Tamborine Mountain State High School

Senior Handbook 2017
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### Authority-registered subjects

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TO SENIOR STUDENTS AND PARENTS / CAREGIVERS

This booklet provides students with information about Senior Studies at Tamborine Mountain State High School (TMSHS). After Year 10, students under the Education and Training Reforms for the Future provisions, will be “learning” and/or “earning”. Importantly, almost all students will be aiming to achieve a Queensland Certificate of Education (QCE).

Students are encouraged to select subjects after carefully considering their abilities, interests and achievements, as well as focusing on future educational and/or employment goals.

The provision of this booklet is part of the senior subject selection process.

The process includes:

- information talks to students on each subject, its contents, assessment and career opportunities.
- a parent information night.
- student interviews with the Guidance Officer (Mr Wackwitz).
- Exposure to further information on educational and career options. This information includes:
  - A copy of the Tertiary Prerequisites 2018 (QTAC booklet) provided to each student.
  - Access to the Job Guide online, with descriptions of over 900 jobs, and information about training available.
  - Accessing the library of materials in the Guidance Officer’s room and Resource Centre.
  - Career guidance based on computer analysis of interests using the CareerBuilder program on the school network.
  - Completion by each Year 10 student of a Senior Education and Training Plan (SETP).
  - the Student Connect website, provided by the Qld Curriculum and Assessment Authority (formerly QSA), where students can access their Learning Accounts, and get information about options after school.

Should you have any questions, please contact the Guidance Officer, Deputy Principals, Heads of Department, subject teachers or myself.

We expect that during the next two years you will take advantage of the opportunities offered, not only to acquire the knowledge, skills and credentials needed for success in further education and employment, but also to extend your personal and social development.

I would like to thank the academic and ancillary staffs who have given considerable time to the completion of this booklet.

Tracey Brose
Principal
A GUIDE TO CHOOSING SENIOR SUBJECTS

1. RELATE SUBJECTS TO CURRENT CAREER INFORMATION

It is helpful if you have a few career choices in mind before choosing subjects.

If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you. The Guidance Officer may be able to help you start, by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

The following resources are available in our school and give information on subjects and courses for careers.

- The Queensland Job Guide (paper copies in the Resource Centre), the Job Guide online and other career information in your school can provide information on subjects needed for particular occupations. (See web site list following)
- The Career Builder computer program identifies a range of individual factors important for good career decisions and includes interests and current career ideas.
- The Queensland Tertiary Admissions Centre (QTAC) Guide has useful information on university courses and Tertiary And Further Education (TAFE) courses.
- The QTAC Tertiary Prerequisites 2018 book provides information on the selection criteria for entry to university and TAFE courses in 2018 (when you have graduated from high school).

By checking this information you will gain a better understanding of:

- **pre-requisite** subjects (subjects which **must** be taken for future courses or careers)
- **recommended** subjects (not essential, but which are likely to make future courses easier to follow)
- **useful** subjects (not essential, but give a general background or help develop particular skills)

2. FIND OUT ABOUT THE FULL LIST OF SUBJECTS THE SCHOOL OFFERS

This school offers Authority subjects, Authority-registered subjects and vocational certificates.

Check each subject fully. To do this, it will be necessary to:

- read subject descriptions and course outlines in this booklet.
- talk to Heads of Departments and teachers of each subject.
- review books and materials used in the subject.
- listen carefully at subject selection talks.
- talk to students who are already studying the subject, (and assess whether you would agree with their opinion).

3. MAKE A DECISION ON A COMBINATION OF SUBJECTS THAT SUITS YOUR REQUIREMENTS AND ABILITIES

There are some traps to avoid when making a selection of subjects.

- Do not select certain subjects simply because someone has told you that they “help you get good results and give you a better chance of getting into university”. Doing poorly at a subject that is difficult for you will not improve your chances of university entry.
• Try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend / brother / sister liked or disliked it when they studied it.

A GUIDE TO CHOOSING SENIOR SUBJECTS . . . CONTINUED

Consider taking some vocational (TAFE/Certificate) subjects if:
• you are interested in the content of a particular subject because it relates to future employment.
• success in the subject will give you credit for a higher level vocational course in which you are interested.
• your past results suggest that some Authority subjects may be too difficult.

