



# Curriculum Guide

# Senior 2024





## Introduction

Year 11 at Redlynch State College offers students a number of new challenges and a range of difficult choices. Students must select appropriate subjects and/or courses to help them complete senior. They must decide on a pathway that will suit their individual needs while understanding that their choices will have a significant impact on their future. The Queensland Certificate of Education remains the primary qualification that all students should aim for at the end of year 12.

### School to Work Pathway

- Certificate II in Skills for Work and Vocational Pathways (completed in Year 10)
- Work Experience (available for years 10,11,12)
- Senior subject selection from applied and/or VET subjects

### Vocational & Educational Training (VET) Pathway

- Industry familiarity / practical experience / entry level career pathways
- Range of Certificate I,II,III,IV Courses (offered through RSC as RTO; external RTOs)
- TAFE at School Program
- School-based Apprenticeships & Traineeships
- School Tech (Woree)
- Senior subject selection from applied and/or VET subjects

### Higher Education Pathway

- ATAR eligibility
- University study
- TAFE study after school completion
- Senior subject selection from general subjects (students may choose one applied subject OR one Cert III course if they wish)

Similar to other high schools across the state Redlynch State College will offer the following types of senior subjects:

#### A. General Subjects

- They replace OP academic subjects.
- They will **count towards the calculation of an ATAR**
- They are **academically demanding** and have a heavy assessment workload.
- Students considering a senior program of General Subjects should be currently at a C standard in their Year 10 subjects.
- A minimal result of a Sound Level of Achievement (C) is expected in these General Subjects in Senior.
- Credit points gained in any General Subject selected will count towards the **Queensland Certificate of Education (QCE)**.

#### B. Applied Subjects

- They replace non-OP subjects.
- One Applied Subject (or one Certificate III course or higher) can count towards the calculation of an ATAR.
- These subjects are not as academically demanding as General Subjects.
- These subjects have a **more practical** component, however there is still a significant assessment workload.
- A minimal result of a Sound Level of Achievement (C) is expected in these Applied Subjects.
- Credit points gained in any of these Applied Subjects will count towards the **Queensland Certificate of Education (QCE)**.

#### C. Vocational Subjects

- Made up of **Certificate** courses.
- One Certificate III course or higher (or one Applied Subject) can count towards the calculation of an ATAR.
- These subjects are not as academically demanding as General Subjects.
- These subjects have a **more practical** component, however there is still a significant assessment workload.
- A minimal result of a Pass in all modules is expected in these Certificate Courses.
- Credit points gained in any of these Certificate Courses will count towards the **Queensland Certificate of Education (QCE)**.



Students need to decide on subjects that best suit their **individual needs**. A number of options are available. Which of the following 4 types of programs are you most suited to?

### ***Full Academic Program***

Mostly for students **seeking an ATAR** and looking to go on to Tertiary Education. 6 General Subjects or 5 General Subjects + 1 Applied Subject or 5 General Subjects + Certificate III course.

**Results contribute to ATAR and QCE.**

### ***Full Applied or Vocational Program***

Suitable for students not looking at going to University but rather concentrating on the QCE and looking for a Vocational outcome.

**No ATAR awarded at end of Year 12 but results contribute to QCE.** Students must select **Essential English**. Other subjects can come from a combination of Applied or Certificate subjects.

- As an alternative students may complete 5 vocational subjects at RSC plus select to do a **TAFE course** (TAFE at School) \* on a Thursday (TAFE course fees apply) **or**
- In addition to 5 vocational subjects students may also be able to do a **School-based Apprenticeship or Traineeship\*** (\* more information on page 67)

Final subject choices need to be made after a great deal of consideration and consultation with parents and school staff. Subject recommendations made around Senior English, Maths and Science subjects are based on the valued professional judgement of experienced staff.

Each year of schooling is more difficult than the last. Worthwhile results in senior subjects can only be achieved through students own increased efforts and greater application to study. Excellent academic results do not happen automatically. Quality results in vocational subjects will also require dedication to assessment and the meeting of deadlines.

A student considering a senior course consisting mainly of General Subjects should realise that Years 11 and 12 will mean many hours of intensive study both at school and at home. Many social and sporting activities need to be "balanced" if the student is to put the necessary effort into gaining the high standard needed for entrance into tertiary institutions.

You will succeed with senior studies if you regard extra study as an investment in your future, something which can lead to a rewarding career and a higher standard of living. Poor results will decrease your employment prospects and perhaps the quality of your future life. Choose your senior subjects thoughtfully and study conscientiously.



# Vocational Education & Training in Schools (VETiS) Funding

As per government funding for Vocational Education & Training in Schools (VETiS), each student has the opportunity to complete one certificate I or II qualification, with the fees covered by the government initiative.

If you choose to enrol in TAFE at School programs through the Cairns TAFE campus (Thursday or Friday programs), your VETiS funding will be used for that course.

If you are completing more than one VET course, you may be required to pay a 'fee for service' for the course, if provided by an external provider.

RSC currently offers the following courses through external providers (2022 fee for service costs are provided and are approximate only):

- Certificate II in Hospitality (Blueprint Career Development - \$1200)
- Certificate I in Construction (Blue Dog Training - \$1200)\*
- Certificate II in Engineering Pathways (Blue Dog training - \$1200)\*
- Certificate II in Health Support Services (Connect 'n' Grow - \$499)
- Certificate III in Fitness (Binnacle Training - \$399)
- Certificate III in Aviation (Remote Pilot – Visual Line of Sight) (Skills Generation - \$1200)\*\*

*\*Please note: if your son/daughter is completing both Certificate I in Construction and Certificate II in Engineering Pathways through Blue Dog Training, only one payment would be required, \$1200. This could be used as VETiS funding if not already claimed for another course.*

*\*\*Please note: if your son/daughter has been enrolled in the Certificate II in Engineering Pathways with Skills Generation in Year 10 (with the intention of continuing with the Certificate III in Aviation in Year 11 & 12), their VETiS funding has already been claimed by Skills Generation.*

If you are completing multiple courses from external providers at RSC, the school will endeavour to ensure that VETiS funding is used for the most expensive course enrolled in.

RSC also offers VET courses which are run directly by the school and therefore do not require VETiS funding or fee for service (although there may be a fee for consumables). These include:

- Certificate III in Live Production and Technical Services



# Subject Selection Process

The following checklist will help you ensure that you make the best possible selection of subjects for Year 11. Tick each box as you move through the process.

<input type="checkbox"/>	Attend RSC lessons in Term 3 (Week 1,2,3 & 4)
<input type="checkbox"/>	Watch the following video presentations: <ul style="list-style-type: none"><li>• QCE</li><li>• ATAR</li><li>• VET in Schools</li></ul>
<input type="checkbox"/>	Choose your pathway (School to Work; VET; Higher Education)
<input type="checkbox"/>	Explore subject information / videos
<input type="checkbox"/>	Complete Subject Survey
<input type="checkbox"/>	Deliver SET Plan Presentations (PowerPoint)
<input type="checkbox"/>	Discuss final Subject Choices with family and teaching staff
<input type="checkbox"/>	Complete Final Subject Selection Process

\* School personnel will look at each student's subject selection thoroughly. If a change is thought necessary the student will be contacted. Our concern is for the students' welfare and an interview may be requested with a caregiver to ensure the best choice is made. School personnel include Principal, Associate Principal, Heads of Departments and the Guidance Officer.

## Choosing Senior Subjects

It is important to choose senior subjects carefully, there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

### Overall Plan

As an overall plan, it is suggested that you choose subjects:

- you enjoy,
- in which you have achieved good results,
- which reflect your interests and abilities,
- which help you reach your career and employment goals,
- which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.



## Guidelines

### **1 Find out about occupational pathways**

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. Your guidance officer will be able to help you get started.

You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways you can select the most appropriate one for you.

The following resources are available in schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

Education Services Australia national career information service, called **Myfuture**, can be accessed at: **[www.myfuture.edu.au](http://www.myfuture.edu.au)**.

The **Good Universities Guide** which can also be accessed at: **[www.gooduniversitiesguide.com.au](http://www.gooduniversitiesguide.com.au)**.

The 400 job descriptions that were previously published in the Job Guide are now within The **Good Universities Guide**. This guide is connected with every accredited course in Australia, allowing you to visualize what you need to study in order to get into the career of your choice.

The **Year 10 Tertiary Prerequisites** guide, provided by QTAC to all Year 10 students will be distributed to students on our Pathways Day. It provides information on subjects required for entry to tertiary courses offered through QTAC.

The Queensland Tertiary Admissions Centre (QTAC) operates a centralised tertiary application service.

The Yr12 QTAC Guide is useful for information on tertiary courses offered through QTAC.

**[www.qtac.edu.au](http://www.qtac.edu.au)** .

TAFE North handbook at: **<http://tafenorth.edu.au/>**

### **2 Find out about the subjects offered by the school**

#### **General Subjects**

- General Subjects are suited to students who are interested in pathways beyond senior secondary schooling that **lead primarily to tertiary studies** and to pathways for vocational education and training and work.
- Students who do not achieve Sound Achievement or better in a Year 10 subject may find related General Subjects in Years 11 and 12 difficult.
- Many General Subjects may be taken in Year 11 without prior study of similar subjects. It would be very difficult however, to attempt subjects such as Mathematical Methods, Specialist Mathematics, Chemistry, Physics, Design, Music and Japanese without successful background study in related Year 10 subjects.



