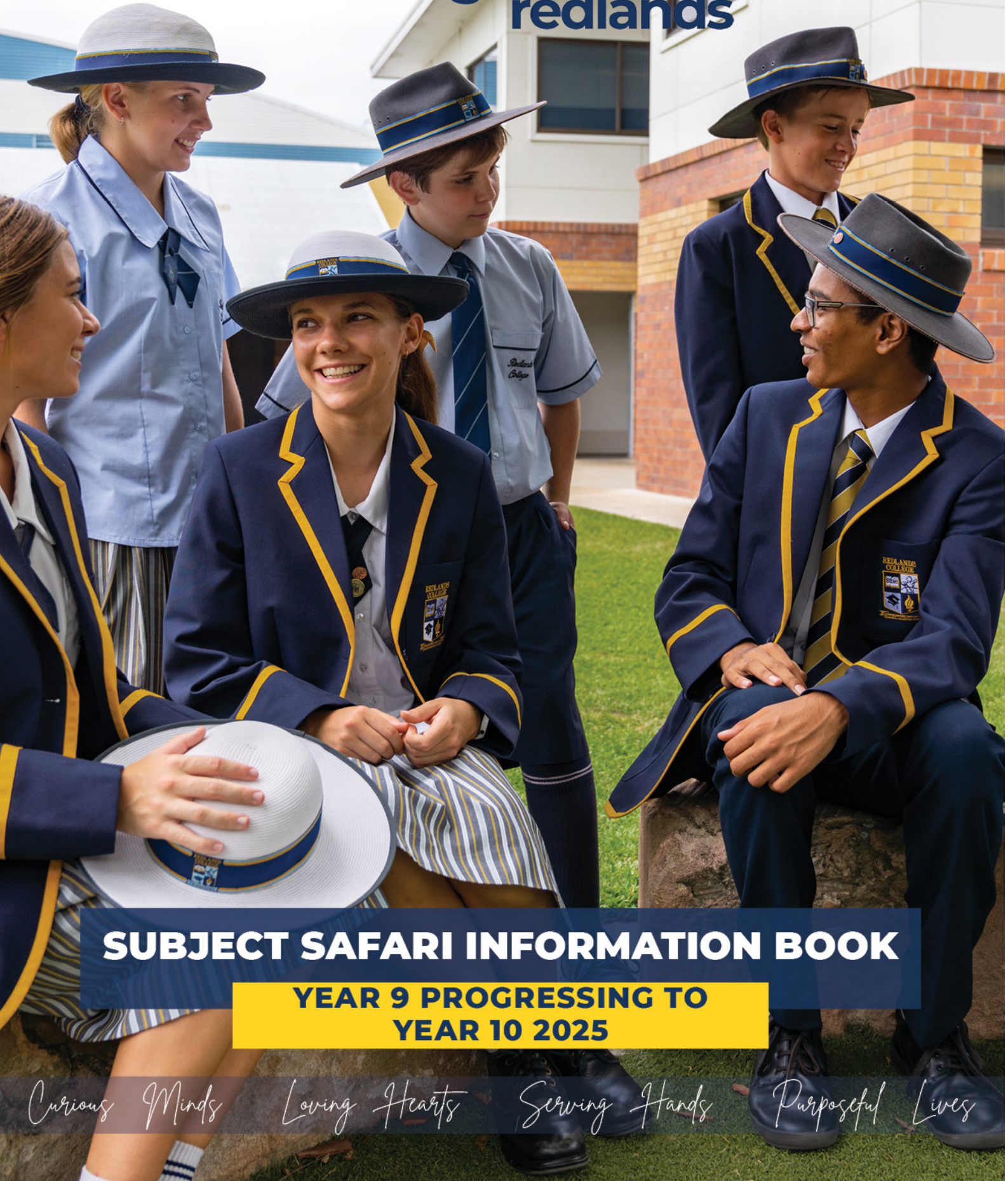




**REDLANDS
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SUBJECT SAFARI INFORMATION BOOK

**YEAR 9 PROGRESSING TO
YEAR 10 2025**

Curious Minds Loving Hearts Serving Hands Purposeful Lives

Published April 2024

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



Table of Contents

Senior School	5
Senior School Education Profile (begins Term 4 : Year 10 – Unit 1)	5
Senior Statement	5
Queensland Certificate of Education (QCE)	6
Pathways beyond Redlands College through a Uni Ready, Work Ready or Customised Pathway	6
Becoming Employable	8
Work Experience.....	8
Volunteering	8
Extra-Curricular Activities.....	8
School-Based Traineeships.....	8
Subjects for Year 10: Terms 1 to 3 – 2025	10
Choosing Courses	11
Advice for Choosing Subjects	11
Special Notices	12
Definitions	12
Compulsory Non-Assessed Subject (Year 10)	13
ACCESS	14
English	15
Literature.....	18
Essential English.....	20
Mathematics	24
Essential Mathematics	25
General Mathematics	27
Mathematical Methods	29
Specialist Mathematics (Elective).....	31
Science	34
Core Science	34
Senior Sciences	35
Year 10 - Science	36
Biology – follows on from Natural Science	37
Marine Science – follows on from Natural Science	39
Chemistry – follows on from Physical Science (also requires General Mathematics or higher).....	41
Physics – follows on from Physical Science (Mathematical Methods recommended)	43
Psychology follows on from either Natural or Physical Science	45
Humanities & Social Sciences	48
Business	49
Geography.....	51
History (Ancient and Modern).....	53
Legal Studies	58

Technologies	60
Design.....	61
Digital Solutions	63
Food Technology.....	65
Health & Physical Education	68
Physical Education.....	69
Languages	72
Japanese	73
Spanish	76
The Arts	80
Dance.....	81
Drama	83
Film, Television & New Media	85
Music	88
Music Extension (Composition) – Years 11 and 12 only.....	90
Music Extension (Musicology) – Years 11 and 12 only	91
Music Extension (Performance) – Years 11 and 12 only	92
Visual Art	93
Vocational Education and Training (VET)	96
Costs for any certificates delivered by our Vocational Education Department	98
Enrolment, Fees and Charges, Refunds Policies	98
Queensland Certificate of Education (QCE)	98
Recognition of Prior Learning (RPL).....	98
Unique Student Identifier (USI).....	98



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 : Year 10 – 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 – achieved a result at a 'C' or better 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.

