# BELLBIRD PARK
## STATE SECONDARY COLLEGE

# Year 11 Subject Handbook 2026

# MANY PATHWAYS. NO LIMITS. >



Disclaimer: General, Applied, and Applied (Essential) subject courses of study and assessment are subject to approval by the Queensland Curriculum and Assessment Authority. The information in this handbook is subject to change without notice due to human and physical resource allocations.

- Some courses identified in this handbook will attract a fee. Where a fee applies it has been mentioned in the course brief throughout this handbook.
- Students may be asked to pay these fees direct to the external provider, or to the school who will pay the external provider on behalf of the students enrolled.
- Fees will be invoiced within the first month of course commencement, invoices will be sent home with payment instructions and due dates. Please note only financial students can stay enrolled in a course to receive a certificate of qualification.
- The subjects timetabled for year 11 depend on there being sufficient students taking each subject on the list. If you have chosen a subject which cannot be offered, you will be contacted and assisted to make another selection.

# MANY PATHWAYS.
# NO LIMITS.  >

# Executive Principal Welcome

We would like to welcome our Year 10s in continuing their journey into the Senior Phase of Learning at Bellbird Park SSC. This is an important time in a student's college life, as you now need to make some informed decisions about your future, especially your course of study in Years 11 and 12.

Our school motto of 'Many Pathways. No Limits' captures the purpose of senior school that students exit with meaningful and personalised credentials. We have taken this personalisation one-step further to assist students with selecting an Academic Pathway, a Phoenix Pathway, a blended pathway or LIFE Pathway. In any case, students must be enrolled into courses which aim for the appropriate individual certification including:
- a Queensland Certificate of Education, or
- a Queensland Certificate of Individual Achievement
- an Australian Tertiary Admission Rank (ATAR)
- a Certificate II or better

There are opportunities for you to learn more about what is on offer at Bellbird Park SSC and your future career pathways, including:
- Attending all information nights offered by our senior schooling team
- Head of Department talks about subject offerings at the school
- Attendance at our Subject and Career Expos
- Attending Tertiary open days
- An interview with your parents and key school staff at a SET Plan interview
- Participation in your Certificate II in Skills for Work and Vocational Pathways Course
- Conversations with your parents and caregivers.

The students at Bellbird Park SSC are spoilt for choice with our wide range of subject offerings designed to meet the needs of all our students, which embodies our school vision, values and motto. The Senior Phase of Learning Subject Selection handbook provides information to assist students and families with these decisions. It includes information from the Queensland Curriculum and Assessment Authority as well as the guidelines surrounding the certification of student results. It also provides a succinct description of each of the subjects offered by the school.

*""This is an important time in a student's life, as you now need to make some informed decisions about your future, especially your course of study in Years 11 and 12. We wish every young person success as they travel through their senior years. Our hope is for families to become involved in the learning and extracurricular opportunities offered to our seniors."*

We wish every child success as they travel through their senior years. Our hope is for families to become involved in the learning and extracurricular opportunities offered to our seniors. There are many staff members whose role it is to help students in learning, in extending their options and in overcoming any difficulties. Senior school is a wonderful experience but a challenging one. The core business is to achieve academically so that all students leave with successful outcomes and the best chances to do well in their future working lives.

We look forward to working with all our Year 10 families throughout SET Planning and the next two years of the senior phase of learning. We wish you all well in the next part of your educational journey!


Executive Principal
Michael West

# Contents

# Introduction

## SENIOR EDUCATION PROFILE
Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies.
This profile may include a:
- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)
- For more information about the SEP see www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

## SENIOR STATEMENT
The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

## QUEENSLAND CERTIFICATE OF EDUCATION (QCE)
Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

## QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT
The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

## SENIOR SUBJECTS
Applied and Applied (Essential) syllabuses
Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.
General syllabuses
General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work.
Vocational education and training (VET)
Students can access VET programs through the school if it:
- is a registered training organisation (RTO).
- has a third-party arrangement with an external provider who is an RTO.
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

## AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)
The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:
- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

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

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects – English, Essential English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

# Vocational Education & Training

Studies in VET may be undertaken at school or through a registered training provider (RTO) which specialise in the specific vocational training area being delivered. VET qualifications gained are nationally recognised. VET studies focus on work skills and allow students to enter the workforce and/or move on to further vocational or academic studies. Some of the courses will attract Vocational Education Training in Schools (VETIS) funding which will assist in the resources used to deliver these extensive qualifications.

## School-Based Apprenticeship and/or Traineeship (SAT)

- Part-time School-based apprenticeships and traineeships provide students with the opportunity to commence their chosen apprenticeship or traineeship prior to leaving school.
- These are based on industry standards and can lead to nationally recognised qualifications.
- On completion of the apprenticeship or traineeship, students are eligible to receive a nationally recognised qualification. Any competencies that are completed prior to leaving at the end of Year 12 can contribute to the Queensland Certificate of Education.

## Structured Work Placement/Work Experience

- Structured Work Placement is not paid work.
- The program provides students with the opportunity to experience the workplace in an area that they feel they may be interested in pursuing in the future.
- While at work, it is possible to gain credit towards competencies that they are studying at school.
- The Senior Schooling Office manages these programs and all enquiries should be directed to the office.

## TAFE at Schools Program

- A range of vocational courses (Certificate qualifications) are offered to senior secondary students by TAFE.
- Each of the Institutes will advertise expressions of interest for the following year.
- Students must complete an Expression of Interest Form at SETPLAN in 2025 to be eligible to commence in 2021.
- Students will receive an enrolment pack from TAFE and enrolment will be confirmed when payment of fees is received by TAFE (before the course commences).

## Brisbane School of Distance Education

- BSDE offers high quality accredited programs to students throughout Queensland.
- BSDE integrates traditional learning with online interactive technology to deliver educational programs.
- Students can only study a BSDE subject if not offered at BPSSC e.g., French, Chinese, Philosophy & Reasoning. Classes are conducted before school (8am – 9am) and students must be motivated and responsible for their learning. For more information discuss with the Senior Schooling HOD.

# Applied & Applied (Essential) Syllabuses

## COURSE OVERVIEW

Applied and Applied (Essential) syllabuses are developmental four-unit courses of study.

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

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

## ASSESSMENT

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result.
Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4. Applied syllabuses do not use external assessment. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

### Essential English and Essential Mathematics – Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:
- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA. The CIA is not privileged over the other summative internal assessment.

# General Syllabuses

## COURSE OVERVIEW
General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

## ASSESSMENT

### Units 1 and 2 assessments
Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2. Schools report satisfactory completion of Units 1 and 2 to the QCAA and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

### Units 3 and 4 assessments
Students complete a total of four summative assessments – three internal and one external – that count towards the overall subject result in each General subject.

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.
The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

## Instrument-specific marking guides
Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

## External assessment
External assessment is summative and adds valuable evidence of achievement to a student's profile. For each General subject, external assessment is:
- common to all schools
- administered under the same conditions at the same time and on the same day by every school in Queensland
- developed and marked by the QCAA according to a commonly applied marking scheme.

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

# QCAA Senior Subjects at BPSSC

## ENGLISH

**Applied**
- Essential English

**General**
- English
- Literature

## MATHEMATICS

**Applied**
- Essential Mathematics

**General**
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

## HEALTH AND PHYSICAL EDUCATION

**Applied**
- Sport and Recreation

**General**
- Health

**Vocational Education and Training**
- Certificate III in Sport, Aquatics and Recreation
- Certificate III in Sport, Aquatics and Recreation – Rugby League

## SCIENCES

**Applied**
- Science in Practice

**General**
- Biology
- Chemistry
- Physics
- Psychology

**Vocational Education and Training**
- Certificate II in Sampling and Measurement

## HUMANITIES & SOCIAL SCIENCES

**Applied**
- Social & Community Studies
- Tourism

**General**
- Ancient History
- Legal Studies
- Modern History

## THE ARTS

**Applied**
- Media Arts in Practice
- Visual Arts in Practice

**General**
- Film, Television & New Media

**Vocational Education and Training**
- Certificate III in Music

## TECHNOLOGIES

**Applied**
- Industrial Technology Skills

**General**
- Design

**Vocational Education and Training**
- Certificate II in Construction
- Certificate II in Engineering Pathways
- Certificate II in Hospitality

## BUSINESS & IT

**General**
- Economics

**Vocational Education and Training**
- Certificate III in Business
- Certificate III in Information Technology
- Diploma of Business

## SENIOR SCHOOLING

**Vocational Education and Training**
- Certificate II in Vocational Pathways and Skills for Work
- Certificate II in Financial Services
- Certificate I in General Education for Adults

**Short Course**
- Literacy
- Numeracy

# Subject Selection Guidelines

This information is designed to assist Year 10 students to make an appropriate subject selection for the next two years. Students and parents are urged to carefully read this in conjunction with the Senior Curriculum Handbook. Please feel free to consult members of the school staff at any time about these very important decisions.

## Subject Selection Rules:

Year 11 and 12 students at Bellbird Park:
- Study 6 subjects in both Year 11 and Year 12
- Study either English, Literature OR Essential English
- Study either Essential Mathematics, General Mathematics OR Mathematical Methods
- Students intending to study Specialist Mathematics must also study Mathematical Methods
- Students intending to study a VET qualification, School Based Traineeship or Apprenticeship that requires a day off Campus will select subjects that are from the Applied and VET categories only.
- Students must meet prerequisites requirements listed below by demonstrating the level of achievement on their report card to be eligible to select the subject for Year 11 and Year 12.
- The subjects that will be timetabled at Bellbird Park SSC for Year 11 depend on there being sufficient students taking each subject on the list. If you have chosen a subject which cannot be offered, you will be contacted and assisted to make another selection.

# BYOx Responsible Use Policy

## BYOx Specifications

There are different specifications for junior and senior students. Please refer to the "Computer and Internet" page on our college website for the latest minimum and recommended specifications for the BYOx program. Link to page: https://bellbirdparkssc.eq.edu.au/extra-curricular/computer-and-internet

Please note:
- Apple MacBooks and AirBooks are accepted, but not preferred
- iPads, Chromebooks, Android tablets are not an acceptable BYOx device

## BYOx Responsible Use Policy

This document defines the Responsible Use Policy for student use of all BYOx devices at Bellbird Park State Secondary College. Its main purpose is to encourage the mature and responsible use through the provision of clear usage guidelines.

The Queensland Department of Education, Training and Employment deems the following to be responsible use and behaviour by a student:
- developing appropriate literacy, communication and information skills;
- authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by the school;
- conducting general research for school activities and projects;
- communicating or collaborating with other students, teachers, parents or experts in relation to school work;
- researching and learning through the Department's e-learning environment.

The Queensland Department of Education, Training and Employment deems the following to be irresponsible use and behaviour by a student:
- use the IT resources in an unlawful manner
- download, distribute or publish offensive messages or pictures;
- insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and Internet resources;
- damage any electronic devices, printers or the network equipment;
- commit plagiarism or violate copyright laws;
- use unsupervised internet chat or send chain letters or Spam e-mail (junk mail)
- access mobile / cellular data networks during school time which bypasses school filters

In addition to this Bellbird Park State Secondary College states that:
- Users are responsible for the security, maintenance and integrity of their individually owned devices and their network accounts.
- Students using the system must not at any time attempt to access other computer systems, accounts or unauthorised drives or files or to access other people's devices without permission.
- Students must not record, photograph or film any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.
- Students must get permission before copying files from another user. Copying files or passwords belonging to another user without their express permission may constitute plagiarism and/or theft.
- Copying of software, information, graphics, or other data files may violate copyright laws and students may be subject to prosecution from agencies to enforce such copyrights.
- Devices must not be used to display or disseminate material that could cause offense to others.

Consequences if BYOx Responsible Use Policy is breached align with the Bellbird Park State Secondary College Responsible Behaviour Plan for Students.

The following is to be READ and COMPLETED by both the STUDENT and PARENT/LEGAL GUARDIAN:
- We agree to abide by the above rules.
- We have read and understood the BYOx Responsible Use Policy and the Student Code of Conduct.
- We are aware that any breaches of the Responsible Behaviour Plan for Students may result in my/my child's immediate removal from the system for a specified period as per the school's Behaviour Management Plan and in relation to the severity of the offence.

|  | NAME | SIGNATURE | DATE |
|---|---|---|---|
| **Student** |  |  |  |
| **Parent/Carer** |  |  |  |

# Prerequisites

## Prerequisites – General Subjects

Bellbird Park State Secondary College School requires that students meet mandatory prerequisites for entry into senior General subjects for Year 11 and Year 12. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful.

| FACULTY | SUBJECT | PREREQUISITES | LAPTOP REQUIRED |
|---------|---------|---------------|-----------------|
| **English** | General English | B in English General | Yes |
| | Literature | B in English General | Yes |
| **Mathematics** | General Mathematics | B in Y10 Maths General | Yes |
| | Mathematical Methods | B in Y10 Introduction to Mathematics Methods | Yes |
| | Specialist Mathematics | B in Introduction to Mathematics Methods *Must also choose Mathematical Methods | Yes |
| **Science** | Biology | B in General English + B in Introduction to General Science | Yes |
| | Chemistry | B in General English + B in Introduction to General Science + B in General Maths | Yes |
| | Physics | B in General English + B in Introduction to General Science + B in General Maths | Yes |
| | Psychology | B in General English + B in Introduction to General Psychology | Yes |
| **Humanities** | Ancient History | B in English General + B in General History | Yes |
| | Legal Studies | B In English General + B in General Legal or General History | Yes |
| | Modern History | B in English General + B in General History | Yes |
| **The Arts** | Film, Television & New Media | B in English + B in Intro to FTV Portfolio of work if not studied in Year 10 | Yes |
| **Health & Physical Education** | Health | B in English + B in Health | Yes |
| **Technologies** | Design | B in General English + B in Introduction to General Design | Yes |
| **Business & IT** | Economics | B in General English | Yes |

# Prerequisites

## Prerequisites – Applied & VET Subjects

There are no prerequisites for entry into Applied Subjects and Vocational Education and Training Qualifications. The list below outlines the helpful pathways in grade 10 that prepare students with skills required for transition into the senior.

| FACULTY | SUBJECT | PREREQUISITES | LAPTOP REQUIRED |
|---|---|---|---|
| **English** | Essential English | Completion of Y10 English or English Essentials | Yes |
| **Mathematics** | Essential Mathematics | Completion of Y10 General or Maths Essentials | Yes |
| **Science** | Science in Practice | Completion of Y10 General Science or Applied Science | Yes |
| **Humanities** | Social & Community Studies | Completion of a Y10 History subject | Yes |
| | Tourism | Completion of a Y10 History subject | Yes |
| **The Arts** | Media Arts in Practice | Completion of Y10 Subject from The Arts | Yes |
| | Visual Arts in Practice | Completion of Y10 Subject from The Arts | Yes |
| **Technologies** | Industrial Technology Skills | Completion of Y10 Manufacturing or Design | Yes |
| **Health & Physical Education** | Sport and Recreation | Completion of a Y10 Sport and Recreation, General Health, or Core HPE. | Yes |

| FACULTY | VET QUALIFICATION | PREREQUISITES | LAPTOP REQUIRED |
|---|---|---|---|
| **Business & IT** | Certificate III in Business | C in Y10 Business | Yes |
| | Diploma of Business | B in English General + Completion of Y10 Business | Yes |
| | Certificate III in Information Technology | B in Y10 Information Technology | Yes |
| **Health & Physical Education** | Certificate III in Sport, Aquatics and Recreation | Completion of Y10 Sport and Recreation or General Health | Yes |
| **Science** | Certificate II in Sampling Measurement | Completion of Y10 General Science or Science | Yes |
| **Technologies** | Certificate II in Construction Pathways | Completion of Y10 Manufacturing or Design | Yes |
| | Certificate II in Engineering Pathways | Completion of Y10 Manufacturing or Design | Yes |
| | Certificate II in Hospitality | Completion of Y10 Hospitality | Yes |
| **The Arts** | Certificate III in Music | Completion of Y10 Music, Instrumental Music or another subject from The Arts | Yes |

