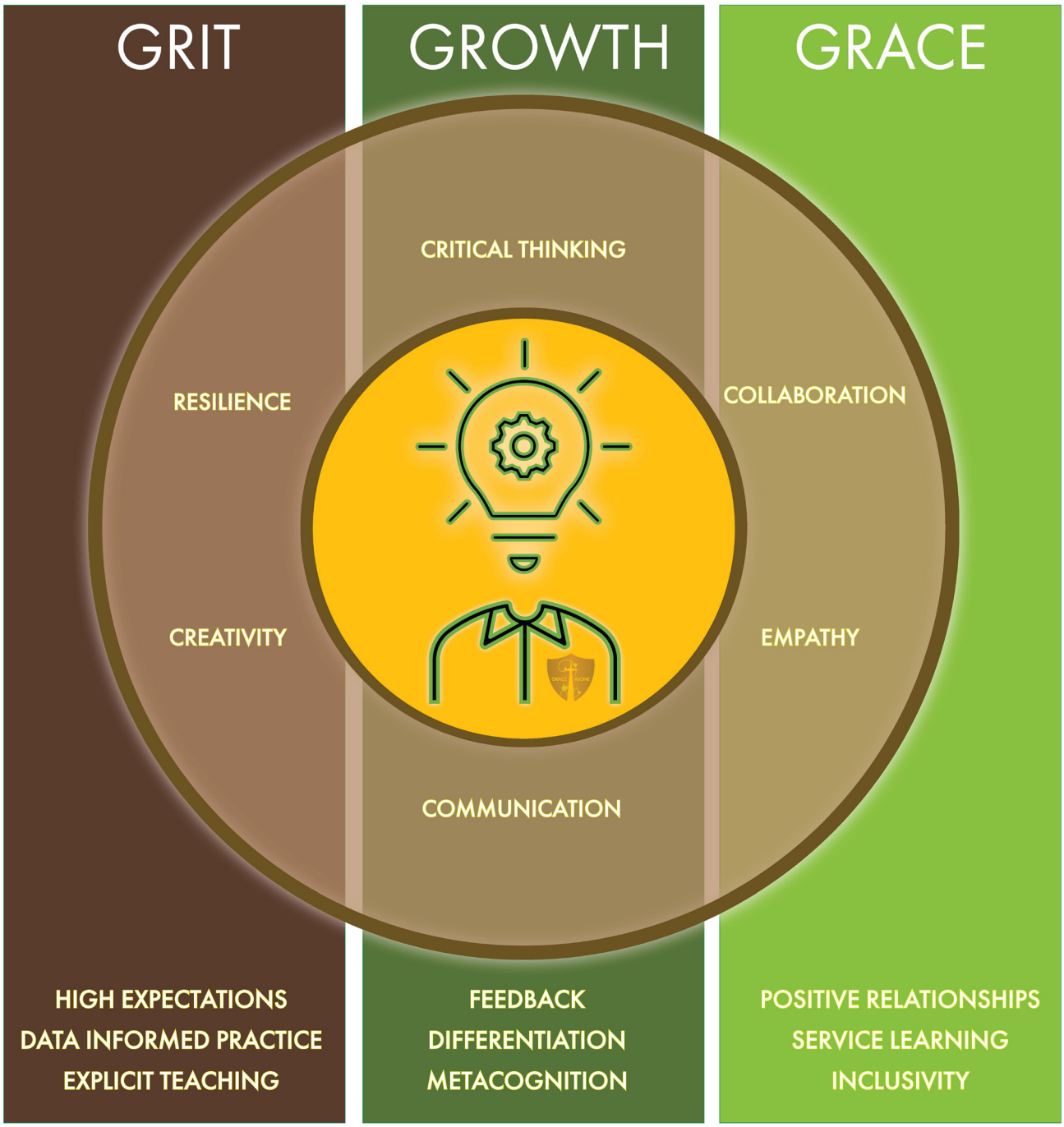
YEAR 11 / 12

GRACE LUTHERAN COLLEGE
EST. 1978

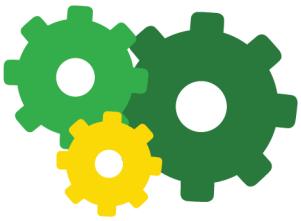
Curriculum Guide 2027

CABOOLTURE CAMPUS



Grace Lutheran College is, by the grace of God, a Christian community. It aims to continue the preparation of young people for a life of faith and service so that God will be glorified in the world.

COLLEGE COMPETENCIES



CRITICAL THINKING
explorative - analytical
evaluate - reflective

COLLABORATION
relational - purposeful
courteous - constructive

EMPATHY
compassionate - understanding
relational - responsive

CREATIVITY
adventurous - experimental
imaginative - innovative

COMMUNICATION
respectful - active
purposeful - courageous

RESILIENCE
courageous - adaptive
agile - persistent

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The information in this Curriculum Guide is correct at the time of Printing but is subject to change.

ACE
ALONE

INTRODUCTION TO THE YEAR 11/12 CURRICULUM GUIDE

We are pleased to provide you an overview of Learning Pathways intended to allow students to plan their own learning directions with the goal of achieving their individual potential.

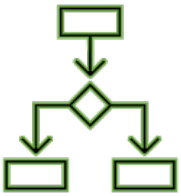
The principles we have used to construct our curriculum at Caboolture are as follows:

Foundations

Grace implements the mandatory aspects of the three-dimensional Australian Curriculum from Year 7 and innovatively designs this curriculum to transition students into the QCAA Senior School model of the QCE.

Holistic Education

Grace prioritises an education for the whole person – spiritual, academic, physical, social-emotional, technological and cultural. As a result, mandatory aspects of the curriculum include Christian Studies/Religion and Ethics, Chapel, GEL, Sport and Outdoor Education (including the Googa program).



Personalised Pathways

Grace recognises the importance of student agency and creating their own personalised pathways based on the College's offerings. The College aims to offer a wide range of learning opportunities for students and will enact innovative methods to facilitate these where practicable.

Connections

Grace incorporates authentic learning experiences through connections within local, national, or global communities. This includes but is not limited to intentional focuses on service-learning experiences and considering the 'real world' in problem-based learning experiences.

Empowered Learners

Grace encourages learning environments that nurture, mentor and facilitate learning allowing students to take control of their learning journey empowering them to unlock their potential and celebrate individual mastery.

We trust Grace students will enter the world having developed the skills and attitudes to live a life of faith and service so that God will be glorified in the world.

Yours in Christ

David Radke
Head of College

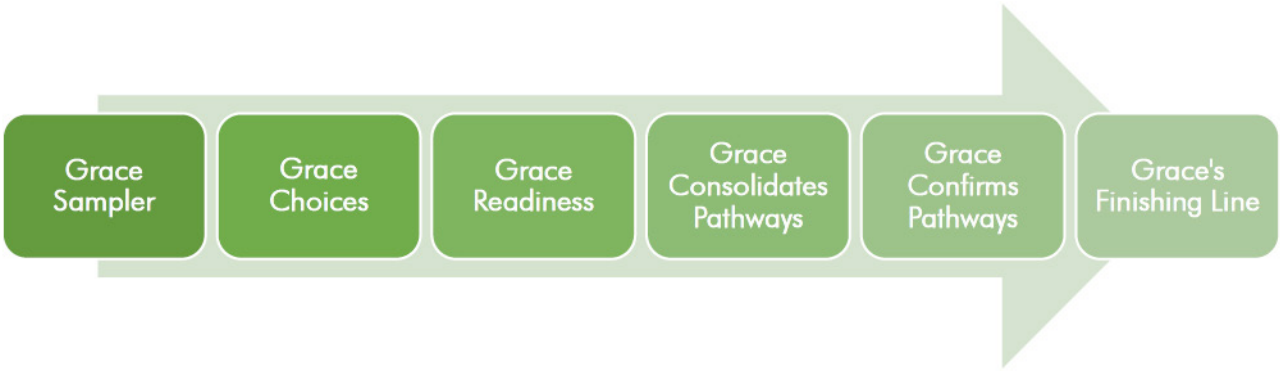
Jason Miles
Head of Campus

Monique Atwell
Deputy Head of Campus

THE YEAR 11 AND 12 CURRICULUM AT GRACE IN 2027/2028

Grace is proud of encouraging a culture of personalised learning at the College. As part of the subject selection process, we achieve this by offering an extensive range of subject choices. This allows for a timetable to be constructed that in the main addresses the needs of the individual student.

Grace is committed to encouraging students to develop their gifts and talents. This is achieved through the carefully constructed 'Grace Curriculum Journey'.



The Year 11 curriculum is named GRACE CONFIRMS PATHWAYS. Students will **confirm** pathways as they complete Unit 1 and Unit 2. All students should have confirmed their appropriate subjects by the end of Term 1 to ensure a smooth and successful completion of the QCE. It is understood that subjects in the Senior School are beginning Unit 3 curriculum in Term 4 of Year 11. Curriculum design is modelled from the QCAA principles and directives.

The Year 12 curriculum is named GRACE'S FINISHING LINE and is where students will **finish** their academic journey at Grace with a clear vision of their pathway. It is expected that all students are in appropriate subjects and are tracking to complete Units 3 and 4. Subject changes will be atypical in Year 12 and approved in exceptional circumstances only. The aim is for all Year 12 students to be prepared for external assessment in Term 4 and consequently the successful completion of attaining a QCE. Curriculum design is modelled from the QCAA principles and directives.

Languages must be studied in Year 10 to be studied in Years 11 and 12 and it is recommended that they have been studied in earlier years. A student intending on studying a science subject should have completed 12 months of a Science in Year 10.

DIVERSE LEARNING

Additional support may be offered to students that meet the criteria as determined by Diverse Learning. This process is in careful consideration of the student's pathway goals. Please contact the relevant Diverse Learning Case Manager at diverselearningcc@glc.qld.edu.au.

ACADEMIC ENRICHMENT

Students who are identified as gifted and talented in the Senior School are case managed by the Academic Enrichment Coordinator. Academic Enrichment students will have meetings with their case manager and can make additional appointments as necessary by visiting the CAVE. The Senior School focus is ensuring students are maximising their potential and striving towards their pathways beyond Grace. Contact academicenrichmentcc@glc.qld.edu.au.

PATHWAYS

PATHWAYS

Pathways staff are available to support your student in their subject selection process. In addition, the College has a structured approach to ensure that all students in the Senior School are assigned a Pathways staff contact who manages their academic progress and supports their pathway choices beyond Grace.

Year 10	• Each student has a scheduled Careers Appointment in Semester 1 • Each student will participate in a career profiling program and receive an individual Career Profile Report
Year 11	• Each student has a scheduled Careers Appointment in Semester 2
Year 12	• Each student has a scheduled Careers Appointment in Semester 1 • An optional second Careers Appointment is available to all students in Semester 2 (focus on QTAC applications and post-secondary pathways)

Students can make Careers Appointments at any time by requesting this at the Pathways Centre.

There is a dedicated Grace Careers website page which provides information and support for students and also for students once they have graduated.

For more information on Grace Careers click here or email pathwayscc@glc.qld.edu.au

VOCATIONAL EDUCATION AND TRAINING (VET)

The College allows students to integrate Vocational Education and Training (VET) into their senior studies.

