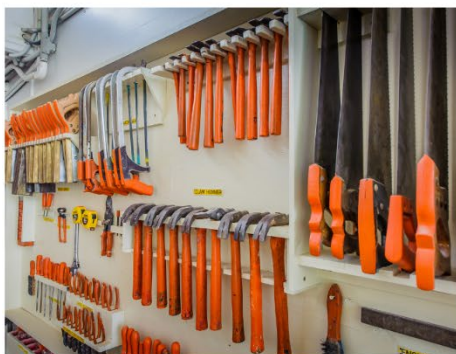
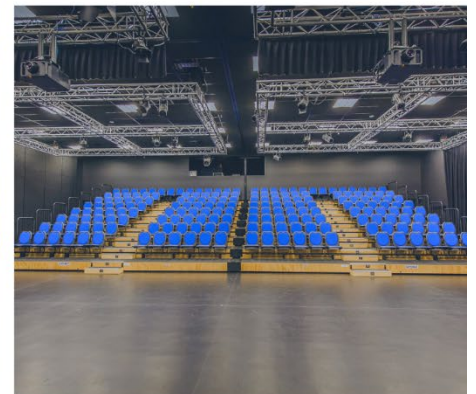




REDCLIFFE STATE HIGH SCHOOL

Middle Secondary Years 9/10

Subject Handbook 2024



SABER - SOARING ABOVE AND BEYOND EXPECTATIONS @ REDCLIFFE SHS



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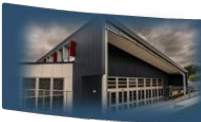
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A FEW TIPS FOR CHOOSING SUBJECTS

YOU SHOULD BE CHOOSING SUBJECTS:

- **you enjoy** - your feelings about a subject will have a great influence on your levels of achievement.
- **in which you can do well** - past results in a subject are usually good indicators of future achievement, however, they may not necessarily reflect ability level as poor results in the past may be due to other factors.
- **that give you skills, knowledge and attitudes useful in life** – don't avoid subjects just because they are not related to your chosen career. You can learn useful skills and knowledge in all subjects. Good performance in any subject will improve your overall appeal to employers and training organisations.
- **that align with your future career pathways and aspirations.**

INVESTIGATE THE SUBJECTS

It is important that students fully understand their subject choice. Never assume that you know all about a subject at a higher level because you have done that subject before.

Do not base your choice on your likes or dislikes of particular teachers or students.

To investigate any subject:

- ask the teachers or Heads of Department of that subject
- look at the books and materials in that subject
- read about the subject in this booklet
- talk to other students who are doing, or have done, the subject however, don't assume that because one student does or doesn't like a subject you will feel the same. All subjects are both liked and disliked by different students.

Details about elective subjects are provided in this booklet. For any other enquiries, please contact the Head of Department of the subject you are interested in.

Contact details for all Heads of Department are listed on our website.

If you require any general subject information or assistance in making these decisions, you are encouraged to make an appointment with the Guidance Officer.

Mrs Angela Auton
Deputy Principal – Curriculum



YEAR 9 ELECTIVE SUBJECTS



S A B E R
ABOVE & BEYOND



INTRODUCTION TO YEAR 9

This booklet is designed for students and contains important information and advice which should be considered carefully before making subject choices for Year 9.

In 2024, Year 9 students will continue with the Australian Curriculum, with the following five (5) learning areas studied for the whole year:

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education – *students who are in Rugby League or Girls Sport and Fitness Programs of Excellence will do this for their Physical Education.*

In addition, students will select two (2) electives for Year 9, that will be studied for one (1) semester each.

Students may choose from:

- Drama
- Visual Art
- Media Arts
- Music
- Program of Excellence - Music
- Program of Excellence - Drama
- Program of Excellence - Visual Art
- Economics & Business
- Digital Technologies
- Food Specialisations
- Design Technologies
- Japanese
- Geography



DRAMA

No fee associated with this course.

Subject Overview

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Drama, students learn to reflect critically on their own experiences and responses, and further their own aesthetic knowledge and preferences. They learn, with growing sophistication, to express and communicate experiences through and about Drama.

Course Outline	
One Semester	
Unit 1	Unit 2
Realism Students study the conventions and stagecraft of realism. Each year a new text is chosen to study.	Collage Drama Students study the form, style and conventions of collage drama.
Homework Requirements	Assessment Techniques
Drama rehearsals Reading of play text	Making: performance/s and directorial vision Responding: script analysis and evaluation



VISUAL ART

No fee associated with this course.

Subject Overview

In Visual Art students develop knowledge, understanding and skills to make artworks. They make and respond to visual artworks independently or with their peers, teachers and community. Students will use available materials, media and technologies to make visual artworks. They understand that artists have different reasons and motivations for making art. They acknowledge that different types of people view and interpret art in different ways, and that there are different opinions about the significance of artworks.

Course Outline	
One Semester	
Unit 1	Unit 2
<p>Micro Students create an A3 mixed media artwork on the subject of biology.</p> <p>OR</p> <p>Impressive Landscapes Students use the techniques of Impressionist Art and paint a landscape of their choice.</p> <p>Students study different styles of art and manipulate materials, techniques and processes to represent subjects in their own artwork. Students respond to and evaluate art.</p>	<p>Sneakers Students design and make a mixed media cardboard sneaker.</p> <p>OR</p> <p>Realism vs Cubism Students use their skills to create a realist portrait drawing and an acrylic painting.</p> <p>Students study different styles of art and manipulate materials, techniques and processes to represent subjects in their own artwork. Students respond to and evaluate art.</p>
Homework Requirements	Assessment Techniques
<p>Art Theory Study Working on art outside of school time Researching techniques and styles</p>	<p>Making: painting, drawing, mixed media Responding: analysis and evaluation of artwork</p>



MEDIA ARTS

No fee associated with this course.

Subject Overview

Media artists represent the world using platforms such as television, film, video games, the internet and mobile media. In this subject students plan and create media artworks in a range of forms and contexts, and for a range of purposes. They select and apply codes, conventions and techniques to create representations in order to position, manipulate or influence audiences. Students evaluate media artworks and analyse the use of codes and conventions using Media Arts terminology.

Course Outline	
One Semester	
Unit 1	Unit 2
<p>Advertising Students study the role advertising has on society and produce an advertisement for a product.</p> <p>OR</p> <p>Film Trailers Students study film genres and learn their codes and conventions. Students learn the skills and techniques required to make trailers.</p>	<p>Game Cover Design Students study gaming and its impact and influence of society. Generate a game idea using conventions of gaming.</p> <p>OR</p> <p>Stop Motion Students develop their skills of media by creating a stop motion animation.</p>
Homework Requirements	Assessment Techniques
<p>Personal development using Premiere Pro and Photoshop</p>	<p>Making: Photoshop print advertisement, movie trailer creation, game treatment and cover, storyboard and stop motion production</p> <p>Responding: analysis exams</p>



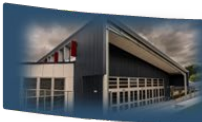
MUSIC

No fee associated with this course.

Subject Overview

Students studying Music will listen to, perform and compose pieces of music. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Developing aural skills is essential for making and responding to a range of music while listening, composing and performing. Learning through music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

Course Outline	
One Semester	
Unit 1	Unit 2
Music Genres Students are introduced to a variety of music genres and how they are identified through the different elements of music.	Music and Technology Students study new ways to create music using technology. They develop their skills in composition and performance.
Homework Requirements Building and practising composition skills Use a variety of composition software Studying of music theory	Assessment Techniques Making: performance and composition Responding: theory and music analysis task



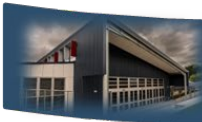
PROGRAM OF EXCELLENCE – MUSIC

To participate in this subject there is an additional fee. Details can be found on our website.

Subject Overview

Our Accelerated Music Program (AMP) is a program for students who see music as a significant part of their lives. The concept identifies students with specific talents and brings them together in one class to provide a rich and more focused environment, enabling students to develop their individual abilities. AMP is directly linked to our Instrumental Music Program and will provide linked assessment opportunities.

Course Outline	
One Semester	
Unit 1	Unit 2
<p>Music in the Media Students study how music is used in the media and how it influences society.</p>	<p>Children’s Music Students study the genre of Children’s music and how it is composed for younger children.</p>
Homework Requirements	Assessment Techniques
<p>Building and practising composition skills Practising instruments Theory homework</p>	<p>Making: compositions and performances Responding: theory and analysis exams</p>



PROGRAM OF EXCELLENCE – DRAMA

To participate in this subject there is an additional fee. Details can be found on our website.

