



GRACE
LUTHERAN
COLLEGE
EST. 1978

ROTHWELL CAMPUS

YEAR 11 2020 & YEAR 12 2020 CURRICULUM GUIDE



MISSION STATEMENT

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.

THE GRACE WAY

GRIT.

GRIT MEANS PERSEVERANCE WITH ALL TASKS FROM THE MUNDANE TO THE VERY DIFFICULT. WHEN WE PRACTISE GRIT WE ATTEMPT NEW CHALLENGES AND COMPLETE ALL TASKS TO THE HIGHEST POSSIBLE STANDARD.

Romans 5:3-5

We can rejoice, too, when we run into problems and trials, for we know that they help us develop endurance. And endurance develops strength of character, and character strengthens our confident hope of salvation. And this hope will not lead to disappointment. For we know how dearly God loves us, because he has given us the Holy Spirit to fill our hearts with his love.

GROWTH.

GROWTH MEANS HAVING A GROWTH MINDSET, A PASSION FOR LEARNING AND IMPROVING ONESELF. WHEN WE PRACTISE A GROWTH MINDSET WE CONFIDENTLY TRY TO IMPROVE, AND TACKLE NEW CHALLENGES.

Proverbs 9:9

Instruct the wise and they will be wiser still; teach the righteous and they will add to their learning.

GRACE.

GRACE MEANS UNDESERVED GENEROSITY, FIRST RECEIVED FROM GOD, THEN FREELY GIVEN TO OTHERS. WHEN WE PRACTISE GRACE WE HONOUR AND ACCEPT OTHERS.

Ephesians 2:8-9

God saved you by his grace when you believed. And you can't take credit for this; it is a gift from God. Salvation is not a reward for the good things we have done, so none of us can boast about it.

A GRACE STUDENT

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|---|---|--|
| <ul style="list-style-type: none">• Takes on opportunities with an open mind and tries in all aspects, even if the work is challenging• Is always prepared, on time and with the necessary equipment• Moves forward to overcome disappointment or hardship• Says words that help build others up and become stronger | <ul style="list-style-type: none">• Takes responsibility for their learning• Is attentive and focused on learning• Is becoming a better version of themselves• Is always striving to push themselves past their perceived limits in all aspects of life; academic, mental, physical, emotional and spiritual• Embraces new challenges with a growth mindset | <ul style="list-style-type: none">• Displays servant leadership by putting others first, helping without being asked and looking for ways to support others• Is respectful of themselves and others• Is courteous and respectful in response to directions• Is compassionate and forgiving• Appreciates the differences in each individual• Is humble in victory and gracious in defeat |
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YEAR 11 2020 & YEAR 12 2021 CURRICULUM GUIDE

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INTRODUCTION TO CURRICULUM GUIDE HANDBOOK

In this booklet, we are pleased to provide you with an outline of the Year 11 and 12 curriculum at Grace Lutheran College's Rothwell Campus in 2020, including the compulsory and elective subjects offered at each level.

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

- **The Basics:** Grace provides a strong foundation in the general capabilities outlined in Australian Curriculum (ACARA): Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical Behaviour and Intercultural Understanding. These are developed through specific subjects (e.g. English and Mathematics) and across curriculum areas.
- **Balance:** A Grace education means an education for the whole person – spiritual, academic, physical, social-emotional, technological and cultural. Mandatory aspects of the curriculum therefore include Christian Studies, Chapel, Pastoral Care, Sport, Work Experience and Outdoor Education (including the four week Googa program in Year 10). Students are also encouraged to participate in the wide range of co-curricular opportunities.
- **Choice and Differentiation:** Grace seeks to cater for all members of a family: boys and girls, students who learn at varying rates and those with diverse interests. Grace offers learning support and academic extension offerings and we allow elective choices for students from Years 8-12. This is very popular with students. In the Senior School, we offer all prerequisite subjects for University and Vocational Education and Training options.
- **Two-Campus, One School Policy:** Heads of Department and Caboolture Curriculum Coordinators work across the College, ensuring work programs, standards and assessment are consistent at both campuses. The Rothwell Campus offers subjects on campus in all Key Learning Areas from Years 7-12.

With this curriculum in place we hope that all Grace Students will learn the Grace Way of Excellence, Character and Purpose. We trust they will leave us 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
Principal

DATE CLAIMER:

Subject Information Night – Tuesday 30 July 2019

QTAC/Career Information & Tertiary Expo – Tuesday 6 August 2019

Important information about the new QCE Senior System and different types of Year 11 and 12 Subjects are listed on the following pages. The information on these pages, combined with the information night, should help you to make informed decisions about senior pathways for your child

Information for Students and Parents

New QCE and Tertiary Entrance Systems

The new Senior Syllabuses were developed by the Queensland Curriculum Assessment Authority (QCAA) and are underpinned by a set of 21st century skills. The new senior assessment and tertiary entrance systems began in Queensland with students entering Year 11 in 2019.

Key features include:

- New and redeveloped QCAA senior syllabuses
- External assessment in most senior subjects
- New quality assurance processes to strengthen the quality and comparability of school-based assessment
- Changes to Queensland Certificate of Education (QCE) eligibility requirements
- Introduction of the Australian Tertiary Admission Rank (ATAR).

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements and is awarded when specific requirements are met.

REQUIREMENTS FOR THE QCE

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

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

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.

A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. This could be a Pass or 'C' grade for one semester of a school subject. For VET certificates, the agreed standard is 'Competent' in all of the units in a Certificate I or competence in at least one quarter of the units in a Certificate II, III, or IV qualification. 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. Students must also meet literacy and numeracy requirements through one of the available learning options.

The College will assist students to track their progress towards achieving a QCE during their senior phase of study. Each student has a learning account they can access using a Learner Unique Identifier (LUI) and a password to track their credits. Learning accounts are accessed on <https://myqce.qcaa.qld.edu.au/> Students undertaking a Vocational Qualification will also need to apply for a Unique Student Identifier to keep track of all vocational training. <https://www.usi.gov.au/students/create-your-usi> More information on the QCE is available on the QCAA website. <https://www.qcaa.qld.edu.au/senior/senior-qce>

Structure of Year 11 and 12 in the new QCE System

All senior subjects are split into 4 units of work, Units 1-4, and are completely prescriptive, particularly in Units 3 and 4. The assessments completed in Units 1 and 2 are formative and are designed to prepare students for Units 3 and 4.

In Units 3 and 4 students will complete 3 summative internal (school-based) assessment items. These items are endorsed (approved) by the QCAA before they are handed out and are marked using Instrument Specific Marking Guides to ensure quality and consistency of judgements.

By the end of Term 3 of Year 12, students will know their marks for 75% of a given subject, except in Mathematics and Science subjects, where they will know 50% of their mark, leaving the external exams to determine the remainder of a student's subject marks.

The end of Term 3 and beginning of Term 4 will be used to revise and prepare students for subject specific external exams, which are written and marked externally by the QCAA, but facilitated at the College.

The QCAA will determine the exam schedule so that all students in the State studying a particular subject will complete their external exam for that subject on the same day.

Subject types in Years 11-12

All students must study an English and a Mathematics subject as part of their Core subject choices. There is a choice of General and Applied subjects in each area to allow for different levels of ability.

Elective subjects consist of General subjects, Applied subjects, VET Certificate Courses and possibly a university subject.

General and Applied Subjects

A **General** subject is a course of study based on a syllabus that has been issued by the Queensland Curriculum and Assessment Authority (QCAA) and involves an external exam, which is written and marked by the QCAA. Internal assessment of student achievement will also be heavily moderated by the QCAA. Results from General subjects will count in the calculation of a student's final school based mark as well as their ATAR, the most common selection device used by the tertiary sector.

An **Applied** subject is a course of study based on a syllabus that has been issued by the QCAA, but does not have an external exam. These subjects are designed for students who may be exploring pathways after high school that do not involve university study. Results from Applied subjects will count in the calculation of a student's final school based mark and can also count in the calculation of their ATAR.

A student can do a combination of General and Applied subjects but it is important to be aware that General subjects and Applied subjects will have a different scaling when it comes to calculating the ATAR, with General subjects being scaled higher than Applied subjects. QTAC decides the weighting of subjects (referred to as 'inter-subject scaling') and this information will not be available to schools until after the cohort has finished Year 12 and the ATAR scores have been calculated.

It is important to understand that an 'A' grade in an Applied subject will not be worth as much as an 'A' grade in a General subject, and this should be taken into consideration if students are planning on applying for competitive courses at University where a high ATAR is necessary.

Australian Tertiary Admission Rank (ATAR)

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' 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 an 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.

In the new system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Pass or 'C' in one of four subjects — English, Essential English, Literature (new subject), English and Literature Extension (renamed).

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

For more information please visit: <https://www.qtac.edu.au/atar-my-path/atar>

Senior Learning Pathways

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

(1) **University Entry Pathway**

Students who wish to study at University to acquire degree level qualifications are advised to select subjects that make them eligible for an ATAR (Australian Tertiary Admission Rank) at the end of Year 12.

The recommended study plan would be:

- A minimum of five General subjects
 - The sixth subject could be:
 - A General Subject
 - An Applied Subject
- OR
- A Certificate Course

Applied subjects or Certificate III or IV courses will contribute to an ATAR but will not be scaled as highly as a General Subject in their contribution to the ATAR.

(2) **Work Readiness and Further Training Pathway**

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 would be:

- 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.

In either pathway, students are required to study Religion and Ethics, an English and Mathematics subject along with four other subjects according to one of the above patterns of study.

It is important to keep this in mind when selecting subjects for Year 10; as these form an integral preparation for continued study in the Senior Phase of Learning.

Strategies for Choosing Subjects for Students

To find out about subjects offered at Grace:

- Read the subject descriptions in booklets provided by the College
- Ask Heads of Departments and teachers of particular subjects
- Listen carefully at class talks and the Subject Information Night (30 July 2019)
- Ask questions about content and assessment types.

Students need to decide about a combination of subjects that suits them.

It is important to remember that all students are individuals, and that 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
- 'Only boys or girls take that subject' (All subjects are equally available for males and females).

Students need to 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.

For choosing subjects in Year 11, students should study subjects which meet the following criteria:

- 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.

Be prepared to ask for help

If students need more help, they need to seek it; otherwise they may regret it later. Students can talk to parents, teachers, Careers Guidance Counsellors, the Head of VET or the Head of Teaching and Learning. These people are all willing to help them at any time.

Check tertiary prerequisites or recommended subjects by visiting: <https://www.qtac.edu.au/atar-my-path/my-path> to download the Tertiary Prerequisites 2022 guides which are listed by tertiary institution and are designed to help students select their Senior subjects.

Subject Changes

At times students may feel it is necessary to change their elective subjects for various reasons. To action this, students are encouraged to discuss the concerns with the subject with their subject teacher. A meeting with one of our Career Guidance staff is recommended. If the student still wishes to change electives, they should collect a *Subject Change Form* from the Hub, complete the form with their parent/guardian and return the form to the Hub. Students cannot start attending the new elective subject until they have received an updated timetable. Please follow the Subject Change deadlines on the College calendar for each term.

Vocational Education and Training (VET):

The College allows students to integrate Vocational Education and Training (VET) into their senior studies. Some VET qualifications are offered as school subjects and are 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. The Registered Training Organisation (RTO) issues a Statement of Attainment for successfully completed VET units. Many of these courses can lead to higher levels in vocational training or into traineeships and apprenticeships.

Some students may choose to complete a school-based traineeship or commence a school-based apprenticeship in Year 10, 11 and 12.