# Which Pathway?

## LIFE PATHWAY

**SUB SENIOR STUDIES**
- English Essentials
- Mathematics Essentials
- Applied Science
- History/HPE
- 3 electives

**SENIOR SUBJECTS**
- Goals set with a combination of Applied Subjects, VET competencies and/or SBA/SBT

**QUALIFICATION**
QCIA
VET Statement of Attainment

**LIFE PATHWAY**
- Apprenticeships / Traineeships
- Full-Time Employment
- TAFE

## PHOENIX PATHWAY

**SUB SENIOR STUDIES**
- English Essentials
- Mathematics Essentials
- Applied Science
- History/HPE
- 3 electives

**SENIOR SUBJECTS**
- Combination of Applied Subjects, VET and/or SBA/SBT

**QUALIFICATION**
QCE
Certificate I - III

**PHOENIX PATHWAY**
- Apprenticeships / Traineeships
- Full-Time Employment
- TAFE
- General Entry - Defence Forces: Non-Technical

## BLENDED PATHWAY

**SUB SENIOR STUDIES**
- English General / Essentials
- Mathematics General/Essentials
- Science/Applied Science
- History/HPE
- 3 electives

**SENIOR SUBJECTS**
- Combination of 4 or less General Subjects and 2 or more Applied Subjects/VET
- SBA/SBT by application

**QUALIFICATION**
QCE
Certificate III / IV
ATAR

**BLENDED PATHWAY**
- QTAC application for University / TAFE
- Apprenticeships / Traineeships
- General Entry - Defence Forces: Trade
- Full-Time Employment

## ACADEMIC PATHWAY

**SUB SENIOR STUDIES**
- English General
- Mathematics General/Extension
- Science
- History/HPE
- 3 General prep

**SENIOR SUBJECTS**
- 6 General Subjects OR
- 5 General Subjects
- 1 Applied / VET (CERT II or III)

**QUALIFICATION**
QCE
ATAR

**ACADEMIC PATHWAY**
- QTAC application for University / TAFE
- ADFA - Defence Forces
- Full-Time Employment

YEAR 10 — YEAR 11 & 12 — END OF YEAR 12 — BEYOND YEAR 12

# Senior Pathways Outline

| Academic Pathway | Blended Pathway | Phoenix Pathway | LIFE Pathway |
|---|---|---|---|
| Destination: University TAFE Defence Force (Degree) | Destination: University TAFE Defence Force (Trade) Trade | Destination: TAFE Trade Workforce Defence Force (Non-Technical) | Destination: Community Workforce Disability Agencies |
| **Qualifications Achieved in this Pathways:** | | | |
| Queensland Certificate of Education (QCE) Australian Tertiary Admissions Rank (ATAR) Certificate II, III, IV | Queensland Certificate of Education (QCE) Australian Tertiary Admissions Rank (ATAR) Certificate I, II or III, IV School-Based Traineeship (SBT) School-Based Apprenticeship (SBA) | Queensland Certificate of Education (QCE) Certificate I, II or III School-Based Traineeship School-Based Apprenticeship | Queensland Certificate of Individual Achievement (QCIA) Statement of Achievement Statement of Participation Life Skills |
| **Program of Learning:** | | | |
| ATAR: 6 subjects with a combination of: <br>• 6 General Subjects <br>• 5 General Subjects + 1 Applied <br>• 5 General Subjects + 1 VET <br><br>*Only 5 General Subjects count towards an ATAR. Consider selecting an Applied Subject or VET Qualification to reduce academic load related to Block Exams and External Exams. | ATAR: 6 subjects with a combination of: <br>• 4 General Subjects + 2 Applied <br>• 4 General Subjects + 2 VET <br>• 4 General Subjects + 2 Applied/VET <br>No ATAR: 6 subjects with a combination of: <br>• 3 General Subjects + 3 Applied/VET <br>• 2 General Subjects + 4 Applied/VET <br>• 1 General Subject + 5 Applied/VET | No ATAR: 6 subjects with a combination of: <br>• Applied Subjects + VET <br>• Applied + VET + SBT <br>• Applied + VET + SBA | No ATAR: Individualised Learning Goals developed in 6 subjects that must include: <br>• Essential English <br>• Essential Mathematics <br>• LIFE Pathway Class Plus 3 subjects with a combination of: <br>• Applied Subject + VET |
| **Program Prerequisites:** | | | |
| Students selecting General Subject in this pathway must meet each General Subject's entry prerequisites outlined in the College's Prerequisites document. | | | Students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors. |
| **Students in every Pathway are expected to have attend rate of at least 95%.** <br>**Engage fully in the program of instruction and complete all assessment to a Satisfactory (C or above) standard.** <br>**Students who fail to meet the above expectations will have their enrolment reviewed and this may result in cancellation.** | | | |

# Pathway Requirements for Success

| Academic Pathway | Blended Pathway | Phoenix Pathway | LIFE Pathway |
|---|---|---|---|
| **Academic Tasks:** | | | |
| • Engage in regular independent study to review and revise classwork<br>• Complete all assessment on or before the due date to the best of your ability<br>• Be present at all block exams and external exams and VET Maximiser Sessions<br>• Engage in independent study prior to the Year 12 External Examination Period<br>• Complete Academic/QCE review with a staff member in the middle and at the end of each Unit in Year 11 and Year 12 | | • Complete all assessment on or before the due date to the best of your ability<br>• Be present at all block exams and VET Maximiser Sessions<br>• Complete Academic/QCE review with a staff member in the middle and at the end of each Unit in Year 11 and Year 12 | • Participate in chosen classes to the best of your ability<br>• Meet individual learning goals in each chosen class.<br>• Meet with QCIA Case Manager each term to review learning goals. |
| **Other Tasks:** | | | |
| • Attend at least one University Open Day or TSS expo during Year 11 and 12<br>• Develop options of University course preferences by the end of Year 11<br>• Complete QTAC (University/TAFE) entrance application by due date in Year 12 | • Attend at least one TAFE/University Open Day or TSS expo during Year 11 and 12<br>• Develop options of TAFE/University course preferences by the end of Year 11<br>• Complete QTAC (University/TAFE) entrance application by due date in Year 12<br>• Have a confirmed pathway prior to finishing Year 12 | • Complete career Interview with a Senior Schooling team member by Term 4 of year 11<br>• Attend at least one TAFE Open Day or TSS expo during Year 11 and 12<br>• Students should aim to have a part time job by the end of semester 1 in year 11<br>• Students should have engaged in work experience placement/ volunteering/part-time work<br>• Students should aim to develop contacts from their preferred career choice (trades people, small business owners etc.)<br>• Maintain an up-to-date resume<br>• Have a confirmed pathway prior to finishing Year 12<br>• Complete short courses relevant to your chosen career e.g., White Card, First Aid Certificate, Responsible Service of Alcohol | • Develop individual learning goals based on interests and desired skills<br>• Complete short course Literacy/Numeracy if required<br>• Engage in work experience placement/ volunteering/part-time work (If this fits your identified goals)<br>• Make connections with disability agencies to help with possible career choice<br>• Have a confirmed pathway prior to finishing Year 12 |

# Specialty Programs of Learning

| TRADE READY PATHWAY – Blended/Phoenix Pathway Students | | | | |
|---|---|---|---|---|
| **Description of course of study** | **Possible Post School Pathways** | **Suggested Subjects** | **Optional Courses/Subjects** | **Further Study** |
| A program of learning for students who are interested in a career/job/apprenticeship in any of the building and construction trade related fields | • Cabinet Maker<br>• Carpenter<br>• Fitter and Turner<br>• Electrician<br>• Shop Fitter<br>• Drafts person<br>• Boat builder<br>• Construction worker<br>• Boiler Maker<br>• Welder<br>• Plumber | • General Maths or Essential Maths<br>• General English or Essential English<br>• Certificate II in Construction Pathways*<br>• Certificate II in Engineering Pathways*<br>• Industrial Technology Skills<br>*This course of study utilises VETiS Funding any other certificate II qualifications selected will require full fee for service. | • Additional SBT/SBA in a Trade related Qualification<br>• Certificate III in Business<br>• Diploma of Business | • Diploma of Engineering (CAD)<br>• Bachelor of Engineering<br>• Master Tradesman – Licenced Builder<br>• Bachelor of Project Managements |

| EVENT/HOSPITALITY Ready – Blended/Phoenix Pathway Students | | | | |
|---|---|---|---|---|
| **Description of course of study** | **Possible Post School Pathways** | **Suggested Subjects** | **Optional Courses/Subjects** | **Further Study** |
| A program of learning for students who are interested in a career/job in Events, Hospitality our Tourism industry | • Chef/Baker<br>• Event Planner<br>• Travel Agent<br>• Flight Attendant<br>• Bar/Café attendant<br>• Catering assistant<br>• Food and beverage attendant<br>• Front office assistant<br>• Porter<br>• Room attendant | • General Maths or Essential Maths<br>• General English or Essential English<br>• Certificate II in Hospitality*<br>• Tourism<br>*This course of study utilises VETiS Funding any other certificate II qualifications selected will require full fee for service. | • Certificate III in Business<br>• Social & Community Studies<br>• Diploma of Business | • Certificate III in Hospitality<br>• Diploma of Hospitality and Hotel Management<br>• Bachelor of Hospitality and Hotel Management<br>• Diploma of Events |

## BUSINESS/IT Ready – Blended/Phoenix Pathway Students

| Description of course of study | Possible Post School Pathways | Suggested Subjects | Optional Courses/Subjects | Further Study |
|---|---|---|---|---|
| A program of learning for students who are interested in a career/job in the aviation industry | · General Clerk<br>· Accounts Payable Clerk<br>· Junior Personal Assistant<br>· Office Assistant<br>· Receptionist<br>· Accounts Clerk | · General Maths or Essential Maths<br>· General English or Essential English<br>· Certificate III in Business<br>· Diploma of Business<br>· Information, Communication and Technology | · Social & Community Studies<br>· Tourism<br>· Certificate II in Hospitality<br>· Certificate II in Construction Pathways<br>· Certificate II in Engineering Pathways*<br><br>*This course of study utilises VETiS Funding any other certificate II qualifications selected will require full fee for service | · Diploma of Business<br>· Bachelor of Business |

## SPORT READY PATHWAY – Blended/Phoenix Pathway Students

| Description of course of study | Possible Post School Pathways | Suggested Subjects | Optional Courses/Subjects | Further Study |
|---|---|---|---|---|
| A program of learning for students who are interested in a career in sport or recreation. | · First Aid Clerk<br>· Community/Club Coach<br>· Sports Development Officer<br>· Customer Service in Sport<br>· Recreation officer<br>· Activity operation officer<br>· Sport and Recreation attendant<br>· Community activities officer | · General Maths or Essential Maths<br>· General English or Essential English<br>· Certificate III in Sport, Aquatics and Recreation | · Physical Education<br>· Health<br>· Social and Community Studies<br>· Sport and Recreation (if not completed Cert II in Sport and Recreation in Y10) | · Certificate IV, Diploma, Advanced Diploma in Sport and Recreation<br>· Diploma of Sport Development<br>· Bachelor of Sports Management<br>· Bachelor of Sports Studies<br>· Bachelor of Sport and Exercise Science |

## RUGBY LEAGUE READY PATHWAY – Blended/Phoenix Students

| Description of course of study | Possible Post School Pathways | Suggested Subjects | Optional Courses/Subjects | Further Study |
|---|---|---|---|---|
| A program of learning for students who are interested in a career in sport or recreation and rugby league. | · First Aid Clerk<br>· Rugby League Coach<br>· Rugby League Referee<br>· Sports Development Officer<br>· Customer Service in Sport/Rugby League<br>· Recreation officer<br>· Activity operation officer<br>· Sport and Recreation attendant<br>· Community activities officer | · General Maths or Essential Maths<br>· General English or Essential English<br>· Certificate III in Sport, Aquatics and Recreation –Rugby League | · Physical Education<br>· Health<br>· Social and Community Studies<br>· Sport and Recreation (if not completed Cert II in Sport and Recreation in Y10) | · Certificate IV, Diploma, Advanced Diploma in Sport and Recreation<br>· •Diploma of Sport Development<br>· Bachelor of Sports Management<br>· Bachelor of Sports Studies<br>· Bachelor of Sport and Exercise Science |

## CREATIVE INDUSTRIES READY PATHWAY – Blended/Phoenix Students

| Description of course of study | Possible Post School Pathways | Compulsory Subjects | Optional Courses/Subjects | Further Study |
|---|---|---|---|---|
| A program of learning for students who are interested in a career/job in the creative and entertainment industry. | • Community dance<br>• Community actor<br>• Arts teacher<br>• Front of house manager<br>• Lighting designer/technician<br>• Gaffer<br>• Theatre usher<br>• Arts administration<br>• Program design<br>• Fashion Designer<br>• Assistant Music Manager<br>• Assistant Sound Mixer<br>• Working Musician | • General Maths or Essential Maths<br>• General English or Essential English<br>• A combination of:<br>• Dance in Practice<br>• Drama in Practice<br>• Film, Television and New Media<br>• Media Arts in Practice<br>• Music in Practice<br>• General Music<br>• Visual Arts in Practice | • Certificate III in Music | • Certificate III in Aboriginal and Torres Strait Islander Cultural Arts<br>• Certificate IV in:<br>• Music Industry, Visual Art, Screen and Media, Photography and Photo Imaging<br>• Diploma in Dance, Screen and Media, Music Industry, Visual Art<br>• Bachelor of Arts<br>• Bachelor of Creative Arts |

## TEACHER READY PATHWAY – Academic/Blended Students (Direct Entry)

| Description of course of study | Possible Post School Pathways | Compulsory Subjects | Optional Courses/Subjects | Further Study |
|---|---|---|---|---|
| A program of learning for students who are interested in a career/job in the education industry. | • Teacher<br>• Teacher Aid<br>• Childcare Educator<br>• Early Years Teacher<br>• Nanny/Au pair<br>• Outside School Hours Care educator (O.S.C.H) | • General Maths or Essential Maths<br>• General English or Essential English<br>• A combination of:<br>• General Science Subjects – Biology, Chemistry or Physics<br>• General Humanity Subjects Ancient/Modern History or Legal Studies, General Art subjects<br>• Diploma of Business | • Certificate III in Childcare Education<br>• General Health<br>• Certificate III in Business<br>• Diploma of Business<br>• Certificate III in Sport, Aquatics and Recreation<br>• Certificate II in Hospitality<br>• Certificate III in Music | • Certificate III or IV in Education Support<br>• Certificate IV Training and Assessing.<br>• Diploma of Educational Studies<br>• Bachelor of Education |

