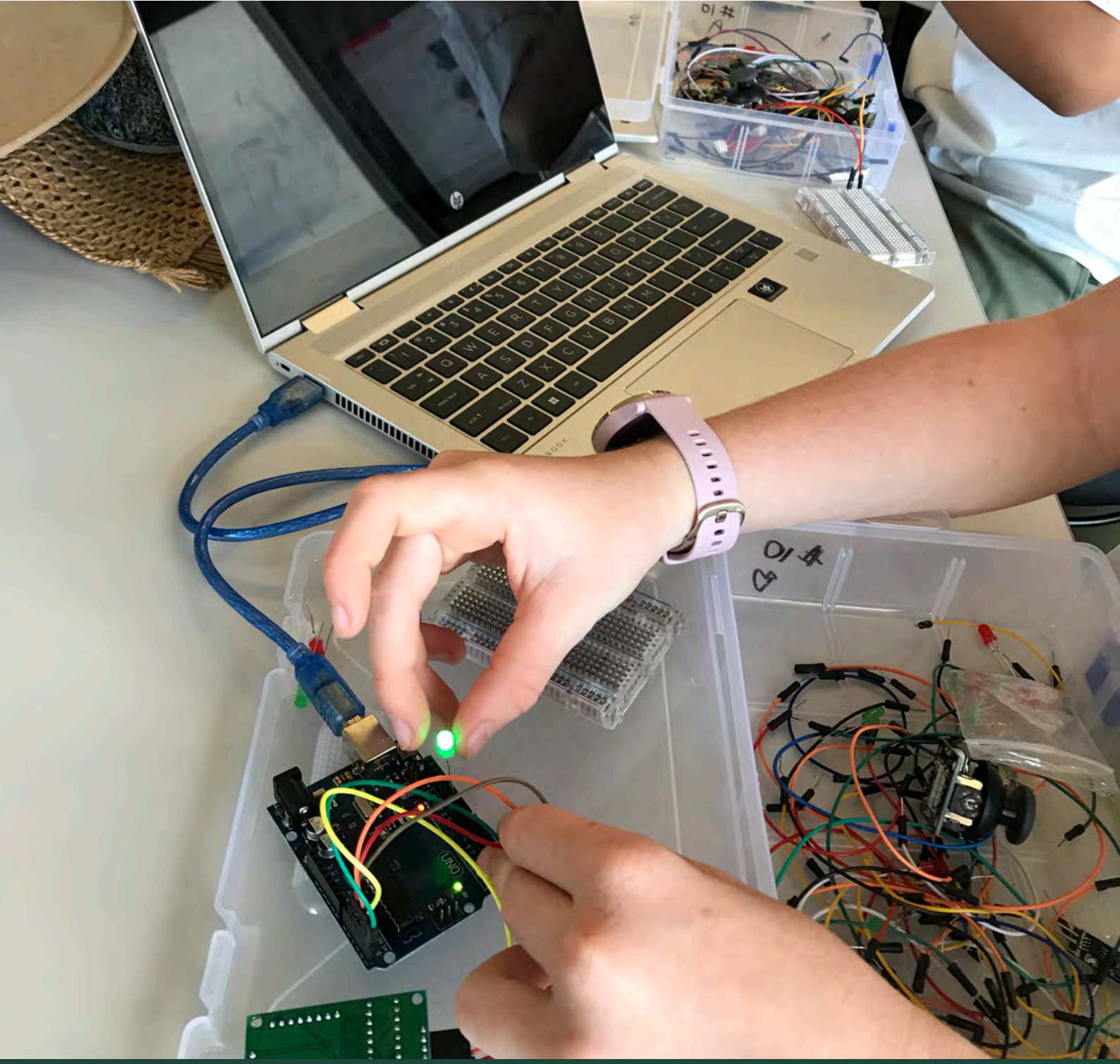
Subject	**MARINE SCIENCE**
Head of Faculty	**Contact details**
Ellen Edwards	Email: eedwards@abpat.qld.edu.au Telephone: 07 55947947
Why do Marine Science?	Marine Science involves students developing marine understandings and marine research skills, through the investigation of marine environments, issues and problems, and to make decisions and recommendations. Marine environments are central to the Australian way of life, with a marine jurisdiction area of 13.86 million square kilometres, contributing to our nation's food supply, mineral resources and trade, recreation, tourism and transport industries. As more than 80 percent of Australians live in coastal regions, marine ecosystems must be effectively managed to ensure a sustainable future. Students of Marine Science learn the importance of marine environments and become informed and active stewards of the marine environment. At A.B. Paterson College, students of Marine Science are provided with an educational environment, which allows them to study the subject in an historical and modern context through instruction, enquiry, observation, experiment and collaborative learning. The course helps students to develop skills in logical thinking, problem-solving and analysis. Where possible, the concepts are placed in context to enrich the learning experience.
Course Outline	**Year 11 Units**
	The Dynamic Shore: The study of the coastlines of Australia and the management systems in place to protect these for future generations. **The Ocean Planet:** The study of ocean dynamics and coastal systems. What does the future hold for our oceans and the organisms that live there? What can we learn from past and present practices from around the world to help us protect Australia's oceans? **Marine Ecology and Biodiversity:** The study of the complex structure and function of marine animals and plants, and the ways that they have adapted to their environment. **Marine Environmental Management:** The impact that human development can have on a marine environment. A study of the past to make informed decisions about future proposed developments.
	Year 12 Units
	The Reef and Beyond: The study of coral reef ecology, reef development, and the connectivity between marine ecosystems. **Changes to the Reef:** Examining the formation and change of marine ecosystems due to a variety of natural and anthropogenic influences.

