



Curriculum Guide

Year 9 2024



INTRODUCTION

The following information clarifies the curriculum offerings to Year 9 students at Redlynch State College.

The College runs 20 x 70 minutes lessons per week for Year 9 students.

English, Math, Science, Humanities	3 lessons per week each
HPE and three electives	2 lessons per week each

Students who are at Redlynch State College in Year 8 have already studied a LOTE subject (Japanese, French or Spanish) and two electives. In Year 9 students no longer need to study LOTE and we allow students to select three elective subjects. Students may continue with electives that they have enjoyed or select others that they may be interested in. Students will reselect electives for Year 10.

Many of our elective subjects require the payment of **elective subject charges**. These funds support the additional materials required to provide extra opportunities for those students undertaking the subject. **Elective subject charges will be invoiced early in the term.** Student Resource Scheme fees (SRS) are required to be paid at the commencement of the school year.

All students will study the following Core Subjects:

- English
- Math
- Science
- Health and Physical Education
- Humanities – 1 semester of History, Civics & Citizenship and 1 semester of Geography, Economics & Business

Students also select **three (3) elective subjects** from the list below:

- Accounting / Business / Economics (ABE)
- Athlete Development Program (ADP) – **by application**
- Dance (DAN)
- Drama (DRA)
- Design & Technologies (DAT)
- Digital Technologies (DIG)
- Engineering Principals and Systems (TES)
- Food & Fibre Production (TFF)
- Food Specialisations (TFD)
- French (FRE)
- Japanese (JPS)
- Materials and Technologies Specialisations – Woodwork (TMT)
- Materials and Technologies Specialisations 2 – Metalwork (TMZ)
- Media Arts (MED)
- Music (MUS)
- Outdoor Recreation (ORE) – **by application**
- Philosophy / Psychology / Politics (PPP)
- Rugby Engagement Program (REP) – **by application**
- Science Enrichment (SEN)
- Spanish (SPN)
- Visual Arts (ART)

Please note, due to class numbers and staff availability not all of these elective subjects may run.



Students are also able to apply for **Redlynch Arts Courses of Excellence** in the following subject areas:

Dance, Drama, Music and Visual Arts

Other programs available by invitation - **STEP**

For more information, please see our school website for application forms or contact the following Heads of Department:

- **Performing Arts:** Robert Crookes
- **Visual Arts:** Seona Cremin
- **STEP:** Allison Sneddon



BEHAVIOURAL EXPECTATIONS

Redlynch State College is committed to ensuring that all young Queenslanders have a right to, and receive a quality education.

Redlynch State College creates a supportive school environment where all people feel respected, safe and committed to learning. A positive learning environment is created by building on quality relationships with students and parents. Our approach to developing responsible behaviour is focused on these relationships and takes place in a caring, supportive environment. We believe that self-control is necessary for children's welfare and happiness and their ability to function effectively in society. Students are encouraged to manage their thinking and their behaviours and it is expected that they develop self-discipline and take responsibility for their actions.

Our behavioural expectations are:

- Respect
- Safety
- Commitment to Learning & Wellbeing



These behavioural expectations are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our behavioural expectations in all actions. These behavioural expectations are the foundation of our Responsible Behaviour Plan for Students.

SELECTING SUBJECTS

GUIDELINES

- Students are encouraged to discuss subject choices with their teachers as College staff have an understanding of your student's strengths and weaknesses and will be able to give them guidance on the appropriateness of their subject choices.
- Students will be required to study three (3) elective subjects.
- Students will have many influences at this time of subject selection: personal likes/dislikes, career aspirations, expectations of family and others', influence of friends and media.
 - The subjects you choose should include subjects which:
 - You are interested in
 - You have experienced past success with
 - May lead to your preferred career path
 - Optimist opportunities to reach your potential
- Make use of this booklet, which provides information about each elective subject.

SELECTING SUBJECTS – SUBMITTING YOUR FINAL CHOICES

Students are required to complete their subject selections in two ways:

1. On the coloured paper **subject selection form**
2. Online through **OneSchool**

The paper subject selection form needs to be submitted to the office via the **Student Services' window**. The paper subject selection form contains detailed instructions on how to complete this process.

Final subject preferences are to be submitted online through OneSchool <https://oslp.eq.edu.au>. Students have already practiced accessing OneSchool through the subject selection survey process completed earlier.

SELECTING SUBJECTS – WHAT IF YOU CHANGE YOUR MIND?

While the online subject selection process is open, students may change their preferences as many times as they like however, students need to be aware that the time of the last online save is the primary data used for allocation to subjects. Once the online process 'closes' the opportunity for change will be minimal. Please see the detailed instructions at the back of this booklet for more information.