## TEACHER READY PATHWAY – Academic Blended/Phoenix Students

| Description of course of study | Possible Post School Pathways | Compulsory Subjects | Optional Courses/Subjects | Further Study |
|---|---|---|---|---|
| A program of learning for students who are interested in a career/job in the education industry. | • Teacher<br>• Teacher Aid<br>• Childcare Educator<br>• Early Years Teacher<br>• Nanny/Au pair<br>• Outside School Hours Care educator (O.S.C.H) | • General Maths or Essential Maths<br>• General English or Essential English<br>A combination of:<br>• Certificate III in Childcare Education<br>• Science in Practice<br>• Social & Community Studies<br>• Applied Arts Subjects<br>• Certificate III in Business | • Certificate III in Sport, Aquatics and Recreation<br>• Certificate II in Hospitality<br>• Certificate III in Music<br>• Diploma of Business | • Certificate III or IV in Education Support<br>• Certificate IV Training and Assessing.<br>• Diploma of Educational Studies<br>• Bachelor of Education |

## HEALTH CARE READY PATHWAY – Blended/Phoenix Students

| Description of course of study | Possible Post School Pathways | Compulsory Subjects | Optional Courses | Further Study |
|---|---|---|---|---|
| A program of learning for students who are interested in an immediate career/job or post school pathway in a health care environment. | • Health care administration support<br>• Hospital assistant<br>• Pathology courier<br>• Pathologist<br>• Orderly and ward assistant<br>• Physical therapy assistant | • General Maths or Essential Maths<br>• General English or Essential English<br>• Health<br>• Social and Community Studies | • Certificate II in Health Support Services – WesTEC* and when completed transition into a Certificate III in:<br>• Health Services Assistant<br>• Individual Support<br>• Diploma of Nursing<br>*This course of study utilises VETiS Funding any other certificate II qualifications selected will require full fee for service. | • Certificate IV in Medical Practice Assistant<br>• Bachelor of Nursing<br>• Bachelor of Midwifery<br>• Bachelor of Health Science |

## BEAUTY INDUSTRY – Blended/Phoenix Students

| Description of course of study | Possible Post School Pathways | Compulsory Subjects | Optional Courses | Further Study |
|---|---|---|---|---|
| A program of learning for students who are interested in an immediate career/job in the beauty industry. | • Hairdresser<br>• Beautician<br>• Make-up artist<br>• Pharmacy – Make up | • General Maths or Essential Maths<br>• General English or Essential English | • Certificate II in Hairdressing – WesTEC*<br>• SBA/SBT in Hairdressing<br>• TAFE course<br>• Social & Community Studies<br>• Tourism<br>• Any Applied Arts subjects<br>• Certificate III in Business<br>• *This course of study utilises VETiS Funding any other certificate II qualifications selected will require full fee for service. | • Certificate III in Hairdressing<br>• Certificate IV in Hairdressing<br>• Diploma of Salon Management<br>• Hair Dressing Apprenticeship |

## AVIATION INDUSTRY – Blended/Phoenix Students

| Description of course of study | Possible Post School Pathways | Compulsory Subjects | Optional Courses | Further Study |
|---|---|---|---|---|
| A program of learning for students who are interested in an immediate career/job in the aviation industry. | • Aircraft maintenance engineer<br>• Aviation manager<br>• Cabin crew staff<br>• Commercial aeroplane pilot<br>• Commercial helicopter pilot<br>• Pilot in command<br>• Remote pilot | • General Maths or Essential Maths<br>• General English or Essential English<br>• Certificate III in Aviation WesTEC*<br>• Tourism | • Certificate III in Business<br>• Diploma of Business<br>• Social & Community Studies<br>• Food and Nutrition<br>• Information & Communication Technology<br>• Certificate III in Music | • Diploma in Aviation (Commercial Pilot Licence – Aeroplane)<br>• Diploma in Aviation (Commercial Pilot Licence – Helicopter)<br>• Bachelor of Aviation management<br>• Bachelor of Aviation (Flight Operations) |

# WesTEC
## Technical Training and Pathways

WesTEC is a modern, well-equipped facility where students can undertake accredited Certificate training while still at school. The centre partners with eight local schools (Forest Lake State High School, Springfield Central State High School, Redbank Plains State High School, Woodcrest State College, Bundamba State Secondary College, Bellbird Park State Secondary College, Ripley Valley State Secondary College and Bremer State High School to provide specialised vocational training in many trade and service fields. Our successful partnership with training organisations aims to achieve positive educational outcomes for Year 10, 11 & 12 students.

**Certificate II Automotive Vocational Preparation**
- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points

**Certificate II Plumbing**
- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points

**Certificate II Electrotechnology**
- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points

**Certificate II Engineering Pathways**
- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points

**Certificate I Construction**
- 4 Terms, 1 day per week.
- VETiS Funded. Up to 3 QCE Points

**Certificate I Construction - HUTCHIES**
- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points

**Certificate II Automotive Body Repair**
- 2 Terms, 1 day per week.
- VETiS funded. Up to 4 QCE Points

**Certificate II Resources & Infrastructure**
- 8 Weeks, 1 day per week (3-night camp)
- Up to 4 QCE Points
- $100 Camp Fee

**Certificate II Aircraft Line Maintenance**
- 6 Terms, 1 day per week
- VETiS Funded. Up to 4 QCE Points
- Students must be in years 10 or 11 to apply

**Certificate II Salon Assistant**
- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points

**Certificate II Salon Assistant - BARBERING**
- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points

**Certificate II Retail Cosmetics**
- 4 Terms, 1 day per week
- VETiS Funded. Up to 4 QCE Points

**Certificate II Tourism**
- 4 Terms, 1 day per week
- VETiS funded, up to 4 QCE Points

**Certificate II in Community Services – Childcare**
- 4 Terms – 1 day a week
- VETiS funded, up to 4 QCE Points
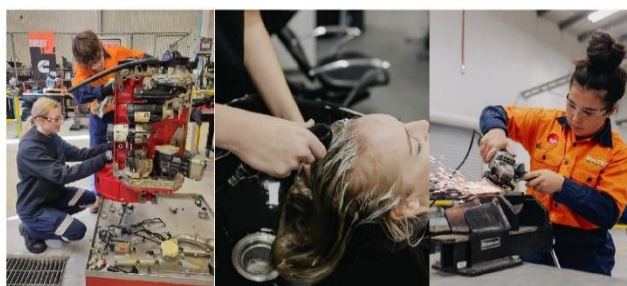
### Certificate II Health Support Services
• 2 terms, 1 day per week
• VETiS funded. Up to 4 QCE Points

### Certificate III Health Services Assistant
• Students must have completed Cert II Health Support Services to be enrolled in this course
• 1 term, 1 day per week
• $800 payable to Mater Education, up to 6 QCE Points

### Certificate IV in Justice Studies
• 2 Terms, 1 day per week.
• Partially VETiS funded, up to 6 QCE Points
• Cost: $1990

### Certificate III Aviation (Remote Pilot)
• 4 Terms, 1 day per week.
• VETiS funded, up to 6 QCE points
• Option to complete your CASA Remote Pilot License ($TBA)

### Certificate II Supply Chain Operations /Certificate II Food Processing
• 2 Terms, 1 day per week.

• VETiS funded + $100 fee for service. Up to 6 QCE Points

## WesTEC RTO
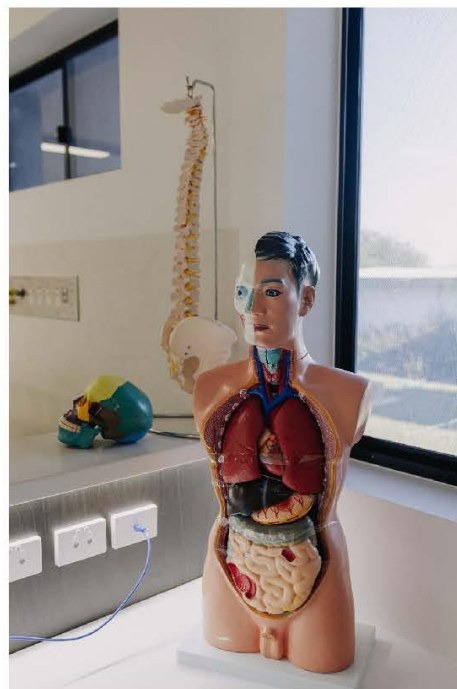


**THESE ARE OUR CURRENT COURSE OFFERINGS BUT ARE SUBJECT TO CHANGE. FINAL COURSE OFFERINGS ARE AVAILABLE IN TERM 3.**

$55 fee for all WesTEC students - for shirt, lock for lockers and a compass card - payable to your school upon invoice
**Fee for Retail Cosmetics is $25

See your Senior Schooling or VET HOD for more inofrmation

## Why Teach?

• Make a positive impact

• Enjoy the rewards and financial incentives

• Join the school community

• Embrace a balanced lifestyle

• Make a difference to your community

• Have variety in your career

| Position | Salaries |
|---|---|
| Teacher | $73,629 – $97,741 |
| Senior Teacher | $102,223 |
| Experienced Senior Teacher | $106,113 |
| Highly Accomplished Teacher | $114,519 |
| Lead Teacher | $125,025 |
| Head of Department (Curriculum) | $118,045 – $130,255 |
| Deputy Principal | $131,445 – $138,016 |
| Principal | $119,227 – $205,621 |

*As at August 2021

## Speak to Senior Schooling about your Pathway to becoming a Teacher.

The current full-time beginning teacher salary in Queensland is approximately $75,471 per year. This is one of the highest starting salaries in Australia for graduates who hold a 4-year degree.

**Multiple Pathways to Education**
- Direct entry to University
- Tertiary preparation pathway
- TAFE into University pathway

**Teaching has academic and non-academic entry requirements:**

*Academic requirements*
• Prerequisites: Prerequisites are the subjects required to study the course at university- each course and university has different prerequisites, required knowledge and assumed knowledge for entry into each course.

• Literacy and Numeracy Test prior to Graduation: Prior to graduation from your teaching degree student teachers will be required to undergo a test to assess personal literacy and numeracy capabilities to ensure students are well-equipped to meet the demands of teaching and higher education.

*Non- Academic Requirements*
• Teaching Personal Statement: A written teaching personal statement accompanies each student's QTAC (Queensland Tertiary Admission Centre) application. The written statement addresses student motivation and suitability to become a teacher and student involvement in personal learning and leadership activities.

Bellbird Park SSC Teacher Guarantee

As part of the Bellbird Park SSC Teacher Guarantee, if you are a staff member or student of Bellbird Park SSC we:

Guarantee **placements** at our school for your practicum experiences.

Guarantee to **support** you during your study, with assessment assistance and professional development opportunities.

Guarantee **employment** at Bellbird Park SSC when you graduate from education.

# Essential English

**APPLIED**

## OVERVIEW

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. In General English, students will:

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

## OBJECTIVES

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

- use patterns and conventions of genres to achieve particular purposes when constructing texts
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- use language features to achieve particular purposes across modes.

## PATHWAYS

A course of study in Essential English is suited to students who are interested in pathways beyond Year 12 that lead to vocational education or work.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| APPLIED | 4 | Completion of Year 10 English General or English Essentials | General Stationery |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | UNIT 2 |
|---|---|
| **Language that works** | **Texts and human experiences** |
| Assessment: Formative extended response – Multimodal response<br>Time: Four weeks' notice of task<br>Length: Multimodal presentation of up to 6 minutes | Assessment: Formative extended response – Spoken/signed response<br>Time: Four weeks' notice of task<br>Length: up to 6 minutes |
| Assessment: Formative short response examination<br>Time: 1½ hours plus 15 minutes of planning time | Assessment: Formative extended response – Written response<br>Time: Four weeks' notice of task<br>Length: up to 800 words |

| UNIT 3 | UNIT 4 |
|---|---|
| **Language that influences** | **Representations and popular culture texts** |
| Assessment: Summative extended response – spoken/signed<br>Time: Three weeks' notice of task<br>Length: Spoken/signed presentation of up to 6 minutes | Assessment: Summative extended response – Multimodal<br>Time: Three weeks' notice of task<br>Length: Multimodal presentation of up to 6 minutes |
| Assessment: Summative common internal assessment (CIA) – short response examination<br>Time: 1½ hours plus 15 minutes of planning time | Assessment: Summative extended response – Written response<br>Time: Four weeks' notice of task<br>Length: up to 800 words |

# English

## OVERVIEW

General English promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts. In General English, students will:

- explore how literary and non-literary texts shape perceptions of the world
- analyse perspectives and challenge ideas and interpretations through the analysis and creation of texts
- learn how to use language appropriately and effectively for a variety of purposes
- engage with diverse texts to develop a sense of their world and their place in it

## OBJECTIVES

By the conclusion of course of the study students will:

- use patterns and conventions of genres to achieve particular purposes when constructing texts
- 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, organise and synthesise subject matter to support perspectives and purpose in texts
- make language choices for particular purposes and contexts
- use grammar, language structures and mode-appropriate features for particular purposes

## PATHWAYS

A course of study in General English is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in English General | General Stationery |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Perspectives and texts** | | **Texts and culture** | |
| Assessment Details: Formative extended response – persuasive spoken response<br>Time: 4 weeks notification and preparation<br>Length: Spoken: up to 8 minutes | | Assessment: Formative examination – imaginative written response<br>Time: 2 hours plus planning (15 minutes) | |
| Assessment: Formative extended response – written response for a public audience<br>Time: 5 weeks notification and preparation<br>Length: Written: up to 1500 words | | Assessment: Formative Examination – analytical written response<br>Time: 2 hours plus planning time (15 minutes) | |
| **UNIT 3** | | **UNIT 4** | |
| **Textual connections** | | **Close study of literary texts** | |
| Assessment: Summative extended response – persuasive spoken response<br>Time: 4 weeks notification and preparation Length: Spoken: up to 8 minutes | 25% | Assessment: Summative Examination – imaginative written response<br>Time: 2 hours plus planning (15 minutes) | 25% |
| Assessment: Summative extended response – written response for a public audience<br>Time: 5 weeks notification and preparation<br>Length: Written: up to 1500 words | 25% | Assessment: Summative External Examination – analytical written response<br>Time: 2 hours plus planning time (15 minutes) | 25% |

# Literature

## OVERVIEW

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.

In Literature, students will:

- explore how literary texts shape perceptions of the world and enable us to enter the worlds of others, including the ways in which literary texts may reflect or challenge social and cultural ways of thinking
- engage with language and texts to foster the skills to communicate effectively.
- make choices about generic structures, language, textual features and technologies to participate actively literary analysis and the creation of texts in a range of forms.

## OBJECTIVES

By the conclusion of course of the study students will:

- use patterns and conventions of genres to achieve particular purposes when constructing texts
- 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, organise and synthesise subject matter to support perspectives and purpose in texts
- make language choices for particular purposes and contexts
- use grammar, language structures and mode-appropriate features for particular purposes

## PATHWAYS

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.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in English General | General Stationery |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Introduction to literary studies** | | **Texts and culture** | |
| Assessment: Formative examination – analytical written response Time: 2 hours (plus 15 min planning) | | Assessment: Formative extended response – imaginative written response<br>Time: 5 weeks notification and preparation<br>Length: Written: up to 2000 words | |
| Assessment Details: Formative extended response – imaginative spoken/multimodal response<br>Time: 4 weeks notification and preparation<br>Length: Spoken: up to 8 minutes spoken,<br>Multimodal: up to 9 minutes | | Assessment: Formative Examination – analytical written response<br>Time: 2 hours (15 minutes plus planning time) | |
| UNIT 3 | | UNIT 4 | |
| **Literature and identity** | | **Independent explorations** | |
| Assessment: Summative examination – analytical written response<br>Time: 2 hours (plus 15 min planning) | 25% | Assessment: Summative Examination – imaginative written response<br>Time: 5 weeks notification and preparation<br>Length: Written: up to 2000 words | 25% |
| Assessment: Summative extended response – imaginative spoken/multimodal response<br>Length: Spoken: up to 8 minutes spoken<br>Multimodal: up to 9 minutes | 25% | Assessment: Summative External Examination – analytical written response<br>Time: 5 weeks notification and preparation<br>Length: Written: up to 2000 words | 25% |

# SIS30122 Certificate III in Sport, Aquatics and Recreation – General Strand

## OVERVIEW
Registered Training Organisation: Binnacle Training (RTO code: 31319)

## DESCRIPTION
- SIS30122 Certificate III in Sport, Aquatics and Recreation is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.
- Successful completion of the SIS30122 Certificate III in Sport, Aquatics and Recreation contributes a maximum 7 credits towards a student's QCE. Students will also have the option to undertake a Term 7 Add-On. The 'Term 7 Add-On' contains three units of competency (as new learning). Completing this 'Term 7 Add-On' as well can result in a maximum 8 QCE credits.