SCHOOL BASED CERTIFICATE QUALIFICATIONS	OFF CAMPUS QUALIFICATIONS
• Offered as part of the students' timetables	• Other qualifications are offered off-line or off campus at TAFE or a private provider and may include on-the-job training • Some students may choose to complete a school-based traineeship or commence a school-based apprenticeship in Year 10, 11 and 12.
The Registered Training Organisation (RTO) issues a Statement of Attainment for successfully completed VET units. These courses, if successfully achieved can lead to higher levels in vocational training or traineeships and apprenticeships. Certificate III and above may allow for an ATAR ranking. The Diploma offers a direct entry into some University course.	

STRATEGIES FOR CHOOSING SUBJECTS

It is suggested that subjects be chosen based on the following:

Subjects which may be prerequisites for further study	Subjects which a student enjoys	Subjects in which a student has already experienced some success	Subjects which provide an appropriate challenge to the student	Subjects which will help a student reach a chosen career or keep a wide range of options open	Subjects which will develop skills, knowledge and attitudes useful throughout the student's life.

Keep your options open	• Many students have thought about their future but are still uncertain. • It is therefore wise to keep options open. This makes it possible for students to develop their interests and abilities, which will then help them to decide on a study pathway or career choice
Explore subjects offered at Grace	• Read the subject descriptions in this Curriculum Guide • Refer to the Points of Contact page in this Curriculum Guide to discuss subjects • Refer to the website on the Subject Selection pages • Look at books and materials used by students in the subjects • Ask questions about content and assessment types
Personalised Pathways - Make decisions about a range of subjects	• All students are individuals, and their particular needs and requirements in subject selection will be quite different from those of other students. • This means that it is unwise to either take or avoid a subject because: Someone told them that they will like or dislike it - Their friends are or are not taking it - They like or dislike the teacher - Prejudice or Bias • Students should be honest about their abilities and realistic with their career goals. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult, even after students have put in their best efforts. Similarly, if career goals require the study of certain subjects, students must consider if they have the ability and determination to work hard enough to achieve the necessary level of results in those subjects
Be prepared to seek guidance	• If students need more help, they should try to seek it. Refer to the Points of Contact page in this Curriculum Guide. • Download the Tertiary Prerequisites guides, which are listed by tertiary institution and are designed to help students select their Senior subjects • Check tertiary prerequisites or recommended subjects by clicking here

Grace Careers	www.gracecareers.com/
TAFE QLD	www.tafeqld.edu.au
Qld Tertiary Admissions Centre (QTAC)	www.qtac.edu.au/
Myfuture	www.myfuture.edu.au
Your Career	www.yourcareer.gov.au
The Good Careers Guide	www.goodcareersguide.com.au/
Good Universities Guide	www.gooduniversitiesguide.com.au
Study Assist	www.studyassist.gov.au/
Graduate Careers	GradAustralia
School-based apprenticeships and traineeships	www.desbt.qld.gov.au/training/apprentices
Queensland Training Information Service	www.qtis.training.qld.gov.au/
Queensland Training Subsidies List	www.desbt.qld.gov.au/training/training-careers/incentives

ALTERNATIVE DELIVERY MODES

Alternative Delivery modes are supported by the College where possible with the following focuses:

- Provide students with their subject choices as they continue their academic pathways.
- Focus on the quality of the education rather than the quantity of lessons.
- Personalised learning opportunities.

Alternative Delivery is at the discretion of the College. Subjects that do not meet the minimum number of student subscriptions per the class sizes guidelines are required to follow the alternative delivery guidelines.

The College acknowledges that Alternative Delivery best suits self-motivated and dedicated learners who are driven to succeed in the subject area. It may not be the preferred mode of learning for all students hence another subject choice may need to be considered. The College also notes that students can perform and achieve at a very high level when completing a subject using an alternative delivery mode.

Alternative Delivery may take the form of:

Concurrent Delivery	• Completing the subject at the same time as students completing the subject in another year level. (Traditionally referred to as composite classes) • Each year level is studying their year levels content and completes their year levels assessment
Alternative Sequence	• Completing the subject at the same time as students completing the subject in another year level • The same content is delivered to each year level with year level appropriate assessment • QCAA determines which subjects can be run using an Alternative sequence
Alternative Delivery	• Reduced number of teacher contact lessons with the remainder of lessons supported in an online format such as TEAMS • After school delivery in a once per week session eg 3.15 – 4.30/5.00pm • Lunchtime lessons to avoid any other curriculum clashes
Online Learning	• Completely online delivery through TEAMS with a weekly teacher check-in • The teacher could be based at either the Rothwell or Caboolture Campus.

Subjects that have a history of using an Alternative Delivery mode of delivery will be identified on their subject page in the Curriculum Guide. This does not confirm that this is their pre-determined delivery model for the year your child is selecting their subjects.

STUDY LESSONS

The Year 11/12 Curriculum at Grace is designed to allow students to confirm their pathways. Therefore, the College highly recommends that students begin Unit 1 with four (4) elective subjects. Some students may be granted a study spare in lieu of an elective subject due to off campus vocational studies or commitments that meet the Flexible Learning Pathway guidelines.

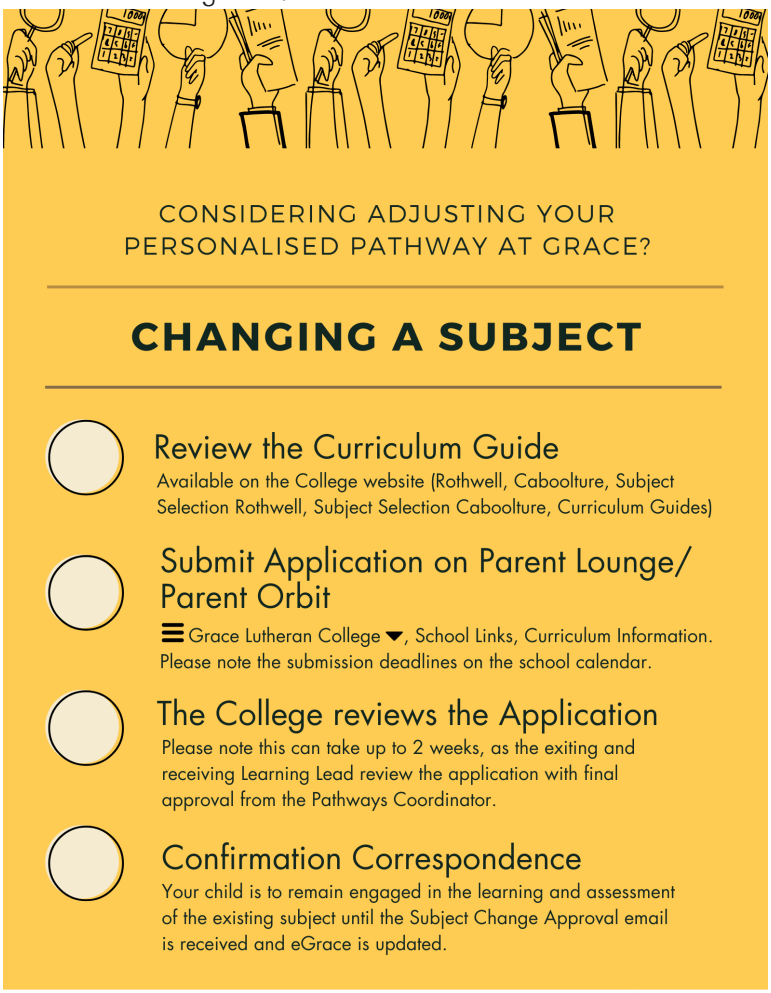
Once students have completed Unit 1 and 2 in an elective subject (typically by the end of Term 3 of Year 11), they are more informed about the appropriateness of a subject and its contribution to achieving their pathway.

SUBJECT CHANGES

At times students may feel it is necessary to change their elective subjects for various reasons. A meeting with one of our Career Guidance staff is recommended.

Students who want to change electives will need their parent/guardian to complete the "Application to Change a Subject" form accessible on Parent Lounge (click School Links then Curriculum Information).

Students cannot start attending the new elective subject until they have received an updated timetable (on eGrace). The deadline for subject changes can be found on the eGrace and Parent Lounge calendar, any requests received after this time will be held until the following term.



DISCLAIMERS

1. Staffing and/or resource constraints oblige the College to remove subjects which are not sufficiently supported by student subject selection. All students impacted, their lower preference choice will be selected, or they will be asked to reselect from the subjects available.

2. If an insufficient number of students choose a given subject, it will be withdrawn or offered as alternative delivery.

3. If a subject is oversubscribed class allocation will be based on the students' preference order of the subject. (E.g. Students with the subject listed as a higher preference will be given priority in the subject).

4. If a subject is oversubscribed at the time of subject changes, class allocation and the associate waiting list, will be based on the date order of the subject change requests.

5. The electives in the curriculum each year will be arranged on timetable lines that optimises student choices.

6. It is possible that two subjects that a student wishes to study, may end up occurring on the same timetable line (therefore at the same time on the timetable). A choice will then have to be made between the two subjects.

POINTS OF CONTACT

If you or your child have questions about subjects or would like further information, the table below will guide you to the best point of contact.

Subject	Teacher Contact	Email
Business Digital Solutions Legal Studies	Mrs Price	caroline_price@glc.qld.edu.au
Dance Drama Film TV & New Media Music Visual Art Music Extension (Year 12 only)	Mr Grieve	shayne_grieve@glc.qld.edu.au
English Essential English Literature Japanese English and Literature Extension (Year 12 Only)	Ms Green	penny_green@glc.qld.edu.au
Design Food and Nutrition Hospitality Practices* Industrial Technology Skills *	Mrs Stickland	catherine_stickland@gld.qld.edu.au
Modern History	Ms Cronin	lydia_cronin@glc.qld.edu.au
Health Physical Education Health and Wellness	Mrs Brady	rosemary_brady@glc.qld.edu.au
Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Mr Maunders	peter_maunders@glc.qld.edu.au
Religion and Ethics	Mr Chan	vincent_chan@glc.qld.edu.au
Biology Chemistry Physics Psychology	Mr Trubody	martin_trubody@glc.qld.edu.au
Certificate II Health Support Services/Certificate III Health Services Assistance Certificate III in Music* Certificate Pathways - Building and Construction* Certificate Pathways - Engineering* Certificate Pathways - Vocational* Certificate Pathways - Diploma of Business*	Mrs Barnes	pathwayscc@glc.qld.edu.au

Role	Teacher	Email
Teaching and Learning	Ms Atwell Dr Ganendran	teachingandlearningcc@glc.qld.edu.au
Diverse Learning Lead	Mrs Van Der Maat	diverselearningcc@glc.qld.edu.au
Academic Enrichment Coordinator	Mrs McGucken	academicenrichmentcc@glc.qld.edu.au
Pathways Coordinator	Mrs Barnes	pathwayscc@glc.qld.edu.au

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Queensland's senior secondary schooling qualification referred to as the QCE is internationally recognised and provides evidence of senior schooling achievements and is awarded when the specific requirements are met.

REQUIREMENTS FOR THE QCE

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 set amount is 20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- Vocational education and training (VET) qualifications
- Non-Queensland studies
- Recognised studies.

Students must **meet literacy and numeracy** requirements.

A credit is the minimum amount of learning at the set standard that can contribute towards the QCE:
A pass or 'C' grade for one semester of a school subject.
Certificate I – Competent in all the units
Certificate II, III or IV – Competence in at least one quarter of the units.
The number of credits allocated depends on whether the VET qualification is Certificate II or higher; as not all vocational qualifications are given the same value.