Useful websites include:

TAFE QLD	http://www.tafe.qld.gov.au
QTAC	www.qtac.edu.au
MyFuture	www.myfuture.edu.au
Job Guide	http://www.education.gov.au/job-guide
Good Universities Guide	http://www.gooduniversitiesguide.com.au
School-based apprenticeships and traineeships	training.qld.gov.au/apprentices/sats
Study Assist	http://www.studyassist.gov.au/
Grace Careers	http://www.gracecareers.com/
Queensland Training Information Service	http://www.qtis.training.qld.gov.au/
Training.gov.au	http://www.training.gov.au/Home/Tga
Queensland Training Subsidies List	https://training.qld.gov.au

Points to note. . .

Before selecting subjects, students should carefully read the Subject Outlines in the curriculum guide. They should also note the following points:

- If an insufficient number of students choose a given subject, it may be withdrawn.
- If a subject is oversubscribed class selection will be based on order of receipt of the Subject Selection form.
- The electives chosen for the curriculum each year will be arranged on lines that optimises student choices. It is possible that two subjects, which a student wishes to take, may end up occurring on the same line. A choice will then have to be made between the two subjects and there may need to be some flexibility in making final subject choices.

Parents and students are encouraged to attend the Subject Information Night (Tuesday 30 July 2019) where there will be Teacher Presentations on Elective Subjects including general information sessions on the new QCE Senior System, student pathways, meeting Tertiary prerequisites and Mathematics and English choices.

Points of Contact

Students will have experienced various subjects already however it is important to find out as much as possible about the subjects offered. After reading this Curriculum Guide, if you or your child has questions about subjects or would like some more information, the table below will guide you to the best point of contact.

Subject	Teacher	Teacher Contact	Location of Teacher
Accounting	Miss Coburn	jacinda_coburn@glc.qld.edu.au	C Block
Business Business Certificate Pathway* Digital Solutions Legal Studies	Miss Coburn Miss Coburn Mrs Salmon Miss Coburn	jacinda_coburn@glc.qld.edu.au corinne_salmon@glc.ld.edu.au	C Block
Dance Drama Music	Mrs Cooper	cleo_cooper@glc.qld.edu.au	M Block
Design Construction, Engineering Certificate Pathways*	Mr McKinnon	marcus_mckinnon@glc.qld.edu.au	Trades Skills Centre
Economics, Geography Ancient History, Modern History	Mr Still	michael_still@glc.qld.edu.au	B Block
English Literature	Mr Caldwell	aidan_caldwell@glc.qld.edu.au	B Block
Film TV & New Media	Mrs Crossley	gail_crossley@glc.qld.edu.au	V Block
Food & Nutrition Fashion* Early Childhood Certificate Pathway*	Mrs Ledden	nicole_ledden@glc.qld.edu.au	H Block
German Japanese	Mrs Wellard	stacey_wellard@glc.qld.edu.au	R Block
Health Physical Education	Mrs Sanford	kristy_sanford@glc.qld.edu.au	G Block
Mathematics subjects	Mr Jaunais	peter_jaunais@glc.qld.edu.au	F Block
Religion & Ethics Philosophy & Reason	Mr Gilliver	bill_gilliver@glc.qld.edu.au	B Block
Sciences	Mr Jaunais	peter_jaunais@glc.qld.edu.au	F Block
Visual Art Visual Arts Certificate Pathway *	Mrs Barnes	jenny_barnes@glc.qld.edu.au	V Block
Music Industry Certificate Pathway*	Dr Di Marco	emma_dimarco@glc.qld.edu.au	M Block
Robotics Certificate Pathway* Vocational Certificate Pathway*	Ms Jones	leisa_jones@glc.qld.edu.au	The Hub

* Applied & Certificate Pathway subjects

Other points of contact which may be helpful include:

Teacher	Role	Location of Teacher
Ms Hermus	Head of Teaching & Learning	The Hub
Mrs Keam	Senior School Learning Support Coordinator	The Hub
Mrs O'Connor Ms Wright	Career Guidance Counsellor	The Hub
Ms Jones	Head of Vocational Education & Training (VET)	The Hub

SUBJECT CHOICES FOR YEAR 11 2020

In 2020, Year 11 students are required to study all **Compulsory (Core) Subjects** and **4** of the **Elective Subjects**.

COMPULSORY (Core) All Students Study	
Religion & Ethics (RE)	All students study Religion and Ethics
English	Choice of English, Literature (can also be chosen as an elective) or *Essential English (from Year 10 English Communication)
Mathematics	Choice of General Mathematics <i>or</i> Mathematical Methods <i>or</i> *Essential Mathematics (from Year 10 General Maths)
Core Physical Education	All students participate in Core PE
Sport	All students participate in Sport (Interschool or Interhouse)
ELECTIVE SUBJECTS (Choice of Four subjects)	
Accounting Ancient History Biology Business * Business Certificate Pathway Chemistry Y12 Chemistry (already completed Y11 Chemistry) * Construction Certificate Pathway Dance Design Digital Solutions Drama * Early Childhood Certificate Pathway Earth & Environmental Science Economics Engineering (new General Subject) * Engineering Certificate Pathway Fashion Film TV & New Media * Fitness Certificate Pathway Food & Nutrition	Geography German Health * Hospitality Certificate Pathway Japanese Literature (must have chosen English) Legal Studies Specialist Mathematics (must also have Mathematical Methods) Modern History Music * Music Industry Certificate Pathway Philosophy & Reason Physical Education Physics Psychology (new General Subject) *Robotics Certificate Pathway Study of Religion Visual Art * Visual Art Certificate Pathway * Vocational Certificate Pathway

* Applied & Certificate Pathway subjects

Religion & 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.

In Years 11 and 12, students complete Units 2-4 of the Senior RESAS course. Unit 1 is completed in Year 10.

SUBJECT OUTLINE

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core Topics

- Who am I? the personal perspective
- Who are we? the relational perspective
- Is there more than this? the spiritual perspective

Elective Topics

- Social justice (Unit 2, Year 11)
- Religions of the world (Unit 3, Year 11)
- Ethics and morality (Unit 4, Year 12)
- Meaning and purpose (Unit 4, Year 12)

ASSESSMENT

Formative assessments in Units 1 and 2 will be of the same 'type' as those in Units 3 and 4.

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- One project or investigation
- One examination (short response)
- No more than two assessments from each technique.
- Additional, optional technique: extended response to stimulus.

PREREQUISITES

There are no prerequisites for this subject.

PATHWAYS

A course of study in Religion and Ethics can establish a basis for further education and employment 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.

Senior Core Physical Education 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.

A greater emphasis is placed upon individual style sporting activities, and students will be challenged by issues confronting them and their health as young adults.

SUBJECT OUTLINE

Year 11

- Lifesaving to Bronze Star Level
- Resuscitation
- Games Theory - designing games to teach to peers
- Golf
- Tennis/Squash.

Year 12

- Coaching Theory
- Coaching Primary School Students
- Recreational Activities.

ASSESSMENT

- Skill Based Tests and Game Play where appropriate in each unit of work
- Short Written Tests/Responses for some units.

PREREQUISITES

There are no prerequisites for this subject.

There is an expectation that all students study this core subject during Years 11 and 12.

PATHWAYS

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

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. 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.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- Skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts and non-literary texts
- Enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- Creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- Critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- Empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

SUBJECT OUTLINE

Unit 1 – Perspectives in Texts

- Students will thematically explore issues in literary texts (for example – The representation of Power in the *Crucible*)
- Students will compare and evaluate these issues in a real world context through non-literary texts (the media)

Unit 2 – Texts and Cultures

- Students will explore representations of Australia through a range of poetry, including indigenous poetry
- This will be compared with non-Australian experiences represented in a class novel

Unit 3 – Textual Connections

- Students will examine a thematic issue of their choice explored in prescribed texts

Unit 4 – Close Study of Literary texts

- External examination

ASSESSMENT

Year 11 introduces students to a variety of formative assessment tasks that parallel and build the skills required in year 12. Assessment in each year include:

- Written persuasive texts for a public audience (Literary Column)
- Spoken persuasive presentation (Seminar presentation, TED Talk)
- Imaginative Writing (Interior Monologue, Short Story)
- Analytical Essay

PREREQUISITES

A "C" average across written tasks in Year 10 English or Ignite English Literature.

PATHWAYS

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

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

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

<p>SUBJECT OUTLINE</p> <p>Unit 1 Introduction to Literary Studies</p> <ul style="list-style-type: none"> • Introduction to Literary Theory • Ideas that changes the world – Novels and Plays • Study of Dystopian and Science Fiction literature <p>Unit 2 Intertextuality</p> <ul style="list-style-type: none"> • Exploring Gothic Literature • Student lead genre study (Sci-Fi, Romance, Horror, etc) 		<p>Unit 3 Literature and Identity</p> <ul style="list-style-type: none"> • Exploration of literature as a mirror to humanity <p>Unit 4 Independent Explorations of Literature</p>
<p>ASSESSMENT</p> <p>Year 11 introduces students to a variety of formative assessment tasks that parallel and build the skills required in year 12. These include:</p> <ul style="list-style-type: none"> • Analytical response to texts • Imaginative Presentation • Imaginative response to a text • Year 12 offers students the opportunity to study texts of their choice as well as experiment with a range of written and spoken genres 		
<p>PREREQUISITES</p> <p>A “C” average across written tasks in year 10 English (General), or successful completion of Ignite English Literature.</p>		
<p>PATHWAYS</p> <p>A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.</p>		

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.

Essential English 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 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.

SUBJECT OUTLINE

Unit 1 – Language that works

- Students engage with language and mediums suitable for the workplace (interviewing, resume writing and a range of workplace documents)

Unit 2 – Texts and the Human Experience

- A novel study looking at representations of the human experience in literary texts

Unit 3 – Language that influences

- Using language effectively and persuasively

Unit 4 – Representations and Popular Culture

ASSESSMENT

Year 11 introduces students to a variety of formative assessment tasks that parallel and build the skills required in Year 12. These include:

- Extended persuasive presentation
- Response to stimulus (seen)
- Extended written
- Multimodal presentation

PREREQUISITES

- Nil
- Students who have completed Year 10 Essential English will automatically be enrolled in Essential English for Years 11 and 12.

PATHWAYS

A course of study in 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.

The major areas of focus in General Mathematics is Number and Algebra, Measurement and Geometry, Statistics and Networks and Matrices, building on the content of the P-10 Australian Curriculum.

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 experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

SUBJECT OUTLINE

Unit 1 Money, measurement and relations

- Consumer Arithmetic
- Shape and Measurement
- Linear equations and their graphs

Unit 2 Applied trigonometry, algebra, matrices and univariate data

- Application of trigonometry
- Algebra and matrices
- Univariate data analysis or single data analysis

Unit 3 Bivariate data, Sequences and change, and Earth Geometry

- Bivariate data analysis
- Time Series Analysis
- Growth and decay in sequences
- Earth Geometry and time zones

Unit 4 Investing and Networking

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

ASSESSMENT

Unit 1 will have a Problem Solving and Modelling Task (worth 20% of their grade) and a Unit exam (worth 15% of their overall grade)

Unit 2 will have a single Unit exam (worth 15% of their overall grade).

Unit 3 will have a Problem Solving and Modelling Task (contributing 20% to their overall result) and a Unit exam (contributing 15% to their overall result)

Unit 4 will have a Unit exam (contributing 15% to their overall result)

Students will sit an External Examination which covers the topics in Units 3 and 4 and contributes 50% to the student's overall subject result.

PREREQUISITES

A passing grade in year 10 Mathematics and a passing grade in Year 10 English.

PATHWAYS

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

Mathematical Methods' major focus is Algebra, Functions, relations and their graphs, Calculus and Statistics.