## ENTRY REQUIREMENTS
Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

## PATHWAYS
A course of study in Cert III can lead to careers in fields such as; Personal Training, Physical Education Teaching, Exercise Physiology, Sports Science, a Sporting Coach, Sports Development officer or a Certificate IV in Fitness or Sport and Recreation.

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

## DELIVERY
Binnacle is responsible for the quality of training and assessment provided by the school. The school is responsible for the delivery of training and assessment services (teacher).

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| VET | 7 | Completion of Year 10 Sport and Recreation or General Health. | $495 course fee (covers Yr. 11 & 12) $75 CPR/First Aid General Stationery |

## COMPETENCIES

The certificate III qualification comprises 6 core and 9 elective competencies.

| UNIT CODE | TITLE | CORE/ELECTIVE |
|---|---|---|
| HLTWHS001 | Participate in workplace health and safety | CORE |
| SISXEMR003 | Respond to emergency situations | CORE |
| SISXCCS004 | Provide quality service | CORE |
| BSBWHS308 | Participate in WHS hazard identification, risk assessment and risk control | CORE |
| HLTWHS001 | Participate in workplace health and safety | CORE |
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge | CORE |
| SISFAC006 | Maintain activity equipment | CORE |
| HLTAID011 | Provide first aid | ELECTIVE – LISTED (C) |
| SISXPLD002 | Deliver recreation sessions | ELECTIVE – LISTED (C) |
| SISXPLD004 | Facilitate groups | ELECTIVE – LISTED (C) |
| BSBPEF301 | Organise personal work activities | ELECTIVE – IMPORTED |
| SISXIND009 | Respond to interpersonal conflict | ELECTIVE – LISTED (E) |
| SISSSCO001 | Conduct sport coaching sessions with foundation level participants | ELECTIVE – LISTED (E) |
| BSBPEF302 | Develop self-awareness | ELECTIVE – IMPORTED |
| BSBTWK201 | Work effectively with others | ELECTIVE – IMPORTED |
| SISSPAR009 | Participate in conditioning for sport | ELECTIVE –IMPORTED (E) |
| HLTAID009 | Provide cardiopulmonary resuscitation | Completed as part of Provide First Aid – HLTAID011 Certificate |

NOTE: Units of competency are subject to change prior to the commencement of the program. These may be due to qualification or unit changes on the national training register (training.gov.au), as well as elective unit changes made by Binnacle Training to align with current industry practices or school resourcing requirements.

## TOPICS OF STUDY

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|---|
| • Binnacle Lounge Induction<br>• Introduction to Training Programs<br>• Introduction to the Sport, Fitness and Recreation (SFR) Industry<br>• Plan and Deliver Coaching Sessions<br>• Assist with Delivering Coaching Sessions | • Introduction to Community and Conditioning Programs<br>• Assist with Delivering SFR sessions<br>• Participate in Conditioning sessions. | • Working in the SFR Industry<br>• Providing Quality Service<br>• Plan and deliver Group Conditioning Sessions<br>• One on One – Plan and Deliver a Cardio Program | • Anatomy and Physiology<br>• Provide First Aid<br>• Recreational Group Exercise Programs |
| **TERM 5** | **TERM 6** | **TERM 7** | **TERM 8** |
| • Plan and Conduct Sports Programs<br>• Apply Knowledge of Officiating Practices<br>• Group Sports<br>• Use and Maintain Business Technology<br>• Community Officiating General Principles (online course) | • Plan and Deliver a Sports Competition<br>• Community SFR Program<br>• Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants<br>• Round Robin Tournament | • Sport–Specific Coaching Sessions<br>• Personal Development<br>• Workplace Performance<br>• Sport–Specific Coaching Program | • Finalisation of qualification:<br>• SIS30122 Certificate III in Sport, Aquatics and Recreation |

| IMPORTANT Program Disclosure Statement (PDS) | This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).<br>To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.<br>Note: The 'Term 7 Add-On' contains three units of competency (as new learning). These three units will be reported to the qualification: SIS20321 Certificate II in Sport Coaching (partial completion only) to be eligible for an additional 1 QCE credits (with a maximum of 8 QCE credits from the same training package contributing to a QCE).<br>Please contact Binnacle Training if you wish to explore further options.<br>LLN Statement – A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required. |
|---|---|

# SIS30122 Certificate III in Sport, Aquatics and Recreation – Rugby League

## OVERVIEW
Registered Training Organisation: Binnacle Training (RTO code: 31319)

## DESCRIPTION
- Binnacle's Sport Specialty Rugby League Strand involves sport-specific foundational (e.g., Level 1) accreditation (officiating and/or coaching). Students assist with Rugby League events and competitions within their school/community. The focus is on serving the community through coaching and refereeing rather than playing the game themselves. This course includes the NRL Level 1 Referee and NRL Modified Games Coaching accreditations.
- SIS30122 Certificate III in Sport, Aquatics and Recreation is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.
- Successful completion of the SIS30122 Certificate III in Sport, Aquatics and Recreation contributes a maximum 7 credits towards a student's QCE. Students will also have the option to undertake a Term 7 Add-On. The 'Term 7 Add-On' contains three units of competency (as new learning). Completing this 'Term 7 Add-On' as well can result in a maximum 8 QCE credits.

## ENTRY REQUIREMENTS
Students must have prior experience in Club Level Rugby League or have represented the school in the past two years. Students must demonstrate a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.
Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

## PATHWAYS
A course of study in Cert III can lead to careers in fields such as; Personal Training, Physical Education Teaching, Exercise Physiology, Sports Science, a Sporting Coach, Sports Development officer or a Certificate IV in Fitness or Sport and Recreation.

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

## DELIVERY
Binnacle is responsible for the quality of training and assessment provided by the school. The school is responsible for the delivery of training and assessment services (teacher).

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| VET | 7 | Completion of Year 10 Sport and Recreation or General Health. | $495 course fee (covers Yr11&12) $75 CPR/First Aid General Stationery + $150 League academy fee |

## COMPETENCIES

The certificate III qualification comprises 6 core and 9 elective competencies.

| UNIT CODE | TITLE | CORE/ELECTIVE |
|---|---|---|
| HLTWHS001 | Participate in workplace health and safety | CORE |
| SISXEMR003 | Respond to emergency situations | CORE |
| SISXCCS004 | Provide quality service | CORE |
| BSBWHS308 | Participate in WHS hazard identification, risk assessment and risk control | CORE |
| HLTWHS001 | Participate in workplace health and safety | CORE |
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge | CORE |
| SISFAC006 | Maintain activity equipment | CORE |
| HLTAID011 | Provide first aid | ELECTIVE – LISTED (C) |
| SISXPLD002 | Deliver recreation sessions | ELECTIVE – LISTED (C) |
| SISXPLD004 | Facilitate groups | ELECTIVE – LISTED (C) |
| BSBPEF301 | Organise personal work activities | ELECTIVE – IMPORTED |
| SISXIND009 | Respond to interpersonal conflict | ELECTIVE – LISTED (E) |
| SISSSCO001 | Conduct sport coaching sessions with foundation level participants | ELECTIVE – LISTED (E) |
| BSBPEF302 | Develop self-awareness | ELECTIVE – IMPORTED |
| BSBTWK201 | Work effectively with others | ELECTIVE – IMPORTED |
| HLTAID009 | Provide cardiopulmonary resuscitation | Completed as part of Provide First Aid – HLTAID011 Certificate |

NOTE: Units of competency are subject to change prior to the commencement of the program. These may be due to qualification or unit changes on the national training register (training.gov.au), as well as elective unit changes made by Binnacle Training to align with current industry practices or school resourcing requirements.

## TOPICS OF STUDY

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|---|
| • Binnacle Lounge Induction<br>• Introduction to Training Programs<br>• Introduction to the Sport, Fitness and Recreation (SFR) Industry<br>• Plan and Deliver Coaching Sessions<br>• Assist with Delivering Coaching Sessions | • Introduction to Community and Conditioning Programs<br>• Assist with Delivering SRF sessions<br>• Participate in Conditioning sessions. | • Working in the SFR Industry<br>• Providing Quality Service<br>• Plan and deliver Group Conditioning Sessions<br>• One on One – Plan and Deliver a Cardio Program | • Anatomy and Physiology<br>• Provide First Aid<br>• Recreational Group Exercise Programs |

| TERM 5 | TERM 6 | TERM 7 | TERM 8 |
|---|---|---|---|
| • Plan and Conduct Sports Programs<br>• Apply Knowledge of Officiating Practices<br>• Group Sports<br>• Use and Maintain Business Technology<br>• Community Officiating General Principles (online Course) | • Plan and Deliver a Sports Competition<br>• Community SFR Program<br>• Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants<br>• Round Robin Tournament | • Sport-Specific Coaching Sessions<br>• Personal Development<br>• Workplace Performance<br>• Sport-Specific Coaching Program | • Finalisation of qualification:<br>• SIS30122 Certificate III in Sport, Aquatics and Recreation |

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|---|---|

# Sport and Recreation

**APPLIED**

## OVERVIEW

Applied Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. In Applied Sport and Recreation, students will:

- examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing
- consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities
- explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities
- examine technology in sport and recreation activities, and how the sport and recreation industry contribute to individual and community outcomes.

## OBJECTIVES

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| APPLIED | 4 | Completion of Introduction to Sport and Recreation, Introduction to General Health or HPE subject. | Mouth guard<br>General Stationery<br>Whistle<br>Laptop |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | UNIT 2 |
|---|---|
| **Community Recreation** | **Event Management** |
| Assessment: Project – Multimodal<br>Time: 9 weeks of class time<br>Length: Up to 3 minutes | Assessment: Project – Multimodal<br>Time: 9 weeks of class time<br>Length: Up to 3 minutes |
| Assessment: Performance Task<br>Time: 9 Weeks<br>Length: Up to 4minutes of video footage | Assessment: Performance Task<br>Time: 9 weeks<br>Length: Up to 4minutes of video footage |

| UNIT 3 | UNIT 4 |
|---|---|
| **Emerging Trends** | **Coaching and Officiating** |
| Assessment: Multimodal<br>Time: 8 weeks of class time<br>Length: Up to 3 minutes | Assessment: Project<br>Time: 8 weeks of class time<br>Length: Written component: 500 words |
| Assessment: Performance Task<br>Time: 8 weeks<br>Length: Up to 4minutes of video footage (Fitness and First aid) | Assessment: Performance Task<br>Time: 8 weeks<br>Length: Up to 4minutes of video footage |

* Evidence must include annotated records that clearly identify the application of standards to performance.

# Social & Community Studies

## OVERVIEW

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society. Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

## OBJECTIVES

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| APPLIED | 4 | Completion of a Year 10 History subject | General Stationery |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | UNIT 2 |
|---|---|
| **Art and Identity** | **Healthy Choices for Mind and Body** |
| Arts and the Community<br>E1: Investigation – Multimodal Response | Food and Nutrition<br>B1: Investigation – Research Booklet and Informative Brochure |
| Identity<br>E2: Extended Response – Social Media Comment | Recreation and Leisure<br>B2: Project – Multimodal Response |
| **UNIT 3** | **UNIT 4** |
| **Lifestyle and Financial Choices** | **Legal and Digital Citizenship** |
| Money Management<br>A1: Extended Response – Podcast | Digital Technology and Wellbeing<br>D1: Extended Response – Multimodal Presentation |
| Contemporary Lifestyles<br>A2: Project – Social Media Campaign | Law Matters<br>D2: Project – Brochure / Mini-Magazine |

# Tourism

## OVERVIEW

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment. In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

## OBJECTIVES

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| APPLIED | 4 | Completion of a Year 10 History subject | General Stationery Cost of 1 excursion per year |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | UNIT 2 |
|---|---|
| **Tourism and Travel** | **Tourism Trends and Patterns** |
| The Impacts of Tourism A1: Investigation | Sustainable Tourism C1: Project |
| Traveller Information Package A2: Project | Tourism Trends C2: Investigation |
| **UNIT 3** | **UNIT 4** |
| **Tourism Marketing** | **Tourism Industry and Careers** |
| Marketing Campaigns B1: Investigation | Value of the Tourism Industry E1: Investigation |
| Tourism promotion B2: Project | Careers in Tourism E2: Project |

# Ancient History

## OVERVIEW

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students:

- explore the interaction of societies, the impact of individuals and groups on ancient events and ways of life
- study the development of social organisation, systems of law, governance and religion.
- analyse and interpret archaeological and written evidence and written and textual sources
- develop increasingly sophisticated skills and understandings of historical issues and problems.
- investigate the problematic nature of evidence
- pose increasingly complex questions about the past and formulate reasoned responses.
- construct arguments, challenge assumptions, and think both creatively and critically.

## OBJECTIVES

By the conclusion of course of the study students will:

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

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in English General or B in General History | General Stationery Cost of excursions |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Investigating the ancient world** | | **Personalities in their time** | |
| Digging up the Past (Archaeology) Examination – short responses to historical sources | | Cleopatra Examination – essay in response to historical sources | |
| Vikings (700 – 1100CE) Independent source investigation | | Agrippina the Younger (15 – 59CE) Investigation – historical essay based on research | |
| **UNIT 3** | | **UNIT 4** | |
| **Reconstructing the ancient world** | | **People, Power and Authority** | |
| The Celts and/or Roman Britain Summative internal assessment 1 (IA1): Examination – essay in response to historical sources | 25% | Ancient Rome – Civil War and the breakdown of the Republic Summative internal assessment 3 (IA3): Investigation – historical essay based on research | 25% |
| Fifth Century Athens Summative internal assessment 2 (IA2): Independent source investigation | 25% | QCAA to advise Summative internal assessment (IA4): Examination – short responses to historical sources | 25% |

# Legal Studies

## OVERVIEW

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

- study the foundations of law, the criminal justice process and the civil justice system.
- critically examine issues of governance, explore contemporary issues of law reform and change
- consider Australian and international human rights issues.
- develop skills of inquiry, critical thinking, problem-solving and reasoning.
- identify and describe legal issues, explore information and data, analyse, evaluate to make informed and ethical decisions or propose recommendations, and create responses that convey legal meaning.
- question, explore and discuss tensions between changing social values, justice and equitable outcomes.

