

# Tamborine Mountain State High School



## Year 9 Handbook 2023

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## The Year 9 Program

Dear Parents and Caregivers

Your child has now reached an exciting stage in his or her education. In Year 9 students can exercise some choice over their curriculum. It is a time to reflect on the subjects they enjoy and in which they have achieved success.

Subjects incorporate the eight Key Learning Areas. All Key Learning Areas contribute to a core curriculum. This model ensures that the needs of all students are considered. The program allows for greater specialisation and extension of students.

In Year 9 we also offer a modified curriculum to support the learning needs of lower-achieving students, as well as extension opportunities for students to accelerate to senior work in Year 10.

We are confident that the program will meet the needs of our students, offering them a stimulating course of study tailored to their ability, individual needs and interests.

We look forward to working in partnership with you and your child as we move into the exciting program of study in Year 9.

**TRACEY BROSE**  
Principal

## A Few Words from our Guidance Officer

When making your selections, choose subjects that you ENJOY and in which you DO WELL.

***You need to consider the following points when selecting your subjects:***

- ✓ your interests
- ✓ your ability
- ✓ the level of difficulty of the unit
- ✓ prerequisites
- ✓ possible career directions
- ✓ major studies for certain senior subjects

***You should avoid selecting subjects based on:***

- ✗ one person saying it's no good
- ✗ your friends are taking it so you think you should
- ✗ whether you like or dislike the teacher
- ✗ whether you think it is only for boys or girls
- ✗ an unrealistic assessment of your ability in the subject

# LEARNING SUPPORT SPECIAL NEEDS

Inclusive education is a feature of this school. Learning support and special education services facilitates full participation in the educational process and aims to cater for the individual learning needs of students requiring additional assistance to achieve their potential.

Students with an identified disability or impairment are integrated within mainstream classes, in both the Junior and Senior School. They are supported in their learning by a range of structures, which may include teacher aide assistance, specialist programs, small group support, adjustment of curriculum and assessment and reduced subject load as appropriate.

Access to Learning Support for students in Years 7, 8 and 9 is initially based on a range of factors such as Year 6 class teacher recommendations and historical data from State and National testing. As a result of analysis of all the information gathered and after discussion with parents, a student may be offered a place in a Literacy and/or Numeracy class. Placement in a Focussed Literacy or Numeracy class is determined by NAPLAN results and support needs.

Access to special education services may also be available to support identified disability areas to enable participation and access to the curriculum. These may include, for example, advisory visiting teachers, occupational therapists or guidance officers.

Mainstream classroom teachers, in all subject areas, support student learning within this integrated model. Class teachers utilise a range of effective teaching strategies to assist students to achieve their academic potential and scaffold experiences to meet individual student learning needs as appropriate.

In the senior phase of learning, students with a disability or learning difficulty are offered the option of working towards the Queensland Certificate of Individual Achievement (QCIA) as an exit credential. This allows students to maintain their social networks within mainstream class while documenting their individual skills and knowledge.

Further enquiries can be directed to the Learning Support Department.

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**\*DDA comment:** Students accessing our support services will form part of our NCCD (Nationally Consistent Collection of data on school students with disabilities) data

# **CORE SUBJECTS**

# English

## AIM OF SUBJECT:

- To equip students with the necessary tools to use language and its features appropriately and effectively in a variety of social contexts.

## IN THIS SUBJECT YOU WILL LEARN TO:

- Develop your existing reading, writing, speaking, viewing and listening skills.
- Be discriminating in the way you use those skills to interact with texts, people and situations.
- Integrate laptop equipment and digital media.

## SKILLS THAT ARE RELEVANT TO THIS SUBJECT:

- Reading, writing, speaking, listening and viewing
- Thinking critically about what you read, hear and see
- Supporting your ideas and opinions with evidence
- Using your imagination in constructive ways

## WHY ENGLISH?

- To see the importance of thinking for yourself.
- To communicate better with others.
- To be more aware of the influences acting upon you, e.g. the media, your peers

## COURSE OUTLINE AND ASSESSMENT:

The course covers a variety of work units and integrating devices. At the end of each unit, an assessment piece is completed related directly to the course of study.

Throughout the year, assessment items will be completed which contribute to students' folios. Possible assessment includes:

- Persuasive speech
- Narrative text
- Analytical speech
- Reflective exam

There is a strong emphasis on the development of reading and language skills throughout the year. Assessment consists of both written and spoken tasks, in-class responses and assignment work.

## HOMEWORK:

Homework is an essential part of the English course and will be set on a weekly basis. Class time is set for assignment work but it is also expected that students do work on them at home. Assessment tasks will be set as part of the unit and it is part of the course requirements that homework be completed.

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# ENGLISH FOUNDATION

## AIM OF SUBJECT:

- To meet the needs of students who require practical English skills.
- To equip students with the necessary tools for language use in written, spoken and visual contexts.

## IN THIS SUBJECT YOU WILL LEARN TO:

- Develop and improve your existing reading, writing, speaking, viewing and listening skills.
- Communicate in a variety of contexts that extend to people and places outside of school.
- Complete assessments that contains both written and spoken tasks, in-class responses and assignment work.

## SKILLS THAT ARE RELEVANT TO THIS SUBJECT:

- Learning ways to improve your reading, writing, speaking, listening and viewing
- Expressing ideas and opinions
- Using your imagination in constructive ways

## WHY ENGLISH FOUNDATION?

- You will learn to improve your communication skills.
- You will feel more confident about writing and talking with others.
- You will become aware of important links between communicating and the world outside of school.