SELECTING SUBJECTS – CLAUSES

- Whilst every effort will be made to accommodate a student's preferences, scheduling and the availability of resources will mean that not every student will be assigned for their first preferences. When a class/subject reaches maximum capacity, no additional students will be enrolled into that class/subject. Therefore, you will be required to select two additional electives that you are prepared to study.
- Students also need to be aware that the availability of a particular subject for an individual student is dependent upon a number of important factors:
 - Time of submission of elective preferences or changes to preferences
 - Selection process in specialist classes such as languages
 - Acceptance into excellence and specialist programs
 - Availability of staff and physical resources such as specialist classrooms
 - Class size numbers

CORE SUBJECTS

ENGLISH

Faculty	ENGLISH	
Subject Name	ENG - English	
Duration	Whole year	
Prerequisites	Year 8 English	
Units Studied	<ol style="list-style-type: none"> 1. Speculative Fiction 2. Twelve Angry Men 3. Gothic Literature 4. Novel Study 	
Core Skills	<ul style="list-style-type: none"> • Write to a word limit • Utilise figurative language to enhance writing • Formulate and justify an opinion • Examine text conventions • Examination of author ideology, gaps and silences, privileging and marginalisation • Analyse a range of texts • Identify and utilise persuasive techniques • Experiment with language features, image and sound in literary texts • Seek, provide and respond to feedback • Discuss and respond to topical issues 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Feature Article – the Relevance of Australia Day. Does it need to be changed? 2. Imaginative filling a gap or silence 3. Analytical Essay 4. Design a product and persuasive pitch 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • English • SCL – Short Course for Literacy 	Year 11 <ul style="list-style-type: none"> • General English • Essential English

MATH

Faculty	MATH	
Subject Name	MAT - Mathematics	
Duration	Whole year	
Prerequisites	Year 8 Math	
Units Studied	<ol style="list-style-type: none"> 1. Financial Mathematics 2. Pythagoras' Theorem 3. Algebra 4. Measurement 5. Linear relationships 6. Geometric Reasoning 7. Trigonometry 8. Statistics and probability 9. Linear relationships and proportion 	
Core Skills	<ul style="list-style-type: none"> • Understanding • Fluency • Problem Solving • Reasoning 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Exam each Term 2. Problem Solving and Modelling Task 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Mathematics • Extension Mathematics • SCN – Short Course for Numeracy 	Year 11 <ul style="list-style-type: none"> • General Mathematics • Essential Mathematics

EXTENSION MATH

Faculty	MATH	
Subject Name	XMA – Extension Mathematics	
Duration	Whole year	
Prerequisites	Year 8 Math Students are selected to be in the class based on grades in Year 8 Math	
Units Studied	<ol style="list-style-type: none"> 1. Financial Mathematics 2. Pythagoras' Theorem 3. Algebra 4. Measurement 5. Linear relationships 6. Geometric Reasoning 7. Trigonometry 8. Statistics and probability 9. Linear relationships and proportion 10. Extension topics from Year 10 	
Core Skills	<ul style="list-style-type: none"> • Understanding • Fluency • Problem Solving • Reasoning 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Exam each Term 2. Problem Solving and Modelling Task 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Extension Mathematics • Mathematics 	Year 11 <ul style="list-style-type: none"> • Mathematical Methods • Specialist Mathematics

SCIENCE

Faculty	SCIENCE	
Subject Name	SCI - Science	
Duration	Whole year	
Prerequisites	Year 8 Science	
Units Studied	<ol style="list-style-type: none"> 1. Energy – Light and Sound 2. Chemistry 3. Homeostasis 4. Genetics 5. Geology – Earth structure and processes 	
Core Skills	<ul style="list-style-type: none"> • Questioning • Hypothesising • Predicting • Planning and Conducting Investigations • Collect accurate data • Graphing of data • Safe use of Equipment • Identify relationships • Evaluate conclusions • Critically analyse secondary data • Problem solving • Evaluating data • Summarise data • Improvements to quality of data • Use of scientific language • Analyse patterns and trends in data 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Exams 2. Assignment 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Science 	Year 11 <ul style="list-style-type: none"> • Biology • Chemistry • Physics • Marine Science



HEALTH & PHYSICAL EDUCATION

Faculty	HEALTH AND PHYSICAL EDUCATION	
Subject Name	HPE - Health and Physical Education	
Duration	Whole year	
Prerequisites	Year 8 HPE	
Units Studied	<ol style="list-style-type: none"> 1. Physical Activity and Striking 2. Race & Gender in Sport and Oz-Tag 3. Alcohol and Ultimate Disc 4. Sexual Education and Flag Football 	
Core Skills	<ul style="list-style-type: none"> • Synthesise health information • Propose, justify and evaluate strategies to enhance their own and others health, safety, relationships and wellbeing • Evaluate and refine their own and others movement skills and performances • Apply movement concepts • Adapt and transfer movement strategies • Propose and evaluate leadership approaches, collaboration strategies and ethical behaviours 	
General Capabilities	<ul style="list-style-type: none"> • Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability 	
Assessment	Assessment techniques include: <ul style="list-style-type: none"> • Project • Investigation • Practical or Performance • Exam 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Health and Physical Education 	Year 11 <ul style="list-style-type: none"> • Physical Education • Health • Sport and Recreation (applied subject) • Certificate III Fitness • Certificate II/III Sport and recreation