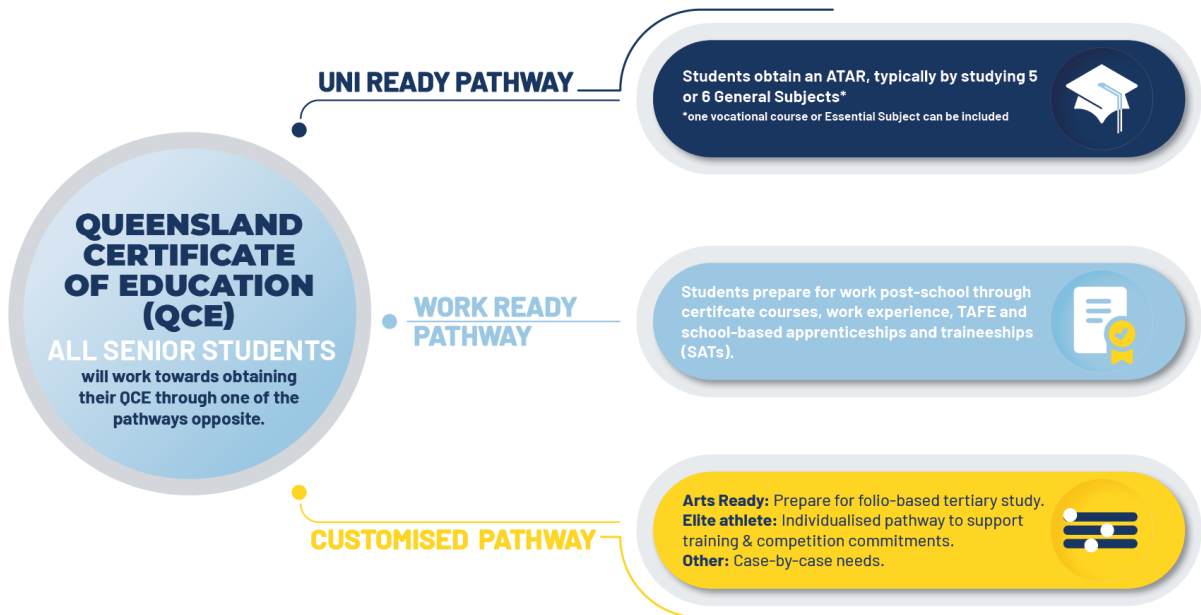
Pathways beyond Redlands College through a Uni Ready, Work Ready or Customised Pathway

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 and to prepare 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 this is through 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.

PATHWAYS



PATHWAY	SUBJECTS	QCE	ATAR	PATHWAY	NOTES
Uni Ready	5 or 6 General subjects* *ATAR calculations can include a maximum of one Essential Subject, Certificate III, IV or Diploma course.	Yes	Yes	ATAR to University	This pathway is most suitable to the majority of students and is the default option. An ATAR gives access to nearly all university courses. The ATAR is calculated on the best 5 subjects. This can conclude a maximum of one Essential Subject or vocational qualification. A QCE buffer and / or extension is available through studying a sixth subject, university subject, certificate or diploma courses through the ACCESS program.
Work Ready	Primarily VET (vocational education & training) courses: <ul style="list-style-type: none"> School-delivered certificates Essential subjects Often includes: <ul style="list-style-type: none"> TAFE Courses School-based Apprenticeships or Traineeships (SAT) 	Yes	No	Certificates and school-based apprenticeships and traineeships through to fulltime work after school	This is the second largest pathway option. Enrolment numbers are limited. Focus on work readiness, rather than post-school studies, though some students may continue in further training or study. Can include up to two general subjects.
Customised	Typically 5 or 6 subjects, which may be a combination of General Subjects, Essential Subjects and Certificates or Diplomas.	Yes	Varies	Variable May include: <ul style="list-style-type: none"> Uni Work Other study options 	<i>Typical customised pathways include:</i> <ul style="list-style-type: none"> Arts Ready : Creative-arts tertiary studies which often require a folio or audition, rather than ATAR for entry. Elite athlete : reduced / varied load to accommodate training and competition requirements. Disability or ill-health requiring a customised pathway. <i>Requirements</i> <ul style="list-style-type: none"> Negotiated with Pathways Advisor and approved by Head of Senior School on a case-by-case basis. Require a clear pathway (eg to work or further study). May occasionally include SATs outside of Work Ready Pathway. Regular review of suitability by Pathways Advisor.

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 14. 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 schoolwork. 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 significant funding to students and 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 Work Ready Pathway in Year 11 and 12.
4. Students undertaking traineeships in Year 10 can limit their options if they are going to undertake the Work Ready 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 – 2025

All students study the following core subjects:

English or Essential English	5 periods
Essential Mathematics or General Mathematics or Mathematical Methods	5 periods
Core Science or 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
- Food Technology (tbc)
- Geography
- History
- Japanese
- Legal Studies
- Music
- Natural Science (*combination of Biology and Marine Science*)
- Physical Education
- Physical Science (*combination of Chemistry and Physics*)
Mathematical Methods is recommended to also be chosen with Physical Science
- Spanish
- 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 will find it harder to transition to more challenging core mathematics options, than the other way around: for example, going from Essential Mathematics into General Mathematics, or General Mathematics into Mathematical Methods would be a very difficult transition.

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 2024 this class was held on Tuesday Mornings from 7:30am.

Students may choose to study 6 subjects for reasons such as:

- 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

In Year 10, students study at least one Science. You are able to study Core Science, Natural Science or Physical Science. You may also study both Natural and Physical Sciences together.

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

REDLANDS COLLEGE
PATHWAYS/CAREERS

Important Information Senior School Post School Options Workplace Learning For Parents For Students Login

YOU GOT BIG GOALS!?

0:00 / 2:30

Redlands College Pathways/Careers

Our aim is to provide you with all the latest information that will help you make decisions about your future pathways and your life beyond school.

You can use this site to locate University, TAFE and any other type of course across Australia, get information about the QCE, search for job vacancies and much more. Feel free to drop into the Pathways Hub - E15 if you have any questions.

Book an Appointment

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 sometimes possible via the Work Ready Pathway, 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 Non-Assessed Subject (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 1 period per week. It is designed to prepare students for their Senior School journey by teaching them to work "smarter, not harder". The class is also used to intentionally develop a range of holistic skills around the acronym B.E.I.N.G. (Body, Emotions, Intellect, Neighbour, God / Purpose).

Students learn valuable skills such as efficient note-taking, goal setting and time management. Additional components include financial, rental, relational, career and car maintenance lessons.

Students also learn how to prepare for exams and 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 students.

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.

As the College looks toward providing students with greater opportunities to discover and explore future pathways the traditional Wednesday afternoon sport for senior students has been reviewed and revised. In response to this, the College has created **ACCESS**, a Wednesday afternoon program that offers students access to sport, training and extension programs.

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 in Years 11 & 12.

ACCESS does not ignore physical activity, instead it re-orientates the focus towards overall student health.

ACCESS Sport and Activities Stream

The primary focus of ACCESS Sport and Activities is to develop a deeper sense of connection, commitment and community through sport. Students can nominate to compete in a College team in the Independent Schools Championship (ISC) each term or they can participate in a range of campus sports and activities on a rotational basis throughout the year. Whichever option is selected, each student will be able to engage in physical activities that provide them with benefits to their health holistically, on a weekly basis.

ISC Senior Teams: Beach Volleyball, Netball, Futsal, Touch Football, Volleyball, Mountain Biking, Basketball, Rugby 7's, Football, Tennis, Chess and Debating.

ACCESS Training Stream (only available to Year 11 & 12 students)

The training stream will allow students to further engage, develop and explore pathway options whilst at the College. The College has partnered with several external RTOs over the past few years, to allow them to deliver courses such as:

- Certificate II Outdoor Recreation (SCUBA)
- Diploma of Business
- Certificate II Health Support Services
- Certificate II Engineering Pathways and more.

