

2021

YEAR 10
CURRICULUM GUIDE
Caboolture Campus



GRACE
LUTHERAN
COLLEGE
EST. 1978

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

- 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
- 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
- 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

YEAR 10 2021 CURRICULUM GUIDE

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INTRODUCTION TO CURRICULUM GUIDE

In this booklet, we are pleased to provide you with an outline of the Year 10 curriculum at Grace Lutheran College's Caboolture Campus for 2021, including the core and elective subjects' outlines. Since 2013, Grace has been fully implementing the Australian Curriculum (ACARA).

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

- **The Basics:** Grace provides a strong foundation in the general capabilities outlined in 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 (eg. English and Mathematics) and across curriculum areas. In line with ACARA, Grace is mandating study of the Arts and Technology to Year 8 and History and Science to Year 10.
- **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/Religion and Ethics, 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.

For every year of high school, we hope and pray that Grace students strive to live the Grace Way; understanding that God inspires us to honour and accept others (*Grace*), while passionately embracing new learning (*Growth*) and persevering when learning is challenging (*Grit*).

With this curriculum in place we hope that all Grace students will learn the Grace Way of Excellence, Character and Purpose. We trust Grace students 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 CLAIMERS:

Subject Information via the Grace College website will go live on Tuesday 14 July 2020

Online Subject Survey opens – **Wednesday 15 July 2020**

Subject Selection Survey Closes Wednesday 22 July 2020

INFORMATION FOR STUDENTS AND PARENTS

Strategies for Choosing Subjects

To find out about subjects offered at Grace:

- Read the subject descriptions in this Curriculum Guide
- Ask Curriculum Coordinators and teachers about particular subjects
- View the videos about specific elective subjects located on the Grace College Website
- 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 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.

Course selections made for Year 10 do not necessarily commit students into the same choices in Year 11, as students will select subjects for Years 11 and 12, in Semester 2 of Year 10. Some subjects will commence Unit 1 of the QCE Senior syllabus work during Term 3 and/or 4 in Year 10.

It must also be noted that completing a subject in Year 10 will assist students to be more prepared for that subject in the following years, and this must be considered when selecting or considering changing Year 10 subjects.

For choosing subjects in Year 10, students should study subjects which meet the following criteria:

- Subjects which may be **prerequisites** for further study eg Japanese
- 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 Officer, VET Officer or the Head of Teaching & 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 My Path – Year 10 Guide to Career Pathways and 2023 Tertiary Prerequisites which is 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 their current subject teacher. A meeting with our Career Guidance staff is also required. Students cannot start attending the new elective subject until they have received an updated timetable.

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.

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Useful websites include:

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

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 or offered as an alternative delivery subject.

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

New QCE and Tertiary Entrance Systems

Important information about the 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 Subject Information located on the Grace College Website, should help you to make informed decisions about senior pathways for your child.

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 QCE credits. Your QCAA student learning account will allow you to track your progress towards achieving a QCE. Information in your learning account will include your:

- personal details such date of birth and home and email addresses
- subject and course enrolments
- final results

Learning accounts for Years 10 and 11 students will be available via the myQCE website

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/new-snr-assessment-te>

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 subject will complete their external exam for that subject on the same day.

Subject types in Years 11 and 12

All students must study an English and a Mathematics subject as part of their Core subject choices. There is an applied option for English and Mathematics (via application) catering to 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 subject where the course of study is based on a syllabus that has been issued by the Queensland Curriculum and Assessment Authority (QCAA) and involves an external exam, 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, however 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, however 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. The Queensland Tertiary Admissions Centre (QTAC) decides the weighting of subjects (referred to as 'inter-subject scaling').

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)

QTAC is 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 an Advanced Diploma.

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 Essential English, English or English and Literature Extension.

While students must meet this standard to be eligible to receive an ATAR, it will not 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 elective 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.

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.

Department & Subject	Contact Person	Location
Business & Languages – Business, Legal Studies & Japanese	Ms Atwell	CAVE
Creative and Performing Arts – Dance, Drama, Music, Film, TV & New Media, Visual Art	Miss Seymour	Main staffroom
English & Social Science – English, Essential English, English & Literature Extension and Modern History	Mrs Green	Main staffroom
Physical Education – Core and General PE	Mrs Brady	PE staffroom
Mathematics – General, Methods and Specialist	Mr Juanais	Rothwell Campus
Religion and Ethics	Miss Aloquin	Rothwell Campus
Science – Chemistry, Biology, Physics	Mrs Heinze	Rothwell Campus
Technologies – Design, Food & Nutrition and Industrial Technology Skills	Mrs Ledden	Main staffroom
VET Certificate Pathway - Music Industry Certificate Pathway - Vocational Certificate Pathway - Construction Certificate Pathway - Engineering	Ms Jones	Rothwell Campus

Other points of contact which may be helpful include:

Teacher	Role	Location
Ms Atwell	Head of Teaching and Learning & Career Guidance	CAVE
Ms Weatherill	Learning Support & Academic Enrichment	Student Services
Mrs Barnes	Vocational Education & Training (VET) Officer	Student Services or CAVE

SUBJECT CHOICES FOR YEAR 10 2021

In 2021, Year 10 students are required to study all **Core Subjects** plus **4 electives** which must include 1 Science subject. Students can choose a second Science can also be one of the Elective choices.