To read more information about the QCE requirements and see fact sheets click here

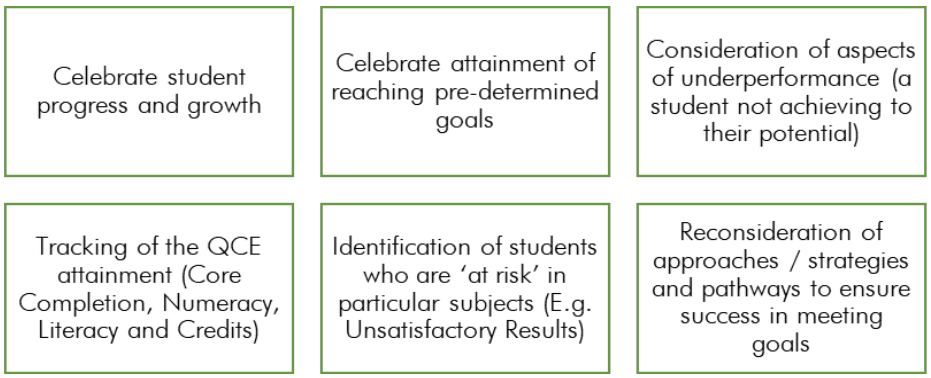
MYQCE – LEARNING ACCOUNT

The College assists students to track their progress/credits towards achieving a QCE during their senior school. Each student will have a learning account they can access using a Learner Unique Identifier (LUI) and a password.

To read information and to access your child's learning account click here

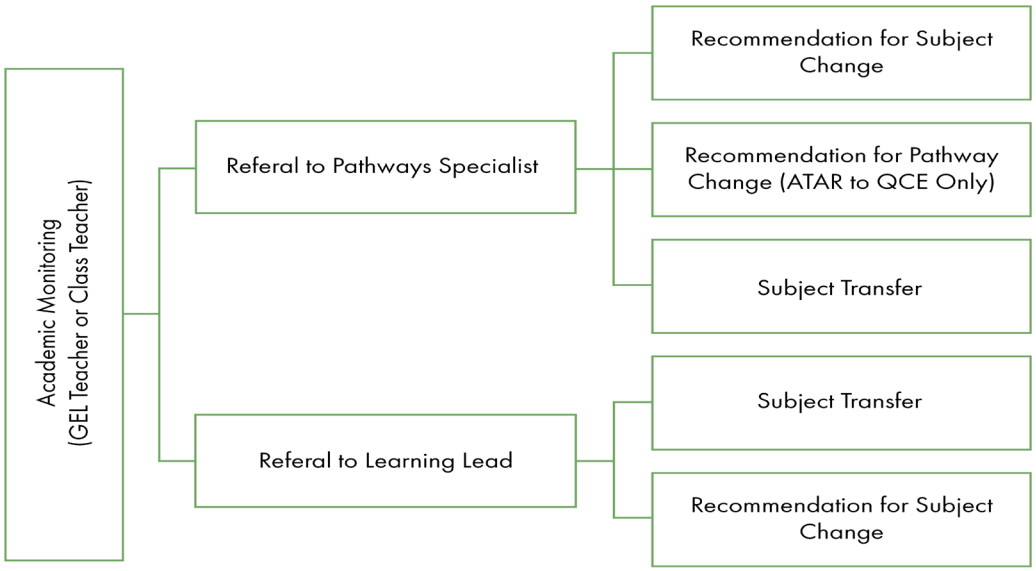
ACADEMIC MONITORING

Academic Monitoring is a holistic process where progress is monitored on a regular basis to:



The Academic Monitoring process begins with the GEL Teacher from a holistic perspective, at regular intervals throughout the year. During this time in GEL, students review their own performance and self-reflect. Academic Monitoring is also conducted from a subject based lens, where the class teacher may refer to a student's underperformance or risk in a particular subject to the Learning Lead.

POSSIBLE ACTIONS FROM ACADEMIC MONITORING:



Recommendation for Subject Change	College staff will contact the parent/guardian to recommend that the parent/ guardian submit a subject change via Parent Lounge for their child.
Subject Transfer	College staff will enact a subject change on behalf of the parent/guardian/student due to the child being at academic risk. The parent/guardian is advised after the transfer is enacted.
Recommendation for Pathway Change	College staff will contact the parent/guardian to recommend that the student changes from an ATAR and QCE pathway to a QCE only pathway, generally due to academic performance or subject combinations taking into consideration a student's pathway directions.

WHERE A STUDENT:

GENERAL SUBJECTS	SUBJECT TRANSFER ACTION
Receives an 'Unsatisfactory' result in Unit 1	• The student will meet with their Pathway specialist. • A subject change will be recommended. • Parents/guardians will be emailed to recommend that a subject change is submitted on Parent Lounge/Orbit app. (This may impact a student's pathway changing from ATAR & QCE to QCE only)
Receives an 'Unsatisfactory' result across Unit 1 and 2	• The student will meet with their Pathway specialist. • A subject transfer will be enacted (where possible in the timetable design). • Parents/guardians will be made aware that the change has occurred via email from the Pathway Specialist/Learning Lead (This may impact a student's pathway changing from ATAR & QCE to QCE only)

SUBJECT TYPES IN YEAR 11 AND 12

Core Subjects	An English Subject
	A Mathematics Subject*
	Religion and Ethics and Health and Wellness (Year 11 Only)

Elective Subjects	General Subjects	Course of study is based on a syllabus that has been issued by the Queensland Curriculum and Assessment Authority (QCAA) and involves an external exam.
	Applied Subjects	Course of study is based on a syllabus that has been issued by the QCAA but does **not** have an external exam.
	Vocational Certificate Subjects	Course of study results in competency in modules of work leading to the achievement of a certificate.

*A parent/guardian may request for a student to not study Mathematics in Year 11 and 12 in writing to the student's Pathways Specialist. This request is on the basis that they have successfully met the Numeracy requirement of the QCE and there is no requirement or benefit for the study of a mathematics subject for their personalised pathway directions. Where the application is approved the student will engage in an alternative offering to support their personalised pathway. These applications are considered on a case-by-case basis and the decision of the Pathways Coordinator is final.

Queensland Tertiary Admission Centre (QTAC) is responsible for ATAR calculations and in turn determines the weighting of subjects (referred to as 'inter-subject scaling'). Scaling is fluid year to year and can only ever be used as a guide.

A student can do a combination of subject types when determining their pathway, it is important to be aware that all subjects have different scaling when it comes to calculating the ATAR.

For more information and fact sheets from QTAC about the ATAR click here

For more information from QTAC about Scaling click here

STRUCTURE OF YEAR 11 AND 12

All senior subjects are organised into 4 units of work.

Some subjects may have started the Unit 1 teaching and learning in Semester 2 of Year 10. Teachers are aware and accommodate in their planning that there are students who will join a subject at the beginning of Year 11 (where they have not completed the subject in Year 10).

Students should ensure that they have consolidated their subject choices by the end of Semester 1 Year 11. All General subjects will start the teaching and learning of Unit 3 (the first summative unit contributing towards a student's ATAR) in Year 11 Term 4. While all subjects have started the teaching and learning of Unit 3, it is at the discretion of the subject as to whether this is assessed in Year 11 Term 4 or at the start of Year 12.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
FORMATIVE Designed to prepare students for Unit 3 and 4 Unit 1 (Satisfactory Achievement) contributes 1 credit towards the QCE Unit 2 (Satisfactory Achievement) contributes 1 credit towards the QCE		SUMMATIVE Can contribute towards a student's ATAR Calculation Unit 3 and 4 (Satisfactory Achievement) must both be completed and collectively contribute 2 credits towards for the QCE	

A satisfactory result is determined by a student receiving a pass result in each unit. Where a student's result may be considered borderline it is at the Learning Leads discretion to determine an on-balance judgement of the evidence across the students work.

UNITS 3 AND 4

3 Internal (school-based) Assessments	• Contributes to 75% of the subject's overall result, except for Science and Mathematics subjects where it contributes 50% • Instruments are endorsed for use by the QCAA with results confirmed by the QCAA
1 External Assessment	• Contributes to 25% of the subject's overall result, except for Science and Mathematics subjects where it contributes 50% • Exams are set and marked externally by the QCAA but facilitated by the College

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating ATARs. QTAC will calculate ATARs based on either:

A student's best five General subject results	OR	A student's best results in a combination of four General subject results, plus one Applied learning subject result. (Eligible Applied learning subjects are a QCAA Applied subject, or Certificate III, or Certificate IV, or Diploma, or Advanced Diploma)
If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.		

ATAR Eligibility requires students to attain a satisfactory result (equivalent to a Pass or 'C') of:

- A QCAA English subject – English, Essential English, Literature, English and Literature Extension.

While students must meet this standard to be eligible to receive an ATAR, it doesn't mean a student's English result will be included in the calculation of their ATAR.

For more information and fact sheets from QTAC about the ATAR click here

SENIOR LEARNING PATHWAYS

In Year 11 and 12, students will have two pathways available to them:

University Entry	Students who wish to study at university to acquire degree level qualifications should select subjects that ensure ATAR eligibility. Applied subjects or Certificate III or IV or Diploma courses will contribute to an ATAR but will not be scaled as highly as a General Subject in their contribution to the ATAR.	The recommended study plan is: • A minimum of five General subjects • The sixth subject could be: - A General Subject - An Applied Subject - A Certificate Course
Work Readiness and Further Training	Students who are seeking to move to work or an apprenticeship and further training (through TAFE or other providers) after senior school are advised to select subjects and courses with embedded skills to prepare for this pathway.	The recommended study plan is: • Any combination of Applied, Certificate and General Subjects to the equivalent of 6 Subjects. • The program in Senior School could also include a School Based Apprenticeship or Traineeship.

Regardless of pathway, it is a College decision that students are required to study:

- An English subject
- A Mathematics subject
- Religion and Ethics (Year 10 and 11)
- Health and Wellness (Year 11)
- Four other subjects according to one of the above pathways

SUBJECT CHOICES FOR YEAR 11 2027 / YEAR 12 2028

In Year 11 and 12 students are required to study all Core Subjects and 4 of the Elective Subjects listed below.

CORE SUBJECTS	English (English, Literature or Essential English)
	Mathematics (General Mathematics, Mathematical Methods, or Essential Mathematics)
	Religion and Ethics (completed by the end of Year 11)
	Health and Wellness - Year 11 Only

ELECTIVE SUBJECTS (Choose Four of the below)	
Biology	Health
Business	Hospitality Practices ^
* Certificate Pathway - Health Services	Industrial Technology Skills ^
* Certificate Pathway - Music	Japanese
* Certificate Pathway - Building & Construction	Legal Studies
* Certificate Pathway - Engineering	Modern History
* Certificate Pathway - Vocational	Music
* Certificate Pathway - Diploma of Business	Music Extension (Year 12 Only)
Chemistry	Physical Education
Dance	Physics
Design	Psychology
Digital Solutions	Specialist Mathematics
Drama	Visual Art
English & Literature Extension (Year 12 Only)	
Film TV & New Media	
Food & Nutrition	

^ Applied Subject

*Vocational Certificate Pathway

Special requirements of VET qualifications are outlined in the back of this guide.

RELIGION AND ETHICS	APPLIED	CORE (Year 11)
PRE-REQUISITES	Nil	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – communications will be sent to parents/guardians for awareness.	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Students will complete Units 3 and 4 of the Senior QCAA RE applied course in Year 11. Then in Year 12 they will be engaging with Service Learning Projects as three immersion days across Terms 1-3.