## Applied Subjects

- Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to **vocational education and training or work**.

## Vocational Education and training (VET)

- Certificate Courses at Redlynch State College are based on industry-endorsed competency standards. Certificates gained are recognised within the Australian Qualifications Framework (AQF), and may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations.

### **3 Check out each subject fully**

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in this booklet.
- Talk to Heads of Departments and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.

### **4 Choose a combination of subjects that suit your needs and abilities**

#### **Traps to avoid**

- Do not select subjects simply because someone has told you that they “will help you get a better ATAR”.
- Consider other peoples’ opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

**Vocational education** Consider taking subjects with vocational education modules in them if:

- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

**Tertiary entrance** If you wish to study degree or diploma courses at university or TAFE after Year 12.

- Ensure you select the prerequisite subjects required for your preferred courses.
- Most students will gain entry to university on the basis of an ATAR.
- At least three subjects must remain unchanged throughout Years 11 and 12.

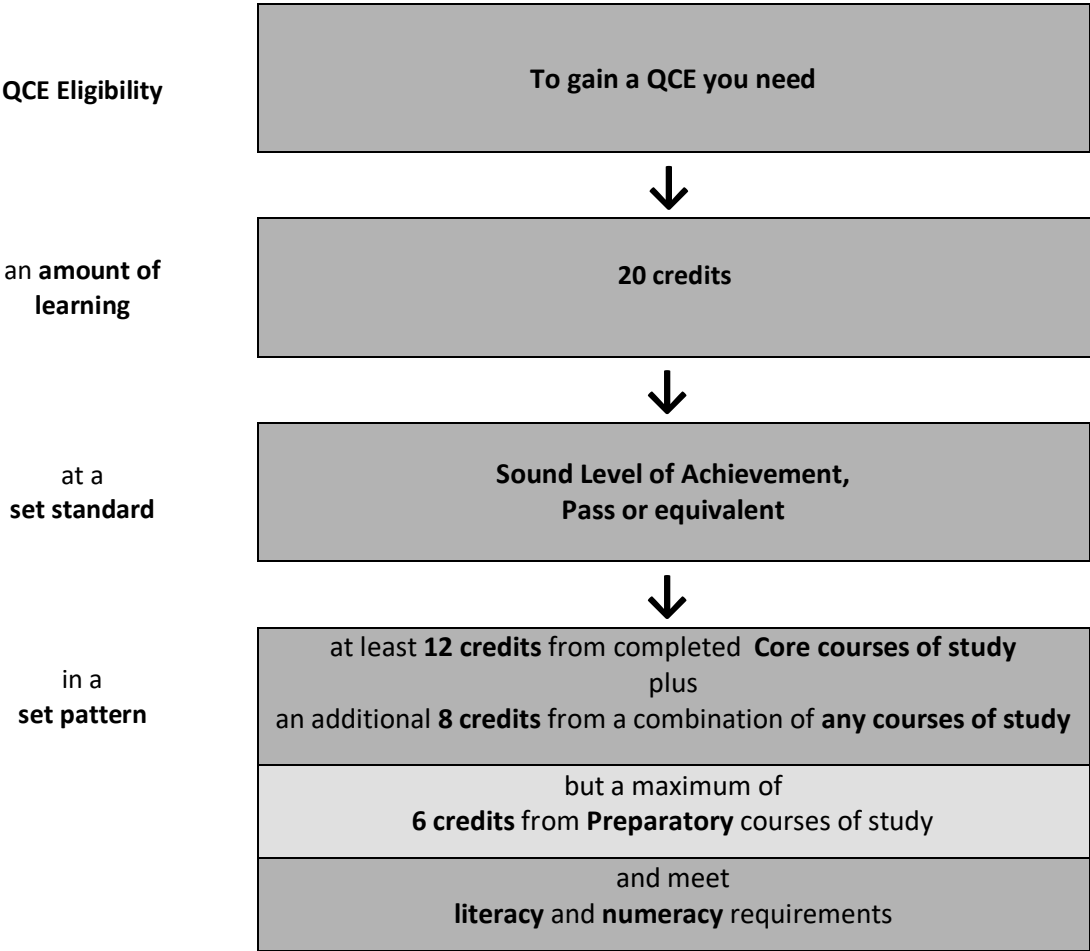




# Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification. It is awarded to eligible students at the end of Year 12.

The QCE confirms achievement in subjects taken. This requires a significant **amount of learning (20 credits)** at a **set standard and pattern** while meeting basic **literacy and numeracy requirements**.



The QCE offers a degree of flexibility in what learnings can be used towards a QCE. A wide range of learning options, including academic subjects, vocational education and training, workplace and community learning, and university studies undertaken while at school, can contribute towards the QCE.



# Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of 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](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-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)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

## Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.



# Planning your pathway to a QCE

To gain a QCE you need →	An <b>AMOUNT</b> of <b>LEARNING</b>	At a <b>SET STANDARD</b>	In a <b>SET PATTERN</b>	<b>+</b>	<b>+</b>
	<b>20 CREDITS</b>	<b>Sound Level of Achievement</b> , Pass or equivalent	At least <b>12 credits</b> from completed <b>core courses of study</b>	An additional <b>8 credits</b> from a combination of <b>any courses of study</b>	Meet <b>literacy and numeracy</b> requirements

Learning options and requirements from CORE, PREPARATORY, ENRICHMENT and ADVANCED courses

CORE	COURSE	SET STANDARD	CREDIT
	<p><b>CORE courses of study</b> are the types of courses usually undertaken by students in Years 11 and 12. <b>A minimum of 12 credits</b> must come from this completed CORE courses of study section. At least 1 credit must come from Core studies undertaken at school.</p>		
<b>General or Applied subjects</b>		At least a Sound level of achievement	4 per subject
Subjects assessed by a Senior External Examination		At least a Sound level of achievement	4 per subject
<b>VET qualifications</b> — Certificate II, III or IV (including school-based traineeships)		<ul style="list-style-type: none"> <li>Certificate II completed</li> <li>Certificate III or IV completed</li> </ul>	4 5, 6, 7 or 8
School-based apprenticeships (Students <i>cannot</i> complete the associated Certificate while at school, but may continue after exit and earn remaining credits)		<ul style="list-style-type: none"> <li>Certificate competencies completed.</li> <li>Satisfactory participation in on-the-job component (50 days in each 12-month period)</li> </ul>	up to 2  4
Recognised non-Queensland studies		At least a Pass grade for each subject (max. 3 semesters count)	per semester ..... up to 6
Recognised studies categorised as Core learning, which may include: <ul style="list-style-type: none"> <li>Specified International learning programs, including International Baccalaureate studies</li> <li>Specified TAFE Queensland Brisbane / TAFE Open Learning</li> </ul>		Agreed standard  At least a Pass grade for each subject  At least a Pass grade for each subject	as recognised by QCAA  for each completed course .....4  for each completed course .....4

PREPARATORY	COURSE	SET STANDARD	CREDIT
	<p><b>A maximum of 4 credits</b> can contribute</p>		
VET Certificate I qualifications		Certificate I completed	199 nominal hours or less .....2 200 nominal hours or more.....3 (2 quals max can count)
Employment skills development programs approved under the <i>Vocational Education, Training and Employment Act 2000</i>		Course completed and requirements met	Maximum of 1 program can count ..... 2
<i>Literacy: A short course senior syllabus 2010</i> <i>Numeracy: A short course senior syllabus 2010</i>		At least a Sound Level of Achievement	per course .....1
Recognised studies categorised as Preparatory learning, which may include: <ul style="list-style-type: none"> <li>Re-engagement programs</li> </ul>		Agreed standard	as recognised by QCAA

ENRICHMENT	COURSE	SET STANDARD	CREDIT
	<b>A maximum of 8 credits can come from this section</b>		
	Authority extension subjects	At least a Sound Level of Achievement	per subject.....2
	<i>Career Development: A short course senior syllabus 2010</i>	At least a Sound Level of Achievement	.....1
Recognised studies categorised as Enrichment learning, which may include: <ul style="list-style-type: none"> <li>Specified awards and certificates</li> <li>Learning projects: Workplace, Community, Self-directed</li> <li>Specified school-based courses (non-QCAA)</li> <li>Specified structured workplace and community learning programs</li> </ul>	Agreed standard  Agreed standard  Satisfactory  Pass grade as defined by the recognised course  Agreed standard	as recognised by QCAA as recognised by QCAA .....1  as recognised by QCAA  as recognised by QCAA	

ADVANCED	COURSE	SET STANDARD	CREDIT
	<b>A maximum of 8 credits can come from this section</b>		
	One- or two-semester university subjects completed by a young person as part of a school program	At least a Pass grade	One semester subject : 2 Two semester subject : 4
	VET Diplomas or Advanced Diploma courses undertaken by a person while enrolled at a school	Competencies demonstrated	Up to 8 credits ( 1 per competency)
Recognised studies categorised as Advanced learning, including specified studies in categories: <ul style="list-style-type: none"> <li>awards and certificates</li> <li>international learning programs</li> <li>structured workplace and community learning programs</li> <li>school-based courses (non-QCAA)</li> </ul>	Agreed standard	as recognised by QCAA	