CORE SUBJECTS	
Religion & Ethics	Religion and Ethics
English (Choice of <u>at least one</u> English)	English English Literature Essential English (via application)
Mathematics (Choice of <u>at least one</u> Mathematics)	General Mathematics Mathematical Methods Essential Mathematics (via application)
Science (Choice of <u>at least one</u> Science, for Semester 1)	Natural Science (links to Biology and Psychology in Years 11/12) Physical Science (links to Physics and Chemistry in Years 11/12)
Physical Education	Physical Education
Sport	All students participate in Sport (Interschool)

ELECTIVE SUBJECTS Prepare students for Subjects in Year 11 Vocational Pathways - Subjects marked *
<p style="text-align: center;">Business/Legal Studies Dance Drama Film, Television & New Media Food & Fashion Hospitality Practices (Semester 2 offering only, alternative delivery) Japanese Modern History Music Physical Education Practical Technology/Design Specialist Mathematics Visual Art</p> <p style="text-align: center;">*Certificate Pathway - Music Industry *Certificate Pathway - Vocational Certificate Pathway</p>

* Special requirements of VET qualifications are outlined at the back of this book.

INTRODUCTION

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

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

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live. In Year 10RE, students complete Unit 1 of the Senior RESAS course. Units 2, 3 and 4 will be completed in Years 11 and 12.

SUBJECT OUTLINE

The Religion and 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. In Year 10, students focus on sacred stories.

1. Australian stories, Aboriginal and Torres Strait Islander stories
2. Stories on film
3. Personal stories, biographical accounts
4. Jesus' story and its Impact, 'Jesus, the Game Changer'.

ASSESSMENT

There are two pieces of assessment in Year 10: Extended Response to Stimulus (500 – 800 words) and Exam, Short Response (50 – 150 words). Part A of the exam will be completed in Term 3.

Three dimensions are used to determine student achievement:

- * Knowing & Understanding
- * Applying & Examining
- * Producing and Evaluating.

PREREQUISITES

There are no prerequisites for this course.

PATHWAYS

In Year 10RE, students complete Unit 1 of the Senior RESAS course. Units 2, 3 and 4 will be completed in Years 11 and 12.

This course of study prepares students to be integrated, participative and intentional members of contemporary society. Students will develop the ability to reflect, critique and communicate their own worldview whilst empathetically understanding other worldviews.

INTRODUCTION

The Year 10 English Course is underpinned by the fundamental requirements of Australian Curriculum in terms of General Capabilities and the three strands – Language, Literature and Literacy.

This course prepares students for the rigours of Senior English by further developing the essential learnings including:

- An ability to shape texts that achieve a variety of cultural purposes;
- An understanding of a variety of texts in contexts;
- An ability to use language with accuracy and mastery;
- An understanding of the construction of a wide range of literary and non-literary texts.

SUBJECT OUTLINE**Semester 1**

Units of work undertaken in this semester accommodate the Googa experience.

The units will include:

- Journey into Asia – Feature Article
- Classic Stories – Imaginative text; writing a short story based on a classic novel

Semester 2

The units will include:

- Classic Novel – Analytical Essay (mock external exam)
- The World of Shakespeare – Imaginative Persuasive Oral Performance.

Traditional grammar will be taught explicitly and implicitly.

Students will need to obtain a “C” average across written assessment to enter 11 English (General) or 11 Literature.

ASSESSMENT

- The feature article is completed under open conditions.
- The imaginative persuasive script is written under supervised conditions
- The analytical essay and the plan for the short story are written under exam conditions.

PREREQUISITES

English from Years 7-9.

PATHWAYS

Year 10 English is preparation for the rigorous demands of English and Literature in Years 11 and 12.

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.

INTRODUCTION

Essential English is a subject for students looking at a post school pathway that does not require an English (General) prerequisite. It has a greater focus on the practical uses of language. It has less focus on analysis and explores the function of language to create meaning across different mediums and contexts. The subject offers an alternative and promotes language efficiency especially as it relates to workplace communication.

Success in Essential English in Year 11 and 12 does allow a student to be eligible for a QCE. The aim of this subject is to improve preparedness for work, apprenticeships, traineeships or further study by increasing literacy skills.

Examples of Year10 Essential English units include:

- Representations in Sport (Photo Journal)
- Shark Tank (Persuasive Speech)

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

ALTERNATIVE DELIVERY SUBJECT

In some circumstances where the numbers of students are not sufficient to run a subject an alternative delivery method may be employed to allow for subject viability. An alternative delivery may take the form of:

- Reduced number of teacher contact lessons (up to half) with the remainder of lessons delivered in an online format such as TEAMS
- Full online delivery with a weekly teacher check-in
- After school delivery in a once per week session eg 3.20 – 5.00pm
- Concurrent delivery (combined class Year 10 and 11 or Year 11 and 12 - different content and assessment for each year level).

INTRODUCTION

Students in Literature will complete the same tasks types and units of study as English but with a focus solely on literary texts. This program is aimed at students who might be interested in studying Literature in Years 11 and 12. Some of the novels and texts types do have increased difficulty compared with English. This subject prepares students for Senior English (General), Literature and English Extension.

This course is not recommended for students who achieved lower than a "C+" in Year 9 English.

SUBJECT OUTLINE**Semester 1**

Units of work undertaken in this semester revolve around the Googa experience and are usually of four weeks' duration.

The units will include:

- Genre Fiction – Students explore and create pieces of fiction within the Thriller, Mystery or Noir genre (Written)
- Literature of the Shoah – This unit explores the events of the holocaust through a range of literature including; novels, graphic novels, poetry and art. Asking the question, "how does literature create empathy?"

Semester 2

Units in this semester include:

- Study of an Australian Novel – Jasper Jones – ATAR Prep (Written)
- The World of Drama – Romeo and Juliet or Summer of the Seventeenth Doll

The course is designed for entry into both Senior Literature or English (General)

ASSESSMENT

The assessment for the year is designed to mirror Senior Literature and will consist of:

- Written creative task (assignment)
- Written literary column (assignment)
- Written analytical task (practice for external exams)
- Spoken creative

MATHEMATICS

Core

Mathematics is the foundation stone of the modern technological world. Mathematics is rich in higher order thinking skills and so helps prepare students for all career paths including University studies. Students in Year 10 are at the beginning of the senior phase of their mathematics education.

