Subject Safari
Information Booklet
(Year 9 to Year 10)
2023

REDLANDS COLLEGE
Be the difference

Senior School
Grow@Redlands

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The information contained in this document is accurate at the time of production.

Changes will be made, if required.

An electronic copy of the most up-to-date version of this document is available at Learning@Redlands

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Senior School

Senior School at Redlands College marks the beginning of a student's adult journey into education. It is a time when students will focus on preparing for their future pathways.

The Senior School intentionally supports students as they continue to form their identity in a Christian environment. Students explore ways of using their gifts and talents to serve others both here at the College and in the community.

As a Christ-Centred learning community, we desire to see our students grow holistically: academically, spiritually, physically and socially.

The staff at Redlands College are passionate about learning. They understand that learning can look very different for each student.

In partnership with our Pathways Team, students and families are able to tailor the learning journey to each individual student's needs. Whether for a tertiary or vocational setting, we aim to equip our students with the skills and training that they will require beyond Year 12.

We are excited to also partner with a wide range of educational providers and businesses to create opportunities for our students to further develop their gifts and talents.

Senior School Education Profile (begins Term 4 – Unit 1)

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of their senior studies. This profile may include a:

- Statement of Results;
- Queensland Certificate of Education (QCE);
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Senior Statement

Students are issued with a statement of results in the December following the completion of a QCAA (Queensland Curriculum and Assessment Authority) – developed course of study. A new statement of results is issued to students after each QCAA – developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

All senior students are working towards a QCE. The QCE is a qualification based on specified minimum requirements. To be eligible, students must achieve:

- A set amount of learning
    - gain 20 credits (1 credit point is generally equated to passing Unit 1 & 2 of study or 2 credit points for Unit 3 & 4 as a pair) (1 unit is generally 1 semester).

- A set standard of learning
    - achieve to the required standard – Sound Achievement 'C' in General or Applied courses or the completion of a certificate course.

- A set pattern of learning
    - 12 credit points from completed core subjects. In most cases this would be completion of three General or Applied subjects across two years of study or completion of certificate courses.
    - If students transfer within Mathematics and English subjects, this will still contribute towards a set pattern of learning.
    - Units 3 and 4 must be studied together and two credit points are given upon completion of both units at a 'C' standard.

- The literacy and numeracy requirements
    - Pass or better in Mathematics or English for the Unit 1 or Unit 2 or Units 3 and 4 as a pair.

Pathways beyond Redlands College through an ATAR or Vocational Study

Each student is an individual created by God with individual interests and abilities. The College aims to encourage each student to achieve his or her full potential and to equip each student with the knowledge, thought processes and skills necessary to live with purpose and productively preparing for meaningful lives both now and later.

The Senior School at Redlands College has been intentionally designed to provide opportunities for our students to explore their future pathways. Whether with an Australian Tertiary Admission Rank (ATAR) or in a vocational setting, we aim to equip our students with the skills and training that they will require beyond Year 12.

Working with our Pathways Team, students and families are able to customise their learning journey to each individual student's needs. Students will be able to explore a number of pathways that may include a mixture of vocational and tertiary study beginning Term 4 of Year 10.

Becoming Employable

Work Experience

Work experience is the short term placement of students with employers to provide insights into the industry and the workplace in which they are located. It provides students with the valuable opportunity to:
- develop employability skills
- explore possible career options
- understand employer expectations
- increase their understanding of themselves, self-confidence and independence.

Once an employer has been found the College draws up a work experience contract so students are covered by insurance in the workplace.

Generally, students can participate in work experience once they turn 15. School holidays are a good time to explore this opportunity.

If you wish to explore this further, contact the Pathways Advisor on:
pathways@redlands.qld.edu.au

Volunteering

Volunteering is about connecting with the local community and learning to make a difference. The benefits are:
- developing social skills
- exploring possible career options
- finding your purpose and help others
- developing personally and build confidence
- challenging yourself in a supportive environment
- learning new skills and gain work experience

Extra-Curricular Activities

Extra-curricular activities are any pursuits that students do outside of school work. They require a regular time commitment and initiative such as being in a sport team, playing in the school or local orchestra. The benefits are:
- improving academic performance
- exploring interests and create broader perspectives
- improving self-confidence
- essential skills eg: teamwork, problem solving etc.