## COURSE OUTLINE AND ASSESSMENT:

At the end of each unit, an assessment piece is completed that is directly related to the course of study. They include:

- Film analysis exam
- Narrative text
- Persuasive speech
- Reflective speech

There is a strong emphasis on the development of reading and language skills throughout the year. Assessment consists of both written and spoken tasks, in-class responses and assignment work.

## HOMEWORK:

There are no set weekly tasks in English Foundation. Class time is set for assignment work but it is also expected that students work on them at home when required.

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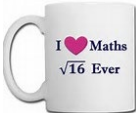

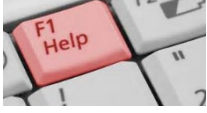




# MATHEMATICS

Mathematics classes at Tamborine Mountain State High School are **grouped**. The purpose of the grouping is to help every student achieve as much as possible **at or above year level** expectations according to the national curriculum. Being in a different grouping does not mean working at a different year level – EVERYONE is provided with the opportunity to **excel** or be **enabled to access** maths according to the expectations of the Australian Curriculum.

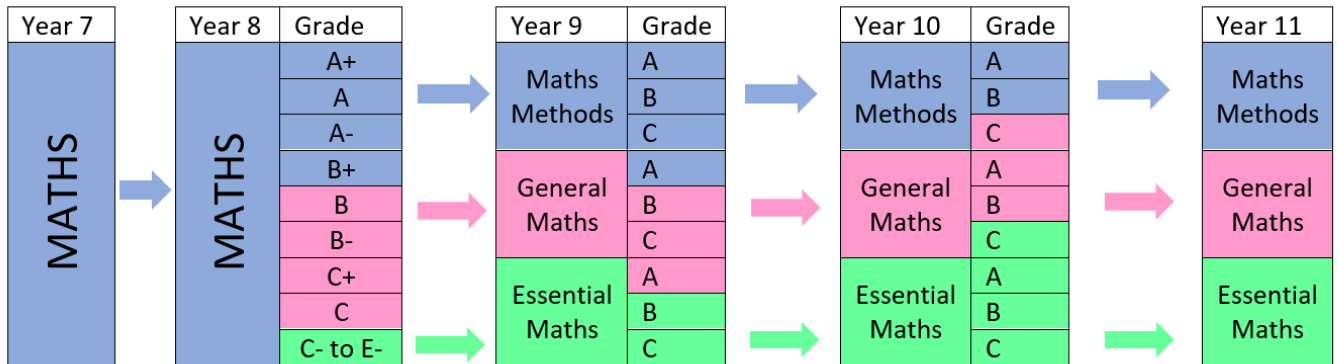
In other words – students are placed in classes based on the pace and style we hope will ‘feel right’ (not too easy, not too hard – **just right**) for every student. Students can move between groupings at times if need be.

Maths Classes Available:	Learning	Assessment	Timetable Code in Year 9
<b>Maths Method (MMD)</b> 	<p>Math Methods students are grouped to provide a <b>challenging</b> environment where a <b>faster pace</b> of learning is experienced.</p> <p>The same topics are studied for all maths classes. Students attempt all topics and extend as much as possible. Students who intend studying Math Methods in Year 10 will be extended as much as possible.</p> <p>This preference is only suitable for <b>high achieving students</b>.</p> <p>* MMD in Year 12 involves a 50% external exam covering 2 years work.</p>	<p><b>Same for all groups.</b></p> <p>Typically 4 tests or 3 tests and 1 assignment</p>	<b>MMD</b>
<b>General Maths (MGE)</b> 	<p>General Maths students study the same topics as extension students but the pace is not as fast – this allows a bit more time to ‘get your head around’ the ideas.</p> <p>An ‘A’ in MGE is the <b>same</b> as an ‘A’ in an MMD grouping, but the ‘feel’ of MGE suits some people more than MMD.</p> <p>General Maths students <b>attempt all topics</b> and extend wherever possible. Students who intend to study General Mathematics in Year 10 may find this class most suitable.</p> <p>* MGE in Year 12 involves a 50% external exam covering 2 years work.</p>		<b>MGE</b>
<b>Essential Maths (EME)</b> 	<p>Essential Maths students study the <b>same topics</b> as MGE and MMD but the <b>pace and assessment are scaffolded</b> differently.</p> <p>Learning (and assessment) are done at year level and in shorter sections allowing students to access the content in every topic.</p> <p>You would expect not to attempt some of the more abstract sections of the topics in Essential Maths. Students who intend to study Essential Mathematics in Year 10 may find this class most suitable.</p> <p>* EME in Year 12 involves school-based assessment and a common internal assessment.</p>	<p>Same for all groups with <b>additional support available</b> – which is reflected in the different timetable code.</p>	<b>EME</b>

## Maths Continued.....

Tamborine Mountain State High School takes every care to ensure that your child is enrolled in a class that provides appropriate learning adjustments and challenges. If you have particular information you believe we should consider in arranging class placements for Mathematics feel free to contact us at any stage or to discuss this during the enrolment process.

With respect to future Maths choices, Mr Washburn has provided the following:



Please Note: - from Year 9 onward, subject pathways have pre-requisites, for e.g. you have to do well in Math Methods Year 9 to be able to do Maths Methods or Specialist Maths in Year 10.

### ASSESSMENT

Assessment will be by test, assignment and class projects/tasks.

## MATH TEST!

$$3 + 3 \times 3 - 3 + 3 = ?$$

- a) 18
- b) 12
- c) 03
- d) 06

### HOMEWORK

Yes – there is homework...

Year 7: 30 minutes homework per week.

Year 8: 30 minutes homework per week.

Year 9: 45 minutes homework per week.