The subjects offered are General Mathematics (option for core study), Mathematical Methods (option for core study), Essential Mathematics (Invitation Only core subject) and Specialist Mathematics (elective).

GENERAL MATHEMATICS

Core

(Students must choose either General Mathematics, Mathematical Methods or Essential Mathematics)

INTRODUCTION

The mathematical concepts and processes in General Mathematics provide students with opportunities to make meaning of their world. It aims to give direction for students as lifelong learners who have knowledge of mathematics and when and where to apply their learned mathematics.

SUBJECT OUTLINE

- **Number and Algebra** – indices, scientific notation, fractions, financial transactions, variables, equations, manipulation of algebraic expressions, graphs
- **Measurement and Geometry** – length, formulae for area, surface area and volume, capacity, tangent ratios, 2D & 3D shapes, cross section, properties of plane figures, latitude and longitude
- **Statistics and Probability** – samples, surveys, displaying data, experimental probability.

ASSESSMENT

Assessments include supervised exams and Problem Solving and Modelling Tasks

PREREQUISITES

Students must have completed the course work at Year 9 level.

Approximately two hours of homework/study per week are expected in order to progress in the subject. Students are expected to bring the necessary equipment to each lesson which includes text book, scientific calculator, black and red pens, pencil, ruler and note book. Any necessary software will be supplied by the College being covered by the technology levy.

PATHWAYS

Year 10 General Mathematics is a prerequisite for Year 11 General Mathematics only. This is because students studying Year 10 General Mathematics are **NOT** eligible to enroll in Year 11 Mathematical Methods.

(Students must choose either General Maths or Maths Methods)

INTRODUCTION

The mathematical concepts and processes in Year 10 Mathematical Methods prepare students for the concepts and skills which eventually lead to tertiary studies. This subject aims to ready students for enrolment in Year 11 Mathematical Methods.

SUBJECT OUTLINE

- **Number and Algebra** – indices and scientific notation; surds; compound interest; manipulation of algebraic expressions; solving and manipulating equations; linear, quadratic and nonlinear functions; quadratic factorisation; simultaneous equations; exponential equations and logarithms; polynomial functions and graphs;
- **Measurement and Geometry** – length, area, surface area and volume, trigonometric ratios and their applications; 2D & 3D, sine and cosine rule; unit circle and exact values; distance and mid-point formulae; parallel and perpendicular lines; properties of plane figures, similarity and congruence and proof;
- **Statistics and Probability** – samples and surveys; displaying data, experimental and theoretical probability; conditional probability.

ASSESSMENT

Assessments include supervised exams and Problem Solving and Modelling Tasks

PREREQUISITES

Students must have completed the mainstream course work at Year 9 level. Past experience shows that students who experience success in Year 10 Mathematical Methods have achieved a grade of B or better in Year 9 Mathematics and at least a C in English.

Mathematical Methods is a developmental subject and students need to maintain the knowledge and skills developed over the course. Homework is therefore essential to support and consolidate work done in class. Approximately two to three hours of homework/study per week are expected in order to progress in the subject. A scientific calculator (or graphing calculator) is essential and a graphing calculator is required for the latter part of the course.

PATHWAYS

Year 10 Mathematical Methods is the prerequisite for Mathematical Methods in Year 11. Students who have not studied Mathematical Methods in Year 10 should not expect to be enrolled in Year 11 Mathematical Methods.

Essential Mathematics is a subject into which students will be invited. It intends to cater for those students who have a history of difficulty and poor performance with the Core Maths topics. The subject concentrates more on the basic concepts and skills and less on the applications.

SUBJECT OUTLINE

The course is designed based on the needs of the students with a goal of ensuring students are ready for Senior Mathematics – either General or Essential Mathematics

PATHWAYS

Students completing year 10 Essential Mathematics are primarily enrolled in Essential Mathematics in Year 11. Students who have done well in Essential Mathematics may ask to be enrolled in General Mathematics.

The aim of this subject is to improve preparedness for work, apprenticeships, traineeships or further study by increasing basic numeracy skills.

A course of study in Essential Mathematics can establish a basis for further education in the fields of trade, industry, business and community services.

ALTERNATIVE DELIVERY SUBJECT

In some circumstances where the numbers of students are not sufficient to run a subject an alternative delivery method may be employed to allow for subject viability. An alternative delivery may take the form of:

- Reduced number of teacher contact lessons (up to half) with the remainder of lessons delivered in an online format such as TEAMS
- Full online delivery with a weekly teacher check-in
- After school delivery in a once per week session eg 3.20 – 5.00pm
- Concurrent delivery (combined class Year 10 and 11 or Year 11 and 12 - different content and assessment for each year level).

All students must choose **at least** one Science subject.
(Students may take both Natural and Physical Science.)

INTRODUCTION

This course will focus on Biology and Psychology in content development but will incorporate relevant Physics and Chemistry concepts as well. Psychology aims to engage with concepts that explain behaviours and underlying conditions. Biology aims to investigate natural systems of the living world and the diversity of organisms within it.

SUBJECT OUTLINE

Semester 1

Biology – Natural Selection, Genetics and Genetically Modified Organisms. Investigating the mechanics of the transmission of genetic information from generation to generation and how changes accumulate over time to produce an evolutionary effect. Students are confronted with some of the ethical issues surrounding human manipulation of natural selection processes.

Semester 2

Psychology – Sampling Methods, Experimental Design and Memory – Exploring the scientific method, experimental design, data collection and research within Psychology. Students will examine the different types of memory, how memories are formed and explore how memories are retrieved.

Biology – Cell Biology. Examining the parts and processes within plant and animal cells that allow life to flourish in a wide range of environments, experimentally investigating the actions of enzymes and how cells transport materials across the cell membrane.