### Literacy and numeracy requirements

LITERACY	NUMERACY
<b><i>Students can meet QCE literacy requirements by satisfying any one of these options:</i></b>	<b><i>Students can meet QCE numeracy requirements by satisfying any one of these options:</i></b>
At least a Sound Level of Achievement in one semester of one of these subjects: <ul style="list-style-type: none"> <li>English</li> <li>Essential English</li> </ul> A student may : <ul style="list-style-type: none"> <li>Exit the subject after four semesters with a Sound Level of Achievement or higher</li> <li>Exit the subject after one, two or three semesters with at least a Sound Level of Achievement</li> <li>Exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester</li> </ul>	At least a Sound Level of Achievement in one semester of one of these subjects: <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> <li>Essential Maths</li> <li>Mathematics A or Mathematics B assessed by a Senior External Examination</li> </ul> A student may : <ul style="list-style-type: none"> <li>Exit the subject after four semesters with a Sound Level of Achievement or higher</li> <li>Exit the subject after one, two or three semesters with at least a Sound Level of Achievement</li> <li>Exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester</li> </ul>
At least a Sound Achievement in the short course in literacy developed by the QCAA	At least a Sound Achievement in the short course in numeracy developed by the QCAA



# Subject Offerings at RSC 2024 – 2025

*\*Subject prerequisites are included in brackets. Students will need to meet these prerequisites in Year 10 to enrol in General subjects.*

## Mathematics

### General

- General Mathematics  
*(C in Core Maths)*
- Mathematical Methods  
*(C in Ext. Maths)*
- Specialist Mathematics  
*(C in Ext. Maths)*

### Applied

- Essential Mathematics

## English

### General

- English  
*(C in English)*

### Applied

- Essential English

**Short Course** - Literacy

## Humanities

### General

- Accounting  
*(C in English)*
- Ancient History  
*(C in English)*
- Business  
*(C in English)*
- Geography  
*(C in English)*
- Legal Studies  
*(C in English)*
- Modern History  
*(C in English)*
- Philosophy & Reason  
*(C in English)*

- Psychology  
*(C in English)*

### VET

- Cert IV in Justice Studies

## Design & Technologies

### General

- Design  
*(C in English)*
- Engineering  
*(C in Ext. Physics and C in Ext. Maths)*
- Food & Nutrition  
*(C in Science & English)*

### Applied

- Furnishing Skills
- Fashion
- Information & Communication Technology

### VET

- Cert I in Construction
- Cert II in Engineering Pathways
- Cert II in Hospitality
- Certificate III in Aviation (Remote Pilot)

## Health and Physical Education

### General

- Health  
*(C in English & HPE)*
- Physical Education  
*(C in English & HPE)*

### Applied

- Sport & Recreation

### VET

- Cert II in Health Support Services
- Cert III Fitness



## Languages

### General

- French  
*(C in French)*
- Japanese  
*(C in Japanese)*

## The Arts

### General

- Drama  
*(C in English)*
- Dance  
*(C in Dance & English)*
- Music  
*(C in Music and English)*
- Film, Television & New Media  
*(C in English & Media Arts)*
- Visual Art  
*(C in English & Visual Arts)*

### Applied

- Media Arts in Practice
- Visual Arts in Practice
- Music in Practice

### VET

- Cert III in Live Production & Technical Services

## Science

### General

- Biology  
*(C in Ext. Biology & English)*
- Chemistry  
*(C in Ext. Chemistry and C in Ext. Maths)*
- Marine Science  
*(C in Ext. Biology/Marine and C in English)*
- Physics  
*(C in Ext. Physics and C in Ext. Maths)*

### Applied

- Aquatic Practices

## Other

### VET

- Cert II in Skills for Work and Vocational Pathways



## Subject Fees Schedule at RSC 2024/25\*

\*These prices are a guide only and based on 2022/23 subject offerings. Final fees schedule will be published before the end of the 2023 school year.

Subject	2022/23 Fees
Aquatic Practices	\$50 each year
Dance	\$50 each year
Design	\$80 each year
Drama	\$50 each year
Engineering	\$40 each year
Fashion	\$100 each year
Food and Nutrition	\$80 each year
Film, Television and New Media Studies	\$50 each year
Information and Communication Technology	\$50 each year
Media Arts in Practice	\$50 each year
Music	\$50 each year
Music in Practice	\$50 each year
Physical Education	\$40 each year
Visual Arts in Practice	\$120 each year
VET Subjects	
Certificate III in Fitness	\$150 (2 year fee)
Certificate II in Sport and Recreation	\$265 Fee for Service*
Certificate I in Construction	\$1200 Fee for Service*
Certificate I in Construction – consumables	\$0 for VETiS Funded students \$200 for Non-VETiS Funded students
Certificate II in Engineering Pathways	\$1200 Fee for Service*
Certificate II in Engineering Pathways – consumables	\$0 for VETiS Funded students \$200 for Non-VETiS Funded students
Furnishing Skills – consumables	\$200 each year
Certificate II in Health Support Services	\$499 Fee for Service*
<i>Cert III in Health Services Assistant (Yr 12 only)</i>	<i>\$499 one-off payment</i>
Certificate II in Hospitality	\$1200 Fee for Service*
Certificate II in Hospitality – consumables	\$120 each year
Certificate IV in Crime and Justice (paid directly to Unity College)	\$700 one-off payment
Certificate III in Aviation (Remote Pilot)	\$1200 Fee for Service*
Certificate III in Live Production and Technical Services	\$45 each year

**\*Amount only required for payment if VETiS funding has already been used on another VETiS funded course. Refer to page 6 of this handbook for further information.**

# MATHEMATICS SUBJECTS

## General Mathematics

### General senior subject

General

Students wishing to study General Mathematics should have met the pre-requisites requirements of a C or better in either Year 10 Core or Extension Maths.

The subject is designed for students who need Maths skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

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 and statistics.

### Structure

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

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Problem-solving and modelling task</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			





# Mathematical Methods

## General senior subject

General

Students wishing to study Mathematical Methods should have met the pre-requisites requirements of at least a C in Year 10 Extension Maths.

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.

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences and engineering.

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.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"><li>• Topic 1: Arithmetic and geometric sequences and series 1</li><li>• Topic 2: Functions and graphs</li><li>• Topic 3: Counting and probability</li><li>• Topic 4: Exponential functions 1</li><li>• Topic 5: Arithmetic and geometric sequences</li></ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"><li>• Topic 1: Exponential functions 2</li><li>• Topic 2: The logarithmic function 1</li><li>• Topic 3: Trigonometric functions 1</li><li>• Topic 4: Introduction to differential calculus</li><li>• Topic 5: Further differentiation and applications 1</li><li>• Topic 6: Discrete random variables 1</li></ul>	<b>Further calculus</b> <ul style="list-style-type: none"><li>• Topic 1: The logarithmic function 2</li><li>• Topic 2: Further differentiation and applications 2</li><li>• Topic 3: Integrals</li></ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"><li>• Topic 1: Further differentiation and applications 3</li><li>• Topic 2: Trigonometric functions 2</li><li>• Topic 3: Discrete random variables 2</li><li>• Topic 4: Continuous random variables and the normal distribution</li><li>• Topic 5: Interval estimates for proportions</li></ul>

### Assessment

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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"><li>• Problem-solving and modelling task</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

# Specialist Mathematics

## General senior subject

General

Students wishing to study Specialist Mathematics should have met the pre-requisites requirements of at least a C in Year 10 Extension Maths.

Specialist Mathematics' major domains are vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

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.

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.

## Structure

Specialist Mathematics is to be undertaken in conjunction with Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"><li>• Topic 1: Combinatorics</li><li>• Topic 2: Vectors in the plane</li><li>• Topic 3: Introduction to proof</li></ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"><li>• Topic 1: Complex numbers 1</li><li>• Topic 2: Trigonometry and functions</li><li>• Topic 3: Matrices</li></ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"><li>• Topic 1: Proof by mathematical induction</li><li>• Topic 2: Vectors and matrices</li><li>• Topic 3: Complex numbers 2</li></ul>	<b>Further statistical and calculus inference</b> <ul style="list-style-type: none"><li>• Topic 1: Integration and applications of integration</li><li>• Topic 2: Rates of change and differential equations</li><li>• Topic 3: Statistical inference</li></ul>

## Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Problem-solving and modelling task</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

# Essential Mathematics

## Applied senior subject

Applied

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.

A course of study in Essential Mathematics can establish a basis for further education and employment in the trades, industry or business and community services. Students learn within a practical context related to general employment and participation in society, drawing on the mathematics used by various professional and industry groups.