	Oceans of the Future: Examine the impact that we as humans are having on our environment from a global perspective. Issues, such as global warming and pollution levels, are studied and researched to make justified decisions about possible management strategies. **Managing Fisheries:** Management of sustainable fisheries by examining population dynamics and aquaculture.
Learning Experiences	Students will be involved in a range of learning activities. These include: problem-solving sessions; written and verbal reports; laboratory activities and multi-modal presentations; extended experimental investigations and interactive computer simulations; class and group discussions around recent marine science issues that appear in well-known scientific publications; and the use of documentary movies in our local community. Independent study, guided and facilitated instruction, and collaborative discussion, are also components. Practical activities linked to snorkelling and water quality testing, as well as examination of marine environments such as rocky shorelines.
Assessment	In Years 11 & 12, 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). **Year 11 Assessment** • Task 1: Student experiment (FA1): 20% • Task 2: Unit 1 examination (FA2): 30% • Task 3: Research investigation (FA3): 20% • Task 4: Unit 2 examination (FA4): 30% **Year 12 Assessment** • Task 1: Student experiment (IA2): 20% • Task 2: Data test (IA1): 10% • Task 3: Research investigation (IA3): 20% • Task 4: External examination (EA): 50%
Learning Experiences	Students will be involved in a range of learning activities. These include: problem-solving sessions; statistical analysis; written and verbal reports; debate; laboratory activities and experiments; fieldwork; computer simulations; and modelling of environments. Independent study and collaborative discussion.
Prerequisites and recommendations	At least a C level of achievement in Year 10 Science and a C level of achievement in Year 10 Mathematics.
Certification	QCE
Links to careers	Possible future careers that a study of Marine Science may contribute to include: Marine Science, Marine Biology, Nautical Science, Fisheries and Aquaculture, Conservation and Resource Management, Coastline Management, and Tourism, Seafood and Maritime Industries.