UNIT 1	Sacred Stories	FIA1 - Investigation (Written) - What makes a story sacred? FIA2 - Project (product and evaluation) - Reimaging/ Recreation
UNIT 2	World Religions	FIA3 - Project (product and evaluation) - Religious and Spiritual Diversity
UNIT 3	Social Justice	IA1 - Extended Response - What is Social Justice? IA2 - Project (product and evaluation) - Human Dignity
UNIT 4	Meaning, purpose and expression	IA3 - Investigation (Written) - Religious or Spiritual Expression IA4 - Project (product and evaluation) - What gives us meaning and purpose?

PATHWAYS
A course of study in Religion and Ethics can establish a basis for further education in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively, and positively in future life roles. It helps students develop an understanding of themselves in the context of their family, their community and the workplace.

ENGLISH	GENERAL	CORE
PRE-REQUISITES	Achieved a C or higher in Year 10 English	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a subject transfer will be enacted to Essential English by the Learning Lead	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

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

UNIT 1	Perspectives in Texts • Thematically explore issues in literary texts, comparing and evaluating these issues in a real-world context through non-literary texts (the media)	Exam: Seen Analytical Essay Assignment: Persuasive Oral
UNIT 2	Texts and Cultures • Explore representations of Australia through a range of poetry, including indigenous poetry, comparing with non-Australian experiences represented in a class novel	Assignment: Short Story Narrative Exam: Unseen Analytical Essay
UNIT 3	Textual Connections • Examining a thematic issue of their choice explored in prescribed texts	Assignment: Seen Analytical Essay Assignment: Persuasive Oral
UNIT 4	Close Study of Literary texts • Students study diverse range of texts in depth	Exam: Short Story Narrative External examination

PATHWAYS
English 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 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.

LITERATURE	GENERAL	CORE
PRE-REQUISITES	Achieved a C or higher in Year 10 English or Ignite Literature	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a subject transfer will be enacted to English by the Learning Lead	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

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

UNIT 1	Introduction to Literary Studies • A response to `The Importance of Being Earnest' • An exploration of traditional Gothic text	Exam: Seen Critical Analysis Transformative Oral
UNIT 2	Intertextuality • Writing Historical Narratives • A study of The Roaring Twenties	Assignment: Short Story Narrative Exam: Unseen Analytical Essay
UNIT 3	Literature and Identity • A study of Morality in texts • An exploration of gender and cultural identity in texts	Seen Literacy Criticism Exam Transformative Oral
UNIT 4	Independent Explorations of Literature • Creative Writing Project • In depth analysis of classic literature	Creative Narrative. Free Choice External Exam: Analytical on a text

PATHWAYS
Literature is a General subject suited to students who are interested in the use of language for their future careers. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility.

ESSENTIAL ENGLISH	APPLIED	CORE
PRE-REQUISITES	Completion of 10 Essential English will be allocated to Year 11 Essential English	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – communications will be sent to parents/guardians for awareness.	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

The subject Essential English develops and refines students' understanding of language, literature, and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

UNIT 1	Language that Works • Students engage with language and mediums suitable for the workplace (interviewing, resume writing and a range of workplace documents)	Assignment: Oral Presentation Exam: Response to Stimulus
UNIT 2	Texts and the Human Experience • A novel study looking at representations of the human experience in literary texts	Assignment: Multimodal Presentation Assignment: Interior Monologue
UNIT 3	Language that Influences • Using language effectively and persuasively	Assignment: Oral Presentation Exam: Common Internal Assessment
UNIT 4	Representations and Popular Culture • Students explore contemporary popular culture texts for meaning and purpose	Assignment: Multimodal Presentation Assignment: Interior Monologue

PATHWAYS
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 and prepare students for further education and employment.

GENERAL MATHEMATICS	GENERAL	CORE
PRE-REQUISITES	Achieved a C or higher in Year 10 General Mathematics Achieved a C or higher in Year 10 English	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a subject transfer will be enacted to Essential Mathematics by the Learning Lead.	
QCAA SYLLABUS LINK	Visit the General Mathematics QCAA Syllabus by clicking here	

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

UNIT 1	**Money, measurement, algebra & linear equations** Topic 1: Consumer Arithmetic Topic 2: Shape and Measurement Topic 3: Similarity and scale Topic 4: Algebra Topic 5: Linear equations and their graphs	FIA1: Problem Solving and Modelling Task FIA2: Exam - Short Response
UNIT 2	**Applications of linear equations and trigonometry, matrices and univariate data** Topic 1: Applications of linear equations and their graphs Topic 2: Applications of trigonometry Topic 3: Matrices Topic 4: Univariate data analysis 1 Topic 5: Univariate data analysis 2	FIA3: Exam - Short Response
UNIT 3	**Bivariate data and time series analysis, sequences and& Earth Geometry** Topic 1: Bivariate data analysis 1 Topic 2: Bivariate data analysis 2 Topic 3: Time Series Analysis Topic 4: Growth and decay in sequences Topic 5: Earth Geometry and time zones	IA1: Problem Solving and Modelling Task (20%) on 1 Topic IA2: Exam - Short Response (15%) on 3 of 5 Topics
UNIT 4	**Investing and Networking** Topic 1: Loans, investments and annuities 1 Topic 2: Loans, investments and annuities 2 Topic 3: Graphs and networks Topic 4: Networks and decision mathematics 1 Topic 5: Networks and decision mathematics 1	IA3:Exam - Short Response (15%) on 3 of 5 Topics External Exam of Unit 3 and 4 across 2 papers (50%)

PATHWAYS
General Mathematics 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 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.

MATHEMATICAL METHODS	GENERAL	CORE
PRE-REQUISITES	Achieved a C or higher in Year 10 Mathematical Methods OR Achieved an A in Year 10 General Mathematics Achieved a B or higher in Year 10 English	
CO-REQUISITES	English or Literature	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a subject transfer will be enacted to General Mathematics by the Learning Lead.	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection and build on algebra, functions and their graphs and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods. Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

UNIT 1	**Surds, algebra, functions and probability** Topic 1: Surds and quadratic functions Topic 2: Binomial expansion and cubic functions Topic 3: Functions and relations Topic 4: Trigonometric functions Topic 5: Probability	FIA1: Problem Solving and Modelling Task on 1 Topic FIA2: Exam - Short Response on3 of 5 Topics
UNIT 2	**Calculus and further functions** Topic 1: Exponential functions Topic 2: Logarithms and logarithmic functions Topic 3: Introduction to differential calculus Topic 4: Applications of differential calculus Topic 5: Further differentiation	FIA3: Examination - Short Responses on 3 of 5 Topics
UNIT 3	**Further calculus and introduction to statistics** Topic 1: Differentiation of exponential and logarithmic functions Topic 2: Differentiation of trigonometric functions and differentiation rules Topic 3: Further applications of differentiation Topic 4: Introduction to integration Topic 5: Discrete random variables	IA1: Problem Solving and Modelling Task (20%) on 1 Topic IA2: Exam - Short Response (15%) on 3 of 5 Topics
UNIT 4	**Further calculus, trigonometry and statistics** Topic 1: Further integration Topic 2: Trigonometry Topic 3: Continuous random variables and the normal distribution Topic 4: Sampling and Proportions Topic 5: Interval estimates for proportions	IA3: Exam - Short Response (15%) on 3 of 5 Topics External Assessment - Exam on Units 3 and 4 (50%)

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

ESSENTIAL MATHEMATICS	APPLIED	CORE
PRE-REQUISITES	Completion of 10 Essential Mathematics will be allocated to Year 11 Essential Mathematics	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – communications will be sent to parents/guardians for awareness.	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

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

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

UNIT 1	Number, data and graphs Topic 1: Number Topic 2: Representing data Topic 3: Managing Money	Problem Solving and Modelling Task Exam
UNIT 2	Data and travel Topic 1: Data collection Topic 2: Graphs Topic 3: Time and motion	Problem Solving and Modelling Task Exam
UNIT 3	Measurement, scales and chance Topic 1: Measurement Topic 2: Scales, plans and models Topic 3: Probability and relative frequencies	Problem Solving and Modelling Task External Exam (Common Internal Assessment)
UNIT 4	Graphs, chance and loans Topic 1: Bivariate graphs Topic 2: Summarising and comparing data Topic 3: Loans and compound interest	Problem Solving and Modelling Task Exam

PATHWAYS
Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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 will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

HEALTH AND WELLNESS	SCHOOL BASED	CORE
PRE-REQUISITES	Nil	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Underperformance will be communicated to the parent/guardian by the Learning Lead.	

Year 11 Health and Wellness continues the aim of equipping students for life long physical activity, but it also introduces skills to enable students to serve others within their community.

The course is divided into two distinct focuses:

1. Life Skills Unit which includes a focus on personal safety skills (lifesaving, resuscitation, and the opportunity to elect to complete a First Aid Certificate) and a focus on exploring physical activities available in the community once they leave school.

2. Wellness Unit is focused on engaging students with learning experiences based on the PERMA+ Health Framework to develop personal and social skills that seek to optimise positive health and wellbeing at school and beyond.

LIFE SKILLS UNIT	Lifesaving First Aid Certificate Tennis Golf and Putt Putt	Observation of physical performance and practical assessment Engagement in lessons
WELLBEING UNIT	Positive Psychology PERMA+ Framework	Portfolio Service Learning Project

PATHWAYS
Health and Wellness can establish a basis for a healthy lifestyle as it helps students develop the skills and personal attributes necessary for engaging positively in their own health journey while navigating life changes. It may assist students who seek employment in the health field.

BIOLOGY	GENERAL	ELECTIVE
PRE-REQUISITES	Achieved a passing grade in Year 10 Science Physical or Science Natural	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	

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	Cells and multicellular organisms • Cells as the basis of life Multicellular organisms	In Units 1 and 2 Students will complete four formative assessments that model the types of assessment covered in Units 3 and 4
UNIT 2	Maintaining the internal environment • Homeostasis Infectious diseases	
UNIT 3	Biodiversity and the interconnectedness of life • Describing biodiversity and populations • Functioning Ecosystems and succession	In Units 3 and 4 students complete four summative assessments: Data test, Student Experiment, Research Investigation and the summative external assessment is an examination
UNIT 4	Heredity and continuity of life • Genetics and Heredity • Continuity of life on Earth	

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

BUSINESS	GENERAL	ELECTIVE
PRE-REQUISITES	Nil. However, taking Year 10 Business is advantageous.	
CO-REQUISITES	Nil.	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

Business is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society. Through studying Business, students are challenged academically and exposed to authentic and real-life practices. Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations are explored. Through this exploration, students investigate the influence on and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

UNIT 1	Business creation Fundamental business concepts, strategies and processes relating to strategic planning, business environments, leadership, management, entrepreneurship, human resources, finance, marketing, operations, and technology. Students investigate the creation of business ideas and the business life cycle before focusing on the challenges of the seed stage	Investigation Business Report
UNIT 2	Business growth Establishment of a business, business start-up and growth stages of the business life cycle. Students explore leadership and management across key business functions. Strategies to establish a business and market entry are evaluated by investigating franchise case study and a business entering markets case study	Feasibility Report Examination
UNIT 3	Business diversification Students will explore strategies and practices used by businesses in the maturity stage of the business life cycle. Students investigate diversification strategies, with a specific focus on expansion into global markets, and emerging strategies providing a competitive advantage	Examination Investigation Business Report
UNIT 4	**Business evolution** Post-Maturity of a Business. Students explore what leadership and management is required when repositioning or transforming a business using financial, human resources, marketing and operations management strategies. A variety of analytical tools will be used to analyse and interpret repositioning and transformation of a business	Feasibility Report External Exam

PATHWAYS
A course of study in Business can establish a basis for further education in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

CHEMISTRY	GENERAL	ELECTIVE
PRE-REQUISITES	Achieved a passing grade in Year 10 Science Physical or Science Natural	
CO-REQUISITES	Strongly recommended Mathematical Methods	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

Chemistry is the study of materials, their properties, structure and synthesis. In Year 11, the fundamentals of Chemistry are studied: atomic structure, energy and rates of reactions and the properties of gases and aqueous solutions. This provides the basis for the Year 12 units that cover more complex concepts such as: equilibrium systems, oxidation and reduction reactions, organic chemistry and chemical analysis and synthesis.