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

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the Australian Curriculum. Calculus is essential for developing an understanding of the physical world. 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.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

SUBJECT OUTLINE

Unit 1 Algebra, statistics and functions

- Arithmetic and Geometric sequences and series
- Functions and graphs
- Counting and Probability
- Exponential Functions

Unit 2 Calculus and further functions

- Logarithmic functions
- Trigonometric functions
- Introduction to differential calculus
- Discrete random variables

Unit 3 Further Calculus

- Logarithmic functions (Part 2)
- Trigonometric functions
- Differentiation and its application
- Integrals

Unit 4 Further functions and statistics

- Differentiation and its application (Part 2)
- Trigonometric functions (Part 2)
- Continuous random variables and the normal distribution
- Discrete random variables (Part 2)
- Interval estimates for proportions

ASSESSMENT

Unit 1 will have a Problem Solving and Modelling Task (worth 20% of their grade) and a Unit exam (worth 15% of their overall grade).

Unit 2 will have a single Unit exam (worth 15% of their overall grade).

Unit 3 will have a Problem Solving and Modelling Task (contributing 20% to their overall result) and a Unit exam (contributing 15% to their overall result)

Unit 4 will have a Unit exam (contributing 15% to their overall result)

Students will sit an External Examination which covers the topics in Units 3 and 4 and contributes 50% to the student's overall subject result.

PREREQUISITES

A passing grade in year 10 Mathematical Methods or an A / B in General Mathematics and a passing grade in Year 10 English.

PATHWAYS

A course of study in Mathematical Methods can establish a basis for further education and employment in:

- 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' major areas of focus are Number, Data, Location and time, Measurement and Finance.

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

Students develop their understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

<p>SUBJECT OUTLINE</p> <p>Unit 1 Number, data and graphs</p> <ul style="list-style-type: none"> • Number • Representing data • Graphs <p>Unit 2 Money, travel and data</p> <ul style="list-style-type: none"> • Managing Money • Time and motion • Data collection 	<p>Unit 3 Measurement, Scales and data</p> <ul style="list-style-type: none"> • Measurement • Scales, Plans and models • Summarising and comparing data <p>Unit 4 Graphs, chance and loans</p> <ul style="list-style-type: none"> • Graphs and data • Probability and relative frequency • Loans and Compound Interest
<p>ASSESSMENT</p> <p>Unit 1 will have a Problem Solving and Modelling Task (worth 25% of their grade) and a 60 minute Unit exam (worth 25% of their overall grade)</p> <p>Unit 2 will have a Problem Solving and Modelling Task (worth 25% of their grade) and a Unit exam (worth 25% of their overall grade)</p> <p>Unit 3 will have a Problem Solving and Modelling Task (25 % of their grade) and a 60 minute Common Internal Assessment set by the Queensland Curriculum and Assessment Authority (QCAA) (25% of their grade)</p> <p>Unit 4 will have a Problem Solving and Modelling Task (25% of their grade) and a 60 minute examination (25% of their grade)</p>	
<p>PREREQUISITES</p> <p>Essential Mathematics is by invitation only. This course is designed for students that have struggled in Middle School Mathematics and would not cope with the demands of General Mathematics.</p>	
<p>PATHWAYS</p> <p>A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.</p>	

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

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

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students.

SUBJECT OUTLINE

Unit 1 Real-world Accounting

Accounting for a Service Business (applying accounting principles and processes through computerised software and analysis of financial documentation to draw conclusions about financial performance and asset management).

Unit 2 Management Effectiveness

Accounting for a GST Business (applying accounting principles and processes through computerised software and analysis of financial documentation to draw conclusions about financial performance, inventory control, credit management and asset management).

Unit 3 Monitoring a Business

Managing resources for a trading GST business — non-current assets and producing fully classified financial statement reporting for a trading GST business.

Unit 4 Accounting – The Big Picture

Cash management, complete accounting process for a trading GST business and Performance analysis of a listed public company.

ASSESSMENT

Students will complete four (4) pieces of assessment during each senior year, equally weighted at 25% each.

- **Examination** - This test assesses the application of a range of cognitions to multiple provided items, questions and scenarios. Student responses include a combination of short response, practical items, multiple choice and extended response.
- **Accounting Report** - This assessment requires students to research a specific accounting problem through collection, analysis and synthesis of primary and secondary data.
- **Accounting Project** –The project will include the use of accounting terminology, technology (accounting package, spreadsheets and word processing software) to generate financial documents and a written report.
- **External Exam**- short response questions

PREREQUISITES

There are no prerequisites for Accounting, however, the following subjects will be beneficial:
Business and Accounting in Year 10, and Business and Legal Studies in Year 8 & 9.

PATHWAYS

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour.

Ancient History enables inquiry-based learning, where students investigate the past by analysing and interpreting archaeological and written evidence. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study. Throughout the course of study, students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

This Course is studied in an Alternative Sequence Model. This is often referred to as a Composite Class of Year 11 and 12 students. An Alternative Sequence means that students will study the same content and develop the same assessment items regardless of their Year Level. In 2020 Year 11 students will be entering the Course in Year B and studying Units 3 and 4. In 2021, Year 12 students will study Units 1 and 2.

SUBJECT OUTLINE

Unit 1: Investigating the Ancient World

- Digging Up the Past: The Study of Archaeology
- Weapons and Warfare: Sparta and the Celts

Unit 2: Personalities in their Time

- Hatshepsut
- Akhenaten
- Agrippina the Younger

Unit 3: Reconstructing the Ancient World

- Pompeii and Herculaneum
- Fifth Century Athens

Unit 4: People Power and Authority. Choose from:

- Ancient Rome – Civil Wars and break down of Republic
- Augustus

ASSESSMENT

- Independent Source Analysis (Written assignment) (25%)
- Independent Research Essay (Written assignment) (25%)
- Response to stimulus exam (essay) (25%)
- Response to stimulus exam (short response) - External exam in Year 12 (25%)

PREREQUISITES

There are no prerequisites for this subject; however, Year 10 Ancient/Modern History will be highly beneficial.

PATHWAYS

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

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.

SUBJECT OUTLINE

Unit 1 Cells and multicellular organisms

- Cells as the basis of life
- Multicellular organisms

Unit 2 Maintaining the internal environment

- Homeostasis
- Infectious diseases

Unit 3 Biodiversity and the interconnectedness of life

- Describing biodiversity
- Ecosystem dynamics

Unit 4 Heredity and continuity of life

- DNA, genes and the continuity of life
- Continuity of life on Earth

ASSESSMENT

In Units 1 and 2 students will complete four formative assessment that model the types of assessment cover in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments: Data test (10%), Student Experiment (20%), Research Investigation (20%) and the summative external assessment is an examination (50%).

PREREQUISITES

Completion of Natural Science at a C level is required.

PATHWAYS

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

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.

SUBJECT OUTLINE

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.

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.

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.

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.

ASSESSMENT

Each assessment during has a weighting of 25%.

- **Feasibility Report** - This assessment focuses on the interpretation, analysis/examination and/or evaluation of ideas and information. It is an open-ended task responding to a particular situation or stimuli. While students may undertake some research in the writing of the extended response, it is not the focus of this technique.
- **Business Report** - This assessment requires students to research a specific problem through collection, analysis and synthesis of primary and secondary data. This investigation uses research or investigative practices to assess a range of cognitions in a particular context.
- **Examination** - This assessment is a supervised test which includes a combination of short response, interpretive and extended response items. There is an internal and external exam in Year 12.

PREREQUISITES

There are no prerequisites for Business, however, the following subjects will be beneficial:
Business and Accounting in Year 10, Business and Legal Studies in Year 8 & 9

PATHWAYS

A course of study in Business can establish a basis for further education and employment 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 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.

Students learn and apply aspects of the chemical knowledge and skills such as cognitive recognition, experimentation, problem-solving and research techniques to understand how it works and how it may impact society.

SUBJECT OUTLINE**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

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

Unit 4 Structure, synthesis and design

- Properties and structure of organic materials
- Chemical synthesis and design

ASSESSMENT

In Units 1 and 2, students will complete four formative assessment pieces that model the types of assessment covered in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments that are weighted (shown in parenthesis): Data Test (10%), Student Experiment (20%), Research Investigation (20%) and the summative external assessment is an Examination (50%). The Data Test, Student Experiment and Research Investigation are summative internal assessments administered by the school.

PREREQUISITES

Completion of Year 10 Mathematical Methods and Physical Science at a C level is required.

PATHWAYS

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

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.

SUBJECT OUTLINE

Each unit of study is approached from the inquiry learning model. Inquiry based learning places equal emphasis on process (communicating, reflecting, collaborating, analysing, etc) and content. Students are actively involved in constructing their dance understanding through hands-on experiences, research, processing and communicating it in various ways. Learning takes place in a social context – students learn from each other, together with others, and from those outside of the classroom context.

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

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.

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.

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.

ASSESSMENT

Performance	(20%)
Choreography	(20%)
Project- Dance Work (Responding, Performance and Choreography)	(35%)
External Assessment is an Examination Extended Response	(25%)

PREREQUISITES

The study of Dance in the Middle School is beneficial but not mandatory. Prior experience in dance is beneficial but not mandatory.

PATHWAYS

A course of study in Dance can establish a basis for further education and employment 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.

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

SUBJECT OUTLINE

Unit 1

Students will be introduced to design in practice through the experience of applying a design process.

Unit 2

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.

Unit 3

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.

Unit 4

Students will learn about and experience designing in the context of sustainable design. They will use a redesigning approach to design for an opportunity.

ASSESSMENT

Student assessment will consist of internal (15%) and external exams (25%)- design challenges and 2 projects weighted 35% and 25% each.

PREREQUISITES

There are no prerequisites for Design, however Design in Year 10 will be beneficial.

PATHWAYS

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

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 create 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, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

SUBJECT OUTLINE

Unit 1 – Creating with code

Students will explore the creative and technical aspects of developing interactive digital solutions. They investigate algorithms, programming features and usability principles to generate small interactive solutions using programming tools and gain a practical understanding of programming features.

Unit 2 – Applications and data solutions

Students are required to engage with and learn subject matter through the use of the various phases of the problem-solving process in Digital Solutions. Students will optimise a given database and use programming skills acquired in Unit 1 to write procedural text-based code to generate a solution that interacts with an existing database via structured query language (SQL).

Unit 3 – Digital Innovation

Students are required to engage with and learn subject matter through the use of the various phases of the problem-solving process in Digital Solutions. Students analyse the requirements of particular groups of people, and use knowledge and skills of problem-solving, computational, design and systems thinking.

Unit 4 – Digital Impacts

Students learn how data is shared in both local and global contexts, particularly how digital solutions are increasingly required to exchange data securely and efficiently. Students will understand elements of cybersecurity by exploring the conditions, environment and methods for enabling data to flow between different digital systems.

ASSESSMENT

Investigation – Technical Proposal

(20%)

This assessment requires students to research a specific problem through collection, analysis and synthesis of information.

Project – Digital Solution

(30%)

This assessment focuses on the problem-solving process in digital solutions that requires the application of a range of cognitive, technical and creative skills and theoretical understandings.

Project Folios

(25%)

This assessment focuses on the problem-solving process in digital solutions that requires the application of a range of cognitive, technical and creative skills and theoretical understandings.

External Examination

(25%)

PREREQUISITES

Preference will be given to students who plan to study Mathematical Methods in conjunction with Digital Solutions. Due to the complex problem solving components of Digital Solutions, good grades in English are also desirable and may be taken into consideration.

PATHWAYS

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

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.

SUBJECT OUTLINE

Unit 1 Share

Students will consider how drama promotes shared understandings of the human experience through studying and cultural inheritances of storytelling, oral history and emerging practices. Their study will include a range of linear and non-linear forms.

Unit 2 Reflect

Students study the associated conventions of Realism (including Magical Realism) and Australian Gothic texts to consider how drama is shaped to reflect lived experience.

Unit 3 Challenge

Using the genres of Theatre of Social Comment including Theatre of the Absurd and Epic Theatre, students will consider how we can use drama to challenge our understanding of humanity.