## OBJECTIVES

By the conclusion of course of the study students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in English General or B in General Legal or General History | General Stationery Cost of excursions |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Beyond reasonable doubt** | | **Balance of probabilities** | |
| Legal foundations<br>Criminal investigation process<br>FA1: Examination – Combination Response | | Civil law foundations<br>Contractual obligations<br>FA3: Examination – Combination Response | |
| Criminal trial process<br>Punishment and sentencing<br>FA2: Investigation – Inquiry Report | | Negligence and the duty of care<br>FA4: Investigation – argumentative essay | |
| **UNIT 3** | | **UNIT 4** | |
| **Law, governance and change** | | **Human rights in legal contexts** | |
| Governance in Australia<br>(IA1) Examination – combination response | 25% | Human rights<br>The effectiveness of international law (IA3)<br>Investigation – argumentative essay | 25% |
| Law reform within a dynamic society<br>(IA2) Investigation – inquiry report | 25% | Human rights in Australian contexts (EA)<br>Examination – combination response | 25% |

# Modern History

## OVERVIEW

Modern History students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History students learn to:

- make meaningful connections between the past, present and possible futures.
- understand that the past is contestable and tentative.
- discover how the past consists of various perspectives and interpretations.
- gain a range of transferable skills that will help them become empathetic and critically-literate citizens.
- embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## OBJECTIVES

By the conclusion of course of the study students will:

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

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in English General or B in General History | General Stationery Cost of excursions |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Ideas in the modern world** | | **Movements in the modern world** | |
| Australian Frontier Wars 1788–1930s Examination – short responses to historical sources | | African American Civil Rights Movement Investigation – historical essay based on research | |
| Russian Revolution Independent source investigation | | Anti-apartheid movement in South Africa, 1948–1991 Examination – essay in response to historical sources | |
| **UNIT 3** | | **UNIT 4** | |
| **National experiences in the modern world** | | **International experiences in the modern world** | |
| China 1931-76 (IA1) Examination – essay in response to historical sources | 25% | Australia's engagement with Asia since 1945 (Vietnam War) (IA3) Investigation – historical essay based on research | 25% |
| Germany 1914–1945 (IA2) Independent source investigation | 25% | QCAA to advise topic (IA4) Examination – short responses to historical sources | 25% |

# Essential Mathematics

APPLIED

## OVERVIEW

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

In Essential Mathematics students will:

- connect mathematical concepts, operations and relations.
- learn to recognise definitions, rules and facts from everyday mathematics and data.
- calculate using appropriate mathematical processes.
- interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.
- use estimation, problem-solving and reasoning, which develops students into thinking citizens

## OBJECTIVES

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

- select, recall and use facts, rules, definitions and procedures
- comprehend mathematical concepts and techniques
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| APPLIED | 4 | Completion of Year 10 Maths General or Maths Essentials | General Stationery Scientific calculator |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | UNIT 2 |
|---|---|
| **Number, data and money** | **Data and Travel** |
| Assessment: Problem solving and modelling task<br>Time: 5 weeks including 8 lessons of class time<br>Length: 8 pages, up to 1000 words | Assessment Details: Problem solving and modelling task<br>Time: 5 weeks including 8 lessons of class time<br>Length: 8 pages, up to 1000 words |
| Assessment: Unit 1 Exam<br>Time: 60 minutes and 5 minutes perusal | Assessment Details: Unit 2 Exam<br>Time: 60 minutes and 5 minutes perusal |

| UNIT 3 | UNIT 4 |
|---|---|
| **Measurement, scales and chance** | **Graphs, data and loans** |
| Assessment: Problem solving and modelling task<br>Time: 5 weeks including 8 lessons of class time<br>Length: 8 pages, up to 1000 words | Assessment: Problem solving and modelling task<br>Time: 5 weeks including 8 lessons of class time<br>Length: 8 pages, up to 1000 words |
| Assessment: Common Internal Assessment<br>Time: 60 minutes and 5 minutes perusal | Assessment: Unit 4 Exam<br>Time: 60 minutes and 5 minutes perusal |

# General Mathematics

## OVERVIEW

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. In General Mathematics, student will study key mathematical ideas, including:

- rates and percentages, concepts from financial mathematics,
- linear and non-linear expressions
- use of matrices, networks and trigonometry to model and solve authentic problems, and
- exploration of real-world phenomena in statistics

## OBJECTIVES

By the conclusion of course of the study students will:

- select, recall and use facts, definitions and procedures
- comprehend mathematical concepts and techniques
- communicate using mathematical and everyday language
- evaluate the reasonableness of solutions,
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in Year 10 Maths General | General Stationery Scientific calculator |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Money, measurement, algebra and linear equations** | | **Applications of linear equations and trigonometry, matrices and univariate data analysis** | |
| Assessment: Problem solving and modelling task Time: 5 weeks including 3 lessons of class time Length: 10 pages, up to 2000 words | | Assessment: Unit 2 Exam Time: 90 minutes and 5 minutes perusal | |
| Assessment: Unit 1 Exam Time: 90 minutes and 5 minutes perusal | | Assessment: Year 11 Exam Part A 60 minutes + 5 minutes perusal Part B 60 minutes + 5 minutes perusal | |
| UNIT 3 | | UNIT 4 | |
| **Bivariate data and time series analysis, sequences and Earth geometry** | | **Investing and networking** | |
| Assessment: Problem solving and modelling task report Time: 4 weeks including 3 lessons of class time Length: 10 pages, up to 2000 words | 20% | Assessment: Unit 4 exam Time: 90 minutes and 5 minutes perusal | 15% |
| Assessment: Unit 3 exam Time: 90 minutes and 5 minutes perusal | 15% | Assessment: External exam Part A 90 minutes + 5 minutes perusal Part B 90 minutes + 5 minutes perusal | 50% |

# Mathematical Methods

**GENERAL**

## OVERVIEW

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

- algebra, functions and their graphs
- linear and non-linear expressions
- using calculus to develop an understanding of the physical world
- use statistics to describe and analyse phenomena involving uncertainty and variation
- develop effective models of the world and solve complex and abstract mathematical problems

## OBJECTIVES

By the conclusion of course of the study students will:

- select, recall and use facts, definitions and procedures
- comprehend mathematical concepts and techniques
- communicate using mathematical and everyday language
- evaluate the reasonableness of solutions,
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques

## PATHWAYS

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences, mathematics and science education, medical and health science, engineering (including chemical, civil, electrical and mechanical engineering, avionics), psychology and business.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in Year 10 Introduction to Maths Methods | General Stationery Graphics calculator |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Surds, algebra, functions and probability** | | **Calculus and further functions** | |
| Assessment: Problem solving and modelling task Time: 5 weeks including 3 lessons of class time Length: 10 pages, up to 2000 words | | Assessment: Unit 2 Exam Time: 90 minutes and 5 minutes perusal | |
| Assessment: Unit 1 Exam Time: 90minutes and 5 minutes perusal | | Assessment: Year 11 Exam Part A 60 minutes + 5 minutes perusal (tech free) Part B 60 minutes + 5 minutes perusal (tech active) | |
| UNIT 3 | | UNIT 4 | |
| **Further calculus and introduction to statistics** | | **Further calculus, trigonometry and statistics** | |
| Assessment: Problem solving and modelling task report Time: 5 weeks including 3 lessons of class time Length: 10 pages, up to 2000 words | 20% | Assessment: Unit 4 exam Time: 90 minutes and 5 minutes perusal | 15% |
| Assessment: Unit 3 exam Time: 90 minutes and 5 minutes perusal | 15% | Assessment: External exam Part A 90 minutes + 5 minutes perusal (tech free) Part B 90 minutes + 5 minutes perusal (tech active) | 50% |

# Specialist Mathematics

## OVERVIEW

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

In Specialist Mathematics, students will study key mathematical ideas including:

- building on the topics of functions, calculus and statistics from Mathematical Methods
- vectors, complex numbers and matrices
- using functions and calculus to create models of the physical world
- use statistics to describe and analyse phenomena involving probability, uncertainty and variation
- using matrices, complex numbers and vectors to explain abstract or complex relationships

## OBJECTIVES

By the conclusion of course of the study students will:

- select, recall and use facts, definitions and procedures
- comprehend mathematical concepts and techniques
- communicate using mathematical and everyday language
- evaluate the reasonableness of solutions,
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques

## PATHWAYS

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in Introduction to Maths Methods | General Stationery Graphics calculator |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Combinatorics, proof, vectors and matrices** | | **Complex numbers, further proof, trigonometry, functions and transformations** | |
| Assessment: Problem solving and modelling task<br>Time: 5 weeks including 3 lessons of class time<br>Length: 10 pages, up to 2000 words | | Assessment: Unit 2 Exam<br>Time: 90 minutes and 5 minutes perusal | |
| Assessment: Unit 1 Exam<br>Time: 90 minutes and 5 minutes perusal | | Assessment: Year 11 Exam<br>Part A 60 minutes + 5 minutes perusal (tech free)<br>Part B 60 minutes + 5 minutes perusal (tech active) | |
| **UNIT 3** | | **UNIT 4** | |
| **Further complex numbers, proof, vectors and matrices** | | **Further calculus and statistical inference** | |
| Assessment: Problem solving and modelling task report<br>Time: 5 weeks including 3 lessons of class time<br>Length: 10 pages, up to 2000 words | 20% | Assessment: Unit 4 exam<br>Time: 90 minutes and 5 minutes perusal | 15% |
| Assessment: Unit 3 exam<br>Time: 90 minutes and 5 minutes perusal | 15% | Assessment: External exam<br>Part A 90 minutes + 5 minutes perusal (tech free)<br>Part B 90 minutes + 5 minutes perusal (tech active) | 50% |

# Science in Practice

APPLIED

## OVERVIEW

Science in Practice applies scientific knowledge and skills in situations to produce practical outcomes. Students will build their understanding of expectations for work in scientific settings. Students will develop an understanding of expectations for work in scientific settings. They will develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities. Workplace health and safety practices are embedded across all units and focus on knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

## OBJECTIVES

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| APPLIED | 4 | Completion of Year 10 Maths General or Maths Essentials | $100 Cert II S&M course fee (covers Yr. 11 & 12) Compulsory field study $40 General Stationery |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | UNIT 2 |
|---|---|
| **Forensic Science** | **Transport** |
| Assessment: Applied Investigation Multimodal up to 7 minutes; 10 x A4 pages or Written; 1000 words | Assessment: Applied Investigation Multimodal up to 7 minutes; 10 x A4 pages or Written; 1000 words |
| Assessment: Practical project Product or Performance up to 4 minutes + Multimodal; 5 minutes, 8 x A4 pages | Assessment: Practical project Product or Performance up to 4 minutes + Multimodal; 5 minutes, 8 x A4 pages |

| UNIT 3 | UNIT 4 |
|---|---|
| **Ecology** | **Consumer Science** |
| Assessment: Applied Investigation Multimodal up to 7 minutes; 10 x A4 pages or Written; 1000 words | Assessment: Applied Investigation Multimodal up to 7 minutes; 10 x A4 pages or Written; 1000 words |
| Assessment: Practical project Product or Performance up to 4 minutes + Multimodal; 5 minutes, 8 x A4 pages | Assessment: Practical project Product or Performance up to 4 minutes + Multimodal; 5 minutes, 8 x A4 pages |

# MSL20122 Certificate II in Sampling and Measurement

## OVERVIEW
Registered Training Organisation: Bellbird Park State Secondary College (RTO code: 45532)

## DESCRIPTION
- Perform a range on sampling and measurement activities
- Covers laboratory, production and/or field operations
- Industry sectors include construction, manufacturing, resources and the environment

## PATHWAYS
Includes samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers and many others.

## ASSESSMENT
- Assessments include completion of booklets and practical activities
- Each term, a specific number of assessment tasks are due for completion
- The teacher will regularly review completion of assessments
- If gaps are identified, students will be required to finalise their assessment in their own time or during exam block, before the next school term commences

## DELIVERY
- At School
- In the field

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| VET | 4 | Completion of Year 10 General Science or Science | $100 Cert II S&M course fee (covers Yr. 11 & 12) |

## COMPETENCIES
The Certificate II in Sampling and Measurement qualification comprises 3 core and 5 elective competencies.

| UNIT CODE | TITLE | CORE/ELECTIVE |
|---|---|---|
| MSL912002 | Work within a laboratory or field workplace(induction) | Core |
| MSL922002 | Record and Present Data | Core |
| MSL943004 | Participate in laboratory or field workplace study | Core |
| MSMENV272 | Participate in environmentally sustainable practices | Elective |
| MSL952003 | Collect Routine Site Samples | Elective |
| MSL973026 | Prepare working solutions | Elective |
| MSL973025 | Perform basic test | Elective |
| MSL972002 | Take routine site measurements | Elective |

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

## TOPICS OF STUDY

| Unit 1 and 2 | Unit 3 and 4 |
|---|---|
| - Work within a laboratory or field workplace<br>- Record and present data<br>- Perform basic tests<br>- Prepare working solutions<br>- Participate in laboratory or field workplace study | - Collect routine site samples<br>- Plan and conduct laboratory/field work<br>- Take routine site measurements |

# Biology

## OVERVIEW

Biology provides opportunities for students to engage with living systems. In this course
- Students develop understanding of cells and multicellular organisms
- Study biodiversity and interconnectedness of life
- Learn and apply the knowledge and skills of the disciple (thinking, experimentation, problem solving and research skills), understand how it works and how it may impact the society
- Students will plan and carry out fieldwork study, laboratory and other research investigations. They will interpret evidence and use evidence-based arguments when evaluating claims

Please note there is a compulsory field study related to assessment and course completion of this subject

## OBJECTIVES

By the conclusion of the course of study, students will:
- describe ideas and findings.
- apply understanding
- analyse data
- interpret evidence.
- evaluate conclusions, claims and processes.
- investigate phenomena

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in General English + B in Introduction to General Science | $10 subject levy per semester $25 Education Perfect www.educationperfect.com General Stationery Scientific calculator |

*Students completing a combination of biology, chemistry, psychology or physics will only be required to pay once only for Education Perfect.

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Cells and multicellular organisms** | | **Maintaining the internal environment** | |
| Assessment: Data test Time: 60 minutes plus 10 minutes perusal Length: up to 500 words | | Assessment: Research investigation Time: 10 hours class time Length: Written report 1500 – 2000 words. | |
| Assessment: Student experiment Time: 10 hours class time Length: Written report 1500 – 2000 words. | | Assessment: Year 11 Exam (Unit 2) Time: 90 minutes + 10 minutes perusal | |
| **UNIT 3** | | **UNIT 4** | |
| **Biodiversity and the interconnectedness of life** | | **Heredity and continuity of life** | |
| Assessment: Data test Time: 60 minutes plus 10 minutes perusal Length: up to 500 words | 10% | Assessment: Research investigation Time: 10 hours class time Length: Written report 1500 – 2000 words. | 20% |
| Assessment: Student Experiment Time: 10 hours class time Length: Written report 1500 – 2000 words | 20% | Assessment: External exam Part A 90 minutes + 10 minutes perusal Part B 90 minutes + 10 minutes perusal | 50% |

# Chapter

# Chemistry

## OVERVIEW

Chemistry is the study of materials and their properties and structure. In this course students will
- study atomic theory, chemical bonding and the structure and properties of elements and compounds
- explore intermolecular forces, gases, aqueous solutions, acidity and rates of reactions
- study equilibrium process and redox reactions
- explore organic chemistry, synthesis and design to examine the characteristics displayed by different organic compounds
- develop understanding of chemical theory and usefulness of chemistry
- critically evaluate scientific arguments and claims in order to solve problems and generate responsible conclusions
- communicate chemical understanding though the use of appropriate representations, language and nomenclature

## OBJECTIVES

By the conclusion of course of the study students will
- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in General English + B in Introduction to General Science+ B in General Maths | $10 subject levy per semester $25 Education Perfect www.educationperfect.com General Stationery Scientific calculator |

*Students completing a combination of biology, chemistry, psychology or physics will only be required to pay once only for Education Perfect.