HUMANITIES – HISTORY/GEOGRAPHY/CIVICS & CITIZENSHIP/ECONOMICS & BUSINESS

Faculty	HUMANITIES	
Subject Name	HIS – History GEG – Geography CIV – Civics & Citizenship ECB – Economics & Business	
Duration	One per Term	
Prerequisites	Year 8 History and Year 8 Geography	
Units Studied	1. History – World War I 3. Civics & Citizenship – Politics & Law	2. Geography - Interconnections 4. Economics & Business - Enterprise
Core Skills	<ul style="list-style-type: none"> • Use chronological sequencing • Develop geographically significant questions • Use historical terms and concepts • Identify, select, evaluate and enhance questions • Represent multi-variable data • Represent spatial distribution • Critically evaluate information and ideas • Account for different interpretations and points of view • Identify and locate relevant sources, using ICT and other methods • Identify the origin/purpose/context of primary and secondary sources • Process and synthesise information • Analyse data and information in different formats to explain cause- and-effect relationships • Recognise and consider multiple perspectives • Evaluate the reliability and usefulness of primary and secondary sources • Identify and analyse the perspectives of people from the past • Identify and analyse different historical interpretations • Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced • Apply geographical concepts • Generate a range of viable options • Apply economics and business knowledge • Use democratic processes to reach consensus • Select and use a range of communication forms (oral, graphic, written) and digital technologies • Reflect on and evaluate findings of an inquiry 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Digital Literacy • Critical and Creative Thinking 	<ul style="list-style-type: none"> • Ethical understanding • Intercultural understanding • Personal and Social Capability
Assessment	1. History – World War I – Combination Exam 2. Geography – Interconnections – Research Report 3. Civics & Citizenship – Politics & Law - Combination Exam 4. Economics & Business – Enterprise - Combination Exam	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • History / Geography / Civics & Citizenship / Economics & Business • Accounting / Business / Economics • Philosophy / Psychology / Politics 	Year 11 <ul style="list-style-type: none"> • Modern History • Ancient History • Legal Studies • Philosophy and Reason



HUMANITIES - ELECTIVES

ACCOUNTING/BUSINESS/ECONOMICS

Faculty	HUMANITIES	
Subject Name	ABE - Accounting, Business & Economics (Market)	
Duration	Whole year	
Prerequisites	NONE	
Units Studied	<ol style="list-style-type: none"> 1. Accounting 2. Business 3. Economics 4. Combined unit 	
Core Skills	<ul style="list-style-type: none"> • Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation • Gather relevant and reliable data and information from a range of digital, online and print sources • Analyse data and information in different formats to explain cause-and- effect relationships, make predictions and illustrate alternative perspectives • Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action • Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations • Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts • Reflect on the intended and unintended consequences of economic and business decisions 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Combination Exam 2. Research Report 3. Multi Modal Presentation 4. Combination Exam 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Accounting/Business/Economics 	Year 11 <ul style="list-style-type: none"> • Accounting • Business • Economics



PHILOSOPHY/PSYCHOLOGY/POLITICS/ECONOMICS

Faculty	HUMANITIES	
Subject Name	PPPE - Psychology, Philosophy, Politics & Economics (Command)	
Duration	Whole year	
Prerequisites	NONE	
Units Studied	<ol style="list-style-type: none"> 1. Psychology 2. Philosophy 3. Politics 4. Economics 	
Core Skills	<ul style="list-style-type: none"> • Develop, select and evaluate a range of questions to investigate Australia's political and legal systems • Identify, gather and sort information and ideas from a range of sources and reference as appropriate • Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues • Account for different interpretations and points of view • Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues • Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action • Present evidence-based civics and citizenship arguments using subject-specific language • Reflect on their role as a citizen in Australian, regional and global contexts 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Combination Exam 2. Research Report 3. Multi Modal Presentation 4. Combination Exam 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Psychology, Philosophy, Politics & Economics 	Year 11 <ul style="list-style-type: none"> • Legal Studies • Economics • Psychology • Philosophy • Certificate IV in Crime and Justice



THE ARTS - ELECTIVES

DANCE

Faculty	PERFORMING ARTS	
Subject Name	DAN - Dance	
Duration	Whole year	
Prerequisites	Group work is an essential process in dance and as such, skills in communication and sharing of creative ideas are an asset. Performance opportunities will require rehearsals outside class time.	
Units Studied	<ol style="list-style-type: none"> 1. Fancy Dance – Why is entertaining, engaging dance important? 2. Dance Landscapes – How does dance reflect my social, emotional and physical environments? 	
Core Skills	<ul style="list-style-type: none"> • Demonstrate knowledge of the Elements of Dance and Safe Dance Principles • Investigate the origin, history and techniques of ritual, world and cultural/sub cultural dance and genres such as ballet, hip hop, jazz and contemporary • Learn, practise and present their work using genre specific dance vocabulary, expressive and technical skills • Explore genre and styles; ritual, world and cultural/sub cultural dance, ballet, hip hop, jazz and contemporary • Recognise, describe, compare and contrast characteristics of chosen dance styles in relation to their contexts • Explore, select and manipulate dance elements to create movement sequences in various dance styles and genres • Reflect and offer feedback on their own work and that of their peers • View, analyse and respond to dance examples from various genres. 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Performance of Teacher devised dances 2. Choreography for solos/pair/small groups in various genres 3. Multimodal Presentations 4. Dance Journal Entries 5. Short Answer/Extended responses 	
Costs	\$50	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Dance 	Year 11 <ul style="list-style-type: none"> • Dance