Unit 4 Transform

Using inherited texts as stimulus and contemporary performance conventions students will explore how you can transform dramatic practice.

ASSESSMENT

Performance	(20%)
Project – Dramatic Concept	(20%)
Project - Practice Led Project	(35%)
External Assessment is an Examination Extended Response	(25%)

PREREQUISITES

The study of Drama in the middle school is beneficial but not mandatory. Prior experience in Drama is beneficial but not mandatory.

PATHWAYS

A course of study in Drama can establish a basis for further education and employment 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.

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. Students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

Students learn and apply aspects of the knowledge and skills of the discipline (analytical thinking, experimentation, problem solving and research skills), understand how it works and how it may impact society.

SUBJECT OUTLINE

Unit 1 Introduction to Earth systems

- Earth systems and models
- Development of the geosphere
- Development of the atmosphere and hydrosphere
- Development of the biosphere

Unit 2 Earth processes — energy transfers and transformations

- Energy for Earth processes
- Energy for atmospheric and hydrologic processes
- Energy for biogeochemical processes

Unit 3 Living on Earth — extracting using and managing Earth resources

- Use of non-renewable Earth resources
- Use of renewable Earth resources

Unit 4 The changing Earth — the cause and impact of Earth hazards

- The cause and impact of Earth hazards
- The cause and impact of global climate change

ASSESSMENT

In Units 1 and 2 students will complete four formative assessment that model the types of assessment cover in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments: Data test (10%), Student Experiment (20%), Research Investigation (20%) and the summative external assessment is an examination (50%).

PREREQUISITES

Completion of Natural Science at a C level is required.

PATHWAYS

A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental engineering, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being. Economics is the invigorating study of the efficient use of resources. It includes studies of financial planning, wealth creation, philanthropy and investment analysis all of which are relevant to people throughout their lives. Case studies of successful and influential people, businesses, industries and countries are used throughout the course.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

SUBJECT OUTLINE

Unit 1 Markets and Models

- How individual, business and national/global wealth is created – the basic economic problem.
- Investment strategies and managing money.
- Market places and price determination [shares, property, cash, currencies]
- Behavioural Economics, which applies psychological insights of human behaviour to explain, and influence, economic decision-making.

Unit 2 Modified Markets

- Market distortions [government regulation] and market disruptors [Uber, Bitcoin, Airbnb]
- Market Concentration-Monopolies, Duopolies, Oligopolies and competition.
- Environmental Economics.
- Inequality

Unit 3 International Economics

- The global economy
- International trade and exchange rates, composition and direction of trade, trade theories free trade agreements
- International Economic Issues
- Globalisation
- Foreign Investment

Unit 4 Contemporary Macroeconomics

- Management of the Economy by Government.
- Decision-making involving effective and efficient use of money by individuals, business and government to best solve problems.

ASSESSMENT

Combination response examination (25%), extended response to stimulus examination (25%), investigation research report (25%) and external examination (25%).

PREREQUISITES

There are no pre-requisites, but students need to have an inquiring mind and an interest in Economics in solving individual, business and national economic issues. Year 10 Economic/Geography subject will have been a benefit as an introduction to this subject.

PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

SUBJECT OUTLINE Unit 1 Engineering fundamentals and Society <ul style="list-style-type: none"> • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials Unit 2 Emerging technologies <ul style="list-style-type: none"> • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy 		Unit 3 Statics of structures and environmental considerations <ul style="list-style-type: none"> • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces Unit 4 Machines and mechanisms <ul style="list-style-type: none"> • Machines in society • Materials • Machine control
ASSESSMENT In Units 1 and 2 students will complete four formative assessments that model the types of assessment covered in Units 3 and 4. In Unit 3, students complete two summative assessments: Project-folio (25%) and an internal Examination (25%). In Unit 4, students complete two summative assessments: Project –folio (25%), and an external Examination (25%).		
PREREQUISITES Completion of Year 10 Physical Science and Year 10 Mathematical Methods with a C level is required.		
PATHWAYS Engineering 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 Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.		

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

SUBJECT OUTLINE

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 & 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.

This course is offered “off-timetable” with tutorials being conducted once a week after school.

ASSESSMENT

- Extended Response: Reading and Defence
- Extended Response: Complex Transformation and Defence
- Extended Response: Academic Research Paper
- External Exam: Theorised Exploration of a Short Text

PREREQUISITES

- An entrance exam at the end of Year 11
- Successful completion of units 1 and 2 in English or Literature
- Concurrent study of units 3 and 4 in English or Literature

PATHWAYS

A course of study in English and Literature Extension can lead to employment in the fields of Editing and Publishing, Author, Law, Psychology, Teaching, Media and Journalism, Advertising Marketing and Public Relations and Creative Industries.

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

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

- Identify and interpret fashion fundamentals
- Explain design briefs
- Demonstrate elements and principles of fashion design and technical skills in fashion contexts
- Analyse fashion fundamentals
- Apply fashion design processes
- Apply technical skills and design ideas related to fashion contexts
- Use language conventions and features to achieve particular purposes
- Generate, modify and manage plans and processes
- Synthesise ideas and technical skills to create design solutions
- Evaluate design ideas and products
- Create communications that convey meaning to audiences.

SUBJECT OUTLINE

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts. Four (4) Units of work will be covered over the course of two (2) years.

Core Topics: Fashion Culture, Fashion Technologies, Fashion Design.

Elective Topics may include: Adornment, Accessories, Millinery, Wearable art, Collections, Fashion designers, Fashion in history, Haute couture, Sustainable clothing, Textiles, Theatrical design and Merchandising.

ASSESSMENT

For Fashion, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including at least: two projects and one extended response.

PREREQUISITES

There are no prerequisites for this course of study. Students need not have studied Creative Textiles in Years 8 and 9 and/or Design and Fashion in Year 10; however, these subjects could be useful.

PATHWAYS

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Film, Television & New Media offers students the opportunity to develop the 21st Century skills of critical and creative thinking, communication, collaboration, planning and digital capabilities through the exploration of five key concepts. The concepts of technologies, representations, audiences, institutions underpin the two strands of Making and Responding. Students will creatively apply 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 & New Media will equip students for a future of unimagined possibilities with highly transferable skills.

Film, television and new media are our primary sources of information and entertainment and 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 moving-image media in a diverse range of global contexts.

SUBJECT OUTLINE

Students may study some or all of the content in each of the following units:

Unit 1: Foundations

- Film History, Film Industry Institutions, Stylistic Features and Symbolic Codes and Conventions of Film, Auteur Theory, Research Skills.

Unit 2: Story Forms

- Genre Conventions, Genre Cycles, Hybrid/Sub Genres, Representation in Genre, Audience Response and Expectations, Australian Cinema and Australian Representations on Screen.

Unit 3: Participation

- Documentary Filmmaking, Transmedia Storytelling, Interactive Journalism, Virtual Reality Gaming.

Unit 4: Identity

- Surrealism Conventions, History of Surrealism, Analysis of Historical and Contemporary Surrealist Filmmakers, Experimental Technologies.

ASSESSMENT

Unit 1 and 2 (Formative): Auteur Director Research Project, Stylistic Project - Design and Production of Auteur Style Film sequence, Genre Film Project and Stimulus Response Exam.

Unit 3 and 4 (Summative):

Case Study Investigation (15%), Multiplatform Project (Treatment, Storyboard, Production) (25%), Stylistic Project (Treatment, Production, Reflective Statement) (35%) and External Examination (25%).

PREREQUISITES

Students will preferably need to have studied Film, Television and New Media in Year 10 and have a minimum sound achievement in English.

PATHWAYS

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

Food & 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.

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

- Recognise and describe food and nutrition facts and principles
- Explain food and nutrition ideas and problems
- Analyse problems, information and data
- Determine solution requirements and criteria
- Synthesise information and data to develop ideas for solutions
- Generate solutions to provide data to determine the feasibility of the solution
- Evaluate and refine ideas and solutions to make justified recommendations for enhancement
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

SUBJECT OUTLINE

Unit 1 Food science of vitamins, minerals & protein

- Introduction to the food system
- Vitamins and minerals
- Protein
- Developing food solutions

Unit 2 Food drivers and emerging trends

- Consumer food drivers
- Sensory profiling
- Labelling and food safety
- Food formulation for consumer markets

Unit 3 Food science of carbohydrate and fat

- The food system
- Carbohydrate
- Fat
- Developing food solutions

Unit 4 Food solution development for nutrition consumer markets

- Formulation and reformulation for nutrition consumer markets
- Food development process

ASSESSMENT

Examination (20%), Project – Folio (25%), Project – folio (30%) and Examination (25%)

PREREQUISITES

There are no prerequisites for this course of study, however having studied Food & Nutrition in Year 10 will be an advantage.

PATHWAYS

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

Geography presents a dynamic, contemporary and engaging approach to learning about the world of today, and to understanding the forces that will shape the interconnected, globalised world of the 21st Century.

A study of Geography provides employment opportunities in the following industries: tourism/travel, disaster management, civil engineering, meteorology, earth sciences, architecture, urban/town planning, immigration control, politics and law.

Geography explores how and why places have their particular environmental and human characteristics, and how and why our world is changing. Importantly, this course uses an inquiry approach to equip students to analyse and evaluate to what extent these changes are just and sustainable.

Geography has a unique role to play. No other learning area/subject in the school curriculum draws on both the natural and social sciences in such an integrated way. Geography examines the major issues affecting our way of life eg climate change, immigration, trade, urbanisation and global inequity. As you can see, Geography really matters. Good global learning helps students to develop resilience and empathy in the face of complex geographical events and issues. It can thus nourish both student's emotional and psychological wellbeing and their development as informed and active citizens.

SUBJECT OUTLINE

Unit 1 Responding to risk and vulnerability in Natural disaster and hazard zones

- Natural hazards zones.
- Hazards and disasters such as Earthquakes, Cyclones, Hurricanes, Typhoons, Tidal waves, Volcanoes, and Landslides as used as case studies.
- Ecological hazards zones.

Unit 2 Planning sustainable places

- Responding to challenges facing a place in Australia and enhancing liveability and sustainability of places.
- Managing the challenges facing a megacity – for example: traffic congestion, pollution, urban sprawl, urban consolidation, urban villages, loss of sense of community

Unit 3 Responding to land cover transformations

- Land cover transformations and climate change
- Responding to local land cover transformations

Unit 4 Managing population change

- Population challenges in Australia. Demographic changes and immigration, aging population.
- Global population change and issues. For example: Overpopulation, Urbanisation, International migration, Malnutrition, Food security

ASSESSMENT

Examination - combination response (25%), investigation - field report (25%), investigation - data report (25%) and an external examination – combination response (25%)

PREREQUISITES

There are no pre-requisites for this course of study, however having studied Economics and Geography in Year 10 will be beneficial.

PATHWAYS

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

German provides students with the opportunity to reflect on their understanding of the German 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 German-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.

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

- Comprehend German to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning, values and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- Apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- Structure, sequence and synthesise information to justify opinions, ideas and perspectives
- Use strategies to maintain communication and exchange meaning in German.

SUBJECT OUTLINE

Unit 1: My world

- Family/carers and friends; Lifestyle and leisure; Education

Unit 2: Exploring our world

- Travel; Technology and media; The contribution of German culture to the world

Unit 3: Our society

- Roles and relationships; Socialising and connecting with my peers; Groups in society

Unit 4: My future

- Finishing secondary school, plans and reflections; Responsibilities and moving on

MANDATORY LANGUAGE ELEMENTS

A key feature of the German course is ensuring that all items listed in the German syllabus as “mandatory language elements” (such as grammar items and so on) are introduced and revisited in a logical and methodical manner. Students will be suitably prepared to engage confidently with all assessment tasks, culminating in the external examination in Term 4 of Year 12.