4. FOR STUDENTS INTERESTED IN TERTIARY STUDY

If you are interested in tertiary study (for example, a university course or TAFE advanced diploma, diploma or associate diploma), there are some additional points you will need to consider:
• To qualify for entry to competitive, high-demand university courses, students will usually need to be eligible to receive an Overall Position (OP) at the completion of Years 11 and 12.
• It is possible for applicants not eligible for an OP to gain entry to some lower-demand uni courses, TAFE associate diploma, diploma and advanced diploma courses.
• To be eligible for an OP, students must select a minimum of 5 Authority subjects at the beginning of Year 11 and continue to study the equivalent of 5 Authority subjects right through to the end of Year 12.

NB. Some students may wish to gain entry to University by using a “selection rank”. See Mrs Brose or Mrs Anderson.

• Students aiming to maximise their chances of tertiary entrance are strongly advised to follow these steps:
  i) Select all pre-requisite subjects for your preferred courses.
  ii) Check to ensure that you are eligible for tertiary entrance.
  iii) Consider subjects in which you have both an interest and demonstrated ability.
  iv) Check to see if you will qualify for the Field Positions which may be used in the selection of final places in tertiary courses in which you are interested. Most applicants will be selected for courses without the need for Field Positions to be considered. The Guidance Officer can provide further details on Field Positions.

5. BE PREPARED TO ASK FOR HELP

Even after following these suggestions, you and your parents may be a little confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available – the Guidance Officer, Teachers, Heads of Departments, Deputy Principals and Principal. They are all prepared to help you.

CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions affect not only the type of careers you can follow later, but also your success and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically and follow a set of planned steps.

OVERALL PLAN

As an overall plan, you are advised to choose subjects:
• you enjoy.
• in which you have demonstrated some ability or aptitude.
• which will develop skills, knowledge and attitudes useful throughout your life.
USEFUL INTERNET SITES FOR CAREER PLANNING

There are many Internet sites that can help you with your career planning. Below is a selection that you might find useful. Many of these sites have links to other helpful sites.

Career questionnaires

Career planning
Labour Market Information – www.employment.gov.au
myfuture – www.myfuture.edu.au -
• My Guide – helps you decide what jobs might suit you
• The Facts – info on developing your career, occupations, getting a job, training options, financial support

Occupational Information
Job Outlook - www.joboutlook.gov.au

Graduate careers - www.graduatecareers.com.au

Specific occupations
Defence jobs – www.defencejobs.gov.au
Electrical, electronic and communications – www.neca.asn.au
www.zoom.ai/group.asn.au
Film & TV industry – www.afc.gov.au/ (Click FAQs)
Nursing – www.thinknursing.com/
Tourism and hospitality – www.serviceskills.com.au

Working conditions
Wages, Awards, work conditions – www.fairwork.gov.au

Training Sites
National Training Information Service – http://training.gov.au
TAFE Queensland – www.tafeqld.edu.au

Financial assistance

HECS Help / FEE Help, – www.studyassist.gov.au

Scholarships –

Queensland education sites
Education Queensland – www.education.qld.gov.au
Qld Study Authority replaced by QLD Curriculum and Assessment Authority in 2014 – www.qca.qld.edu.au
Queensland Tertiary Admissions Centre – www.qtac.edu.au

Tertiary Study
www.graduatecareers.com.au
www.myuniversity.gov.au
www.gooduniversitiesguide.com.au

Tertiary institutions
Australian Catholic University – www.acu.edu.au
Australian College of Tropical Agriculture – www.acta.qld.edu.au
Australian College of Natural Medicine – www.acnm.edu.au
Australian Maritime College – www.amc.edu.au
Australian Universities – www.avcc.edu.au
Bond University – www.bond.edu.au
Central Queensland University – www.cqu.edu.au
Christian Heritage College – www.chc.qld.edu.au
Dalby Agricultural College – www.dac.qld.edu.au
Emerald Agricultural College – www.eac.qld.edu.au
Griffith University – www.griffith.edu.au
James Cook University – www.jcu.edu.au
Longreach Pastoral College – www.lpc.qld.edu.au
Open Learning Australia – www.olta.edu.au
Open Learning Institute of TAFE – www.olta.net
Queensland University of Technology – www.qut.edu.au
Queensland Institute of Business & Technology – www.qibt.qld.edu.au
Southern Cross University – www.scu.edu.au
The University of New England – www.une.edu.au
The University of Queensland – www.uq.edu.au
University of the Sunshine Coast – www.usc.edu.au
University of Southern Queensland – www.usq.edu.au

Job Search
Career one – www.careerone.com.au
Defence Forces – www.defencejobs.gov.au

Guide for students with disabilities – some tertiary examples

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TAFE

Schools TAFE Programs – Make Great Happen

Each year TAFE offers a School Program where students are able to enrol for 1 day per week. Students' timetables are adjusted to balance their commitments during the week. Students may have a spare line in their timetable to catch up on work missed while they are at TAFE. TAFE offers programs 5 days per week but once enrolled students will attend the same day each week.