Subject Overview

The aim of the program is to engage students' dramatic skills and develop their potential in order to foster success in a wide range of endeavours including teaching, directing, set design, sound and lighting, and of course, performing. By working with other highly motivated students, accessing high quality professional facilities, offering extended teacher time, an accelerated curriculum and exposure to a wide range of workshops and activities, we believe that we meet the needs of our students. The School of Excellence in Drama is directly linked to our purpose-built Performing Arts Centre, the "Bird's Nest".

Course Outline	
One Semester	
Unit 1	Unit 2
<p>Commedia Dell' Arte Students study the style, stagecraft and conventions</p> <ul style="list-style-type: none"> • Live theatre analysis • Practice-led project. 	<p>Physical Theatre & Whole Class Production Students study the body as a main tool of communication, stylistic conventions of the style, performance requirements and working on stage with the teacher as a facilitator/director. Students choose a theme and work with stimulus materials.</p> <ul style="list-style-type: none"> • Small, group devised physical theatre piece • Whole class production • Theatre analysis <p>OR</p> <p>Directorial Vision Students study play text, style, playwright and conventions.</p> <ul style="list-style-type: none"> • dramatic languages exam: purpose, context and dramatic meaning • pairs, directorial vision, multimodal presentation
Homework Requirements	Assessment Techniques
<p>Workshops (AIR and afterschool hours) Rehearsals – lunchtimes, afternoons and some weekends</p>	<p>Making: small and whole class performances, directorial visions</p> <p>Responding: live theatre analysis and exam</p>



PROGRAM OF EXCELLENCE – VISUAL ART

To participate in this subject there is an additional fee. Details can be found on our website.

Subject Overview

Throughout the program students will develop skills in Arts Making and Appraising, exploring creativity as a means of purposeful problem solving, effective communication, visual literacy and personal and cultural expression. Students engage with a variety of media and techniques. As a specific Visual Art program, we offer an environment ideally suited to the development of specialised skills. The Program of Excellence in Visual Art is directly linked to our purpose-built Visual Art facility, “Studio Red”.

Course Outline	
One Semester	
Visual Art	
Unit 1	Unit 2
Pop Art Students study the visual conventions, techniques and processes to communicate meaning through Pop Art.	Insects Students study the visual conventions, techniques and processes to communicate meaning through 2D & 3D mediums.
Homework Requirements	Assessment Techniques
Workshops Enrichment and extension outside of class time	Making: Pop Art self-portrait and folio of works Responding: art analysis

Course Outline	
One Semester	
Media	
Unit 1	Unit 2
Cinematography & Adobe Premiere Students learn the skills of editing and the conventions of cinematography.	Advertising Students study how advertising influences society and learn how to edit and create advertising content.
Homework Requirements	Assessment Techniques
Group work outside of class time Developing their own skills with Premiere Pro and cameras	Making: Premiere reel, group advertising production and individual advertisement design Responding: short response exams and analysis



TECHNOLOGICAL REQUIREMENTS FOR THE CREATIVE INDUSTRIES

As a participant in the Creative Industries at Redcliffe State High School, students use a variety of programs across our subjects to extend and enrich our students. For your student to excel in their Excellence Programs it is recommended that when entering High School, they come equipped with a laptop with higher functionality than the recommended student laptop. This is **not mandatory** but will assist your student in their Creative Industry endeavours, now and into the future.

Please note we have limited IT Technician support for Apple Products

Standard Laptop	Multimedia/High End Laptop Recommended for all Creative Industries Students
<p>HARDWARE MAC LAPTOP:</p> <ul style="list-style-type: none"> • Must be running the latest OSX (Operating System) • Mac devices and applications are update-dependant. Provided the Mac is capable of running the latest Mac updates it will be compatible with the Redcliffe State High School BYOD Network. <p>PC LAPTOP:</p> <ul style="list-style-type: none"> • Minimum screen size of 9 inches • 4Gb of RAM minimum • 120Gb of free hard drive space • 1 USB port • Wireless connectivity support 5GHz Wi-Fi • 6 hours battery life minimum <p>SOFTWARE:</p> <ul style="list-style-type: none"> • Windows version 8 or better or MacOS X v10.8 or better 	<p>HARDWARE MAC LAPTOP:</p> <ul style="list-style-type: none"> • Must be running the latest OSX (Operating System) • Mac devices and applications are update-dependant. Provided the Mac is capable of running the latest Mac updates it will be compatible with the Redcliffe State High School BYOD Network. <p>PC LAPTOP:</p> <ul style="list-style-type: none"> • Minimum screen size of 13 inches • Minimum Intel Core 15 Processor • 8Gb RAM minimum • 512Gb hard drive or 512Gb SSD minimum recommended • 2 USB ports • Wi-Fi 802.11a/b/g/n compatible (wireless network connectivity) • Integrated speakers and microphone with headphone ports (standard in laptops) • US Keyboard with full size keys within footprint • 1 x integrated pointing device (Touch pad or mouse) • Windows 10 operating system minimum • 6 cell (6 hour) battery – ensure battery is minimum 6 hours • Hard or protective laptop case to suit model <p>SOFTWARE:</p> <ul style="list-style-type: none"> • Microsoft Office 2013 or Microsoft 365 including OneNote. • Available for five free downloads from: http://education.qld.gov.au/learningplace/help/home-computer-support.pdf • PDF Reader <p>Note: Students studying subjects that require specialist software will be provided with information on how to download it and/or licencing.</p>



ECONOMICS & BUSINESS

No fee associated with this course.

Subject Overview

Unit 1 – students will explore financial decision making and develop strategies for individuals and businesses to manage financial risks and rewards.

Unit 2 – students will develop and apply entrepreneurial skills. Students will use these skills to create an innovative business idea.

Course Outline	
One Semester	
Unit 1	Unit 2
Financial Decision Making <ul style="list-style-type: none"> • What strategies can be used to manage financial risks and rewards? • Influences on consumer and financial decision making. 	Entrepreneurial Innovation <ul style="list-style-type: none"> • Create a contemporary business idea. • How does creating a competitive advantage benefit a business?
Homework Requirements	Assessment Techniques
<ul style="list-style-type: none"> • Students will have to work on assessments outside of class • Complete exercises from class 	<ul style="list-style-type: none"> • Project/Investigation • Exam



DIGITAL TECHNOLOGIES

No fee associated with this course.

Subject Overview

Digital Technologies provides students with opportunities to analyse and decompose real world problems and then design, implement and evaluate a range of innovative digital solutions.

Course Outline	
One Semester	
Unit 1	Unit 2
Animation <ul style="list-style-type: none">• Students will learn the concepts and principles of animation.• Students will learn how to use Adobe Animate.	Robotics <ul style="list-style-type: none">• Concepts of robotics and artificial intelligence.• Students will learn how to build and program a robot using Lego Mindstorms.
Homework Requirements	Assessment Techniques
<ul style="list-style-type: none">• Students will have to work on assessments outside of class• Complete exercises from class	<ul style="list-style-type: none">• Projects



FOOD SPECIALISATIONS

To participate in this subject there is an additional fee. Details can be found on our website.

This fee covers all cooking requirements and ingredients, plus paper products and provision of kitchen linen.

Subject Overview

As part of the Design Technology area in the Australian Curriculum, Food Specialisations focuses on the Design Process. This includes identifying the needs, factors, materials and technologies that impact the design of products. Students then generate design ideas, produce, and finally evaluate the product.

Special Features of the Course

This subject has a design focus with a variety of food related activities, including maintenance of a kitchen garden, composting, sustainability and practical cookery lessons around the topics listed below.

During practical lessons students are required to have hair tied back and wear a hairnet, chef's cap and protective apron. These items are provided by the school for student use.

Course Outline	
One Semester	
Unit 1	Unit 2
Meals on the Go	Plant to Plate
Homework Requirements	Assessment Techniques
Folio/Work booklets	Folio of work/Practical assessment

Student assessment is based around the five (5) Learning Goals:

1. Investigating food products
2. Designing and managing ideas, planning materials and technologies
3. Producing food products
4. Evaluating products
5. Marketing products



DESIGN AND TECHNOLOGIES

To participate in this subject there is an additional fee. Details can be found on our website.

Subject Overview

The Design Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Students identify a problem, develop a folio to present their solution, prototype the design and evaluate the outcomes.

Design thinking underpins learning in Design Technologies. Design processes require students to; identify and investigate a need or opportunity, generate, plan and realise designed solutions, and evaluate products and processes. Considerations of economic, environmental and social impacts that result from designed solutions are core to design thinking, design processes and Design Technologies.