School Based Traineeships

The Government is currently giving a lot of funding and incentives to employers in the area of Traineeships. This is impacting employment for our teens. Many casual employees who are currently employed or those looking for casual work are being asked to sign up for a traineeship as part of their employment agreement.

There are two types of traineeships:
1. School-based traineeship - this MUST impact a student's timetable. Schools are required to approve this traineeship before it can proceed.
2. Part-time traineeship which has a minimum hour requirement eg 15 hours a week. working time. Undertaking 15 hours a week can impact the student's ability to focus and put the required hours into their studies.

Other points to consider:
1. On top of the hours of work there is book work (theory) to be undertaken and how this is completed varies from employer to employer.
2. The support for completing the theory work varies from employer to employer. Some employers ask students to come out of school twice a term to complete modules, others build it into their time at work and some require students to do it in their own time and it is completed with an RTO, registered training organisation who monitors tracks and chases up the student.
3. The school has no responsibility to monitor or track students undertaking traineeships that are not part of our VET program in Year 11 and 12.
4. Students undertaking traineeships in Year 10 can limit their options if they are going to undertake the VET Pathway in term 4 Year 10.

RECOMMENDATION:

Contact our Pathways Advisor, Mrs Marg Smith, before signing up for a traineeship so you can explore the impact of this on your learning opportunities. pathways@redlands.qld.edu.au

Subjects for Year 10: Terms 1 to 3 – 2023

All students study the following core subjects:

English	5 periods
Essential Mathematics or General Mathematics or Mathematical Methods	5 periods
Natural Science or Physical Science	5 periods
Christian Living and Chapel	2 periods
ACCESS	2 periods
Academic Care	1 period

Students must choose 2 from the following list of subjects (each 5 periods):

- Business
- Dance
- Design
- Digital Solutions
- Drama
- Film, Television & New Media
- Geography
- Spanish
- History

- Japanese
- Legal Studies
- Music
- Natural Science (combination of Biology and Marine Science)
- Physical Education
- Physical Science (combination of Chemistry and Physics)
    Mathematical Methods must also be chosen with Physical Science
- Specialist Mathematics (requires Mathematical Methods)
- Visual Art

It is recommended that students choose Mathematical Methods if their Year 9 Maths results have averaged B- or better. Students studying Essential Mathematics will find it difficult to transition into General Mathematics.

For a select group of students, the opportunity to study 6 subjects will be available. In place of Access (2), Academic Care (1), Chapel and Christian Living (2) students would study English. The other lines would be available for students to study 3 electives from the list above.

Students would have to complete a compulsory Christian Living class held once a week outside of the normal school day. In 2022 this class was held on Tuesday Mornings from 7:30am.

It is our recommendation that students should study 6 subjects under the following circumstances:
- English is not strong and they want to achieve a high ATAR
- Study as many subjects as possible
- Don't want to narrow selection subjects

The final say in all selections in this program are left with the Head of School.

Choosing Courses

We strongly recommend that students study at least one Science in Year 10. Studying Science to a Year 10 level is still important for some University courses and other training destinations.

Students who are not wishing to study Science in Year 10, will have to complete an Application to Cease Studying Science Form which can be found on the Subject Safari page and the Senior Page under "Academic Forms", subject to a meeting for approval.

If students wish to access an Electrical School Based Apprenticeship in their Senior Years they must pass Mathematics, Science and English in Year 10.

Advice for Choosing Subjects

Our advice to students is to:
- study subjects that they are good at;
- study subjects that will help attain the next step in the pathway that you want (university pre-requisites); and
- study subjects that you enjoy.

It is worth noting, however, that students may be good at subjects that they do not initially enjoy.

Margaret Smith, our Pathways Advisor will be available to work with students and families in exploring what pathway would best suit their child.

Parents can book appointments during Term 3 to discuss subject selection. These appointments times will be flexible including outside school hours for parents to be able to attend.

Booking an Appointment

www.redlandscollegecareers.com

Special Notices

It is College policy that a student should not study a subject in Year 11 or 12 that they have not passed by the end of Year 10. Special consideration is applied in extenuating circumstances.

Tertiary entrance is possible via the VET program, though University entrance is typically more restricted. Entry requirements can vary from one year to the next. Naturally, entry into any tertiary course is not guaranteed.