ASSESSMENT

The assessment is designed to model the types of assessment experienced in Year 11/12 to prepare students for the rigours of senior science. Assessment includes Data Tests, Research Investigations, Student Experiments (incorporating research, modifying and conducting experiments) and Exams.

PREREQUISITES

Students will have completed the Science course work at Year 9 level.

PATHWAYS

Natural Science leads to Year 11 and 12 Biology and/or Psychology.

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.

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.

All students must choose **at least** one Science subject.
(Students may take both Natural and Physical Science.)

INTRODUCTION

This course will focus on Chemistry and Physics in content development but will incorporate relevant Biology and Earth Science concepts as well. Studying Physical Science maintains a broad range of options available to students for future subject and course choices.

The subject aims to provide a foundation of knowledge combined with investigative, analytical and experimental skills that will support students in their study of the Year 11 and 12 Physics and Chemistry courses.

SUBJECT OUTLINE

The universe can be divided into two aspects: matter and energy.

- **Chemistry** is the study of the matter in the universe.
- **Physics** is the study of energy and its relationship with matter.

Chemistry-focused units:

Term 2: Rate of Reactions - Influences on reaction rates are experimentally explored and complementary skills in writing chemical formulas and balanced chemical equations are developed.

Term 3: Chemical fundamentals — The relationships and trends that make up the Period Table are studied along with bonding concepts, properties of compounds and types of chemical reactions (links to Unit 1 of the Year 11 Chemistry Course).

Physics-focused units:

Term 1: Kinematics - The concepts of motion, force and energy.

Term 4: Nuclear and Electrical Physics - Ionising radiation and nuclear reactions, experimental investigations of electrical circuits (links to Unit 1 of the Year 11 Physics Course).

ASSESSMENT

The assessment is designed to model the types of assessment experienced in Year 11/12 to prepare students for the rigours of senior science. Assessment includes Data Tests and Written Exams (written tests), Research Investigations and Student Experiments (incorporating research, modifying and conducting of experiments).

PREREQUISITES

Physical Science is a prerequisite for students wishing to study Year 11 and 12 Chemistry and/or Physics.

Students require a solid foundation in mathematical thinking and operations to competently analyse some concepts in this subject. It is recommended that students study Maths Methods. Please note: It is a prerequisite that students are studying Maths Methods to study Physics in Year 11.

PATHWAYS

Physical Science leads to Year 11 and 12 Chemistry and/or Physics. This subject could form a foundation for students interested in careers in the areas of agriculture, food technology, horticulture, health sciences, sports physiology, and veterinary science. There are many transferrable skills in analytical thinking and reporting that can be applied across a vast range of future career options.

INTRODUCTION

Students will learn about different ways of improving and maintaining health by investigating nutrition and healthy eating. Students will investigate dietary recommendations and guidelines as well as establishing the skills to identify and establish healthy eating habits for a range of contexts throughout life. Additionally, students will be involved in a range of physical activities that cover essential physical movements.

Students will learn to engage in, through and about physical activity and be exposed to a range of activities they may be able to continue after leaving Grace.

SUBJECT OUTLINE

- Nutrition Theory
- Group social dancing
- Badminton or Table Tennis
- Oz Tag
- Ultimate Disc
- Softcrosse

ASSESSMENT

Assessment of progress in Physical Education will follow the criteria:

- Progressive and ongoing assessment of skills, application of these, and evaluation of game play situations
- In-class written skills.

PREREQUISITES

PE (Core) is a subject all students are required to complete. There are no prerequisites for this subject.

PATHWAYS

The Physical Education program is a progressive curriculum. Therefore, skills and knowledge learnt each year will be refined, extended, and developed in ensuing years. It is also firmly believed that participation in physical activity is beneficial to physical, social and mental health.

INTRODUCTION**Business**

Business builds students understandings of the important role that managers and employees play in businesses, from small to multi-national companies. Students develop knowledge and understanding of the business manager and employee as they explore the main functions of businesses. Business can establish a basis for further education and employment in the fields of small to medium enterprise, business management, human resource management, financial management, estate, commerce, marketing, operations management and corporate systems management.

Legal Studies

In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. By examining legal and social factors that have led society to create a legal system, students develop knowledge and understanding of the frameworks, which regulate and shape our society. By analysing the Australian legal system and international laws, students consider the impacts that legal decisions can have on Australian society, other countries and how diverse groups influence and are influenced by the legal system.

SUBJECT OUTLINE

- **Superstore Giants** - Visit a 'Superstore Giants' to analyse the marketing strategies and sustainability strategies of the business. Students analyse and evaluate the successfulness of the 'Superstore Giant'. This is a research assignment.
- **Human Rights and International Law** - Students explore various human rights laws in Australia as well as major international laws. This topic gives students a great introduction to relevant human rights laws that could impact them as well as expanding their knowledge of Australia's relationship with other countries.
- **Beyond Reasonable Doubt** (*Unit 1 of the Legal Studies senior syllabus - Topic 2 – Criminal investigation process*) - Students will develop an appreciation of criminal law by investigating the principles that underpin the forensic law process in Queensland. They will explore the rights and responsibilities of the police and others with authority in gathering and using forensic evidence in criminal law court cases. Students will attend an excursion to the Police Museum where they will investigate real life crime scenes.
- **Fundamentals of Business** (*Unit 1, Topic 1 of Senior Syllabuses*) – Students are introduced to the fundamentals of business developed through four themes: business goals and strategies, environmental factors, leadership and management, and business processes and systems. Students will explore a case study that will further develop their comprehension and analysis of the fundamentals of business through an authentic business context.

ASSESSMENT

Assessment techniques include examinations and research assignments.

PREREQUISITES

There is no prerequisite for Business & Legal Studies. The study of Business Studies in Years 8 and 9 would be advantageous but not necessary.