ASSESSMENT

Examination — short response (15%), Examination — combination response (30%), Extended response (30%) and external assessment examination (25%).

PREREQUISITES

The German syllabus is designed for students who wish to study German as an additional language and who have studied the p–10 Australian curriculum: German or similar. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

PATHWAYS

A course of study in German can establish a basis for further education and employment 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, law, science, technology, sociology and education.

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 cover a broad range of health topics and plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

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 and implement these strategies in a range of settings.

<p>SUBJECT OUTLINE</p> <p>Unit 1</p> <ul style="list-style-type: none"> Resilience as a personal health resource <p>Unit 2</p> <ul style="list-style-type: none"> Peers and family as resources for healthy living Alcohol (elective) 	<p>Unit 3</p> <ul style="list-style-type: none"> Community as a resource for healthy living Road safety (elective) <p>Unit 4</p> <ul style="list-style-type: none"> Respectful relationships in the post-schooling transition
<p>ASSESSMENT</p> <p>In Units 1 and 2 students will complete four formative assessment that model the types of assessment cover in Units 3 and 4.</p> <p>Investigation — action research (25%), Examination – Extended Response (25%), Investigation — analytical exposition (25%) and external assessment Examination (25%).</p>	
<p>PREREQUISITES</p> <p>It is highly recommended that students study Health in Year 10 as lead in concepts and theories will be introduced.</p>	
<p>PATHWAYS</p> <p>A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.</p>	

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.

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

- Comprehend Japanese to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning, values and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- Apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- Structure, sequence and synthesise information to justify opinions, ideas and perspectives
- Use strategies to maintain communication and exchange meaning in Japanese.

SUBJECT OUTLINE

Unit 1: My world

- Family/carers and friends; Lifestyle and leisure; Education

Unit 2: Exploring our world

- Travel; Technology and media; The contribution of Japanese culture to the world

Unit 3: Our society

- Roles and relationships; Socialising and connecting with my peers; Groups in society

Unit 4: My future:

- Finishing secondary school, plans and reflections; Responsibilities and moving on

MANDATORY LANGUAGE ELEMENTS

A key feature of the Japanese course at Grace Lutheran College is ensuring that all items listed in the Japanese syllabus as “mandatory language elements” (such as grammar items, kanji and so on) are introduced, and revisited, in a logical and methodical manner. Students will be suitably prepared to engage confidently with all assessment tasks, culminating in the external examination in Term 4 of Year 12.

ASSESSMENT

Examination — short response (15%), Examination — combination response (30%), Extended response (30%) and external assessment is an Examination — combination response (25%).

PREREQUISITES

The Japanese syllabus is designed for students who wish to study Japanese as an additional language and who have studied the P–10 Australian Curriculum: Japanese or similar. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

PATHWAYS

A course of study in Japanese can establish a basis for further education and employment 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, law, science, technology, sociology and education.

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities, protects the rights of individuals while also balancing these with obligations and responsibilities. Legal Studies explores the role and development of law in response to current issues. An understanding of legal processes and concepts enables students to be better informed and able to constructively question and contribute to the improvement of laws and legal processes.

SUBJECT OUTLINE

Unit 1 : Beyond reasonable doubt

- Australian legal system, sources of law, the roles of parliament and the courts. Students will examine the consequences of alleged criminal behaviour in terms of trial processes, punishment and sentences. Examples of issues could include acts causing injury or death; property offences such as extortion and theft, wilful damage, cybercrime; business, credit card and social security fraud and deception; drug and public order offences; and traffic and vehicle regulatory offences. Students will visit the District and Supreme Courts to gain an insight into the criminal law process.

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 judicial determination and alternatives in and out of courts.

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.

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.

ASSESSMENT

Each assessment is equally weighted 25%. Assessment techniques include:

Inquiry Report- This assessment requires students to research a current legal issue by collecting, analysing and synthesising primary and secondary information, data and sources. An inquiry report uses research practices to assess a range of cognitions in a particular context.

Argumentative Essay- The assessment requires students to research a current legal issue through collection, analysis and synthesis of primary and secondary information, data and sources. An argumentative essay uses research practices to assess a range of cognitions in a particular context.

Examination- This assessment is a supervised test that assesses the application of a range of cognitions to multiple provided items — questions, scenarios and problems.

External exam- will consist of short response and extended response items.

PREREQUISITES

There are no prerequisites for Legal Studies; however, undertaking the following subjects will be beneficial:

- Legal Studies in Year 10
- Business and Legal Studies in Year 8 and 9

PATHWAYS

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, forensics, justice studies, social work, government, corrective services, business, education, economics and politics.

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.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students think historically and form a historical consciousness in relation to these same forces. Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world.

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.

SUBJECT OUTLINE

Unit 1: Ideas in the Modern World

Topics – Australian Frontier Wars AND The Russian Revolution

The ideas examined include assumptions, beliefs, views or opinions that are of local, national or international significance. They consist of, for example: authoritarianism, capitalism, communism, democracy, environmental sustainability, egalitarianism, imperialism, nationalism, and self-determination.

Unit 2: Movements in the Modern World

Topics – Women's Rights Movement AND Civil Rights Movement

The movements examined include actions or activities on a local, national or international level that are directed towards a particular social purpose. Often the social purpose has been to make the world more inclusive, liberal, equitable, egalitarian or accessible through the removal of discrimination and exploitation based on some form of prejudice e.g. movements for independence, civil rights or some other form of political and social change.

Unit 3: National Experiences in the Modern World

Topics – Germany 1914-1945 AND Israel/Palestine Conflict

The national experiences examined include crises that have confronted nations, their responses to these crises, and the different paths nations have taken to fulfil their goals. These national experiences consist of, for example: civil wars, immigration policies, electoral campaigns and major economic events.

Unit 4: International Experiences in the Modern World

Topics – Terrorism/Counter-Terrorism AND the Vietnam War

The international experiences examined include responses to cultural, economic, ideological, political, religious, military or other challenges that have gone beyond national borders. They consist of situations where, for example, two or more nations or regional groups: come into conflict with each other (directly or via proxies); form a common union, treaty or commerce-based arrangement; engage with a subnational or transnational organisation; experience the effects of a global or regional trend.

ASSESSMENT

Independent source investigation (25%), independent research essay (25%), essay response to Historical sources exam (25%) and an external exam which is short responses to historical sources (25%).

PREREQUISITES

Students have studied the Australian Curriculum: Year 7–10 History.

PATHWAYS

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

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.

SUBJECT OUTLINE

Each unit of study is approached from the inquiry learning model. Inquiry based learning places equal emphasis on process (communicating, reflecting, collaborating, analysing, etc) and content. Students are actively involved in constructing their music understanding through hands-on experiences, research, processing and communicating it in various ways. Learning takes place in a social context – students learn from each other, together with others, and from those outside of the classroom context.

Unit 1 : Designs

Students make and respond to music as they explore music elements and concepts to gain greater familiarity with the way music is designed. Students engage with a variety of repertoire, covering a range of contexts, styles and genres. For example when considering texture students could analyse, perform and write music inspired by works such as Radiohead: *Daydreaming*; Gregorian Chant: *Salve Regina*; Bach: *Little Fugue in G minor* and Queen: *Bohemian Rhapsody*.

Unit 2 : Identities

Students make and respond to music that expresses cultural, political and social identities in both local and global contexts. Through the journey of critically considering how music can be used as a powerful form of expression, students explore their own musical identity. Cultural identity repertoire may include works such as Yirrmal Marika: *Deep Blue Sea*; Antill: *Corroboree*; K-pop, national anthems. Political identity repertoire may include works such as Midnight Oil: *Beds and Burning* and Joni Mitchell: *Big Yellow Taxi*. Social identity repertoire could include Popular culture anthems such as Survivor: *Eye of the Tiger* or music of religious and faith groups.

Unit 3 : Innovations

In this unit students make and respond to music that demonstrates innovative use of music elements and concepts and learn about how these ideas are used to communicate new meanings. The musical styles and genres that reflect innovations extend from Western art music through to jazz, contemporary and emerging styles promoted by technological developments.

Unit 4 : Narrative

In considering Narrative, students focus on their emerging voice and style through making and responding to music. The narrative may appear as music alone, or in conjunction with film, video game, or similar. Through the combination of music and narrative, composers can provoke strong and emotional response from audiences. Repertoire will be chosen from: Film, television and video game music, Musical theatre and opera and Program music.

ASSESSMENT

Performing (20%), Composing (20%), Integrated Project (Musicology and Performing or Composing) (35%) and an External Assessment by Examination (25%).

PREREQUISITES

The study of Music in the middle school is beneficial but not mandatory. Prior experience as an instrumentalist or singer and with music notation is beneficial but not mandatory.

PATHWAYS

A course of study in 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 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.

SUBJECT OUTLINE

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.

Unit 4 Emerge

- Students explore the concept of Independent Best Practice
- Through a gradual release of responsibility model, students work with a mentor as they develop expertise in their area of specialisation and work towards becoming independent learners.

Across Units 3 and 4:

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.

ASSESSMENT

Unit 3:

Composition 1; or Musicology Investigation 1; or Performance Investigation 1	20%
Composition 2; or Musicology Investigation 2; or Performance Investigation 2	20%

Unit 4:

Composition project; or Musicology Project; or Performance Project	35%
External Examination – extended response	25%

PREREQUISITES

Students need to complete the Music Syllabus Units 1, 2, 3 and 4.

PATHWAYS

A course of study in Music Extension 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.

Philosophy and Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility. and collaboration and communication.

SUBJECT OUTLINE

Unit 1 Fundamentals of reason

The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.

Unit 2 Reason in philosophy

- Philosophy of religion
- Philosophy of science
- Philosophy of mind.

Unit 3 Moral philosophy and schools of thought

- Moral philosophy
- Philosophical schools of thought

Unit 4 Social and political philosophy

- Rights
- Political philosophy

ASSESSMENT

Formative assessments in Units 1 and 2 will be of the same 'type' as those in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments each worth 25%: an examination – extended response; two extended response – analytical essays, and a summative external assessment - an examination.

PREREQUISITES

There are no prerequisites for this subject.

PATHWAYS

A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others’ health and physical activity in diverse and changing 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 a range of activities to develop movement sequences and movement strategies.

Through their purposeful 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.

<p>SUBJECT OUTLINE</p> <p>Unit 1 Motor learning, functional anatomy, biomechanics and physical activity</p> <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity <p>Unit 2 Sport psychology, equity and physical activity</p> <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	<p>Unit 3 Tactical awareness, ethics and integrity and physical activity</p> <ul style="list-style-type: none"> • Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity • Ethics and integrity <p>Unit 4 Energy, fitness and training and physical activity</p> <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity
<p>ASSESSMENT</p> <p>In Units 1 and 2 students will complete four formative assessment that model the types of assessment cover in Units 3 and 4. These include: Examination, Project folios and an Investigation report.</p> <p>Unit 3 & 4 Assessments: Project folio (25%), Investigation report (20%), Project folio (30%) and the External Examination (25%).</p>	
<p>PREREQUISITES</p> <p>It is highly recommended that students study Physical Education (elective subject) in Year 10 as lead in concepts are covered. Unit 1 topic 1 commences in Term 4 of Year 10 Physical Education.</p>	
<p>PATHWAYS</p> <p>A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.</p>	

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

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

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem solving and research skills), understand how it works and how it may impact society.

