

BUNDAMBA STATE SECONDARY COLLEGE

PRIDE RESPECT RESPONSIBILITY EMPOWERMENT

Senior Pathway and Subject Guide Year 11 2025





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Principal's Message

Dear Parents, Caregivers and Students,

Welcome to the Senior Pathway and Subject Guide for Bundamba State Secondary College. As your student enters the senior schooling phase, we embark on a new journey together to support them towards successful engagement in further training and study or employment in their first year after school.

We are proud to offer subjects packaged into three distinct career pathways - Green, Mint and White.

- **Green Pathway students** will be eligible to receive an Australian Tertiary Admission Rank (ATAR) at the conclusion of their studies in 2025 and apply for a university course through QTAC.
- **Mint Pathway** further education in general - keeping options open / not sure regarding pathway e.g. TAFE, or alternate University.
- **White Pathway** students engage in a targeted workforce pathway supporting them to transition into fulltime work or further study at TAFE.

When selecting the right pathway, the best predictor of senior schooling success is the student's previous achievement in year 10. I urge students and parents to listen to school advice and pre-requisites to ensure that they are making appropriate selections of senior pathways matched to their motivation, ability and previous school performance. Our SET Planning process will guide students and parents through these choices. Remember, there are multiple ways and pathways to get to the intended training/study/ employment for all students.

Success in the senior phase of learning for students in all pathways, requires high levels of attendance and engagement. From previous history, we know students that develop and maintain a sense of responsibility, self-discipline and commitment, are those that achieve at their personal best.

We have a team approach to supporting students in the senior phase of learning. Each student's direct support team includes their classroom teachers, a Year Level Coordinator, a Business Community Liaison Officer, a Head of Year, and a Senior School Deputy Principal. Beyond this direct team, we have a large school support team that may also assist students to achieve their personal best.

Student progress is monitored across your senior years to ensure that you are engaging and achieving. This process is conducted by your direct support team to ensure that you can take positive steps in employment, training or study in your first year after school.

Sandra Quinn
Principal

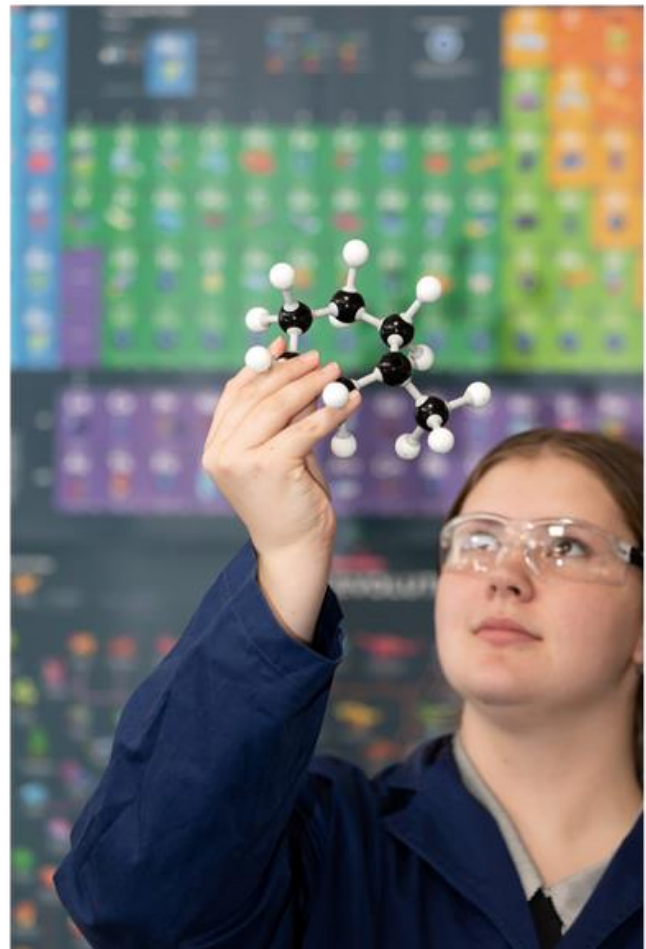
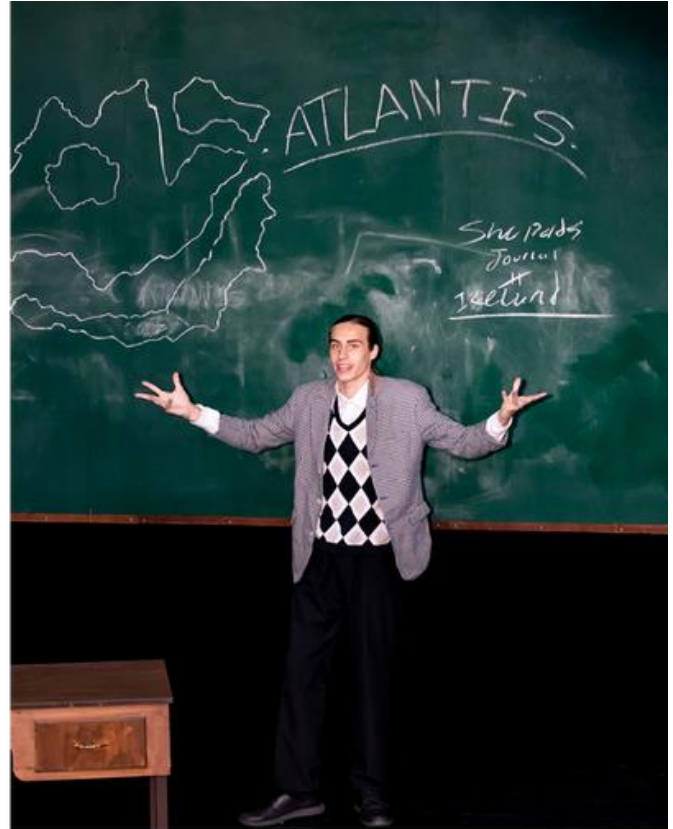


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Introduction - How to Guide

Senior Schooling at Bundamba State Secondary College presents many opportunities through choosing a pathway to success. Success and reward in senior schooling are most likely to be achieved when there is careful and purposeful planning and selection of subjects and courses by students.

This Senior Pathway and Subject Guide has been developed as a reference to assist with choosing that pathway. By using this information to choose subjects for the Senior Phase of Learning, students will have a clear view of opportunities available to them on their selected pathway.

Using this Guide:

- This guide is intended as a reference guide rather than a document to read from front to back.
- This guide should be referred to repeatedly while making decisions about the pathway a student will take as well as which subjects to select on a given pathway.
- The first section of the guide provides general information about a range of aspects of senior schooling at Bundamba State Secondary College.
- The body of the Senior Pathway and Subject Guide outlines the different subjects on offer to students across the many syllabus types.

Green Section: Year 11 and Year 12 General subjects

Orange Section: Year 11 and Year 12 Applied subjects

Blue Section: Vocational Qualifications offered by BSSC

White Section: Alternate Pathways, other Vocational training, apprenticeships/traineeships and TAFE Courses that can be completed while in your senior phase of learning.

Dark Green Section: Career Investigation Activities

This handbook is one of many resources available to students to gather information about their Senior Pathway. Students should use all resources to assist with this process including: information on notices, their teachers, subject Heads of Department, Heads of Years 10, 11 and 12, Guidance Officer and Deputy Principals.

Students must also consult with parents/caregivers when planning their pathway. Once a decision is made it is important to commit to all timelines and work requirements of subjects and courses selected. Students and parents/caregivers are reminded that staff are only too pleased to meet with them and discuss any particular problems or concerns around senior schooling that they might have. If all parties are well informed, they are in a good position to support students through, what can be, difficult years.

Please do not hesitate to contact the school regarding any necessary advice and assistance.



QCE: Queensland Certificate of Education

It is our expectation at Bundamba State Secondary College that all students attain a Queensland Certificate of Education (QCE) by the completion of Year 12. By choosing a pathway to success for each individual student, a QCE is attainable.

The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. They provide Kindergarten to Year 12 syllabuses, guidelines, assessment, and reporting, testing, accreditation and certification services for Queensland schools. Their website provides a number of useful resources for students and parents seeking further information on the Senior Schooling process as well as the Queensland Certificate of Education. Please use it as a resource for further information.

The graphics below from QCAA website outlines the requirements for gaining a QCE.

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

Within the set pattern requirement, there are three categories of learning – Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	
• QCAA Short Course in Literacy	up to 1
• QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	up to 1
• QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as complementary	as recognised by QCAA

Literacy & numeracy

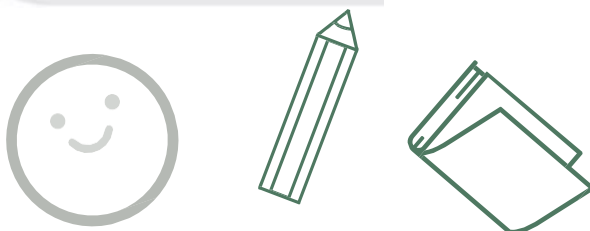
The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements





Bundamba Care Class (BCC) 11 and 12

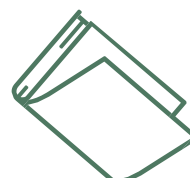
Bundamba Care Class (BCC) year 11 and 12 is a whole school program that occurs once a week aimed at supporting the wellbeing of our students. Students will be engaged in a two-year program identifying and implementing strategies to become, and further enhance, a successful student. Students will be timetabled into classes with other students that have similar year 13 goals and will be supported for the two years by a teacher that also has a specific skill set applicable to their class.

The core focus of the BCC program in year 11 and 12 are the Academic Coaching conversations. These conversations occur during BCC lessons whereby the BCC teacher and the Senior School Team track expected QCE attainment and assist the student in generating learning behaviour goals for their senior studies. These focused lessons aim to ensure alignment with post-school pathways.

Other courses included over the two years are subject specific goal setting tasks, study skills and time management planning sessions, career planning and soft skills development (the development of resume and CV writing and interview skills).

Depending on their chosen Senior Pathway students will have specific courses provided to them that will assist them in preparing for their final phase of education.

- **Green Pathway-** students engage in a program of preparation for the 16-day External Assessment exam Block at the conclusion of year 12. The preparation program is built around the Cognitive Verbs that are common across all General Syllabuses and Assessment Techniques.
- **Green and Mint Pathway-** students also engage in general preparation for tertiary studies at university or other tertiary education providers.
- **White Pathway-** students continue their engagement with the wellbeing program participating in BSSC Expos and Pathway days that allow them to articulate their plan for year 13 as well as meeting representatives from industry with the explicit aim of connecting their skills and passions to full time employment or training.





SET - Plan - Senior Education and Training Plan

To be successful in the senior phase of learning, a carefully considered plan is crucial. Students must consider their goals beyond school and their current strengths, interests and capabilities to ensure they choose the right path for their success.

What is a SET Plan?

The SET Plan (Senior Education and Training Plan) maps out how students will work towards their chosen pathway including a QCE (Queensland Certificate of Education), Australian Tertiary Admissions Rank (ATAR), Vocational Qualifications, and/or a viable work option.