DRAMA

Faculty	PERFORMING ARTS	
Subject Name	DRA - Drama	
Duration	Whole year	
Prerequisites	In preparation for the live performances, students will be required to attend out of class time rehearsals i.e. lunchtimes and/or before/after school. Students will also be required to attend a compulsory full dress rehearsal on the weekend prior to the live performances.	
Units Studied	<ol style="list-style-type: none"> 1. Storytelling 2. Collage Drama 3. Let's Get the Party Started 	
Core Skills	<ul style="list-style-type: none"> • Students will know the different dramatic conventions of a Collage Drama • Scriptwriting skills in the genres of collage drama scripts and storytelling scripts • Working as an ensemble cast for the purpose of a live performance • Students will know how to review an early childhood piece of theatre • Improvisation skills • Group work skills • Presenting skills • Responding to Drama skills • Vocal skills for performance • Rehearsal responsibilities. 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Scriptwriting a Collage Drama 2. Presenting a Collage drama in groups 3. Reviewing an early childhood theatre 4. Transforming a children's story into a script for performance 5. Live performance of a Storytelling show in front of a year 3 audience 6. Live performance in front of parents and friends of a Collage Drama. 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Drama 	Year 11 <ul style="list-style-type: none"> • Drama

MEDIA ARTS

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Med – Media Arts	
Duration	Whole year	
Prerequisites	Year 8 English and Year 8 Math or Year 8 Media Arts	
Units Studied	<ol style="list-style-type: none"> 1. Classic Film Genre 1 2. Classic Film Genre 2 3. Television News Media 4. Documentary Analysis 	
Core Skills	<ul style="list-style-type: none"> • Constructing a storyboard (shot size, angle, movement, an accurate representation of what is happening on screen) • Construction of pre-production documents and backwards planning • Filming and editing a VFX safely • Apply prosthetics and VFX make up • Create, setup and design lighting • Analysis and deconstruction of visual signs and symbols • Use evaluation and develop evidence-based judgments • Structure essays • Use videogame specific language • Framing, angle and movement use to make specific meaning • Composition (colour use, R.O.T, focus, shape and line) • Setting: manipulating the environment and objects • Lighting: using safe practices to manipulate light intensity and source to make meaning • Use of continuity and discontinuity editing to make meaning • Use of digital grading and colour correcting software sound • Manipulation of diegetic and non- diegetic sound as well as recording to engage with and manipulate the audience’s emotional context. 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Intercultural Understanding • Ethical Understanding • Personal and Social Capability • Digital Literacy 	
Assessment	<ol style="list-style-type: none"> 1. Design Task 2. Production Task 3. Design and Production 4. Written Analysis 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Media Arts 	Year 11 <ul style="list-style-type: none"> • Film, Television & New Media • Media Arts In Practice



MUSIC

Faculty	PERFORMING ARTS	
Subject Name	MUS - Music	
Duration	Whole year	
Prerequisites	Individuals with specific musical abilities are encouraged to select Classroom Music as an elective subject.	
Units Studied	<ol style="list-style-type: none"> World Music Pioneers Of Rock 	
Core Skills	<ul style="list-style-type: none"> Performance skills on guitar, keyboard, voice & chosen instrument Music literacies including music elements and associated concepts Understanding the relationships between music elements, concepts and stylistic characteristics in relation to periods in Music history Composing music in a variety of styles to suit specific purposes and contexts using a variety of music software programs Responding to musical works using musical language (elements, concepts and stylistic characteristics) Evaluating and comparing music repertoire and other music sources to develop and enhance musicianship Making judgements to express a music viewpoint as you work Reflecting on and reviewing your own and other musicians' work. 	
General Capabilities	<ul style="list-style-type: none"> Literacy Digital Literacy Critical and Creative Thinking Intercultural understanding Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> Performance: as a soloist with a backing track or other suitable accompaniment or as an accompanist to a solo performer Composing: select and combine music elements, concepts and stylistic characteristics to create original works for different contexts in contrasting styles demonstrating a variety of compositional techniques Musicology: Short response exam and extended response task analysis 	
Costs	\$20	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> Music 	Year 11 <ul style="list-style-type: none"> Music Music in Practice