Subject	**PSYCHOLOGY**
Head of Faculty	**Contact details**
Ellen Edwards	Email: eedwards@abpat.qld.edu.au Telephone: 07 55947947
Why do Psychology?	Psychology is the study of the human mind and its wide-ranging functions and influences. Psychological research advances our understanding of human emotion, personality, intelligence, memory, perception, cognition, attention and motivation, as well as the biological processes that drive these human functions and behaviours. In essence, psychology studies individuals and groups to better understand how people, communities and societies function and ways to help them thrive. The goal of psychology is not just to study human thinking and behaviour, but to put that knowledge into practice, to help people, communities and society in general to solve day-to-day problems and improve quality of life. Psychology aims to develop students': • interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues • appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour • understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations • ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence • ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence • ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.
Course Outline	**Year 11 Units**
	Unit 1: Individual development In Unit 1, students 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. Lastly, they explore different forms of consciousness and theories for the function of sleep.

	Unit 2: Individual behaviour In Unit 2, students explore the ways Psychology explains the development of individual behaviour. They will review the concepts underpinning psychological science. An understanding of theories of intelligence is essential to appreciate the role of nature and nurture in the development of self. Students examine diagnosis of psychological disorder and investigate the effectiveness of various treatment interventions available to support individuals, families and the community. They develop scientific skills and conceptual understanding of the role that emotion plays in regulating and directing behaviour, and motivation in directing action.
Course Outline	**Year 12 Units**
	Unit 3: Individual thinking In Unit 3, students explore the ways psychology is used to describe and explain the role of the human nervous system in individual thinking, and the cognitive processes involved in perception, memory, and learning. They will develop an understanding of the structure and function of the human nervous system, including the role of specialised areas of the brain. Understanding the relationships between localised function and specific behaviours is essential to appreciating the impact of interference in the cognitive processes. Students investigate biological, psychological and social influences on visual perception. They also examine models of memory and explore the brain structures responsible for specific aspects of remembering. Students explore three theories of learning, including how fear can be a learnt response. **Unit 4: The influence of others** n Unit 4, students explore the ways Psychology is used to describe and explain how others influence our development, behaviour and thinking. An understanding of the social processes involved in the development of relationships is essential to appreciating the responses and actions of others. Students investigate how stereotypes can directly affect behaviour. They examine how attitudes are formed and challenged and analyse the complex cross-cultural nature of societies today.
Learning Experiences	Students will be involved in a range of learning activities. These include: problem-solving sessions; written and verbal reports; laboratory activities and experiments; extended experimental investigations; interactive computer simulations; class and group discussions around recent psychological advancements that appear in well-known scientific publications; and the use of documentary films. Independent study, guided and facilitated instruction and collaborative discussion are also key components.

Assessment	In Years 11 & 12, 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). **Year 11 Assessment** • Task 1: Student experiment (FA1): 20% • Task 2: Unit 1 examination (FA2): 30% • Task 3: Research investigation (FA3): 20% • Task 4: Unit 2 examination (FA4): 30% **Year 12 Assessment** • Task 1: Student experiment (IA2): 20% • Task 2: Data test (IA1): 10% • Task 3: Research investigation (IA3): 20% • Task 4: External examination (EA): 50%
Prerequisites and recommendations	At least a C level of achievement in Year 10 Science and a C level of achievement in Year 10 Mathematics.
Certification	QCE
Links to careers	Possible future careers that a study of Psychology may contribute to include: psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.