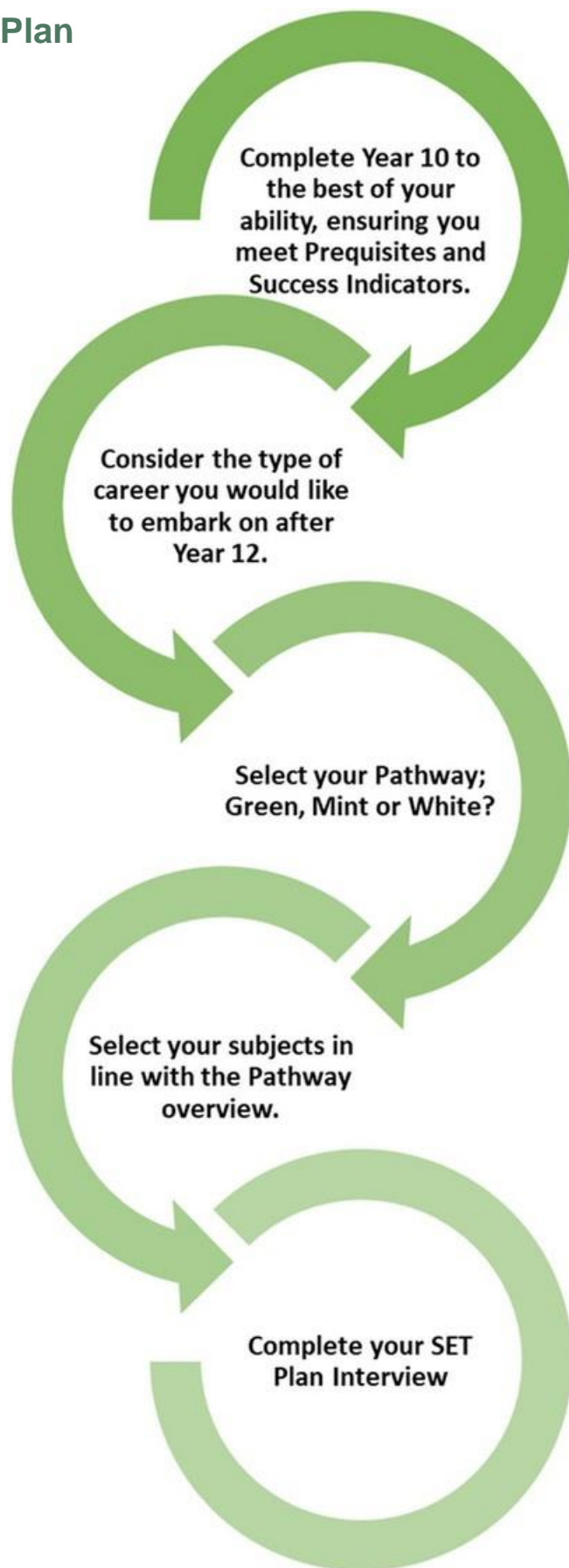
Parents and guardians play a critical role in helping students to discover and plan their personal pathways through education and training then onto further learning or work options.

The SET Plan is designed to:

- work as a 'road map' to help students achieve their learning goals during the Senior Phase of Learning,
- include flexible and co-ordinated pathway options,
- assist to examine options across education, training and employment sectors,
- help to communicate with parents/carers and with personnel from the school/learning provider about student's future options.

In the SET Plan interview, students are able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of a school. This will allow them to create more options and flexibility in learning.

Students may alter the plan in consultation with the Deputy Principal of Senior Schooling if they decide to change direction and explore different learning pathways.





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Choosing Your Pathway

Planning your Senior Pathway is an important time in your life. At Bundamba State Secondary College, it is recommended that students carefully plan their senior years at high school. This planning begins during year 10 and should continue with careful consideration of subject documents and the pathways available beyond school.

At Bundamba State Secondary College, we have divided our pathways into three distinct pathways:

- **Green Pathway**
- **Mint Pathway**
- **White Pathway**

Depending on the pathway chosen, a student may select subjects from three categories:

- **General Subjects:** General subjects are more academically rigorous and require a high level of commitment to class work and additional time on study out of school. When successfully completed they contribute four credits towards a QCE. These subjects are used in the calculation for Tertiary Entrance.
- **Applied Subjects:** Applied subjects are more practically oriented. When successfully completed they contribute four credits toward the QCE. Only one Applied subject may contribute to the calculation towards an ATAR for students on a Green Pathway.
- **Vocational Qualifications (VET):** Vocational qualifications provide education and training for work. VET is part of a broader educational network in Australia that includes schools, universities and adult and community education. Qualifications are nationally recognised. The QCE contribution varies between certificates. Qualifications may be provided by the school RTO or external providers. Certificate III or above gain a selection rank for alternate entry into specific University courses.

Selecting Subjects

For students entering year 11, once the pathway is chosen, careful consideration must be given to the subjects selected. When choosing subjects students should ask themselves:

1. What prerequisite subjects studied in year 10 are required for entry into General subjects?
2. What prerequisite subjects studied in year 11 and 12 are required for university or further training?
3. What subjects am I likely to do well in?
4. What subjects do I enjoy?

Year 10 prerequisites are subjects that must be completed to a satisfactory standard or higher to be considered for entry into some senior subjects. The pre-requisites for General subjects are available on page 13 of this guide. Prerequisites in year 11 and 12 are subjects that must be completed to a satisfactory standard to be considered for entry in Tertiary Courses. For example, General English is a good example of a prerequisite for a large number of tertiary courses. Consult the 2024 QTAC Guide to Further Study for more information.



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Other important considerations when choosing subjects include:

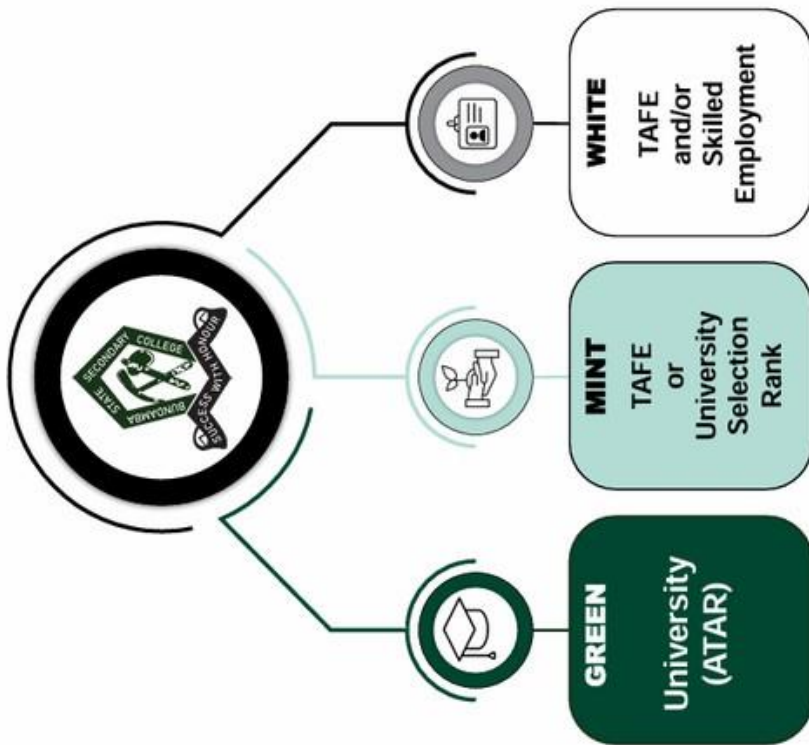
- Current performance in year 10 subjects, reflected on the reported evidence including achievement, effort and behaviour
- QCE requirements
- Courses that have embedded VET components.

Due to the way in which credit for subjects is applied in the QCE System, changes to subjects will not be permitted without consultation between student, parent/carer and Senior School Deputy Principal. Subject changes will only be permitted in the first two weeks of Unit 1 or at the commencement of Unit 2. No subject changes will be permitted outside of these times.

Important Note: While Bundamba State Secondary College is able to offer an extensive array of subjects, subjects will run based on appropriate numbers of students selecting each course. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate, and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.



BSSC Senior Pathways



GREEN Pathway – Direct entry to University with an ATAR score

- Must meet prerequisites for selected General subjects
- To qualify for an ATAR, you must study at least 5 General Subjects*, or 4 General Subjects plus either an Applied subject or Certificate level III or above.
- TAFE courses/School-based apprenticeships etc. negotiated with Deputy Principal Senior School.

(*Recommended)

MINT Pathway – Entry to TAFE or University with a selection rank

- Must meet prerequisites for selected General subjects
- Must review tertiary entry requirement and select required General Subjects for University Courses
- This pathway allows you to obtain a selection rank when you study a Certificate III or above. This may gain you entry into some eligible university courses.
- TAFE / School-based apprenticeships negotiated with Deputy Principal Senior School
- Supervised study period to assist TAFE / SATs negotiated with Deputy Principal Senior School post sign-up

WHITE Pathway – Entry to TAFE or skilled employment

- School based Traineeships/Apprenticeships or TAFE aligned to career
- Supervised study period to assist TAFE / SATs negotiated with Deputy Principal Senior School post sign-up
- Pathway Combinations:
 1. Applied and VET qualifications



Pre-requisites & Success Indicators for Subjects

General Subjects	Faculty	Year 10 Prerequisites
English	ENGLISH	C in English/Humanities
General Mathematics	MATH	B in Year 10 Mathematics
Mathematical Methods	MATH	B in Year 10 Mathematics
Specialist Mathematics	MATH	B in Year 10 Mathematics and undertaking Mathematical Methods
Modern History	HUMANITIES	C in English/Humanities
Ancient History	HUMANITIES	C in English/Humanities
Legal Studies	HUMANITIES	C in English/Humanities
Chemistry	SCIENCE	C in English/Humanities
Physics	SCIENCE	C in English/Humanities
Biology	SCIENCE	C in English/Humanities
Accounting	HUMANITIES	C in English/Humanities
Visual Art	THE ARTS	C in English/Humanities
Film, Television and New Media	THE ARTS	C in English/Humanities
General Art	THE ARTS	C in Visual Art/English



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Essential/ Applied	Faculty	Year 10 Success Indicators	
		Academic Grade	Effort Grade
Essential English	ENGLISH	C in English	C in Effort
Essential Mathematics	MATH	C in Math	C in Effort
Social and Community Studies	HUMANITIES	C in Humanities/English	C in Effort
Tourism	HUMANITIES	C in Humanities/English	C in Effort
Science in Practice	SCIENCE	C in Science	C in Effort
Music in Practice	THE ARTS	C in Music/English	C in Effort
Visual Arts in Practice	THE ARTS	C in Art/English	C in Effort
Dance in Practice	THE ARTS	C in Dance/English	C in Effort
Drama in Practice	THE ARTS	C in Drama/English	C in Effort
Media Arts in Practice	THE ARTS	C in English	C in Effort
Sport and Recreation	HPE	C in HPE/Fitness	C in Effort
Building and Construction Skills	TECHNOLOGY	C in Maths, English & Wood ITD	C in Effort
Engineering Skills	TECHNOLOGY	C in Maths, English & Metal ITD	C in Effort
Furnishing Skills	TECHNOLOGY	C in Maths, English & Wood ITD	C in Effort



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VET	Faculty	Year 10 Success Indicators	
		Academic Grade	Effort Grade
Certificate III in Fitness	HPE	C in HPE/Fitness	C in Effort
Certificate III in Business	HUMANITIES	C in English/Maths	C in Effort
Certificate II in Engineering Pathways	TECHNOLOGY	C in English, Metal ITD	C in Effort
Certificate II in Applied Digital Technologies	TECHNOLOGY	C in English	C in Effort
Certificate II in Hospitality	TECHNOLOGY	C in English	C in Effort
Certificate II in Volunteering	HUMANITIES	C in English	C in Effort
Certificate II in Skills for Work and Vocational Pathways	VET	C in English	C in Effort

GENERAL SUBJECTS

Assessment in General Subjects:

Unit 1 and 2 provide foundational learning in year 11, whilst Units 3 and 4 consolidate student learning. Students will complete three Internal Assessments and one External Assessment across Units 3 and 4 which will make up their exit result for the subject.

As stated in the introduction to this subject guide, Bundamba State Secondary College is able to offer an extensive array of subjects. Subjects will run based on appropriate numbers of students selecting each course. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.

All information is correct at the time of printing. Changes may occur.

General English

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	C in Year 10 English/Humanities		
Contact	Head of Department English - Lauren Hunt - lhunt241@eq.edu.au		



Rationale:

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place on it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways.