Government VETiS funding is available for many of these courses (Diploma qualifications are excluded from this). Many of these courses are also offered as holiday programs on our campus.

Students are also able to engage in other certificate courses or university subjects online during this time.

Courses offered as part of the training stream contribute credits towards the QCE.

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.*
- *If VETiS funding has been used already then payment for a certificate course as part of ACCESS is required.*

ACCESS Selections will occur in Term 3, 2024.

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

General senior subject

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

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

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

Pathways

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 the 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

YEAR 10

Unit A	Unit B	Unit C
A study of a Shakespeare play	A study of a novel and film/ documentary	A study of a novel

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses mirroring Unit 3 and 4 requirements. 	Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating responses mirroring Unit 3 and 4 requirements. 	Textual connections <ul style="list-style-type: none"> 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 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical text

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).

YEAR 10

In Year 10 (Units A, B and C), students complete 3 Formative Assessments. Each assessment will receive a mark out of 25 for a total of 75 marks across the course.

Unit A	Unit B	Unit C
Formative internal assessment 1 (FIA2 Lit) <ul style="list-style-type: none"> Imaginative spoken extended response 	Formative internal assessment 2 (FIA1 Gen) <ul style="list-style-type: none"> Written response for public audience 	Formative internal assessment 3 (FEA) <ul style="list-style-type: none"> Analytical written response exam

Summative Assessments

YEARS 11 & 12

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Extended response – persuasive spoken response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response – imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response – written response for a public audience. 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination – analytical written response 	25%

Literature

General senior subject

Not available in Year 10. English is a pre-requisite.

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

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

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

Pathways

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 the 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

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts mirroring Unit 3 and 4 requirements 	Intertextuality <ul style="list-style-type: none"> • 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 mirroring Unit 3 and 4 requirements 	Literature and identity <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

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 – analytical written response	25%	Summative internal assessment 3 (IA3): • Imaginative written extended response	25%
Summative internal assessment 2 (IA2): • Imaginative spoken/ multimodal extended response	25%	Summative external assessment (EA): • Examination – analytical written response	25%

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

YEAR 10

Unit A	Unit B	Unit C
A study of a dystopian text	Creative persuasive texts	Deconstructing written and visual texts

Structure

YEARS 11 & 12

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

Structure

YEARS 11 & 12

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

Assessment

YEAR 10

In Year 10 (Units A, B and C), students complete 3 Formative Assessments. Each assessment will receive a result from A to E.

Unit A	Unit B	Unit C
<p>Formative internal assessment 1(FIA2 Lit)</p> <ul style="list-style-type: none"> • Extended spoken response 	<p>Formative internal assessment 2 (FIA1 Gen)</p> <ul style="list-style-type: none"> • Extended written response 	<p>Formative internal assessment 3(FEA)</p> <ul style="list-style-type: none"> • Short response exam

Assessment

YEARS 11 & 12

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: <ul style="list-style-type: none"> • Extended response – spoken/signed response 	Summative internal assessment 3: <ul style="list-style-type: none"> • Extended response – Multimodal response
Summative internal assessment 2: <ul style="list-style-type: none"> • Common internal assessment (CIA) - Exam 	Summative internal assessment: <ul style="list-style-type: none"> • Extended response – Written response

Mathematics

One Mathematics is Compulsory

Essential Mathematics or
General Mathematics or
Mathematical Methods

Elective

Specialist Mathematics

Dean of Mathematics : Mr Martin Zerk
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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:

- recall mathematical knowledge;
- use mathematical knowledge;
- communicate using mathematical knowledge;
- evaluate the reasonableness of solutions;
- justify procedures and decisions;
- solve mathematical problems.

Structure

YEAR 10

Unit A	Unit B	Unit C
<ul style="list-style-type: none"> • Fundamental topic: Calculations • Ration, rate and scale • Consumer mathematics • time 	<ul style="list-style-type: none"> • Fundamental topic: Calculations • Data • Measurement • Trigonometry 	<ul style="list-style-type: none"> • Fundamental topic: Calculations • Finance • Probability • Linear relationships

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
<p>Number, data and money</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Managing Money 	<p>Data and travel</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Data collection • Graphs • Time and motion 	<p>Measurement, scales and chance</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies 	<p>Graphs, chance and loans</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment**YEAR 10**

In Year 10 (Units A, B and C), students complete 3 Formative Assessments. Each assessment will receive a result from A to E.

Unit A	Units B & C
Formative internal assessment 1 (FIA1) <ul style="list-style-type: none"> • Problem-solving and modelling task 	Formative internal assessment 4 (FIA4) <ul style="list-style-type: none"> • Examination
Formative internal assessment 2 (FIA2) <ul style="list-style-type: none"> • Examination 	

YEAR 11

In Year 11 (Units 1 and 2), students complete 4 Formative Assessments. Each assessment will receive a result from A to E.

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) <ul style="list-style-type: none"> • Problem-solving and modelling task 	Formative internal assessment 3 (FIA3) <ul style="list-style-type: none"> • Problem-solving and modelling task
Formative internal assessment 2 (FIA2) <ul style="list-style-type: none"> • Examination 	Formative internal assessment 4 (FIA4) <ul style="list-style-type: none"> • Examination

YEAR 12

In Year 12 (Units 3 and 4), students complete 4 Summative Assessments. Each assessment will receive a result from A to E. Students will also receive an overall subject result (A-E).

Unit 3	Unit 4
Summative internal assessment 1 (IA1) <ul style="list-style-type: none"> • Problem-solving and modelling task 	Summative internal assessment 3 (IA3) <ul style="list-style-type: none"> • Problem-solving and modelling task
Summative internal assessment 2 (CIA) <ul style="list-style-type: none"> • Common Internal Assessment (examination) 	Summative internal assessment 4 (IA4) <ul style="list-style-type: none"> • Examination

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:

- recall mathematical knowledge;
- use mathematical knowledge
- communicate mathematical knowledge;
- evaluate the reasonableness of solutions;
- justify procedures and decisions;
- solve mathematical problems.

Structure

YEAR 10

Unit A	Unit B	Unit C
<ul style="list-style-type: none"> • Linear equations • Indices • Consumer mathematics 	<ul style="list-style-type: none"> • Probability and statistics • Measurement • Trigonometry 	<ul style="list-style-type: none"> • Linear functions • Linear systems • Similar triangles

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs 	Application of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> • Applications of linear equations and their graphs • Application of trigonometry • Matrices • Univariate data analysis 	Bivariate data, and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

In Year 10 (Units A, B and C), students complete 3 Formative Assessments. The results from each of the assessments are added together to provide a subject score out of 75.