VISUAL ART

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	ART – Visual Art	
Duration	Whole year	
Prerequisites	Year 8 English and Year 8 Maths or Year 8 Visual Art	
Units Studied	<ol style="list-style-type: none"> 1. Portrait Drawing 2. Coil Ceramics 3. Impressionism 4. Pop Art Lino Printing 	
Core Skills	<ul style="list-style-type: none"> • Use & manipulate visual language (elements & principles of design) • Use technical terms for mix media, painting, printmaking & sculpture • Solve visual problems in design and art making techniques in design • Use specific processes involved in mix media, sculpture & painting & drawing • Use the Inquiry model to research, develop, reflect and resolve to create an artwork, creating an experimental folio of work • Develop art making skills in 2D & 3D art • Respond to artists' works and arts concepts • Reflect on own & other artists' works • Evaluate own & other artists' works 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Intercultural Understanding • Ethical Understanding • Personal and Social Capability • Digital Literacy 	
Assessment	<ol style="list-style-type: none"> 1. Resolved Portrait 2. Coil Pots 3. Resolved Painting 4. Resolved Lino Print 	
Costs	\$60	
Subjects aligned with Years 10 & 11	Year 10 <ul style="list-style-type: none"> • Visual Art 	Year 11 <ul style="list-style-type: none"> • Visual Art • Visual Arts In Practice

DESIGN TECHNOLOGIES - ELECTIVES

MATERIALS AND TECHNOLOGIES SPECIALISATIONS

Faculty	DESIGN & TECHNOLOGIES	
Subject Name	MATERIALS AND TECHNOLOGIES SPECIALISATIONS WOOD - TMT	
Duration	Whole year	
Prerequisites	<ul style="list-style-type: none"> • Completion of the previous year's course is recommended • Strong work ethic with a willingness to learn about the practical subjects 	
Units Studied	<ol style="list-style-type: none"> 1. Wood working joints 2. Wood products 3. Design 	
Core Skills	<ul style="list-style-type: none"> • Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy 	
Assessment	<ol style="list-style-type: none"> 1. Practical Tasks 2. Written Theory 3. Short answer theory quizzes 	
Costs	\$110	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Design and Technologies • Engineering Principles and Systems • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • CERT II Engineering Pathways (Build & Fly a Drone) 	Year 11 <ul style="list-style-type: none"> • Design • Engineering • Furnishing Skills • CERT I in Construction



MATERIALS AND TECHNOLOGIES SPECIALISATIONS 2

Faculty	DESIGN & TECHNOLOGIES	
Subject Name	MATERIALS & TECHNOLOGIES SPECIALISATIONS 2 - TTZ	
Duration	Whole year	
Prerequisites	<ul style="list-style-type: none"> • Completion of the previous year's course is recommended • Strong work ethic with a willingness to learn about the practical subjects 	
Units Studied	<ol style="list-style-type: none"> 1. Sheet metal 2. Fabrication 3. Art Metal 4. Machining 	
Core Skills	<ul style="list-style-type: none"> • Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy 	
Assessment	<ol style="list-style-type: none"> 1. Practical Tasks 2. Written Theory 	
Costs	\$110	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • Design & Digital Fabrication • Engineering Principles and Systems • CERT II Engineering Pathways (Build & Fly a Drone) 	Year 11 <ul style="list-style-type: none"> • Design • Engineering • CERT I in Construction • CERT II in Engineering Pathways



FOOD & FIBRE PRODUCTION

Faculty	DESIGN & TECHNOLOGIES	
Subject Name	Food and Fibre Production - TFF	
Duration	Whole year	
Prerequisites	<ul style="list-style-type: none"> • Completion of the previous year's course is recommended • Strong work ethic with a willingness to learn about the practical subjects 	
Units Studied	<ol style="list-style-type: none"> 1. Design 2. Textiles 3. Food preparation 	
Core Skills	<ul style="list-style-type: none"> • Producing • Designing 	
General Capabilities	<ul style="list-style-type: none"> • Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing • Digital Literacy 	
Assessment	<ol style="list-style-type: none"> 1. Practical Tasks 2. Written Theory 	
Costs	\$110	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Design Tech – Food and Textiles • Hospitality 	Year 11 <ul style="list-style-type: none"> • Food and Nutrition • CERT II Hospitality • Fashion



DESIGN & TECHNOLOGIES

Faculty	DESIGN & TECHNOLOGIES	
Subject Name	Design and Digital Technologies - DAT	
Duration	Whole year	
Prerequisites	<ul style="list-style-type: none"> Completion of the previous year's course is recommended Strong work ethic with a willingness to learn about the practical subjects 	
Units Studied	<ol style="list-style-type: none"> 1. Design 2. Sketching 3. 3D Printing 4. CNC Machines 	
Core Skills	<ul style="list-style-type: none"> Investigating and defining Generating and designing Producing and implementing Evaluating Collaborating and managing 	
General Capabilities	<ul style="list-style-type: none"> Literacy Critical and Creative Thinking Numeracy Digital Literacy 	
Assessment	<ol style="list-style-type: none"> 1. Practical Tasks 2. Written Theory 	
Costs	\$80	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> Design Tech – Woodwork Design Tech – Metalwork Design Tech – Mechatronics Design & Digital Fabrication CERT II ENGINEERING PATHWAYS (Build & Fly a Drone) 	Year 11 <ul style="list-style-type: none"> Design Engineering CERT I Furnishing CERT II Engineering