Chemistry aims to develop an interest and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in the ever-changing world. Students gain an understanding of theories and models that are used to describe and make predictions about chemical systems, structures and properties.

UNIT 1	**Chemical fundamentals - structure, properties and reactions** • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	In Units 1 and 2, students will complete four formative assessment pieces that model the types of assessment covered in Units 3 and 4
UNIT 2	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	
UNIT 3	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	In Units 3 and 4 students complete four summative assessments. Data Test, Student Experiment, Research Investigation and the summative external assessment is an Examination
UNIT 4	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design	

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

DANCE	GENERAL	ELECTIVE
PRE-REQUISITES	Nil. However, study of 10 Dance is highly advantageous	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	
This subject has a history of running as an Alternative Delivery subject		

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Dance encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures. Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

UNIT 1	Moving Bodies Students explore how dance communicates meaning for different purposes and in different contexts. The students will consider the meaning, purpose and context as well as the historical and cultural origins of Contemporary, Jazz, Hip Hop, Funk and Musical Theatre genres	Performance Choreography
UNIT 2	Moving Through Environments Students consider how the integration of the environment shapes dance to communicate meaning. Physical dance environments such as site-specific dance and virtual dance environments such as the camera and digital platforms will be explored within the context of Contemporary and Post-Modern genres	Project Responding Exam
UNIT 3	Moving Statements Students consider how dance is influenced by and used to communicate social, political and cultural viewpoints. Contemporary and at least one other genre will be considered	Performance Choreography
UNIT 4	Moving My Way Students will answer the question "how does dance communicate meaning for me" by considering personal viewpoints and their influences on genre. Students will develop a personal movement style that will incorporate the fusion of two or more movement styles	Project External Exam

PATHWAYS
A course of study in Dance can establish a basis for further education in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

DESIGN	GENERAL	ELECTIVE
PRE-REQUISITES	Nil	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	
This subject has a history of running as an Alternative Delivery subject		

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

This subject has been designed to extend concepts commenced in Middle School Design, further developing skills and techniques for real world application in design. Design is a critical part of solving some of the major issues facing our planet in the 21st century through innovative and visionary thinking.

- Develop the fundamentals of graphical communication.
- Promote literacy in the language of Design.
- Foster the ability to produce drawings of real articles.
- Equip students with problem solving skills.

UNIT 1	Design in Practice Students will be introduced to design in practice through the experience of applying a design process	Examination - Design Challenge Project
UNIT 2	Commercial Design Students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach	Project Examination - Design Challenge
UNIT 3	Human Centred Design Students will learn about and experience designing in the context of human-centred design. They will use design with empathy as an approach as they design for the needs and wants of an identified person or group	Examination - Design Challenge Project
UNIT 4	Sustainable Design Students will learn about and experience designing in the context of sustainable design. They will use a redesigning approach to design for an opportunity	Project External Exam

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

DIGITAL SOLUTIONS	GENERAL	ELECTIVE
PRE-REQUISITES	Nil. However, taking Year 10 Digital Solutions is highly advantageous.	
CO-REQUISITES		
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	
This subject has a history of running as an Alternative Delivery subject		

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives

UNIT 1	Creating with Code • Students will explore the creative and technical aspects of developing interactive digital solutions. • They investigate algorithms, programming features and useability principles to generate small interactive solutions using programming tools and gain a practical understanding of programming features	Project Exam
UNIT 2	Applications and Data Solutions • Students are required to engage with and learn subject matter using the various phases of the problem-solving process. • Students will optimise a given database and use programming skills acquired in Unit 1 to generate a solution that interacts with an existing database via structured query language (SQL)	Project Exam
UNIT 3	Digital Innovation • Students are required to engage with and learn subject matter using the various phases of the problem-solving process. • Students analyse end-user needs, and use the knowledge and skills of problem-solving, computational, design and systems thinking	Investigation - Technical proposal Project- Digital Solution
UNIT 4	Digital Impacts • Students are required to engage with and learn subject matter using the various phases of the problem-solving process. • Students analyse end-user needs, and use the knowledge and skills of problem-solving, computational, design and systems thinking	Project Folio External Exam

PATHWAYS
Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, information and communication technologies (ICT) skills that are critical to students' success in further education and life.

DRAMA	GENERAL	ELECTIVE
PRE-REQUISITES	Nil. However, study of 8-10 Drama is highly advantageous	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	
This subject has a history of running as an Alternative Delivery subject		

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems and work independently and collaboratively.

UNIT 1	Share How drama promotes shared understandings of the human experience through Documentary Drama, Verbatim Theatre and non-linear forms	F/IA1 Performance F/IA2 Project - Dramatic Concept
UNIT 2	Reflect How drama is shaped to reflect lived experience through Realism and re-imagined through Magic Realism and Australian Gothic	F/IA3 Project - Practice Led Project FI/EA4 Internal /External Exam
UNIT 3	Challenge How drama can be used to challenge our understanding of humanity through Theatre of Social Action, such as Absurd Drama	F/IA1 Performance F/IA2 Project - Dramatic Concept
UNIT 4	Transform How dramatic practice can be transformed in heritage styles such as Shakespearean Drama through Contemporary Performance	F/IA3 Project - Practice Led Project FI/EA4 Internal /External Exam

PATHWAYS
A course of study in Drama can establish a basis for further education in the field of drama and to broader areas in creative industries and cultural institutions. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

ENGLISH AND LITERATURE EXTENSION	GENERAL	ELECTIVE
PRE-REQUISITES	Completed Units 1 and 2 of English or Literature in Year 11 and achieved a B+ or higher	
CO-REQUISITES	Studying Unit 3 and 4 English or Literature in Year 12	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	
This subject has a history of running as an Alternative Delivery subject. This course is offered "off-timetable" with tutorials being conducted once a week after school.		

English and Literature Extension is an extension of both the English and Literature syllabuses and should be read in conjunction with those syllabuses.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English and Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

UNIT 3	Ways of Reading	Extended Response 1 Extended Response 2
UNIT 4	Exploration and Evaluation	Extended Response – Research Paper External Examination

PATHWAYS
A course of study in English and Literature Extension can establish a basis for further education and employment in a range of fields and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources.

FILM, TELEVISION AND NEW MEDIA	GENERAL	ELECTIVE
PRE-REQUISITES	C or higher in English or Literature. Study of 8-10 Media or FTVNM is highly advantageous.	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

Film, Television and New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and language are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts.

Film, Television and New Media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange. Moving-image media enable us to understand and express ourselves and engage meaningfully in local and global participatory media cultures. Through making and responding to moving-image media products, students will 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.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

UNIT 1	Foundations Film History, Film Industry Institutions, Technical and Symbolic Codes and Conventions of Film, Auteur Theory.	Auteur Theory Essay (15%) Auteur Short Film (25%)
UNIT 2	Stories Storytelling, Film Genre, Representation in Cinema, Audience Response and Expectations.	Genre Film Project (35%) Genre Analysis Exam (25%)
UNIT 3	Participation Transmedia Storytelling, Interactive Journalism, Virtual Reality Gaming, New Media, Black Mirror, Streaming/Multi-platform Storytelling	Case Study Investigation (15%) Multiplatform Project (Treatment, Storyboard, Production) (25%)
UNIT 4	Artistry Surrealism, Arthouse, Experimental Cinema, World Cinema, Film Movements and Cultural Identity	Stylistic Project (Screenplay, Production, Statement of Intent) (35%) External Examination (25%)

PATHWAYS
A course of study in Film, Television and 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, eg advertising, arts administration, media and communication, marketing, events management, video production, social media manager, graphic and game design and public relations.

FOOD AND NUTRITION	GENERAL	ELECTIVE
PRE-REQUISITES	Nil	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

Food and Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

UNIT 1	**Food science of vitamins, minerals and protein** • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	Written Exam Food & Nutrition Solution
UNIT 2	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets	Written Exam Food & Nutrition Solution
UNIT 3	**Food science of carbohydrate and fat** • The food system • Carbohydrate • Fat • Developing food solutions	Written Exam Food & Nutrition Solution
UNIT 4	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Food development process	Food & Nutrition Solution External exam

PATHWAYS
A course of study in Food and Nutrition can establish a basis for further education in the fields of science, technology, engineering and health.

HEALTH	GENERAL	ELECTIVE
PRE-REQUISITES	Nil	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Students use an inquiry approach to investigate sustainable health change at personal, peer, family and community levels. They will consider health from a Salutogenic perspective. Salutogenesis is a term which describes an approach focusing on factors that support human health and wellbeing, rather than on factors that cause disease. Students will cover a broad range of health topics and plan, implement, evaluate, and reflect on action strategies that promote health. By completing this course students will develop the skills required to recognise health issues, use health frameworks, investigate and develop strategies to improve health and evaluate strategies in a range of settings.

UNIT 1	Resilience as a personal health resource: Resilience Students are exploring the broad notion of health, focusing on resilience as a personal health resource. They develop an understanding of the PERMA+ framework, the Salutogenic approach and the RE-AIM framework to analyse, implement and evaluate action strategies that build resilience and wellbeing	FIA1 Action Research Project FIA2 Exam
UNIT 2	Unit 2: Peers and family as resources for healthy living Students will investigate how the social determinants of health influence health choices, specifically health choices that relate to alcohol. They use Social Cognitive Theory, a behavioural theory used and try to explain how humans acquire and learn behaviour, to analyse health choices regarding alcohol. Students will design, implement and evaluate a strategy to promote safe alcohol behaviours	FIA3 Action Research Project FIA4 Exam
UNIT 3	Unit 3: Community as a resource for healthy living Students investigate risk factors, protective behaviours and resources that are need for a target group in the local community. Trends inform the development of an action strategy to strengthen, maintain to adapt community resources. Students analyse the factors contributing to road safety and design, implement and evaluate a strategy to promote road safety behaviours for their peers	IA1 Action Research IA2 Extended Response Exam
UNIT 4	Unit 4: Respectful relationships in the post-schooling transition Students will investigate the factors that contribute to respectful relationships and how these impact health and well-being. Students apply previously developed knowledge to evaluate innovations available to young people and propose strategies to enhance the diffusion of the strategies. The External Exam will provide students with a new context to critique and make health recommendations to strengthen respectful relationships as they transition from school to adult life	IA3 Investigation External Exam

PATHWAYS
A course of study in Health can establish a basis for further education in the fields of health science, public health, health education, allied health, nursing and medical professions.