Unit 1	Unit 2	Unit 3	Unit 4
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Perspectives and texts

- Examining and creating perspectives in text
- Responding to a variety of non-literary and literary texts
- Creating responses for public audiences and persuasive texts

Perspectives and texts

- Examining and shaping representations of culture in texts
- Responding to literary and non-literary texts, including a focus on Australian texts
- Creating imaginative and analytical texts

Textual connections

- Exploring connections between texts
- Examining different perspectives of the same issues in texts and shaping own perspectives
- Creating responses for public audiences and persuasive

Close study of literary texts

- Engaging with literary texts from diverse times and places
- Responding to literary texts creatively and critically
- Creating imaginative and analytical texts

Unit 1	Unit 2
--------	--------

Formative internal assessment 1 (FIA1)
Extended response - persuasive spoken response

Formative internal assessment 2 (FIA2)
Extended response - written response for a public audience

Formative internal assessment 3 (FIA3)
Extended response - imaginative written response

Formative internal assessment 4 (FIA4)
Examination - analytical written response

Unit 3	Unit 4
--------	--------

Summative internal assessment 1 (IA1): 25%
Extended response - persuasive spoken response

Summative internal assessment 2 (IA2): 25%
Extended response - written response for a public audience

Summative internal assessment 3 (IA3): 25%
Extended response - imaginative written response
Summative external assessment (EA): 25%
Examination - analytical written response

Pathways

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

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

General Mathematics

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	B in Year 10 Mathematics		
Contact	Head of Department Mathematics: Devi Sharma - hdsha0@eq.edu.au		



Rationale:

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens.

General Mathematics is suited to students who are interested in pathways beyond school that lead to both tertiary or vocational education. Students learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds.

Unit 1	Unit 2	Unit 3	Unit 4
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Money, measurement and relations

- Consumer arithmetic
- Shape and measurement
- Linear equations and their graphs

Applied trigonometry, algebra, matrices and univariate data

- Applications of trigonometry
- Algebra and matrices
- univariate data analysis

Bivariate data, sequences and change, and Earth geometry

- Bivariate data analysis
- Time series analysis
- Growth and decay in sequences
- Earth geometry and time zones

Investing and networking

- Loans, investments and annuities
- Graphs and networks
- Networks and decision mathematics

Unit 1	Unit 2
--------	--------

Formative internal assessment 1 (FIA1)
Problem-solving and modelling task

Formative internal assessment 2 (FIA2):
Examination

Formative internal assessment 3 (FIA3)
Examination

Formative internal assessment 4 (FIA4)
Examination

Unit 3	Unit 4
--------	--------

Summative internal assessment 1 (IA1): 20%
Problem-solving and modelling task

Summative internal assessment 2 (IA2): 15%
Examination

Summative internal assessment 3 (IA3): 15%
Examination

Summative external assessment (EA) (3&4): 50%
Examination

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.

Costs

A scientific calculator with a statistic function is required in both years 11 and 12. The Sharp EL-531 THBWH model can be purchased for \$19.50. Access to textbooks (hard copy in class or electronically at home) is included in the Student Resource Scheme. If other costs, arise, they would be notified at the time of activity.

Mathematical Methods

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	B in Year 10 Mathematics		
Contact	Head of Department Mathematics: Devi Sharma - hdsha0@eq.edu.au		



Rationale:

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection and build on algebra, functions and their graphs and probability. Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, become critical thinkers, innovators and problem solvers. Through solving problems and developing models, students will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st Century.

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential function 1 Arithmetic and geometric sequences. 	Calculus and further functions <ul style="list-style-type: none"> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 	Further calculus <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Problem-solving and modelling task Formative internal assessment 2 (FIA2): Examination	Formative internal assessment 3 (FIA3) Examination Formative internal assessment 4 (FIA4) Examination

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

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 sciences, engineering, computer science, psychology and business.

Costs

A scientific calculator with a statistic function is essential. The Sharp EL-531 THBWH model can be purchased for \$19.50. Some students may find a Graphics Calculator beneficial. The Texas Instruments TI-84PlusCE is recommended to support students. Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Specialist Mathematics

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	B in Year 10 Mathematics and undertaking Mathematical Methods		
Contact	Head of Department Mathematics: Devi Sharma - hdsha0@eq.edu.au		



Rationale:

The Specialist Mathematics course has been designed to be undertaken in conjunction with Mathematical Methods.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection.

Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 	Further calculus and statistical inference <ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Problem-solving and modelling task Formative internal assessment 2 (FIA2): Examination	Formative internal assessment 3 (FIA3) Examination Formative internal assessment 4 (FIA4) Examination

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

Pathways

Specialist Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

Costs

A scientific calculator with a statistic function is essential. The Sharp EL-531 THBWH model can be purchased for \$19.50. Some students may find a Graphics Calculator beneficial. The Texas Instruments TI-84PlusCE is recommended to support students. Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Modern History

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	C in Year 10 English/Humanities		
Contact	Head of Department Humanities: Neil Fynes-Clinton - nfyne1@eq.edu.au		



Rationale:

Modern History allows students to explore the recent past and form views about the Modern World. It provides an opportunity for students to investigate different perspectives and learn that the past is contestable. The subject is formed around four key themes—ideas, movements, national experiences and international experiences. The study of these themes applies historical concepts and skills across the two years of study, building on elements studied in years 7-10. Modern History prepares students for a dynamic world and builds skills that are transferable to a range of pathways, both professional and personal. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the Modern World In Unit 1, students will explore ideas that have developed in the Modern World.</p> <p>This unit will examine assumptions around authoritarianism, democracy, environmental sustainability, egalitarianism, imperialism and self-determination.</p> <p>TOPICS:</p> <ul style="list-style-type: none"> • Frontier Wars • French Revolution 	<p>Movements in the Modern World In Unit 2, students examine movements that have emerged in the Modern World.</p> <p>Students apply historical concepts and skills to explore movements for independence, civil rights and political and social change.</p> <p>TOPICS:</p> <ul style="list-style-type: none"> • Anti-Apartheid movement in South Africa • African-American Civil Rights movement 	<p>National Experiences in the Modern World In Unit 3, students examine national experiences that have emerged.</p> <p>Students examine crises that have confronted nations and the different paths countries have taken to achieve their goals.</p> <p>TOPICS:</p> <ul style="list-style-type: none"> • Germany 1914-1945 • Israel 1948-1993 	<p>International Experiences in the Modern World Unit 4 explores experiences that are a response to cultural, economic, ideological, political and military challenges that have gone beyond international borders.</p> <p>TOPICS:</p> <ul style="list-style-type: none"> • The Cold War • Australia's involvement in Vietnam <p>QCAA will nominate one topic that will be the basis for an external examination from this unit.</p>

Unit 1	Unit 2
<p>Term 1 - Examination - essay in response to historical sources</p> <p>Term 2 - Investigation - historical essay based on research</p>	<p>Term 3 - Investigation - historical essay based on research</p> <p>Term 4 - Examination - essay in response to historical sources</p>
Unit 3	Unit 4
<p>Summative internal assessment 1 (IA1): 25%</p> <p>Examination - essay in response to historical sources</p> <p>Summative internal assessment 2 (IA2): 25%</p> <p>Independent source investigation</p>	<p>Summative internal assessment 3 (IA3): 25%</p> <p>Investigation - historical essay based on research</p> <p>Summative external assessment (EA) (3&4): 25%</p> <p>Examination - short responses to historical sources</p>

Pathways

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

Costs

Excursions may run if suitable events occur during the year.

Ancient History

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	C in Year 10 English/Humanities		
Contact	Head of Department Humanities: Neil Fynes-Clinton - nfyne1@eq.edu.au		



Rationale:

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, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion. Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the ancient world In Unit 1, students will explore what archaeological evidence can tell us about the lives of ancient peoples.</p> <p>This unit will also examine how ancient societies reflect the attitudes, beliefs and behaviours of ancient peoples.</p> <p>TOPICS:</p> <ul style="list-style-type: none"> • Digging up the past • Ancient societies - the family 	<p>Personalities in their time In Unit 2, students examine the motivations, attributes and achievements of significant ancient personalities. Students also explore the nature of great leaders and the qualities that define them.</p> <p>TOPICS:</p> <ul style="list-style-type: none"> • Hatshepsut • Akhenaten 	<p>Reconstructing the ancient world Unit 3, students understand how meaning concerning certain period of history is constructed from historical evidence.</p> <p>Students examine the feature, achievements and issues that distinguish significant historical periods of Antiquity.</p> <p>TOPICS:</p> <ul style="list-style-type: none"> • Pompeii and Herculaneum • The Medieval Crusades 	<p>People, power and authority Unit 4 explores power and authority in the ancient world.</p> <p>TOPICS: Ancient Rome - Civil War Evidence</p> <p>QCAA will nominate one topic that will be basis of an external examination form:</p> <p>Thutmose III, Rameses II, Themistocles, Alcibiades, Scipio Africanus, Caesar and Augustus</p>

Unit 1	Unit 2
<p>Term 1 - Examination - essay in response to historical sources Term 2 - Investigation - historical essay based on research</p>	<p>Term 3 - Investigation - historical essay based on research Term 4 - Examination - essay in response to historical sources</p>

Unit 3	Unit 4
<p>Summative internal assessment 1 (IA1): 25% Examination - essay in response to historical sources Summative internal assessment 2 (IA2): 25% Independent source investigation</p>	<p>Summative internal assessment 3 (IA3): 25% Investigation - historical essay based on research Summative external assessment (EA) (3&4): 25% Examination- short response to historical sources</p>

<p>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.</p>	<p>Costs Year 11 only - cost of entry to Abbey Museum for an introduction to archaeology and transport costs to university libraries.</p>
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Legal Studies

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	C in Year 10 English/Humanities		
Contact	Head of Department Humanities: Neil Fynes-Clinton - nfyne1@eq.edu.au		



Rationale:

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. Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues. Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Knowledge of the law enables students to have confidence in approaching and accessing the legal system, and provides them with an appreciation of the influences that shape the system.

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt Legal foundations Criminal investigation process • Criminal trial process • Punishment and sentencing	Balance of probabilities • Civil law foundations • Contractual obligations • Negligence and the duty of care	Law, governance and change Governance in Australia • Law reform within a dynamic society	Human rights in legal contexts • Human rights • The effectiveness of International law • Human rights in Australian contexts

Unit 1	Unit 2
Formative internal assessment 1 : Examination - combination response Formative internal assessment 2:	Formative internal assessment 3: Investigation Formative internal assessment 4:

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% Examination - combination response Summative internal assessment 2 (IA2): 25%	Summative internal assessment 3 (IA3): 25% Investigation - argumentative essay Summative external assessment (EA): 25%

Pathways

Legal Studies is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

Costs

There may be small additional costs to the Student Resource Scheme such as the cost for an excursion to the Supreme Court each year and the legal studies conference each year.

Biology

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	C in English/Humanities		
Contact	Head of Department Science: Daniel McCaul - dmcca180@eq.edu.au		



Rationale:

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society. Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> Cells on the basis of life Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> Homeostasis Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> Describing biodiversity Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> DNA, genes and the continuity of life Continuity of life on Earth

Unit 1	Unit 2
Formative internal assessment (FIA1) Formative internal assessment (FIA1) Student experiment	Formative internal assessment (FIA1) Formative internal assessment (FIA1) Exam

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

Pathways

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

Costs

The field study part of the course will be covered by three one-day excursions at Nudgee Beach EEC and the University of Queensland, where students will collect data from a range of different ecosystems. The approximate cost each day is \$30.

Biology students will be required to purchase a student resource activity book. There are two separate books for Year 11 and Year 12, each with a cost of approximately \$30. The activity books are in a write-in format, with well set out diagrams and worksheets. These books are integrated into the course of learning.

Chemistry

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	C in Year 10 English		
Contact	Head of Department Science: Daniel McCaul - dmcca180@eq.edu.au		



Rationale:

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds. Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals - structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions - reactants, products and energy change. 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reaction 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Unit 1		Unit 2	
Formative internal assessment (FIA1) Data Test		Formative internal assessment (FIA1) Research Investigation	
Formative internal assessment (FIA1) Student experiment		Formative internal assessment (FIA1) Exam	
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3) Research Investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%	Summative external assessment (EA) (3&4): Examination	50%

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.

Costs

Costs in addition to the Student Resource Scheme:

- Cambridge Checkpoints QCE - Chemistry Units 1-4
- Transport costs for a tour of SIMTARS laboratories at Redbank for Year 12 Students.

Transport costs to various university engagement events.