Course Outline	
One Semester	
Unit 1	Unit 2
<p>Students will examine the design process to produce a “formula race” car. They will also compile a folio of work and complete a project in class.</p> <p>Learning Experiences include:</p> <ul style="list-style-type: none"> • Understanding of workshop procedures and design process. • Designing and managing ideas, plans, materials and technologies to refine the Industrial Technology Design Process. 	<p>Students will manufacture a “box guitar”. They will also compile a folio of work and complete a project in class.</p> <p>Learning Experiences include:</p> <ul style="list-style-type: none"> • Independently evaluate and refine solutions using criteria for success to refine design ideas, processes and solutions and their sustainability
Homework Requirements	Assessment Techniques
Folio/Work booklets	Folio of work/Practical assessment

Student assessment is based around the five (5) Learning Goals:

1. Investigating materials
2. Designing and managing ideas, planning materials and technologies
3. Producing design solutions
4. Evaluating products
5. Marketing products



JAPANESE

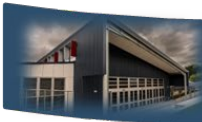
No fee associated with this course.

Subject Overview

The year 9 Japanese course is a semester-long course, which builds on the skills and knowledge gained in year 7 and 8 Japanese. Students will build on their repertoire of everyday language and their skills in reading, writing, speaking and listening. In the year 9 Japanese course, students benefit from the use of *Education Perfect*, a program that provides differentiated programs for each student in the course.

In year 9 Japanese, students will have increased opportunities to engage with Moreton Bay's sister city school, Sanyo Onoda, in Japan (on-line and/or in person). Students will be given the opportunity to use their language skills and taste Japanese cuisine at the annual Japanese restaurant experience. Students who continue their study of Japanese in year 9 will also be considered for opportunities to attend school trips and exchange programs offered by Education Queensland.

Course Outline	
One Semester	
Unit 1	Unit 2
<p>Life Stories Students will learn how to communicate information about themselves, their friends and families, and everyday life with people in Japan</p>	<p>Traditions and Celebrations Students will learn about Japanese traditions and celebrations, and communicate with Japanese speakers about their own cultural traditions.</p>
Homework Requirements	Assessment Techniques
<p>Education Perfect – Individualised coursework to be completed through an online. Students will revise their reading, writing and listening skills.</p>	<p>Term 1: Writing Task Term 2: Multimodal presentation Hiragana and katakana testing (5 times a semester)</p>



GEOGRAPHY

No fee associated with this course.

Subject Overview

Geography inspires curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Studying Geography enables students to question why the world is the way it is and reflect on their relationships and responsibilities for that world. Through the study of Geography, students become informed and responsible, local and global members of the community, who act ethically to sustain natural and social environments and engage in the global community.

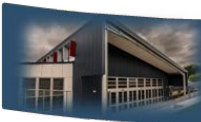
Course Outline	
One Semester	
Unit 1	Unit 2
Biomes and Food Security <ul style="list-style-type: none"> • Aquatic and terrestrial biomes. • Effects of human alterations to biomes. • Sustainability strategies for managing challenges to food production. 	Geographies of Interconnections <ul style="list-style-type: none"> • Supply chain logistics. • Environmental impacts of the production and distribution of products and services. • Global growth of tourism and its economic, social and environmental impacts.
Homework Requirements	Assessment Techniques
<ul style="list-style-type: none"> • Homework sheets • Assessment related work as required 	<ul style="list-style-type: none"> • Research assignment • Exam



YEAR 10 ELECTIVE SUBJECTS



S A B E R
A B O V E & B E Y O N D



INTRODUCTION TO YEAR 10

This booklet is designed for students and contains important information and advice which should be considered carefully before making subject choices for Year 10.

Current laws make it compulsory for young people to stay at school until they finish Year 10, or have turned 16, whichever comes first. Additionally, students will need to participate in education or training for a further two years, or until they gain a Senior Statement, a Certificate III vocational qualification through TAFE or another training provider, or until they turn 17. There will be exemptions from these rules for young people who enter full-time work after they have completed Year 10 or turned 16.

TRANSITION TO SENIOR

To prepare for transition into senior school, training or work (the Senior Phase of Learning), students will develop Senior Education and Training Plans (SETPs). These are individual plans which build on strengths and interests, and identify areas where more work is needed.

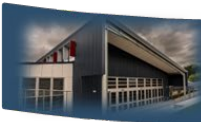
The SETP will be developed collaboratively by the student, their parent/carer and the school. Students will be registered with the QCAA so that the school or training provider can better monitor students' progress and achievements after Year 10. The process of developing students' SETPs will begin from Term 1 with students and their parent/carer, and Guidance Officers or Head of Senior Schooling available for interviews in Term 3.

We support students to make the best possible choices to improve their opportunities. These choices may include staying on at school, or entering into vocational education and training or full-time work.

The concept of the Year 10 transition year allows for both consolidation and extension.

The curriculum is organised according to the following structure:

- **Junior Secondary (Years 7-9)** – a curriculum based on the Australian Curriculum.
- **Transition (Year 10)** – consolidation of Australian Curriculum and preparation for Senior Schooling pathways.
- **Senior School (Years 11-12)** – an extensive range of subject offerings; including General and Applied QCAA subjects, VET subjects, TAFE courses and school-based traineeships and apprenticeships.



CHOOSING SUBJECTS

At this stage of your schooling you should be choosing subjects:

- **you enjoy** – your feelings about a subject will have a great influence on your levels of achievement.
- **in which you can do well** – past results in a subject are usually good indicators of future achievement, however, they may not necessarily reflect ability level as poor results in the past may be due to other factors.
- **that give you skills, knowledge and attitudes useful in life** – don't avoid subjects just because they are not related to your chosen career. You can learn useful skills and knowledge in all subjects. Good performance in any subject will improve your overall appeal to employers and training organisations.
- **that will help you get into your chosen career** – you need to start thinking about careers. You should consider a few careers, not just one, and investigate the methods of entry into these careers. You will participate in Career Education in your Certificate II Skills for Work and Vocational Pathways class.

Your choice of subjects in Year 10, and the results you obtain, can affect your eligibility for senior subjects. This, in turn, can have an impact on the courses and careers open to you in the future. Entry into classes will be based on effort, behaviour, academic ability and attendance.

INVESTIGATING SUBJECTS

It is important that students fully understand their subject choices. Never assume that you know all about a subject at a higher level because you have done that subject before. Do not base your choice on your likes or dislikes of particular teachers or students.

To investigate any subject:

- ask the teachers of that subject and/or attend the Subject Information Night
- look at the books and materials in that subject
- read about the subject in this booklet
- talk to other students who are doing or have done the subject. Don't assume that because one student does or doesn't like a subject that you will feel the same. All subjects are both liked and disliked by different students.

If you require any more information or assistance in making these decisions you are encouraged to make an appointment with the Guidance Officer.



IMPORTANT INFORMATION

Every student in Year 10 must choose an English subject and a Maths subject as well as four electives.

Subject changes can be made during the year within the timeframes below:

- First TWO weeks (Term 1)
- First TWO weeks (Term 3)
- On the recommendation of the Guidance Officer

Students must have a signed letter or form from a parent or Deputy Principal by proxy (from a phone call).

Note: We cannot guarantee that all subjects listed in this book will run, as this depends on student numbers and teacher availability.



BUSINESS/DIGITAL TECHNOLOGIES AND ECONOMICS

HEAD OF DEPARTMENT

Ms Roanna White

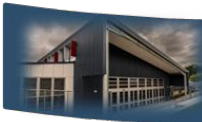
rwhit395@eq.edu.au

General Pathway:

- Digital Technologies
- Business, Economics and Accounting

Vocational Qualifications (VET):

- FSK20119 - Certificate II in Skills for Work & Vocational Pathways
- CHC24015 - Certificate II in Active Volunteering



DIGITAL TECHNOLOGIES

Subject Overview

This subject provides students with the opportunity to experience the work and assessment requirements of the senior subject, Digital Technologies.

Digital Technologies is designed to prepare students to meet the rapid change in the information technology sector, and to be responsive to emerging technologies and trends as well as to understand specialist and technical aspects of the area.

Course of Study

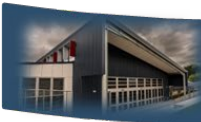
- Programming
- Computer hardware
- Computer software
- Game design
- Animation

Pathways

- Digital Solutions; and/or
- Certificate II in Applied Digital Technologies

Assessment Overview

A range of assessment instruments, including project and product-based assignments, activities and exams will be used to ascertain students' achievements.



BUSINESS, ECONOMICS AND ACCOUNTING

Subject Overview

In this subject you will learn 3 subjects; Business, Accounting and Economics. This rotates over different terms; 1 term of Accounting, 1 term of Economics and 2 terms of Business including one business venture.

Course of Study

- Designing and delivering a business venture in the school
- Improving business productivity
- Managing economic performance and standard of living
- Consumer decision making; short- and long-term consequences of major financial decisions

Accounting is an information system, which involves the recording, reporting, analysing and interpreting of financial and other information used for making and evaluating decisions about the allocation of financial resources in a business.

Economics provides students the opportunity to further develop their understanding of Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within, and between, economies.

Pathways

- Business
- Economics
- Certificate III in Business
- Accounting

Assessment Overview

Assessment modes include a combination of reports, exams and folio work.