<p>SUBJECT OUTLINE</p> <p>Unit 1 Thermal, nuclear and electrical physics</p> <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits <p>Unit 2 Linear motion and waves</p> <ul style="list-style-type: none"> • Linear motion and force • Waves 		<p>Unit 3 Gravity and electromagnetism</p> <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism <p>Unit 4 Revolutions in modern physics</p> <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model
<p>ASSESSMENT</p> <p>In Units 1 and 2 students will complete four formative assessment that model the types of assessment cover in Units 3 and 4.</p> <p>In Units 3 and 4 students complete four summative assessments: Data test (10%), Student Experiment (20%), Research Investigation (20%) and the summative external assessment is an examination (50%).</p>		
<p>PREREQUISITES</p> <p>Completion of Year 10 Mathematical Methods and Physical Science at a C level is required. Students must be selecting Year 11 Mathematical Methods. Selecting Year 11 Specialist Mathematics is also recommended.</p>		
<p>PATHWAYS</p> <p>A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.</p>		

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.

<p>SUBJECT OUTLINE</p> <p>Unit 1 Individual development</p> <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep <p>Unit 2 Individual behaviour</p> <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 		<p>Unit 3 Individual thinking</p> <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning <p>Unit 4 The influence of others</p> <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology
<p>ASSESSMENT</p> <p>In Units 1 and 2 students will complete four formative assessments that model the types of assessment covered in Units 3 and 4. In Units 3 and 4 students complete four summative assessments: Data test (10%), Student Experiment (20%), Research Investigation (20%) and the summative external assessment is an examination (50%).</p>		
<p>PREREQUISITES</p> <p>Completion of Year 10 Natural Science at a C level is required.</p>		
<p>PATHWAYS</p> <p>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 and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.</p>		

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.

SUBJECT OUTLINE

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Unit 1

Combinatorics, vectors and proofs

- Combinatorics
- Vectors in the plane
- Introduction to proof

Unit 2

Complex numbers, trigonometry, functions and matrices

- Logarithmic functions
- Trigonometric functions
- Introduction to differential calculus
- Discrete random variables

Unit 3

Mathematical Induction, further vectors, matrices and complex number

- Proof by Mathematical Induction
- Vectors and Matrices
- Complex Numbers (Part 2)

Unit 4

Further Calculus and statistical inference

- Integration and its application
- Rates of Change and Differential calculus
- Statistical inference

ASSESSMENT

Unit 1 will have a Problem Solving and Modelling Task (contributing 20% to their grade) and a Unit exam (contributing 15% to their overall grade)

Unit 2 will have a single Unit exam (contributing 15% to their overall grade)

Unit 3 will have a Problem Solving and Modelling Task (contributing 20% to their overall result) and a Unit exam (contributing 15% to their overall result)

Unit 4 will have a Unit exam (contributing 15% to their overall result)

Students will sit an External Examination which covers the topics in Units 3 and 4 and contributes 50% to the student's overall subject result.

PREREQUISITES

A passing grade in Year 10 Mathematical Methods or an A / B in General Mathematics and a passing grade in Year 10 English.

Students studying Specialist Mathematics **must** also study Mathematical Methods in Year 11 & 12.

PATHWAYS

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

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.

SUBJECT OUTLINE

Unit 1 Art as lens

Through inquiry learning, the following are explored:

- Concept: lenses to explore the material world
- Contexts: personal and contemporary
- Focus: People, place, objects
- Media: 2D, 3D, and time-based

Unit 2 Art as code

Through inquiry learning, the following are explored:

- Concept: art as a coded visual language
- Contexts: formal and cultural
- Focus: Codes, symbols, signs and art conventions
- Media: 2D, 3D, and time-based

Unit 3 Art as knowledge

Through inquiry learning, the following are explored:

- Concept: constructing knowledge as artist and audience
- Contexts: contemporary, personal, cultural and/or formal
- Focus: student-directed
- Media: student-directed

Unit 4 Art as alternate

Through inquiry learning, the following are explored:

- Concept: evolving alternate representations and meaning
- Contexts: contemporary and personal, cultural and/or formal
- Focus: continued exploration of Unit 3 student-directed focus
- Media: student-directed

ASSESSMENT

Investigation inquiry phase 1 (15%)

Project inquiry phase 2 (25%)

Project inquiry phase 3 (35%)

Summative external examination (from both Units 3 and 4) (25%)

PREREQUISITES

It is advisable that the students have studied Visual Art in Year 10 and have a minimum sound achievement in English.

PATHWAYS

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, eg advertising, arts administration, communication, design, education, film and television and public relations.

VOCATIONAL EDUCATION & TRAINING DEPARTMENT (VET)



VET QUALIFICATIONS ASSESSMENT



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 an effort mark and at the end of each semester, a list of units of competency achieved.

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

- External providers have higher VET Certificates and Diploma subjects available for all VET qualifications offered at school.
- 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 then 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 a 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 Head of the relevant Department via College Reception on 3203 0066:

- Head of VET Department – Leisa Jones
- Lifestyle Technology – Nicole Ledden
- Grace Academy – Rachel Howley
- Physical Education – Kristy Sanford
- Business – Jacinda Coburn
- Trade Skills Centre – Marcus McKinnon

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

VET IN SCHOOLS

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.

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 Head of VET. For a student to undertake a school-based traineeship or apprenticeship, it must feature in his/her Senior Education & 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 Head of VET prior to sign up.

Industry release day 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 will only allow 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. For example if a student completes Certificate II Business (4 QCE credits), Certificate III Business (8 QCE credits), the maximum credits counted in QCE calculation is 8.

ATAR

From 2020, the ATAR system will replace the current OP system. Under the new rules 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.

BUSINESS CERTIFICATE PATHWAY

Elective /
Vocational
(VET) Subject

4 QCE credits (Cert II)
8 QCE credits (Cert III)
(maximum 8 Credits used in
the QCE Calculation)

CERTIFICATE II IN BUSINESS (BSB20115) & CERTIFICATE III IN BUSINESS (BSB30115)

Provider - Grace Lutheran College (RTO 30291)

Students will be enrolled in two vocational qualifications; Certificate II in Business (BSB20115) and Certificate III in Business (BSB30115). Business Certificate Pathways will enable students to develop work-ready skills. This will increase their future value as employees, in working and communicating effectively in a business environment. Information Technology (IT) is embedded across the two qualifications by the units of competencies that have been selected. This includes the skills of competently using the MS Office package such as MS Word, MS Excel, MS Access, MS PowerPoint, MS Outlook 365 etc. Students will also be involved in a practical based activity where they run their own business venture as a service learning project.

SUBJECT OUTLINE

CERTIFICATE II IN BUSINESS (BSB20115)

- BSBWHS201 Contribute to health and safety of self and others
- BSBITU212 Create and Use Spreadsheets
- BSBIND201 Work Effectively in a Business Environment
- BSBITU211 Produce Digital Text Documents
- BSBITU213 Use Digital Technologies to Communicate Remotely
- BSBWOR202 Organise and complete daily work activities
- BSBCUS201 Deliver a service to customers
- BSBWRT301 Write simple documents
- ICTICT203 Operate application software packages
- BSBWOR203 Work effectively with others
- BSBITU312 Create electronic presentations
- BSBWOR204 Use business technology

CERTIFICATE III IN BUSINESS (BSB30115)

- BSBWHS302 Apply knowledge of WHS legislation in the workplace
- BSBITU314 Design and Produce Spreadsheets
- BSBITU309 Produce desktop published documents
- BSBFLM312 Contribute to team effectiveness
- BSBITU307 Develop keyboarding speed and accuracy
- BSBWOR202 Organise and complete daily work activities
- BSBCUS301 Deliver and monitor a service to customers
- BSBWRT301 Write simple documents
- BSBITU311 Use Simple Relational Databases
- BSBITU313 Design and Produce Digital Text Documents
- BSBITU312 Create electronic presentations
- BSBITU306 Design and produce business documents

ASSESSMENT

Business Certificate Pathways will have a **practical focus** to all assessment to ensure all skills are relevant to the workplace. Assessment types will include workbooks, portfolios, practical tasks, and observation of skills. Students will be assessed against the performance criteria of the units of competency in the qualifications to determine if the student is competent.

PREREQUISITES

There is no prerequisite for Business Certificate Pathways. The study of Business Certificate Pathways in Year 10 and the included Certificate I Business (BSB10115) qualification would be advantageous, but is not mandatory. It would be useful for students to have access to a computer with Internet capability and a current Microsoft Office package. There are no additional fees to complete this qualification.

PATHWAYS

- TAFE Certificate and Diploma courses in Business and/or IT from an external provider
- University degrees in Business and/or IT from an external provider
- Employment opportunities in private and government enterprises

Students will be able to participate more effectively and responsibly in a changing business environment.

CERTIFICATE I IN CONSTRUCTION (CPC10111)
CERTIFICATE II IN FURNITURE MAKING (MSF20516)
Provider - TAFE Queensland SkillsTech (RTO 31396)

The subject has been designed as a project-based or activity-based course of study with the emphasis on using current industry practice and safe technological processes to solve problems or complete tasks in a workshop or simulated workplace environment. Projects and practical activities set the context within which the key elements of the course are delivered and provide the means for the consolidation and application of skills and knowledge. The course of study is flexible in order to accommodate new and emerging technologies in the manufacturing industries and the wide range of interests and abilities of the students who study it.

SUBJECT OUTLINE**CERTIFICATE I IN CONSTRUCTION (CPC10111)****Core Units**

- CPCCCM1012A Work effectively and sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM2001A Read and interpret plans and specifications
- CPCCCM2005B Use construction tools and equipment
- CPCCVE1011A - Undertake a basic construction project
- CPCCWHS1001 Prepare to work safely in the construction industry
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

Elective Units

- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures

CERTIFICATE II IN FURNITURE MAKING PATHWAYS (MSF20516)**Core Units**

- MSMENV272 Participate in environmentally sustainable work practices
- MSMPCI103 Demonstrate care and apply safe practices at work
- MSFGN2001 Make measurements and calculations
- MSFFP2001 Undertake a basic furniture making project
- MSFFP2002 Develop a career plan for the furnishing industry

Elective Units

- MEM16006A Organise and communicate information
- MEM16008A Interact with computing technology
- MSMSUP106 Work in a team
- MSFFM2001 Use furniture making sector hand and power tools
- MSFFP2006 Make simple timber joints
- MSFFP2005 Join furnishing materials
- MSFFM2002 Assemble furnishing components

ASSESSMENT

Assessment techniques include: practical work, writing tasks, teacher observation, written or on-line tests.

This subject consists of a vocational qualification which utilises the State Government's VET in School's funding. Students are only able to access one funded qualification while they are in school. If students have already accessed their VET in School's funding for another qualification, to enrol in this subject may incur a fee-for-service arrangement with the Registered Training Organisation we have partnered with. Please contact the VET Department for further information.

PREREQUISITES

- It is advised that all students selecting Construction Certificate Pathways have had prior experience of Practical Technology Skills in Years 8, 9 and 10, but it is not essential.
- Students are to purchase through the College, a tool kit relevant to industry requirements. The kits are supplied to students in Term 2 of Year 11 to be used throughout the two year course and on industry placements. The cost of each kit is \$250 which will be added to student fees on enrolment in this course. If students are taking both Engineering and Construction a special price to purchase both tool kits will be arranged. Students are required to maintain their kit/s to industry standard.
- Certificate I in Construction 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. Certificate I in Construction has a cost of approximately \$200 per student (RTO fee) if the VETis funding has already been exhausted. Certificate II in Furniture Making Pathways is also 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. Certificate II in Furniture Making Pathways also has a cost of approximately \$200 per student (RTO fee). These amounts will be added to student fees.
- It will be mandatory for all students to wear the correct uniform when working in the Trades Skills Centre. Students participating in Construction will be required to wear; a three way Cool Breeze short sleeve shirt and the light weight Cool Breeze cotton cargo shorts. It is recommended students buy proper work boots to wear when taking these courses, however it is not compulsory.

PATHWAYS

Some career opportunities leading from Construction are Carpentry, Building, Bricklaying, Tiling, Roofing, Plastering and Painting. Career opportunities leading from Furniture Making and Cabinet Making, Furniture Designing, Furniture Polishing & Finishing, Furniture Restoration & Production, Upholstery and Wood Machining.