Please know that we will do our best to provide the most advantageous opportunities for our students, but reasonable economies of staffing must be observed and the College Leadership reserves the right to withdraw a subject if it is found that insufficient numbers of students have elected to study it.

Definitions

"General Subjects" are those subjects suited to students who are interested in pathways beyond school that lead to tertiary studies.

"Applied Subjects" are those subjects suited to students that are primarily interested in a vocational pathway beyond school.

"Compulsory Subjects" are subjects which students are required to study.

"Elective Subjects" are subjects which students may choose to study.

"Exit level of achievement" is the result gained when a student finishes a course.

"Prerequisite" indicates that a student must have studied this subject and gained the stated level of achievement (or higher) in the previous year level in order to enrol in this subject in Year 11.

Compulsory (Year 10)

Christian Living

Christian Living is a reflection of both the Christian heritage and ethos of the College. It is our intention that students will know about God, will know God and will partner with God in His global ministry. As such, Christian Living units have opportunities for each of these outcomes to be achieved. The Senior School Program interacts with four domains:

- beliefs,
- values,
- texts and
- worship

Each term a different domain is focussed on, so that students cover a range of Christian Living topics across their schooling. These topics and domains are based on the Christian Studies Framework designed by Christian Schools Australia.

Christian faith is linked with Christian deeds. As such, each unit has a practical component for students to apply their learnings into their home and school context.

Chapel

Weekly Chapel sessions are a key component of the program. Led by teachers, peers, guests and alumni, Chapel gives students an opportunity to sing, pray, learn and question. Students are invited to use their gifts and talents at Chapel sessions.

Academic Care

Students attend Academic Care class one period per week. It is designed to prepare students for their Senior School journey by teaching them to work "smarter, not harder".

They learn valuable skills such efficient note-taking using the Cornell method, goal setting, time management and the maintenance of a term and weekly planner in their student diary. Students also learn how to prepare for exams, other assessments and how to overcome procrastination.

Students check in with their Academic Care mentor twice a term so individual support and accountability is available to them.

ACCESS

At Redlands College, we seek to partner with parents to form and educate the whole child. We do this by offering a well-rounded education and being intentional in how we develop students physically, academically, spiritually, socially and emotionally.

The College has created ACCESS, a Wednesday afternoon program that offers students access to sport, training and extension programs. This program will providing students with greater opportunities to discover and explore future pathways or to participate in a sport.

ACCESS has been designed to:
- engage students where they currently are in their learning journey
- allow students who are passionate in their pursuits, further time to develop in these areas
- create a more holistic approach to our sporting program
- provide a higher level of competition
- provide opportunities for students to participate in training and access VETiS funding.

ACCESS Sport Stream (Compulsory for Year 10)
The sports stream will build on existing College extension subjects - Sports Extension and Volleyball Extension - and intentionally target sports where we know we are strong in both talent and resources. Students who decide to choose one of the sports on offer will be able to use this time to extend themselves to a greater level.

ACCESS Training Stream (Year 11 and Year 12 only)
The training stream will allow students to further engage, develop and explore pathway options whilst at the College. The College will be able to use funding to provide a number of opportunities for our students with the exception of the Diploma of Business.

Notes:
- *Using VETiS funding for a certificate course will prevent use of the funding in the future for a TAFE course as part of the Vocational Education Program.*
- *VETiS funding has been used already and payment for this certificate course is required.*

ACCESS Extension Stream. (Year 11 and Year 12 only)
The extension stream seeks to build on the gifts of our students in areas that are not covered in our formal curriculum. It will provide an opportunity to be extended beyond what they would normally experience in class. Some of these will be run by teachers with other options requiring students to engage in external study while still at the College.

ACCESS Selections will occur in Term 3, 2022.

One English is Compulsory

General Subject

English

and / or

Literature

Applied Subject

Essential English

Dean of English : Mrs Leisha Bradshaw
lbradshaw@redlands.qld.edu.au

English and/or
Literature
General senior subject

The English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums.

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

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

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

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and /or Torres Strait Islander writers.