FSK20119 - CERTIFICATE II IN SKILLS FOR WORK & VOCATIONAL PATHWAYS

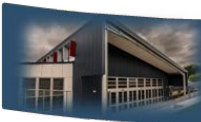
RTO Redcliffe State High School (30430).

Delivered and assessed by Redcliffe State High School staff.

Subject Type	VET Qualification	Duration	One Year
Qualification Description	<p>This qualification is designed to prepare students for workforce entry or future training pathways. It is suitable for individuals who require:</p> <ul style="list-style-type: none"> • a pathway to employment or vocational training • reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3 • entry level digital literacy and employability skills • a vocational training and employment plan. <p>Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.</p> <p>Attainment of this qualification provides students with 4 QCE credits.</p>		
Entry Requirements	<p>There are no formal qualification entry requirements.</p>		
Qualification Packaging Rules	<p>Total number of units = 14 8 core units plus 6 elective units</p>		
Core FSKDIG003 FSKLRG009 FSKLRG011 FSKNUM014 FSKNUM015 FSKOCM007 FSKRDG010 FSKWTG009 Elective FSKLRG010 FSKOCM006 BSBWRT311	Title Use digital technology for routine workplace tasks Use strategies to respond to routine workplace problems Use routine strategies for work-related learning Calculate with whole numbers and familiar fractions, decimals and percentages for work Estimate, measure and calculate routine metric measurements for work Interact effectively with others at work Read and respond to routine workplace information Write routine workplace texts Use routine strategies for career planning Use oral communication skills to participate in workplace teams Write simple documents		



BSBADM302 FSKOCM005 FSKNUM020	Produce texts from notes Use oral communication skills for effective workplace presentations Use basic functions of a calculator
Learning Experiences	Setting career goals and developing plans to work towards these Familiarisation with completing and understanding common workplace documentation Engaging in, and understanding, work environments and expectations Preparing for interviews and workplace communication Participating in activities which promote 21 st Century Skills including, but not limited to, creativity, personal and social skills and ICT skills Responding to routine workplace problems Working effectively with numeracy – including fractions, decimals, percentages, estimates and metric measurement.
Assessment	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous, and units of competency have been clustered into groups and will be assessed this way. Evidence gathering methods may include: <ul style="list-style-type: none"> · Direct observation checklist · Direct verbal or written questions and scenarios · Folio of workplace tasks and documents · Practical tasks/experience.
Pathways	This can be used as a pathway to employment or vocational training.
Fees (Additional to SRS charges)	Students are required to maintain a reasonable printing balance so that work can be printed and submitted. Students will be required to bring their own device (computer) to every lesson.
Further Information	Contact the VET HOD/RTO Manager, Mr Dan McKennariey, dmcke109@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.
Service Agreement	Total program duration is 1 year of delivery and assessment. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit, but not the full qualification, will receive a Statement of Attainment. <i>This information is correct at the time of publication but may be subject to change.</i>



HEALTH & PHYSICAL EDUCATION

HEAD OF DEPARTMENT

Mr Lachlan James

lmjam2@eq.edu.au

General Pathway:

- Health & Physical Education

Applied Pathway:

- Recreation and Sport
- Girl's Sport and Fitness Academy (GSFA)
- Rugby League Excellence



HEALTH & PHYSICAL EDUCATION

Goal

The aim of this subject is to provide students with the experience of completing practical and theory content and work requirements for the Senior Physical Education course.

Subject Overview

In this subject students will cover a variety of sports and theoretical units. They may include:

- Practical tasks – Direct interceptive, indirect interceptive, performance and aesthetic activities. Touch football, basketball, volleyball, athletics, badminton and fitness
- Theory – Students learn how body and movement concepts, and the scientific bases of bio-physical, socio-cultural and psychological concepts and principles, are relevant to their engagement and performance in physical activity.

Each practical component will be closely linked to the theoretical work, with the theory assessment items being linked to the knowledge learnt in practical lessons.

Assessment Overview

Practical assessment will require the student to complete some modified practical drills, in addition to evaluation of personal performance using video evidence. Theoretical assessment will include a range of assignment tasks from project/folio, report and exam.

Outcomes

At the completion of the semester's work, students will be guided by their teacher and Head of Department as to their suitability to study Senior Physical Education in the following year.

Students are reminded that they must participate and produce satisfactory work in both practical and theoretical lessons of this course. To succeed in the Year 10 Physical Education theory component, students should be aiming for a C or above for Year 9 English as a guide pre-requisite.

Students who show willingness and ability in practical lessons only and have major difficulties in the theoretical applications of the course will be guided towards the Recreation and Sport subjects offered in Year 11. These subjects use practical applications to implement understanding of theory concepts.

Pathways

Physical Education

Students who do not actively participate will not be accepted in any senior Physical Education course.



RECREATION & SPORT

Special Features of the Course

- Excursions will be conducted at times throughout the course
- Participation in all practical components of the course is expected

Subject Overview

Recreation and Sport is predominantly a practical subject in which students will experience a variety of outdoor recreation and sporting activities. An involvement in these activities is designed to promote:

- a healthy lifestyle through physical activity
- an appreciation of health and safety concerns
- interpersonal skills.

Assessment Overview

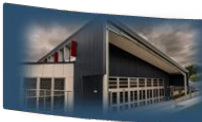
Practical – Each practical unit will be assessed on an 'A-E' scale. Satisfactory participation in each practical unit is essential as assessment is ongoing throughout the course.

Theory – A written test or assignment will be completed at the end of each term and rated on an 'A-E' scale.

Pathways

- Sport & Recreation
- Certificate III in Fitness

The sport and recreational industry have assumed increasing importance as a source of expanding employment opportunities. Recreation provides learning experiences which allows students to develop interpersonal skills and to acquire specific knowledge and skills related to further training and employment in this field.



GIRLS SPORT & FITNESS ACADEMY

Application process required.

To participate in this subject there is an additional fee. Details can be found on our website.

Special Features of the Course

- Excursions and/or camps will be conducted at times throughout the course
- Competitions will be entered both at local, state and elite standards
- A very high level of participation is compulsory
- Sport Psychology, Anatomy and Physiology
- Preparation for Senior Certificate subjects as well as Sport and Recreation.

Subject Overview

Girls Sport and Fitness Academy is predominantly a practical subject in which students will experience a variety of training and game activities. Involvement in these activities has been designed to promote commitment, respect, integrity, enjoyment and support through:

- a healthy lifestyle through physical activity
- an appreciation of safety and health concerns
- interpersonal skills
- a strong focus on behaviour, effort and discipline.

RUGBY LEAGUE EXCELLENCE

Application process required.

To participate in this subject there is an additional fee. Details can be found on our website.

Incompatible Subject: Recreation & Sport

Special Features of the Course

- International Officiating Certification
- Excursions and/or camps will be conducted at times throughout the course
- Competitions will be entered both at state, national, elite and local standards
- A very high level of participation is compulsory

Subject Overview

Rugby League Excellence is a predominantly practical subject in which students will experience a variety of training and game activities. An involvement in these activities is designed to promote:

- a healthy lifestyle through physical activity
- an appreciation of safety and health concerns
- interpersonal skills
- a strong focus on behaviour, effort and discipline.

If students have any questions or queries regarding this subject, please contact Mr Lachlan James, Head of Department Health & Physical Education



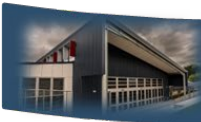
DESIGN AND TECHNOLOGIES

HEAD OF DEPARTMENT

Mrs Angela Gilbert
agilb50@eq.edu.au

Applied Pathway:

- Hospitality
- Design Technologies



HOSPITALITY

To participate in this subject there is an additional fee. Details can be found on our website.

This fee covers all cooking requirements and ingredients, plus paper products and provision of kitchen linen.

Subject Overview

Hospitality includes the application of nutrition principles, knowledge about the characteristics and properties of food, food selection and preparation and contemporary technology-related food issues. Students will progressively develop knowledge and understanding about the nature of food, food safety, drink production and how to make informed and appropriate choices when experimenting with, and preparing, food and beverages in a sustainable manner.

Special Features of the Course

This subject is practical in nature with brewing or cookery lessons taking place each week. Protective shoes are required for practical cookery lessons.

Pathways

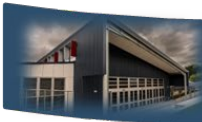
- Leads to employment in the hospitality industry
- Prepares students to undertake Certificate III in Food Processing (Micro Brewing) in Senior
- Prepares students to undertake Certificate II in Hospitality in Senior

Course of Study

- Eat Street
- Decadent Desserts
- Cafe
- Beverages

Assessment Overview

Student assessment is based on a mix of practical tasks and theory activities undertaken throughout the semester. These include catering for small functions and soft drink production. Students will need to demonstrate their understanding of the theory element of each task by way of written tests, assignments and verbal explanation or demonstration. Weekly cooking experiences form a folio of assessment.