Unit A		Units B & C	
Formative internal assessment 2 (FIA2)	20 marks	Formative internal assessment 1 (FIA1)	20 marks
<ul style="list-style-type: none"> • Examination 		<ul style="list-style-type: none"> • Problem-solving and modelling task 	
		Formative internal assessment 3 (FIA3)	35 marks
		<ul style="list-style-type: none"> • Examination 	

In Year 11 (Units 1 and 2), students complete 3 Formative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Unit 1		Unit 2	
Formative internal assessment 3 (FIA3)	50 marks	Formative internal assessment 1 (FIA1)	20 marks
<ul style="list-style-type: none"> • Examination 		<ul style="list-style-type: none"> • Problem-solving and modelling task 	
		Formative internal assessment 3 (FIA3)	30 marks
		<ul style="list-style-type: none"> • Examination 	

Summative Assessments

In Year 12 (Units 3 and 4), students complete 4 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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20 marks	Summative internal assessment 3 (IA3):	15 marks
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2):	15 marks		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA): 50 marks <ul style="list-style-type: none"> • 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.

Structure

YEAR 10

Unit A	Unit B	Unit C
<ul style="list-style-type: none"> • Indices • Linear equations and inequations • Linear systems 	<ul style="list-style-type: none"> • Linear functions • Trigonometry • Expand and factorise • Quadratic equations 	<ul style="list-style-type: none"> • Surface area and volume • Probability • Quadratic functions

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 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:

- recall mathematical knowledge;
- use mathematical knowledge;
- communicate mathematical knowledge;
- evaluate the reasonableness of solutions;
- justify procedures and decisions;
- solve mathematical problems.

Structure YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability <ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation 	Further calculus and introduction to statistics <ul style="list-style-type: none"> • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric • Further applications of differentiation • Introduction to integration • Discrete random variables 	Further calculus, trigonometry and statistics <ul style="list-style-type: none"> • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

In Year 10 (Units A, B and C), students complete 3 Formative Assessments. The results from each of the assessments are added together to provide a subject score out of 75.

Unit A		Units B & C	
Formative internal assessment 2 (FIA2)	20 marks	Formative internal assessment 1 (FIA1)	20 marks
• Examination		• Problem-solving and modelling task	
		Formative internal assessment 3 (FIA3)	35 marks
		• Examination	

In Year 11 (Units 1 and 2), students complete 3 Formative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	20 marks	Formative internal assessment 3 (FIA3):	50 marks
• Problem-solving and modelling task		• Examination	
Formative internal assessment 2 (FIA2):	30 marks		
• Examination			

Summative Assessments

In Year 12 (Units 3 and 4), students complete 4 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).

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

- recall mathematical knowledge;
- use mathematical knowledge;
- communicate mathematical knowledge;
- evaluate the reasonableness of solutions;
- justify procedures and decisions;
- solve mathematical problems.

Structure

YEAR 10

Unit A	Unit B	Unit C
<ul style="list-style-type: none"> • Irrational numbers • Exponentials & logarithms • Counting techniques 	<ul style="list-style-type: none"> • Triangles • Circle geometry • Trigonometry 	<ul style="list-style-type: none"> • Further trigonometry • Polynomial functions • Introduction to vectors

Structure : YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> Complex numbers Complex arithmetic and algebra Circle and geometry proofs Trigonometry and functions Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> Further complex numbers Mathematical induction and trigonometric proofs Vectors in two and three dimensions Vector calculus Further matrices 	Further calculus and statistics inference <ul style="list-style-type: none"> Integration techniques Application of integral calculus Rates of change and differential equations Modelling motion Statistical inference

Assessment

In Year 10 (Units A, B and C), students complete 3 Formative Assessments. The results from each of the assessments are added together to provide a subject score out of 75.

Unit A		Units B & C	
Formative internal assessment 2 (FIA2)	20 marks	Formative internal assessment 1 (FIA1)	20 marks
<ul style="list-style-type: none"> Examination 		<ul style="list-style-type: none"> Problem-solving and modelling task 	
		Formative internal assessment 3 (FIA3)	35 marks
		<ul style="list-style-type: none"> Examination 	

In Year 11 (Units 1 and 2), students complete 3 Formative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	20 marks	Formative internal assessment 3 (FIA3):	50 marks
<ul style="list-style-type: none"> Problem-solving and modelling task 		<ul style="list-style-type: none"> Examination 	
Formative internal assessment 2 (FIA2):	30 marks		
<ul style="list-style-type: none"> Examination 			

Summative Assessments

In Year 12 (Units 3 and 4), students complete 4 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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20 marks	Summative internal assessment 3 (IA3):	15 marks
<ul style="list-style-type: none"> Problem-solving and modelling task 		<ul style="list-style-type: none"> Examination 	
Summative internal assessment 2 (IA2):	15 marks		
<ul style="list-style-type: none"> Examination 			
Summative external assessment (EA): 50 marks			
<ul style="list-style-type: none"> Examination 			

Science

In Year 10, students study at least one Science. You are able to study Core Science or Natural Science or Physical Science. You may also study both Natural and Physical Science.

Natural Science OR
(combination of Biology and Marine Science)

Physical Science OR
(combination of Chemistry and Physics)
It is recommended that Mathematical Methods be chosen with Physical Science

Core Science
Reflective of the Australian Curriculum for Year 10, but is not a suitable pathway into any Year 11 or 12 science subjects.

Dean of Science : Mrs Louise van den Bosch
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Senior 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.

Science Offerings:

Year 10:

- Core Science
- Natural Science – prepares students for Biology, Marine Science, and Psychology
- Physical Science – prepares students for Chemistry, Physics, and Psychology.

Year 11:

- Biology (Units 1 – 2)
- Chemistry (Units 1 – 2)
- Marine Science (Units 1 – 2)
- Physics (Units 1 – 2)
- Psychology (Units 1 – 2)

Year 12:

- Biology (Units 3 – 4)
- Chemistry (Units 3 – 4)
- Marine Science (Units 3 – 4)
- Physics (Units 3 – 4)
- Psychology (Units 3 – 4)

Year 10 - Science

All students study a Science subject in Terms 1 to 3 of Year 10. There are three Science subjects offered in Year 10.

Natural Science and Physical Science may be studied concurrently.

Natural Science

Natural Science will prepare students for:

- Biology
- Marine Science and
- Psychology

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
- Physics and
- Psychology

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.

Core Science

Core Science is reflective of the Australian Curriculum for Year 10, but is not a suitable pathway into any Year 11 or 12 science subjects.

Students will explore motion and forces, electrical energy, genetics, Earth systems and climate, exploring theories on the origin of life and the universe.

Students should consider which Senior Sciences they wish to study in Years 11 and 12 to decide which Sciences are appropriate to study in Year 10.

Below are the four options available to students and their corresponding Year 11 and 12 options.