ENGINEERING PRINCIPLES AND SYSTEMS

Faculty	DESIGN & TECHNOLOGIES	
Subject Name	ENGINEERING PRINCIPLES AND SYSTEMS - TES	
Duration	Whole year	
Prerequisites	<ul style="list-style-type: none"> • Completion of the previous year's course is recommended • Strong work ethic with a willingness to learn about the practical subjects 	
Units Studied	<ol style="list-style-type: none"> 1. Design 2. Mechanisms 3. CAMS 4. Linkages 5. CNC Machines 	
Core Skills	<ul style="list-style-type: none"> • Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy 	
Assessment	<ol style="list-style-type: none"> 1. Practical Tasks 2. Written Theory 	
Costs	\$80	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Design Tech – Woodwork • Design Tech – Metalwork • Design Tech – Mechatronics • Design & Digital Fabrication • CERT II ENGINEERING PATHWAYS (Build & Fly a Drone) 	Year 11 <ul style="list-style-type: none"> • Design • Engineering • CERT I Furnishing • CERT II Engineering



FOOD SPECIALISATIONS

Faculty	TECHNOLOGIES & TECHNOLOGIES	
Subject Name	FOOD SPECIALISATIONS - TFD	
Duration	Whole year	
Prerequisites	Completion of the previous year's course is recommended, as is a strong work ethic with a willingness to learn about the design subjects.	
Units Studied	<ol style="list-style-type: none"> 1. Methods of cooking 2. Garnishes 3. Plating and presenting 	
Core Skills	<ul style="list-style-type: none"> • Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy 	
Assessment	<ol style="list-style-type: none"> 1. Practical Tasks 2. Written Theory 	
Costs	\$160	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Design Tech – Food and Textiles • Hospitality 	Year 11 <ul style="list-style-type: none"> • Food and Nutrition • CERT II Hospitality

HEALTH & PE - ELECTIVES

ATHLETE DEVELOPMENT PROGRAM

Faculty	HEALTH AND PHYSICAL EDUCATION	
Subject Name	ADP – Athlete Development Program	
Duration	Whole year	
Prerequisites	Year 8 HPE	
Units Studied	<ol style="list-style-type: none"> 1. Energy Systems and Lacrosse 2. Sports Nutrition and Hockey 3. AFL and Officiating 4. Functional Anatomy & Biomechanics and Badminton 	
Core Skills	<ul style="list-style-type: none"> • Research, analyse and evaluate sporting performance • Identify areas in need of development in own performance and understanding • Propose, justify, implement and monitor plans to achieve goals • Promote health and wellbeing, movement capacities and personal development • Create and perform movement sequences by manipulating and combining movement skills and applying movement concepts • Identify risks and apply safe practices • Select and apply positive, respectful and inclusive personal development skills and strategies • Develop controlled, coordinated and efficient movement • Develop teamwork, tactical knowledge and strategic thinking • Use feedback to improve performance 	
General Capabilities	<ul style="list-style-type: none"> • Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability 	
Assessment	Assessment techniques include: <ul style="list-style-type: none"> • Project • Investigation • Practical or Performance • Exam 	
Costs	Approximately \$120 (+ extra costs for bus)	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Athlete Development Program 	Year 11 <ul style="list-style-type: none"> • Physical Education • Health • Certificate III Fitness • Sport and Recreation
Additional Information	<ul style="list-style-type: none"> • Participation in the practical and theoretical aspects of the course is expected • Students will be required to attend practical sessions off campus • Due to the high level of competence and commitment required to complete this course students must submit an application form for the Athlete development Program • Equipment includes: Bucket hat and running shoes. 	

OUTDOOR RECREATION

Faculty	HEALTH AND PHYSICAL EDUCATION	
Subject Name	ORE - Outdoor Recreation	
Duration	Whole year	
Prerequisites	Year 8 HPE	
Units Studied	1. Rock climbing and Abseiling 2. Bushwalking 3. Environmental education & Snorkelling 4. Wilderness first aid and Mountain Biking Excursions: Northern Outlook, Fitzroy Island, Mt Bartle Frere, Smithfield Mountain Bike Trails NOTE: Camp locations may change due to inability to acquire camp permits	
Core Skills	<ul style="list-style-type: none"> • Technical knowledge, such as abseiling, climbing techniques and procedures to suit the features of the surface • Knot tying techniques • Care and maintenance of equipment • Minimal impact techniques • Snorkelling techniques • Mountain Biking • Recycling techniques, policies and procedures • Survival skills • First aid • Team work • Leadership • Communication 	
General Capabilities	<ul style="list-style-type: none"> • Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability 	
Assessment	<ul style="list-style-type: none"> • Supervised written exam • Supervised written exam • Multimodal • Project • Open Book test 	
Costs	Cost TBA	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Outdoor Recreation 	Year 11 <ul style="list-style-type: none"> • Certificate II Outdoor Education Sport and Recreation
Additional Information	<ul style="list-style-type: none"> • Students will be required to attend Camps and practical sessions off campus • There is a course fee for this subject that will cover camping fees, venue hire, activities, and transport • Due to the high level of competence and commitment required to complete this course students must submit an application form for Outdoor Recreation 	