PATHWAYS

- Year 11 and 12 Business and Legal Studies (two separate subjects)
- University degrees, TAFE certificates and diplomas in Business as well as Law and Justice Studies
- Legal Studies employment opportunities - in legal firms, law enforcement, criminology, forensics, justice studies, social work, government, corrective services, business, education, economics and politics.
- Business employment opportunities - management opportunities, entrepreneur, small business owner, marketing research, foreign trade and investment, education, real estate and finance.

INTRODUCTION

Dance is made available for students from a wide range of abilities and experiences. It aims to foster creative and expressive communication. Dance 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. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

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 CONTENT

Students learn about dance as it is now and explore its origins across time and cultures.

POSSIBLE UNITS OF STUDY

- **Narrative Connections - Fusion Dance Style:** Students explore a fusion of dance genres including Contemporary, Jazz, Hip Hop and Lyrical. They discover how key choreographers can influence their own hybrid choreographic and performance style.
- **Cultural Connections, World Dance:** Asian forms, Classical Indian and Bollywood. Students explore the technical and expressive skills of performing in the Bollywood style.
- **Urban Connections, Stomp and Film:** Stomp, Body Percussion and Hip Hop. Students explore the use of alternate spaces in which to choreograph and film their work.
- **21st Century Connections, Dance on Film:** Students appreciate the technical and artistic choreographic works of filmed Contemporary performance.

ASSESSMENT

Choreographing: Students use dance components to create movement and to structure and organise dance into a cohesive whole that reflects an intent.

Performing: Performance is concerned with the development of physical, expressive and technical skills in both informal and formal settings. Through engaging in, and reflecting on performance, students realise the body's potential as an instrument of expression, developing positive self-esteem and building confidence in personal physicality.

Responding: Responding involves students analysing their own and others' dance across a range of contexts. Through dance analysis, students develop an understanding that dance is a recognised and popular form of social interaction and is a living expression of culture, spirituality and history.

Project: Students will complete a project that integrates performing, choreography and responding.

PREREQUISITES

There are no prerequisites for the subject Dance, although previous study is advantageous.

RESOURCES / REQUIREMENTS

Dance Uniform: is a requirement of the course (available from The School Locker)

Excursions: 1-2 per year (approximately \$25 each)

Homework: Students, at times, have formal homework. Assessment tasks (eg assignments, performance pieces and choreography) become homework throughout each unit. Students are expected to practice and choreograph at home.

PATHWAYS

The course assists the students in developing a variety of skills in choreographing, performing and appreciation of Dance, which are widely transferrable and highly relevant to the study of the senior subject, tertiary study and beyond.

INTRODUCTION

Year 10 Drama is a natural progression from the Year 9 subject and provides an opportunity for students to further develop their skills in the areas of performance, creation of dramatic material and analysis of dramatic works, as well as advancing their grasp of the dramatic languages and industry standard performance technologies. Students continue to work independently and collaboratively as innovative, imaginative and resourceful problem-solvers.

Direct links are made with current and emerging practices on stage, media and screen, to encourage students to connect with a range of career possibilities.

Drama fosters creative and expressive communication: investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience across time and various cultural contexts, allowing students to discover different perspectives of themselves, others and the world in which they live.

During Term 4 students begin Unit 1 of the QCE.

SUBJECT OUTLINE

Units for study include:

- Shakespearean performance transformed through Cinematic Theatre and a comic ‘She’s the Man’ revision of ‘Twelfth Night’.
- A practical study of Comedy and its mechanics, providing opportunities for students to experiment with stage fighting, mime, illusion, parody, stand up, YouTube skits, Sit Coms, Commedia dell Arte and Street Theatre, before developing their own comic work.
- A fusion study of ancient Greek Tragedy, compelling Indigenous stories and empowering Theatre of the Oppressed processes culminating in the improvisation of a Contemporary Performance.
- Reveling in all the drama of a class production: polishing onstage performance skills as well as learning the backstage stagecraft (lighting, sound, costume, props, set, front of house; including training in industry standard technologies).
- Beginning QCE Unit 1: analysing how professional companies bring our stories to life in linear and non-linear forms through Documentary Drama

ASSESSMENT

Assessment instruments include:

- **Presenting task:** Cinematic Theatre used to transform Shakespeare
- **Project- dramatic concept:** creation of their own comic concept
- **Project- practice-led project:** using Contemporary performance and technologies to transform traditional texts, leading into a class production.
- **Extended Response:** Extended written analysis of a recorded performance under exam conditions.
These projects, which require an integration of assessment types.

REQUIREMENTS

There are no prerequisites for this subject. However, study of Drama in Years 8 and 9 is of great benefit. Students are required to attend live theatre as part of their assessment (approx. \$30). Students are encouraged to attend live dramatic performances and participate in school-based and co-curricular drama activities.

Students are required to have drama ‘blacks’: plain black polo shirt and plain black trousers that allow movement, (not leggings or dance pants).

PATHWAYS

Drama is a course, which provides opportunities for a wide variety of career ambitions. The ability to speak and act confidently is a universally useful skill. Collaboration, communication, creativity and critical reflection are all highly relevant 21st century workplace requirements gained in study of this subject, as well as the range of skills developed in the making and presenting of Drama works and responding to them. Students considering careers in the fields of communication, entertainment, social media, advertising, education, politics, law, psychology, journalism and social justice, amongst others, will benefit from this course.

The course directly links and is of great benefit to those looking to study the senior courses of Drama and Film Television & New Media, though is not a prerequisite for either of these.

INTRODUCTION

Film, Television & New Media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and develop knowledge and skills in creative thinking, communication, collaboration, and planning, critical analysis, digital and ethical citizenship. Students will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

SUBJECT OUTLINE

Transmedia Storytelling

- Devise an original three-part web series, alongside an accompanying transmedia campaign to engage an online audience
- Research the evolution and impact of new media technologies on audiences and storytelling.