Physics

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	C in Year 10 English		
Contact	Head of Department Science: Daniel McCaul - dmcca180@eq.edu.au		



Rationale:

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Unit 1	Unit 2	Unit 3	Unit 4
Physics of Motion <ul style="list-style-type: none"> Linear motion and force Gravity and motion 	Einstein's famous equation <ul style="list-style-type: none"> Special relativity Ionising radiation and nuclear reactions The Standard Model 	Transfer of Energy <ul style="list-style-type: none"> Heating processes Waves Electrical circuits 	Electromagnetism and Quantum theory <ul style="list-style-type: none"> Electromagnetism Quantum theory

Unit 1	Unit 2
Formative internal assessment (FIA1) Data Test Formative internal assessment (FIA1) Student experiment	Formative internal assessment (FIA1) Research Investigation Formative internal assessment (FIA1) Exam

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

Pathways

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

Costs

Costs in addition to the Student Resource Scheme:

- Cambridge Checkpoints QCE - Physics Units 1-4
- Transport costs to various university engagement events

Accounting

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	C in Year 10 English		
Contact	Head of Department Humanities: Neil Fynes-Clinton - nfyne1@eq.edu.a		



Rationale:

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries, and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making.

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

Unit 1	Unit 2	Unit 3	Unit 4
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Real world accounting

- Accounting for a service business - cash, accounts receivable, accounts payable and no GST
- End-of-month reporting for a service business - no GST

Management effectiveness

- Accounting for a trading GST business
- End-of-year reporting for a trading GST business

Monitoring a business

- Managing resources for a trading GST business
- Fully classified financial statement reporting for a trading GST business

Accounting - the big picture

- Cash management
- Complete accounting process for a trading GST business
- Performance analysis of a listed public company

Unit 1	Unit 2
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Formative internal assessment 1:
Examination - combination response

Formative internal assessment 2:
Examination - combination response

Formative internal assessment 3:
Examination - combination response

Formative internal assessment 4:
Project - end of year reporting

Unit 3	Unit 4
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Summative internal assessment 1 (IA1): 25%
Examination - combination response

Summative internal assessment 2 (IA2): 25%
Examination - combination response

Summative internal assessment 3 (IA3): 25%
Project - cash management

Summative external assessment (EA) 25%
Examination - short response

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce. Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

Costs

There may be small additional costs to the Student Resource Scheme such as stationery replacement in the book-keeping area: Journal, Ledger and Treble Cash booklets. There will be a cost for an excursion which is the Accounting Forum, however this is usually only the transport component.

Visual Art

Subject Type

General

QCE Credits

up to 4 points

Pre-requisites

C in Year 10 English/Humanities

Contact

Head of Department The Arts: Angela Charles - achar68@eq.edu.au



Rationale:

Visual Art students get the chance to be both artists and observers, using their creativity and imagination to solve problems and express themselves through art. They'll experiment with various materials, techniques, and technologies, creating their own unique pieces of art that reflect their thoughts, feelings, and experiences. They'll also learn to critically analyse artworks in different contexts, exploring the meanings, purposes, and aesthetic values behind them. As part of their learning journey, students will engage with artists, artworks, and various art communities to deepen their understanding of diverse art practices. This course is not only about creating art but also about developing crucial skills for the future. It encourages curiosity and imagination, teaching students how to think creatively and come up with innovative solutions in various situations. This ability to think differently is essential for future artists, designers, and crafters, and can even be applied in fields like science, technology, engineering, and mathematics. Additionally, the course prepares students to navigate a world filled with different forms of media and visual communication. By the end of the course, students will have developed strong communication skills, the ability to appreciate different perspectives, and the confidence to contribute creatively to our diverse society.

Unit 1

Seeing the World Through Art

In Unit 1, we'll be learning how to view the world as an artist does, using the concept of "art as lens." We'll explore how artists use different perspectives to create unique meanings and interpretations. We'll start by studying the world around us- people, places, objects - and create both realistic and abstract art based on these observations. We'll also delve into the personal and contemporary contexts in which art exists, and understand how these influence the creation and interpretation of art. We'll also discuss how artists challenge our viewpoints and how we, as artists, can use different perspectives to express our views of the world.

Unit 2

Decoding the Language of Art

In Unit 2, we'll look at art as a form of communication, a language that can express complex ideas and emotions. We'll learn how to analyse and interpret the 'visual language' used in artworks. This unit will involve more independent investigation and experimentation, and you'll get to create your own portfolio, including research and a final piece of artwork. We'll also explore different types of language used in art, whether it be literal, metaphorical, or symbolic. We'll look at how artists from different cultures use visual language to communicate across cultural and geographical boundaries, and you'll learn how to fluently express your ideas through your own visual art.

Unit 3

Understanding the World Through Art

In Unit 3, you'll get to ask your own questions about art and investigate them independently. We'll explore the concept of 'art as knowledge', and how you can use art to explore and express your personal interests, beliefs, and observations. We'll study selected artists, looking at their ways of expressing and interpreting the world. You'll create your own body of work, aiming to engage the audience both visually and intellectually. This unit will also delve into the idea of how art can challenge perceptions and present alternative futures, and how it can be used to entertain, express, record, and invent. We'll discuss how prior knowledge of culture and society influences our understanding of art, and what knowledge you need as an artist to inform your practice.

Unit 4

Exploring Alternatives Through Art

In Unit 4, you'll continue building on the knowledge and art practice you developed in Unit 3. We'll explore the concept of 'art as alternate', challenging you to generate new ideas and find innovative ways to express them. You'll refine your personal aesthetic and learn to communicate complex meanings through your art. We'll examine how contemporary art ideas and issues influence the creation of new meanings. You'll also have a chance to experiment with new materials and techniques and explore how technology can enhance your artwork. We'll discuss how different methods of display, and the use of new technologies can affect the audience's experience of art, and how you, as an artist, can use alternative approaches to better communicate your ideas.

Unit 1

FIA1:
Project - experimental folio

FIA2:
Investigation - written report of multimodal presentation

Unit 2

FIA3:
Project - inquiry-based folio

FIA4:
Investigation - written report or multimodal presentation

Unit 3

Summative internal assessment 1 (IA1): 15%
Investigation - inquiry phase 1

Summative internal assessment 2 (IA2): 25%
Project - inquiry phase 2

Unit 4

Summative internal assessment 3 (IA3): 35%
Project - inquiry phase 3

Summative external assessment (EA): 25%
Examination

Pathways

Visual Art is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions and diverse fields that use skills inherent in the subject. The processes and practices of Visual Art, such as self-directed learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.

Costs

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Film, Television and New Media

Subject Type	General	QCE Credits	up to 4 points
Pre-requisites	C in Year 10 English/Humanities		
Contact	Head of Department The Arts: Angela Charles - achar68@eq.edu.au		



Rationale:
 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. They understand that film, television and new media are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities. Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Unit 1	Unit 2	Unit 3	Unit 4
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Foundation

In this unit, you'll dive into the world of Film, Television & New Media. We'll explore how movies, TV shows, and other digital media are created using different technologies. We'll also learn about different symbols and narrative techniques used in creating these media. You'll get to understand how images, signs, and symbols convey specific meanings, depending on where and how they're used. We'll also study different styles of moving-image media like music videos, animations, and digital games, understanding how different factors like culture, history, and technology influence their creation and use.

Story forms

In the second unit, we'll focus on storytelling across different media platforms. We'll delve into how stories are told differently in different settings and media. You'll learn how to analyse, evaluate, and use technical and symbolic tools to create your own stories. We'll also discuss how storytelling varies among different social and cultural groups, and how audience interpretation plays a role in shaping cultural identities. You'll see how producers use stories to create specific perceptions of people, places, events, and ideas.

Participation

In this unit, you'll learn about audience participation in media across various platforms. We'll discuss how audiences consume, respond to, and even contribute to media content. You'll investigate the role of technology and institutions in audience participation, and how various factors influence this participation. We'll also look at different historical and current situations where audience participation was made possible by technology and institutions.

Identity

In the final unit, you'll get a chance to experiment with creating your own media content. We might work on things like short films, documentaries, animations, or digital games. You'll learn about different cultural contexts, historical events, and artistic traditions that have influenced styles in media. We'll explore how technology, trends, and ideas have inspired artists in different times and places. This unit will help you develop your own unique style by creating your own moving-image media products, all while understanding the history and ideas that have shaped contemporary media.

Unit 1	Unit 2
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FIA1:
Case study - Auteur investigation
 FIA2:
Project - Short Film project

FIA3:
Project - Genre sequence film project
 FIA4:
Examination - extended response

Unit 3	Unit 4
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Summative internal assessment 1 (IA1): 15%
Case study - investigation
 Summative internal assessment 2 (IA2): 25%
Project - multi-platform project

Summative internal assessment 3 (IA3): 35%
Project - stylistic project
 Summative external assessment (EA): 25%
Examination - extended response

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of the activity.

APPLIED SUBJECTS

Assessment in Applied Subjects:

Unit 1 and 2 provide foundational learning in year 11, whilst Units 3 and 4 consolidate student learning.

In Units 3 and 4 in Essential English and Essential Mathematics, students will complete three Internal Assessments and the Common Internal Assessment. In all other Applied subjects, students will complete four Internal Assessments.

As stated in the introduction to this subject guide, Bundamba State Secondary College is able to offer an extensive array of subjects. Subjects will run based on appropriate numbers of students selecting each course. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.

All information is correct at the time of printing. Changes may occur.

Essential English

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in Year 10 English, C for Effort		
Contact	Head of Department English: Lauren Hunt - lhunt241@eq.edu.au		



Rationale:

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as a relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts. Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts. Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Unit 1	Unit 2	Unit 3	Unit 4
Language that works. <ul style="list-style-type: none"> Responding to a variety of texts used in and developed for a work context. Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> Responding to reflective and nonfiction texts that explore human experiences. Creating spoken and written tasks 	Language that influences <ul style="list-style-type: none"> Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences. 	Representations and popular culture texts <ul style="list-style-type: none"> Responding to popular culture texts Creating representations of Australian identities, places, events and concepts.

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Extended response - spoken/signed response Formative internal assessment 2 (FIA2): Short response - examination	Formative internal assessment 3 (FIA3): Extended response - Multimodal response Formative internal assessment 4 (FIA4): Extended response - written response

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 15% Case study - investigation Summative internal assessment 2 (IA2): 25% Project - multi-platform project	Summative internal assessment 3 (IA3): 35% Project - stylistic project Summative external assessment (EA): 25% Examination - extended response

Pathways

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

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of the activity.

Essential Mathematics

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in Mathematics, C for Effort		
Contact	Head of Department Mathematics: Devi Sharma - hdsha0@eq.edu.au		



Rationale:

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, in order to develop thinking citizens who, interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability and lifestyles, developing leadership skills through self-direction and productivity. They will show curiosity and imagination and appreciate the benefits of technology. Through this learning, students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Unit 1	Unit 2	Unit 3	Unit 4
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Number, data, and graphs

- numbers
- representing data
- graphs

Money, travel and data

- managing money
- time and motion
- data collection

Measurement, scales and data

- measurement
- scales, plans and models
- summarising and comparing data

Graphs, change and loans

- bivariate graphs
- probability and relative frequencies
- loans and compound interest

Unit 1	Unit 2
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Formative internal assessment 1 (FIA1):
Extended response - spoken/signed response

Formative internal assessment 2 (FIA2):
Short response - examination

Formative internal assessment 3 (FIA3):
Extended response - Multimodal response

Formative internal assessment 4 (FIA4):
Extended response - written response

Unit 3	Unit 4
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Formative internal assessment 1 (FIA1):
Problem solving and modelling task

Formative internal assessment 2 (FIA2):
Examination

Formative internal assessment 1 (FIA3):
Problem- solving and remodelling task

Summative internal assessment 2 (FIA4):
Examination

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 profession and industry groups.

Costs

A scientific calculator with a statistic function is recommended. The Sharp EL-531 THBWH model can be purchased for \$19.50.

Social and Community Studies

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in Humanities/ English, C for Effort		
Contact	Head of Department Humanities: Neil Fynes-Clinton - nfyne1@eq.edu.au		



Rationale:

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future. Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills. Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practice, develop and value social, community and workplace participation skills.