A.B. PATERSON COLLEGE

EXCELLENCE CARE COMMITMENT

Technology Faculty

Subject	**DESIGN**
Head of Faculty	**Contact details**
James King	Email: jking@abpat.qld.edu.au Telephone: 07 55947947
Why Study Design?	Every day our lives are affected either in a positive or negative way by products, services or environments created by designers. This includes the houses we live in, the furniture we use, the clothes we wear and the cars we drive as well as the products and services that support us in our busy lives. Design plays such an important role in our lives that it influences economic, social, cultural and ecological contexts within society. Design prepares students for the future by equipping them with the ability to use creative and critical thinking skills and to be effective and innovative problem-solvers that can communicate ideas in a logical and creative manner. It teaches students highly transferable thinking skills that are future-focused and relevant to an evolving global context. Design helps students contribute meaningfully to society and gives them entrepreneurial skills for future endeavours. Students learn about, and work with, contemporary and emerging technologies. Using real world contexts and situations, students focus on developing their understanding of the design process through the practical application of creative thinking strategies, drawing and prototyping. Students develop valuable 21st century skills in critical and creative thinking, collaboration, information and communication skills. Students design and create low fidelity prototypes, use CAD software, 3D printers and laser cutters. They learn how design influences the economic, social and cultural context in which we live, and develop an appreciation of designers and their role in society.
Course Outline	**Year 11 Units**
	Unit 1: Stakeholder Centred Design: Students learn about and experience designing in the context of stakeholder-centred design. Fundamental to this context is the principle that design is a purposeful documented process undertaken by design professionals in response to identified needs and wants of a range of stakeholders. Students are introduced to the breadth of design professions, the design process and how designs of the past inform contemporary design practice. Students engage with explore and develop phases of the design process. In the explore phase they will understand the influence of stakeholders and how the elements and principles of design have been used to create the design styles of past designers and applied in contemporary ways to suit stakeholders. Students will define problems, describe design problems and criteria. They will gain an experience of the nature and complexity of design problems, how designers work and the importance of users as stakeholders in the design process.

	In the develop phase students will learn to devise ideas by applying the divergent thinking, sketching and low-fidelity prototyping skills used by designers. Convergent thinking will be used to evaluate and refine ideas. Students will make decisions to propose design concepts to a stakeholder audience. **Topic 1: Designing for others** Students examine the breadth of the design profession, the types of designers, their scope of work and examples of their designs, including architects, digital media designers, fashion designers, graphic designers, industrial designers, interior designers and landscape architects. **Unit 2: Commercial design influences** Students will learn about and experience designing in the context of commercial design. Fundamental to commercial design is the principle that design is a commercial endeavour that requires designers to respond to the needs and wants of clients. Students investigate the commercial nature of design when designing for a client. They examine how designers influence and are influenced by economics, society and culture. Students use a collaborative design approach to develop design proposals for clients in consideration of economic, social and cultural factors. Students experience how designers work collaboratively in teams and the advantages of multiple perspectives on design problems. Students will learn to communicate design proposals to a virtual or live audience in the form of a pitch. **Topic 1: Responding to Needs and Wants**
Course Outline	**Year 12 Units**
	Unit 3: Human-centred design Students learn about and experience designing in the context of human-centred design (HCD). Fundamental to HCD is the principle that a designer considers human needs and wants as a higher priority than other influences throughout the design process. The success of a design depends on effectively considering the attitudes, expectations, motivations and experiences of humans. Students use designing with empathy as an approach to define problems by understanding and experiencing the needs and wants of stakeholders. Students interact with stakeholders throughout the process. Ideas and design concepts are evaluated throughout the process using feedback from stakeholders to determine suitability. **Unit 4: Sustainable Design Influences** Students learn about and experience designing in the context of sustainable design. Fundamental to sustainable design is the principle that designers should create new designs that can be supported indefinitely in terms of their economic, social and ecological impact on the wellbeing of humans.