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

Objectives
By the conclusion of the course of study, students will:
- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts

- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

Structure : English

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts	**Texts and culture**	**Textual connections**	**Close study of literary texts**
• Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	• Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	• Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	• Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical text
Formative internal assessment/s	Formative internal assessment/s	Summative internal assessments: • Extended response - written response for a public audience (25%) • Extended response - persuasive spoken response (25%)	Summative internal assessments: • Examination - imaginative written response (25%) • Examination - analytical written response (25%)

Structure : Literature

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other - genre, concepts and contexts • Ways literary texts connect with each other - style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts
Formative internal assessment/s	Formative internal assessment/s	Summative internal assessments: • Examination - analytical written response (25%) • Extended response - imaginative spoken/multimodal response (25%)	Summative internal assessments: • Extended response - imaginative written response (25%) • Examination - analytical written response (25%)

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Essential English
Applied senior subject

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:
- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how the language they engage with positions them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers

- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways
Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work.

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

Objectives
By the conclusion of the course of study, students will:
- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes

Structure: Essential English

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts. **Assessment** Formative internal assessment/s	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts **Assessment** Formative internal assessment/s	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences **Assessment** Summative internal assessment 1: Extended response — spoken/signed response Summative internal assessment 2: Common internal assessment	**Representations and popular culture texts** Responding to popular culture texts • Creating representations of Australian identities, places, events and • concepts **Assessment** Summative internal assessment 3: Extended response — multimodal response Summative internal assessment 4: Extended response — written response

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Mathematics

One Mathematics is Compulsory

Essential Mathematics   or
General Mathematics   or
Mathematical Methods

Elective

Specialist Mathematics

Dean of Mathematics : Mrs Cathy Zerk
czerk@redlands.qld.edu.au

Essential Mathematics
Applied senior subject

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

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

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

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

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

Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives
By the conclusion of the course of study, students will:
- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance.

- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

- communicate using mathematical, statistical and everyday language and conventions.

- evaluate the reasonableness of solutions.

- justify procedures and decisions by explaining mathematical reasoning.

- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs - Fundamental topic: Calculations - Number - Representing data - Graphs	**Money, travel and data** - Fundamental topic: Calculations - Managing money - Time and motion - Data collection	**Measurement, scales and data** - Fundamental topic: Calculations - Measurement - Scales, plans and models - Summarising and comparing data	**Graphs, chance and loans** - Fundamental topic: Calculations - Bivariate graphs - Probability and relative frequencies - Loans and compound interest

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context.
Each assessment will receive a result from A to E. Students will also receive an overalls subject results (A-E).

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1) • Problem-solving and modelling task	Summative internal assessment 3 (IA3) • Problem-solving and modelling task
Summative internal assessment 2 (CIA) • Common Internal Assessment (examination)	Summative internal assessment 4 (IA4) • Examination

Unit 3	Unit 4

General Mathematics

General senior subject

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

- communicate using mathematical, statistical and everyday language and conventions.

- evaluate the reasonableness of solutions.

- justify procedures and decisions by explaining mathematical reasoning.

- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate data, sequences and change and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Mathematical Methods

General senior subject (*Mathematical Methods must also be chosen with Physical Science*)

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

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

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

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

Pathways

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

Objectives

By the conclusion of the course of study, students will:
- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

- communicate using mathematical, statistical and everyday language and conventions.

- evaluate the reasonableness of solutions.

- justify procedures and decisions by explaining mathematical reasoning.

- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Specialist Mathematics (Elective)
General senior subject

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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

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

Objectives
By the conclusion of the course of study, students will:
- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

- communicate using mathematical, statistical and everyday language and conventions.

- evaluate the reasonableness of solutions.

- justify procedures and decisions, and prove propositions by explaining mathematical reasoning.

- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Science

In Year 10, it is recommended that students study at least one Science. You are able to study both.

Natural Science
(combination of Biology and Marine Science)

Physical Science
(combination of Chemistry and Physics)
Mathematical Methods must also be chosen with Physical Science

Dean of Science : Mrs Lauren Downs
ldowns@redlands.qld.edu.au

Year 10 - Science

All students are strongly encouraged to study a Science subject in Terms 1 to 3 of Year 10. If they are intending to study Biology or Marine Studies in Years 11 and 12, they should choose Natural Science. Similarly, if they are intending to study Chemistry or Physics, they should choose Physical Science. Students may choose to study both Natural and Physical Sciences.

The Senior Sciences enable students to explore the nature of the universe and to open the doors to a wide variety of career paths. The senior syllabuses require students to be able to not only gain knowledge, but also develop a sufficiently deep understanding of the knowledge to be able to research and analyse scientific data and design, carry out and report on scientific investigations.