DESIGN AND TECHNOLOGIES

To participate in this subject there is an additional fee. Details can be found on our website.

Special Features of the Course

The practical nature of the Technologies learning area engages students in critical and creative thinking, understanding of the manufacturing industries and solving complex problems.

Pathways

Design Technologies leads to a career in a wide variety of industries such as engineering, manufacturing, construction, product design.

Participation in this course can lead to further study in the following senior subjects:

- Building and Construction Skills
- Furnishing Skills
- Engineering Skills

Subject Overview

The Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future.

Students identify a problem, develop a folio to present their solution, produce the artefact and evaluate the outcomes.

Design thinking underpins learning in each subject pathway. Design processes require students to identify and investigate a need or opportunity, generate, plan and realise designed solutions, and evaluate products and processes. Considerations of economic, environmental and social impacts that result from designed solutions are core to design thinking, design processes and Design Technologies.

Course of Study

Design Problem 1: An introduction to product design

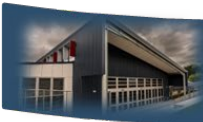
Design Problem 2: An introduction to the Furnishing Industry

Design Problem 3: An introduction to the Engineering Industry

Design Problem 4: An introduction to the Construction Industry

Assessment Overview

By the end of Year 10, students explain how people working in the design and manufacturing industry consider factors that impact on design and manufacturing decisions. Students also explore the technologies used to produce products, services and environments and evaluate the features and appropriateness for the given purpose.



MATHEMATICS

HEAD OF DEPARTMENT

Mr Jamie Brunjes

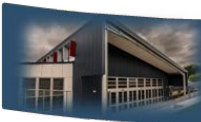
jbrun70@eq.edu.au

Applied Pathway:

- Mathematics Foundation

General Pathway:

- General Mathematics
- Mathematics Extension



Mathematics in Year 10 at Redcliffe SHS

All Year 10 students study **one** of three mandatory maths subjects.

The three mandatory maths subjects are:

- Mathematics Foundation
- Mathematics General
- Mathematics Extension

Mathematics:

- provides an essential set of skills for many other subjects and aspects of everyday life. It is also a discipline of study in its own right.
- covers a very broad range of topics and areas of study far beyond basic calculation and arithmetic.
- encourages students to apply arithmetic skills in a range of applications.
- develops the skills to make decisions about which strategies to apply to a situation to best provide a solution.

Students need to consider carefully their intended career and study pathways to ensure that they obtain the mathematical background necessary for success.

The range of skills to be added to the students' mathematical tool kit in some cases will be expanded to include areas of content such as algebra and analytic geometry in Year 10, and topics such as calculus, matrices, periodic and logarithmic functions in Years 11 and 12.

Not all students need or desire this extended range of skills. For many students the meaning of many of these terms will most likely be unknown at this stage.

However, students need to start making decisions about their future direction so that they can be best prepared for success in future courses of study.

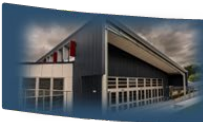
Students will select a Mathematics subject based on a combination of Year 9 results, future pathways of study and recommendations from their classroom teacher. Students unsure about which subject to pick should seek out the Mathematics Head of Department to discuss further.

Students are able to change to a different Mathematics subject (i.e. from Extension to General) at certain junctures throughout the year. Therefore, students are encouraged to select the highest level of Mathematics if they are unsure of which one to select, if their results in Year 9 are at the recommended level. Success in the final external examinations depends upon students starting their preparation from Year 10.



Mandatory Subjects

Subject Name	Mathematics Foundation	Mathematics General	Mathematics Extension
A-C Grade		C or higher in Year 9 Mathematics	B or higher in Year 9 Mathematics
Topics of Study in Year 10, 11 & 12.	<ul style="list-style-type: none"> • Number • Measurement and scales • Graphs • Data collection, representation and comparison • Probability • Finance • Time and motion 	<ul style="list-style-type: none"> • Consumer arithmetic • Applied trigonometry • Shape and measurement • Algebra and matrices • Linear equations and graphing • Data analysis • Networks • Growth and decay in sequences • Finance • Algebra 	<ul style="list-style-type: none"> • Arithmetic and geometric sequences • Probability • Distribution • Trigonometric functions • Exponential functions • Logarithmic functions • Differential calculus • Discrete random variables • Combinatorics • Vectors and matrices • Mathematical proofs • Real and complex numbers • Integration • Statistical inference
Maths in Senior	<p>In Year 12, students complete:</p> <ul style="list-style-type: none"> • 3 assessment pieces developed by the school • 1 assessment piece is based on Unit 3 and is common to all schools 	<p>In Year 12:</p> <ul style="list-style-type: none"> • Students complete an external closed book exam. • The exam will contribute 50% to the final subject result for tertiary entrance scores. (ATAR) 	
Connection to Senior Studies	<p>Students will study, and be assessed on, the Year 10 Australian Curriculum. While the content will be from the Australian Curriculum, the question types and activities will be structured towards the Senior Mathematics pathway the students are currently on.</p> <p>Students in Mathematics Extension will be exposed to content from the Australian Curriculum 10A course and the General Senior Syllabuses.</p>		



CREATIVE INDUSTRIES

HEAD OF DEPARTMENT

Ms Brylee Taylor

bcolu4@eq.edu.au

- Visual Art
- Media Arts
- Drama
- Music

Vocational Qualifications (VET):

- CUA20220 - Certificate II in Creative Industries



VISUAL ART

Subject Overview

The course is comprised of academic making and responding to artworks. It is designed for those students considering a career or further study in any arts related industry. It provides skills in problem solving, organisation and design. Students create digital portfolios and work across different media areas including 2D and 3D.

This course is **not** recommended for students who have not completed a Visual Arts Program of Excellence or a mainstream Art subject. Students are required to be self-directed in their learning.

Visual Arts in Practice is an available senior subject that students are able to participate in if they have not done an art subject in their Junior years.

Pathways

This course is for students who wish to pursue Design, Visual Art or Creative Industries subjects whether at TAFE or University. Potential careers may include:

- animators
- gallery administration
- education
- art historian
- marketing
- public relations.

Assessment Overview

Assessment is criteria based and will involve designing, making and responding to art.

Making – researching, planning, developing, creating and reflecting on artwork and processes used.

Responding – expression and meanings in artworks, relevant to concepts, focuses, contexts and media.



MEDIA ARTS

Subject Overview

The Media Arts comprise of a range of art forms that share their composition and transmissions through film, television, print, gaming and web-based media.

Through the study of Media Arts, students will create and share media artworks that combine moving or still images with text or sound to create meaning and express insight. This subject leads to Media Arts in Practice as an applied pathway in Years 11 and 12, or Film and Television in Years 11 and 12 as a general pathway. Film and Television is **not** recommended for students who have not done Media Arts or Visual Art/Media Excellence.

Students are required to participate in one community event per year. Media artworks are created as individuals or in groups. In some instances, students will be encouraged to work outside of school hours in order to complete production work.

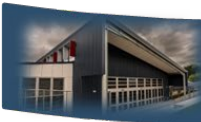
Pathways

This course prepares students for a wide range of media arts and related vocations. These include design, animations, marketing and the creative industries, such as film and television or scriptwriting.

Assessment Overview

Assessment could include projects such as:

- Design – digital and web based
- Multi-media productions – montage or mashups
- Photography – folio of stills and digital image manipulation
- Short film productions – such as stop motion
- Written, spoken or multimodal presentations – storyboards, treatments, statement of intents.



DRAMA

Subject Overview

This course comprises of the key ideas of making and responding. Innovation and creative thinking are at the forefront of this subject. This contributes to equipping students with highly transferrable skills that encourage them to imagine future perspectives and possibilities. Students engage in aesthetic learning experiences that develop 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technology skills. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. This subject leads to the senior study of Drama, which is a General pathway.

Pathways

- Arts administration: booking agent, artist manager, tour manager, venue manager, events and festivals manager/producer,
- Communications: writer, art's editor, blogger/vlogger
- Education: school teacher, private teaching studio, universities and professional drama company education programs
- Public Relations: campaign manager, publicist, creative director
- Creative Industries: professional performer, actor, director, independent artist, artistic director, costume designer, stage manager, dialect coach, radio presenter

Assessment Overview

Making

Students explore arts practices and make artworks that communicate ideas and intentions. To make an artwork students work from an idea, an intention, particular resources, and expressive or imaginative impulse or external stimulus.

- Performance: Working collaboratively to present to a teacher and peer audience
- Devising: Working collaboratively or individually to devise and present to a teacher and peer audience

Responding

Students critically evaluate a live, recorded or scripted play-text through an exploration of the practices involved in making the piece and creating dramatic meaning.