In Addition to homework there will often be test revision.

If you have any questions please feel free to contact your maths teacher or:



For further information please contact

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**ELECTIVE**

**SUBJECTS**

# ART



## AIM OF SUBJECT:

- Use creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Visual Art.
- Enhance aesthetic understandings of arts elements and languages.
- Create art works and present and respond to own and others' art works, considering specific audiences and specific purposes.
- Recognise the Arts provide career opportunities and develop skills that will help to lead fulfilling recreational and working lives.

## IN THIS SUBJECT YOU WILL LEARN TO:

- create, imagine and innovate.
- apply humour to the creative process.
- analyse your skills and progress to guide improvement.
- apply knowledge of art movements to new situations.
- remain open to continuous learning through experimentation.
- give and respond to feedback.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Creativity
- Communication of messages
- Manipulation of traditional and non-traditional materials
- Metacognition

## WHY ART?

'The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in and through arts traditions and cultural practices fosters social competencies and aids the development of personal identity, world-views and global citizenship.' (Draft Australian Curriculum: 2012)

## COURSE OUTLINE:

Throughout the year students will:

- street art and pop art themes.
- artist books and designs for skateboard decks.
- assemblage and installation art.
- ceramics.

## ASSESSMENT:

- Practical and theory based
- Folio of work involving a resolved artwork/Digital PPT
- Art Research Task. (1 per semester)
- Visual (process) diary
- Literacy skills and knowledge

## HOMEWORK:

Homework will be set weekly and will include assignment work, finishing practical tasks, research and written reflections.

## FUTURE OPTIONS:

Senior Subjects such as Art; Photography and Film, Television and New Media.

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# CERTIFICATE II IN BUSINESS



## AIM OF SUBJECT

The program covers the skills and knowledge required of an employee entering the Business Services industry and/or pursuing further tertiary business pathways (e.g. Certificate IV, Diploma or Bachelor of Business). This Certificate involves personal wellbeing, organising personal work priorities, leadership and teamwork, safety and sustainability in the workplace, inclusivity, diversity and communication, delivering a service to customers, designing and producing electronic presentations and business documents, and financial literacy (budgeting).

## IN THIS SUBJECT YOU WILL LEARN TO:

- Communicate at work
- Create professional business documents
- Use technology
- Use critical thinking skills
- Formulate a budget for financial success
- Work in a team

## WHY BUSINESS?

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal entrepreneurship. This course also gives **8 QCE credit points** and can be counted as core points.

## COURSE OUTLINE

Students will participate in the delivery of a range of business activities and projects within the school. Graduates will be competent in a range of essential workplace skills including leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy. Students will also investigate business opportunities and real-world case studies.

Course Schedule – Semester 1	Course Schedule – Semester 2
<ul style="list-style-type: none"> <li>• Personal Wellbeing in the Workplace</li> <li>• Organise Personal Work Priorities</li> <li>• Financial Literacy</li> <li>• Workplace Health and Safety and Sustainable Work Practices</li> <li>• Inclusive Work Practices and Workplace Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a Team</li> <li>• Critical Thinking Skills in a Team Environment</li> <li>• Creating Electronic Presentations</li> <li>• Producing Business Documents</li> <li>• Delivering and Monitor a Service to Customers</li> </ul> <p><i>Finalisation of qualification: BSB30120 Certificate III in Business</i></p>

## COMPETITIONS

- **Binnacle Boss:** Students are provided with \$20 each and work in teams to plan, budget, market and run their business idea whilst building innovation, enterprise and financial literacy skills in the process.
- **ASX Schools Sharemarket Game:** You and your team are given \$50,000 in virtual cash to invest in the Australian Stock Exchange (ASX). The challenge: make it grow!

## ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real business environment at TMSHS. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Group work and individual work
- Role plays
- Short response tests
- Practical application
- Oral assessment

## COURSE FEES

The Certificate III in Business course is being delivered by a qualified TMSHS teacher with the assistance (and under the auspices) of an external Registered Training Organisation, Binnacle Training, RTO # 31319 ([www.binnacletraining.com.au](http://www.binnacletraining.com.au)). The 2022 course fees are \$365 for the Certificate III in Business. Fees are non-refundable as the certificate is provided by an external company (Binnacle Training).

## FUTURE OPTIONS

Diploma of Business (Year 10/11/12)

Advanced Diploma in Leadership and Management

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# CERTIFICATE II in SPORT & RECREATION (SIS30315)

## The College Of Health & Fitness



### SIS20115 Certificate II in Sport and Recreation and SIS30315 Certificate III in Fitness (Year 10 only)

The combined SIS20115 Certificate II in Sport and Recreation and SIS30315 Certificate III in Fitness provide students with the skills and knowledge to work across a range of sport and recreation environments as well as specializing in the Fitness Industry as an Exercise Instructor. By combining the two qualifications, students are able to gain a diverse range of skills and commence a pathway that could lead to a range of employment outcomes.

Students who completed their SIS20115 Certificate II in Sport and Recreation will receive credit transfer for some of the content of the SIS30315 Certificate III in Fitness.

The SIS20115 Certificate II in Sport and Recreation and SIS30315 Certificate III in Fitness provide a pathway to the SIS40215 Certificate IV in Fitness and SIS50215 Diploma of Fitness. These qualifications can lead to a Higher Education pathway, with SIS50215 Diploma of Fitness Graduates from the College of Health and Fitness eligible to 4 credits for specific University of Southern Queensland undergraduate degrees.