The study of any Senior Science provides students with opportunities to:
- develop a deep understanding of a core body of discipline knowledge;
- develop aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities;
- develop the ability to coordinate their understanding of the knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.

Participation in Senior Sciences enables students to engage in creative scientific thinking, to apply their knowledge in practical situations and to foresee the consequences of various decisions and activities of our society. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the world both now and in the future.

Natural Science

Natural Science will prepare students for Biology and Marine Science in Years 11 and 12.

Students will explore living organisms and their form and function and investigate how global systems interact. They will evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth.

Physical Science

Physical Science will prepare students for Chemistry and Physics in Years 11 and 12.

Students will investigate the structure of matter and chemical reactions as well as exploring motion and how energy is transferred and transformed within systems.

The Natural and Physical Science courses also have great value for **all** students in developing their understanding of how the world around us works. Both courses make a significant contribution towards enabling students to become life-long learners who are:
- knowledgeable people with deep understanding;
- critical thinkers;
- creative people;
- active investigators.

Biology – follows on from Natural Science
General senior subject

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Objectives
By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations.
- apply understanding of scientific concepts, theories, models and systems within their limitations.
- analyse evidence.
- interpret evidence.
- investigate phenomena.
- evaluate processes, claims and conclusions.
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Marine Science – follows on from Natural Science

General senior subject

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations.

- apply understanding of scientific concepts, theories, models and systems within their limitations.

- analyse evidence.

- interpret evidence.

- investigate phenomena.

- evaluate processes, claims and conclusions.

- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems – connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Chemistry – follows on from Physical Science (also requires Mathematical Methods)

General senior subject

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations.

- apply understanding of scientific concepts, theories, models and systems within their limitations.

- analyse evidence.

- interpret evidence.

- investigate phenomena.

- evaluate processes, claims and conclusions.

- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals – structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions—reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Physics – follows on from Physical Science (also requires Mathematical Methods)

General senior subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

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

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

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

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

- describe and explain scientific concepts, theories, models and systems and their limitations.

- apply understanding of scientific concepts, theories, models and systems within their limitations.

- analyse evidence.

- interpret evidence.

- investigate phenomena.

- evaluate processes, claims and conclusions.

- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Humanities & Social Sciences

Electives

Business
Geography
History (Ancient and Modern)
Legal Studies

Dean of Humanities : Dr Natalie Fong
nfong@redlands.qld.edu.au

Business
General senior subject

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

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

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

- describe business environments and situations.

- explain business concepts, strategies and processes.

- select and analyse business data and information.

- interpret business relationships, patterns and trends to draw conclusions.

- evaluate business practices and strategies to make decisions and propose recommendations.

- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation - Fundamentals of business - Creation of business ideas	**Business growth** - Establishment of a business - Entering markets	**Business diversification** - Competitive markets - Strategic development	**Business evolution** - Repositioning a business - Transformation of a business

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Geography
General senior subject

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

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

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

- explain geographical processes.

- comprehend geographic patterns.

- analyse geographical data and information.

- apply geographical understanding.

- synthesise information from the analysis to propose action.

- communicate geographical understanding.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

History (Ancient and Modern)
General senior subject

It is anticipated that the Years 10-12 Senior History course will give students the opportunity to study both the Ancient and Modern worlds. A possible program could involve students studying Units 1 and 2 of both Ancient and Modern History, with the option of being able to specialize in one or both for Year 12 (Units 3 and 4).

Ancient History

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

Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

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

Objectives
By the conclusion of the course of study, students will:
- comprehend terms, issues and concepts.

- devise historical questions and conduct research.

- analyse historical sources and evidence.

- synthesise information from historical sources and evidence.

- evaluate historical interpretations.

- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world	**Personalities in their time**	**Reconstructing the ancient world**	**People, power and authority**
• Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices.	• Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	• Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades	Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Modern History
General senior subject

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

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

Objectives
By the conclusion of the course of study, students will:
- comprehend terms, issues and concepts.

- devise historical questions and conduct research.

- analyse historical sources and evidence.

- synthesise information from historical sources and evidence.

- evaluate historical interpretations.