Music Videos

- Compare and critique the distribution methods used in music videos to sell the artist
- Critically discuss the evolution of old to new technology and how this has changed the music industry
- Design their own music video using a range of pre-production formats
- Create a music video through use a diverse range of production technologies.

Foundations for Film, Television and New Media (Senior Syllabus Unit 1)

- Develop understanding of foundational concepts and processes used in Film, Television and New Media.

ASSESSMENT

Students complete assignments in two different strands: MAKING and RESPONDING.

- **Technologies** (use of cameras, lighting and sound equipment, editing and use of other software)
- **Representations** (analysing the constructions of people, places and events in a media text)
- **Institutions** (analysing the companies and organisations that produce the media)
- **Audiences** (designing a piece with a particular audience in mind, analysing a target audience)
- **Languages** (analysing the film techniques used in a sequence, designing a film with a range of techniques).

PREREQUISITES

This subject is the prequel to Film, Television & New Media in Year 11 & 12. Student should;

- have an interest in film and media and a flair for creativity
- be able to work individually and in groups
- have a minimum Sound Achievement in English
- have a keen interest or an ability to use technology
- have an eagerness to learn and participate.

REQUIREMENTS

Students should consider that this subject might involve filming outside of school hours and on weekends. Students need earphones for when editing and a USB/external Hard drive for backing up their production work.

PATHWAYS

The course is a good grounding to any career in the Media Industry including: Television Production, Film or Video Production, Advertising, Journalism, Photography, Marketing, Media Design, Postproduction, Radio Production as well as Public Relations, Teaching, Business or Event Management or Creative Design. It is also a good basis should students decide to undertake further study at a Tertiary level in any of the Creative Industries.

INTRODUCTION

Technologies, which include, but are not limited to food and textiles, have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technology contexts such as these allow students to work independently and collaboratively to solve complex, open-ended problems. This prepares students to be effective problem-solvers in which they explore problems, develop ideas, and generate, communicate and implement solutions.

SUBJECT OUTLINE

Students will explore Food and Nutrition at an introductory level:

- The food system ~ the role of nutrients
- The chemical, physical and functional properties of food
- Investigate and develop food products.

Students will explore Fashion and Design at an introductory level:

- What is design
- Using a design process
- Designing considering influences for individuals or groups
- Building on already developed textile skills.

ASSESSMENT

Assessment will include a combination of written and practical work.

PREREQUISITES

There is no prerequisite for Food and Fashion. Students need not have done Food and Fashion in Years 8 and/or 9.

PATHWAYS

Food & Nutrition and Design (Year 11 & 12) are General Subjects suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or employment.

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of food, nutrition and design. Students are prepared for career pathways involving the food system, including in production, product design, packaging and storage processes, and food specialisations. Undertaking Food & Nutrition supports further study in tertiary programs in Queensland; students might choose to study food technology; science, majoring in food, or majoring in both food and nutrition; exercise and nutrition science; nutrition science; nutrition; dietetics.

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.

HOSPITALITY PRACTICES

(Semester 2 offering only & alternative delivery) *

Elective

INTRODUCTION

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options.

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

The subject enables students to develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Students plan and implement at least one actual event in a hospitality context by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4). Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts. As well, students examine and evaluate industry practices from the food and beverage sector.

Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

SUBJECT OUTLINE

Semester 2

The units will include:

Students will explore Hospitality at an introductory level:

- 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
- Food preparation and service

NB: 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.

ASSESSMENT

May include:

- Projects - project in Hospitality Practices is an actual or simulated event
- Extended written responses
- Examination
- Investigations

PREREQUISITES

Nil

PATHWAYS

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

ALTERNATIVE DELIVERY SUBJECT

In some circumstances where the numbers of students are not sufficient to run a subject an alternative delivery method may be employed to allow for subject viability. An alternative delivery may take the form of:

- Reduced number of teacher contact lessons (up to half) with the remainder of lessons delivered in an online format such as TEAMS
- Full online delivery with a weekly teacher check-in
- After school delivery in a once per week session eg 3.20 – 5.00pm
- Concurrent delivery (combined class Year 10 and 11 or Year 11 and 12 - different content and assessment for each year level).

INTRODUCTION

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.

SUBJECT OUTLINE

The Year 10 Japanese course articulates smoothly into Year 11 Japanese. During this course, students will develop their ability to:

- 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.

COURSE STRUCTURE

Year 10 Japanese has been revised to ensure that students will be suitably prepared to engage confidently with the four units of work in Years 11 and 12 Japanese. In Semester 1 of Year 10, students will learn a variety of language related to everyday life and education. From Semester 2, students will commence the broad topic of “My World”.

MANDATORY LANGUAGE ELEMENTS

A key feature of the complete Japanese course (Years 7 to 12) at Grace Lutheran College is ensuring that all items listed in the Senior 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 progressively prepared to engage confidently with all Japanese assessment tasks in the senior school, culminating in the external examination in Term 4 of Year 12.

ASSESSMENT

Students will experience a range of assessment and examination types, including short response items, extended response items and combination response items. These occur across the range of skills - Reading, Listening, Speaking and Writing.

PREREQUISITES

Students may elect to study Japanese from Year 8 to Year 12. In order to study this subject in the Senior School, students will need to have studied it in Years 8 and 9. The senior 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. For this reason, students in Year 9 who are considering studying Japanese in Years 11 and 12 must complete the Year 10 Japanese course to be eligible.

PATHWAYS

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

INTRODUCTION

We are in a time of great turmoil. Understanding historical events, people, places and cultures assists students in a plethora of knowledge and skills which inform many areas of study. In the current Core History Course (Years 7-9) students study historical periods up to the end of World War II (1945). The elective Modern History gives students the opportunity to study more modern and recent events and contextualise their world today.