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Chemical fundamentals – structure, properties and reactions** | | **Molecular interactions and reactions** | |
| Assessment: Research Investigation Time; 10 hours class time Length: 1500 – 2000 words | | Assessment: Student Experiment Time: 10 hours class time Length: 1500 – 2000 words | |
| Assessment: Data test Time: 60 minutes plus 10 minutes perusal | | Assessment: Year 11 Exam (Unit 2) Time: 90 minutes + 10 minutes perusal | |
| **UNIT 3** | | **UNIT 4** | |
| **Equilibrium, acids and redox reactions** | | **Structure, synthesis and design** | |
| Assessment: Data test Time: 60 minutes plus 10 minutes perusal Length: up to 500 words | 10% | Assessment: Research investigation Time: 10 hours class time Length: Written report 1500 – 2000 words. | 20% |
| Assessment: Student Experiment Time: 10 hours class time Length: 1500 – 2000 words | 20% | Assessment: External exam Part A 90 minutes + 10 minutes perusal Part B 90 minutes + 10 minutes perusal | 50% |

# Physics

## OVERVIEW

Physics provides opportunities for students to engage with classical and modern understandings of the universe. In this course students will:

- learn the fundamental concepts of thermodynamics, electricity and nuclear processes
- learn about the concepts and theories that predict and describe linear motion of objects
- study modern physics theories and models
- develop appreciation of contribution of physics to the society
- understand how models and theories are refined to investigate phenomena and solve problems
- use accurate and precise measurements, valid and reliable evidence to evaluate claims

## OBJECTIVES

By the conclusion of course of the study students will

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

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in General English + B in Introduction to General Science+ B in General Maths | $10 subject levy per semester $25 Education Perfect www.educationperfect.com General Stationery Scientific calculator |

*Students completing a combination of biology, chemistry, psychology or physics will only be required to pay once only for Education Perfect.

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Thermal, nuclear and electrical physics** | | **Linear motion and waves** | |
| Assessment: Data Test Time: 60 minutes plus 10 minutes perusal Length: up to 500 words | | Assessment: Research Investigation Time; 10 hours class time Length: 1500 – 2000 words | |
| Assessment: Student Experiment Time: 10 hours class time Length: 1500 – 2000 words | | Assessment: Year 11 Exam (Unit 2) Time: 90 minutes + 10 minutes | |
| **UNIT 3** | | **UNIT 4** | |
| **Gravity and electromagnetism** | | **Revolutions in modern physics** | |
| Assessment: Data Test Time: 60 minutes plus 10 minutes perusal Length: up to 500 words | 10% | Assessment: Research investigation Time: 10 hours class time Length: Written report 1500 – 2000 words. | 20% |
| Assessment: Student Experiment Time: 10 hours class time Length: 1500 – 2000 words | 20% | Assessment: External exam Part A 90 minutes + 10 minutes perusal Part B 90 minutes + 10 minutes perusal | 50% |

# Psychology

## OVERVIEW

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In this course:

- Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep
- Investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour
- Examine individual thinking and how it is determined by the brain, including perception, memory, and learning
- Consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology

## OBJECTIVES

By the conclusion of course of the study students will

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

## PATHWAYS

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing; training; medicine, forensics, social work; mental health, law, business, marketing and education.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in General English + B in Introduction to General Psychology or General Science | General Stationery Scientific calculator $25 Education Perfect www.educationperfect.com |

*Students completing a combination of biology, chemistry, psychology or physics will only be required to pay once only for Education Perfect.

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Individual development** | | **Individual behaviour** | |
| Assessment: Data test Time: 60 minutes plus 10 minutes perusal Length: up to 500 words | | Assessment: Research Investigation Time: 10 hours class time Length: 1500 – 2000 words | |
| Assessment: Student Experiment Time:10 hours class time Length: Written report 1500 – 2000 words. | | Assessment: Year 11 Exam (Unit 2) Time: 90 minutes + 10 minutes perusal | |
| **UNIT 3** | | **UNIT 4** | |
| **Individual thinking** | | **The influence of others** | |
| Assessment: Data test Time: 60 minutes plus 10 minutes perusal Length: up to 500 words | 10% | Assessment: Research Investigation Time; 10 hours class time Length: 1500 – 2000 words | 20% |
| Assessment: Student Experiment Time: 10 hours class time Length: Written report 1500-2000 words | 20% | Assessment: External exam Part A 90 minutes + 10 minutes perusal Part B 90 minutes + 10 minutes perusal | 50% |

# CPC20220 Certificate II in Construction Pathways

## OVERVIEW
Registered Training Organisation: Blue Dog Training (RTO code: 31193)

## DESCRIPTION
The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.

The units of competency within this qualification cover essential work health and safety requirements, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

## APPLICATION
The learning program should develop trade-like skills but not aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

## PATHWAYS
- This qualification delivers broad-based underpinning skills and knowledge in a range of the construction industry.
- The skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification or will facilitate entry into an Australian Apprenticeship.
- The unit CPCCWHS1001 – Prepare to work safely in the construction industry is designed to meet OHS regulatory authority requirements for OHS induction and must be achieved before access to any building and construction work site.

## ASSESSMENT
The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

## DELIVERY
Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training is responsible for all training and assessment.

## COST
This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | UNIFORM REQUIREMENT |
|---|---|---|---|
| VET | 4 | Completion of Year 10 Manufacturing or Design | Steel cap boots, Navy blue long sleeved dull cotton PPE workwear shirt & long pants |

| COMPETENCIES | | |
|---|---|---|
| **UNIT CODE** | **TITLE** | **CORE/ELECTIVE** |
| CPCCOM1012 | Work effectively and sustainably in the construction industry | CORE |
| CPCCOM1013 | Plan and organise work | CORE |
| CPCCVE1011* | Undertake a basic construction project | CORE |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry | CORE |
| CPCCOM1015 | Carry out measurements and calculations | CORE |
| CPCWHS1001# | Prepare to work safely in the construction industry | ELECTIVE |
| CPCCCM2004* | Handle construction materials | ELECTIVE |
| CPCCCM1011 | Undertake basic estimation and costing | ELECTIVE |
| CPCCCA2002* | Use carpentry tools and equipment | ELECTIVE |
| CPCCWF2002* | Use wall and floor tiling tools and equipment | ELECTIVE |

Notes:

➢ *Prerequisite units of competency – An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

➢ Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

➢ # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

| IMPORTANT Program Disclosure Statement (PDS) | This qualification is run in partnership with Blue Dog Training. Students are enrolled as a student with Blue Dog Training and this RTO issues their qualification or Statement of Attainment. A school student who completes this training may qualify for VETIS funding under the Department of Education and Training VET in School (VETiS) program. |
|---|---|

# MEM20422 Certificate II in Engineering Pathways

## OVERVIEW
Registered Training Organisation: Blue Dog Training (RTO code: 31193)

## DESCRIPTION
The qualification MEM20422 provides students with an introduction to an engineering or related working environment. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

## APPLICATION
The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

## PATHWAYS
This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

## ASSESSMENT
Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training is responsible for all training and assessment.

## DELIVERY
Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training is responsible for all training and assessment.

## COST
This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | UNIFORM REQUIREMENT |
|---|---|---|---|
| VET | 4 | Completion of Year 10 Manufacturing or Design | Steel cap boots & navy blue long sleeved dull cotton PPE workwear shirt & long pants |

## COMPETENCIES

| UNIT CODE | TITLE | CORE/ELECTIVE |
|---|---|---|
| MEM13015 | Work safely and effectively in manufacturing and engineering | CORE |
| MEMPE005 | Develop a career plan for the engineering and manufacturing industries | CORE |
| MEMPE006 | Undertake a basic engineering project | CORE |
| MSMENV272 | Participate in environmentally sustainable work practices | CORE |
| MEM11011* | Undertake manual handling | ELECTIVE |
| MEM16006* | Organise and communicate information | ELECTIVE |
| MEM16008* | Interact with computing technology | ELECTIVE |
| MEM18001* | Use hand tools | ELECTIVE |
| MEM18002* | Use power tools/hand held operations | ELECTIVE |
| MEMPE001 | Use engineering workshop machines | ELECTIVE |
| MEMPE002 | Use electric welding machines | ELECTIVE |
| MEMPE007 | Pull apart and re-assemble engineering mechanisms | ELECTIVE |

Notes:

➢ *Prerequisite units of competency – An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

➢ Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

| IMPORTANT Program Disclosure Statement (PDS) | This qualification is run in partnership with Blue Dog Training. Students are enrolled as a student with Blue Dog Training and this RTO issues their qualification or Statement of Attainment. A school student who completes this training may qualify for VETIS funding under the Department of Education and Training VET in School (VETiS) program. |
|---|---|

# Industrial Technology Skills

## OVERVIEW

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

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications. Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## DESCRIPTION

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| APPLIED | 4 | Completion of Year 10 Manufacturing | $40 subject levy per semester General Stationery |

## TOPICS OF STUDY

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Automotive (body repair)** | | **Furnishing** | |
| Automotive body repair refers to the repair, maintenance and re-manufacturing of the body of cars, heavy vehicles and other vehicles in the automotive industry. | | Cabinetmaking, Furniture finishing, Furniture-making | |
| Component 1: Product – completed project<br>Component 2: Multimodal – completed individually | | Component 1: Product – completed project<br>Component 2: Multimodal – completed individually | |
| **UNIT 3** | | **UNIT 4** | |
| **Industrial Graphics (Engineering Drafting)** | | **Plastics** | |
| Industrial Graphics (Engineering Drafting) Working drawings and plans<br>Engineering drafting includes the production of technical drawings such as open and in-line for assemblies, sectioned assemblies, component drawings, assembled pictorials, subassemblies, preliminary sketches, concept diagrams, simulations, instructional diagrams, detailed sections and 3D printed components. | | Thermoplastics fabrication includes, but is not limited to, 3D printed products, injection moulded products, rotational moulded products, plastic welding, plastic vehicle panels and heat and fabrication techniques such as folding and vacuum-forming to create household products. | |
| Component 1: Product – completed project | 25% | Component 1: Product – completed project | 25% |
| Component 2: Exam – completed individually | 25% | Component 2: Multimodal – completed individually | 25% |

## STRUCTURE

The Industrial Technology Skills course is designed around:
- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

| CORE TOPICS | ELECTIVE TOPICS | |
|---|---|---|
| • Industry practices<br>• Production processes | Aero skills | • Aero skills mechanical<br>• Aero skills structures |
| | Automotive | • Automotive mechanical<br>• Automotive body repair<br>• Automotive electrical |
| | Building and construction | • Bricklaying<br>• Plastering and painting<br>• Concreting<br>• Carpentry<br>• Tiling<br>• Landscaping |
| | Engineering | • Sheet metal working<br>• Welding and fabrication<br>• Fitting and machining |
| | Furnishing | • Cabinetmaking<br>• Furniture finishing<br>• Furniture-making<br>• Glazing and framing<br>• Upholstery |
| | Industrial graphics | • Engineering drafting<br>• Building and construction drafting<br>• Furnishing drafting |
| | Plastics | • Thermoplastics fabrication<br>• Thermosetting fabrication |

## ASSESSMENT

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:
- at least two projects
- at least one practical demonstration (separate to the assessable component of a project)

| PROJECT | PRACTICAL DEMONSTRATION | EXAMINATION |
|---|---|---|
| A response to a single task, situation and/or scenario. | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. | A response that answers a number of provided questions, scenarios and/or problems. |
| A project consists of a product component and at least one of the following components:<br>Written: 500 – 900 words | Students demonstrate production skills and procedures in class under teacher supervision. | 60–90 minutes<br>50–250 words per item |

# Design

## OVERVIEW

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

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

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

## DESCRIPTION

By the conclusion of the course of study, students should:
- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in General English + B in Introduction to General Design | General Stationery |

## TOPICS OF STUDY

| UNIT 1 | UNIT 2 |
|---|---|
| **Design in Practice** | **Commercial Design** |
| Experiencing design<br>Design process<br>Design styles | Explore – client needs and wants<br>Develop – collaborative design |
| Formative internal assessment 1:<br>Examination – design challenge | Formative internal assessment 3:<br>Project |
| Formative internal assessment 2:<br>Project | Formative internal assessment 4:<br>Examination – design challenge |

| UNIT 3 | | UNIT 4 | |
|---|---|---|---|
| **Human-Centred Design** | | **Sustainable Design** | |
| Designing with empathy | | Explore – sustainable design opportunities Develop – redesign | |
| Summative internal assessment 1 (IA1):<br>Examination – design challenge | 15% | Summative internal assessment 3 (IA3):<br>Project | 25% |
| Summative internal assessment 2 (IA2):<br>Project | 35% | Summative internal assessment (IA4):<br>Examination – design challenge | 25% |

# SIT20322 Certificate II in Hospitality

## OVERVIEW
External Registered Training Organisation.

## DESCRIPTION
This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

## ENTRY REQUIREMENTS
As part of the selection criteria for this program it is highly recommended that students: be in years 11 or 12, have basic English skills (written and verbal communication), be enrolled, have regular attendance and remain in school for the duration of the program.

Please note that the unit of competency, Use hospitality skills effectively (SITHIND007) has a mandatory requirement for students to undertake twelve (12) industry shifts (service periods) to be deemed competent. These shifts must expose students to the full range of experiences that are prescribed in the unit of competency. A part-time job in the hospitality industry that exposes students to a wide range of skills and process will be beneficial in achieving competence.

## PATHWAYS
Individuals will exit these qualifications with skills for fundamental jobs in the tourism, travel and hospitality industries. Students can also progress to Certificate III and higher qualifications and gain credit for common units of competency in those qualifications.

## ASSESSMENT
- All theory-based assessment tasks are completed online. Practical assessments are conducted in person under trainer supervision to ensure competency in required skills
- Each term, a specific number of assessment tasks are due for completion
- The teacher will regularly review completion of assessments
- If gaps are identified, students will be required to finalise their assessment in their own time or during exam block, before the next school term commences

## DELIVERY
External RTO is responsible for the quality of training and assessment provided. The school and External RTO are responsible for the delivery of training services (teacher and external trainer).

## COST
In Queensland Vocational Education Training in Schools (VETiS) is funded by the Q.L.D Government through the Department of Trade, Employment and Training (DTET). This funding is for school students to complete only one approved VETiS qualification while at school. Therefore, it is very important that students take the time to consider their training options before committing to a course of study which will use up their one subsidised VETiS training entitlement. Students who complete a VETiS qualification at school are still eligible to access further Queensland Government subsidised training post-school.

SIT20322 Certificate II in Hospitality – Students with VETiS funding available would enrol into this course at no charge utilizing their VETiS funding.