MUSIC

Subject Overview

Whether you've been studying music for years, or have a newly acquired passion for an instrument or musical style, this course is a great way to engage with music of a variety of styles and genres. Music is an integral part of everyday life serving many purposes for self-expression, celebration, social engagement and cultural engagement.

This course is designed to prepare students for the Senior Course (General) in Years 11 and 12, as well as Music Extension in Year 12. Throughout the course students will be involved in analysing, composing and performing repertoire in a variety of contexts, styles and genres.

This course is NOT recommended for students who have not completed music at school or have not studied music outside of school.

Pathways

This course can lead to the following post-secondary opportunities:

- Music studies at University
- Composer
- Music Education
- Music Appreciation
- Music Technology
- Performer
- Conductor
- Music Critic
- Producer

Assessment Overview

Performing – in front of an audience

Composing – using appropriate technologies

Analysing Repertoire – researching and analysis



CUA20222 – CERTIFICATE II IN CREATIVE INDUSTRIES

RTO Redcliffe State High School (30430).

Delivered and assessed by Redcliffe State High School staff.

Subject Type	VET Qualification	Duration	Two Years
Qualification Description	<p>This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. Individuals complete tasks with limited complexity and with required actions clearly defined.</p> <p>Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work.</p>		
Entry Requirements	<p>Entry requirements for this program include the student’s agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> • Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level. • Attend and participate in scheduled training and assessment. • Participate in workplace tasks to employer expectations. • Be able to work in an industry environment and handle industry standard equipment. • Comply with the RTO code of conduct requirements, directions on work, and health and safety matters. • It is a requirement of students that in order to complete this qualification that they engage in industry work activities outside of allocated class time. <p>There are no formal qualification entry requirements.</p>		
Qualification Packaging Rules	<p>Total number of units = 10 3 core units plus 7 elective units of which:</p> <ul style="list-style-type: none"> • 4 units must be selected from the electives listed below • 3 units may be from the remaining listed electives or from any currently endorsed training package qualification or accredited course. <p>Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid vocational outcome.</p>		
<p>Core BSBWOR203 CUAIND201 CUAWHS302</p> <p>Elective BSBWOR202 CUAFOH202</p>	<p>Title: Work effectively with others Develop and apply creative arts industry knowledge Apply work health and safety practices</p> <p>Title: Organise and complete daily work activities Usher patrons</p>		



<p>CUALGT201 CUASOU201 CUASTA201 CUASTA202 CUASOU203</p>	<p>Develop basic lighting skills and knowledge Develop basic audio skills and knowledge Develop basic staging skills Assist with bump in and bump out of shows Assist with Sound Recordings</p>
<p>Learning Experiences</p>	<p>Analyse health and safety requirements</p> <ul style="list-style-type: none"> · Learning about the entertainment industry in a practical setting · Different types of stages and setting stage space for specific types of shows · The science of sound – applying sound to a variety of theatre spaces, functions and shows · Lighting theory and application to a variety of theatre spaces, functions and shows. · Work as an usher and gain experience with industry partner
<p>Assessment</p>	<p>Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment. That is, assessment of knowledge and skills will be integrated with assessment of their practical application. Evidence gathering methods may include:</p> <ul style="list-style-type: none"> · Direct observation checklist · Product resulting from an activity · Direct verbal or written questioning checklist · Reports from workplace supervisor · Written assessment/quiz/activities · Workplace learning log · Portfolio of workplace documents · Practical tasks / experience
<p>Pathways</p>	<p>This course will be a valuable addition to a folio/resume of work required for Performing Arts Courses with an audition entry process. Upon completion of certificate you will gain the knowledge and skills to use digital technologies and multimedia, social media, design and drawing. You will gain arts industry knowledge and experience working in effective teams.</p>
<p>Fees (Additional to SRS charges)</p>	<p>Students will need to supply their theatre blacks (black pants, place skirt) as well as \$50 for Front of House T-Shirt and badge.</p>
<p>Further Information</p>	<p>Contact the VET HOD/RTO Manager, Mr Dan McKennariey, dmcke109@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.</p>
<p>Service Agreement</p>	<p>Total program duration is 2 years of delivery and assessment. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit, but not the full qualification, will receive a Statement of Attainment.</p> <p><i>This information is correct at time of publication but may be subject to change.</i></p>



SCIENCE

HEAD OF DEPARTMENT

Ms Melissa Treadwell

mltre1@eq.edu.au

Science in Year 10 at Redcliffe State High School

While it is not a requirement to study Science in Year 10 at Redcliffe State High School, it is highly recommended that students select at least one Science subject. Students are able to select more than one Science subject to study for Semesters 1 and 2.

Two elective Science subjects are offered that prepare students for a General (ATAR) Pathway in Years 11 and 12:

- Science – Extension (Chemistry & Physics)
- Science – General (Biology & Psychology)

The subjects above introduce the Senior Science subjects, and are designed to help prepare students for the rigors of studying Science in the Senior years (Years 11 and 12). Students are able to select one, or both, of these Science subjects in Year 10.

Alternatively, Science Foundations is offered for students who wish to maintain their study of Science into Year 10, but do not intend on continuing with a science pathway in Years 11 and 12.

Students who select Science Foundations are not permitted to study any other Science subjects in Year 10.

Engineering Principles & Systems (General ATAR Pathway)

This subject is designed to introduce and prepare students for Engineering in Year 11 & 12. It is recommended that students who select this subject are also studying Mathematics Extension in Year 10.



SCIENCE EXTENSION

Subject Overview

The subject Science Extension consists of two subject areas, Chemistry and Physics, as follows:

- 1. CHEMISTRY** – This subject is for students who wish to continue Science into the senior years studying Chemistry. This subject leads to the Senior Science, Chemistry in Year 11.
- 2. PHYSICS** – This subject is for students who wish to continue Science into the senior years studying Physics and/or Engineering. This subject leads to two Senior Science subjects, Physics and Engineering in Year 11.

Course of Study

Over the course of the year students will study one semester each of Chemistry and Physics. Students will study select components and skills from Units 1 and 2 of the senior Science syllabus areas of Chemistry and Physics. By the end of the year, students will have a clear understanding of the subject material and academic requirements of studying Chemistry and Physics in Years 11 and 12.

Assessment Overview

Students will experience all four assessment types that are applied in Units 1 and 2 of the senior Science syllabuses as follows:

- Term 1 – Data test (based on syllabus material from Chemistry)
- Term 2 – Extended student experiment (based on syllabus material from Physics)
- Term 3 – Research task (based on syllabus material from Chemistry)
- Term 4 – Simulated external exam (based on Chemistry and Physics concepts studied throughout the year)

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmaceuticals, agriculture, food design, industrial material design and sports science.

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



SCIENCE GENERAL

Subject Overview

The subject Science General consists of two subject areas, Biology and Psychology, as follows:

- 1. BIOLOGY** – This subject is for students who wish to continue Science into the senior years studying Biology. This subject leads to the Senior Science subject Biology in Year 11.
- 2. PSYCHOLOGY** – Psychology is for students who are interested in pathways beyond school that lead to tertiary studies in the medical field. Psychology is the scientific study of the human mind and its functions, especially those affecting behaviour in a given context. This subject will also focus on aspects of neuropsychology, with the brain and its functions being studied.

Course of Study

Over the course of the year, students will study one semester each of Biology and Psychology. Students will study select components and skills from Unit 1 and 2 of the senior Science syllabus areas of Biology and Psychology. By the end of the year students will have a clear understanding of the subject material and academic requirements of studying Biology and Psychology in Years 11 and 12.

Assessment Overview

Students will experience all four assessment types that are applied in Units 1 and 2 of the senior Science syllabuses as follows:

- Term 1 – Data test (based on syllabus material from Psychology)
- Term 2 – Extended student experiment (based on syllabus material from Biology)
- Term 3 – Research task (based on syllabus material from Psychology)
- Term 4 – Simulated external exam (based on Biology and Psychology concepts studied through the year)

Pathways

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

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



SCIENCE FOUNDATIONS

Subject Overview

The subject Science Foundations provides opportunities for students to develop critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of science disciplines – Biology, Chemistry and Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking, viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. Through investigations they develop problem-solving skills that are transferable to new situations and gain a deeper understanding of the nature of science.

Course of Study

Over the course of the year students will study units covering:

- ecosystems and the environment
- transport and energy
- aquaculture.

Assessment Overview

Students will be assessed using a range of techniques, including scientific reports, multimodal presentations and exams.

Pathways

While this course is not designed as a pathway into the Year 11 and 12 Sciences, students who study this subject are able to select the Certificate III in LabSkills in Years 11 and 12.

The critical thinking, analysis and research skills that are developed in this course are relevant to many areas of employment. Skills and knowledge acquired in this course are also beneficial for those considering employment in a science related field.