Students develop research skills which assist them to locate information that is specialised and unique to their own investigations. Throughout the course students are taught the value of evaluating the origins of historical documents, their reliability and usefulness.

This course is designed to directly feed into the Senior History Modern History Course, which is offered in Years 11 and 12. Students will develop key literacy skills and come to evaluate and analyse historical sources to give opinion and arguments regarding historical events, people and changes over time.

SUBJECT OUTLINE

Investigations include:

Modern Revolutions

Russian, American and French Revolutions, Iran 1979, the Arab Spring 2011, Indian Independence Movement, Chinese Communist Revolution.

The Cold War

Korea, Vietnam, Space Race, Berlin Wall, Cuban Missile Crisis, and Collapse of the Soviet Union.

The Age of Terrorism

A post 9/11 world and the Middle East. An investigation into the events of September 11, 2001 and the aftermath including the War on Terror (Afghanistan and Iraq)

ASSESSMENT

- Independent source investigation
- Research Essay Assignment
- Response to Stimulus Short Response Exam
- Response to Stimulus Essay Exam.

PREREQUISITES

There are no prerequisites for Modern History. It is recommended students have an interest in History and are willing to develop strong literacy skills.

PATHWAYS

Modern History is offered in Year 11 and 12.

A course of study in History can establish a bases 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.

INTRODUCTION

The Year 10 Music Course is a natural progression from the Year 9 subjects of Music and Music Game On! and provides an opportunity to further develop music skills framed in the three areas of study as set down in the Senior Music Syllabus: Making (Performance, Composition) and Responding (Musicology). Music aims to foster creative and expressive communication allowing students to develop musicianship through engaging in performing, composing and musicology based activities and study.

SUBJECT OUTLINE

The Music subject is based around two areas, Making and Responding which branches into three broad areas: Composition, Musicology and Performance. Underpinning these three areas is knowledge and understanding of music elements and concepts, and the skills to interpret and apply these within a range of music activities. Students will have the opportunity to become adept in using music-related technologies.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Units for study in Year 10 are:

- Jazz
- Art Music Through the Eras
- Rock Since 1980
- Film Music.

The most memorable and eagerly awaited learning experience in Year 10 Music is the opportunity to record a cover or original in a professional recording studio. Computers and recording hardware are used for composition and aural training.

ASSESSMENT

Assessment in Music gives students opportunities to demonstrate their musicianship and apply their knowledge and understanding;

- **Performance** Tasks (demonstrating, interpreting music elements and concepts through playing, singing and/or conducting)
- **Composition** Tasks
- **Extended Response Written Examination (Musicology Focus:** read, listen, interpret/analyse scores and recordings)
- **Integrated Task** - combination of Musicology and Composing or Performance into a multi modal presentation. This mirrors requirements in the senior syllabus.

PREREQUISITES

There are no formal prerequisites for this subject. Study of Music in Years 8 and 9 or experience in practical music making and reading music is recommended.

Students are encouraged to attend live music performances and participate in school-based and co-curricular music activities. Private tuition (instrument and/or voice) is not necessary but could be an advantage in some circumstances. Computer software and instruments used for composing and performing are available in the Music block. Excursion to recording studio to record a cover or original (approx. cost \$40).

PATHWAYS

The subject assists the students in developing a variety of skills in performing, composing and musicology which directly articulates into the study of the senior subjects, Music and Music Extension (offered only in Year 12).

INTRODUCTION

Physical Education is based on the relationship between learning about, through and in physical activity. Of particular focus are physical activities and the role they play both as a source of content and a medium for learning.

SUBJECT OUTLINE

Students engage in physical activity as a means of learning in and about the subject areas. Subject matter covers a range of different disciplines such as sociology, exercise science areas and includes the following units:

Theory:

- Training and fitness
- Participation and access to sport and physical activity
- Anatomy, Physiology and Biomechanics.
Term 4 will see commencement of the senior course for Year 11 and 12
- Movement, Motor Learning and Physical Activity.

Practical:

Australian Rules Football, Volleyball, Touch Football and Aerobics.

ASSESSMENT

Students will complete one piece of assessment per term. These assessments will be marked using Instrument Specific Marking Guides (ISMGs) that describe the characteristics evident in student responses and align with identified assessment objectives. Students will **predominately** be assessed on their ability to explain, analyse and evaluate connections between practical and theoretical contexts. Physical performance outcomes, which will focus on students demonstrating movement sequences and strategies in authentic sport contexts, will be assessed and contribute to a portion of the student's overall grade.

Term 4 will see students begin the first unit of the new General subject, contributing to the achievement of an ATAR score at the completion of Year 12. While it is advisable that students begin the subject at this point, it is possible to still enter the subject in Year 11.

PREREQUISITES

There are no prerequisites for studying Physical Education.

Please note that all students are also timetabled for two separate lessons of Core PE.

PATHWAYS

This course is designed to allow the first three terms for students to sample the subject to ensure that they are equipped to handle the demands and have a clear direction of the subject's objectives, assessment instruments and structure.

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.

INTRODUCTION

Practical Technology in Year 10 aims to:

- Provide students with a greater understanding of material and equipment in a world of change
- Equip students with problem solving skills, which can be used in all facets of life
- Promote the expressions and communication of ideas in written and graphical and practical forms
- Promote workplace health and safety awareness
- Enhance students' knowledge and use of machines and power tools in the production of practical items.

The Design component focuses on the practical application of design thinking, drawing and prototyping skills required to develop creative ideas in response to human needs, wants and opportunities. The program explores design fundamentals with a view to creating product designers for the future. Students will develop higher order thinking skills and learn a variety of design presentation and communication techniques.

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.