Students will miss one lesson per week of their subjects unless they have a TAFE course that runs on a Wednesday.

Some courses are available for students 15 years of age and other courses are only for Year 11 and Year 12 students. Students can only enrol in courses they can complete while still enrolled at school.

Currently there are two main TAFE providers in our area. TAFE Brisbane (formerly Southbank Institute of TAFE, Metropolitan South Institute of TAFE and Brisbane North Institute of TAFE) and TAFE Gold Coast (formerly Gold Coast Institute of TAFE).

TAFE credit points are counted towards a QCE – Queensland Certificate of Education. Generally, a Certificate II will contribute 4 QCE points and a Certificate III will contribute between 6-8 points. Twenty credit points are required to complete the QCE.

The TAFE option is generally not suited for students seeking an OP for university entry – but you may still like to consider this option.

There are costs associated with enrolling in these courses. Courses are generally over one or two years. Courses are generally March/April for mid-year intake and in July/August for intake starting at the beginning of the following year.

For all career guidance please see our Guidance Officer, Mr Wackwitz and for TAFE information please see Mr Ross.

Our Industry Liaison Officer, Mrs Cox, will also be able to assist in terms of TAFE, work placements, traineeships and apprenticeships.

Overall, School TAFE programs are excellent for helping to prepare young people for employment and the world of work.

Cameron Ross
TAFE Co-ordinator
The Queensland Certificate of Education (QCE)

1. The QCE is not the same as the Senior Certificate.

2. To be awarded a QCE, students will be required to have 20 credits and satisfy requirements in literacy and numeracy (for most students this will be a sound in an English and a Mathematics subject in at least one semester).

3. A QCE credit table is provided below. Students must gain a sound in a subject to achieve credit.

4. Note that credits can be achieved through a variety of school-based and other courses.

5. Learning accounts have been opened for our students.

6. Students “at risk” of not achieving a sound in English or Mathematics will be provided with alternative ways of achieving the literacy/numeracy requirements.

7. Not all students will achieve the QCE by the end of Year 12. However, the QCE can still be attained after a student has finished Year 12.

8. All students will receive a Senior Statement if they finish Year 12. This will simply be a statement of the student’s results and, unlike the QCE, is not a qualification.

9. All students must study three electives in Year 11 through to Year 12 and complete each subject successfully.

- Please contact Mrs Jackie Anderson (Acting Deputy Principal) if you have further questions regarding the QCE.

PHONE: 07 5545 7222  
FAX: 07 5545 7200  
EMAIL: jande83@eq.edu.au

![QCE credit table]

<table>
<thead>
<tr>
<th>Core</th>
<th>Preparatory</th>
<th>Enrichment</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subject* (except Functional Maths/English)</td>
<td>VET certificate I (maximum of 2 can count)</td>
<td>a recognised certificate or award in areas such as music, dance, drama, sport and community development</td>
<td>a one-semester university subject achieved while at school</td>
</tr>
<tr>
<td>Senior external examination</td>
<td>an employment skills development program (only 1 can count)</td>
<td>a negotiated workplace, community or self-directed learning project</td>
<td>a two-semester university subject achieved while at school</td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>a re-engagement program (only 1 can count)</td>
<td>structured workplace or community learning</td>
<td>competencies in a diploma or advanced diploma over at least one semester (or its equivalent)</td>
</tr>
<tr>
<td>VET Certificate III – IV</td>
<td></td>
<td>Authority extension subject</td>
<td></td>
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<tr>
<td>school-based apprenticeship and traineeship</td>
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<tr>
<td>tailored training program</td>
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<tr>
<td>international learning program</td>
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</tr>
</tbody>
</table>

Minimum of 12 credits | Maximum of 4 credits | Maximum of 8 credits | Maximum of 8 credits