#### Assessment

Students undertaking SIS20115 Certificate II in Sport and Recreation and SIS30315 Certificate III in Fitness will undertake a range of both theory and practical work to gain the skills and knowledge required to complete their qualification. Theory knowledge, will be assessed through comprehensive workbooks that require students to answer questions covering knowledge of nutrition, programming, workplace health and safety, risk analysis and more. Students will also be assessed on their ability to screen clients and develop programs.

All assessment will be undertaken by staff of the College of Health and Fitness.

Students undertaking the combined SIS20115 Certificate ii in Sport and Recreation and SIS30315 Certificate III in Fitness, **must** complete the SIS20115 Certificate II in Sport and Recreation in order to also complete the SIS30315 Certificate III in Fitness. Students who do not achieve all competencies will receive a Statement of Attainment for the units they have completed.

#### Entry Requirements

Students must have an interest in the area of sport, health and fitness and preferably a desire to work in the industry. The course contains significant amounts of theory as well as a practical component and is not simply about being physically active. Good quality written and verbal communication skills and the ability to work with others is also required.

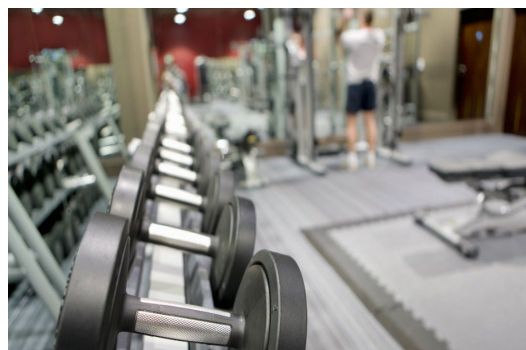
## Cert II in Sport and Recreation Continued

### Core

- BSBWOR202 Organise and complete daily work activities
- HLTAID003 Provide first aid
- HLTWHS001 Participate in workplace health and safety
- SISXCAI002 Assist with activity sessions
- SISXCCS001 Provide quality service
- SISXEMR001 Respond to emergency situations
- SISXIND001 Work effectively in sport, fitness and recreation environments
- SISXIND002 Maintain sport, fitness and recreation industry knowledge

### Electives

- SISXFAC001 Maintain equipment for activities
- BSBCMM201 Communicate in the workplace



## Cert III in Fitness (Year 10 only)

### Core

- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming delivery
- SISFFIT005 Provide healthy eating information
- SISFFIT0014 Instruct exercise to older clients
- SISXCCS001 Provide quality service (Cert II core)
- SISXFAC001 Maintain equipment for activities (Cert II Electives)
- SISXIND001 Work effectively in sport, fitness and recreation environments (Cert II core)

### Electives

- BSBRK401 Identify risk and apply risk management processes (Cert II electives)
- HLTAID003 Provide first aid (Cert II core)
- HLTWHS001 Participate in workplace health and safety (Cert II core)
- SISFFIT006 Conduct fitness appraisals
- SISXCAI006 Facilitate groups (Cert II Elective)
- SISFFIT011 Instruct approved community fitness programs
- BSBCMM201 Communicate in the workplace (Cert II electives)



## COURSE FEES:

Course fee for 2023 – Nil, student VETIS funding is accessed and used (VETiS funding accessed by student one time only)  
**\*subject to change**

## WHY CERTIFICATE III IN FITNESS?

- The program utilises industry experts in the area of Fitness in order to provide industry validated assessment tools for students. They are able to then take their newly acquired skills and confidence into any workplace and succeed.
- By receiving a Senior First Aid certificate. It provides the students with excellent employment opportunities within the recreation industry.

The Certificate III in Fitness when embedded within Queensland Secondary Schools contributes 8 credit points towards the QCE which is equivalent to the number of credit points earned in two Authority or Authority Registered Subjects.



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# DANCE

## CERTIFICATE II IN DANCE



### RATIONALE – Why study it?

This qualification reflects the role of a person working in a varied context in the live performance and creative arts industry, both practically and theoretically.

In choosing to study a Certificate II in Dance and upon completion of this certificate, you will gain a nationally recognised qualification and gain 4 points towards your Senior Queensland Certificate of Education. You also gain real world skills and will gain insight into the performing and creative arts industry.

### AIMS – What do students learn?

CUADAN211	Develop basic dance techniques
CUADAN218	Perform basic street dance technique
CUADAN215	Perform basic contemporary dance technique
CUAPRF211	Prepare for live performances
CUAWHS111	Follow safe dance practices
CUADAN212	Incorporate artistic expression into performances
CUAIND211	Develop and apply creative arts industry knowledge
BSBTWK201	Work effectively with others
CUAWHS211	Develop basic physical conditioning for dance



### ASSESSMENT – How are students assessed?

Completed over one year

- Demonstration of physical and expressive performances in street dance and contemporary genres.
- Completion of online assessments and theoretical tasks through a personal online portal.
- Practical demonstration of required skills and processes
- No entry requirement, however previous dance experience is beneficial.

### OTHER REQUIREMENTS AND OPPORTUNITIES

Dance at school is very affordable compared to dancing in community studios, however there will be opportunities for students to participate, engage and attend activities related to their Certificate study outside of the levy. These include; Arts Night, workshops with national and international dancers and choreographers, excursions to see live professional productions and Tambo Talent Time, among many more

**Levy: \$450 - \$500.** Split payment is permitted.

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NATIONALLY RECOGNISED  
TRAINING



<b>Certificate Code</b>	CUA20120	<b>Certificate</b>	II
<b>Registered Training Organisation</b>	The Australian Academy of Media	<b>RTO Number</b>	45017



# Design (DSN)



Design is an exciting, creative and contemporary subject, encouraging solution driven thinking.