RUGBY LEAGUE ENGAGEMENT PROGRAM

Faculty	Health and Physical Education	
Subject Name	REP – Rugby Engagement Program	
Duration	Whole year	
Prerequisites	Year 8 HPE	
Units Studied	<ul style="list-style-type: none"> • Coaching • Refereeing 	
Core Skills	<p>Fundamental movement skills, spatial awareness, decision making and basic ball handling in a fun, safe and inclusive environment. develop and extend Rugby League specific skills across all formats of the game. Player development opportunities in physical, skill, set piece, structured and unstructured play, and position specific areas of the game. The program is designed to assist with player welfare, safety and physical development, a tool that can be implemented as part of training and as a pre-game warm-up.</p>	
General Capabilities	<ul style="list-style-type: none"> • Numeracy • Literacy • Critical and Creative Thinking • Personal and Social Capability 	
Assessment	<p>Assessment techniques include:</p> <ul style="list-style-type: none"> • Project • Practical or Performance • Rugby disciplines practical assessment is ongoing and based on class sessions as well as performance in GALA days and various school tournaments. 	
Costs	\$80	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Rugby League Engagement Program 	Year 11 <ul style="list-style-type: none"> • Certificate II/III Sport and Recreation • Certificate III Fitness Sport and Recreation
Additional Information	<ul style="list-style-type: none"> • Participation in the practical and theoretical aspects of the course is expected • Equipment includes: Bucket hat and running shoes • The course fee for this subject will cover playing shorts, socks and assist with transport to Gala days 	

LANGUAGES

FRENCH

Faculty	LANGUAGES	
Subject Name	FRE - French	
Duration	Whole year	
Prerequisites	Year 8 French preferred	
Units Studied	<ol style="list-style-type: none"> 1. House Rules 2. Holiday Plans 3. What Happened? 4. Going Out 	
Core Skills	<ul style="list-style-type: none"> • Encounter authentic language in a range of spoken and written texts • Analyse, process, summarise and organise information and ideas from different sources or texts • Convey information • Use a range of tenses • Reflect on ways elements of communication vary according to context and situation • Understand the influence of cultural values on perspectives • Justify opinions • Organise, construct and present simple, cohesive spoken and written texts • Plan, draft and present information • Participate in intercultural experience to notice, compare and reflect on language and culture • Reflect on learning to identify new understandings and future applications 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Spoken task: <i>Distribution of Chores</i>; Listening Task: <i>The household</i> 2. Written task: <i>Email to Best Friend</i>; Reading Task: <i>Work and Holiday Plans</i> 3. Spoken task: <i>Voicemail Message</i>; Listening Task: <i>What happened?</i> 4. Written task: <i>Week in Paris</i>; Reading Task: <i>Going out</i> 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • French 	Year 11 <ul style="list-style-type: none"> • French

JAPANESE

Faculty	LANGUAGES	
Subject Name	JPN - Japanese	
Duration	Whole year	
Prerequisites	Year 8 Japanese preferred	
Units Studied	<ol style="list-style-type: none"> 1. Let's Party! 2. School Life 3. Seasons and Weather 4. Friends and Fashion 	
Core Skills	<p>This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication, for example, digital media, collaborative performance and group discussions. Learners become more confident in communicating in a wider range of contexts through greater control of language structures and vocabulary and increased understanding of the variability of language use. They use Japanese to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They use language more fluently, with a greater degree of self-correction and repair.</p> <p>Learners at this level are able to read and write using hiragana, katakana and an increasing number of kanji in all texts. Their writing is more sophisticated, using connectives and conjunctions, and they engage with more complex language structures.</p>	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Spoken task: <i>Role-Play</i>; Listening task: <i>Let's Party</i> 2. Written task: <i>Email to Yoshiyuki</i>; Reading task: <i>School Life</i> 3. Spoken task: <i>Weather Report</i>; Listening task: <i>My Favourite Season</i> 4. Written task: <i>Entertainment Article</i>; Reading task: <i>Mitsuko's Friends</i> 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Japanese 	Year 11 <ul style="list-style-type: none"> • Japanese