Unit 1

Module 1 - Complex Society - Today's Society Examination

Module 2 - Health- Recreation and Leisure Project

Unit 2

Module 3 - Australia's Place in the World Investigation

Module 4 - Legally it could be you Extended response

Unit 3

Module 5 - Out in the World - Science and Technology Examination

Module 6 - Money Management Project

Unit 4

Module 7 - Gender and Identity Extended Response

Module 8 - Out in the World - World of Work Project

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.

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

Tourism

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in Humanities/ English, C for Effort		
Contact	Head of Department Humanities: Neil Fynes-Clinton - nfyne1@eq.edu.au		



Rationale:

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. At Bundamba State Secondary College, the focus will be on local and regional studies in Tourism and engage in a range of partnerships with local and regional tourist destinations.

Unit 1

Tourism as an industry

This unit examines tourism as one of the fastest growing industries across the globe and the opportunities it offers to tourists and tourism workers.

Module 1: Assessment - Examination

Module 2: Assessment - Investigation

Unit 2

The Travel Experience

This unit focuses on why people travel and why it is important to have a knowledge of the cultures, laws and documentation required to travel.

Module 3: Assessment - Extended response

Module 4: Assessment - Project

Unit 3

Sustainable Tourism

Sustainability is a key trend in global politics and tourism. This unit focuses on how people's views of the world affect the tourist experience and the trend towards sustainable tourism that meets the requirements of many contemporary travellers.

Module 5: Assessment - Examination

Unit 4

Forms of Tourism

This unit examines in detail why people travel and the types of destinations that appeal to particular target groups. Reasons for travel might include culture tourism, event tourism, ecotourism and adventure tourism.

Module 6: Assessment - Investigation

Module 7: Examination

Pathways

A course of study in Tourism will develop pathways leading to a range of jobs in the Tourism industry. These will include jobs at tourist venues, at tourist events and in the tourism support industry, e.g. travel agents.

Costs

Excursions will run to various tourist destinations across the course and students will be required to pay for these up front.

Science in Practice

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in Science, C for Effort		
Contact	Head of Department Science: Daniel McCaul - dmcca180@eq.edu.au		



Rationale:

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

Unit 1

Ecology

In this unit, students examine the ecology of a selected species or group of organisms and their interactions with their environments. Students test and determine factor in the ecosystem through water management and explain concepts such as organisms, ecosystems, and their interdependences with Earth Systems.

Assessment: Investigation and Project

Field Work: Water quality assessment

Unit 3

Forensic Science

In this unit, students explore scientific processes used in the field of forensic science and execute relevant procedures, such as fingerprinting, casting and blood typing. Students identify, explain, and organise evidence collected for analysis. They interpret aspects of a simulated crime scene.

Assessment: Investigation and Project

Field Work: Crime Scene Investigation

Pathways

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

Unit 2

Disease

In this unit, students explain why the numbers of people being diagnosed with diseases (such as allergies, arthritis, asthma, cancer, cardiovascular disease, diabetes, and obesity) are increasing. Students explore disease types and causes.

Assessment: Investigation and Project

Field Work: Health Assessment investigation

Unit 4

Consumer Science

In this unit, students develop an understanding of the role and impact of biology and chemistry in the development, use and disposal of products. They learn about microbes in food, including types of microorganisms and the environmental conditions that affect their growth.

Assessment: Investigation and Project

Field Work: Health Assessment investigation

Costs

This course requires students to participate in 10 hours of field work in each year (20 hours total). Excursions are an integral part of each unit. Transport and entry costs will apply to these excursions. Please expect roughly a \$30 cost for each excursion. If other costs arise, they would be notified at the time of activity.

Dance in Practice

Subject Type

Applied

QCE Credits

up to 4 points

Success Indicators

C in Dance/English, C for Effort

Contact

Head of Department The Arts: Angela Charles - achar68eq.edu.au



Rationale:

Dance is a powerful means of communication and influences various aspects of our lives, such as personal, social, cultural, health, artistic, and entertainment pursuits. In this subject, students actively engage in dance both within the school and the wider community. Throughout the course, students will have opportunities to explore and understand the role of dance in different communities. They will have the opportunity to interact with professional dancers, choreographers, and other dance-related artists. By connecting their learning to real-world dance practices and industry opportunities, students are prepared for future employment and develop skills as agile, competent, innovative, and safe workers who can collaborate effectively in diverse contexts. In Dance, students participate in creating and performing their own dance works, as well as responding to the works of others. Dance fosters creativity, problem-solving skills, and enhances imaginative, emotional, analytical, and reflective experiences.

Unit 1

Celebration

In this unit, we'll dive into different types of dances used in various celebrations. We'll look at many reasons and contexts for celebrations, like school events (think school dances, musicals, award presentations), local community events (like dance competitions, festivals) and even international events that we can join virtually. You'll get to choreograph, perform, and reflect on your own dance routines, as well as those made by others. It's not just about dancing though - we'll also learn how to think critically and creatively as we collaborate and problem-solve together.

Assessment A1: Choreographic project

Assessment A2: Performance

Unit 2

Dance in the Industry

In this unit, we're going to dive deep into the world of dance - both professional and amateur. We'll learn about the many roles that make up the dance industry, from the dancers and choreographers to the costume designers and publicists. We'll also explore the fun side of dance, like dance schools, cheerleading, and dance for fitness. You'll get to try different dance styles and learn about what it takes to work in this exciting industry. Plus, you'll learn about auditions and what you need to do to put together a great showreel!

Assessment B1: Choreographic project

Assessment B2: Performance

Unit 3

Dance for Health

This unit is all about how dance can make us healthier and happier. We'll look at how dance can benefit us physically and mentally, and how it can help people of all ages and abilities. We'll explore dance for fitness, dance for mental health, and dance as a social activity. You'll get to try different dance styles and learn about how dance can be adapted for different groups, from little kids to seniors. Plus, you'll get to create your own health-related dance routines!

Assessment C1: Performance project

Assessment C2: Choreography

Unit 4

Dance and Technology

Ever thought about how technology and dance can come together? In this unit, we're going to explore exactly that! We'll learn about how technology can influence dance, from the choreographer's creative process to how a performer uses their skills. You'll get to try out different dance styles using technology and see how it can change the way you create and perform. Plus, you'll learn about being a responsible digital citizen in the world of dance. So, get ready to bring dance into the digital age!

Assessment D1: Choreographic project

Assessment D2: Performance

Pathways

The study of Creative Arts develops emotional intelligence, confidence and resilience, discipline and commitment, communication skills, identity and belonging, creativity and problem-solving skills and coordination. A course of study in Dance in Practice can establish a basis for further education and employment in a range of fields, including dance education, dance teaching, choreography, performance and event production.

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

Music in Practice

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in Music/English, C for Effort		
Contact	Head of Department The Arts: Angela Charles - achar68eq.edu.au		



Rationale:

In our music program, we encourage students to dive into the world of music, making their own tunes and connecting with local music communities. They'll learn how to solve problems creatively and express their own unique musical ideas. Music-making teaches discipline, commitment, and offers a chance to grow personally while also developing skills for lifelong learning. It's not just about making music; it's about preparing for the future too. We link our learning to real-world music industry practices, helping students become adaptable, competent, and safe workers ready for a variety of workplace contexts.

Students will get hands-on experience with composing and performing music. Through music, students will express their creativity, solve problems, and experience music on an emotional, aesthetic, and reflective level. They'll learn about important industry practices like workplace safety, teamwork, and project management. Plus, they'll get a taste of what it's like to be a composer, performer, or audience member in the real world. This course isn't just about learning music, it's about viewing the world from different perspectives, sharing ideas, gaining confidence, and fostering a positive work ethic.

Unit 1

Music of today

In "Music of Today", you'll dive into the world of modern music. From writing songs to performing them, you'll learn and develop skills that every musician needs. You'll explore various genres and styles of contemporary music and use online platforms to collaborate and share your work. You'll experiment with different music elements and songwriting techniques to create your own compositions. You'll also learn how to use digital technology safely and responsibly, understanding how to present yourself as an artist online. You might even get to participate in local and international music events!

Assessment A1: Project

Assessment A2: Performance

Unit 2

The cutting edge

"The Cutting Edge" is all about merging music with technology. You'll learn how to use music technology to express your musical ideas and improve your performance skills. This unit will give you the chance to experiment with music elements and to create your own compositions using state-of-the-art technology. You'll also learn about online safety and responsibility as an artist. You could even have the chance to work with music industry professionals and contribute to a group project or event!

Assessment B1: Project

Assessment B2: Composition

Unit 3

Building your brand

In "Building Your Brand," you'll explore the ins and outs of the music industry and discover how to develop your unique style as a musician. You'll study different music genres, styles, and how successful musicians have built their brands. You'll also identify your own musical interests and skills, and learn how to navigate the professional music industry. This unit will also teach you about the importance of online safety, ethical practices, and how to handle feedback. You'll have the chance to collaborate with other students and show off your skills in real-world experiences.

Assessment C1: Project

Assessment C2: Composition

Unit 4

"Live: on stage!"

Ever thought about how technology and dance can come together? In this unit, we're going to explore exactly that! We'll learn about how technology can influence dance, from the choreographer's creative process to how a performer uses their skills. You'll get to try out different dance styles using technology and see how it can change the way you create and perform. Plus, you'll learn about being a responsible digital citizen in the world of dance. So, get ready to bring dance into the digital age!

Assessment D1: Choreographic project

Assessment D2: Performance

Pathways

The study of Creative Arts develops emotional intelligence, confidence and resilience, discipline and commitment, communications skills, identity and belonging, creativity and problem-solving skills and coordination.

A course of study in Music in Practice can establish a basis for further education and employment in a range of fields, including performance, critical listening, music management and music promotions.

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

Media Arts in Practice

Subject Type

Applied

QCE Credits

up to 4 points

Success Indicators

C in Media Arts/ English, C for Effort

Contact

Head of Department The Arts: Angela Charles - achar68eq.edu.au



Rationale:

Media Arts is all about creating and understanding art that is shared through things like movies, TV, radio, video games, and the internet. In this class, you'll discover how media can shape and reflect what people think and believe. You'll learn to use technology responsibly and ethically and understand how your actions can affect society and the environment. This class isn't just about making art; it's also about being a smart and responsible digital citizen.

This class is also a great way to prepare for a career in a creative field. You'll gain knowledge and skills that are in demand in industries that are always looking for innovative thinkers who are comfortable with new technologies. You'll work on real projects, just like you would in a job, and learn how to work with others to solve problems. You'll also learn how to plan and design your own media artworks, make decisions about your work, and reflect on what works and what doesn't. Plus, you'll get to explore different types of media and learn how to choose the right one for your ideas. This class is all about connecting your ideas with your audience through creative media.

Unit 1

Personal Viewpoints

In this unit, you will learn to use media to express your own opinions and feelings about important social issues. You might choose a topic that's important to you - like climate change, racism, or mental health - and then you'll use different forms of media like blogs, podcasts, or digital art to share your thoughts. You'll also learn about how other artists use media to share their ideas. This could be anything from making a video for your school to creating a social media campaign. The main goal here is to communicate issues that affect you and your community and to provoke a response from your audience.

Assessment A1: Project

Assessment A2: Media artwork

Unit 2

Representation

In this unit, you will explore how media can change or challenge the way we see the world. You'll learn to use media to create your own representation of reality, focusing particularly on social media or video games. You might decide to create a character for a video game that challenges stereotypes, or use Instagram to highlight social issues. You'll also learn about how other artists use these platforms to represent their views of reality. The main goal is to experiment with representations, refine your artistic style and either inform or entertain your audience.

Assessment B1: Project

Assessment B2: Media artwork

Unit 3

Community

In this unit, you will learn how media can be used to celebrate, support and inform communities. You might choose to focus on a local community issue or event, or perhaps a significant person in your community, and use media to raise awareness or celebrate their achievements. This could involve working with others in your community to create a documentary film, a community radio broadcast or a multimedia art project. The main goal is to use media to celebrate people, culture, or histories, advocate for your community, or inform audiences about your community.

Assessment C1: Project

Assessment C2: Media artwork

Unit 4

Persuasion

In this unit, you will delve into the world of marketing and persuasion through media. You will learn how to make a compelling pitch for a media artwork using marketing strategies. This could mean designing a poster to promote a school event, creating an advert for a local business, or developing a social media campaign for a cause you care about. You'll also learn about how professionals use media to persuade their audiences. The main goal is to use media to advertise, promote, convince or persuade, and to get your audience to take action.