Queensland Studies Authority
# Subjects Proposed for 2017

<table>
<thead>
<tr>
<th>Authority subjects (Subjects which contribute to OP eligibility)</th>
<th>Authority-registered subjects and certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Certificate III in Business (BSB30115)</td>
</tr>
<tr>
<td>Art</td>
<td>Diploma in Business</td>
</tr>
<tr>
<td>Biological Science</td>
<td>Certificate III in Sport and Recreation (SIS30513)</td>
</tr>
<tr>
<td>Business Management</td>
<td>Hospitality</td>
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<tr>
<td>Chemistry</td>
<td>Early Childhood Practices</td>
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<tr>
<td>Dance</td>
<td>English Communication</td>
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<td>Industrial Graphics Studies (IGS)</td>
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<tr>
<td>English</td>
<td>Industrial Technology Studies (ITS)</td>
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<tr>
<td>Film, Television and New Media</td>
<td>Media Arts in Practice</td>
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<tr>
<td>Geography</td>
<td>Prevocational Maths (PVM)</td>
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<td>Home Economics</td>
<td>Visual Arts in Practice</td>
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<td>Information Processing and Technology</td>
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<td>Japanese</td>
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<tr>
<td>Legal Studies</td>
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<tr>
<td>Mathematics A</td>
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<td>Mathematics B</td>
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<td>Mathematics C</td>
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<td>Modern History</td>
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<tr>
<td>Music</td>
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<td>Physics</td>
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<td>Senior Graphics (OP)</td>
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<tr>
<td>Technology Studies</td>
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</tbody>
</table>

**NB:** Subjects which attract few enrolments will not proceed or may be offered through Brisbane School of Distance Education (BSDE)
Senior Maths OVERVIEW – Years 11 and 12

Throughout High School, Years 7 – 12, Maths is a compulsory subject. Since it is compulsory it is the school’s duty to provide students with a variety of levels of Maths to choose from. Currently in Years 11 and 12, there are four Maths Subjects:

OP Subjects – These subjects contribute to an OP

- Maths C – useful for extended Tertiary Study in areas such as: mathematics, statistics, science education, natural and physical sciences [especially physics and chemistry], medical and health sciences, engineering sciences, information technology and computer science.

- Maths B - provides foundation for Tertiary Study in areas such as: mathematics, statistics, science education, natural and physical sciences [especially physics and chemistry], medical and health sciences, engineering sciences, information technology and computer science.

- Maths A – useful for further study and training for professions and technical trades in a range of industries and employment areas including: manufacturing and processing; building and construction; hospitality and tourism; administration and management; education and training; health sciences; retail services; mechanics and engineering.

- PVM (Pre-Vocational Maths) – provides basic Maths skills as required for general life and can be used as a starting point to gain further Maths skills necessary to undertake TAFE and VET training.

In choosing a level of Maths students need to consider:

- How they have performed in Year 10 Maths
- What level of Maths do they for University, TAFE, VET, Trades

Levels of Difficulty

<table>
<thead>
<tr>
<th>Accessible</th>
<th>Moderate</th>
<th>Hard</th>
<th>Very Challenging</th>
</tr>
</thead>
<tbody>
<tr>
<td>PVM</td>
<td>Maths A</td>
<td>Maths B</td>
<td>Maths C</td>
</tr>
</tbody>
</table>

For comparison purposes only – An “A” in Maths A is roughly equivalent to a high “C”/Low “B” in Maths B, however the “A” in Maths A is easier to achieve than a “B” in Maths B. An “A” in Maths B is roughly equivalent to a high “B” in Maths C.

Non-OP Subject – This subject does not contribute to an OP

- PVM (Pre-Vocational Maths) – provides basic Maths skills as required for general life and can be used as a starting point to gain further Maths skills necessary to undertake TAFE and VET training.

IT IS NOT POSSIBLE TO STUDY ONLY MATHS C → Maths C must be taken with Maths B as well

In choosing a level of Maths students need to consider:

- How they have performed in Year 10 Maths
- What level of Maths does this “suggest” they need?