ENGINEERING PRINCIPLES AND SYSTEMS

Subject Overview

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

The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills. It involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services.

Course of Study

- Engineering Fundamentals
- Mechanics & Materials
- Civil Structures
- Machines & Mechanisms

Assessment Overview

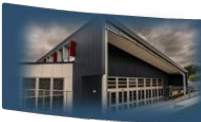
Students will experience all four assessment types that are applied in Units 1 and 2 of the senior Science syllabuses, as follows:

- Term 1 – Exam based on Term 1 work
- Term 2 – Folio of work (students engage in engineering activities, using the knowledge gained in this unit, to solve real world problems)
- Term 3 – Exam based on Term 3 work
- Term 4 – Folio of work (students engage in engineering activities, using the knowledge gained in this unit, to solve real-world problems)

Pathways

Year 10 Engineering is a pathway to Senior Engineering, which is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies. 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, environmental, micro-nano and systems.

The study of engineering will also benefit students wishing to pursue careers in architecture, project management, aviation, surveying and spatial sciences.



HUMANITIES

HEAD OF DEPARTMENT

Ms Peta Guijarro

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General Pathway:

- Ancient and Modern History
- Geography
- Civics (Legal Studies)

Applied Pathway:

- Social and Community Studies & Tourism
- Early Childhood



ANCIENT & MODERN HISTORY

Pre-requisite

A sound level of achievement in Year 9 English is required.

Special Features of the Course

History develops students' abilities in decision-making, critical evaluation, analysis of evidence and research, as well as the ability to communicate effectively. Historical knowledge is fundamental to understanding ourselves and others, particularly in an ever-increasing 'globalised world'. It is a foundational and challenging subject. Historical inquiry involves interpretation, analysis and judgement.

Pathways

Studying this subject prepares students to undertake any Social Science *general subject* in Year 11 and 12. It specifically targets preparation for the disciplines of Year 11 and 12 Ancient History and Modern History.

Subject Overview

In Semester One, the first unit will focus on key historical skills and a study on Pompeii. Students will begin by looking at units of time, source reliability and historical interpretation before they delve into the case study, Pompeii.

The second unit will be a study on Indian Independence. Students will learn about the historical ideology of imperialism in India, and key figures and events in India's Independence Movement.

In Semester Two, students will begin by exploring Women in the Ancient World and complete a research assignment. Students will study the roles of everyday women in Ancient Egypt, Greece and Rome, as well as remarkable women from the ancient world, who made an impact on their society.

The second unit in semester two will focus on the Holocaust. Students will learn about the treatment of Jewish people throughout history, how propaganda was used to gain the support of the Germans, what factors brought about the Holocaust and its lasting historical significance.

This course will also have a strong focus on inquiry skills, which are essential for future success in the Social Sciences. These skills, especially in research, are also helpful in preparing for tertiary study.

Course of Study

Topics include:

- Pompeii
- Indian Independence
- Women in the ancient world
- Holocaust

Assessment Overview

In this unit, students will complete the following four (4) assessment tasks:

- Short response to historical sources
- Independent research investigation
- Historical essay
- Examination – historical essay



GEOGRAPHY

Pre-requisite

A sound level of achievement in Year 9 English is desirable.

Special Features of the Course

Geography is taught in order to develop a student's understanding of the global environment in which they live, as well as human rights issues.

Pathways

Studying this subject prepares students to undertake any Social Science *general subject* in Year 11 and 12. It specifically targets preparation for the disciplines of Year 11 and 12 Geography.

Subject Overview

Geographical knowledge is fundamental to understanding ourselves and others, particularly in an ever-increasing 'globalised world'. It is a foundational and challenging subject. Geographic inquiry involves interpretation, analysis and judgement. Engagement in this course will improve a student's extended writing skills, and will prepare students for Geography studies in Year 11 and 12. Hence it is excellent preparation for university study.

Course of Study

Semester One:

- Definition of hazard and disaster
- Earthquakes and volcanoes
- Climate Change
- Impacts of environmental change
- Environmental management
- Water quality

Semester Two:

- Urbanisation
- Megacities
- Rural and urban areas
- Geographical processes
- Demographics and change
- Global citizenship
- Healthcare, migration and poverty

Assessment Overview

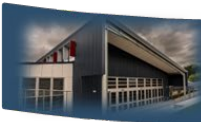
Students will complete two (2) assessment tasks per semester.

Semester One:

- Knowledge exam
- Investigation – Field report

Semester Two:

- Investigation – Data report
- Examination



CIVICS (LEGAL STUDIES)

Pre-requisites

A sound level of achievement in Year 9 English is desirable.

Subject Overview

This subject provides students with an introduction to the senior subject, Legal Studies. This subject gives students an introduction to the law and prepares students for senior study in this area.

Through real-life practical examples students will gain an understanding of their role in society and basic social justice issues. Through critical analysis, examination and problem solving, they are empowered to make decisions that can benefit themselves and the community. They will also gain an insight into the attitudes, knowledge and skills necessary to successfully complete Legal Studies in Years 11 and 12.

Course of Study

Semester One:

- Key features of Australia's system of government, democracy and legal system
- Family Law

Semester Two:

- Criminal and civil law
- Sport and the law
- The criminal investigation process

Assessment Overview

Semester One:

- Exam
- Inquiry Report

Semester Two:

- Extended response exam
- Criminal investigation report

Pathways

Legal Studies – General (ATAR) subject



SOCIAL AND COMMUNITY STUDIES & TOURISM

Pre-requisite

A good work ethic.

Special Features of the Course

This course promotes an understanding of our rights and responsibilities in family situations, social situations and in the work place. Social and Community Studies helps students understand the personal and social aspects of their own and others' lives. It incorporates the skills necessary for all people to be able to function with a reasonable degree of efficiency and well-being in their current and future life situations. In Tourism, students gain an understanding of the role of the Tourism Industry, Hospitality and Visitor sectors. The course is aimed at students who wish to gain an awareness of the Tourism Industry or are interested in working or studying in the Tourism and Hospitality Industry.

Pathways

This unit is suitable for students who wish to select a vocational pathway in Year 11 and 12. It specifically prepares students who wish to undertake Social and Community Studies and Tourism during Year 11 and 12.

Subject Overview

This course is divided into four, ten-week units. The first term is dedicated to Social and Community Studies. It focuses on responsible decision making and strategies to follow through with your decisions under pressure. In the second term, students will investigate tourism and marketing. In term three students study foods of the world as a part of Social and Community Studies. The year finishes with students again looking at tourism and clients.

Course of Study

- The decision-making process
- Minimising risk
- Getting a driver's license
- What is tourism?
- International foods
- Impact of food choices
- Food customs
- Different types of tourism and tourists
- Different tourist sectors
- Local, national and international destinations

Assessment Overview

Unit 1: Multiple choice and short response exam

Unit 2: Project

Unit 3: Multimodal presentation

Unit 4: Research report



EARLY CHILDHOOD

Pre-requisite

A good work ethic.

Special Features of the Course

Early Childhood helps students to understand the personal and social aspects of their own and others' lives and introduces students to the requirements for working in the Childcare Industry.

Pathways

This unit is suitable for students who wish to select a vocational pathway in Year 11 and 12. It specifically prepares students who wish to undertake Early Childhood during Year 11 and 12.

Subject Overview

This course is divided into four, ten-week units. The course covers a range of topics including parenting styles, teenage pregnancy, conception to birth and basic concepts in childcare and babysitting.

Course of Study

Topics include:

- Growth and development from conception to birth
- Learning through play
- Practical experience with *RealCare Baby*
- Communicating with children
- Setting consequences
- How young is too young for childcare?

Unit 1: Understanding the basic needs of children

Unit 2: The importance of play

Unit 3: Newborns and babies

Unit 4: Working with young children

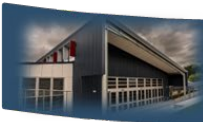
Assessment Overview

Unit 1: Exam

Unit 2: Response to stimulus exam

Unit 3: Research assignment/presentation

Unit 4: Assignment



ENGLISH

HEAD OF DEPARTMENT

Mrs Rachel Lowe
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Applied Pathway:

- English Foundation

General Pathway:

- English General
- English Extension



ENGLISH EXTENSION

Pre-requisites

An achievement of a B in Semester Two for Year 9 English. This course is designed for those students who have an aptitude for, or interest in, Literature Studies. Students should check with their Year 9 English teacher if they are unsure which English subject to select for Year 10.

Special Features of the Course

- Focus on literature study and analysis, reading classic and contemporary novels and poetry.
- Developing skills for the senior Literature course in Years 11 and 12.

Pathways

At least a solid Sound level of achievement in Year 12 English or Literature is a pre-requisite for most university courses, and students must study either English General or English Extension in Year 10 if they intend to enrol in Senior Literature.