Students develop their mathematical understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

### Structure

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

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. Redlynch State College will develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Examination</li></ul>

# ENGLISH SUBJECTS

## English

### General senior subject

General

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

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

Students will 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. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"><li>Examining and creating perspectives in texts</li><li>Responding to a variety of non-literary and literary texts</li><li>Creating responses for public audiences and persuasive texts</li></ul>	<b>Texts and culture</b> <ul style="list-style-type: none"><li>Examining and shaping representations of culture in texts</li><li>Responding to literary and non-literary texts, including a focus on Australian texts</li><li>Creating imaginative and analytical texts</li></ul>	<b>Textual connections</b> <ul style="list-style-type: none"><li>Exploring connections between texts</li><li>Examining different perspectives of the same issue in texts and shaping own perspectives</li><li>Creating responses for public audiences and persuasive texts</li></ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"><li>Engaging with literary texts from diverse times and places</li><li>Responding to literary texts creatively and critically</li><li>Creating imaginative and analytical texts</li></ul>

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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

Essential English develops students' understanding of language and literature to enable them to interact confidently and effectively with others in the community. Students will see language and texts as being relevant in their lives.

Students will develop skills to communicate confidently and effectively in Standard Australian English in a variety of community and work-related contexts. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

### Structure

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

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2.

In Units 3 and 4 students complete four summative assessments.

Schools develop three summative internal assessments.

The common internal assessment is developed by the QCAA.

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Extended response — spoken/signed response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>



# HUMANITIES AND BUSINESS SUBJECTS

## Accounting

### General senior subject

General

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

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

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem solving skills.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real world accounting</b> <ul style="list-style-type: none"><li>Accounting for a service business — cash, accounts receivable, accounts payable and no GST</li><li>End-of-month reporting for a service business</li></ul>	<b>Management effectiveness</b> <ul style="list-style-type: none"><li>Accounting for a trading GST business</li><li>End-of-year reporting for a trading GST business</li></ul>	<b>Monitoring a business</b> <ul style="list-style-type: none"><li>Managing resources for a trading GST business — non-current assets</li><li>Fully classified financial statement reporting for a trading GST business</li></ul>	<b>Accounting — the big picture</b> <ul style="list-style-type: none"><li>Cash management</li><li>Complete accounting process for a trading GST business</li><li>Performance analysis of a listed public company</li></ul>

### Assessment

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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"><li>Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>Project — cash management</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>Examination — short response</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>Examination — short response</li></ul>	25%



# Ancient History

## General senior subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life.

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.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies — Slavery</li> <li>• Ancient societies — Art and architecture</li> <li>• Ancient societies — Weapons and warfare</li> <li>• Ancient societies — Technology and engineering</li> <li>• Ancient societies — The family</li> <li>• Ancient societies — Beliefs, rituals and funerary practices.</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Akhenaten</li> <li>• Xerxes</li> <li>• Perikles</li> <li>• Alexander the Great</li> <li>• Hannibal Barca</li> <li>• Cleopatra</li> <li>• Agrippina the Younger</li> <li>• Nero</li> <li>• Boudica</li> <li>• Cao Cao</li> <li>• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> <li>• Richard the Lionheart</li> </ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>• Thebes — East and West, 18th Dynasty Egypt</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Fifth Century Athens (BCE)</li> <li>• Philip II and Alexander III of Macedon</li> <li>• Early Imperial Rome</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The 'Fall' of the Western Roman Empire</li> <li>• The Medieval Crusades</li> </ul>	<b>People, power and authority</b> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt — New Kingdom Imperialism</li> <li>• Ancient Greece — the Persian Wars or the Peloponnesian War</li> <li>• Ancient Rome — the Punic Wars or Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <p>Thutmose III, Rameses II Themistokles, Alkibiades Scipio Africanus, Caesar or Augustus</p>

### Assessment

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

### Summative assessments

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

# Business

## General senior subject

General

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.

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.

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.

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.

### Structure

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

### Assessment

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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"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Extended response — feasibility report</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — business report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%





# Geography

## General senior subject

General

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

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.

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

### Structure

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

### Assessment

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



# Legal Studies

## General senior subject

General

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

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.

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

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

## Structure

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

## Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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

# Modern History

## General senior subject

General

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

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.

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s</li> <li>• Age of Enlightenment, 1750s–1789</li> <li>• Industrial Revolution, 1760s–1890s</li> <li>• American Revolution, 1763–1783</li> <li>• French Revolution, 1789–1799</li> <li>• Age of Imperialism, 1848–1914</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Indigenous rights movement since 1967</li> <li>• Independence movement in India, 1857–1947</li> <li>• Workers' movement since the 1860s</li> <li>• Women's movement since 1893</li> <li>• May Fourth Movement in China, 1919</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australia, 1914–1949</li> <li>• England, 1707–1837</li> <li>• France, 1799–1815</li> <li>• New Zealand, 1841–1934</li> <li>• Germany, 1914–1945</li> <li>• United States of America, 1917–1945</li> <li>• Soviet Union, 1920s–1945</li> <li>• Japan, 1931–1967</li> <li>• China, 1931–1976</li> <li>• Indonesia, 1942–1975</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> <li>• Search for collective peace and security since 1815</li> <li>• Trade and commerce between nations since 1833</li> <li>• Mass migrations since 1848</li> <li>• Information Age since 1936</li> <li>• Genocides and ethnic cleansings since 1941</li> <li>• Nuclear Age since 1945</li> <li>• Cold War, 1945–1991</li> </ul>
<ul style="list-style-type: none"> <li>• Boxer Rebellion, 1900–1901</li> <li>• Russian Revolution, 1905–1920s</li> <li>• Xinhai Revolution, 1911–1912</li> <li>• Iranian Revolution, 1977–1979</li> <li>• Arab Spring since 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Independence movement in Vietnam, 1945–1975</li> <li>• Anti-apartheid movement in South Africa, 1948–1991</li> <li>• African-American civil rights movement, 1954–1968</li> <li>• Environmental movement since the 1960s</li> </ul>	<ul style="list-style-type: none"> <li>• South Korea, 1948–1972</li> </ul>	<ul style="list-style-type: none"> <li>• Struggle for peace in the Middle East since 1948</li> <li>• Cultural globalisation since 1956</li> <li>• Space exploration since 1957</li> <li>• Rights and recognition of First Peoples since 1982</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>

## Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100.

Students will also receive an overall subject result (A–E).

## Summative assessments

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

# Philosophy & Reason

## General senior subject

General

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

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

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Fundamentals of reason</b> The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	<b>Reason in philosophy</b> <ul style="list-style-type: none"><li>• Philosophy of religion</li><li>• Philosophy of science</li><li>• Philosophy of mind.</li></ul>	<b>Moral philosophy and schools of thought</b> <ul style="list-style-type: none"><li>• Moral philosophy</li><li>• Philosophical schools of thought</li></ul>	<b>Social and political philosophy</b> <ul style="list-style-type: none"><li>• Rights</li><li>• Political philosophy</li></ul>

## Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Examination — extended response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Extended response — analytical essay</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Extended response — analytical essay</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	25%

# Psychology

## General senior subject

General

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

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.

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. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning.

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"><li>• Psychological science A</li><li>• The role of the brain</li><li>• Cognitive development</li><li>• Human consciousness and sleep</li></ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"><li>• Psychological science B</li><li>• Intelligence</li><li>• Diagnosis</li><li>• Psychological disorders and treatments</li><li>• Emotion and motivation</li></ul>	<b>Individual thinking</b> <ul style="list-style-type: none"><li>• Localisation of function in the brain</li><li>• Visual perception</li><li>• Memory</li><li>• Learning</li></ul>	<b>The influence of others</b> <ul style="list-style-type: none"><li>• Social psychology</li><li>• Interpersonal processes</li><li>• Attitudes</li><li>• Cross-cultural psychology</li></ul>

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			



# Certificate IV in Justice Studies – 10283NAT

The **Certificate IV in Crime and Justice (10283NAT)** course is co-delivered with Unity College (RTO Number – 32123). This qualification is a nationally recognised qualification and the course is externally assessed and run by Unity College with the opportunity to seek assistance from RSC Legal Studies teachers to assist students in the completion of their modules. This qualification is an excellent opportunity for High School students to take the first step towards a successful career in the justice industry. They will obtain a head start in the local job market and can use the qualification as a step towards further education. This course can help prepare students for the Bachelor of Criminology and Justice at the University of the Sunshine Coast or a Bachelor of Justice at other universities. The course also has close links with the Diploma of Crime and Justice at TAFE QLD, with Queensland Courts and with the Queensland Police. The course is developed alongside industry personnel.

## Areas of Study

Units of Competency	National code	Title
	Unit Code	Unit Name
	1. CJSKOM401	Provide referral information and advice on justice related issues
	2. CJSDCP402	Prepare documentation for court proceedings
	3. CJSJI403	Analyse social justice issues
	4. BSBRES411	Analyse and present research information
	5. PSPREG412/BSBLDR403	Gather information through interviews/OR Lead Team Effectiveness
	6. BSBLEG413	Identify and apply the legal framework
	7. PSPREG003	Apply Regulatory Powers
	8. PSPREG010	Prepare a brief of evidence
	9. BSBLEG416	Apply the principles of the law of torts
	10. BSBWOR404	Develop work priorities

## Assessment

The course contains 10 of units of competency. Specialist course content is studied **online and at tutorials** (3 per year) held at Redlynch State College or St Andrew’s Catholic College. Questions and assistance can be sought from the Trainer and Assessor through the online program, via email, phone call or skype. Extra assistance will be provided from the student’s Legal Studies teacher or their school based Certificate IV in Crime and Justice supervisor. All assessment is competency based which requires students to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in the industry.