For comparison purposes only → An “A” in Maths A is roughly equivalent to a high “C”/Low “B” in Maths B, however the “A” in Maths A is easier to achieve than a “B” in Maths B. An “A” in Maths B is roughly equivalent to a high “B” in Maths C.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>Maths A</th>
<th>Maths B</th>
<th>Maths C</th>
</tr>
</thead>
<tbody>
<tr>
<td>PVM</td>
<td></td>
<td></td>
<td>Core Topics (mandatory)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>a) Introduction to Groups</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>b) Real and Complex Number Systems</td>
</tr>
<tr>
<td>Numbers, fractions</td>
<td></td>
<td></td>
<td>c) Matrices and Applications</td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td></td>
<td>d) Vectors and Applications</td>
</tr>
<tr>
<td>Ratios &amp; rates</td>
<td></td>
<td></td>
<td>e) Calculus</td>
</tr>
<tr>
<td>Financial choices</td>
<td></td>
<td></td>
<td>f) Structures and Patterns</td>
</tr>
<tr>
<td>Travel maths</td>
<td></td>
<td></td>
<td>Optional Topics (at least 2 to be completed)</td>
</tr>
<tr>
<td>Measurement</td>
<td></td>
<td></td>
<td>a) Linear Programming</td>
</tr>
<tr>
<td>YEAR 12</td>
<td>Data-market research</td>
<td></td>
<td>b) Dynamics</td>
</tr>
<tr>
<td>Finance &amp; investment</td>
<td></td>
<td></td>
<td>c) Plane Geometry</td>
</tr>
<tr>
<td>Time &amp; location</td>
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<td></td>
<td>d) Introduction to Number Theory</td>
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<tr>
<td>Workplace maths</td>
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<td>e) Probability and Statistics</td>
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<td></td>
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<td></td>
<td>f) Advanced Periodic and Exponential Functions</td>
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Approved: Principal

Review Date: August 2017

Version 2, 18 August 2016

Ownership: Tamborine Mountain State High School
<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>Contextualised assessment may require students to give, for example:</th>
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<tbody>
<tr>
<td></td>
<td>• short written answers (comprising one word, a sentence or a paragraph)</td>
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<tr>
<td></td>
<td>• extended written answers (comprising at least three paragraphs; not essays)</td>
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<td></td>
<td>• non-written responses (such as informal spoken answers to teacher questions; an oral presentation of results; role-plays; demonstrations of particular practical skills, techniques or processes; simple diagrams; sketches; digital photographs; flow charts; a three-dimensional model).</td>
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<tr>
<th></th>
<th>Assessment instruments include:</th>
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<tbody>
<tr>
<td></td>
<td>• <strong>supervised tests</strong> — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses</td>
</tr>
<tr>
<td></td>
<td>• extended modelling and problem-solving tasks — within this category, you provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics</td>
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<td></td>
<td>• Projects/ Orals/ Reports — within this category, assessment tasks are typically an extended response to a practical or investigative task, such as: an experiment in which a dataset is collected, analysed and modelled; a mathematical investigation; a field activity; or a project.</td>
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<td>• Projects/ Orals/ Reports — within this category, assessment tasks are typically an extended response to a practical or investigative task, such as: an experiment in which a dataset is collected, analysed and modelled; a mathematical investigation; a field activity; or a project.</td>
</tr>
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</table>

For all levels of Senior Maths there is an expectation that students will have a weekly program of Homework to complete.

For further information please contact
Glen Washburn (HOD Senior Maths) ph. 5545 7222 or vwash1@eq.edu.au
Senior Science OVERVIEW – Years 11 and 12

Technology is almost a constant aspect of modern life, from work to home to play. The source of this technology is Science. Each of the sciences provide a wealth of treasures for the modern age, look around your home, your workplace, out shopping, out eating, out being entertained and it becomes apparent how important the sciences are. Australia is a very clever country and source of many important scientific discoveries and inventions and to be able to continue the grand tradition many more scientists are needed.

In Years 11 and 12 there are three Science subjects available to students **[Each of these subjects is an OP Subject]**:

| **Chemistry** | Chemistry is the investigation of the material universe through the exploration of the substances of which matter is composed, the investigation of their properties and reactions, and the use of such reactions to form new substances. Chemistry will help you to understand the links between the macroscopic properties of the world and the subatomic particles and forces that account for those properties. The application of chemistry enables us to make sense of the physical world. |
| **Biology** | Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge. The study of Biology will help you to understand the consequences of your personal actions and those of your community and society on the living world. It will enable you to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future. |
| **Physics** | Physics is the study of the nature and properties of matter and energy and how they interact with each other. It is an investigative and experimental science that involves formulating and testing hypotheses through analysing phenomena in order to understand how the universe works. Physics values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Physics frequently represents theories and phenomena mathematically. The knowledge and understandings of Physics is constantly expanding, contributing to new information, ideas and theories to explain observations and experiences. |

Due to its high reliance on mathematics, formulae, and elaborate theories, many students consider Physics to be the most difficult and academic of the Sciences. However each of the sciences are challenging in their own ways in their expectations for student learning and performance.