This subject area meets the huge global demand for good design and clear communication, while developing the ability to think critically about real world problems and develop solutions for clients.



Students will realise design solutions by employing Design Thinking techniques, sketching and low-fidelity prototyping, using lasers, 3d printing, traditional craft modelling, vinyl printing/cutting and dye sublimation

## Study Pathways and Career Fields



Architecture  
Engineering  
Interior Design



Graphic Design  
Digital Media



Furniture Design  
Trade Career



Fashion Design  
Jewellery Design



Industrial Design  
Product Design &  
Manufacturing

### Real World 21st Century Skills



Your mind is  
constantly brimming  
with creative ideas



High and low  
fidelity  
prototyping



3D Printing  
Laser cutting  
Vinyl printer/cutter



Real world  
Industry standard  
software

### Design Structure

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>Intro to Sketching</li> <li>Product - Multilayer key tag</li> <li>Graphic - Water bottle sticker</li> <li>Landscape - Edible garden</li> </ul>	<ul style="list-style-type: none"> <li>Design Sketching</li> <li>Furniture Design - Design Folio</li> <li>Jewellery Design - Design for a Client</li> <li>Sustainable Architecture - Design Folio</li> </ul>	<ul style="list-style-type: none"> <li>Sketch a Day</li> <li>Graphic (House Logo)</li> <li>Architectural (Pet House)</li> <li>Sustainable (Materials)</li> <li>Sustainable Exam</li> </ul>	<ul style="list-style-type: none"> <li>Sketch a Day</li> <li>Graphic (Personal Logo)</li> <li>Architectural (TinyHouse)</li> <li>Sustainable (Fashion)</li> <li>Sustainable Exam</li> </ul>

Senior Phase: ATAR Design (DES)

Applied Industrial Technology Skills (ISK)  
Applied Industrial Graphics Skills (GSK)

Peter Brose Head of Department

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# DRAMA



## AIM OF SUBJECT:

- To promote a wide variety of acting skills.
- To prepare students for further study in Drama.
- To promote confidence, creativity and communication.
- To enhance dramatic self-expression.
- To develop movement and physical skills.
- To develop directing and playwriting skills
- To foster spoken and written modes of literacy.
- To promote imagination, critical and creative thinking.
- To promote problem solving.
- To promote cultural engagement.
- To develop within students dynamic and interpersonal skills and teamwork.

## IN THIS SUBJECT YOU WILL LEARN:

- Various forms and styles of the dramatic art form.
- Reading and understanding scripts, voice and movement.
- Genre-specific acting techniques.
- Staging and directing plays, scripts and dramaturgy.
- Focus and practice.
- Active and critical awareness of the dramatic experience.
- Active and critical awareness of social processes.
- Other modes of literacy and numeracy skills.
- Gain understandings of human experience in different cultures, times and places.

## WHY DRAMA?

- To experience a range of different forms, styles and techniques through active participation.
- To express yourself creatively, artistically and confidently.
- In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviour and relationships across many situations and contexts.
- Engaging in drama promotes imagination, critical and creative thinking, problem solving, cultural engagement, communication and provides opportunities to share ideas with others through informal and formal performances. Students engage in learning experiences that integrate oral, kinaesthetic and visual communication to create aesthetic and artistic meaning.
- A course of study in drama can establish a basis for further education and employment in fields of theatre and the broader arts industry and in education. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues and to communicate meaning in imaginative, aesthetic and artistic ways.

## COURSE OUTLINE:

- Contemporary Theatre
- Physical Theatre
- Study of Plays
- Ritual Theatre

## ASSESSMENT:

- Students work individually and in groups to explore and shape ideas and dramatic styles. While drama is a group art and many learning experiences occur in groups, achievement is measured in terms of the individual's performance within the group.
- The three dimensions of assessment are: making, presenting and responding.

## HOMEWORK:

Drama is exciting and students must be prepared to undertake rehearsals in their own time – in addition to class time where necessary. Homework will consist of: memorising lines, study of key elements, assignment preparation and rehearsals.

## FUTURE OPTIONS:

Senior Drama, Arts Night or other creative Arts related subjects: Dance, Film and Television Studies, Visual Arts.

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# DUAL CERTIFICATE II IN HEALTH SUPPORT/CERTIFICATE III IN HEALTH ASSIST



This qualification is an industry-based qualification targeted at significantly increasing the skills and knowledge of health and aged care industry employees. It is designed for employees who provide support for the effective functioning of health services, requiring discretion and judgement. These workers may also provide a team leadership, workplace training or leading hand function including delivering direct care to clients.

You will need to satisfactorily complete 18 units of competency and it would be an advantage to be currently employed in the industry.

## Course Details

	Unit	Cert II Health Services	Cert III Health Assist
1	HLTINF001 Comply with infection prevention and control policies	Core	Core
2	HLTWHS001 Participate in WHS	Core	Core
3	CHCDIV001 Work with Diverse People	Core	Core
4	CHCCOM005 Communicate and work in health	Core	Core
5	HLTWHS005 Conduct manual tasks safely	Elective	Other
6	BSBWOR301 Organise personal work priorities and development		Core
7	BSBMED301 Interpret and apply medical terminology appropriately		Core
8	HLTAAP001 Recognise healthy body systems		Core
9	CHCDIV002 Promote Aboriginal and Torres Strait Islander	Elective	Elective
10	CHCCCS009 Facilitate responsible behaviour		Elective
11	SITXFSA101 Use hygienic practices for food safety	Elective	
12	BSBWOR203 Work effectively with others	Elective	
13	CHCCCS012 Prepare and maintain beds	Elective	Elective
14	CHCCCS020 Respond effectively to behaviours of concern	Elective	Elective
15	BSBCUS201 Deliver a Service to Customers	Elective	
16	HLTAID003 Provide First Aid	Other	Elective
17	CHCCCS015 Provide Individualised Support		Elective
18	BSBMED303 Maintain Patient Records		Other
			CREDIT TRANSFER

## Course Fees

No payment required. The course includes the completion of a First Aid and CPR certificate.