## Associated Subject Costs

Unity College charges students directly. Students have to pay a \$700 fee for the course prior to commencing; however, this is significantly subsidised compared to the \$4500 fee through TAFE and other external agencies. Due to the Qld government subsidy students must complete the course before exiting in Year 12.

## Certificates Possible

Students will have their results for this subject recorded on their **Senior Statement** at the end of Year 12. Completion of this subject contributes 7 points to their **Queensland Certificate of Education**. Additionally this certificate can contribute towards an ATAR score and used solely as an ATAR equivalent score for entry into most regional universities. On successful completion of all competencies in this subject students will be issued with a **Certificate IV in Crime and Justice** qualification.

Students who partially complete the course will receive a **Statement of Attainment** showing the units of competency successfully completed.



# TECHNOLOGY SUBJECTS

## Design

### General senior subject

General

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved.

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.

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Design in practice</b> <ul style="list-style-type: none"><li>• Experiencing design</li><li>• Design process</li><li>• Design styles</li></ul>	<b>Commercial design</b> <ul style="list-style-type: none"><li>• Explore — client needs and wants</li><li>• Develop — collaborative design</li></ul>	<b>Human-centred design</b> <ul style="list-style-type: none"><li>• Designing with empathy</li></ul>	<b>Sustainable design</b> <ul style="list-style-type: none"><li>• Explore — sustainable design opportunities</li><li>• Develop — redesign</li></ul>

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Examination — design challenge</li></ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project</li></ul>	35%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — design challenge</li></ul>	25%



# Engineering

## General senior subject

General

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications and environmental systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Engineering fundamentals and society</b> <ul style="list-style-type: none"><li>• Engineering history</li><li>• The problem-solving process in Engineering</li><li>• Engineering communication</li><li>• Introduction to engineering mechanics</li><li>• Introduction to engineering materials</li></ul>	<b>Emerging technologies</b> <ul style="list-style-type: none"><li>• Emerging needs</li><li>• Emerging processes and machinery</li><li>• Emerging materials</li><li>• Exploring autonomy</li></ul>	<b>Statics of structures and environmental considerations</b> <ul style="list-style-type: none"><li>• Application of the problem-solving process in Engineering</li><li>• Civil structures and the environment</li><li>• Civil structures, materials and forces</li></ul>	<b>Machines and mechanisms</b> <ul style="list-style-type: none"><li>• Machines in society</li><li>• Materials</li><li>• Machine control</li></ul>

## Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Project — folio</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — folio</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination</li></ul>	25%





# Food & Nutrition

## General senior subject

General

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

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"><li>• Introduction to the food system</li><li>• Vitamins and minerals</li><li>• Protein</li><li>• Developing food solutions</li></ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"><li>• Consumer food drivers</li><li>• Sensory profiling</li><li>• Labelling and food safety</li><li>• Food formulation for consumer markets</li></ul>	<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"><li>• The food system</li><li>• Carbohydrate</li><li>• Fat</li><li>• Developing food solutions</li></ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"><li>• Formulation and reformulation for nutrition consumer markets</li><li>• Food development process</li></ul>

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Examination</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — folio</li></ul>	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project — folio</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination</li></ul>	25%

# Furnishing Skills

## Applied senior subject

Applied

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications. Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul>	<ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul>

### Assessment

For Furnishing Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# Fashion

## Applied senior subject

Applied

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

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

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

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use.

## Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Fashion culture</li><li>• Fashion technologies</li><li>• Fashion design</li></ul>	<ul style="list-style-type: none"><li>• Adornment<ul style="list-style-type: none"><li>– Accessories</li><li>– Millinery</li><li>– Wearable art</li></ul></li><li>• Collections</li><li>• Fashion designers</li><li>• Fashion in history</li><li>• Haute couture</li><li>• Sustainable clothing</li><li>• Textiles</li><li>• Theatrical design</li><li>• Merchandising</li></ul>

## Assessment

For Fashion, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

two projects

one extended response.

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information.	A response applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"><li>• written: 500–900 words</li><li>• spoken: 2½–3½ mins</li><li>• multimodal: 3–6 mins</li><li>• product: 1–4</li></ul>	Presented in one of the following modes: <ul style="list-style-type: none"><li>• written: 600–1000 words</li><li>• spoken: 3–4 minutes</li><li>• multimodal: 4–7 mins</li></ul>	Presented in one of the following modes: <ul style="list-style-type: none"><li>• written: 600–1000 words</li><li>• spoken: 3–4 minutes</li><li>• multimodal: 4–7 mins</li></ul>	<ul style="list-style-type: none"><li>• products 1–4</li></ul>

# Information and Communication Technology

## Applied senior subject

Applied

Across business, industry, government, education and leisure sectors, rapidly changing Information and Communication Technology (ICT) practices and protocols create corresponding vocational opportunities. To enable students to take advantage of these opportunities, this subject area will equip them with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. Students will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

### Structure

### Assessment

For ICT, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments





# MEM20422 Certificate II in Engineering Pathways

Registered training organisation (RTO): Blue Dog Training (RTO Code: 31193)

**QCE Points:** 4

## Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

## Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. These needs be done in a safe manner for each learner and those around them.

## Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

[https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)

## Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

### Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices

### Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Notes:

\*Prerequisite units of competency - An asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

More information about this qualification is available at:

<https://training.gov.au/Training/Details/MEM20422>

# Certificate II in Hospitality – SIT20316

The **Certificate II in Hospitality (SIT20316)** course is co-delivered with Blueprint Career Development (RTO Number – 30978). This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in the hospitality area. Work would be undertaken in various hospitality settings, such as restaurants, hotels, motels, catering operations, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision. This qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery. Possible future jobs include catering assistant, coffee shop assistant, food and beverage attendant and wait person.

## Areas of Study

	National code	Title	Core / Pathway / Specialisation / Elective
Units of competency	BSBWOR203	Work effectively with others	C
	SITHIND002	Source and use information on the hospitality industry	C
	SITHIND003	Use hospitality skills effectively	C
	SITXCOM002	Show social and cultural sensitivity	C
	SITXCCS003	Interact with customers	C
	SITXWHS001	Participate in safe work practices	C
	SITXFSA001	Use hygienic practices for food safety	E (Group A)
	SITHGAM001	Provide responsible gambling services	E (Group B)
	SITHFAB002	Provide responsible service of alcohol	E (Group B)
	SITHFAB004	Prepare and serve non-alcoholic beverages	E (Group B)
	SITHFAB005	Prepare and serve espresso coffee	E (Group B)
	SITHCCC002	Prepare and present simple dishes	E (Group B)

## Assessment

All assessment is competency based which requires students to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in the industry. Types of assessment may include observation of student demonstrations, oral and written questioning, folios of student work, production and service of food beverages to industry standards, operation of commercial café equipment, working in teams, customer service and work placement. Students are required to attend 40 hrs **mandatory work placement** of 12 shifts in the hospitality industry. Blueprint Career Development can assist with work placements

## Associated Subject Costs

A fee will be charged for this subject to cater for costs of ingredients, use of hospitality uniforms, students booklets, RSA course and reference books and instruction materials used in training.

Students may also be required to attend various industry excursions which will incur additional fees.

## Certificates Possible

Students will have their results for this subject recorded on their **Senior Statement** at the end of Year 12. Completion or partial completion of this subject may contribute to a possible **Queensland Certificate of Education**.

On successful completion of all competencies in this subject students will be issued with a **Certificate II in Hospitality** qualification.

Students who partially complete the course will receive a **Statement of Attainment** showing the units of competency successfully completed.





# CPC10120 Certificate I in Construction / CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO): Blue Dog Training (RTO Code: 31193)

**QCE Points:** 4

## Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

## Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

## Eligibility - Cost

**CPC10120 Certificate I in Construction** is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

**CPC20220 Certificate II in Construction Pathways** is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost**.

Please refer to the Blue Dog Training Website for information on their refund policy.

[https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)





## Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
CPCCOM1012	Work effectively and sustainably in the construction industry	✓	✓
CPCCOM1013	Plan and organise work	✓	✓
CPCCVE1011*	Undertake a basic construction project	✓	✓
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

### Notes:

- \*Prerequisite units of competency - An asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at:

<https://training.gov.au/Training/Details/CPC10120>

<https://training.gov.au/Training/Details/CPC20220>



# Certificate III in Aviation (Remote Pilot)

## AVI30316

### Subject Outline

The Build and Fly a Drone Project provides students with the skills and knowledge to be prepared to integrate traditional engineering skills with modern technologies. This course allows the student to build the drone, which they will then learn to fly. Due to the high level of competence and commitment required to complete this course students must submit an application form. This course is offered through an external Registered Training Organisation – Skills Generation (RTO 41008)

***It is recommended (but not a prerequisite) for students to have completed the Certificate II in Engineering Pathways in Year 10 prior to enrolling in Certificate III in Aviation –Remote Pilot in yr 11 & 12***

### Areas of Study

To achieve this qualification, students are required to successfully complete twelve units comprising four core and eight elective units.