- create responses that communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world	**Movements in the modern world**	**National experiences in the modern world**	**International experiences in the modern world**
• Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 • South Korea, 1948–1972	• Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Unit 3	Unit 4

Legal Studies
General senior subject

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

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

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

Objectives
By the conclusion of the course of study, students will:
- comprehend legal concepts, principles and processes.
- select legal information from sources.
- analyse legal issues.
- evaluate legal situations.
- create responses that communicate meaning.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Technologies

Electives

Design
Digital Solutions

Dean of Technologies : Mr Peter Cramb
pcramb@redlands.qld.edu.au

Design
General senior subject

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- describe design problems and design criteria.

- represent ideas, design concepts and design information using drawing and low-fidelity prototyping.

- analyse needs, wants and opportunities using data.

- devise ideas in response to design problems.

- synthesise ideas and design information to propose design concepts.

- evaluate ideas and design concepts to make refinements.

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Digital Solutions
General senior subject

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

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

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

Objectives
By the conclusion of the course of study, students will:
- recognise and describe elements, components, principles and processes.

- symbolise and explain information, ideas and interrelationships.

- analyse problems and information.

- determine solution requirements and criteria.

- synthesise information and ideas to determine possible digital solutions.

- generate components of the digital solution.

- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations.

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

Health & Physical Education

Elective

Physical Education

Dean of HPE : Mr Dean Hendrikx
dhendrikx@redlands.qld.edu.au

Physical Education
General senior subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

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

Objectives
By the conclusion of the course of study, students will:
- recognise and explain concepts and principles about movement.

- demonstrate specialised movement sequences and movement strategies.

- apply concepts to specialised movement sequences and movement strategies.

- analyse and synthesise data to devise strategies about movement.

- evaluate strategies about and in movement.

- justify strategies about and in movement.

- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3
Biomechanics with golf • Applying biomechanical concepts and principles to optimise the golf swing and golf performance	Tactical awareness with touch football • Optimising tactical awareness in touch football using the constraints-led approach	Energy systems with netball • Analysing the interplay and use of energy systems in different netball positions

Assessment

Schools devise assessments in all Units to suit their local context.

Summative Assessments

Unit 1	Unit 2	Unit 3
1: Investigative Report 2: Evaluation of Performance and Performance Highlights	1: Multimodal 2: Evaluation of Performance and Performance Highlights	1: Examination – combination response 2: Evaluation of Performance and Performance Highlights

Languages

Electives

Japanese
Spanish

Dean of Languages : Mrs Mariana Cedermas
mcedermas@redlands.qld.edu.au

Japanese
General senior subject

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

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

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.

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

- comprehend Japanese to understand information, ideas, opinions and experiences.

- identify tone, purpose, context and audience to infer meaning, values and attitudes.

- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives.

- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions.

- structure, sequence and synthesise information to justify opinions, ideas and perspectives.

- use strategies to maintain communication and exchange meaning in Japanese.

Structure

Unit 1	Unit 2	Unit 3
私のくらし **"My World – Schedules"** Students learn how to discuss their school schedule, timetable and after-school commitments in detail. They also learn how to discuss upcoming holiday schedules to include information on time frames and plans. Assessment is carried out in Listening and Writing Tests. Students receive both a numeric score and an A-E equivalence to use as a guide.	私達のまわり **"My Local Area"** **"Health"** Students learn how to give directions and discuss their neighbourhoods, outlining the pros and cons of their local area. They also learn how to describe general health ailments, give recommendations for treatment and maintaining a healthy lifestyle. Assessment is conducted in Reading and Speaking Tests. Students receive both a numeric score and an A-E equivalence to use as a guide.	私達の社会 **"Travel to Other Worlds"** Students learn how to describe plans for travel to Japan, outlining the merits of certain cities over others. They focus on significant landmarks and attractions in a variety of places to discuss options for sightseeing, dining out and Japanese experiences. Assessment is conducted in Listening and Writing Tests. Students receive both a numeric score and an A-E equivalence to use as a guide.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Spanish
General senior subject

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

Pathways
Spanish is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Spanish can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

Objectives
By the conclusion of the course of study, students will:
- Comprehend Spanish 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 Spanish 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 Spanish.