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# FOOD SPECIALISATIONS

## AIM OF SUBJECT:

- To offer students basic knowledge of nutrition, food purchasing and food preparation in order to assist in making wise and informed food decisions in the future.

## IN THIS SUBJECT YOU WILL LEARN:

- nutrition for a healthy lifestyle.
- about The Australian Guide to healthy eating and other nutrition related programs.
- use Literacy, Numeracy and ICT skills within the context of this subject.
- management and decision-making skills.
- practical cooking skills relevant to a healthy, nutritious lifestyle.
- consumerism skills related to food.
- food preparation skills.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Working independently
- Working with other people in groups
- Listening to and communicating with others
- Creativity
- Applying theory to practical situations

## WHY FOOD STUDIES?

- Prepares students in a range of areas, including practical skills, for everyday life.
- Prepares students for further studies in the Home Economics/Hospitality areas.
- Exposes students to a range of career possibilities in the food industry.

## COURSE OUTLINE:

Topics studied **could** include:

- Nutrition for a healthy lifestyle, focussing on adolescents
- Australian Guide to Healthy Eating and Australian Dietary Guidelines
- Seven nutrients
- Diet related disease
- Diet analysis
- Convenience foods
- Product labelling and advertising
- Budgeting for a healthy lifestyle
- Product development and recipe writing
- Food Science
- All necessary ingredients can be arranged via a fee-paying option or students can supply their own resources

## ASSESSMENT:

- Assessment may include continuous practical assessment, practical cooking exams, theory exams and project assignments

## HOMEWORK:

- Students will occasionally be given homework or asked to work on set in-class assignment tasks.

## FUTURE OPTIONS:

- Year 10 –Food Studies, Certificate II in Hospitality.
- Years 11 and 12 – Food and Nutrition, Hospitality.
- Beyond school – Home Economist, chef, nutritionist, dietician, food technologist, food stylist, and hotel manager etc.

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# HEALTH AND PHYSICAL EDUCATION

## AIM OF SUBJECT:

- To acquire skills and knowledge that is essential for promoting the health of individuals and communities.
- To develop and improve skills in a variety of sports, games and physical activities.
- To acquire skills and knowledge that is essential for living a healthy lifestyle.
- To make informed decisions about your health and wellbeing.

## IN THIS SUBJECT YOU WILL LEARN TO:

- interact with others.
- select and use information and apply problem solving strategies.
- make informed decisions about health and personal development.
- evaluate your own actions and the actions of others.
- enhance your own and others self-concept and self-esteem.
- use Literacy, Numeracy and ICT skills within the context of this subject.



## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Participation in and having an interest in, enhancing personal development and promoting health.
- Participation in and having an interest in, sports, games and physical activities.
- Being involved as a team member and interacting with others.
- Being active.

## WHY HPE?

- To develop active and informed citizens, capable of managing the interactions between themselves and their social, cultural and physical environments, in the pursuit of good health.
- To gain an understanding of personal development, harm minimisation and lifestyle diseases.
- To promote life-long learning in health and physical education.

## COURSE OUTLINE:

- Lifestyle disease
- Harm minimisation
- Responsible relationships
- Sustainable health challenge
- AFL
- Athletics
- Basketball
- Netball
- Soccer
- Touch Football

## ASSESSMENT:

- The assessment covers both theoretical and practical components and is purposeful, systematic and ongoing.
- The assessment will:
  - develop students' capacities to monitor their own progress.
  - reflect current knowledge of child and adolescent development.

## HOMEWORK:

- Assignment work – Semester 1
- Test preparation – Semester 2

## FUTURE OPTIONS:

- Year 10 Health & Physical Education
- Years 11 and 12 Physical Recreation
- Senior Physical Education
- HPE teaching
- Personal trainer
- Sports coach



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# Industrial Technology Skills (ITS)



ITS is a workshop based course, offering pupils the chance to design, model and build products using multiple materials, hand skills and CNC manufacturing processes.



Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries. Health & Safety training and skills for work are at the forefront of all learning.



Striving for accuracy, developing fine motor skills and coordination in all aspects of life and work. Learning to take pride in our work and demonstrate the ability to work independently to prescribed specifications.

## Study Pathways and Career Fields



Joinery  
Carpentry  
Shop Fitting



Engineering  
Mechanics



Fabrication  
Fitting & Turning



Site Management  
Foreperson



Architecture  
Engineering  
Interior Design

### Real World 21st Century Skills



Creativity and  
manufacturing  
skills



CNC  
Manufacturing



Health & Safety  
Skills for work



Real world  
Industry standard  
software

### ITS Structure

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>• Health &amp; safety training</li> <li>• Intro to sketching</li> <li>• Intarsia Animal (wood)</li> <li>• Birdhouse (mixed)</li> <li>• 2D computer design</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; safety training</li> <li>• Sketching</li> <li>• Dustpan (sheet metal)</li> <li>• Passive speaker (mixed)</li> <li>• Pencil box (wood)</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; safety training</li> <li>• Cert II Engineering Pathways</li> <li>• Carry all (sheet metal)</li> <li>• Whiteboard frame (mixed)</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; safety training</li> <li>• Ammo box (sheet metal)</li> <li>• CO2 Car - (specification)</li> <li>• Camp stool (wood)</li> </ul>

**Senior Phase:** Applied Industrial Technology Skills (ISK)  
Applied Industrial Graphics Skills (GSK)

ATAR Design (DES)

**Peter Brose** Head of Department

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# JAPANESE



## AIM OF SUBJECT

- To build on students Japanese skills to enable them to communicate in basic real-life situations.
- To build students confident in languages.
- To enhance their knowledge of both Japanese language and culture.
- To develop the attributes of lifelong learners by expanding their skills as self-directed learners, complex thinkers, active investigators as well as effective communicators.
- To expand their own world views to better equip themselves for participation in the global community.