	National code	Title
	AVI30316	CERTIFICATE III in Aviation (Remote Pilot – Visual Line of Sight)
Units of competency	AVIE0001	Operate aeronautical radio
	AVIF0013	Manage human factors in remote pilot aircraft systems operations
	AVIF0023	Apply regulations and policies during remote pilot aircraft systems operations
	AVIH3019	Navigate remote pilot aircraft systems
	AVIK3002	Use info technology devices in an aviation workplace
	AVIW3037	Manage remote pilot aircraft systems pre and post-flight actions
	AVIW3038	Operate and manage remote pilot aircraft systems
	AVIY3073	Control remote pilot aircraft systems on the ground
	AVIY3074	Launch remote pilot aircraft systems
	AVIY3075	Control remote pilot aircraft systems in normal flight
	AVIY3076	Recover remote pilot aircraft systems
	AVIY3077	Manage remote pilot aircraft systems in abnormal flight situations
AVIY3078	Manage remote pilot aircraft systems energy source requirements	
AVIZ3052	Apply situational awareness in remote pilot aircraft systems operations	

### Assessment

Assessment is based on both theoretical and practical work.

### Safety and costs

This course is covered under the VETiS scheme if student had enrolled in Cert II in Engineering Pathways in Year 10. If student is commencing course in Year 11 without this certificate, the fee for service is \$990.

### Certificates Possible

Students will have their results for this subject recorded on their **Senior Statement** at the end of Year 12. Completion or partial completion of this subject may contribute to a possible **Queensland Certificate of Education**.

On successful completion of all competencies in this subject students will be issued with a **Certificate III in Aviation (Remote Pilot – Visual Line of Sight)** qualification. Students who partially complete the course will receive a **Statement of Attainment** showing the units of competency successfully completed.

# HEALTH AND PHYSICAL EDUCATION SUBJECTS

## Health

### General senior subject

General

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

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"><li>• Alcohol (elective)</li><li>• Body image (elective)</li></ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"><li>• Homelessness (elective)</li><li>• Road safety (elective)</li><li>• Anxiety (elective)</li></ul>	<b>Respectful relationships in the post-schooling transition</b>

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Investigation — action research</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — analytical exposition</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination</li></ul>	25%

# Physical Education

## General senior subject

General

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

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.

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.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"><li>• Motor learning integrated with a selected physical activity</li><li>• Functional anatomy and biomechanics integrated with a selected physical activity</li></ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"><li>• Sport psychology integrated with a selected physical activity</li><li>• Equity — barriers and enablers</li></ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"><li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li><li>• Ethics and integrity</li></ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"><li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li></ul>

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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

# Sport & Recreation

## Applied senior subject

Applied

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. They examine technology in sport and recreation activities.

### Structure

The Sport & Recreation course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Sport and recreation in the community</li><li>• Sport, recreation and healthy living</li><li>• Health and safety in sport and recreation activities</li><li>• Personal and interpersonal skills in sport and recreation activities</li></ul>	<ul style="list-style-type: none"><li>• Active play and minor games</li><li>• Challenge and adventure activities</li><li>• Games and sports</li><li>• Lifelong physical activities</li><li>• Rhythmic and expressive movement activities</li><li>• Sport and recreation physical activities</li></ul>

### Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- One project (annotated records of the performance is also required)
- One investigation, extended response or examination.

Project	Performance
<ul style="list-style-type: none"><li>• Investigate activities and strategies to enhance outcomes in aquatic recreation</li><li>• Plan activities and strategies to enhance outcomes in aquatic recreation</li><li>• Perform activities and strategies to outcomes in aquatic recreation</li><li>• Evaluate activities and strategies enhance outcomes in aquatic recreation</li></ul>	<p>A response involves the application of identified skill/s when responding to a task.</p> <ul style="list-style-type: none"><li>• Investigate activities and strategies to enhance outcomes in coaching and/or officiating</li><li>• Plan activities and strategies to enhance outcomes in coaching and/or officiating</li><li>• Implement planned activities and strategies, including skills</li><li>• Evaluate implemented activities and strategies, including skills, and outcomes to make recommendations.</li></ul>
<p>At least 2 different components from the following:</p> <ul style="list-style-type: none"><li>• Investigation and session plan on of the following:<ul style="list-style-type: none"><li>– Written: up to 500 words</li><li>– Spoken: up to 3 minutes, or signed equivalent</li><li>– Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li></ul></li></ul>	<ul style="list-style-type: none"><li>• 2–4 minutes*</li><li>• Performance: up to 4 minutes</li><li>• Investigation, plan and evaluation of one of the following:<ul style="list-style-type: none"><li>– Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li></ul></li></ul>

<ul style="list-style-type: none"><li>- Performance: up to 4 minutes*</li><li>• Evaluation one of the following:<ul style="list-style-type: none"><li>- Written: up to 500 words</li><li>- Spoken: up to 3 minutes, or signed equivalent</li><li>- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>- Performance: up to 4 minutes*</li></ul></li></ul>	<ul style="list-style-type: none"><li>- Spoken: up to 3 minutes, or signed equivalent</li><li>- Written: up to 500 words</li></ul>
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\* Evidence must include annotated records that clearly identify the application of standards to performance.





## Dual Qualification: SIS30321: Certificate III in Fitness + SIS20115: Certificate II in Sport and Recreation (or as stand-alone qualification: SIS30321 Certificate III in Fitness)

Registered Training Organisation: Binnacle Training (RTO number 31319)

### Subject Outline

Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

### Delivery

SIS30321 Certificate III in Fitness + SIS20115 Certificate III in Sport and Recreation (or as standalone qualification: SIS30321 Certificate III in Fitness) is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Upon successful completion students will achieve a maximum 8 QCE credits.

### Entry Requirements

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

### Language, Literacy & Numeracy Skills

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required

### Course Outline & Assessment

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness sessions, including with older adult clients. This program also includes the following: [First Aid](#) qualification and [CPR](#) certificate; a range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO.

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include practical tasks; hands-on activities involving participants/clients; group work; practical experience within the school sporting programs and fitness facility. Evidence contributing towards competency will be collected throughout the course.

### Units of Competency

*IMPORTANT NOTE: SIS30315 Certificate III in Fitness is set to be replaced (new qualification code) prior to the commencement of the 2022 school calendar year. Pending release of this expected new qualification on [training.gov.au](http://training.gov.au) (expected mid-late 2021) and Binnacle Training's addition to scope successful application thereafter, this will likely result in updated units of competency specific to Binnacle Training's 2022 Certificate III in Fitness program*

UNIT CODE	UNIT TITLE
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXCAI002	Assist with activity sessions
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXCCS001	Provide quality service
BSBSUS211	Participate in sustainable work practices
BSBWOR202	Organise and complete daily work activities
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
ICTICT203	Operate application software packages
BSBSUS201	Participate in environmentally sustainable work practices
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise

## Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or activity assistant.

**Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit**

<https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>

Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

## Cost

- **\$265.00** = Binnacle Training Fee - Certificate II entry qualification (can be covered under VETiS funding)
- **\$100.00** = Binnacle Training Fee - Certificate III Gap Fee
- **\$55.00** = First Aid Certificate costs

Excursions to other outside venues to participate in and to conduct fitness activities.

## Product Disclosure Statement

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: [binnacletraining.com.au/rto](http://binnacletraining.com.au/rto)



## Certificate II in Health Support Services (HLT23221)

Connect 'n' Grow RTO number 40518

### Subject Outline

Health Training is linked to the largest growth industry in Australia. This qualification reflects the role of workers who provide support for the effective functioning of health services. This qualification has been designed to include projects that prepare students for a range of tasks they perform when they enter into a health services career, including; health checks, health promotion, health administration and entry pathway for workers who provide the first point of contact and assist individuals in meeting their needs.

This qualification is delivered by way of partnership agreement with Redlynch State College ('Partner School'). The Partner School is authorised to deliver training under the auspices of Connect 'n' Grow (RTO 40518).

QCE Credits: Successful completion of the Certificate II Health Support Services will contribute four (4) credits towards a student's QCE.

### Units of Competency

Unit Code	Unit Name
CHCCOM005	Communicate and work in health or community services
BSBPEF202	Plan and apply time management
HLTHSS009	Perform general cleaning tasks in a clinical setting
CHCDIV001	Work with diverse people
BSBOPS203	Deliver a service to customers
HLTWHS001	Participate in workplace health and safety
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS005	Conduct manual tasks safely
HLTHSS011	Maintain stock inventory
CHCCCS010	Maintain a high standard of service
CHCPRP005	Engage with health professionals and the health system
BSBINM201	Process and maintain workplace information

**Cost** The cost of the Certificate II course could be up to \$499. VETiS may be used by eligible participants for this certificate.

### Certificates Possible

Students will have their results for this subject recorded on their **Senior Statement** at the end of Year 12.

Students completing their Certificate III may also be able to upgrade their QTAC selection rank.