HOSPITALITY PRACTICES	APPLIED	ELECTIVE
PRE-REQUISITES	Nil	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

The Hospitality Practices course emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

The course consists of three core topics — navigating the hospitality industry, working effectively with others, and hospitality in practice. The core topics describe concepts and ideas and the associated knowledge, understanding and skills fundamental to the hospitality industry and are delivered through electives. The three electives — kitchen operations, beverage operations and service and food and beverage service — represent key employment areas within the food and beverage sector, enabling students to develop a solid understanding of the sector.

Unit option A	Culinary skills	Practical Demonstration Project
Unit option B	Casual dining	Practical demonstration Project
Unit option C	Formal dining	Practical demonstration Project
Unit option F	Guest services	Investigation Project

PATHWAYS
A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

INDUSTRIAL TECHNOLOGY SKILLS	APPLIED	ELECTIVE
PRE-REQUISITES	Taking Year 10 Practical Technology would be advantageous	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	
This subject has a history of running as an Alternative Delivery subject		

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including Engineering and Furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products.

Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

UNIT 1	Furnishing Skills: Furniture-Making	Practical demonstration: Furniture-Making Project: Furniture-Making
UNIT 2	Engineering Skills: Sheet Metal Working	Practical demonstration: Sheet Metal Project: Sheet Metal Working
UNIT 3	Furnishing Skills: Cabinetmaking	Practical demonstration: Cabinetmaking Project: Cabinetmaking
UNIT 4	Engineering Skills: Welding and Fabrication	Practical demonstration: Welding and Fabrication Project: Welding and Fabrication

PATHWAYS
Recognised industry career pathways for Furnishing and Engineering Skills, workers in domestic, commercial and bespoke enterprises, including cabinet maker, cabinet machinist, joiner, structural, transport and manufacturing engineering enterprises, boilermaker, first-class welder, fabricator, steel erector, furniture maker, furniture machinist, wood machinist, manufacture and assembly - stainless steel shop fitting manufacture and installation.

JAPANESE	GENERAL	ELECTIVE
PRE-REQUISITES	Achieved a C in Year 10 Japanese	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	
This subject has a history of running as an Alternative Delivery subject		

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes, and audiences.

UNIT 1	My World • Family/carers • Peers • Education	FIA1 - Short Response FIA2 - Extended Response, Conversation
UNIT 2	Exploring Our World • Travel and exploration • Social customs • Japanese influences around the world	FIA3 - Multimodal Presentation, Interview FIA4 - Combination Response
UNIT 3	Our Society: Culture and Identity • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	IA1 - Short Response IA2 - Extended Response, Conversation
UNIT 4	My present; my future • The present • Future choices	IA3 - Multimodal Presentation, Interview External Exam

PATHWAYS
A course of study in Japanese can establish a basis for further education in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality and tourism, defence force, law, science, technology, sociology and education.

LEGAL STUDIES	GENERAL	ELECTIVE
PRE-REQUISITES	Nil. However, taking Year 10 Legal Studies is an advantageous	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

UNIT 1	**Beyond Reasonable Doubt** Australian legal system, sources of law, the roles of parliament and the courts. Students will examine offences against the person and property, as well as public order offences. Students will visit the District and Supreme Courts to gain an insight into the criminal law process	Combination response exam Investigation - Inquiry report
UNIT 2	**Balance of Probabilities** Legal principles (contractual obligations and negligence) within the Australian and Queensland civil justice systems. Students develop an understanding of how civil law regulates the rights and responsibilities that exist between individuals, groups, organisations and governments. They explore dispute resolution methods, including in and out of courts	Investigation - Analytical Essay Combination response exam
UNIT 3	**Law, Governance and Change** Complexities of the Australian legal system and its capacity to deal with the diversity of competing needs. Students explore the role of legal institutions and law-making bodies in creating laws that reflect the views of society. They will study law, governance and change through relevant contemporary issues involving matters of governance and law reform	Combination response exam Investigation - Inquiry Report
UNIT 4	**Human rights in legal contexts** Consider concepts, principles and contemporary issues studied in previous units to consider fundamental human rights concepts and analyse Australia's participation within the global community. Students recognise how human rights create challenges in national and international contexts and for minority groups and examine the impact of international law on the Australian legal system and those who are subject to it	Investigation - Analytical Essay External exam

PATHWAYS

MODERN HISTORY	GENERAL	ELECTIVE
PRE-REQUISITES	Nil. However, taking Year 10 Modern History is highly advantageous.	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

The course is organised thematically around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the application of historical concepts and historical skills across the syllabus. To fulfil both aims, Modern History uses a model of inquiry learning.

UNIT 1	Ideas in the Modern World • Australian Frontier Wars and the Russian Revolution	FIA1- Essay in response to Historical Sources FIA2 -Independent Source Investigation
UNIT 2	Movements in the Modern World • Women's Movement and Africa America Civil Rights Movement	FIA3 - Historical Essay based on research. FIA4 - Exam – Short response to Historical Sources
UNIT 3	National Experiences in the Modern World • Germany 1914-1945 and Mao's China	IA1 - Essay in response to Historical Sources IIA2 - Independent Source Investigation
UNIT 4	International Experiences in the Modern World • Terrorism/Counterterrorism and The Collapse of the USSR	IA3 - Historical Essay based on research. EA - External Exam

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

MUSIC	GENERAL	ELECTIVE
PRE-REQUISITES	Nil. However, study of 8-10 Music is highly advantageous.	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	
This subject has a history of running as an Alternative Delivery subject		

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for expression of the intellect, imagination and emotion and the exploration of values. It is a highly relevant subject as music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles. Music fosters creative and expressive communication. The study of music combines the development of cognitive, psychomotor and affective domains. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience, create new musical works and to justify a musical viewpoint.

UNIT 1	Designs Students will engage in and explore repertoire of a variety of contexts, styles and genres, to consider how the treatment and combination of different music elements enable musicians to design music that communicates meaning. Activities will include performing, composing and analysing	FIA1 Performing FIA2 Composing
UNIT 2	Identities Students make and respond to music that expresses cultural, political and social identities. Through the journey of critically considering how music can be used as a powerful form of expression, students explore their own musical identity	FIA3 Integrated Project (Musicology and Performing or Composing) FIA4 Internal Exam
UNIT 3	Innovations Students look at how musicians incorporate innovative music practices to communicate meaning when performing and composing. The styles and genres that reflect innovations extend from Western art music through to jazz, contemporary and emerging styles promoted by technological developments	IA1 Performing IA2 Composing
UNIT 4	Narrative Students focus on their emerging voice and style through performing, composing and responding to music. The narrative may appear as music alone, or in conjunction with another art form such as film, musical theatre, opera or Program music	IA3 Integrated Project (Musicology and Performing or Composing) EA4 External Exam

PATHWAYS
Music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. It can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

MUSIC EXTENSION	GENERAL	ELECTIVE
PRE-REQUISITES	Completion of Units 1 and 2 of Music in Year 11	
CO-REQUISITES	Studying Unit 3 and 4 Music in Year 12	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	
This subject has a history of running as an Alternative Delivery subject. This course is offered "off-timetable" with tutorials being conducted once a week after school.		

Music Extension is an extension of the Music senior syllabus offered for one year (commencing in Term 4 Year 11) requiring completion of Units 1 and 2 of the Music syllabus and in conjunction with the study of Units 3 and 4. It provides an opportunity for students with specific abilities in music to extend their expertise.

Students select one specialisation only from the choice of Performance, Composition or Musicology, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

Composition specialisation:
Students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.
Musicology specialisation:
Students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.
Performance specialisation:
Students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts and express music ideas to realise their performances.

UNIT 3	Explore The key ideas of Initiating Best Practice and consolidating Best Practice are examined from the viewpoint of the student's chosen specialisation	Composition 1; or Musicology Investigation 1; or Performance Investigation 1 Composition 2; or Musicology Investigation 2; or Performance Investigation 2
UNIT 4	Emerge Explore the concept of Independent Best Practice. Develop expertise in their area of specialisation and work towards becoming independent learners	Composition project; or Musicology Project; or Performance Project External Exam

PATHWAYS
A course of study in Music Extension can establish a basis for further education in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

PHYSICAL EDUCATION	GENERAL	ELECTIVE
PRE-REQUISITES	Nil Physical Education in Year 10 is highly advantageous.	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own health and physical activity in diverse contexts. It provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in activities to develop movement sequences and movement strategies. Through their engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

UNIT 1	**Motor learning, functional anatomy, biomechanics and physical activity** Topic 1: Students gather data about their performance and devise a strategy to improve their performance by applying their motor learning knowledge Topic 2: Students analyse the relationships between functional anatomy and biomechanical concepts to devise a strategy to optimise performance	Investigation - Report Project - Folio
UNIT 2	**Sport psychology, equity and physical activity** Topic 1: Students analyse relationships between the sport psychology demands in physical activity and devise a psychological strategy to improve performance Topic 2: Students explore the barriers and enablers for engagement in physical activity and devise an equity strategy to optimise engagement.	Examination Investigation - Report
UNIT 3	**Tactical awareness, ethics and integrity and physical activity** Topic 1: Students analyse the relationship between constraints of movement strategies and their personal performance to devise a tactical strategy to optimise performance of movement strategies in performance environments Topic 2: Students explore the factors that influence fair play, ethical behaviour and integrity to devise an equity strategy to optimise engagement in physical activity	Project - Folio Investigation - Report
UNIT 4	**Energy, fitness and training and physical activity** Students analyse the relationships between their personal performance and the energy and fitness demands of the chosen sport. Students devise a training strategy to optimise personal performance for an identified movement strategy	Project - Folio External Exam

PATHWAYS
A course of study in Physical Education can establish a basis for further education in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

PHYSICS	GENERAL	ELECTIVE
PRE-REQUISITES	Achieved a passing grade in Year 10 Science and Mathematical Methods	
CO-REQUISITES	Mathematical Methods	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

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 natter 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	Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	Exam Research Investigation
UNIT 2	Linear motion and waves • Linear motion and force • Waves	Student Experiment
UNIT 3	Gravity and electromagnetism • Gravity and motion • Electromagnetism	Data Test Student Experiment
UNIT 4	Revolutions in modern physics • Special relativity • Quantum theory • The Standard Model	Research Investigation

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

PSYCHOLOGY	GENERAL	ELECTIVE
PRE-REQUISITES	Achieved a passing grade in Year 10 Science Natural or Science Physical	
CO-REQUISITES	Strongly recommended General Mathematics	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Year 11, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They also investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorders and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. This provides the bases for the Year 12 units where students examine individual thinking and how it is determined by the brain, including perception, memory and learning. Students will consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

UNIT 1	Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep.	In Units 1 and 2 students will complete four formative assessments that model the types of assessment covered in Units 3 and 4.
UNIT 2	Individual behaviour • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	In Units 1 and 2 students will complete four formative assessments that model the types of assessment covered in Units 3 and 4.
UNIT 3	Individual thinking • Brain function • Sensation and prception • Memory • Learning	In Units 3 and 4 students complete four summative assessments: Data Test, Student Experiment, Research Investigation and the summative external assessment is an examination.
UNIT 4	The influence of others • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology	Individual thinking • Brain function • Sensation and perception • Memory

PATHWAYS
Psychology 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 Psychology can establish a basis for further education in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

SPECIALIST MATHEMATICS	GENERAL	ELECTIVE
PRE-REQUISITES	Achieved a B or higher in Year 10 Mathematical Methods	
CO-REQUISITES	Mathematical Methods	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	
This subject has a history of running as an Alternative Delivery subject		

Specialist Mathematics' major areas of focus are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