Option 1	Option 2	Option 3	Option 4
<p>Year 10:</p> <ul style="list-style-type: none"> • Natural Science <p>Year 11-12 options:</p> <ul style="list-style-type: none"> • Biology • Marine Science • Psychology • No Science 	<p>Year 10:</p> <ul style="list-style-type: none"> • Physical Science <p>Year 11-12 options:</p> <ul style="list-style-type: none"> • Chemistry • Physics • Psychology • No Science 	<p>Year 10:</p> <ul style="list-style-type: none"> • Natural Science AND • Physical Science <p>Year 11-12 options:</p> <ul style="list-style-type: none"> • Biology • Chemistry • Marine Science • Physics • Psychology • No Science 	<p>Year 10:</p> <ul style="list-style-type: none"> • Core Science <p>Year 11-12 options:</p> <ul style="list-style-type: none"> • No Science

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 ideas and findings.
- apply understanding.
- analyse evidence.
- interpret evidence.
- evaluate conclusions, claims and processes.
- investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis – thermoregulation and osmoregulation • Infectious disease and epidemiology 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity and populations • Functioning ecosystems and succession 	Heredity and continuity of life <ul style="list-style-type: none"> • Genetics and heredity • Continuity of life on Earth

Assessment

In Units 1 and 2 students will be assessed using the same assessment types as in Units 3 and 4, although not necessarily in the same order.

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.

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 major marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem; appreciation of how marine knowledge has

developed over time and continues to develop; a sense of how marine 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 marine knowledge; and communicate marine understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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 ideas and findings.
- Apply understanding.
- Analyse evidence.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography <ul style="list-style-type: none"> • An ocean planet • The dynamic shore 	Marine biology <ul style="list-style-type: none"> • Marine ecology and biodiversity • Marine environmental management 	Marine systems – connections and change <ul style="list-style-type: none"> • The reef and beyond • Changes on the reef 	Ocean issues and resource management <ul style="list-style-type: none"> • Oceans of the future • Managing fisheries

Assessment

In Units 1 and 2 students will be assessed using the same assessment types as in Units 3 and 4, although not necessarily in the same order.

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 General Mathematics or higher)

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 ideas and findings.
- Apply understanding.
- Analyse evidence.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Structure

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

Assessment

In Units 1 and 2 students will be assessed using the same assessment types as in Units 3 and 4, although not necessarily in the same order.

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 (Mathematical Methods recommended)

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. They learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will 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. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence.

Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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 ideas and findings.
- Apply understanding.
- Analyse evidence.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

In Units 1 and 2 students will be assessed using the same assessment types as in Units 3 and 4, although not necessarily in the same order.

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			

Psychology follows on from either Natural or Physical Science

General senior subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline of psychology (thinking, experimentation, problem-solving and research skills), understanding how it works and how it may impact society. They develop an appreciation of the complex interactions influencing human behaviour and that this knowledge has developed over time and is used in a variety of contexts.

Students plan and conduct a variety of field research and laboratory investigations; analyse and interpret evidence; critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence and communicate psychological understandings, findings, arguments and conclusions.

Pathways

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

Objectives

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

- Describe ideas and findings.
- Apply understanding.
- Analyse evidence.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • The role of the brain • Cognitive development • Consciousness, attention and sleep 	Individual behaviour <ul style="list-style-type: none"> • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Brain function • Sensation and perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

In Units 1 and 2 students will be assessed using the same assessment types as in Units 3 and 4, although not necessarily in the same order.

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 : Mrs Janelle Ivers
jivers@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.
- analyse and interpret Business situations.
- evaluate business strategies.
- create responses that communicate meaning to suit audience, context and purpose.

Structure

YEAR 10

Unit A	Unit B	Unit C
Ecommerce and Social Media <ul style="list-style-type: none"> • Ecommerce • Business functions • Introduction to marketing • Business lifecycles • Business environments 	Agribusiness <ul style="list-style-type: none"> • Macroeconomic concepts • Australia's place in the global economy 	Leadership and Management <ul style="list-style-type: none"> • Organisational design • Styles of leadership • Workplace morale and productivity

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business

Assessment

YEAR 10

In Year 10 (Units A, B and C), students complete 3 Formative Assessments.

Unit A - Ecommerce and Social Media	Units B - Agribusiness	Unit C - Leadership and Management
Formative internal assessment 1 (FIA1) <ul style="list-style-type: none"> Investigation - Business Report 	Formative internal assessment 2 (FIA2) <ul style="list-style-type: none"> Feasibility Report 	Formative internal assessment 3 (FIA3) <ul style="list-style-type: none"> Combination Response Exam

Assessment

YEAR 11

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none"> Examination – combination response 	25%	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none"> Extended response – feasibility report 	25%
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none"> Investigation – business report 	25%	Formative internal assessment (FEA): <ul style="list-style-type: none"> Examination – combination response 	25%

YEAR 12

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination – combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response – feasibility report 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation – business report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination – combination response 	25%

Geography

General senior subject

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative

learning and engagement with the world in which students live.

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.
- propose action.
- communicate geographical understanding.

Structure

YEAR 10

Unit A	Unit B	Unit C
Geographies of Human Wellbeing <ul style="list-style-type: none"> • Global Poverty and Inequality • Current Wellbeing case studies e.g. sea level rise and the Pacific Islands; Rohingya crisis • Introduction to GIS Technologies 	Costal Ecosystems <ul style="list-style-type: none"> • Longshore drift • Managing coastal change • Field work 	Urban Change <ul style="list-style-type: none"> • Migration and refugee movement • Resettlement • Offshore detention

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> Population challenges in Australia Global population change

Assessment

YEAR 10

In Year 10 (Units A, B and C), students complete 3 Formative Assessments.

Unit A	Units B	Unit C
Geographies of Human Wellbeing Formative internal assessment (FEA) <ul style="list-style-type: none"> Combination Response Exam 	Costal Ecosystems Formative internal assessment 2 (FIA2) <ul style="list-style-type: none"> Field Report 	Urban Change Formative internal assessment 3 (FIA3) <ul style="list-style-type: none"> Investigation – Data Report

Assessment

YEAR 11

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	25%	Formative internal assessment 3 (FIA2):	25%
<ul style="list-style-type: none"> Examination – combination response 		<ul style="list-style-type: none"> Investigation – field report 	
Formative internal assessment 2 (FIA3):	25%	Formative internal assessment (FIA1):	25%
<ul style="list-style-type: none"> Investigation – data report 		<ul style="list-style-type: none"> Examination – combination response 	

YEAR 12

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Examination – combination response 		<ul style="list-style-type: none"> Investigation – data report 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Investigation – field report 		<ul style="list-style-type: none"> Examination – combination response 	

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 specialise in one or both for Year 12 (Units 3 and 4).

Ancient History

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise

evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context.

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

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:

- devise historical questions and conduct research.
- comprehend terms, concepts and issues.
- analyse evidence from historical sources.
- evaluate evidence from historical sources.
- synthesise evidence from historical sources.
- communicate to suit purpose.