	Students explore how designers identify design opportunities without working from needs and wants provided by stakeholders. Students will develop sustainable ideas and design concepts in response to opportunities identified. This includes applying a circular design approach to improve the sustainability of their designs. Students will communicate the sustainable attributes of design concepts to stakeholders and the opportunities that they represent. **Topic 1: Responding to Opportunities**
Learning Experiences	Students learn about a variety of design and production processes to develop solutions that meet the requirements of specific audiences. They will understand that to achieve a successful outcome requires the balancing of technical, commercial, human, cultural, environmental and aesthetic requirements. Design will incorporate the valued learning areas of Graphics and Technology Studies.
Assessment	Assessments in Years 10 and 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Design Challenge (IA1): 20% • Task 2: Project (IA2): 30% • Task 3: Project (IA3): 25% • Task 4: External examination – Extended Response (EA): 25%
Prerequisites and recommendations	At least a B level of achievement in Year 10 Design & Technology
Certification	QCE Design is a General subject which can count towards the ATAR
Links to careers	Architecture, Digital Media Design, Fashion Design, Graphic Design, Industrial Design, Interior Design and Landscape Architecture, as well as careers within areas of the Creative Industries.

Subject	**DIGITAL SOLUTIONS**
Head of Faculty	**Contact details**
James King	Email: jking@abpat.qld.edu.au Telephone: 07 55947947
Why do Digital Solutions?	Information technology refers to the creation, manipulation, storage, retrieval and communication of information, and to the range of technological devices and systems used to perform these functions. At A.B. Paterson College, Digital Solutions touches many aspects of human life and draws on, and is applied to, diverse fields of study such as mining, engineering, education, or business. As a result, the study of this subject will contribute in a significant way to the general education of students, whether or not they intend proceeding to employment specific to information technology.
Course Outline	**Year 11 Units**
	Creating with Code: Explore the creative and technical aspects of developing interactive digital solutions. Investigate algorithms, and programming and user-experience concepts and use them to generate small interactive solutions using programming tools. Gain a practical understanding of programming concepts, and explore existing and developing trends involving digital technologies. **Application Data Solutions:** Use programming skills acquired in Unit 1 to write text-based code to generate an online shopping website that interacts with an existing database via Structured Query Language (SQL). Plan, develop and generate the interface and code to enable the user to insert, update, retrieve and delete data, using an existing database via SQL.
Course Outline	**Year 12 Units**
	Digital Innovation: Use the problem-based learning model to analyse the requirements of particular groups of people, and use knowledge and skills of problem-solving, computational, design and systems thinking to generate prototype solutions combining code and user experience components. Use available resources to create prototyped digital solutions that benefit society. The context is a web-based application involving both “front end” and “back end” coding technologies. **Digital Impacts:** Learn how data is shared in a local and interconnected global context. Increasingly, digital solutions are required to exchange data securely and efficiently. Explore the conditions, environment and methods for enabling data to flow between different digital systems. Analyse the data privacy and data integrity risks associated with transferring data between applications and evaluate the impacts when sensitive or non-public data becomes available to unauthorised individuals. Engage in the development of an application that simulates the exchange of data between two or more applications.

Learning Experiences	In studying Digital Solutions, students will engage in a wide variety of learning experiences including: • Using technology, solving problems, researching and collaborating • Retrieving information from databases, designing, implementing, testing, evaluating and writing documentation for information systems, and other computer programs • Creating digital solutions using high-level language coding skills • Participating in class discussions, role-plays, dilemmas and scenarios, critically evaluating media reports and advertisements, and undertaking case studies to investigate existing or proposed systems. Students will use computational thinking to solve problems and develop solutions.
Assessment	Assessments in Years 10 and 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Investigation – technical proposal (IA1): 25% • Task 2: Project – digital solution (IA2): 25% • Task 3: Project - folio (IA3): 25% • Task 4: External examination (EA): 25%
Prerequisites and recommendations	At least a B level of achievement in Year 10 Digital Technology.
Certification	QCE
Links to careers	All modern business is involved in digital technology.