UNIT 1	**Combinatorics, proofs, vectors and matrices** Topic 1: Combinatorics Topic 2: Introduction to proof Topic 3: Vectors in the plane Topic 4: Algebra of vectors in two dimensions Topic 5: Matrices	FIA1: Problem Solving and Modelling Task on 1 Topic
UNIT 2	**Complex numbers, further proof, trigonometry, functions and transformations** Topic 1: Complex numbers Topic 2: Complex arithmetic and algebra Topic 3: Circle and geometric proof Topic 4: Trigonometry and functions Topic 5: Matrices and transformation	FIA3: Exam - Short Response on 3 of 5 Topics
UNIT 3	**Further complex numbers, proof, vectors and matrices** Topic 1: Further complex numbers Topic 2: Mathematical induction and trigonometric proofs Topic 3: Vectors in two and three dimensions Topic 4: Vector calculus Topic 5: Further matrices	IA1: Problem Solving and Modelling Task (20%) on 1 Topic
UNIT 4	**Further calculus and statistical inference** Topic 1: Integration techniques Topic 2: Application of integral calculus Topic 3: Rates of change and differential equations Topic 4: Modelling motion Topic 5: Statistical inference	IA3: Exam - Short Response (15%) on 3 of 5 Topics External Assessment: Exam on Units 3 and 4 (50%)

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

VISUAL ART	GENERAL	ELECTIVE
PRE-REQUISITES	Nil. However, study of 8-10 Visual Art is highly advantageous.	
CO-REQUISITES	Nil	
ACADEMIC MONITORING	Where 'Unsatisfactory' is achieved at the end of Unit 1 or 2 – a student referral will be sent to the students Pathway Specialist	
QCAA SYLLABUS LINK	Visit the QCAA Syllabus by clicking here	

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating and to engage with and make sense of what they see and experience. Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies and to confidently and creatively contribute and engage in all facets of society to sustain our diverse Australian culture. This subject prepares young people for participation in the 21st century by fostering curiosity and imagination and teaching students how to generate and apply new and creative solutions when problem solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

UNIT 1	Art as lens Concept: lenses to explore the material world Contexts: personal and contemporary Focus: People, place, objects	Investigation inquiry phase 1 Project inquiry phase 2
UNIT 2	Art as code Concept: art as a coded visual language Contexts: formal and cultural Focus: Codes, symbols, signs and art conventions	Project inquiry phase 3 Exam (Units 1 and 2)
UNIT 3	Art as knowledge Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed	Investigation inquiry phase 1 Project inquiry phase 2
UNIT 4	Art as alternate Concept: evolving alternate representations and meaning Contexts: contemporary and personal, cultural and/or formal Focus: continued exploration of Unit 3 student-directed focus	Project inquiry phase 3 External exam

PATHWAYS
A course of study in Visual Art can establish a basis for further Tertiary education in the fields of teaching, 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, eg advertising, arts administration, communication, design, education, film and television and public relations.

VOCATIONAL EDUCATION & TRAINING DEPARTMENT (VET)

VET QUALIFICATIONS

VET ON CAMPUS

Competency-based qualifications rely on a practical focus to all assessment to ensure all skills are relevant to the workplace and can be demonstrated to industry standards. Assessment types will include short written responses, practical tasks and projects, presentations and case studies. Students will need to be able to provide evidence that they meet the performance and knowledge requirements of each unit under the assessment conditions outlined in each qualification's training package. Students will not be given a level of achievement in school reports but will always receive a participation mark and at the end of each term, a list of units of competency achieved in progressive reporting.

ALTERNATE VET COURSE OFFERED AT CABOOLTURE CAMPUS

The Diploma of Business provides a Vocational Education and Training pathway used for entering the workforce or University. The Diploma contributes 8QCE points and goes towards university entry by providing an ATAR ranking of 82-87 (depending on the University) and has credit articulation agreements in place with many of these. The Diploma of Business is level 5 of the Australian Qualifications Framework and is designed to give students advanced skills and specialised knowledge to work alongside professionals in Business to become a paraprofessional. A paraprofessional in the Business sector plays a crucial role in supporting and assisting other professionals within their respective fields. They enhance productivity, provide invaluable support and ensure the smooth day to day operations of organisations by bridging the gap between specialised knowledge and practical implementation. The delivery of the Diploma in Business is through the external provider Axial Training and is run off-line.
This course has a fee for service.

VET OFFERED ON ROTHWELL CAMPUS FOR CABOOLTURE STUDENTS - TRADE SKILLS CENTRE

Students from Caboolture Campus are able to access some vocational qualifications offered at the Rothwell campus through the Trade Skills Centre which are delivered in blocks of training or one day a week. Please contact the Pathways Department to enquire about dropping an elective subject and replacing it with a VET qualification on the Rothwell campus. Some of these programs are covered by VETiS funding (Qld Govt) and some are fee-for-service.
Qualifications Available:

- **Certificate III in Music Industry (CUA30920)** offered one afternoon per week for 2 years (commencement Yr 10 or Yr 11 Semester 1)
- **Certificate II Engineering Pathways (MEM20422)** offered ½ day per week for 2 years (commencement Yr 11 Semester 1)
- **Certificate II in Construction Pathways (CPC20120)** offered ½ day per week for 2 years (commencement Yr 11 Semester 1)
- **Certificate II Health Support Services (HLT23221) & Certificate III Health Services Assistance (HLT33115)** offered one day a week for 3 terms. (commencement varies)

RESOURCES/REQUIREMENTS

If any resources are required for particular qualifications, it will be listed in the following pages. This will include fees, subject levies for consumables, required equipment, work placement requirements or other legislative requirements.

VET HANDBOOKS

Each subject delivering a VET qualification will provide students with a Handbook explaining the special requirements of the training package. These handbooks will be available in hardcopy or through eGrace.

RELEVANCE TO FURTHER STUDIES

- Most VET qualifications offered have TAFE or university pathways available after Year 12 through external providers.
- Some VET qualifications may lead directly into employment opportunities in private and government sectors.
- Students will be able to participate more effectively and responsibly in a changing working environment.
- Each qualification's pathway into further education will be outlined by each Department.

PREREQUISITES

Each Department will state if their VET qualifications have any prerequisite school subjects or levels of achievement, units of competency or qualifications.

RECOGNITION OF PRIOR LEARNING

When assessing students in VET qualifications, assessors need to offer a process of recognising prior learning. This process is to determine if students may receive credit for a unit of competency or advanced standing based on previous experience or training. This will affect the way the student is trained as they may just require "gap training" to cover specific performance criteria or may not require any training at all in a particular unit. Recognition of Prior Learning Forms are available on the College ERM and will be made available to students on application, once their teachers have been notified.

DIRECT CREDIT FOR COMMON UNITS

Some of the units of competency are common to several qualifications offered at Grace Lutheran College, (e.g. WHS units) and may also be part of qualifications studied as a TAFE course, traineeship or an apprenticeship. If this is the case than the student will be obliged to notify their teacher, as it may result in a direct credit for this unit or a direct credit off future qualifications undertaken at the College.

FURTHER VET INFORMATION

VET qualifications at Grace Lutheran College generally commence in Year 10 or 11 and run throughout the senior years to complete by the end of Year 12. The school guarantees that the student will be provided with multiple opportunities to demonstrate competency, as per the rights and obligations outlined in the enrolment process and VET information provided in the Student Handbook for the course.

ISSUING QUALIFICATIONS

Students successfully achieving all requirements of a qualification, will be provided with an official Certificate and Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Should students misplace their original documents, another certificate can be issued by Grace Lutheran College for a small fee.

PARTIAL COMPLETION

Students who receive a Statement of Attainment may be awarded a portion of the allocated QCE credits gained through completing qualifications higher than a Certificate I. At least one quarter of the units of a Certificate II or higher qualification must be successfully completed before attracting any QCE credits.

LATE ENTRY

Should a student enter the subject after the start of the course, then they will be expected to catch up on units covered prior to their entry into the course, if they expect to achieve the full qualification.

TRANSITIONING INTO NEW VERSIONS OF VET QUALIFICATIONS

Where possible, all students in expiring qualifications will be "transitioned" to the new versions of those qualifications as soon as they have been added to the scope of registration and approved by the registering body. When this is not possible, no new students will be enrolled in the expiring qualification from the publication date of the new training package.

VET DELIVERY REQUIREMENTS

The College retains the right to suspend/cancel part of the course if it is unable to meet the Training Package requirements. The school must have industry experienced teachers and specific equipment to run these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the courses and the related qualifications.

FURTHER INFORMATION

Please contact the relevant Learning Lead via College Reception on 5495 2444 for Caboolture and 3203 0066 for Rothwell.

- Pathways Department – Judith Barnes (Caboolture) or Leisa Jones (Rothwell)
- Grace Academy – Nathan Poetschka
- Trade Skills Centre – Dwayne Blair (Rothwell)

The information contained in this Curriculum Guide is correct at the time of printing but is subject to change.

VET OFF CAMPUS

TAFE Colleges and private Registered Training Organisations (RTOs) in the Brisbane area offer secondary school students access to their certificate courses through the VET in Schools Program (Certificate I, II, III, IV and Diploma). On successful completion of these qualifications, credit points are awarded towards the students' QCE and banked into their Learning Accounts.

Students enrolled in these courses will either attend a TAFE or other Training campus one day a week, complete their qualification on-line or use a combination of on-line and tutorial methods.

VETIS FUNDING

Some qualifications are fully government-funded under the VET in Schools (VETiS) funding initiative. This initiative allows school students to access **one** fully subsidised course from a list of qualifications identified as being on the National Skills Shortage List.
http://www.skillsgateway.training.qld.gov.au/content/user/subsidy/SUBSIDIES-LIST.pdf
Qualifications on this list can be accessed through TAFE, Private Registered Training Organisations (RTOs) or at school through partnerships with TAFE or private providers. However, only **one** fully funded qualification is accessible by school students, after that a fee will apply.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

School based apprenticeships and traineeships (SATs) allow students in Years 10, 11 & 12 to enter into paid employment and undergo training both on-and-off the job whilst undertaking their senior studies. Students wishing to undertake a school-based apprenticeship or traineeship (SAT) **must** first consult with the VET Department. For a student to undertake a school-based traineeship or apprenticeship, it must feature in his/her Senior Education and Training (SET) Plan and lead towards a legitimate career pathway.
Please note: Changes to Government legislation may affect student eligibility to access any further funding for an apprenticeship or traineeship after school, so advice should be sought from the VET Department prior to sign up.

Industry release days are determined by the individual student's timetable as well as the needs of industry. However, a College/subject activity scheduled for this allocated day, will take priority (e.g. subject excursion, exams). Students undertaking a school-based traineeship or apprenticeship are expected to complete all the classroom and assessment requirements of their academic studies and also maintain an acceptable level of behaviour.

A consultant from the supervising Registered Training Organisation will monitor the apprentice/trainee's progress towards the completion of their qualification in the workplace while the head of VET and the Head of Teaching and Learning will monitor academic progress.

The Queensland Certificate of Education (QCE) allows for students to have their apprenticeship recognised as a part of the credits towards the QCE. The number of credits depends on whether the traineeship or apprenticeship is Certificate II, III or IV. On completion of Certificate II, students gain 4 credit points. Successful completion of Certificate III generates 5-8 credit points, depending on the qualification as not all vocational qualifications are given the same value.

From 2020, the QCAA only allows 8 credits from any one training package to be counted as credits for the QCE. This means that students doing several qualifications from the same training package will only receive a maximum of 8 QCE credits.