Structure

YEAR 10

Unit A	Unit B	Unit C
Second World War <ul style="list-style-type: none"> • Causes and course of WWII • Significant events • Experiences in Australia 	Building Modern Australia <ul style="list-style-type: none"> • the effects of significant post-Second World War world events, ideas and developments on Australian society • migration in post-war Australia • First Nations Australians' campaigns for rights and freedoms before 1965 	The Globalising World <ul style="list-style-type: none"> • Universal Declaration of Human Rights • Technology, public health, longevity and standard of living in the 20th century
	OR	OR
	Unit B Investigating the Ancient World <ul style="list-style-type: none"> • Introduction to archaeology • Stratigraphy • Analysing source evidence • Slavery in Ancient Rome 	Unit C Personalities in Their Times <ul style="list-style-type: none"> • Hatshepsut • Boudica

Structure

YEAR 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World <ul style="list-style-type: none"> • Digging up the past; and • Ancient societies – Slavery; or • Ancient societies – Beliefs, rituals and funerary practices. 	Personalities in their times Choose 2 of the following: <ul style="list-style-type: none"> • Hatshepsut • Alexander the Great • Cleopatra • Agrippina the Younger • Nero • Boudica 	Reconstructing the Ancient World <ul style="list-style-type: none"> • Fifth Century Athens (BCE) • Pompeii and Herculaneum 	People, power and authority <ul style="list-style-type: none"> • Ancient Greece – the Persian Wars; or • Ancient Greece – the Peloponnesian War; and • Augustus

Assessment

In YEAR 10 (Units A, B and C), students complete 3 Formative Assessments.

Unit A – Second World War	Units B – Building Modern Australia	Unit C – The Globalising World
Formative internal assessment (FEA) <ul style="list-style-type: none"> Examination – Response to Historical Sources 	Formative internal assessment 2 (FIA2) <ul style="list-style-type: none"> Independent Source Investigation 	Formative internal assessment 3 (FIA3) <ul style="list-style-type: none"> Historical Essay Based on Research
	Units B – Investigating the Ancient World	Unit C – Personalities in Their Times
	Formative internal assessment 2 (FIA2) <ul style="list-style-type: none"> Independent Source Investigation 	Formative internal assessment 3 (FIA3) <ul style="list-style-type: none"> Historical Essay Based on Research

Assessment

YEAR 11

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none"> Examination – extended response 	25%	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none"> Investigation – historical essay based on research 	25%
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none"> Investigation - Independent source investigation 	25%	Formative external assessment (FEA): <ul style="list-style-type: none"> Examination – short response 	25%

YEAR 12

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination – extended response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Investigation – historical essay based on research 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation - Independent source investigation 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination – short response 	25%

Modern History

General senior subject

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help

them forge their own pathways to personal and professional success, as well as 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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the Modern World</p> <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s; and • French Revolution, 1789–1799; or • Russian Revolution, 1905–1920s 	<p>Movements in the Modern World</p> <ul style="list-style-type: none"> • Women's movement since 1893; and • Anti-apartheid movement in South Africa, 1948–1991; or • African-American civil rights movement, 1954–1968 	<p>National experiences in the Modern World</p> <ul style="list-style-type: none"> • United States of America, 1917–1945 • China, 1931–1976 	<p>International experiences in the Modern World</p> <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Cold War, 1945–1991

Assessment

YEAR 11

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Examination – extended response	25%	Formative internal assessment 3 (FIA3): • Investigation – historical essay based on research	25%
Formative internal assessment 2 (FIA2): • Investigation - Independent source investigation	25%	Formative internal assessment (FEA): • Examination – short response	25%

YEAR 12

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – extended response	25%	Summative internal assessment 3 (IA3): • Investigation – historical essay based on research	25%
Summative internal assessment 2 (IA2): • Investigation - Independent source investigation	25%	Summative external assessment (EA): • Examination – short response	25%

Legal Studies

General senior subject

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

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

equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness.

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

YEAR 10

Unit A	Unit B	Unit C
Law and Order <ul style="list-style-type: none"> • informed citizenship • basic rights in the Australian legal system • question and contribute to improvement of laws and legal processes 	Law In Action <ul style="list-style-type: none"> • Defamation Law • Employment Law 	The Criminal Mind <ul style="list-style-type: none"> • Criminology • Differences between summary and indictable offences • The inquisitorial and adversarial system of trial

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • Australia’s legal response to international law and human rights • Human rights in Australian contexts

Assessment

In Year 10 (Units A, B and C), students complete 3 Formative Assessments.

Unit A – Law and Order	Units B – Law In Action	Unit C – The Criminal Mind
Formative internal assessment (FEA) <ul style="list-style-type: none"> • Combination Response Exam 	Formative internal assessment 2 (FIA2) <ul style="list-style-type: none"> • Inquiry Report 	Formative internal assessment 3 (FIA3) <ul style="list-style-type: none"> • Combination Response Exam OR • Inquiry Report

Assessment

YEAR 11

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none"> • Examination – combination response 	25%	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none"> • Investigation – argumentative essay 	25%
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none"> • Investigation – inquiry report 	25%	Formative internal assessment (FEA): <ul style="list-style-type: none"> • Examination – combination response 	25%

YEAR 12

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination – combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation – argumentative essay 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation – inquiry report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination – combination response 	25%

Technologies

Electives

Design
Digital Solutions

Dean of Technologies : Mr Joshua Schmidt
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Design

General senior subject

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

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

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.

Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Structure

YEAR 10

Unit A

Foundations of Design

- The need for a design process.
- Responding to needs and wants.
- Designing with empathy.

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design <ul style="list-style-type: none"> • Designing for others 	Commercial design influence <ul style="list-style-type: none"> • Responding to needs and wants 	Human-centred design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design influences <ul style="list-style-type: none"> • Responding to opportunities

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 and project management.

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 visual representation skills.
- analyse needs, wants and opportunities using data.
- devise ideas in response to design problems.
- evaluate ideas to make refinements.
- Propose design concepts in response to design problems.
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Assessment

In Year 10 students complete three Formative Assessments. The results from each of the assessments are added together to provide a subject score out of 75. Students will also receive an overall subject result (A–E).

Formative Assessments

YEAR 10

Unit A	
Formative internal assessment 1 (FIA1): • Design challenge	20%
Formative internal assessment 2 (FIA2): • Project	30%
Formative internal assessment 3 (FIA3) • Design challenge	25%

In Units 1 and 2 students will be assessed using the same assessment types as in Units 3 and 4, although not necessarily in the same order.

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

YEARS 11 & 12

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination – extended response	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.

Digital Solutions provides students with opportunities to develop, generate 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

YEAR 10

Unit A

Creating with code

- Understanding digital problems
- User experiences and interfaces
- Algorithms and programming techniques
- Programmed solutions
- Data-driven problems and solution requirements.
- Data and programming techniques.

Structure

YEAR 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> Data-driven problems and solution requirements Data and programming techniques Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges

Assessment

In Year 10 students complete three Formative Assessments. The results from each of the assessments are added together to provide a subject score out of 75. Students will also receive an overall subject result (A–E).

Formative Assessments

YEAR 10

Unit A	
Formative internal assessment 1 (FIA1): • Examination	25%
Formative internal assessment 2 (FIA2): • Digital solution	25%
Formative internal assessment 1 (FIA3): Digital solution	25%

In Units 1 and 2 students will be assessed using the same assessment types as in Units 3 and 4, although not necessarily in the same order.

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

YEAR 11 & 12

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital Solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination – combination response	25%

Food Technology

To Be Confirmed in Term 3, 2024

Year 10 only. SIT30622 Certificate III in Hospitality available in Years 11 & 12.