Subject	**ENGINEERING**
Head of Faculty	**Contact details**
James King	Email: jking@abpat.qld.edu.au Telephone: 07 55947947
Why do Engineering?	Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live. Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies. The problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change. Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills. Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Course Outline	**Year 11 Units**
	Unit 1: Engineering Fundamentals and society In Unit 1, students learn about engineering's role in solving global and local societal problems in order to improve the human condition. They learn how to use their knowledge of fundamental mechanics and materials science concepts and principles to solve problems using the problem-solving process in Engineering in ways that meet human needs while considering the economic, social, ethical, legal and environmental impacts of their solutions. Students explore the history of engineering to gain an appreciation for the role played by engineering in the shaping of contemporary and future societies. Students engage in practical engineering activities to learn that engineering is an applied practical discipline that uses science and mathematics concepts and principles to solve real-world problems. Students are introduced to engineering drawings that communicate ideas to a technical and non-technical audience. Students participate in a range of individual and collaborative group activities, including those associated with material and process testing, analysis of the forces acting on basic structures, and problem-solving. **Topic 1** Engineering in society **Topic 2** Engineering communication **Topic 3** Introduction to engineering mechanics **Topic 4** Introduction to engineering materials **Unit 2: Emerging technologies** Students explore the needs of contemporary and future societies. Students investigate the emergence of new materials, processes and machines developed to solve problems in relation to rapidly evolving needs. This unit builds on the knowledge gained in the previous unit and reinforces engineering's role in solving global and local societal problems in order to improve the human condition. Students use their knowledge of mechanics, materials science and control technologies to solve problems in ways that meet contemporary and future human needs while considering the social, economic, ethical, legal and environmental impacts of their solutions. Students investigate new and emerging technologies in relation to engineering fields including biomedical, aerospace, energy and electrical. They engage in practical engineering activities using the knowledge gained in this unit to solve real-world problems. Students participate in a range of individual and collaborative group activities including those associated with advanced materials, health, renewable energy, autonomous vehicles and robotics. **Topic 1** Emerging needs **Topic 2** Emerging processes and machinery **Topic 3** Emerging materials **Topic 4** Exploring autonomy

Course Outline	**Year 12 Units**
	Unit 3: Civil structures In Unit 3, students learn about engineering's role in solving global and local societal problems to improve the human condition using the problem-solving process in Engineering. Students investigate civil structures to examine the benefits and the social and environmental consequences of their construction and use. Students engage in practical engineering activities to learn that engineering is an applied practical discipline that uses science and mathematics concepts and principles to solve real-world problems. Students participate in a range of individual and collaborative group activities, including those associated with material and process testing, and analysis of the forces acting on structures. Students investigate the difficulties involved in engineering solutions for communities where environmental extremes must be considered, including those associated with intense cold and heat, storms, drought or flood. **Topic 1** Civil structures in society **Topic 2** Civil structures and forces **Topic 3** Civil engineering materials **Unit 4: Machines and mechanisms** In Unit 4, students extend their knowledge of Units 1, 2 and 3 to develop an understanding of dynamics through machines and mechanisms, including the uniformly accelerated motion of objects in one dimension, apparent weight, and motion on an inclined plane. They examine the effect of frictional forces on the motion of objects. Students investigate the functional requirements of machines and mechanisms and establish a working knowledge of their operation in real-world contexts. They differentiate between the properties of materials used in the manufacture of machines and mechanisms in engineering fields such as mechanical, electrical, biomedical and mechatronics. In this culminating unit, students apply the knowledge gained in previous units to solve problems using the problem-solving process in Engineering in ways that meet human needs while considering the social, ethical, economic and environmental impacts of their solutions. Students engage in practical engineering activities to learn that engineering is an applied practical discipline that uses science and mathematics concepts and principles to solve real-world problems. Students participate in a range of individual and collaborative group activities, including those associated with material and process testing and analysis of the forces acting on machines and mechanisms. **Topic 1** Machines in society **Topic 2** Machines, mechanisms and control **Topic 3** Materials

Learning Experiences	Students will study a problem-solving process that focuses on the technical and commercial requirements of projects through a range of engineering contexts. It will incorporate the valued learning in Engineering.
Assessment	Assessments in Year 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Engineered solution (IA1): 25% • Task 2: Examination — combination response (IA2): 25% • Task 3: Engineered solution (IA3): 25% • Task 4: External Examination — combination response (EA): 25%
Prerequisites and recommendations	Minimum a B level of achievement in Maths, Science and Technology.
Certification	QCE
Links to careers	A course of study in Engineering should contribute toward the Queensland Certificate of Education (QCE), and establish a basis for further education and employment in the fields of Engineering, Industrial Design, Product Design, Civil Engineering, Mechanical Engineering, Electrical Engineering, Architecture and Project Management.