## IN THIS SUBJECT YOU WILL LEARN TO

- communicate in basic Japanese in real-life situations.
- enjoy aspects of another culture.
- appreciate your own language and culture.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT

- enjoying learning another language and the challenge of being understood.
- risk-taking and having a go without worrying about making mistakes.
- interacting with others.

## WHY JAPANESE?

For Queenslanders, the study of Japanese is especially important given the strong ties with Japan.

Due to links in tourism, commerce, culture and education between Australia and Japan, our students will be brought more and more into contact with Japanese speaking people.

Japanese lifestyle, cuisine, art and sport are becoming increasingly familiar through the media and personal contact.

As some of our students take the opportunity to travel to Japan, willingness to use their Japanese skills will enrich their travel experience and help in developing lasting friendships.

Japanese High School Exchange Visits.

Japan Study Tour held usually every two years.

Japanese animation and cooking!

## COURSE OUTLINE

The following topics will be covered:

- endangered species
- Intensive grammar
- Fashion
- Letter writing

## ASSESSMENT

Each term:

- One comprehending (listening or reading) task
- One composing (writing/speaking) task
- A cultural based assignment (\*one a semester)

## FUTURE OPTIONS

A Diploma of Japanese may be studied concurrently with any other degree at UQ/ Griffith University

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# MEDIA STUDIES

## AIM OF SUBJECT:

- To allow students to design, produce and critique a variety of media products from newspapers and magazines, radio and television, film and advertising.

## IN THIS SUBJECT YOU WILL LEARN TO:

- Refine your understanding of the way media texts are constructed and respond analytically regarding those who create them.
- Think critically about media genres.
- Work practically to create a variety of media texts.
- Learn through inquiry and develop problem solving skills.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Working responsibly with others in a team environment.
- Creativity, communication and expression.
- Analysing television shows/film/media texts.

## WHY MEDIA STUDIES?

- Knowing how media texts are created is just as important as knowing what they contain.

## COURSE OUTLINE:

- Radio plays.
- Film genres and children's TV.
- Special effects makeup and movie trailers.
- Social Media and Digital Footprints.

## ASSESSMENT:

- Written/Literacy skills.
- Practical.
- Radio play, short response exam, genre film trailer and photoshop design.

## HOMEWORK:

Students must be aware that there is a significant percentage of the subject that will require students to work in groups, sometimes outside of class hours.

## FUTURE OPTIONS:

- Careers in advertising, radio, film, journalism, public relations, visual arts and television production.
- Year 10 Media.
- Years 11 and 12 Film, Television and New Media.

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# Modern History



## AIM OF SUBJECT

- To study the world and our place in it through integrated technologies.
- To gain valuable insight into the world in which we live, its history, natural landscapes, cities and people. There is an emphasis on skill development.
- Incorporate multi-level activities and assessment which provides opportunities for consolidation and extension.
- To develop well rounded, informed global citizens.

## WHY STUDY HUMANITIES?

You will:

- develop core skills needed at school and in the workplace. These include the ability to complete research assignments, write paragraphs and analyse text and maps.
- gain a greater understanding of yourself as a human being through the study of your own and other societies.
- develop knowledge, abilities, and ethical commitment necessary to participate as active citizens in shaping the future.

## IN THIS SUBJECT YOU WILL LEARN TO

- Complete assessment that contains written and spoken tasks, assignment work and in-class tests.
- Expand your knowledge and understanding of your own and other societies.
- Explore local and global environments.
- Integrate laptop equipment and digital media.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT

- Literacy
- Recalling learned information
- Gathering evidence from a variety of sources
- Developing clear and logical interpretations and explanations of evidence
- Reporting and presenting your findings clearly and concisely

## COURSE OUTLINE

### HISTORY

- Unit 1: The Industrial Revolution (1750-1914)
- Unit 2: Movement of Peoples (1750-1901)
- Unit 3: World War One (1914-1918)

### ASSESSMENT

- Short Answer Exam (Response to stimulus)
- Multi-modal Research Presentation
- Research Assignment

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# MUSIC



## AIM OF SUBJECT:

- To promote an understanding of a variety of styles and composers in order to gain an appreciation of music, its structures and concepts. These musical styles range from classical to contemporary.
- To promote three essential areas of music – composing, performing and musicology.

## IN THIS SUBJECT THE STUDENT WILL LEARN:

- To expand and develop knowledge about music and its structure.
- To explore the music of various composers, countries and cultures.
- To experience the aesthetics of music through expressive and communicative performances.
- To understand the unique aspects of music through composing.



## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Having an enthusiasm to learn the many attributes of music through performance, composition and musicology.

## WHY MUSIC?

- To enable the student to express and communicate thoughts and ideas through music.
- Music enhances success in learning, creativity and social interaction in study and throughout life in general.

## COURSE OUTLINE:

- **Composition** e.g. Composing an original piece using a variety of resources/software.
- **Musicology** e.g. Fundamental history and development of music.
- **Performance** e.g. Instrumental and/or vocal.