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Studying Literature promotes open mindedness, imagination, critical awareness and intellectual flexibility. It also establishes skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Subject Overview

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

Approaches

Approaches include:

- the study of texts that are highly valued in our and other cultures;
- the development of language skills across a range of genres and technologies;
- an awareness of how students' personal attitudes and beliefs impact on their appreciation of texts; and
- an understanding of how texts reflect or challenge ways of thinking both culturally and socially.

Goals

In English Extension students will learn to:

- communicate effectively in Standard Australian English for a range of social and cultural purposes, audiences and in a range of genres;
- enjoy, appreciate and deconstruct a range of texts, including Australian texts by Indigenous and non-Indigenous writers;
- study closely a range of literary and non-literary complementary works in English, in various types of texts, modes and mediums, across diverse cultures and periods;
- interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping; and
- manipulate language construction using effective written and spoken English.

Course of Study

Unit 1: Film Study

Unit 2: Novel Study

Unit 3: Shakespeare Study

Unit 4: Thematic Poetry

Assessment Overview

Students will complete two (2) assessment tasks per semester.

Semester One: Narrative intervention

Examination – comparative essay

Semester Two: Imaginative spoken response

Examination – analytical essay



ENGLISH GENERAL

Pre-requisite

An achievement of a C in Semester Two for Year 9 English. Students should check with their Year 9 English teacher if they are unsure which English subject to select for Year 10.

Special Features of the Course

- Focus on literature appreciation and genre skills, reading classic and contemporary novels and poetry
- Developing skills for the senior course (Year 11 and 12).

Pathways

- A sound level of achievement in Year 12 English is a pre-requisite for most university courses and students must study this course of English in Year 10 if they intend to enrol in Senior English.
- English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocation education or work. 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 lifelong learning across a wide range of contexts.

Subject Overview

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

Approaches

Approaches include:

- the study of texts that are highly valued in our culture;
- the development of language skills across a range of genres and technologies;
- an awareness of how students' personal attitudes and beliefs impact on their appreciation of texts; and
- an understanding of how texts reflect or challenge ways of thinking both culturally and socially.

Goals

In English students will learn to:

- communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences;
- enjoy and appreciate a range of texts, including Australian texts by Indigenous and non-Indigenous writers;
- study closely a range of literary and non-literary works in English, in various types of texts, modes and mediums, across diverse cultures and periods;
- interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping; and
- control language construction using effective written and spoken English.

Course of Study

Unit 1: Documentary Study

Unit 2: Novel Study

Unit 3: Shakespeare study

Unit 4: Poetry Study

Assessment Overview

Students will complete two (2) assessment tasks per semester.

Semester One: Feature article

Narrative intervention

Semester Two: Persuasive spoken response

Examination – analytical essay



ENGLISH FOUNDATION

Pre-requisite

Nil. Students selecting this subject expect to pursue a vocational pathway for Year 11 and 12 and do not plan to enrol in University. Students should check with their Year 9 English teacher if they are unsure which English subject they should select for Year 10.

Special Features of the Course

- Pathway to the Senior Essential English course

Pathways

English Foundation is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education or work. A course of study in English Foundation 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.

Subject Overview

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

Course of Study

Unit 1: Media Study

Unit 2: Novel Study

Unit 3: Personal identity and Education

Unit 4: The work environment

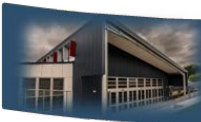
Students will complete the Literacy Short Course over units 3 and 4, with successful completion gaining a QCE credit.

Assessment Overview

Students will complete six (6) assessment tasks across semester one and two.

Semester One: Informative presentation
Narrative intervention

Semester Two: Learning journal
Blog
Workplace training video
Examination



LANGUAGES

HEAD OF DEPARTMENT

Ms Kat Wooldridge
kwool60@eq.edu.au

General Pathway:

- Japanese



Year 10 JAPANESE 日本語

Pre-requisites

In Year 10, Japanese is offered as a preparatory course for entry to Senior Japanese in Year 11. As such, selection of this subject involves a commitment to study for both Semester One and Semester Two, that is, until the end of Year 10.

The most successful students of Japanese will be those who have completed Year 9 Japanese with a final average of a C or higher.

Special Features of the Course

- Annually, students from our sister city of Sanyo-Onoda visit our classes mid-year for two weeks. Each year, Year 10 Japanese students go on an excursion with these Japanese guests – a fantastic opportunity to interact with native Japanese speakers. Those families who would like to host a visitor are invited to let the Languages Department know through their children. This is an exciting opportunity for students to gain a deeper understanding of the Japanese language and culture.
- In recent years, Japanese students have enjoyed virtual excursions with English classes in Sanyo-Onoda, Japan. This has been a fun and challenging experience for all involved.
- The annual Japanese restaurant experience provides students with the opportunity to taste Japanese cuisine whilst learning about Japanese culture. Students can also benefit from this opportunity to practise their conversational skills with the Japanese speaking wait staff.
- Our study tour of Japan (taking in Tokyo, Kyoto, Hiroshima and Sanyo-Onoda) has previously run in the September holidays. Please note that while the tour is great fun, non-attendance is no impediment to the further study of Japanese here at school – later opportunities to go overseas will no doubt arise! In lieu of an overseas trip, an overnight Japanese camp may be offered.

Course overview

Students benefit from the use of a variety of textbooks from the new editions of Obento and Ii Tomo series, listening tasks as well as a variety of web resources including Languages Perfect.

Topics of study include Student Lifestyles, Fashion and Youth Subcultures, Cross-Cultural Communication and Japanese Media.

Assessment Overview

Assessment will focus on each student's ability to comprehend and convey meaning in Japanese in realistic situations. Students will complete a variety of modes of assessment including reading and writing tasks, multimodal presentations and unrehearsed conversations.

Timing of assessment pieces:

In Terms 1-3 students will have mid-term formative and end of term summative assessment tasks. In Term 4, students will research a topic of their choice and deliver a multimodal presentation in Japanese, focusing on Japanese media texts such as anime, music and film.



REDCLIFFE STATE HIGH SCHOOL

2024 Year 11 Recommended Levels of Achievement

The information below is provided as a guide for students selecting subjects for Year 10 2024 so that they are aware of recommended Year 10 study and levels of achievement to be attained to build a strong foundation for further study in each area in Years 11 & 12. By providing this information, students are able to make informed choices and set performance goals for Year 10.

Senior Subject	Minimum Year 10 Level Standard Recommended
Accounting	'C' in Year 10 English General and 'C' in Year 10 General Maths
Ancient History	'C' in Year 10 English General and 'C' in Year 10 History
Biology	'C' in Year 10 English General 'C' in Year 10 Science General 'C' in Year 10 Maths General
Business	'C' in Year 10 English General
Certificate III Laboratory Skills	'C' in Year 10 English General 'C' in Year 10 Science General 'C' in Year 10 Maths General
Certificate III Food Processing (Microbrewing)	'C' in Year 10 English General and 'C' in a Year 10 Science subject
Chemistry	'C' in Year 10 English General 'C' in Year 10 Science Extension 'C' in a Year 10 Maths General
Digital Solutions	'C' in Year 10 English General and 'C' in Year 10 General Maths
Drama	'C' in both Year 10 English and 'C' in Year 10 Drama
Economics	'C' in Year 10 English General and 'C' in Year 10 General Maths
Engineering	'C' in Year 10 English and 'C' in Year 10 Maths Extension
English - General	'C' in Year 10 English General
Film, Television & New Media	'C' in Year 10 English and 'C' in Year 10 Media Arts
Geography	'C' in Year 10 English General and 'C' in Year 10 Geography
Japanese	'C' in both semesters of Year 10 Japanese or demonstrated proficiency.
Legal Studies	'C' in Year 10 English General and 'C' in Year 10 Civics & Citizenship
Literature	'B' in Year 10 English Extension
General Mathematics	'C' in Year 10 English General and 'C' in General Mathematics
Mathematical Methods	'C' in Year 10 English General and 'C' in Maths Extension
Specialist Mathematics	'C' in Year 10 English General and 'B' in Maths Extension
Modern History	'C' in Year 10 English General and 'C' in Year 10 History
Music	'C' in Year 10 Music Extension; demonstrated proficiency in instrumental and/or vocal performance; ability to read and write music notation.
Psychology	'C' in Year 10 English General 'C' in Year 10 Science General 'C' in Year 10 Maths General
Physics	'C' in Year 10 English General and 'C' in Year 10 Maths Extension 'C' in a Year 10 Science subject
Physical Education	'C' in Year 10 English General and 'C' in Year 10 Health & Physical Education
Visual Arts	'C' in Year 10 English General and 'C' in Visual Arts

Please note: if a subject is not listed above, there are no recommended prerequisites. Information contained in this table is subject to change annually. Subjects listed may not be offered in 2024 due to student demand.





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