Assessment D1: Project

Assessment D2: Media artwork

Pathways

The study of Creative Arts develops emotional intelligence, confidence and resilience, discipline and commitment, communications skills, identity and belonging, creativity and problem-solving skills and coordination.

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

Visual Arts in Practice

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in Visual Art/ English, C for Effort		
Contact	Head of Department The Arts: Angela Charles - achar68eq.edu.au		



Rationale:

Visual Arts in Practice, students will discover new connections between art-making purposes and contexts by responding to various sources such as problems, events, stories, places, objects, and the work of artists or artisans. Throughout the course, students will explore different art-making modes, including 2D, 3D, digital (static), and time-based formats. They will learn to combine visual language with various media, technologies, and skills to create their own artworks. Students are encouraged to think innovatively and experiment with new ways of working. They will use reasoning and decision-making skills to justify their artistic choices, reflecting on and evaluating the success of their own work as well as the work of others. They will develop competency and independence in selecting appropriate media, technologies, and skills to create both experimental and resolved artworks.

The learning in Visual Arts is connected to relevant industry practices and opportunities, which not only promote future employment but also prepare students to be agile, competent, innovative, and safe workers. They will develop collaborative skills and problem-solving abilities through project-based work in various contexts.

Unit 1

Looking Inwards (Self)

In this unit, it's all about you! You'll get to explore and express your thoughts, ideas, and culture through art. Ever thought about how you'd represent yourself in a painting or sculpture? Here's your chance! You'll learn how other artists have represented themselves in their work and use that knowledge to create your own piece of art. Plus, your art might even get to be showcased in school displays, online portfolios, or even in competitions. The goal here is to make art that celebrates who you are, documents your life, or shows off your artistic skill.

Assessment A1: Project

Assessment A2: Resolved artwork

Unit 2

Looking Outwards (Others)

In this unit, you'll turn your attention to the world around you. You'll look at local, national, and even global issues and learn how artists have responded to these in their art. This is your chance to make a statement and express your views on these issues through your art. Maybe you're passionate about environmental conservation, or you want to explore social issues – whatever it is, you'll learn how to communicate these topics through your artwork. Your art could be showcased in school, in the community, or online, aiming to start conversations, challenge perspectives, or inspire action.

Assessment B1: Project

Assessment B2: Resolved artwork

Unit 3

Clients

Imagine you're a professional artist and you've been hired to create something for a client – that's what this unit is all about. You'll work with a "client" to create art that meets their needs and expectations. It might be a mural for the school, a poster for a local event, or an online graphic. You'll learn how to understand and manage client expectations, plan your work, and refine it based on feedback. You'll be like a real working artist, creating art to decorate, promote, educate, entertain, or even to sell!

Assessment C1: Project

Assessment C2: Resolved artwork

Unit 4

Transform & Extend

Ever wondered what it's like to walk in the shoes of your favourite artist? In this unit, you'll get to explore the style and techniques of an artist you admire, and then create your own work inspired by them. You'll learn to recognize what makes their work unique and how to incorporate those elements into your own artwork. But don't worry – you'll get to add your own personal touch too! Whether you're showing off your art in school or online, the goal is to pay tribute to an artist you admire while also refining your own style.

Assessment D1: Project

Assessment D2: Resolved artwork

Pathways

The study of Creative Arts develops emotional intelligence, confidence and resilience, discipline and commitment, communications skills, identity and belonging, creativity and problem-solving skills and coordination. 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.

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

Drama in Practice

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in Drama/ English, C for Effort		
Contact	Head of Department The Arts: Angela Charles - achar68eq.edu.au		



Rationale:

In this course students get to dive deep into the world of drama, exploring it as a creative way to express their feelings, ideas, and experiences. Drama helps us understand ourselves, others, and the world better by presenting different perspectives, whether we're aiming to entertain, celebrate, or educate. Students will have the chance to plan, create, adapt, and perform their own dramatic works in various settings. A major part of this course is linking learning to the real world – we connect with our school and local community, and if possible, with professional artists. This gives students a peek into the drama industry and helps prepare them for future opportunities.

Students don't just learn about acting - they'll also experience other important roles behind the scenes. As they gain practical experience, they'll come to understand the impact of drama on our social and cultural life, from the local level all the way to the international stage. We teach them how to communicate their ideas to an audience, but also about the essential workplace safety procedures they'd need in a real theatre setting. On top of that, they'll learn key industry skills needed to be a successful drama practitioner. Working individually or in groups, they'll be able to bring their own dramatic ideas to life, using problem-solving skills and creativity. This experience will boost their confidence and resilience while fostering a spirit of co-operation.

Unit 1

Collaboration

In the Collaboration unit, you'll learn how to work together to create a theatre performance. This means you'll learn how to work in a team and go through the process of coming up with an idea for a performance and then making it happen. You'll also learn about different roles in theatre, like being a director, where you'll decide how the play should be performed, or an actor, where you'll perform the play. You'll also learn about design and technical skills, like how to make costumes or use lighting. We might work on performances for school events, explore different ways to stage a play, or even use virtual reality!

Assessment A1: Directorial project

Assessment A2: Performance

Unit 2

Community

The Community unit is about using drama to connect with different people. You'll learn how theatre can be used to bring people together, no matter their age, culture, or abilities. You'll get the chance to create your own original drama works based on stories from your community, and you'll perform these for different audiences, like your school or local groups. You might visit places or talk to people to get ideas for your performances, perform at school or community events, or even learn about traditional storytelling practices from different cultures.

Assessment B1: Devising project

Assessment B2: Performance

Unit 3

Contemporary

In the Contemporary unit, you'll explore the latest trends in theatre. You'll learn about new styles and technologies used in theatre and how to apply these to your own performances. We'll have workshops where you'll learn about contemporary performance practices. As a director, you'll work with scripts and figure out how to use modern techniques to communicate ideas. As an actor, you'll get to perform a contemporary play. We'll also explore how theatre is used to communicate ideas to modern audiences and consider how cultural contexts affect contemporary theatre.

Assessment C1: Directorial project

Assessment C2: Performance

Unit 4

Commentary

The Commentary unit is about using drama to talk about social issues. You'll learn how to create performances that educate, challenge, and inform audiences about important events and issues happening in the world. We'll look at the work of real theatre practitioners to learn about how they use drama to comment on contemporary issues. As a deviser, you'll create a scene with your peers about a social issue. As an actor, you'll perform in a drama that comments on the world around us. We'll explore how drama can be used for various purposes and from different perspectives, including sociological, historical, personal, cultural, and environmental.

Assessment D1: Devising project

Assessment D2: Performance

Pathways

The study of Creative Arts develops emotional intelligence, confidence and resilience, discipline and commitment, communications skills, identity and belonging, creativity and problem-solving skills and coordination.

A course of study in Drama in Practice can establish a basis for further education and employment in a range of fields, including performance, theatre management and promotions.

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

Sport and Recreation

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in HPE/Fitness, C for Effort		
Contact	Head of Department Physical Education: Daniel Roos - droos4@eq.edu.au		



Rationale:

Sport and 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. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contribute to individual and community outcomes. Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Unit 1

Module 1: Tournament Organisation

Project - Written Report (400-700 words) and performance
(Supporting video evidence)

- Minor Games

Module 2: Navigation

Performance (with supporting video evidence)

- Orienteering

Unit 2

Module 3: Sports and Games

Performance (with supporting video evidence)

- Basketball/Volleyball/Netball/Soccer/Touch Football

Module 4: Sports Marketing

Investigation - Written Report (600-800words)

- Games and Sports

Unit 3

Module 5: Sport and Recreation Activities

Performance (with supporting video evidence)

- Rock Climbing

Module 6: Coaching

Project - Spoken (1.5 -3.5 minutes), Written (500-900 words) and performance (with supporting video evidence)

- Minor Games

Unit 4

Module 7: Training for Fitness - Strength and Conditioning

Performance (with supporting video evidence)

- Lifelong Physical Activities

Module 8: Sport and Recreation and Healthy Living

Investigation - written report (600-1000words)

- Camping / Bush Walking / Hiking

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.

Costs

A mandatory 4-day camp occurs in Term 3 of Year 12. The cost at this time is approximately \$170. Accurate costing will be provided in Term 2 of Year 12 to Sport and Recreation students.

Building and Construction Skills

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in Math, English and Wood ITD, C for Effort		
Contact	Head of Department Technology: Lindsay Newton-Smith - lcnw0@eq.edu.au		



Rationale:

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. Students learn to meet customer expectations of quality, meeting a specific price and timeframe. In addition, they understand industry practices, interpret specifications, including information and drawings, safely demonstrate fundamental construction skills, and apply skills and procedures with hand/power tools and equipment. Construction tasks reflect current industry practices and projects, developing transferable skills relevant to a range of industry-based electives and future employment opportunities.

Students communicate using oral, written and graphical modes, they organise, calculate and plan construction processes and evaluate the structures they create using predefined specifications. The course promotes adaptable, competent, self-motivated and safe individuals who can work collegially to solve problems and complete practical work.

Unit 1

Module 1: The Building and Construction Industry

Project - Plywood Carry All

- *product component*

Multimodal component - non-presentation with max 6 pages

Practical Demonstration - Brick Laying

- *Laying of bricks to construct a temporary wall using a variety of patterns to achieve structural bonding.*

Unit 2

Module 2: Communication and teamwork on residential building and construction sites

Project - Dog Kennel

- *Product component*

Multimodal component - non-presentation with max 6 pages

Practical Demonstration - Roof Sheeting

- *Measure and fix roof sheeting working from specifications.*

Unit 3

Module 3: Residential Homes - Concreting and Carpentry

Practical Demonstration - Concrete Paver

- *Form up a small concrete paver using specifications from a basic drawing.*

Project - Wall Construction

- *Product component*
- *Multimodal component - non-presentation with max 8 pages*

Unit 4

Module 4: Simulated residential building and construction site experience.

Practical Demonstration - Concreting and Paving

- *Students will repair/improve aspects of the BSSC community grounds by concreting and paving throughout the school.*

Project - Landscaping

- *Product component - Garden Bed*
- *Multimodal component - non-presentation with max 8 pages*

Pathways

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

Engineering Skills

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in Math, English and Metal ITD, C for Effort		
Contact	Head of Department Technology: Lindsay Newton-Smith - lcnew0@eq.edu.au		



Rationale:

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and 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.

Unit 1

Module 1: The engineering industry

Practical Demonstration: Brazier and Tray

- Manufacture a brazier and sheet metal ash tray for clients from pre-defined detailed specifications.

Project: Sheet Metal Box

- Product component - using a simple production line
- Multimodal component - non-presentation with max 6 pages

Unit 2

Module 2: Welding and Fabrication Enterprise

Practical Demonstration: G-clamp

- manufacture a G-clamp from detailed specifications using a simple production line.

Product: Folding Shovel

- Product component - manufacture a folding shovel as specified on a basic drawing.
- Multimodal component - non-presentation with max 6 pages

Unit 3

Module 3: Engineering Industry production processes and product quality

Practical Demonstration: Meat Mallet

- Students will individually manufacture a 'meat mallet' as specified in a basic drawing.

Project: Canter level toolbox

- Product component - using a simple production line
- Multimodal component - non-presentation with max 8 pages

Unit 4

Module 4: Welding and Fabrication Enterprises

Practical Demonstration: Trailer Lock

- Students will manufacture a 'trailer lock' from specifications.

Product: Slash Clamp

- Product component - using a simple production line
- Multimodal component - non-presentation with max 8 pages

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

Furnishing Skills

Subject Type	Applied	QCE Credits	up to 4 points
Success Indicators	C in Math, English and Wood ITD, C for Effort		
Contact	Head of Department Technology: Lindsay Newton-Smith - lcnew0@eq.edu.au		



Rationale:

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. 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.