- To 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

A course of study in Practical Technology Skills comprises:

- Design – Make – Appraise practical items made from wood and metal
- Safety – Introduction to "Workplace Health and Safety".

- Design principles
- Sketching (hand and digital)
- Graphical Design
- Prototyping ideas
- Evaluation and refinements of design ideas.

Students have the opportunity to design and make projects from a design brief based on a set project with clear guidelines. Students will make wood, metal, plastics and electronics projects, with personal touches being added to individualise their projects.

ASSESSMENT

Assessment methods will include Design Folios, Safety Reports and Practical Projects.

Design focuses on the practical application of thinking, drawing and prototyping skills to create folios to meet design challenges. Students will be assessed by:

- Assignments
- Classwork Folio
- Extended Response Test/Short Response Test.

PREREQUISITES

This course is designed to further develop students' knowledge and understanding of materials, equipment and techniques within the practical area, building on their experiences of Year 8 and Year 9, however, there is no prerequisite for Practical Technology & Design Skills in Year 10.

PATHWAYS

Practical Technology and Design is an ideal course for students considering taking senior subjects like Design or Industrial Technology Skills or any of the Certificate courses in Engineering, Construction or Furnishing in the College's Trades Skills Centre. Career pathways are endless from this direction of study. Students considering taking senior subjects in Design are encouraged to study this course in Year 10 to ensure quality grounding is established before entering the senior subjects.

Design gives students an invaluable set of skills for many careers including but not limited to: Architecture, Engineering, Drafting, Interior Design, Fashion Design or trades like Building, Landscaping, Manufacturing and Jewellery making.

SPECIALIST MATHEMATICS

Elective

INTRODUCTION

Specialist Mathematics is an elective subject providing enrichment opportunities and should be taken by interested and motivated mathematics students. The aim of the subject is to give students a wider experience of mathematics and problem solving. Students can expect to become familiar with topics not seen in the Mathematical Methods course.

SUBJECT OUTLINE

The topics covered over the year are:

Number Theory (primes and GCD), Number Theory (divisibility and modular arithmetic), Algebra, Linear Programming, Diophantine Equations, Deductive Geometry, Transformations, Conics, Proof, Set Theory, Networks, and Mathematical History.

ASSESSMENT

Assessment shall be carried out through supervised examinations and Problem Solving and Modelling Tasks.

PREREQUISITES

Specialist Mathematics has mathematical concepts and processes which are complementary to Mathematical Methods so students must enrol in Mathematical Methods to be accepted into the Specialist Mathematics course. The student with an intrinsic love and/or ability in mathematics will be ideally suited for Specialist Mathematics.

Students should be aware of the expectation that they also participate in appropriate enrichment activities such as the Maths Teams Tournament.

PATHWAYS

Year 10 Specialist Mathematics is not a prerequisite to Year 11 Specialist Mathematics but does provide students with a broader and deeper mathematical base for further study.

INTRODUCTION

Visual Art 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. 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.

The processes and practices of Visual Art, such as self-directed learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.

SUBJECT OUTLINE

The Year 10 Visual Art is a hybrid course that provides students with an opportunity to sample units from both the General and the Applied courses, allowing for a more informed decision for Year 11 and 12.

Unit Overview

- Wearable Art (Applied): drawing, fiber art, found materials sculptures, photography, performance
Written Component: Press release + Program
- Global Commentary (General) – Current Events (drawing, printmaking, aerosol painting, Inquiry Report)
- Drawing as foundation (Applied) – using varied 2D and 3D drawing techniques to decide which is best for a portrait (pencil, charcoal, 3D pen, ink, wire, graphic tablets, multimodal presentation)
- Visions of the future (drawing, oil painting, Exam).

ASSESSMENT

Assessment techniques used to determine student's achievement are mapped to the two different senior syllabus to prepare students for the types of tasks in the senior course. Assessment includes:

- Projects (Making artworks) Essays under exam conditions
- Written Report (incorporating practical tasks)
- Multimodal Presentation
- Essays under exam conditions

PREREQUISITES

This subject is the prequel to Visual Art studies in Year 11 and 12. This course is highly recommended for Year 11 and 12 Visual Art (General) and Visual Arts in Practice (Applied).

PATHWAYS

Further studies in the area of visual arts can lead to and benefit careers in diverse fields such as; Fine Arts, Electronic Imaging, Digital Photography, Graphic/Game/Interior/Fashion/Textile/Urban Design, Cartooning, Advertising, Art Teaching, Illustration, Architecture and Animation.

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.

PRE-REQUISITES

Each Department will state if their VET qualifications have any pre-requisite 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
- Grace Academy – Rachel Howley
- 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 2021, 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 points), Certificate III Business (8 QCE points), the maximum points counted in QCE calculation is 8.

ATAR

From 2021, 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.

CERTIFICATE III IN MUSIC INDUSTRY (CUA30915)
(Course requires 2 years to complete)

8 QCE Points

PROVIDER : The College of Sound & Music Production (RTO41549)

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, 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
- CUAMP303 Develop simple musical pieces using electronic media
- CUASOU203 Assist with sound recordings

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

REQUIREMENTS

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 \$1950 per student (RTO fee).

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 competency-based music study in music and music technology skills.

- Diploma of Music Industry
- Bachelor of Contemporary Music Practice

CERTIFICATE I IN ACTIVE VOLUNTEERING (CHC14015)	2 QCE Points
CERTIFICATE II SKILLS FOR WORK & VOCATIONAL PATHWAYS (FSK20113)	4 QCE Points
	<u>Total 6 QCE Points</u>
	(on completion of qualifications)

RTO - 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), 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)

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)

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
- FSKOCCM07 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)

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.

REQUIREMENTS

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 \$45 (based on current costs).

PATHWAYS

Completion of these certificates is an excellent way for 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.