SPANISH

Faculty	LANGUAGES	
Subject Name	SPN - Spanish	
Duration	Whole year	
Prerequisites	Year 8 Spanish preferred	
Units Studied	<ol style="list-style-type: none"> Mis vacaciones (My holidays) Mi tiempo libre (My free time) Las estaciones y el clima (The seasons and weather) Mi aventura en Madrid – My adventure in Madrid 	
Core Skills	<ul style="list-style-type: none"> Encounter authentic language in a range of spoken and written texts Analyse, process, summarise and organise information and ideas from different sources or texts Convey information and make comparisons Use a range of tenses Reflect on ways elements of communication vary according to context and situation Understand the influence of cultural values on perspectives Justify opinions Organise, construct and present simple, cohesive spoken and written texts Plan, draft and present information Participate in intercultural experience to notice, compare and reflect on language and culture Reflect on learning to identify new understandings and future applications 	
General Capabilities	<ul style="list-style-type: none"> Literacy Numeracy Digital Literacy Critical and Creative Thinking Ethical understanding Intercultural understanding Personal and Social Capability 	
Assessment	(By term) <ol style="list-style-type: none"> Listening Task: Mis vacaciones Written task: <i>Email to Best Friend</i>; Reading Task: <i>Weekends Plans</i> Spoken task: Weather report; Listening Task: <i>What is the weather forecast?</i> Written task: <i>Week in Madrid</i>; Reading Task: <i>Going out</i> 	
Costs	Nil	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> Spanish 	Year 11 <ul style="list-style-type: none"> Spanish



DIGITAL TECHNOLOGIES

DIGITAL TECHNOLOGIES

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	DIG – Digital Technologies	
Duration	Whole year	
Prerequisites	Year 8 English and Year 8 Maths or Year 8 Digital Technologies	
Units Studied	5. Website Development 6. Applied coding – Internet of Things (IoT) 7. Game Development – Python Turtle 1. Databases	
Core Skills	<ul style="list-style-type: none"> Analyse simple compression of data Develop techniques for acquiring, storing and validating data from a range of sources, considering security requirements Analyse data of a complex problem Define and decompose real-world problems, taking into account functional and non-functional requirements Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics Represent code structures with flowcharts and pseudo code and validate these through tracing and test cases Use Python as an object-oriented programming language Evaluate information systems and their solutions in terms of risk and sustainability Create interactive online solutions using HTML and CSS 	
General Capabilities	<ul style="list-style-type: none"> Digital Literacy Numeracy Literacy Critical and Creative Thinking Ethical understanding Personal and Social Capability Intercultural Understanding 	
Assessment	5. Project 6. Project 7. Project 1. Investigation	
Costs	\$30 (Software)	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> Digital Technologies Information and Communication Technology 	Year 11 <ul style="list-style-type: none"> Digital Solutions Information and Communication Technology



SCIENCE

SCIENCE ENRICHMENT

Faculty	SCIENCE	
Subject Name	SEN – Science Enrichment	
Duration	Whole year	
Prerequisites	B in Year 8 Science or equivalent in Year 8 Extension Science	
Units Studied	Units are determined by students and teacher and may include: <ul style="list-style-type: none"> • Light • Sustainable Living • Coral Reef Ecology • Forensics • Scientific Investigations 	
Core Skills	<ul style="list-style-type: none"> • Questioning • Hypothesising • Predicting • Planning and Conducting Investigations • Collecting accurate data • Graphing of data • Safe use of Equipment • Identifying relationships • Evaluate conclusions • Critically analysing secondary data • Problem solving • Analysing patterns and trends in data • Evaluating data • Summarising data • Improvements to quality of data • Use of scientific language 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Personal and Social Capability 	
Assessment	Assessment may include the following: <ol style="list-style-type: none"> 1. Report writing 2. Folios of work 3. Experimental design 4. Presentations 	
Costs	\$25	
Subjects aligned with Year 10 & 11	Year 10 <ul style="list-style-type: none"> • Science Enrichment 	Year 11 <ul style="list-style-type: none"> • Biology • Chemistry • Physics

Outline your previous playing experience including club and level of participation

List any coaching or officiating qualifications/experience you may have had

I _____ wish to be considered for enrolment into the Redlynch State College Athlete Development Program for the 2024 school year. If successful, I agree to adhere to the high expectations and levels of participation expected of Student Athletes enrolled in the program.

Student Athlete Signature:

Parent/Guardian's Signature:

Students whose Written Applications are successful will be contacted by HOD Brett Fleeting / Louise Harcourt

PLEASE RETURN THIS FORM AND SUPPORTING MATERIAL TO THE 7 – 12 ADMIN OFFICE

REDLYNCH STATE COLLEGE
Outdoor Recreation Program, 2024
Expression of Interest Form

STUDENT INFORMATION (please print carefully):	
FIRST NAME:	SURNAME:
MAILING ADDRESS:	
CONTACT PARENT/GUARDIAN INFORMATION:	
FIRST NAME:	SURNAME:
HOME NO:	MOBILE NO:
EMAIL ADDRESS (please print carefully):	
Please provide a copy of the applicant's most recent report card.	
<i>Why do you feel you should be selected for the Outdoor Recreation Program at Redlynch State College?</i>	
<i>What skills do you hope to acquire/develop during the Outdoor recreation Program?</i>	

What activities are you currently involved in outside of school that you feel will assist you in the Outdoor Recreation Program?

Describe the three things you like most about school?

I _____ wish to be considered for enrolment into the Redlynch State College Outdoor Recreation Program for the 2024 school year. If successful, I agree to adhere to the high expectations and levels of participation expected of student enrolled in the program.

Student Athlete Signature: _____

Parent/Guardian's Signature: _____

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