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (CHC30113)
Provider- Australian Child Care Career Options (ACCCO) (RTO 5404)

This qualification provides students with knowledge, understanding and practical skills that will be invaluable in future life roles and occupations in the Childcare industry.

The primary focus of the early childhood field of study and the childcare industry is to promote the well-being of young children and a greater awareness of optimum childcare practices in the wider community.

SUBJECT OUTLINE

Certificate III in Early Childhood Education and Care (CHC30113) **Semesters 1-4**

- CHCLEG001 Work legally and ethically
- CHCPRT001 Identify and respond to children and young people at risk
- CHCECE002 Ensure the health and safety of children
- HLTWHS001 Participate in work health and safety
- CHCECE010 Support the holistic development of children in early childhood
- CHCECE011 Provide experiences to support children's play and learning
- CHCECE013 Use information about children to inform practice
- CHCECE003 Provide care for children
- CHCECE005 Provide care for babies and toddlers
- CHCECE004 Promote and provide healthy food and drinks
- CHCECE001 Develop cultural competence
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- CHCECE007 Develop positive and respectful relationships with children
- CHCECE006 Support behaviour of children and young people
- HLTAID004 Provide an emergency first aid response in an education and care setting
- CHCECE018 Nurture creativity in children
- CHCPRP003 Reflect on and improve own professional practice
- CHCECE009 Use an approved learning framework to guide practice
- VPC150 Vocational Placement (150 hours minimum)

COST: cost \$580 per student (RTO fee including first aid certificate). This will be gradually added to term fees over year 10 & 11.

ASSESSMENT

Assessment is in the form of 18 different modules including on-the job and off-the job assessment tasks plus the Senior First Aid course. Assessment will include Assignments, Observations, Case Studies, Evaluation tasks and Practical experiences (eg. First Aid Course).

Vocational Placement

Throughout this course, students will complete a maximum 240 hours vocational placement at an Early Childhood establishment.

PREREQUISITES

There are no prerequisites for this course.

The Certificate III in Early Childhood Education and Care is not covered under VETis funding and has a cost of approximately \$580 per student (RTO fee). This amount will be added to student fees in Term 2. Students may purchase a Grace Lutheran College Early Childhood shirt from The School Locker, to be worn during their work placement.

PATHWAYS

Educational and Industry Pathways:

- Diploma in Early Childhood Education and Care
- Bachelor of Education Early Childhood
- Bachelor of Education Early Primary.

Occupations leading from this qualification may include; Early Childhood Educator, Outside School Hours Care Assistant, Playgroup Supervisor, Family Day Care Worker, Nanny, Childhood Educator, Childhood Educator Assistant.

ENGINEERING CERTIFICATE PATHWAY*

Elective /
Vocational
(VET) Subject

4 QCE credits
on completion of
qualification

This subject consists of a vocational qualification which utilises the State Government's VET in School's funding. Students are only able to access one funded qualification while they are in school. If students have already accessed their VET in School's funding for another qualification, to enrol in this subject may incur a fee-for-service arrangement with the Registered Training Organisation we have partnered with. Please contact the VET Department for further information.

CERTIFICATE II IN ENGINEERING PATHWAYS (MEM20413)

Provider - TAFE Queensland SkillsTech (RTO 31396)

This subject has been designed as a project-based course of study with the emphasis on using current industry practice and safe technological processes to solve problems or complete tasks in a workshop or simulated workplace environment. Projects and practical activities consolidate the application of skills and knowledge. The course of study is flexible in order to accommodate new and emerging technologies in the manufacturing industries and the wide range of interests and abilities of the students who study it.

SUBJECT OUTLINE

Core Units

- MEM13014A Apply principles of occupational health and safety in the work environment
- MEMPE005A Develop a career plan for the engineering and manufacturing industry
- MEMPE006A Undertake a basic engineering project
- MSAENV272B Participate in environmentally sustainable work practices

Elective Units

- MEM16006A Organise and communicate information
- MEM16008A Interact with computing technology
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MEMPE001A Use engineering workshop machines
- MEMPE002A Use electric welding machines
- MEMPE004A Use fabrication equipment
- MSAPMSUP106A Work in a team.

ASSESSMENT

Assessment techniques include practical work, writing tasks, teacher observation, written or on-line tests.

PREREQUISITES

- It is advised that all students selecting Cert II in Engineering Pathways (MEM20413) have studied Practical Technology Skills in Years 8, 9 or 10, but it is not essential.
- Students are to purchase through the College, a tool kit relevant to industry requirements. The kits are to be used throughout the two year course and on industry placements. The cost of each kit is \$250 which will be added to student fees on enrolment in this course. If students are taking both Engineering and Construction a special price to purchase both tool kits will be arranged. Students are required to maintain their kit/s to industry standard.
- 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. Certificate II in Engineering Pathways has a cost of approximately \$200 per student (RTO fee) if the VETis funding has already been exhausted. This amount will be added to student fees.
- It will be mandatory for all students to wear the correct uniform when working in the Trades Skills Centre. Students participating in Engineering will be required to wear; a three-way Cool Breeze short sleeve shirt and the light weight Cool Breeze cotton cargo shorts. It is recommended students buy proper work boots to wear when taking these courses; however, it is not compulsory.

PATHWAYS

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

This subject consists of a vocational qualification which utilises the State Government's VET in School's funding. Students are only able to access one funded qualification while they are in school. If students have already accessed their VET in School's funding for another qualification, to enrol in this subject may incur a fee-for-service arrangement with the Registered Training Organisation we have partnered with. Please contact the VET Department for further information.

CERTIFICATE II IN SPORT AND RECREATION (SIS20115) WITH
CERTIFICATE III IN FITNESS (SIS30315)

Provider- College of Health and Fitness (RTO 30798)

Certificate II Sport & Recreation* and Certificate III in Fitness, are nationally recognised qualifications providing students with employment and career pathways into the sport, fitness and recreation industries. This program will prepare graduates for roles as group leaders in a range of fitness, sport and recreation settings. Graduates of these qualifications will be competent in: conducting group fitness, sport and recreation sessions, assisting in the delivery of personal training and strength and conditioning, understanding the science behind exercise.

SUBJECT OUTLINE

This qualification is offered as a school subject, taking place on campus.

Cert II Sport & Recreation Units studied:

- BSBCMM201 Communication in the Workplace
- BSBRSK401 Identify risk and apply risk management processes
- BSBWOR202 Organise and complete daily work activities
- HLTAID003 Provide First Aid
- HLTWHS001 Participate in workplace health and safety
- SISXCAI002 Assist with activity sessions
- SISXCCS001 Provide quality service
- SISXCAI006 Facilitate Groups
- SISXEMR001 Respond to emergency situations
- SISXIND001 Work effectively in sport, fitness and recreation environments
- SISXIND002 Maintain sport, fitness and recreation industry knowledge
- SISXFA001 Maintain equipment for activities
- SISXFAC002 Maintain sport, fitness and recreational facilities

Cert III Fitness Units studied:

- BSBCMM201 Communication in the Workplace
- HLTAID003 Provide First Aid
- HLTWHS001 Participate in workplace health and safety
- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programs
- SISFFIT005 Provide healthy eating information
- SISFFIT006 Conduct fitness appraisals
- SISFFIT011 Instruct approved community fitness programs
- SISXCAI006 Facilitate Groups
- SISXFA001 Maintain equipment for activities
- SISXIND001 Work effectively in sport, fitness and recreation environments
- SISFFIT014 Instruct exercise to older clients
- SISXCCS001 Provide quality service
- BSBRSK401 Identify risk and apply risk management processes

FITNESS CERTIFICATE PATHWAYS* continued

Elective /
Vocational
(VET) Subject

4 QCE credits (Cert II)
8 QCE credits (Cert
III)
(maximum 8 Credits used in
the QCE Calculation)

ASSESSMENT

- Students are required to complete a range of competencies in the form of:
- Theoretical assessment
- Training and managing groups/clients
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

PREREQUISITES

There are no prerequisites for this course.

- Certificate II Sport and Recreation is funded under the Queensland Government's VET is funding initiative and is therefore fully funded. If students have previously utilised their VET is funding the course will cost approximately \$200.
- The Certificate III in Fitness is not covered under VET is funding and has a cost of approximately \$300 per student.
- This amount will be added to student fees.

PATHWAYS

The Certificate III in Fitness – Gym Instructor is the baseline course that gives students the knowledge and qualification required for employment in the fitness industry. It provides a pathway into the Certificate IV in Fitness – Personal Trainer which is the qualification required for one-on-one programs and training as a Personal Trainer.

Employment opportunities are many and varied including private gymnasiums, personal training studios, outdoor training, local government leisure centres, corporate fitness facilities, community health centres, hotels, resorts and more.

HOSPITALITY CERTIFICATE PATHWAYS*

Elective /
Vocational
(VET) Subject

4 QCE credits (Cert II)
8 QCE credits (Cert
III)
(maximum 8 Credits used in
the QCE Calculation)

This subject consists of a vocational qualification which utilises the State Government's VET in School's funding. Students are only able to access one funded qualification while they are in school. If students have already accessed their VET in School's funding for another qualification, to enrol in this subject may incur a fee-for-service arrangement with the Registered Training Organisation we have partnered with. Please contact the VET Department for further information.

CERTIFICATE II IN HOSPITALITY (SIT20316) AND CERTIFICATE III IN HOSPITALITY (SIT30616)
Provider- Training Direct Australia (RTO 32355)

To foster and develop:

- Knowledge and interest in the hospitality industry as a whole
- Awareness of further study and career possibilities within the hospitality industry
- Skills involved in the preparation of foods for commercial and non-commercial outlets
- Skills involved in event management

SUBJECT OUTLINE

Year 11 ~ Continue CERTIFICATE II in HOSPITALITY (SIT20316)

- SITXFSA001 Use Hygiene Practices for Food Safety
- SITXWHS001 Participate in Safe Work Practices
- SITHCCC002 Prepare and present simple dishes *
- SITHCCC003 Prepare and present sandwiches*
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCOM002 Show social and cultural sensitivity
- BSBWOR203 Work effectively with others*
- SITXCCS003 Interact with customers
- SITHFAB005 Prepare and serve espresso coffee*
- SITHFAB002 Provide responsible service of alcohol
- SITHFAB007 Serve food and beverage*

Year 12 ~ Commence CERTIFICATE III in HOSPITALITY (SIT30616)

- SITXFSA002 Participate in safe food handling practices
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITXHRM001 Coach others in job skills
- SITHIND004 Work effectively in hospitality service
- SITXCCS006 Provide service to customers

ASSESSMENT

A portfolio of evidence will be collected including written tests, assignments, and logbook of the service periods which will be used for signing off competencies. Students must complete this to satisfactorily attain the qualifications.

HOSPITALITY CERTIFICATE PATHWAYS* continued

Elective /
Vocational
(VET) Subject

4 QCE credits (Cert II)
8 QCE credits (Cert
III)
(maximum 8 Credits used in
the QCE Calculation)

PREREQUISITES

- No formal prerequisite is required for Hospitality. However, students should have self-motivation and a willingness to co-operate and work effectively with others.
- Certificate II Hospitality 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. Certificate II in Hospitality has a cost of approximately \$200 per student (RTO fee) if the VETis funding has already been exhausted. This amount will be added to student fees Term 1 if applicable.
- The Certificate III in Hospitality is not covered under VETis funding and has a cost of approximately \$300 per student (RTO fee). This amount will be added to student fees in Term 4 of Yr 11.
- A resource fee for consumables will be added to term fees per term.
- Students will be required to be involved with functions throughout the year **both during and after school hours including night and weekend functions. To complete the Certificate II, 12 Service periods (shifts) are required. To complete the Certificate III, 24 Service periods (shifts) are required.** These can be completed through school functions and industry vocational placement (minimum of 12 from school functions + minimum of 12 from industry, with the remaining 12 from either).