Structure

Unit 1	Unit 2	Unit 3
Mi mundo **"My world – Experiences"** Students learn how to talk about their experiences using appropriate past tenses and time references, and they develop their comprehension by accessing news and biographies. Assessment is carried out in Listening and Writing Tests. Students receive both a numeric score and an A-E equivalence to use as a guide.	**La exploración de nuestro mundo** **"My Spare Time"** Students learn how to use indirect style to talk about their hobbies and activities in their spare time. They also learn how to describe general health ailments, give recommendations for treatment and for maintaining a healthy lifestyle. Assessment is conducted in Reading and Speaking Tests. Students receive both a numeric score and an A-E equivalence to use as a guide.	**Nuestra Sociedad** **"My Future – Work and Professions"** Students learn how to talk about a wide range of professions in the workforce and how to apply for a job. They also learn how to talk about their future studies and their preferences. Assessment is conducted in Listening and Writing Tests. Students receive both a numeric score and an A-E equivalence to use as a guide.

All learning areas built on the P-10 Australian Curriculum.

Spanish is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Assessment

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Sample assessment instrument (IA1): • Examination — short response	15%	Sample assessment instrument 3 (IA3): • Extended response	30%
Sample assessment instrument (IA2): • Examination — combination response	30%	Sample assessment instrument: Examination — combination response	25%

The Arts

Electives

Dance
Drama
Film, Television & New Media
Music
Music Extension – Composition
(Years 11 & 12 only)
Music Extension – Musicology
(Years 11 & 12 only)
Music Extension – Performance
(Years 11 & 12 only)
Visual Art

Dean of Arts : Mr Andrew Peachey
apeachey@redlands.qld.edu.au

Dance
General senior subject

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

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

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

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

- Demonstrate an understanding of dance concepts and skills.

- apply literacy skills.

- organise and apply the dance concepts.

- analyse and interpret dance concepts and skills.

- apply technical skills.

- realise meaning through expressive skills.

- create dance to communicate meaning.

- evaluate dance, justifying the use of dance concepts and skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4

Moving bodies
 	
How does dance communicate meaning for different purposes and in different contexts?
• Genres:
  – Contemporary
  – at least one other genre
• Subject matter:
  – meaning, purpose and context
  – historical and cultural origins of focus genres
	Moving through environments
	
	How does the integration of the environment shape dance to communicate meaning?
	• Genres:
	  – Contemporary
	  – at least one other genre
	• Subject matter:
	  – physical dance environments including site-specific dance
	  – virtual dance environments
		Moving statements
		
		How is dance used to communicate viewpoints?
		• Genres:
		  – Contemporary
		  – at least one other genre
		• Subject matter:
		  – social, political and cultural influences on dance
			Moving my way
			
			How does dance communicate meaning for me?
			• Genres:
			  – fusion of movement styles
			• Subject matter:
			  – developing a personal movement style
			  – personal viewpoints and influences on genre

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Drama
General senior subject

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- demonstrate an understanding of dramatic languages.

- apply literacy skills.

- apply and structure dramatic languages.

- analyse how dramatic languages are used to create dramatic action and meaning.

- interpret purpose, context and text to communicate dramatic meaning.

- manipulate dramatic languages to create dramatic action and meaning.

- evaluate and justify the use of dramatic languages to communicate dramatic meaning.

- synthesise and argue a position about dramatic action and meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share	**Reflect**	**Challenge**	**Transform**
How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Film, Television & New Media
General senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

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

Objectives
By the conclusion of the course of study, students will:
- explain the features of moving-image media content and practices.

- symbolise conceptual ideas and stories.

- construct proposals and construct moving-image media products.

- apply literacy skills.

- analyse moving-image products and contexts of production and use.

- structure visual, audio and text elements to make moving-image media products.

- experiment with ideas for moving-image media products.

- appraise film, television and new media products, practices and viewpoints.

- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	**Story forms** • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	**Participation** • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	**Identity** • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Music
General senior subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

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.

Pathways

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

Objectives

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

- demonstrate technical skills.

- explain music elements and concepts.

- use music elements and concepts.

- analyse music.

- apply compositional devices.

- apply literacy skills.

- interpret music elements and concepts.

- evaluate music to justify the use of music elements and concepts.

- realise music ideas.

- resolve music ideas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination			

Music Extension (Composition) – *Years 11 and 12 only*
General senior subject

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

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

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

- apply literary skills.

- evaluate music and ideas about music.

- examine music and ideas about music.

- express meaning, emotion or ideas about music.

- apply compositional devices.

- manipulate music elements and concepts.

- resolve music ideas.