Food Technology focuses on the application of design thinking to envisage food production to enrich and impact on the lives of people and societies globally. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living and contribute to preferred futures for themselves and others.

Students create solutions using an iterative approach. They evaluate, collaborate on and manage ideas, processes and production through investigating and defining, generating and designing and producing and implementing.

The practical nature of the Food Technology learning area engages students in practical skills for life, developing students' awareness and skill sets in food production processes as well as foundational aspects about nutrition.

Pathways

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

Objectives

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

- Explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living.
- Explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures.
- Explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities.
- Create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability.
- Communicate design ideas, processes and solutions to a range of audiences, including using digital tools.
- Independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary.
- Select and use technologies skilfully and safely to produce designed solutions.

Structure

Unit A

Foundations for Food Specialisations

- Kitchen skills
- Factors that impact decisions
- Contributions of innovation, enterprise skills and emerging technologies
- Utilising a design process

Assessment

In Year 10 students complete three Formative Assessments. The results from each of the assessments are added together to provide a subject score out of 75. Students will also receive an overall subject result (A-E).

Formative Assessments

Unit A	
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none">• Practical Demonstration	15%
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none">• Project	30%
Formative internal assessment 1 (FIA3): <ul style="list-style-type: none">• Project	30%

Health & Physical Education

Elective

Physical Education

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

Physical Education

General senior subject

The knowledge, understanding and skills taught through Health and Physical Education enable students 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 ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal

and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity.

Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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

YEAR 10

Unit A	Unit B	Unit C
Sports psychology integrated with Netball <ul style="list-style-type: none"> Analyse personal application of sports psychology concepts and principles in practice and performance environments 	Biomechanics integrated with Golf <ul style="list-style-type: none"> Apply biomechanical principles to analyse personal performance and devise a biomechanical strategy to optimise technique 	Energy, fitness and training integrated with Touch Football <ul style="list-style-type: none"> Analyse energy, fitness and training concepts and principles in touch football

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> Motor learning integrated with Volleyball. Functional anatomy and biomechanics integrated with Aquathon. 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> Sport psychology integrated with Badminton. Equity – barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> Tactical awareness integrated with Badminton. Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> Energy, fitness and training integrated with Aquathon.

Assessment

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

Summative Assessments

YEAR 10

Unit A	Unit B	Unit B
1: Investigative Report 2: Performance Highlights	1: Multimodal Presentation 2: Performance Highlights	1: Examination – combination response 2: Performance Highlights

Summative Assessments

In Units 1 and 2 students will be assessed using the same assessment types as in Units 3 and 4, although not necessarily in the same order.

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).

YEARS 11 & 12

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Project – folio	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project – folio	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation – report	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – combination response	25%

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.

Structure

At Redlands College, we have partnered with Ripponlea Institute (RTO 21230) to offer our Year 10 students 10949NAT Certificate II in Applied Language (Japanese), while working on content in line with the Australian Curriculum.

Upon successful completion of the Certificate II, students receive a national certification which grants 4 QCE points.

Over the three terms of Year 10 Japanese, students will complete four compulsory units – with ten competency based assessment tasks that must be satisfactorily completed to gain certification. Three of those tasks have been expanded to align with the Australian Curriculum and they will be used for reporting purposes as well.

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.

Upon successful completion of this subject, many Australian universities grant two extra ATAR points (rank adjustments).

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.
- analyse and evaluate information and ideas to draw conclusions.
- apply knowledge of language elements of Japanese to construct meaning.
- structure, sequence and synthesise information to justify opinions, ideas and perspectives.
- communicate using contextually appropriate Japanese.

Structure

YEAR 10

Unit A	Unit B	Unit C	Unit D
NAT10949001 Conduct basic oral communication for social purposes in a language other than English <ul style="list-style-type: none"> Understanding others in everyday conversation Communicating with exchange students 	NAT10949002 Conduct basic workplace oral communication in a language other than English <ul style="list-style-type: none"> Understanding others in the workplace (a restaurant and hotel reception as simulated workplaces) Job interview in Japanese 	NAT10949003 Read and write basic documents for social purposes in a language other than English <ul style="list-style-type: none"> Reading and writing invitations Reading and writing messages on social media 	NAT10949004 Read and write basic workplace documents in a language other than English <ul style="list-style-type: none"> Understanding letters of complaint Understanding job ads Writing your CV in Japanese, along with the corresponding application letter Understanding and completing basic workplace documents

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none"> Family/carers Peers Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> Travel and exploration Social customs Japanese influences around the world 	私達の社会 Our society, culture and identity <ul style="list-style-type: none"> Lifestyles and leisure The arts, entertainment and sports Groups in society 	私の将来 My present, my future <ul style="list-style-type: none"> The present Future choices

Japanese 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

YEARS 11 & 12

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	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination – extended response	25%	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.

Upon successful completion of this subject, many Australian universities grant two extra ATAR points (rank adjustments).

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.
- analyse and evaluate information and ideas to draw conclusions.
- apply knowledge of language elements of Spanish to construct meaning.
- structure, sequence and synthesise information to justify opinions, ideas and perspectives.
- communicate using contextually appropriate Spanish.

At Redlands College, we have partnered with Ripponlea Institute (RTO 21230) to offer our Year 10 students 10949NAT Certificate II in Applied Language (Spanish), while working on content in line with the Australian Curriculum.

Upon successful completion of the Certificate II, students receive a national certification which grants 4 QCE points.

Over the three terms of Year 10 Spanish, students will complete four compulsory units – with ten competency based assessment tasks that must be satisfactorily completed to gain certification. Three of those tasks have been expanded to align with the Australian Curriculum and they will be used for reporting purposes as well.

Structure

YEAR 10

Unit A	Unit B	Unit B	Unit D
NAT10949001 Conduct basic oral communication for social purposes in a language other than English <ul style="list-style-type: none"> Understanding others in everyday conversation Communicating with exchange students 	NAT10949002 Conduct basic workplace oral communication in a language other than English <ul style="list-style-type: none"> Understanding others in the workplace (a restaurant and hotel reception as simulated workplaces) Job interview in Spanish 	NAT10949003 Read and write basic documents for social purposes in a language other than English <ul style="list-style-type: none"> Reading and writing invitations Reading and writing messages on social media 	NAT10949004 Read and write basic workplace documents in a language other than English <ul style="list-style-type: none"> Understanding letters of complaint Understanding job ads Writing your CV in Spanish, along with the corresponding application letter Understanding and completing basic workplace documents

Structure

YEAR 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo My world <ul style="list-style-type: none"> Family/carers Peers Education 	La exploración de nuestro mundo Exploring our world <ul style="list-style-type: none"> Travel and exploration Social customs Spanish influences around the world 	Nuestra Sociedad Our society <ul style="list-style-type: none"> Lifestyle and leisure The arts, entertainment and sports Groups in society 	Mi futuro My future <ul style="list-style-type: none"> The present Future choices

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

YEARS 11 & 12

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): <ul style="list-style-type: none">• Examination – short response	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Multimodal presentation and interview response	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination – extended response	25%	Summative external assessment: (EA) 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

YEAR 10

Unit A	Unit B & C
Components <ul style="list-style-type: none"> • Exploration of the components of dance. 	Emotions <ul style="list-style-type: none"> • How emotions can be expressed through dance.