Unit 1

Module 1: The Furnishing Industry

Practical demonstration: Machine operation and safety

- *Students individually manufacture a simple cutting board from specifications.*

Project: Outdoor Furniture

- *Product component - manufacture and apply finishes to an outdoor piece of furniture from detailed drawings and technical information.*
- *Multimodal component - non-presentation with max 6 pages*

Unit 2

Module 2: Communication and teamwork in furnishing enterprises

Practical demonstration: Candle Holder

- *Manufacture and apply finishes to an indoor furniture piece, for example a candle holder.*

Product: Indoor Furniture

- *Product component - manufacture and apply finishes to an indoor furniture piece.*
- *Multimodal component - non-presentation with max 6 pages*

Unit 3

Module 3: Communication and teamwork in furnishing enterprises

Practical demonstration: Pen

- *Manufacture a pen from specifications.*

Project: Vanity Mirror

- *Product component - students individually manufacture and apply finishes to a vanity mirror from specifications, including cabinetry and glazing/framing production process.*
- *Multimodal component - non-presentation with max 8 pages*

Unit 4

Module 4: Furnishing and Cabinet Making Workplaces

Practical Demonstration: Dart Holder

- *Students will individually manufacture a dart holder for storage to specifications that is separate to the project and is fit for sale as a stand alone product.*

Project: Cabinet

- *Product component - manufacture a cabinet to store items*
- *Multimodal component - non-presentation max 8 pages*

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinetmaker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

VOCATIONAL EDUCATION & TRAINING (VET)

***ALL INFORMATION IS CORRECT AT THE TIME OF PRINTING BUT SUBJECT
TO CHANGE***

Date of Publication April 2024

ATAR ELIGIBILITY

Students eligible for an ATAR may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit

<http://qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-ATAR>

As stated in the introduction to this subject guide, Bundamba State Secondary College is able to offer an extensive array of subjects. Subjects will run based on appropriate numbers of students selecting each course. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.



FSK20119 – Certificate II in Skills for Work and Vocational Pathways

Qualification description

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Entry requirements

- There are no entry requirements for this qualification

Potential QCE Points

- Up to 4

Duration and location

- This is a one-year course delivered in Years 10, 11 or 12 on site at Bundamba State Secondary College

Course units

Unit Code	Title
BSBPEF101	Plan and prepare for work readiness
FSKLRG011	Use routine strategies for work-related learning
FSKLRG010	Use routine strategies for career planning
SIRXWHS002	Contribute to workplace health and safety
FSKRDG009	Read and respond to routine standard operating procedures
CHCCOM002	Use communication to build relationships
FSKOCM007	Interact effectively with others at work
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM004	Use oral communication skills to participate in workplace meetings
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate routine metric measurements for work
FSKNUM019	Interpret routine tables, graphs and charts and use information and data for work
FSKNUM023	Estimate, measure and calculate measurements for work
FSKNUM030	Use common functions of a scientific calculator for work

Obligation

- The college guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Student who are deemed as Competent in all units of competency will be awarded a Qualification and a record of results by BSSC. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face to face instruction
- Work based learning
- Guided learning
- Online training

Fees

- The cost of this course is nil (\$0.00)

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks
- Role Plays

Work Placement

- Not Applicable for this qualification

Pathways

- Certificate II in Skills for work and vocational pathways graduates have access to a variety of employment opportunities in a range of industries including: Public Administration, Retail, Tourism and Hospitality, Health Care and Travel. Further study at TAFE or University is also possible.



ICT20120 – Certificate II in Applied Digital Technologies

Qualification description

- This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts.
- The qualification is designed for those developing the necessary digital and technology skills in preparation for work.
- These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

Entry requirements

- There are no entry requirements for this qualification

Potential QCE Points

- Up to 4

Duration and location

- This is a one-year course delivered in Year 11 or Year 12 on site at Bundamba State Secondary College

Course units

Unit Code	Title
ICTICT213	Use computer operating systems and hardware
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
ICTICT216	Design and create basic organisational documents
BSBTEC302	Design and produce spreadsheets
ICTSAS214	Protect devices from spam and destructive software
ICTICT223	Install software applications
BSBTEC202	Use digital technologies to communicate in a work environment
ICTICT224	Integrate commercial computing packages
CUADIG211	Develop digital imaging skills

Obligation

- The college guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Student who are deemed as Competent in all units of competency will be awarded a Qualification and a record of results by BSSC. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face to face instruction
- Work based learning
- Guided learning
- Online training

Fees

- The cost of this course is nil (\$0.00)

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical
- Role Plays

Work Placement

- Not Applicable for this qualification

Pathways

- Employment may be found within any sector of vocational employment requiring digital technologies.

BSB30120 – Certificate III in Business

Qualification description

- This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.
- Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Entry requirements

- A Language, Literacy and Numeracy (LLN) Screen 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.

Potential QCE Points

- Up to 8

Duration and location

- Two years delivered in Years 11 & 12 on campus at Bundamba State Secondary College in Partnership with Binnacle RTO 31319



Course units

Unit Code	Title
BSBPEF201	Support personal wellbeing in the workplace
BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities
BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances
BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety
BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices
BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication
BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices
<i>Optional Additional Units of Competency</i>	
BSBCMM411	Make Presentations
BSBPEF402	Develop personal work priorities

Obligation

- The college guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Student who are deemed as Competent in all units of competency will be awarded a Qualification and a record of results by Binnacle Training. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face to face instruction
- Work based learning
- Guided learning
- Online training

Fees

- \$265.00 per student

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks
- Role Plays

Work Placement

- No work placement is required, though students may participate in a Market Day

Pathways

- Students may go on to complete further study at University or TAFE, and/or they may also become a Business Owner, Accountant/Business Advisor, Marketing Manager, Business Manager, Customer Service Manager

Binnacles Product Disclosure Statement (PDS) declaration

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

SIS30321 – Certificate III in Fitness

Qualification description

This qualification provides a pathway to work as a fitness instructor in settings such as fitness, gyms and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- on-1 and group fitness sessions with male adults, female adults and older adult clients.

Entry requirements

- A Language, Literacy and Numeracy (LLN) Screen 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.

Potential QCE Points

- Up to 8

Duration and location

- Two years delivered in Years 11 & 12 on campus at Bundamba State Secondary College in Partnership with Binnacle RTO 31319



Course units

Unit Code	Title
HLTAID011	Provide first aid
SISFFIT035	Plan group exercise sessions
HLTWHS001	Participate in workplace health and safety
SISFFIT036	Instruct group exercise sessions
SISXEMR001	Respond to emergency situations
SISFFIT032	Complete pre-exercise screening and service orientation
SISXIND011	Maintain sport, fitness and recreation industry knowledge
SISFFIT033	Complete client fitness assessments
SISXCCS004	Provide quality service
SISFFIT052	Provide healthy eating information
BSBSUS211	Participate in sustainable work practices
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
BSBOPS304	Deliver and monitor a service to customers
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBPEF301	Organise personal work priorities

Obligation

- The college guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Student who are deemed as Competent in all units of competency will be awarded a Qualification and a record of results by Binnacle Training. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face to face instruction
- Work based learning
- Projects
- Guided learning
- Practical experience

Fees

- \$365.00 per student (Cert II entry qualification = \$265.00 + Cert III Gap Fee = \$100 +First Aid \$55.00)

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks
- Role Plays

Work Placement

- No work placement is required, though students may be required to work with group and individual fitness participants

Pathways

- Group exercise instructor, Gym fitness instructor, University or further TAFE/RTO study, Exercise physiology, Teacher – Physical education, Sport Scientist, Personal Trainer, High Performance Coach, Sport Development Manager

Binnacle's Product Disclosure Statement (PDS) declaration

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

CHC24015 – Certificate II in Active Volunteering

Qualification description

- The qualification allows students to develop an understanding of the concepts of service, volunteering, and community work – through engagement with the community, both within and external to their school.

Entry requirements

- A Language, Literacy and Numeracy (LLN) Screen 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.
- Students may also have to undergo background checks (eg Blue Cards) to allow for volunteering with external organisations.

Potential QCE Points

- Up to 5

Duration and location

- Two years delivered in Years 11 & 12 on campus at Bundamba State Secondary College in Partnership with Volunteering Queensland RTO 6020. Students must also undertake a minimum of 20 hours of volunteering work



NATIONALLY RECOGNISED
TRAINING

Course units

Unit Code	Title
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace
CHCDIV001	Work with diverse people
HLTFSE001	Follow basic food safety practices
PUACOM014	Contribute to community safety
BSBPEF202	Plan and apply time management

Obligation

- The college guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Student who are deemed as Competent in all units of competency will be awarded a Qualification and a record of results by Volunteering Queensland. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face to face instruction
- Online
- Work based learning
- Projects
- Guided learning
- Practical experience

Fees

- Price is dependant on many factors, and should be verified with the school and Volunteering Queensland; as a **guide** in 2024 the price was \$240.

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Case Studies
- Questioning
- Projects
- Written and practical tasks
- Practical activities
- Volunteer Placement

Work Placement

- No work placement is required, though students are required to complete 20 hours of volunteer work

Pathways

- The course is focused on the key skills needed to volunteer under supervision and can be used as a path to workforce entry.

MEM20422 – Certificate II in Engineering Pathways

Qualification description

- This qualification develops trade-like skills and is not intended to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade -level theory and practice of welding; it is about being introduced to welding, how it can be used to join metal with the opportunity to weld some 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.

Entry requirements

- A Language, Literacy and Numeracy (LLN) Screen 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.

Potential QCE Points

- Up to 4

Duration and location

- Two years delivered in Years 11 & 12 on campus at Bundamba State Secondary College in Partnership with Blue Dog Training Pty Ltd – RTO - 31193.



Course units

Unit Code	Title
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices
MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM16008	Interact with computing technology
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Obligation

- The college guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Student who are deemed as Competent in units of competency will be awarded a Qualification and a record of results by Blue Dog Training Pty Ltd. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face to face instruction
- Online work
- Work based learning
- Projects
- Guided learning
- Practical experience

Fees

- The cost of this course is nil (\$0.00)

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Case Studies
- Questioning
- Projects
- Written and practical tasks
- Practical activities

Pathways

- This qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in the area. It will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.
- 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.

SIT20322 – Certificate II in Hospitality

Qualification 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.

Entry requirements

- A Language, Literacy and Numeracy (LLN) Screen 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.

Potential QCE Points

- Up to 4

Duration and location

- Two years delivered in Years 11 & 12 on campus at Bundamba State Secondary College in Partnership with Blueprint Career Development RTO – 30978. Students will also have to complete at least 4 shifts at a school function, 4 shifts at work placement/employment and 4 shift work experience. A work shift is approximately equal to 5 hours.

Course units

Unit Code	Title
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
BSBTWK201	Work effectively with others
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITFHAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches

Obligation

- The college guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Student who are deemed as Competent in units of competency will be awarded a Qualification and a record of results by Blueprint Career Development. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face to face instruction
- Work based learning
- Projects
- Guided learning
- Practical experience



Fees

- This course is funded under the Queensland Government VETiS initiative. If your child elects to allocate their VETiS Funding to Blueprint Career Development, the course fee is nil. If the student has used their VETiS funding for another course, the cost is \$1,200. A deposit of \$200 will be due by Term 1, Week 2, and a payment plan can be established with the school for the remainder of the fees. Blueprint Career Development is an approved supplier to deliver Certificate II in Hospitality under this funding program.

Catering clothing requirements

- As a part of the course, students will be involved in food service therefore students will be required to have a long-sleeved white shirt, long black trousers (NOT denim jeans or track suite pants) or a black knee-length skirt as well as black leather shoes and white socks.

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Case Studies
- Questioning
- Projects
- Written and practical tasks
- Practical activities
- Work Placement

Work Placement

- Students will also have to complete at least 4 shifts at a school function, 4 shifts at work placement/employment and 4 shift work experience. A work shift is approximately equal to 5 hours.

Pathways

- The Certificate II in Hospitality creates opportunities in pathways that may include café attendant, catering attendant, food and beverage attendant, and apprentice chef. Further study could occur in Certificate III in Hospitality (SIT30622), Certificate III in Commercial Cookery, (SIT30821) or a Bachelor of Business (Hospitality & Tourism Management).