Full cost of $1380.00 payment if not VETiS funded or $115 per competency.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| VET | 4 | Completion of Year 10 Introduction to Hospitality | General Stationery |

## COMPETENCIES

The Certificate II in Hospitality qualification consists of 6 core units and 6 elective units.

| UNIT CODE | TITLE | CORE/ELECTIVE |
|---|---|---|
| BSBTWK201 | Work effectively with others | CORE |
| SITHIND006 | Source and use information on the hospitality industry | CORE |
| SITHIND007 | Use hospitality skills effectively | CORE |
| SITXCCS011 | Interact with customers | CORE |
| SITXCOM007 | Show social and cultural sensitivity | CORE |
| SITXWHS005 | Participate in safe work practices | CORE |
| SITXFSA005 | Use hygienic practices for food safety | ELECTIVE |
| SITHCCC024 | Prepare and present simple dishes | ELECTIVE |
| SITHCCC025 | Prepare and present sandwiches | ELECTIVE |
| SITHFAB021 | Provide responsible service of alcohol | ELECTIVE |
| SITHFAB024 | Prepare and serve non-alcoholic beverages | ELECTIVE |
| SITHFAB025 | Prepare and serve espresso coffee | ELECTIVE |

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

## TOPICS OF STUDY

| SEMESTER 1 | SEMESTER 2 |
|---|---|
| SITXFSA005 Use hygienic practices for food safety<br>SITXWHS005 Participate in safe work practices<br>SITHFAB0025 Prepare and serve espresso coffee<br>SITHCCC0025 Prepare and present sandwiches | SITHFAB0021 Provide responsible service of alcohol<br>SITXCOM007 Show social and cultural sensitivity<br>BSBTWK210 Work effectively with others |

| SEMESTER 3 | SEMESTER 4 |
|---|---|
| SITXCCS0011 Interact with customers<br>SITHFAB0024 Prepare and serve non-alcoholic beverages<br>SITHCCC0024 Prepare and present simple dishes<br>SITHIND006 Source and use information on the hospitality industry<br>SITHIND007 Use hospitality skills effectively | Reapplication and repetition of practical knowledge in varying applications.<br>Finalisation of theoretical and practical modules for qualification. |

| IMPORTANT<br>Program Disclosure Statement (PDS) | This qualification is run in partnership with External RTO. Students are enrolled as a student with External RTO and this RTO issues their qualification or Statement of Attainment. A school student who completes this training may qualify for VETIS funding under the Department of Education and Training VET in School (VETiS) program |
|---|---|

# BSB30120 Certificate III in Business

| OVERVIEW |
|---|
| Registered Training Organisation: Binnacle Training (RTO code: 31319) |

## OBJECTIVES

- BSB30120 Certificate III in Business is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.
- Upon successful completion students will achieve a maximum 8 QCE credits

## PATHWAYS

- This course provides students with intermediate level skills and competencies for work in a range of business related roles where students are capable of working unsupervised in routine processes.
- Occupations may include an entrepreneur, administrator, team leader and project manager.
- The Certificate III in Business qualification can contribute toward an ATAR (Australian Tertiary Admissions Rank) and progress into a tertiary qualification.

## ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving customer service
- Group projects
- e-Learning projects
- Evidence contributing towards competency will be collected throughout the course.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| VET | 8 | Completion of Year 10 Business Studies | $265 course fee (covers Yr. 11 & 12) General Stationery |

## COMPETENCIES

BSB30120 Certificate III in Business requires the completion of 12 units of competency

| UNIT CODE | TITLE | CORE/ELECTIVE |
|-----------|-------|---------------|
| BSBPEF201 | Support personal wellbeing in the workplace | CORE |
| BSBWHS311 | Assist with maintaining workplace safety | CORE |
| BSBSUS211 | Participate in sustainable work practices | CORE |
| BSBTWK301 | Use inclusive work practices | CORE |
| BSBXCM301 | Engage in workplace communication | CORE |
| BSBCRT311 | Apply critical thinking skills in a team environment | CORE |
| BSBPEF301 | Organise personal work priorities | L (GROUP B) |
| BSBXTW301 | Work in a team | L (GROUP C) |
| BSBTEC301 | Design and produce business documents | L (GROUP A) |
| BSBWRT311 | Write simple documents | L (GROUP A) |
| BSBTEC201 | Use business software applications | L (GROUP A) |
| BSBTEC203 | Research using the internet | L (GROUP A) |
| FNSFLT311 | Develop and apply knowledge of personal finances | E |

E = Imported elective; L = Listed elective.

Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party).

## TOPICS OF STUDY

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|--------|--------|--------|--------|
| Topic #1 – Introduction to the Business Services Industry<br>Topic #2 – Introduction to Entrepreneurship and Business<br>Topic #3 – Introduction to Personal Finances<br>Topic #4 – Introduction to Tourism | Topic #1 – Research Topics and Create a Group Presentation | Topic #1 – Workplace Health and Safety<br>Topic #2 – Sustainable Work Practices | Topic #1 – Develop and Apply Knowledge of Personal Finances |

| TERM 5 | TERM 6 | TERM 7 | TERM 8 |
|--------|--------|--------|--------|
| Topic #1 – Inclusive Work Practices<br>Topic #2 – Engage in Workplace Communication | Topic #1 – Work in a Team<br>Topic #2 – Critical Thinking Skills | Topic #1 – Designing and Producing Business Documents<br>Topic #2 – Producing Simple Documents | Finalisation of qualification: BSB30120 |

| IMPORTANT<br>Program Disclosure Statement (PDS) | This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e., the delivery of training and assessment services).<br>To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.<br>LLN Statement – A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required. |
|---|---|

# BSB50120 Diploma of Business (Business Development)

## OVERVIEW

Registered Training Organisation: Get Set Education (RTO code: 45252)

BSB50120 Diploma of Business (Business Development)

**This nationally recognised qualification is delivered under a third-party arrangement between Bellbird Park State Secondary College and Get Set Education.**

**Successful completion of the Diploma provides a maximum of 8 credits towards QCE and may provide a positive boost for university pathways – www.getset.edu.au/uni-pathways**

The Diploma of Business provides students with the skills and experiences relevant to a variety of Business Services job roles. It is designed to equip students with both practical and theoretical knowledge to broaden their future employment and study opportunities. This qualification is ideal for students seeking a career in the Business Services industry or as a pathway to further study. Students who are most successful in this course are typically self-motivated, determined, and committed to completing tasks and achieving results. A positive attitude, along with a desire to build practical business knowledge and enhance future career and study options, is key to making the most of this opportunity.

## OBJECTIVES

Upon the successful completion of the course of study, students should be able to:

- Demonstrate skills in leadership, management, and business administration
- Develop and implement business plans
- Communicate concepts and ideas for delivering products and services to customers
- Apply strategies to manage finances and resources and control risks within a business
- Identify and evaluate marketing opportunities and develop a social media plan

## PATHWAYS

Upon successful completion of the BSB50120 Diploma of Business, students may pursue career opportunities such as:

- Business Manager
- Administrator Executive Officer
- Team Leader
- Business Development Manager
- Project Consultant
- Business Owner

## RESOURCE REQUIREMENTS

Vocational Education and Training (VET) students complete a significant amount of online theory and assessment tasks. To support their learning, students must have access to a device that meets the school's Bring Your Own Device (BYOD) policy, available to them both at school and at home, along with a reliable internet connection.

## COURSE DELIVERY AND ASSESSMENT

Course delivery takes place through a blended model—combining classroom-based learning and support from school staff, with online modules, activities and assessments provided by Get Set Education. Assessments have been written specifically with High School students in mind and students will complete both theoretical and practical assessments throughout the course. Students are assessed through:

- Practical task/Observations
- Written reports
- Group projects
- eLearning projects
- Learner portfolio

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| VET | 8 | B in Year 10 Business Studies | $899*<br>BYOD |

*The full fee includes a non-refundable $49.00 enrolment fee which is collected upon submitting the online enrolment form. Parents/guardians can then select to pay the remaining $850.00 upfront or via a monthly payment plan.

**Upfront Payment**

An invoice for $850.00 will be emailed, with payment due within 14 days. Payment can be made via direct bank transfer or credit card (merchant fees apply: 1.75% for Visa/Mastercard and 2.9% for Amex and Diners).

**Monthly Payment Plan Over 12 months**

If the monthly payment plan is selected, parents/guardians will receive a link via email to set up a monthly direct debit for 12 successful payments through Debit Success. Please note: this option includes additional charges—a one-off $12.00 administration fee and a 4.4% transaction fee (inc. GST). $74.10 per month (12 payments) + $12.00 administration fee = Payment Plan **Total Payable $901.20.**

Please note: if direct debit payments are not up to date, access to the learning management system may be affected.

## COMPETENCIES

The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency
(5 Core units and 7 Elective units):

| UNIT CODE | TITLE | CORE/ELECTIVE |
|---|---|---|
| BSBXCM501 | Lead communication in the workplace | CORE |
| BSBCRT511 | Develop critical thinking in others | CORE |
| BSBMKG546 | Develop social media engagement plans | ELECTIVE |
| SIRXMKT006 | Develop a social media strategy | ELECTIVE |
| BSBFIN501 | Manage budgets and financial plans | CORE |
| BSBMKG541 | Identify and evaluate marketing opportunities | ELECTIVE |
| BSBOPS601 | Develop and implement business plans | ELECTIVE |
| SIRXMGT005 | Lead the development of business opportunities | ELECTIVE |
| BSBOPS501 | Manage business resources | CORE |
| BSBOPS505 | Manage organisational customer service | ELECTIVE |
| BSBOPS503 | Manage business risk | ELECTIVE |
| BSBSUS511 | Develop workplace policies and procedures for sustainability | CORE |

## TOPICS OF STUDY

| SEMESTER 1 | SEMESTER 2 |
|---|---|
| BSBOPS601 Develop and implement business plans<br>SIRXMGT005 Lead the development of business opportunities<br>BSBMKG541 Identify and evaluate marketing opportunities<br>BSBMKG546 Develop social media engagement plans<br>SIRXMKT006 Develop a social media strategy | BSBXCM501 Lead communication in the workplace<br>BSBCRT511 Develop critical thinking in others<br>BSBOPS501 Manage business resources<br>BSBOPS505 Manage organisational customer service |
| **SEMESTER 3** | **SEMESTER 4** |
| BSBSUS511 Develop workplace policies and procedures for sustainability<br>BSBOPS504 Manage business risk<br>BSBFIN501 Manage budgets and financial plans | Finalisation of theoretical and practical modules for qualification. |

| IMPORTANT<br>Program Disclosure Statement (PDS) | All applicants are required to:<br>• Obtain permission from parent/guardian if under 18 years of age.<br>• Complete a Language, Literacy, Numeracy (LLN) Indicator and Digital (D) Capabilities assessment prior to enrolment acceptance.<br>Be able to provide goals, reasons for choosing this course, and their interest in business. Students should understand the commitment required to successfully complete a Diploma-level qualification.<br>More detailed information can be found in the Course Outline and at www.getset.edu.au<br>**DISCLAIMER:** All information contained is accurate at the time of publication but subject to change. |

# ICT30120 Certificate III in Information Technology

## OVERVIEW

Registered Training Organisation: IVET Institute (RTO code: 40548)

## DESCRIPTION

ICT30120 Certificate III in Information Technology is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) IVET. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.
Upon successful completion students will achieve a maximum 8 QCE credits

## PATHWAYS

- The Certificate III in IT program offers units such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service
- The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use the base knowledge and skills to pursue a career or further study in specialist fields; software engineering, gaming, coding, programming, technical support, data management, network management, information security and more
- The Certificate III in IT qualification can contribute toward an ATAR (Australian Tertiary Admissions Rank) and progress into a tertiary qualification

## ASSESSMENT

Program delivery will combine both class-based tasks and practical components in an industry environment at the school. A range of teaching/learning strategies will be used to deliver the competencies. These include:
- Practical tasks
- Hands-on activities
- Group projects
- e-Learning projects
Evidence contributing towards competency will be collected throughout the course.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| VET | 8 | Completion of Year 10 ICT | Year 1: $345<br>Year 2: $260<br>Total: $605 |

## COMPETENCIES

The Certificate III in IT qualification comprises 6 core and 6 electives.

| UNIT CODE | TITLE | CORE/ELECTIVE |
|---|---|---|
| BSBXTW301 | Work in a team | CORE |
| BSBCRT301 | Develop and extend critical and creative thinking skills Provide | CORE |
| ICTSAS305 | ICT advice to clients | CORE |
| BSBXCS303 | Securely manage personally identifiable information and workplace information | CORE |
| ICTPRG302 | Apply introductory programming techniques | CORE |
| ICTICT313 | Identify IP, ethics and privacy policies in ICT environments | CORE |
| CUAANM301 | Create 2D Digital Animation | ELECTIVE |
| ICTICT215 | Operate digital media technology packages | ELECTIVE |
| ICTWEB304 | Build simple web pages | ELECTIVE |
| ICTWEB305 | Produce digital images for the web Maintain | ELECTIVE |
| ICTSAS311 | Computer hardware | ELECTIVE |
| ICTSAS308 | Run standard diagnostic tests | ELECTIVE |

Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party)

## TOPICS OF STUDY

| Semester 1 | Semester 2 |
|---|---|
| BSBXTW301 Work in a team<br>BSBCRT301 Develop and extend critical and creative thinking skills<br>ICTPRG302 Apply introductory programming techniques | ICTWEB305 Produce digital images for the web<br>ICTWEB304 Build simple web pages<br>ICTICT313 Identify IP, ethics and privacy policies in ICT environments |

| Semester 3 | Semester 4 |
|---|---|
| BSBXCS303 Securely manage personally identifiable information and workplace information<br>ICTSAS305 Provide ICT advice to clients ICTSAS311 Maintain computer hardware ICTSAS308 Run standard diagnostic tests | CUAANM301 Create 2D digital animation<br>ICTICT215 Operate digital media technology packages |

| IMPORTANT<br>Program Disclosure Statement (PDS) | This qualification is run in partnership with IVET Training. Students are enrolled as a student with IVET Training and this RTO issues their qualification or Statement of Attainment.<br>Please refer to the IVET website (www.ivet.edu.au) or consult your School Relationship Officer for further policies, if and as required. |
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# Economics

## OVERVIEW

Ever wondered how money works, why prices rise, or how governments and businesses thrive? Economics is your gateway to understanding the forces that shape our world! Explore the intricate world of micro and macroeconomics, tackle real-world issues, solve economic problems and make informed decisions. From consumer behaviour to global markets, you'll master the skills of critical thinking, innovative problem-solving and economic literacy while learning contemporary analysis and evaluation skills.

Are you the next big decision-maker and policy shaper?

Do you imagine yourself being an analyst for a major bank, corporation or government?

It starts here – Economics.

## OBJECTIVES

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose

## PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | Year 10 Economics | General Stationery |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Markets and Models** | | **Modified Markets** | |
| Assessment: Formative Internal Assessment Combination Response- Multiple-choice, short-response and extended-response items<br>Multi-modal: 1 hr 40 mins | | Assessment: Formative Internal Assessment<br>Research Report<br>Time: 4 weeks<br>Length: 1500-2000 words | |
| Assessment: Formative Internal Assessment Combination Response- Multiple-choice, short-response and extended-response items<br>Multi-modal: 1 hr 40 mins | | Assessment: Formative Internal Assessment<br>Extended Response to stimulus<br>Time: 2 hours<br>Length: 800-1000 words | |
| **UNIT 3** | | **UNIT 4** | |
| **International Economics** | | **Contemporary Macroeconomics** | |
| Summative internal assessment 1 (IA1): Examination – combination response | 25% | Summative internal assessment 3 (IA3): Examination – extended response to stimulus | 25% |
| Summative internal assessment 2 (IA2): Investigation – research report | 25% | Summative external assessment (EA): Examination – combination response | 25% |

# Media Arts in Practice

## OVERVIEW

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions. Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies.