Students who enrol in this subject will be required to purchase a chef's uniform (required for all practical lessons and functions) and a front-of-house polo-shirt (required for functions) both available from The School Locker. The front-of-house shirt is to be partnered with black trousers and black enclosed leather shoes.

PATHWAYS

Educational Pathways

Certificate III qualifications in commercial cookery, patisserie and catering operations.

- Diploma of Hospitality Management
- Bachelor of Hospitality Management
- Bachelor of Hospitality and Tourism Management

Industry Pathways

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools. Possible job titles include; breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

CERTIFICATE III IN MUSIC INDUSTRY – CUA30915
The College of Sound & Music Production (RTO41549)

Year 11 and 12 (2 years to complete)

The Certificate III in Music Industry is a nationally accredited course from the Music Industry Training package. This performance-based, creative course provides training in basic skills essential for improved musicianship, performance skills and industry standard practice. At the successful completion of the Certificate III in Music Industry, the students will be able to:

- Work constructively with creative and technical personnel and collaboratively with others in rehearsals and performances
- Use problem solving to plan tasks in a logical sequence and to assist with troubleshooting technical and artistic problems
- Display initiative and enterprise to interpret music elements and structures, to develop original and innovative approaches to composition and to respond to the unexpected during performances
- Demonstrate the planning and organisation by gathering information on musical styles, matching repertoire to target audience and market requirements and prioritising work tasks and establishing deadlines
- Perform basic sound recording and editing
- Self-manage by monitoring own work
- Use technology to store and retrieve relevant Occupational Health and Safety (OHS) documents and use appropriate software and hardware for composing and recording music
- Be confident communicators in the workplace.

SUBJECT OUTLINE

This qualification is offered as an offline course and operates outside of regular school hours. Students will receive instruction in a range of theoretical and practical studies.

11 units of competency - 4 core units plus 7 elective units.

Core Units:

- BSBWHS201 Contribute to health and safety of self and others
- CUACMP301 Implement copyright arrangements
- CUAIND303 Work effectively in the music industry
- CUAMLT302 Apply knowledge of style and genre to music industry practice

Elective Units (7) chosen from specialisations in music performance, technical/sound production:

- CUAMPF304 Make a music demo
- CUASOU202 Perform basic sound editing
- CUASOU306 Operate sound reinforcement systems
- CUASOU308 Install and disassemble audio equipment
- CUAMCP301 Compose simple songs and musical pieces
- CUAMPCP303 Develop simple musical pieces using electronic media
- CUASOU203 Assist with sound recordings

COST: COST \$2200 PER STUDENT (RTO FEE) THIS WILL BE GRADUALLY ADDED TO TERM FEES OVER THE 8 TERMS REQUIRED TO COMPLETE THE QUALIFICATION.

ASSESSMENT

- Group or solo performance
 - Setting up and operating audio equipment within the appropriate OHS guidelines
 - Write up of interviews with music professionals, and group performance
 - Song writing and performance of original works
 - Presentation of a personal marketing folio
- Planning and executing a Community Arts Event such as Battle of the Bands

MUSIC INDUSTRY CERTIFICATE PATHWAY* cont.

Elective /
Vocational
(VET) Subject

8 QCE credits
on completion of
qualification

PREREQUISITES

Students must be in Year 10 or 11 in the year of entry. An interest in music and a willingness to perform is essential. It is not a requirement of the qualification to have had private instrumental lessons, although given the performance nature of the subject some students may find this helpful. There will be outside school hours performance and excursion requirements.

The course has a cost of approximately \$2200 per student (RTO fee). This will be gradually added to Term Fees over the 8 terms required to complete the qualification.

PATHWAYS

This course will provide the opportunity for students to develop a number of skills related to employability in the music industry or for further study in music and music technology skills.

- Diploma of Music Industry
- Bachelor of Contemporary Music Practice

This subject consists of a vocational qualification which utilises the State Government's VET in School's funding. Students are only able to access one funded qualification while they are in school. If students have already accessed their VET in School's funding for another qualification, to enrol in this subject may incur a fee-for-service arrangement with the Registered Training Organisation we have partnered with. Please contact the VET Department for further information.

CERTIFICATE II IN ENGINEERING PATHWAYS (MEM20413) ROBOTICS Provider – Skills Generation Pty Ltd (RTO 41008)

This subject has been designed as a project-based course of study with the emphasis on using current industry practice and safe technological processes to construct a robot and learn to program it to make it functional. Projects and practical activities consolidate the application of skills and knowledge. The course of study is flexible in order to accommodate new and emerging technologies in the robotics field and the wide range of interests and abilities of the students who study it.

SUBJECT OUTLINE - CERTIFICATE II IN ENGINEERING PATHWAYS (MEM20413)

Core Units

- MEM13014A Apply principles of occupational health and safety in the work environment
- MEMPE005A Develop a career plan for the engineering and manufacturing industry
- MEMPE006A Undertake a basic engineering project
- MSAENV272B Participate in environmentally sustainable work practices

Elective Units

- MEM16006A Organise and communicate information
- MEM16008A Interact with computing technology
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MEMPE001A Use engineering workshop machines
- MEMPE002A Use electric welding machines
- MSAPMSUP106A Work in a team
- MEMPE007A Pull apart and re-assemble engineering mechanisms

ASSESSMENT - Assessment techniques include practical, written, teacher observation and online.

PREREQUISITES

- There are no pre-requisite subjects to commence this program.
- 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.

PATHWAYS

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical and robotic functions and to achieve a degree of self-sufficiency as an advanced ICT user. Further studies in Engineering or Information, Digital Media and technology are available through vocational training and tertiary studies.

CERTIFICATE II IN VISUAL ARTS (CUA20715)
CERTIFICATE III IN VISUAL ARTS (CUA31115)
Provider- Grace Lutheran College (RTO 30291)

This course is designed to provide learners with knowledge and skills for work in the visual arts and contemporary craft industries. This includes both traditional and electronic based skills. During this course students gain fundamental skills and underpinning knowledge in drawing, painting, ceramics, printmaking, design and digital imaging.

SUBJECT OUTLINE**CERTIFICATE II IN VISUAL ARTS (CUA20715)**

In order to gain the qualification, students are required to complete four core units plus 5 electives.

Core Units

- BSBWHS201 Contribute to the health and safety of self and others
- CUAACD101 Use basic drawing techniques
- CUAPPR201 Make simple creative work
- CUARES202 Source and use information relevant to own arts practice

Elective Units

- CUAPAI301 Produce paintings
- CUADRA201 Develop drawing skills
- BSBDES201 Follow a design process
- CUADIG202 Develop digital imaging skills
- CUACER301 Produce ceramics

CERTIFICATE III IN VISUAL ARTS (CUA31115)

To gain the qualification, students complete 4 core units plus 8 elective units.

Core Units

- BSBWHS201 Contribute to the health and the safety of self and others
- CUAACD201 Develop drawing skills to communicate ideas
- CUAPPR301 Produce creative work
- CUARES301 Apply knowledge of history and theory to own arts practice

Elective Units

- CUAPAI301 Produce paintings
- CUADRA201/301 Develop drawing skills and Produce drawings
- BSBDES201 Follow a design process
- CUADIG202/305 Develop digital imaging skills and Produce digital images
- CUACER301 Produce ceramics
- CUAPRI301 Produce prints

ASSESSMENT

Assessment for the most part is practical and based on folios submitted. It includes observation with checklists, portfolios of work, questioning and workbooks. Feedback to students is given at check points and is done by direct observation of work in progress, verbal and written reports and the review of portfolios of evidence.

Students who began the course in Year 10 will qualify for enrolment into both the Certificate II and Certificate III in Visual Arts. Students can enter the course in Year 11 and depending on the number of Elective units successfully completed will qualify for either a Certificate II or III in Visual Arts. If a student is enrolled in the course part way through a year in either Year 11 or 12, they may be eligible for enrolment into Certificate II in Visual Arts only.

VISUAL ART CERTIFICATE PATHWAY* continued

Elective /
Vocational
(VET) Subject

4 QCE credits (Cert II)
8 QCE credits (Cert III)
(maximum 8 Credits used in
the QCE Calculation)

PREREQUISITES

There are no prerequisites for this course.

PATHWAYS

On completion of these qualifications, further study can be pursued in Visual Art, Design, Photo Imaging and higher-level studies at University.

Potential career outcomes include Graphic/Interior/Fashion/Textile Design, Artist, Curator, Educator, Community arts practitioners, Gallery Worker, Visual Consultant, Public Artist, Illustrator, Architecture, Arts Administration and management, Digital and Electronic Imaging, Photographer.

CERTIFICATE I IN ACTIVE VOLUNTEERING CHC14015
 CERTIFICATE II SKILLS FOR WORK & VOCATIONAL PATHWAYS FSK20113
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. Successful completion of Certificate I in Active Volunteering will contribute 2 points towards the QCE and Certificate II Skills for Work & Vocational Pathways will contribute 4 points towards the QCE.

Vocational Certificate Pathways is a non-ATAR subject. Therefore, if students are already taking another non-ATAR subject (e.g. Hospitality) or following a VET pathway (e.g. TAFE course or School-based traineeship/apprenticeship), they will become ATAR ineligible and will therefore need to be aware of the implications of this.

SUBJECT OUTLINE

Certificate I in Active Volunteering CHC14015

(commence Year 10 continue in Year 11)

Core Units

- HLTWHS001 Participate in WHS
- CHCVOL001 Be an Effective Volunteer
- CHCDIV001 Work with Diverse People

Elective Units

- BSBCMM101 Apply basic communication skills
- FSKLRG06 Participate in work placement

Certificate II Skills for Work & Vocational Pathways FSK20113

(Commence Year 11 continue in Year 12)

Core Units

- FSKDIG03 Use digital technology for routine workplace tasks
- FSKLRG09 Use strategies to respond to routine workplace problems
- FSKLRG11 Use routine strategies for work-related learning
- FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM15 Estimate, measure and calculate routine metric measurements for work
- FSKOCM07 Interact effectively with others at work
- FSKRDG10 Read and respond to routine workplace information
- FSKWTG09 Write routine workplace texts

Elective Units

- HLTWHS001 Participate in WHS (credit)
- FSKLRG03 Use basic strategies for career planning
- BSBIND201 Work effectively in a business environment
- CHCVOL001 Be an effective volunteer (credit)
- BSBCMM101 Apply basic communication skills (credit)
- CHCDIV001 Work with diverse people (credit)

Updates to the Foundation Skills Training Package may mean that the units are subject to change. It is our intention to also offer Certificate III in Active Volunteering CHC34015 as soon as we have approval from QCAA to do so.

VOCATIONAL CERTIFICATE PATHWAY continued

Elective /
Vocational
(VET) Subject

2/4 QCE
(total 6) points
on completion of
qualification

ASSESSMENT

Assessment for these VET qualifications is competency-based. This means that there is no pass or fail results. To be competent, students need to meet all performance criteria to industry standards.

CHCVOL001 Be an effective volunteer, has a minimum of 20 hours of structured workplace learning in the student's industry of choice. These placements are arranged by the students themselves or through the VET Department. The release day varies according to student's school timetable and to suit industry needs.

PREREQUISITES

There are no pre-requisites for these qualifications, 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 done on-line (e.g. Blue Dog Training) or arranged through the College and conducted by a private registered training organisation. The cost is around \$55 (based on current costs).

PATHWAYS

Completion of these certificates 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.

Successful completion of Certificate II Skills for Work & Vocational Pathways FSK20113 satisfies the literacy and numeracy requirement of the QCE.