Subject	**FILM, TELEVISION AND NEW MEDIA**
Head of Faculty	**Contact details**
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Why do Film, Television and New Media?	For most of us, film, television and new media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enables us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. The 'information' and 'creative' industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media will play an increasingly prominent part in our work and leisure. Investigating 'new' media is more than just investigating changes in technology and the ways it is used — it deals with existing technologies and developments in formats, genres and ways of representing the world. It also involves examining the 'new' ways in which local and global communities interact with, and through, the media, as well as 'new' issues associated with access, ownership, control and regulation.
Course Outline	**Year 11 Course Units**
	Unit 1 Foundation 1. Design moving-image media products using pre-production formats. 2. Create moving-image media products using appropriate production technologies and post-production processes. 3. Resolve visual and audio elements to communicate conceptual, technical or creative purpose. 4. Apply literacy skills. 5. Analyse use of technologies, institutions and languages in moving-image media products. 6. Evaluate the function of media languages in moving-image media products. **Unit 2 Story Forms** 1. Design moving-image media products that aim to position audiences, using pre-production formats. 2. Create moving-image media products using appropriate production technologies and post-production processes to communicate a story. 3. Resolve visual and audio elements to communicate a story using specific genre conventions. 4. Apply literacy skills. 5. Analyse use of representations, audiences and languages in moving-image media products that communicate stories. 6. Evaluate the function of symbolic and technical codes in moving-image products that communicate stories.

Course Outline	**Year 12 Course Units**
	Unit 3 Participation 1. Design multi-platform film, television or new media content using pre-production formats. 2. Create moving-image media products using production technologies and post-production processes appropriate for multi-platform media content. 3. Resolve ideas, elements and processes to engage audiences across multiple film, television and new media platforms. 4. Apply literacy skills. 5. Analyse use of technologies, audiences and institutions in moving-image media products that invite audience participation. 6. Evaluate the impact of moving-image media institutions and technologies that enable participation by individuals or groups. **Unit 4 Artistry** 1. Design stylistic moving-image media products using pre-production formats. 2. Create stylistic moving-image media products using appropriate production technologies and post-production processes. 3. Resolve ideas, elements and processes to communicate developed production practices and a stylistic aesthetic. 4. Apply literacy skills. 5. Analyse use of technologies, representations and languages in moving-image media products. 6. Evaluate the production practices and products of a range of historic and contemporary moving-image media artists.
Learning Experiences	Students will: • Explore a range of products and contexts, such as historical and contemporary, Australian and international, commercial and non-commercial, independent and mainstream, established media and new media • Make productions for real audiences, such as a local or school audience, an audience associated with a film festival or competition, or an online audience for their products • Interact with guest speakers from industry or online • Take part in excursions to cinemas, film, TV and animation studios • Discuss, analyse and evaluate concepts and ideas • Complete a storyboard based on a film script/screenplay, identifying different shots, angles, composition, timing and transitions • Design a product for two different audiences, e.g. alternative, mainstream, fringe, resistant, niche, minority, youth, local, global • Investigate how community standards, decisions about public funding, and political decisions affect production and use • Compare the social and cultural conventions used in creating meaning in products made in two different countries • Use editing technologies to manipulate and juxtapose images produced by others to create various meanings and critique these