On successful completion of all competencies in this subject students will be issued with a qualification, **Certificate II in Health Support Services**. Students will also have the opportunity to enrol in the **Certificate III Health Services Assistant** in Year 12. This course may cost approximately \$499 and result in an extra 2 QCE points. Upon partial completion of the course students will receive a *Statement of Attainment* showing the units of competency successfully completed.

For more information, please consult the Connect n Grow website:

<https://connectngrow.edu.au/qualifications/cert-ii-in-health-support-services>



# SCIENCE SUBJECTS

## Biology

### General senior subject

General

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.

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.

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 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.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"><li>• Cells as the basis of life</li><li>• Multicellular organisms</li></ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"><li>• Homeostasis</li><li>• Infectious diseases</li></ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"><li>• Describing biodiversity</li><li>• Ecosystem dynamics</li></ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"><li>• DNA, genes and the continuity of life</li><li>• Continuity of life on Earth</li></ul>

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			



# Chemistry

## General senior subject

General

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.

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.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations.

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.

### Structure

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

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

# Marine Science

## General senior subject

General

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

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

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.

### Structure

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

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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

## General senior subject

General

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

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

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted. 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 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.

### Structure

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

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			



# Aquatic Practices

## Applied senior subject

Applied

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Aquatic Practices students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities. Projects and investigations are key features of Aquatic Practices.

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. Students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens.

It is anticipated that approximately five hours of field work will be required for learning and assessment in each unit.

## Structure

Aquatic Practices is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Using the Aquatic Environment</b>  Students explore the variety of ways that humans interact with the aquatic environment. Includes snorkelling and boating.	<b>Recreational and Commercial Fishing</b>  Students explore recreational and commercial fishing. They explain the significance of fishing, different fishing techniques, causes of fishery declines and sustainable management strategies.	<b>Aquariums and Aquaculture</b>  students investigate the historical and cultural significance of aquaculture. Students develop their practical skills and understanding of the biotic and abiotic components that need to be monitored and maintained in an aquarium or aquaculture system	<b>Marine Vessels</b>  Students explore oceanography, vessel design and marine engineering. Students explain the different hull shapes and the principles of mechanical and non-mechanical boat propulsion systems.

## Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments.

Practical project	Applied Investigation
Students use practical skills to complete a project in response to a scenario.	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.
<ul style="list-style-type: none"><li>• <b>Completed project</b> One of the following: Product: 1 Performance: up to 4 minutes</li><li>• <b>Documented process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li></ul>	Presented in one of the following modes: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Written: up to 1000 words</li></ul>

# LANGUAGES SUBJECTS

## French

### General senior subject

General

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

A course of study in French 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.

Students communicate with people from French-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.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ma vie</b> <b>My world</b> <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul>	<b>L'exploration du monde</b> <b>Exploring our world</b> <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of French culture to the world</li></ul>	<b>Notre société</b> <b>Our society</b> <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Groups in society</li></ul>	<b>Mon avenir</b> <b>My future</b> <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul>

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Examination — short response</li></ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Extended response</li></ul>	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	30%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

# Japanese

## General senior subject

General

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.

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.

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.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>私の暮らし</b> <b>My world</b> <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul>	<b>私達のまわり</b> <b>Exploring our world</b> <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of Japanese culture to the world</li></ul>	<b>私達の社会</b> <b>Our society</b> <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Groups in society</li></ul>	<b>私の将来</b> <b>My future</b> <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul>

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Examination — short response</li></ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Extended response</li></ul>	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	30%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%



# THE ARTS SUBJECTS

## Dance

### General senior subject

General

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.

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.

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.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement.

### Structure

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

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100.

Students will also receive an overall subject result (A–E).

### Summative assessments

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



# Music

## General senior subject

General

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

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.

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.

## Structure

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

## Assessment

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In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100.

Students will also receive an overall subject result (A–E).

## Summative assessments

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

# Drama

## General senior subject

General

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.

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

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

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.

### Structure

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

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

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"><li>• Performance</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — practice-led project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project — dramatic concept</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

## Learning in Our Valley. Thinking Beyond the Hills.

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.

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. .

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How are tools and associated processes used to create meaning?</li> <li>• Concept: institutions How are institutional practices influenced by social, political and economic factors?</li> <li>• Concept: languages How do signs and symbols, codes and conventions create meaning?</li> </ul>	<p><b>Story forms</b></p> <ul style="list-style-type: none"> <li>• Concept: representations How do representations function in story forms?</li> <li>• Concept: audiences How does the relationship between story forms and meaning change in different contexts?</li> <li>• Concept: languages How are media languages used to construct stories?</li> </ul>	<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How do technologies enable or constrain participation?</li> <li>• Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups?</li> <li>• Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How do media artists experiment with technological practices?</li> <li>• Concept: representations How do media artists portray people, places, events, ideas and emotions?</li> <li>• Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</li> </ul>

### Assessment

Redlynch State College devises formative assessment in Units 1 and 2 to provide students with the opportunity to experience the types of assessment to be used for summative assessment in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100.

Students will also receive an overall subject result (A–E).

### Summative assessments

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

# Media Arts in Practice

## Applied senior subject

Applied

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences.

### Structure

The structure of Media Arts in Practice has changed & has not been planned

### Assessment

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Assessment is not yet planned



# Visual Arts in Practice

## Applied senior subject

Applied

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices.

### Structure

The structure of Visual Arts in Practice has changed & has not been planned

### Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Assessment is not yet planned



# Music in Practice

## Applied senior subject

Applied

Music in Practice focuses on the role music plays in the community. Musicians fulfil many roles in a community as makers/creators, performers, presenters, journalists, technicians, administrators and managers. Music in Practice gives students opportunities to explore these and other roles through active engagement with music and music productions, and, where possible, by interacting with practising artists.

A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. Potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

## Structure

The Music in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"><li>• Music principles</li><li>• Music practices</li></ul>	<ul style="list-style-type: none"><li>• The music industry</li><li>• Performance craft</li><li>• Community music</li><li>• Song writing</li><li>• Contemporary music</li><li>• Music technology</li></ul>

## Assessment

For Music in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including: at least two performances, with at least one arising from community connections project and at least one product (composition) and one research investigation.

Project	Product	Performance	Investigation
Perform in or manage a school arts event.	(Composition) Create a piece of music that uses pre-recorded samples and loops, or similar, in a contemporary music style.	Create/record a performance suitable for a demo track, demonstrating planning and application of technical skills.	Students will apply investigative practices, research and analyse the technology applications used to produce a quality demo.
<ul style="list-style-type: none"><li>• Multimodal component presentation Present to class a PowerPoint review containing your groups planning and preparation for the performance. Y11: 2.0–4.0 minutes Y12: 3.0–6.0 minutes</li><li>• Performance component Performance of a contemporary music work in front of a live audience, management of sound production for an arts event.</li></ul>	Students are to choose either manipulating existing sounds or arranging and creating. <ul style="list-style-type: none"><li>• Manipulating existing sounds New idea, created using contemporary music sounds Y11: Minimum: 1.0 minutes Y12: Minimum: 2.0 minutes</li><li>• Arranging and creating Song in a contemporary style. Y11: Minimum: 30 seconds Y12: Minimum: 60 seconds</li></ul>	<ul style="list-style-type: none"><li>• Production performance: A demo track recorded in the role of a sound engineer, suitable for a music production company. Variable conditions Collaborate with class on which songs to record</li><li>• Music performance: Performance of music for a demo track.</li></ul>	<ul style="list-style-type: none"><li>• Multimodal response — presentation PowerPoint presentation to class audience that outlines the role of the demo track for emerging musicians using at least two examples, one of which must be Australian and one considered local to Cairns or far north Queensland community. Y11: 3.0–5.0 minutes Y12: 4.0–7.0 minutes</li></ul>

# Certificate III in Live Production and Technical Services - CUA30420

Redlynch State College RTO number 32130

## Subject Outline - Redlynch Arts Course of Excellence

The Certificate III in Live Production and Technical Services (CUA30420) provides individuals with opportunities to extend their skills as professionals within the many areas of the industry. It offers further skilling in all competencies including audio engineering and lighting design. Industry professionals such as Final Touch Productions and Oli Frost (Owner of Grass is Greener Festivals) provide many avenues for students to continue skill improvement throughout this course.

In 2018 the course established itself as a business – Live Production Enterprise. Students not only provide technical support for all College events. They also participate as a service provider to the community. Individuals have opportunities to pursue careers such as: Audio Visual Technicians, Events assistants, backstage crew members and roadies; including Diploma and Degree of Audio Engineering at JMC Academy Brisbane and Diploma of Creative Arts in most Universities (JCU in particular).

Certificate III in Live Production & Services is a Redlynch Course of Excellence (R.A.C.E). Eligibility to this course is based on the following criteria: the student's commitment to learning in school and/or externally, 95% attendance rate, behaviour reports and report card results. Students will have to complete an application form and attend an interview to be selected.