## ASSESSMENT:

- Throughout the course there is the opportunity to work individually or in groups. Music has three dimensions of assessment – composing; performing; musicology.



## HOMEWORK:

- Students will be required to complete homework either written or short composition tasks. These will contribute to the assessment. Performance tasks are usually completed during class time.

## FUTURE OPTIONS:

- Through the study of music comes an array of possibilities for both study and career options as well as personal growth.

‘The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in and through arts traditions and cultural practices fosters social competencies and aids the development of personal identity, world-views and global citizenship.

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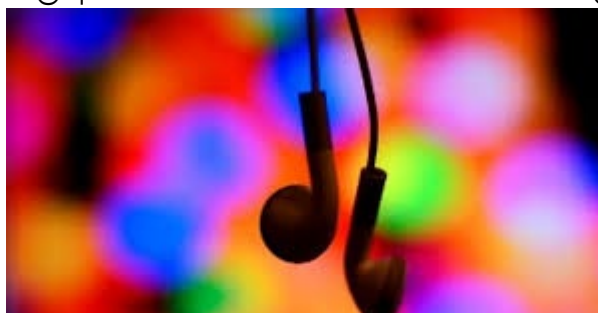
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# Robotics and Design (RAD)



With an emphasis on critical thinking and problem solving; RAD is an engaging subject where human creativity and evolving technologies collide. Students expand their abilities in a fun learning environment where they are encouraged to test the limits of their genius.



The subject focus is on applied and practical S.T.E.M. (Science Technology Engineering Mathematics) with explorations of design thinking, collaboration, technical innovation, simulated workspaces and project management.



Students explore a range of tasks and project contexts. They use this knowledge to create solutions to problems from varied study pathways and careers. They learn and use technologies, design processes and prototyping skills. They engage the skills of explaining, elaborating and maturely evaluating their work.

## Study Pathways and Career Fields



Mechatronics  
Robotics  
Innovation



Industrial Machine  
Control and  
Maintenance



Electronics,  
Product and  
Industrial Design



Engineering  
Architecture



Coding, Web,  
Game (etc)  
Development

## 21st Century Skills



Critical thinking as a  
life-skill for generating  
opportunities



Designing,  
prototyping  
testing, improving



2D/3D CAD,  
Coding,  
Machine Control



Real world,  
Industry standard  
technologies

## Basic Overview of RAD Course Skills, Components and Structure

Grade 7	Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> <li>Aeronautical engineering</li> <li>Planetary Robot Explorer</li> <li>Design sketching</li> <li>Coding and Debugging</li> <li>Robots and Society</li> <li>Practical I.C.T. Skills</li> </ul>	<ul style="list-style-type: none"> <li>Bottle Rocket Science</li> <li>3D Computer Assisted Design (CAD)</li> <li>Engineering Product Design (3D Print)</li> <li>Coded Machine Control</li> <li>Dance-BOT</li> </ul>	<ul style="list-style-type: none"> <li>Sumo-BOT Engineering</li> <li>2D &amp; 3D CAD solutions</li> <li>Civil Engineering (Bridges)</li> <li>Prototyping (Laser Cut)</li> <li>Video Game Design</li> <li>Electronics Fundamentals</li> </ul>	<ul style="list-style-type: none"> <li>Fetch-Bot Engineering</li> <li>Desktop Siege Weapon Physics and Design</li> <li>Advanced 2D &amp; 3D CAD</li> <li>Biomimicry Architecture</li> <li>Microcontroller Science Fair</li> </ul>

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# SCIENCE

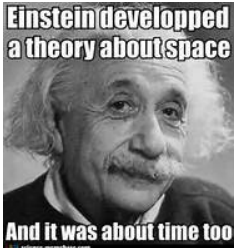
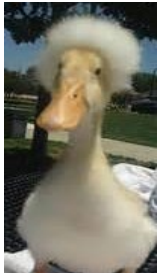
*The most exciting phrase to hear in science, the one that heralds new discoveries, is not 'Eureka!' but 'That's funny'...' Isaac Asimov*

Science classes at Tamborine Mountain State High School in Year 9 are chosen as an elective.

It is **essential** to choose science **for** entry into a growing number of **career options** including some trades, teaching, scientific, medical and technical careers. **Advice** from our **guidance** team is essential for understanding this.

EVERYONE is provided with the opportunity to **achieve to the best of their ability in science** according to the year level expectations of the Australian Curriculum, unless on an individual curriculum plan. Classes may be group to aid learning – students are placed in classes based on the pace and style we hope will ‘feel right’ (not too easy, not too hard – **just right**) for every student.

**Science is essential for students who aim to study the sciences in their senior years** of high school.

Science Classes Available:	Learning	Assessment	Timetable Code in Year 9
<b>Elective</b> 	<p>Studying science is about understanding the marvels and mysteries of our world and beyond - you can use that understanding to explain it or just to love it.</p> <p>Science is an elective in Year 9.</p> <p>Class groups study all topics in as much depth as possible and aim to develop understanding and written communication skills for the scientific reporting genre.</p> <p>You will study topics including body systems and disease, ecology, energy, electricity, chemistry and nuclear chemistry.</p>	<p><b>4 items per year typically – 3 tests and 1 assignment.</b></p>	<p><b>SCI</b></p> 

## ASSESSMENT:

- Test
- Experimental report
- Class projects

## HOMEWORK:

Science is an academic subject and revision for learning and assessment purposes is a reasonable expectation.

Revision is given on a regular basis (weekly some-times) and for final assessment preparations.

For further information please contact

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