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
<p>Moving bodies How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – meaning, purpose and context – historical and cultural origins of focus genres 	<p>Moving through environments How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – physical dance environments including site-specific dance – virtual dance environments 	<p>Moving statements How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – social, political and cultural influences on dance 	<p>Moving my way How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – fusion of movement styles • Subject matter: <ul style="list-style-type: none"> – developing a personal movement style – personal viewpoints and influences on genre

Assessment

In Year 10 (Units A, B and C), students complete 3 Formative Assessments.

Unit A	Units B & C	
<p>Formative internal assessment 1 (FIA1)</p> <ul style="list-style-type: none"> • Performance: 20 marks 	<p>Formative internal assessment 3 (FIA3)</p> <ul style="list-style-type: none"> • Choreography Performance: 25 marks 	<p>Formative internal assessment 3 (FIA4)</p> <ul style="list-style-type: none"> • Project Performance: 30 marks
<p>Formative internal assessment 2 (FIA2)</p> <ul style="list-style-type: none"> • Appreciation: Analytical essay: 25 marks 		

At the time of publication of this information, all information is based on the QCAA 2019 Dance syllabus. QCAA is currently rewriting the Dance syllabus for 2025, consequently there may be changes to the Senior Dance program for 2025.

Summative Assessments

YEARS 11 & 12

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Project – dance work	
Summative internal assessment 2 (IA2):	20%		
• Choreography			
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. Additionally, students develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Pathways

A course of study in Drama can establish a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

- demonstrate skills of drama.
- apply literacy skills.
- interpret purpose, context and text.
- manipulate dramatic languages.
- analyse dramatic languages.
- evaluate dramatic languages.

Structure

YEAR 10

Unit A	Unit B
Foundations Contemporary Theatre & Visual Theatre forms and styles	Explore Reimagining Shakespeare

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
<p>Share</p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> cultural inheritances and hybridity of styles in storytelling practices a range of linear and non-linear forms 	<p>Reflect</p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> the style of Realism and contemporary styles of Magical Realism and/or Australian Gothic associated conventions of styles and texts 	<p>Challenge</p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> Theatre of Social Comment styles associated conventions of styles and texts 	<p>Transform</p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> Contemporary performance associated conventions of styles and texts texts from inherited theatrical traditions as stimulus

Assessment

In Year 10 (Units A, B and C), students complete 3 Formative Assessments.

Unit A - Foundations	Units B - Explore
<p>Formative internal assessment 1 (FIA1)</p> <ul style="list-style-type: none"> Performance: 25 marks 	<p>Formative internal assessment 3 (FIA3)</p> <ul style="list-style-type: none"> Performance: 25 marks
<p>Formative internal assessment 2 (FIA2)</p> <ul style="list-style-type: none"> Project – Dramatic Concept: 25 marks 	

At the time of publication of this information, all information is based on the QCAA 2019 Drama syllabus. QCAA is currently rewriting the Drama syllabus for 2025, consequently there may be changes to the Senior Drama program for 2025.

Summative Assessments

YEAR 11 & 12

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
Summative internal assessment 2 (IA2):	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

YEAR 10

Unit A	Unit B	Unit C
Film Analysis <ul style="list-style-type: none"> • Story arcs • The three act structure • Identification and evaluation of codes and conventions • Symbolism, meaning and representations 	Planning <ul style="list-style-type: none"> • Codes and Conventions • Treatments • Storyboards • Animatics 	Production <ul style="list-style-type: none"> • Video production • Post production

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
<p>Foundation</p> <ul style="list-style-type: none"> • 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? 	<p>Story forms</p> <ul style="list-style-type: none"> • 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? 	<p>Participation</p> <ul style="list-style-type: none"> • 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? 	<p>Identity</p> <ul style="list-style-type: none"> • 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

In Year 10 (Units A, B and C), students complete 3 Formative Assessments.

Unit A	Units B
<p>Formative internal assessment 1 (FIA1)</p> <ul style="list-style-type: none"> • Written Essay in response to stimulus: 15 marks <p>Students complete an analysis of supplied stimulus.</p>	<p>Formative internal assessment 2 (FIA2)</p> <ul style="list-style-type: none"> • Assignment: 15 marks Students plan their own short films. They submit a treatment, storyboards and an animatic or use in production next term. <p>Formative internal assessment 3 (FIA3)</p> <ul style="list-style-type: none"> • Assignment: 20 marks Students produce their own short film. They also analyse and evaluate their completed work.

Summative Assessments

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).

YEARS 11 & 12

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 2 (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

YEAR 10

Unit A	Unit B
Musical Theatre (Terms 1 & 2)	Film Music (Term 3)

Structure

YEARS 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs</p> <p>Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities</p> <p>Through inquiry learning, the following is explored:</p> <p>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?</p>	<p>Innovations</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

Assessment

In Year 10 (Units A and B), students complete 3 Formative Assessments.

Unit A	Unit B
Formative internal assessment 1 (FIA1) • Performance 20%	Formative internal assessment 3 (FIA2) • Integrated task – Composition 30%
Formative internal assessment 2 (FEA) • Musicology exam 25%	

Summative Assessments

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).

YEARS 11 & 12

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 <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • 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 is an intellectually engaging intersection of lateral thought and practice. It interrogates the human experience and challenges our understandings by encouraging and provoking alternative ways of seeing thinking and doing. It enables us to know and observe our world collectively and as individuals. It reveals a sense of who we are and might become as we make connections and new meaning of the world arounds us and or place in it.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. Students 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

Visual Art provokes alternative ways of seeing, thinking and doing. With this in

mind, Visual Art prepares young people for participation in the 21st Century by fostering curiosity and imagination and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

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

YEAR 10

Unit A	Unit B	Unit C
Concept: The search for order Context: Formal context Focus: The everyday	Concept: The search for order Context: Formal context Focus: The everyday	Concept: The search for order Context: Formal context Focus: The everyday

Structure

YEAR 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • 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

Summative Assessments

YEAR 10

Unit A	Unit B	Unit C
Formative internal assessment 1 (FIA1): Experimental folio and Journal Marks : /30	Formative internal assessment 1 (FIA2): Investigation Report Marks : /15	Formative internal assessment 1 (FIA3): Experimental folio and Journal Marks : /30

Summative Assessments

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).

YEAR 11 & 12

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 : Ms Marnie Parker
mparker@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 Work Ready 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 Uni Ready Pathway have the option of studying certificate courses, where the lines and class sizes allow. Students studying Work Ready have first preference. At most, one certificate course can be used in an ATAR calculation.

Certificate courses offered through the Work Ready 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:

BSB20120 - Certificate II in Workplace Skills
FSK20119 - Certificate II in Skills for Work and Vocational Pathways
ICT20120 - Certificate II in Applied Digital Technologies
BSB30120 - Certificate III in Business
SIT30622 - Certificate III in Hospitality



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

The aim of the Work Ready 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.