## Delivery

To achieve the qualifications, students must achieve competencies in the core and elective units of competency as described in the tables below:

CORE Competencies CUA30420			
Code	Description	Code	Description
BSBPEF301	Organise personal work priorities	CUAPRP314	Participate in collaborative creative projects
CUAIND311	Work effectively in the creative arts industry	CUAIND314	Plan a career in the creative arts industry
ELECTIVE Competencies CUA30420			
CUALGT311	Operate basic lighting	CUASOU311	Undertake live audio operations
CUAWHS312	Apply work health and safety practices	CUASTA313	Operate staging elements
CUASMT311	Work effectively backstage during performances	CUALGT211	Develop basic lighting skills and knowledge
CUASOU211	Develop basic audio skills and knowledge	CUASTA311	Assist with production operations for live performances
CUASTA212	Assist with bump in and bump out shows	CUAVSS312	Operation vision systems
SITXCCS006	Provide service to customers		

This program will include work placement for a number of reasons:

- it is necessary for industry recognition of training completed by students in an institutional setting
- it provides the opportunity for students to become confident and capable in applying off-the-job knowledge and skills to workplace standards in actual workplace settings
- it provides the opportunity for school students to acquire generic workplace competencies (employability or generic skills) that are highly valued by employers.

Therefore, it is strongly recommended that students are given the opportunity for work placement: (5-20 days). This could include part-time, paid or unpaid work.

## Certificates Possible

Students will have their results for this subject recorded on their **Senior Statement** at the end of Year 12. Completion or partial completion of this subject may contribute to a possible **Queensland Certificate of Education**.

On successful completion of all competencies in this subject students will be issued with a qualification, **Certificate III in Live Production and Technical Services**. Upon partial completion of the course students will receive a *Statement of Attainment* showing the units of competency successfully completed.



# Certificate II in Skills for Work and Vocational Pathways – FSK20119

Redlynch State College RTO number 32130

## Subject Outline

The Certificate II in Skills for Work and Vocational Pathways (FSK20119) is based on units of competency selected from the foundation skills training package. This qualification provides the foundation of knowledge and skills required for work-related and career learning.

## Areas of Study

Competencies	
Code	Description
FSKLRG011	Use routine strategies for work-related learning
FSKLRG010	Use routine strategies for career planning
FSKWTG008	Complete routine workplace formatted texts
FSKWTG009	Write routine workplace texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKRDG010	Read and respond to routine workplace information
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM019	Interpret routine tables, graphs and charts and use information and data for work
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKOCM007	Interact effectively with others at work
SIRXWHS002	Contribute to workplace health and safety
BSBTEC101	Operate digital devices
BSBOPS101	Use business resources

## Assessment

Assessment is competency based, which means that students must demonstrate competency in performance criteria. These can be demonstrated through written and practical tasks.

## Certificates Possible

Students will have their results for this subject recorded on their **Senior Statement** at the end of Year 12. Completion or partial completion of this subject may contribute to a possible **Queensland Certificate of Education**.

On successful completion of all competencies in this subject students will be issued with a **Certificate II in Skills for Work** qualification.

Students who partially complete the course will receive a **Statement of Attainment** showing the units of competency successfully completed.



# SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

## Introduction

School Based Apprenticeships (SBAs) and School Based Traineeships (SBTs) are not provided by the school but rather are positions created by employers in the Cairns Region. The school will be notified on a regular basis of positions as they become available. Students are encouraged to register an interest in SBAs and SBTs with the school (refer to the relevant section of the subject selection form).

**School Based Apprenticeships** enable students to complete part of an apprenticeship over the two years of senior school and then normally converted to a full time apprenticeship at the end of Year 12.

**School Based Traineeships** are normally for 1-2 years duration and terminate at the end of Year 12. The school will assist students to access these opportunities once a position becomes available through other agencies and employers.

School Based Apprenticeships (SBA) and Traineeships (SBT) are primarily designed for students in Year 11 and 12 and can be commenced at any stage during those years. Generally students enrolled in Year 10 can establish a SBA or SBT at the end of that grade for commencement in Year 11.

The School-Based Apprenticeships and Traineeships Program at Redlynch State College will be based on the philosophy that there are multiple pathways for students to find their chosen career and vocation. Many students would prefer a smoother transition from the safe environment of school to full-time work. This program offers students the security of remaining at school, whilst gaining a foothold in the workplace. SBTs and SBAs offer students a host of opportunities:

- Gaining a head start in the job market or their choice of career
- Completing or progressing towards the completion of a vocational qualification or trade
- Accessing paid employment for the time spent at work
- Participating in training arranged by a Supervising Registered Training Organisation (SRTO)
- Gaining first-hand experience in the industry

A School Based Apprenticeship (SBA) or School Based Traineeship (SBT) is a contract of training and paid employment where a student's timetable or curriculum reflects a combination of work; training and school study, which together lead to an award of a Queensland Certificate of Education and progress towards a vocational qualification. Students will normally have their timetable varied to accommodate the program into their school commitments.

Redlynch State College will receive advertisements on a regular basis, from a variety of employers for numerous job opportunities. All job vacancies will be publicised in the school notices and at year level parades. Students are encouraged to apply for these positions and also approach employers to secure their own positions. It is also strongly recommended that students participate in at least one work experience placement (preferably more) to ensure their suitability to their chosen vocational field.

The SBA/SBTs will contribute to a student's QCE and the number of points gained will depend upon the percentage of units of competency achieved by the student over the course of the program. Normally, if the student completes a full SBT they will receive four points towards their QCE and if they complete a full SBA they will normally gain six points, although there is some variations to this and you are urged to speak to the school should you require any further information.

Over the past two years students in schools across Cairns have gained SBAs in Hospitality, Carpentry, Electrical, Plumbing, Painting, Engineering (Boiler-Making), Electrical Refrigeration, Automotive (Mechanic), Hairdressing; and SBTs in Hospitality Operations (Food and Beverage); Horticulture; Retail, Business Administration, Marine, Tyre Fitting and Fitness. This is not an exhaustive list and more and more opportunities are opening up for students each year. The current downturn in the economy is expected to see a reduction in the availability of positions across the Cairns Region.



# TAFE AT SCHOOL PROGRAMS

## VET Programs on offer at TAFE North

Working with schools the TAFE North aims to offer senior secondary students with a range of vocational educational opportunities above what can generally be offered in schools. The majority of these courses are VET in Schools Funded.

TAFE at School programs provide training which leads to recognised VET qualifications and can be credited towards a student's Queensland Certificate of Education.

Students attend TAFE one day per week (normally a Thursday) as designated by their school.

Successful participation in TAFE at School programs can assist students in their transition to work. Courses are primarily open to Year 11 students, and where vacancies occur, to selected Year 10 and 12 students.

TAFE North offers a range of courses for students still studying at secondary school. Delivery options include face-to-face training, work placements, and online and flexible delivery.

For more information visit <http://tafenorth.edu.au/>

Students interested in completing a TAFE course while still at school need to complete an expression of interest form. This form is at the back of this booklet.

Information regarding the TAFE courses available are shown below.



### ***TAFE programs offered in 2024***

- Cert II in Aboriginal and/or Torres Strait Islander Cultural Arts
- Cert II in Retail Cosmetics
- Cert II in Salon Assistant
- Cert II in Health Support Services
- Cert II in Hospitality
- Cert II in Community Services
- Cert II in Sport Coaching
- Cert II in Maritime Operations (Coxswains Grade 1 Near coastal)
- Cert II in Automotive Vocational Preparation (Light)
- Cert II in Automotive Vocational Preparation (Heavy)
- Cert II in Automotive Electrical Technology
- Cert II in Resources and Infrastructure Work Preparation
- Cert II in Engineering Pathways
- Cert II in Plumbing Services
- Cert II in Electrotechnology
- Cert I in Construction

All are block training and will give the student 4 QCE points (Cert I Construction – 3 points).



# SCHOOL TECH

SchoolTech is an innovative, award winning initiative between TAFE Queensland North (Cairns campus), Woree State High School and Skill360 Australia. This choice provides an option for school-based apprenticeships and traineeships. It allows students to complete their senior years of schooling, obtain a Queensland Certificate of Education (QCE) and start a career in a chosen vocational area. SchoolTech is located at the Cairns TAFE campus, Eureka Street, Manunda. Any student interested in this option must complete an Expression of Interest form. All applicants will be required to attend an interview with teachers from the course area, and courses will only proceed if there are sufficient participants. Traditionally a number of Redlynch State College students take up this option after grade 10.

This choice provides a different option for students to get a head start on their career by gaining their QCE and two qualifications while at high school. Students can:

- Seek a school-based apprenticeship or traineeship.
- Complete your senior schooling, gain points towards your QCE and secure two qualifications.
- Gain 'real world' skills through work experience placement.

Students can choose to study

- Construction & Plumbing
- Electrical & Plumbing
- Engineering (Metal Fabrication) & Automotive Vocational Preparation
- Engineering (Diesel Fitting) & Automotive
- Engineering & Marine
- Conservation and Land Management & Marine

## Timetables

- Semester 1, students attend TAFE four days per week with one day allocated as work experience placement.
- Semester 2, 3 and 4 students will attend TAFE three days per week with two days allocated as work experience placement
- The first week of study will be considered orientation week and work experience placement will commence in week 8, one day per week.
- School subjects are timetabled around work experience placement so as to not conflict with class time. This ensures a smooth transition from school to work.

For additional information go to [www.tafenorth.edu.au/schooltech](http://www.tafenorth.edu.au/schooltech)