	• Make a product that incorporates the principles for successful interactivity.
Assessment	Assessments in Years 11 will be designed to resemble those undertaken in Year 12. In Year 12, 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). • Task 1: Case study investigation (IA1): 15% • Task 2: Multi-platform project (IA2): 25% • Task 3: Stylistic project (IA3): 35% • Task 4: External examination – extended response (EA): 25%
Prerequisites and recommendations	At least a B in English and Technology.
Certification	QCE
Links to careers	A study of Film, TV and New Media can lead to careers in Advertising Professional, Film Composer, Film/Television Producer, Internet Professional, Lighting Designer, Lighting Technician, Media Industry Specialist, Multimedia Designer and Post-production specialist.

Subject	**HOSPITALITY PRACTICES**
Head of Faculty	**Contact details**
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Why do Hospitality Practices?	Hospitality calls on a multitude of different talents, including being both business savvy and artistically creative. It allows students to develop their own combination of skills and interests, and to find a position corresponding to their own unique profile. It offers boundless possibilities in an exciting field, in which new areas are opening up every day. If students have energy, creativity, a true entrepreneurial spirit and hospitality at their fingertips, they will be able to reach positions of responsibility very early on in their careers.
Course Outline	**Year 11 Hospitality Units**
	Café A.B.: This semester provides many opportunities to work and be part of the hospitality team. They will be required to demonstrate workplace health, safety and security practices applicable to their work environment. Students will plan, prepare and serve Café menu items and undertake training, using the espresso machine to prepare a selection of coffee styles. An excursion to *The Farm*, Byron Bay, is an enjoyable experience for students to link real-life business practices to their own simulations, as they continue to build confidence in service. **Food Trends:** This semester, students will investigate and research the influences on food trends and how this affects the hospitality industry. They will present findings relating to current industry movements and prepare bespoke menu items and beverages in a Marketta-style event.
	Year 12 Units
	East Meets West: Students will investigate the food and culture of another country. An understanding will be gained by observing visiting presenters demonstrating and discussing cuisines. A research assignment, trialling of recipes and menu items will also be a key focus. Students are required to apply their knowledge and understanding of event management, to plan and run a three-course buffet dinner for parents. **From Farm to Table:** Students take a field trip to observe and understand the farm-to-table process in authentic, real-world settings: restaurants and supply chains. They focus on legislation and quality assurance procedures, promotion and marketing of products, and principles of sustainability. The course concludes with a Mystery Box cooking event where students will produce and be critiqued on a two-course menu with seasonal produce from the market, adhering to time and ingredient constraints.

Learning Experiences	Hospitality Practices provides opportunities for the development of the key competencies in contexts that arise naturally from the theoretical and practical components of the subject. In the course of their studies, students will collect, analyse, organise and evaluate the quality and validity of information. They will plan and organise activities and have opportunities to propose and implement solutions to hospitality-related issues, individually, and in teams, particularly with regard to the performance of practical tasks. They will be involved in the communication of ideas in a variety of formats and for a variety of audiences. Opportunities will also exist for the development of some mathematical skills, especially those associated with estimating, costing and portioning. As part of their learning and classroom experiences, students will have opportunities to employ technologies used in the hospitality industry.
Assessment	• Unit 1: Practical demonstration and Project 25% • Unit 2: Practical demonstration and Project 25% • Unit 3: Practical demonstration and Project 25% • Unit 4: Practical demonstration and Project 25%
Prerequisites and recommendations	Students with an interest in working in the hospitality industry.
Certification	QCE Hospitality is an Applied subject which can count towards the ATAR
Links to careers	This qualification will provide you with the skills and knowledge to become competent in various hospitality settings, such as Restaurants, Hotels, Motels, Catering Operations, Clubs, Pubs, Cafes and Coffee Shops. Individuals may work in a team, but always under direct supervision.


A.B. PATERSON
COLLEGE
EXCELLENCE
CARE
COMMITMENT