ATAR

One vocational qualification (Certificate III and above) can be used in the ATAR calculation.

CHOOSING THE VET PATHWAY

Students choosing to undertake a school-based apprenticeship or to enrol in a nationally recognised qualification will be eligible to drop a subject. Students will then be expected to catch up on work missed in the study periods allocated on their timetables or to use the study spares to complete training for their qualifications.

CERTIFICATE II HEALTH SUPPORT SERVICES	(HLT23221)	ELECTIVE
CERTIFICATE III HEALTH SERVICES ASSISTANCE	(HLT33115)	VOCATIONAL

Provider – Mater Education (RTO 5210)

SUBJECT OUTLINE

Certificate II: This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures, or complete routine and variable tasks in collaboration with others in a team environment.

Certificate III: This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health Services Assistance involves the worker in direct client contact under supervision.

This double Certificate course, run over three terms, allows students to develop practical, job-ready skills in some key foundation areas such as medical terminology, anatomy, and communication; delivered in a simulation space at Rothwell GLC campus and taught by Mater Education educators.

LEARNING EXPERIENCES

- Classroom and workshop
- Mode of delivery – a blend of theory and practical activities using classroom resources
- This course is delivered with a blend of face-to-face learning and online
- Assessment is submitted via a learning management system

PREREQUISITES

- Students should have an interest in pursuing a Health pathway
- There are no pre-requisite subjects to study the Certificate II/III
- The Certificate II is VETiS funded, however the Certificate III is a fee for service

PATHWAYS

Certificate II outcome is as an EN – Enrolled Nurse.

Certificate III outcome is as an AIN – Assistant in Nursing. Successful completion will allow students to gain the knowledge and skills needed to work in a range of roles—from jobs as a patient care attendant or an assistant in nursing, through to support work and wardsperson positions.

CERTIFICATE III IN MUSIC	(CUA30920)	ELECTIVE VOCATIONAL

Provider - Grace Academy delivered in partnership with the College Of Sound And Music Production (RTO 41549)

SUBJECT OUTLINE

The Certificate III in Music could be the ideal course to learn about the music industry and to develop musical performance skills. The structure of the course offers the flexibility to focus on the skills the student would like to develop.

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

The student will receive training in recording, production, and musicianship and an introduction to a range of music technologies. By studying various musical styles and songwriting the student will develop an understanding of the inner workings of the music industry. Through hands-on training, students develop competencies in playing instruments, understanding musical notation, using recording equipment, navigating the music business, gain copyright knowledge, and acquire performance experience through a variety of opportunities to perform in a range of settings.

LEARNING EXPERIENCES

- Classroom and workshop
- Mode of delivery – a blend of theory and practical activities
- This course is delivered with a blend of face-to-face learning and online

PREREQUISITES

- Ability to play an instrument or sing is desired but not essential
- There are no pre-requisite subjects to study a Certificate III in Music, although Music would be advantageous
- This course is a fee for service

PATHWAYS

Students may work in music performance, sound production, music creation and composition, or music business. The job roles that relate to this qualification may include assistant sound technician, assistant music manager, musician, sound assistant, road crew, and music tutors.

CERTIFICATE PATHWAY – BUILDING AND CONSTRUCTION	CERTIFICATE II IN CONSTRUCTION PATHWAYS (CPC20120)	ELECTIVE
		VOCATIONAL
4 QCE CREDITS - ON COMPLETION OF QUALIFICATION		

Provider - Blue Dog Training (RTO 33193)

SUBJECT OUTLINE

BUILDING AND CONSTRUCTION SKILLS

The building and construction skills subject focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

By doing construction tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. 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, communicate using oral, written and graphical modes, organise, calculate and plan construction processes and evaluate the structures they create using predefined specifications.

LEARNING EXPERIENCES

- Classroom and workshop
- Mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online Blue Dog Training learning management system where it is available

The College will advise students of any compulsory personal protective equipment (PPE) that will need to be provided by the student. It is mandatory for students to use required PPE for all practical activities

PREREQUISITES

- It is advised that all students selecting Building & Construction Certificate Pathways have had prior experience of Practical Technology Skills in Years 8, 9 and 10, but it is not essential

- When working in the Trades Skills Centre, it is mandatory for students to wear the light-weight Cool Breeze short sleeve shirt and cotton cargo shorts. It is recommended students buy proper work boots to wear when taking these courses.

- **Certificate II In Construction Pathways is funded under the Queensland Government's VETiS funding** initiative and is therefore fully funded unless students have already used their one allocated VETiS-funded qualification. **If students have already used their VETiS funding, this course will be a fee for service of $1200.**

PATHWAYS

A course of study in building and 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.

CERTIFICATE PATHWAY - ENGINEERING *	CERTIFICATE II IN ENGINEERING PATHWAYS (MEM20422)	ELECTIVE VOCATIONAL
4 QCE CREDITS - ON COMPLETION OF QUALIFICATION		

Provider - Blue Dog Training (RTO 33193)

MEM20422 Certificate II in Engineering Pathways is a nationally recognised qualification designed to give students an introduction to an engineering or related working environment. This course will provide you with basic skills to operate tools and equipment to produce or modify objects.

SUBJECT OUTLINE

This qualification develops trade-like skills with focus on using engineering tools and equipment to produce or modify objects. 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.

LEARNING EXPERIENCES

- Classroom and workshop via a blend of theory and practical activities using classroom resources in conjunction with online Blue Dog Training learning management system
- Students must use personal protective equipment (PPE) for practical activities. The school will advise students of any compulsory PPE that will need to be provided by the student

PREREQUISITES

- It is advised that all students selecting Cert II in Engineering Pathways (MEM20422) have studied Practical Technology Skills in Years 8, 9 or 10, but it is not essential
- It will be mandatory for all students to wear the correct uniform when working in the Trades Skills Centre. Students are required to purchase correct work boots with strong leather uppers when taking these courses
- Certificate II in Engineering Pathways is funded under the Queensland Government's VETiS funding initiative and is therefore fully funded unless students have already used their one allocated VETiS-funded qualification. **If students have already used their VETiS funding, this course will be a fee for service of $1200.**

PATHWAYS

Opportunities for employment include boiler making, sheet metal manufacturing and metal fabrication, fitting and turning, machining, boatbuilding, coach building, engineering, manufacturing and construction.

CERTIFICATE PATHWAY – VOCATIONAL*	CERTIFICATE II SKILLS FOR WORK & VOCATIONAL PATHWAYS (FSK20119)	ELECTIVE
		VOCATIONAL
4 QCE CREDITS – ON COMPLETION OF QUALIFICATION		

Provider - Grace Lutheran College 30291

Vocational Certificate Pathways provides an alternative for students requiring a more intensive vocational program and a less intensive academic program. Certificate II Skills for Work & Vocational Pathways will contribute 4 points towards the QCE.

Vocational Certificate Pathways is a vocational (non-ATAR) subject. Therefore, if students are already taking Applied subjects or are enrolled in other vocational subjects, (e.g. TSC, TAFE, School-Based apprenticeships or traineeships) they will become ATAR ineligible and will therefore need to be aware of the implications of this.

SUBJECT OUTLINE

Certificate II Skills for Work & Vocational Pathways (FSK20119) (commence Year 10 or 11)

Units

- FSKLRG011 Use Routine Strategies for Work-Related Learning
- FSKRDG010 Read and Respond to Routine Workplace Information
- FSKOCM007 Interact Effectively with Others at Work
- FSKLRG009 Use Strategies to Respond o Routine Workplace Problems
- FSKNUM014 Calculate with Whole Numbers and Familiar Fractions, Decimals & Percentages for Work
- FSKNUM015 Estimate, Measure and Calculate with Routine Metric Measurements for Work
- FSKWTG009 Write Routine Workplace Texts
- FSKDIG002 Use Digital Technology for Routine and Simple Workplace Tasks
- HLTWHS001 Participate in Workplace Health & Safety
- FNSFLT211 Develop and Use Personal Budgets
- BSBCMM211 Apply Communication Skills
- AUMAFA001 Apply for Jobs and Undertake Job Interviews
- FSKLRG010 Use Routine Strategies for Career Planning
- FSKLRG006 Participate in Work Placement

ASSESSMENT

Assessment for this VET qualification is competency–based. This means that there is no pass or fail result. To be competent, students need to meet all performance criteria to industry standards.

FSKLRG006 Participate in Work Placement allows the student to undertake work experience in their industry of choice. These placements are arranged by the students themselves or through the VET Department.

PREREQUISITES

There are no pre-requisites for this qualification, just a willingness to learn and the maturity to enter the workplace in order to gain valuable knowledge and to develop employability skills. Those participants who wish to undertake work placement in an industry that has connections with building and construction, will be required to complete their Construction Safety training (White Card) before placement commences. This can be conducted by a private registered training organisation at a cost of around $100 (based on current costs).

PATHWAYS

Completion of this certificate allows students to develop employability skills needed to be successful in gaining employment opportunities in a variety of industries. This subject allows students to focus on their career pathways, so they have attainable employment and training goals mapped out by the end of Year 12.

DIPLOMA OF BUSINESS
BSB50120

ELECTIVE

VOCATIONAL

Provider - Get Set (RTO 45252)

SUBJECT OUTLINE

This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have frontline management accountabilities. Individuals in these roles carry out moderately complex tasks in a specialist field of expertise that requires business operations skills.

The Diploma of Business will be completed in partnership with GET SET Education where Grace staff will train and assess students over an 18-month period. The course will start in Year 11 and finish in Year 12 (approx. end of Semester 1).

Students will develop technical, analytical and communication skills to begin a career in the business sphere. The Diploma of Business emphasises practical, applied skills that are immediately relevant in the workplace, including leadership, communication, delegation and team coordination. This makes graduates highly attractive to employers seeking professionals who can step into management or supervisory roles. The student will benefit from opportunities to learn in both collaborative and independent environments, reflecting workplace experiences.

LEARNING EXPERIENCES

- Classroom and workshop
- Mode of delivery – a blend of theory and practical activities using classroom resources
- There will be a combination of online learning, role plays and tasks incorporating simulated work environments.

PREREQUISITES

- Success in the course requires self-motivation, determination, and a positive attitude toward enhancing career and study opportunities.
- Students are required to have access to a computer with Internet capability and the current Microsoft Office package.
- The Diploma of Business is not covered under VETis funding and has a cost of $899 per student (subject to change). The fee will be paid directly to GET SET Education.
- There are no pre-requisite subjects to study a Diploma in Business

PATHWAYS

The Diploma of Business is level 5 of the Australian Qualifications Framework and is designed to give students advanced skills and specialised knowledge to work alongside professionals in Business to become a paraprofessional. A paraprofessional in the Business sector plays a crucial role in supporting and assisting other professionals within their respective fields. They enhance productivity, provide invaluable support and ensure the smooth day-to-day operations of organisations by bridging the gap between specialised knowledge and practical implementation.

With a Business Diploma, the student will graduate with an understanding of key business perspectives and approaches. Business skills gained through this qualification are transferable across industries, from retail and technology to finance and human resources. Graduates are prepared to adapt to evolving workplace demands, including automation, remote teams and competitive business environments. The qualification does not require additional licensing or certification, making it accessible for a wide range of career paths.

Completing a Business Diploma provides a versatile foundation for careers in management, administration, human resources, finance and project coordination. It enhances employability, prepares graduates for leadership roles and equips them with skills that are valued across industries, making it a strategic choice for career growth and professional development.

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