Structure

Unit 3	Unit 4
Explore	**Emerge**
• Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	• Key idea 3: Independent best practice

Assessment
In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Music Extension (Musicology) – *Years 11 and 12 only*
General senior subject

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

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

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

- apply literary skills.

- evaluate music and ideas about music.

- examine music and ideas about music.

- express meaning, emotion or ideas about music.

- analyse music.

- investigate music.

- synthesise information.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment
In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Music Extension (Performance) – *Years 11 and 12 only*
General senior subject

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

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

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

- apply literary skills.

- evaluate music and ideas about music.

- examine music and ideas about music.

- express meaning, emotion or ideas about music.

- apply technical skills.

- interpret music elements and concepts.

- realise music ideas.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment
In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Visual Art
General senior subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

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

Objectives
By the conclusion of the course of study, students will:
- Implement ideas and representations.
- apply literacy skills.
- analyse and interpret visual language, expression and meaning in artworks and practices.
- evaluate art practices, traditions, cultures and theories.
- justify viewpoints.
- experiment in response to stimulus.
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes.
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination			

Vocational Education and Training (VET)

RTO Manager : Mrs Linda de Beer
ldebeer@redlands.qld.edu.au

Vocational Education and Training (VET) – Certificate Courses

These Courses commence in Term 4 for students choosing the Vocational Education Pathway.

As part of the VET pathway, we offer a number of certificate courses. Each is composed of a collection of competencies that students must satisfy to gain the qualification. These courses are not rated. Only Certificate III courses or above can contribute to an ATAR.

Students choosing the ATAR Pathway have the option of studying certificate courses, where the lines and class sizes allow. Students studying VET have first preference. At most, one certificate course can be used in an ATAR calculation.

Certificate courses offered through VET are selected based on current research into industry trends regarding the workforce of the future. All our trainers are qualified, as specified in the "Standards for Registered Training Organisations (RTOs) 2015" and are committed to offering students quality learning experiences.

Please note: Certificate courses listed in this handbook are accurate at the time of publishing in accordance with the training.gov.au website. Any updates to certificate courses will be adjusted as per the transition process. Enrolled students will be informed of these changes.

Redlands College RTO No. 30566 is registered to deliver the following nationally recognised qualifications:

SIT20316 – Certificate II in Hospitality

Copies of the full VET Policies and Procedures can be obtained via the RTO Manager.

The aim of VET is to assist Senior School students:
- with transition from school to work
- with transition from school to further study
- to enhance opportunities for employment
- to enhance opportunities for further study

One such benefit is the opportunity to experience 'life in the adult working world', while being supported by staff at the College, recognised trainers and employment mentors. While attending school, students have the opportunity to access a range of vocational courses, that are nationally recognised and gain on-the-job experience in their chosen career field. **We aim to cater to each individual's needs and help assist students to navigate particular career interests.**

Students wishing to pursue this pathway are required to attend an interview with the Pathways Advisor, Mrs Margaret Smith and relevant VET staff to discuss options currently available.

Costs for any certificates delivered by our Vocational Education Department

There are no additional tuition costs for this subject.

Enrolment, Fees and Charges, Refunds Policies

Please refer to the "Handbook – Senior School" for details of these College policies.

The handbook can be found on-line at *https://www.redlands.qld.edu.au/parents-students/policies-forms-and-resources.*

Queensland Certificate of Education (QCE)

We fully expect that every student will meet the requirements for QCE (Queensland Certificate of Education).

Minimum requirements:

- 20 credits from school, TAFE-based study, SATs and / or training through private RTOs where the student has passed or achieved competency.

- And meet the literacy and numeracy requirements.

Recognition of Prior Learning (RPL)

This is to acknowledge skills/abilities already held, regardless of how, when or where the learning occurred. When applying for RPL, an individual's skills would be assessed to determine the extent to which that individual satisfies the necessary requirements.

Evidence might include:
- letters or testimonials from employers, and
- samples of work.

Unique Student Identifier (USI)

The Unique Student Identifier (USI) was formally introduced on 1 January 2015. It is needed for any nationally recognised training that is delivered as part of VET courses.

For students, the USI will build an online record of their nationally recognised training. Students must have a USI before they can be issued with Statements of Attainment. As a result, all VET students will need to create a USI. This will be discussed further when an interview appointment is made.

Thank you for your continued partnership with the College.