WestTEC Trade Training Centre

WestTEC Trade Training Centre

As a part of our commitment to provide the opportunity to our students and your Intended Learning Option, Bundamba State Secondary College is an exclusive partner to the trade training facilities adjacent to Woodcrest State College. WestTEC Trade Training Centre's daily operations are managed by Education Queensland and the delivery of the qualifications are delivered by various industry partners including TAFE QLD, Mater Education, Prestige Service Training, Australian Global Institute and SCS Training Institute.

The courses on offer are available to all students in years 11 and 12 and are the perfect complimentary choice to your subject selections at your SET Plan interview. These courses will also contribute toward your QCE attainment. Other benefits include options for accelerated learning programs, interviews for entry into university, further options for school-based traineeships or apprenticeships.

Students are required to complete their course at the Trade Training Centre at Woodcrest, one day per week while completing their studies here at BSSC.

Interested students should complete a WestTEC EOI and submit to their Head of Year. Once this is approved an interview will then be conducted by BSSC's Business Liaison Officer.



WestTEC is a modern, well-equipped facility where students can undertake accredited Certificate training while still at school. The centre partners with seven 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 and Ripley Valley State Secondary College) 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.

WESTEC Courses Available



Certificate II Automotive Vocational Preparation

- 4 Terms x 1 day a week
- VETiS Funded. Up to 4 QCE points

Certificate II in Engineering Pathways

- 4 Terms x 1 a week
- VETiS Funded. Up to 4 QCE points

Certificate I Construction

- 4 Terms x 1 day a week
- VETiS Funded. Up to 3 QCE Points

Certificate II Plumbing

- 4 Terms x 1 day per week
- VETiS Funded. Up to 4 QCE Points

Certificate II Retail Cosmetics

- 4 Terms x 1 day per week
- VETiS Funded. Up to 4 QCE Points

Certificate II Salon Assistant

- 4 Terms x 1 day per week
- VETiS Funded. Up to 4 QCE Points

Certificate II Salon Assistant - BARBERING

- 4 Terms x 1 day per week
- VETiS Funded. Up to 4 QCE Points

Certificate II Electrotechnology

- 4 Terms x 1 day per week
- VETiS Funded. Up to 4 QCE Points

Certificate II in Manufacturing Technology

- 4 Terms x 1 day per week
- VETiS Funded. Up to 4 QCE Points

Certificate II in Community Services - Childcare

- 4 Terms x 1 day per week
- VETiS Funded. Up to 4 QCE Points

Dual Certificate II in Community Services/ Certificate III in Early Childhood

8 terms (subject to change- 1 day a week)
Partial VETiS funding + price TBA, up to 8 QCE points



Certificate II Health Support Services

- 2 Terms, 1 day a week
- VETiS funded. Up to 4 QCE points.

Certificate III in Health Services Assistant

- Students must have completed Certificate II Health Support Services to be enrolled in this course
- 1 Term, 1 day per week
- \$750 payable to Mater Education, up to 6 QCE points

Certificate III in Health Administration

- 1 Term, 1 day per week
- \$900 payable to Mater Education, up to 6 QCE points



Certificate IV in Justice Studies

- 2 Terms, 1 day a week
- VETiS funded. Up to 6 QCE points
- Cost: \$1990 (payment plans available)



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 (\$250)



Certificate II Supply Chain Operations

- 2 Terms, 1 day a week
- VETiS funded + \$50 fee for service. Up to 6 QCE points

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

* \$55 fee for all WestTEC students for shirt and a lock for lockers, payable to your school upon invoice.

** See your school Senior Schooling or VET HOD for more information or to enroll!



School Based Apprenticeships and Traineeships (SAT)

A SAT is employment-based vocational training that allows high school students, typically years 10, 11 and 12, to work with an employer as paid employees while studying at school. The successful completion of a SAT counts towards their Queensland Certificate of Education (QCE) and this can be anywhere from 6-8 QCE credits dependent on the level of certification undertaken.

Students can undertake one SAT whilst completing their secondary education. A school-based apprentice's or trainee's employment and/or training arrangements must impact on their school timetable for the program to be considered school-based. For example, a student may be required to attend the workplace every Monday and is expected to attend school for the remainder of the week with the expectation that students will also attend the workplace over the school holiday period on any days missed due to illness or school commitments etc.

Students are also required to complete a minimum of 375hrs or 50 days per year of paid employment in the workplace. You, your parent or guardian will be required to sign a training contract with your employer or Group Training Organisation (GTO), government appointed Australian Apprenticeship Centre (ACC) and Supervising Registered Training Organisation (SRTO).

What is the difference between an apprentice and trainee?

- **Apprentices** are trained in a skilled trade (e.g., electrical, plumbing, hairdressing, automotive) and, upon successful completion, become a qualified tradesperson. Apprenticeships generally take up to 4 years to complete. Students undertaking apprenticeships will not complete their training whilst at school but are expected to transition into a fulltime apprenticeship upon graduation.
- **Trainees** are trained in vocational areas (e.g., business administration, information technology, hospitality) and upon successful completion, receive a qualification in their chosen vocational area. Traineeships generally take between 12 months and 3 years to complete.

What are the benefits of doing a school-based apprenticeship or traineeship?

The benefits of doing a school-based apprenticeship or traineeship include:

- receiving both an education and a job,
- being a step ahead of the competition for jobs,
- learning the latest knowledge and skills,
- getting paid while you learn,
- working towards achieving a nationally recognised qualification,
- gaining hands-on experience in a real job,
- gaining the skills and experience to help you go on to tertiary study,
- experiencing a great way to move from school to work,
- gaining a sense of achievement,
- Queensland Government contributes to cover the cost of training.

Doing a school-based apprenticeship or traineeship is a great way to get a head start on your career.

Getting started

Choose the right apprenticeship or traineeship for you. Think about what you enjoy doing and what interests you. Find out if there is a SAT offering the skills you will enjoy learning.



BUNDAMBA STATE SECONDARY COLLEGE

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Talk with family, friends or the Business Community Liaison at school about the job you are interested in. After selecting the industry that you are interested in, your next step is to secure employment as an apprentice or trainee. An employer can be found through family and friends, by direct contact with employers or GTOs, or by applying for advertised jobs.

TAFE at School and Vocational Education and Training in Schools (VETiS)

TAFE at School programs are open to students in years 10, 11 and 12 with campuses located throughout the South East. The TAFE at Schools program allows students to undertake vocational training whilst at school ranging from AQF Certificate levels I - IV or Diploma. Undertaking TAFE at School or other VETiS funded programs requires students to be out of school one day a week and possibly block training from time to time depending on the qualification.

In addition to this they may also be required to undertake work experience as part of the program.

The majority of courses at the Certificate I and II level are fee free and fully funded under VETiS, though some campuses may charge an additional fee for course specific clothing such as high visibility work wear etc. Students in years 10, 11 and 12 have access to one fee free VETiS funded course whilst completing their secondary education.

All courses Certificate III level and above have fees payable. TAFE QLD offer payment plan options.

Benefits of TAFE at School and VETiS:

- gain a nationally recognised qualification,
- get valuable QCE credits,
- may contribute to your Australian Tertiary Admissions Rank (ATAR),
- direct entry to any related TAFE QLD course,
- gain credits towards an apprenticeship, diploma or university studies,
- build practical skills in an adult learning environment,
- get work ready.

TAFE QLD Pathways to Degrees

Vocational Education may also offer an alternative pathway into tertiary study through the completion of certificate III/IV and/or diploma courses. Each eligible VET qualification level will have a single scaled score, for example: if the qualification is at certificate III level, all courses at this level will receive the same selection rank. Tertiary studies admissions will use successfully completed VET courses as an alternate selection rank for entrance into a limited number of University courses.

TAFE QLD has pathway options and university pre-requisite alternatives available. More information is available at this link <https://tafeqld.edu.au/transition-to-ATAR>



Useful websites for Career Investigation

Job Skills Australia



Australian Government
Jobs and Skills Australia

The Australian Government's Job Skills Australia website can help you explore different careers and occupations and includes information on job duties, future jobs growth and likely wages.

www.jobsandskills.gov.au

MyFuture



The MyFuture website provides information to investigate career options and help plan your career.

www.myfuture.edu.au

Queensland Skills Gateway

Find a training course, training provider (RTO), occupation information and check what training is government subsidised.

skillsgateway.training.qld.gov.au

University Pathways While at School

Many universities offer pathway programs that can be an entry point into your chosen university degree.

Whilst at school, students have the opportunity to explore university preparation programs such as UniPrep by UniSQ. This free pathway program is designed for students in Year 11 into 12 who are considering university after high school but haven't chosen an ATAR pathway, or who do not meet the English prerequisite for university. Many universities also offer the opportunity to study a university course while still in high school. Students are able to speak to the school Guidance Officers if they are interested in these programs.



What does Year 13 Look like for me? Week 6: Career Investigation Activities

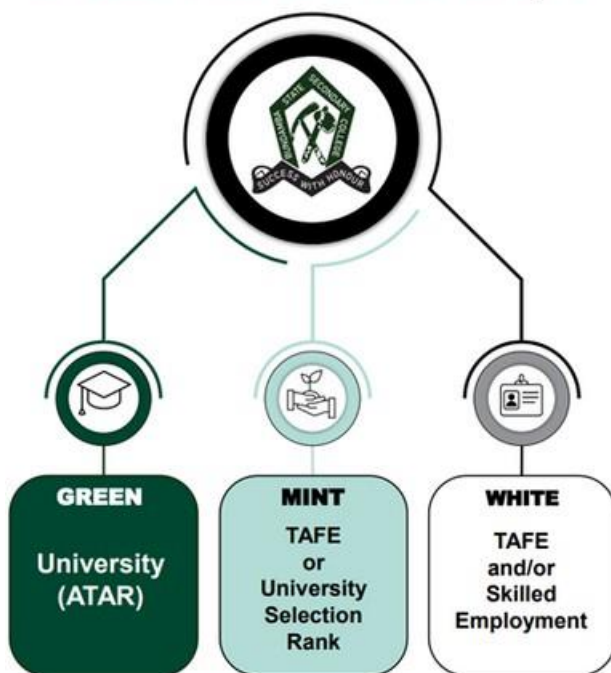
Choosing your first full time job is a big decision, but choosing that profession is the first decision that is the beginning of your journey through your adult life. Your journey begins here at BSSC in partnership with your parents and the school.

From now until the SET PLAN Interview, you are tasked with becoming as informed as possibly can in regard to all the options available to you in the Senior Phase of Learning.

As you navigate your way through your learning, you will become a part of one of senior pathway teams - The Green Team, The Mint Team or The White Team.

You will attend the BSSC Career Expo in Term3, Week 2.

BSSC Senior Pathways



Enrolment into pathways are based upon Year 9 and 10 academic reports. Any student who has not met the required prerequisites at SETPLAN will have the opportunity to redevelop subject selections at the end of Year 10 in an interview with Senior School Deputy Principal when requested.



GREEN Pathway – Direct entry to University with an ATAR score

- Must meet prerequisites for selected General subjects
- Pathway combinations:
 1. 5 General Subjects + 1 University Subject
 2. 6 General Subjects
 3. 5 General Subjects + Certificate III or above
 4. 5 General Subjects + 1 Applied Subject
 5. 4 General Subjects + Certificate III or above + 1 Applied Subject
 6. 4 General Subjects + 2 Applied Subjects
- Student must attend five days a week – no school based Traineeships/Apprenticeships or TAFE



MINT Pathway – Entry to TAFE or University with a selection rank

- Must meet prerequisites for selected General subjects
- Must review tertiary entry requirement and select required General Subjects for University Courses
- Pathway combinations:
 1. No more than 3 General Subjects
 2. Must complete a Certificate III or above
- TAFE / School-based apprenticeships negotiated with Deputy Principal Senior School
- Supervised study period to assist TAFE / SATs negotiated with Deputy Principal Senior School post sign-up



WHITE Pathway – Entry to TAFE or skilled employment

- School based Traineeships/Apprenticeships or TAFE aligned to career
- Supervised study period to assist TAFE / SATs negotiated with Deputy Principal Senior School post sign-up
- Pathway Combinations:
 1. Applied and VET qualifications
 2. No General subjects



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RESPONSIBILITY