## OBJECTIVES

By the conclusion of the course of study, students should:
- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artworks

## PATHWAYS

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| APPLIED | 4 | Completion of Year 10 Subject from The Arts | $25 subject levy per semester USB/Hard Drive, Headphones with jack, General Stationery |

## LEARNING EXPERIENCES & ASSESSMENT

Media Arts in Practice includes four QCAA developed units to be combined in any order for the course of study.

| Year 11 Semester 1 UNIT OPTION A – Personal Viewpoints | | Year 11 Semester 2 UNIT OPTION C – Community | |
|---|---|---|---|
| **A1 Project:** Students design and evaluate a three-column script for a Netflix-style recap of season one, narrated from the personal viewpoint of a character in *The Breakfast Club* about the struggles (social issues) they face. | **A2 Media Artwork:** Students use the three-column script created in IA1 to produce a two-minute recap. This involves editing existing footage and recording a voiceover from the character's perspective. The recap should show the social pressures each character experiences throughout season one. | **C1 Project:** Students plan for a photography and videography portfolio that showcases the school community as well as their vision, purpose and values. They design a shot list and evaluate the technical choices made. | **C2 Media Artwork:** Students use their shot list to produce a positive representation of Bellbird Park SSC in promotional photos and a video montage. |

| Year 12 Semester 1 UNIT OPTION B – Representation | | Year 12 Semester 2 UNIT OPTION D – Persuasion | |
|---|---|---|---|
| **B1 Project:** Students plan and conduct market research for three games in order to evaluate how representation is shown. They then design a storyboard for a game trailer on one of the researched games to communicate a clear representation of characters and the narrative/purpose of the game | **B2 Media Artwork:** Students produce a video game trailer that is a representation of a chosen game that shows audiences the aim of the game, the narrative, characters and the design environments. | **D1 Project:** Students make and evaluate a persuasive pitch campaign that promotes a product/ service in order to effectively persuade audience to buy a product through clear links to the use of media technologies and marketing trends. | **D2 Media Artwork:** Students implement the design product from Assessment D1 to produce a media artwork that persuasively promotes the product / service using media technologies and current marketing trends. |

## ASSESSMENT TYPES – CONDITIONS

**Project**
Design product must represent:
- Audio: up to 3 minutes
- Moving image: up to 3 minutes
- Still image: up to 4 media artwork/s

Planning and evaluation:
- Multimodal: up to 5 min, or 8 A4 pages
- Written: up to 600 words; or
- Spoken: up to 4 minutes

**Media Artwork**
One of the following:
- Audio: up to 3 minutes
- Moving image: up to 3 minutes
- Still image: up to 4 media artwork/s

# Visual Arts in Practice

## OVERVIEW

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

## OBJECTIVES

By the conclusion of the course of study, students should:
- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks

## PATHWAYS

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

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| APPLIED | 4 | Completion of Year 10 Subject from The Arts | $45 subject levy per semester General Stationery |

## LEARNING EXPERIENCES & ASSESSMENT

Visual Arts in Practice includes four QCAA developed units to be combined in any order for the course of study.

| Year 11 Semester 1 UNIT OPTION A – Looking inwards | | Year 11 Semester 2 UNIT OPTION B – Looking outwards | |
|---|---|---|---|
| **A1 Project:** Students make and evaluate an experimental folio of up to 8 artworks that explore representation of self. Students plan a resolved artwork. | **A2 Resolved artwork:** up to 4 2D, 3D or digital artwork/s, that communicates representation of self from Assessment A1. | **B1 Project:** Students make up to 4 prototype artwork/s, that represents a local, national or global issue in a social space. They evaluate others' artworks and plan for a resolved artwork. | **B2 Resolved artwork:** up to 4 2D, 3D or digital artwork/s that communicates about a local, national or global issue in a social space. |
| Year 12 Semester 1 UNIT OPTION D – Transform & Extend | | Year 12 Semester 2 UNIT OPTION C – Clients | |
| **C1 Project:** Students make and evaluate a design proposal (including up to 4 prototype artwork/s) for a commissioned artwork in response to a client brief. Students plan a resolved artwork. | **C2 Resolved artwork:** up to 4 2D, 3D or digital artwork/s that addresses client needs and specifications from Assessment C1. | **D1 Project:** Students make a folio of up to 8 stylistic experiments inspired by evaluation of the art style and/or practice of an artist. Students plan a resolved artwork. | **D2 Resolved artwork:** up to 4 2D, 3D or digital artwork/s that communicates a developed style and/or practice and takes inspiration from an artist or artisan from Assessment D1. |

## ASSESSMENT TYPES – CONDITIONS

**PROJECT: Planning and evaluations**
- Multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media;
- Written: up to 600 words; or
- Spoken: up to 4 minutes, or signed equivalent

*PLUS one of the following*

| Experimental folio | Prototype artwork | Design proposal | Folio of stylistic experiments |
|---|---|---|---|
| Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) | One of the following:<br>• 2D, 3D, digital (static): up to 4 artwork/s<br>• Time-based: up to 3 minutes | Multimodal: up to 5 minutes or 8 A4 pages, including up to 4 prototype artwork/s – 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) | Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) |

**RESOLVED ARTWORK:** 2D, 3D, digital (static): up to 4 artwork/s; or Time-based: up to 3 minutes

# Film, Television and New Media

## OVERVIEW

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. Students creatively apply film, television and new media key concepts to individually make moving-image media products and investigate and respond to moving-image media content and production contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical. analysis, and digital and ethical citizenship.

## OBJECTIVES

By the conclusion of the course of study, students will:
- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints

## PATHWAYS

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film and television industries, news and radio media, information technologies, creative industries, cultural institutions, advertising, arts administration management, communication, design, education and public relations.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| GENERAL | 4 | B in English + B in Intro to FTV - Portfolio of work if not studied in Year 10 | $25 subject levy per semester USB min 32GB Headphones with jack General Stationery |

## LEARNING EXPERIENCES & ASSESSMENT

| UNIT 1 | | UNIT 2 | |
|---|---|---|---|
| **Foundation** | | **Stories** | |
| Formative assessment 1 (FA1): Case study investigation: Timeless teenage identify in *The Breakfast Club* Conditions: up to1500 words | | Formative assessment 3 (FA3): Project: Stories Statement of intent: up to 500 words, Pre-production: storyboard up to 24 frames or script up to 5 min Production length: up to 5 min | |
| Formative assessment 2 (FA2) Teenage identity project Treatment: up to 1200 words Production length: up to 5min | | Formative assessment 4 (FA4): Extended Response – examination Conditions: 2hr exam | |
| **UNIT 3** | | **UNIT 4** | |
| **Participation** | | **Artistry** | |
| Summative internal assessment 1 (IA1): Case study investigation Conditions: up to1500 words | 15% | Summative internal assessment 3 (IA3): Stylistic production Statement of intent: up to 500 words, Pre-production: storyboard up to 24 frames or script up to 5 min Production length: up to 5min | 35% |
| Summative internal assessment 2 (IA2): Multi-platform content project Treatment: up to 1200 words Production length: up to 5min | 25% | Summative external assessment (EA): Examination – extended response Conditions: 2hr exam | 25% |

# CUA30920 Certificate III in Music (Performance)

## OVERVIEW
Registered Training Organisation: Australian College of the Arts (RTO code: 0109)

## DESCRIPTION
This is a nationally recognised qualification designed for students who are passionate about performing, creating, and working in the music industry. This course focuses on developing practical skills in areas such as live performance, music technology, recording, and music business. Students work both individually and in groups to rehearse, perform and record music across a range of styles. They will also learn about the music industry, copyright, and how to promote themselves as artists.

This qualification reflects the role of individuals who apply a broad range of competencies in various work contexts in the music industry. They use some discretion, judgement and theoretical knowledge, and may undertake routine activities and provide support to a team or work group. They may work in music performance, sound production, music creation and composition, music business.

## PATHWAYS
A course of study in Certificate III in Music can establish a basis for further education and employment in the fields of music industries such as assistant sound technician, assistant music manager, musician, sound assistant and road crew.

Further education includes, but not limited to, Certificate IV, Diploma or Bachelor in Music

## DELIVERY
Collarts is responsible for the quality of training and assessment provided by the school. The school is responsible for the delivery of training and assessment services (teacher).

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| VET | 7 | Completion of Y10 Music, Instrumental Music or another subject from The Arts | Approximately $300 subject levy per year (subject to change), Headphones, General Stationery |

## COMPETENCIES
The Certificate III in Music (Performance) qualification comprises 3 core and 8 elective competencies.

| UNIT CODE | TITLE | CORE/ELECTIVE | YEAR OF COMPLETION |
|---|---|---|---|
| CUACMP311 | Implement copyright arrangements | CORE | 11 |
| CUAIND313 | Work effectively in the music industry | CORE | 11 |
| CUAIND314 | Plan a career in the creative arts industry | CORE | 11 |
| CUAMPF213 | Perform simple repertoire in ensembles | ELECTIVE | 11 |
| CUASOU211 | Develop basic audio skills and knowledge | ELECTIVE | 11 |
| CUASOU212 | Perform basic sound editing | ELECTIVE | 11 |
| CUAMPF314 | Make music demos | ELECTIVE | 11 |
| CUAMCP311 | Create Simple Musical Compositions | ELECTIVE | 12 |
| CUAMPF311 | Develop technical skills for musical performances | ELECTIVE | 12 |
| CUAMPF412 | Develop and apply stagecraft skills | ELECTIVE | 12 |
| CUAMPF414 or CUAMPF416 | Perform music as part of a group or Perform music as soloist | ELECTIVE | 12 |

* All students must complete their required competencies within the calendar year. If a student does not finish all units by the end of the year, they will need to re-enrol in the incomplete courses the following year.

Please note: Re-enrolment will incur additional tuition fees, even if the units were originally started in a previous year.

| IMPORTANT<br>Program Disclosure Statement (PDS) | This qualification is run in partnership with Collarts. Students are enrolled as a student with Collarts and this RTO issues their qualification or Statement of Attainment.<br>Please refer to the Collarts website https://www.collarts.edu.au/study-information/handbook-policies-forms/ for further policies. |
|---|---|

# FSK20119 Certificate II in Skills for Work and Vocational Pathways

## OVERVIEW
Registered Training Organisation: Bellbird Park State Secondary College (RTO code: 45532)

## DESCRIPTION
This subject provides foundational skills to prepare students for workforce entry or vocational training pathways. It develops the reading, writing, numeracy, oral communication and learning skills of each student. It also includes a range of digital literacy skills and employability skills that prepare students for the workforce and other future pathways.

## PATHWAYS
A pathway to employment or further vocational training.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| VET | 4 | Completion of Year 10 Studies | General Stationery |

## COMPETENCIES
The FSK20119 Certificate II in Skills for Work and Vocational Pathways requires the completion of 14 units of competency.

| UNIT CODE | TITLE | CORE/ELECTIVE |
|---|---|---|
| FSKLRG011 | Use routine strategies for work-related learning | CORE |
| FSKNUM017 | Use familiar routine maps and plans for work | GROUP A |
| FSKNUM014 | Calculate with whole numbers and familiar fractions, decimals and percentages for work | GROUP A |
| FSKNUM015 | Estimate, measure and calculate with routine metric measurements for work | GROUP A |
| FSKOCM007 | Interact effectively with others at work | GROUP B |
| FSKWTG008 | Complete routine workplace formatted texts | GROUP B |
| FSKRDG008 | Read and respond to information in routine visual and graphic texts | GROUP B |
| FSKWTG009 | Write routine workplace texts | GROUP B |
| FSKLRG009 | Use strategies to respond to routine workplace problems | GROUP B |
| FSKRDG010 | Read and respond to routine workplace information | GROUP B |
| FSKDIG002 | Use digital technology for routine and simple workplace tasks | IMPORTED ELECTIVE |
| SIRXHWB001 | Maintain personal health and wellbeing | IMPORTED ELECTIVE |
| SIRXWHS002 | Contribute to workplace health and safety | IMPORTED ELECTIVE |
| ICPSUP2810 | Use computer systems in the printing and graphic arts sectors | IMPORTED ELECTIVE |

# FNS20120 Certificate II in Financial Services

## OVERVIEW
Registered Training Organisation: Bellbird Park State Secondary College (RTO code: 45532)

## DESCRIPTION
A FNS20120 Certificate II in Financial Services is an entry level qualification perfect for students needing foundational skills and knowledge for a financial services workplace.

## PATHWAYS
Students learn the legislation, procedures and guidelines essential to the industry; and graduate work-ready, with communication skills suitable for any financial services organisation.

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| VET | 4 | Completion of Year 10 Studies | General Stationery |

## COMPETENCIES
The FNS20120 Certificate II in Financial Services requires the completion of 8 units of competency

| UNIT CODE | TITLE | CORE/ELECTIVE |
|---|---|---|
| BSBCMM211 | Apply communication skills | CORE |
| BSBTEC201 | Use business software applications | CORE |
| BSBWHS211 | Contribute to health and safety of self and others | CORE |
| FNSINC311 | Work together in the financial services industry | CORE |
| FNSFLT211 | Develop and use a personal budget | ELECTIVE |
| FNSFLT212 | Develop and use a savings plan | ELECTIVE |
| FNSFLT214 | Develop knowledge of superannuation | ELECTIVE |
| FNSFLT216 | Develop knowledge of taxation | ELECTIVE |

# 22473VIC Certificate I in General Education for Adults (Introductory)

| OVERVIEW |
|---|
| Registered Training Organisation: Bellbird Park State Secondary College (RTO code: 45532) |

| DESCRIPTION |
|---|
| The Certificates in General Education for Adults (CGEA) address the education and training needs of adults who need to improve their literacy, basic maths and general education skills to access further study, employment or to participate in the community. |

| PATHWAYS |
|---|
| Participants indicated that the CGEA courses support the development of literacy and numeracy skills across a broad range of levels and enable crucial pathways into a range of VET qualifications including areas such as: |

- Childcare
- Aged care
- Nursing Studies
- Business
- Hospitality
- Tertiary preparation with specialisations in engineering and science
- Horticulture
- Professional writing and editing

| SUBJECT TYPE | QCE CREDITS | HELPFUL PATHWAYS | FEES/EQUIPMENT |
|---|---|---|---|
| VET | 1 | Completion of Year 10 Studies | General Stationery BYOD |

| COMPETENCIES |
|---|
| The 22473VIC Certificate I in General Education for Adults requires the completion of 16 units of competency |

| UNIT CODE | TITLE | CORE/ELECTIVE |
|---|---|---|
| VU22370 | Work with simple measurements in familiar situations | CORE |
| VU22358 | Develop learning goals | CORE |
| VU22361 | Engage with simple texts for learning purposes | CORE |
| VU22366 | Create simple texts for learning purposes | CORE |
| VU22378 | Communicate with others in familiar and predictable contexts | CORE |
| VU22360 | Engage with simple texts for personal purposes | CORE |
| VU22365 | Create simple texts for personal purposes | CORE |
| VU22368 | Create simple texts to participate in the community | CORE |
| VU22359 | Conduct a project with guidance | CORE |
| VU22372 | Work with and interpret simple numerical information in familiar texts | CORE |
| VU22371 | Work with simple design and shape in familiar situations | CORE |
| VU22369 | Work with simple numbers and money in familiar situations | CORE |
| VU22104 | Prepare simple budgets | ELECTIVE |
| VU22364 | Participate in simple spoken interactions | ELECTIVE |
| VU22374 | Develop verbal communication skills | ELECTIVE |
| VU22363 | Engage with simple texts to participate in the community | ELECTIVE |

MANY PATHWAYS.
NO LIMITS. >