In choosing a Senior Science subject students need to consider:

- How have they have performed in 10 Maths, 10 Science and 10 English?  
  - **Good grades** in 10 Maths [MAT or MAX] essential for Chemistry and Physics → Ability to work with formulae and perform calculations  
  - **Good grades** in 10 Science essential for all Sciences → Lays the groundwork for the scientific processes and methods of assessment  
  - **Good grades** in 10 English essential for all Sciences → There are 2 types of assessment that rely heavily on writing ability; the EEI – Extended Experimental Investigation and the ERT – Extended Research Task. Each of the sciences use these types assessment items and in some cases there may be more than one of each of these in a year.

- **What subjects do they need for their intended future studies?**

Choosing the wrong senior subject can have significant outcomes due to the constraints put in place by the QCAA (Queensland Curriculum and Assessment Authority) around the awarding of the QCE (Queensland Certificate of Education). Students who fail a subject can find it difficult to get enough points to earn a QCE and students have a limited number of opportunities to change subjects.

It is one of the privileges and pleasures of being a caregiver/parent to support and foster the dreams/aspirations of their children. And as a school it is of course our privilege and pleasure to help students to reach their goals. However coming into Senior it may be necessary to re-evaluate these goals in light of the academic progress the child has made. It would be astronomically difficult for a student that has a C in Foundation Maths and a C in Foundation English to become an avionics engineer, the first set of hurdles would being able to pass the recommended subjects in high school; English, Maths B, Maths C and Physics. **(By the way this represents one of the hardest academic courses that students can take in high school).** Please carefully consider the recommended achievement levels for each subject and be aware that historically some students with these levels of achievement have still struggled in these Sciences.
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<td>(i) The chemistry of colour</td>
<td><strong>SEMESTER 2</strong></td>
<td>Energy and Momentum</td>
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<td>(ii) Energy</td>
<td>From Elephants to Insects - Animals</td>
<td>Wave Motion and Sound</td>
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<td><strong>SEMESTER 3</strong></td>
<td><strong>SEMESTER 2</strong></td>
<td>Light Optics</td>
</tr>
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<td>A taste of biotechnology</td>
<td>Under the Microscope</td>
<td>Thermal Physics and Matter</td>
</tr>
<tr>
<td><strong>SEMESTER 4</strong></td>
<td>(micro-organisms and disease)</td>
<td>Magnetism and electro Magnetism</td>
</tr>
<tr>
<td>(i) Bonding and geometry</td>
<td><strong>SEMESTER 4</strong></td>
<td>Electronics and Electricity</td>
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<td>The Private Life of Plants - Plants</td>
<td>Atomic and Nuclear Physics</td>
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For all Senior Sciences there is an expectation that students will have a weekly program of Homework to complete.

For further information please contact
Glen Washburn (HOD Senior Science) ph. 5545 7222 or vwash1@eq.edu.au
QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

Students with impairment or learning difficulties, which are mainly due to socio-economic, cultural and/or linguistic factors will be eligible for the QCIA.

The certificate records educational outcomes in two areas:

1. Statement of Achievement
   This area will have a series of descriptors under six curriculum headings:
   - Areas of Study and Learning
   - Communication and Technologies
   - Community, Citizenship and the Environment
   - Leisure and Recreation
   - Personal and Living Dimensions
   - Vocational and Transition Activities

1. Statement of Participation
   Activities undertaken as part of the student's post-compulsory schooling

This certificate recognises schooling achievements that are generally not recorded on the QCE, Senior Statement or banked into the student’s learning account. It is an official record of completion of at least 12 years of education. It can be shown to employers as a summary of a student’s knowledge and skills.

Parents wishing to find out more about the QCIA are asked to contact Ms Kim Napier (Acting Head of Department, Learning Support) on 55457222 or email knapi3@eq.edu.au.

GRIFFITH UNIVERSITY GUARANTEED ENTRY TO DEGREE COURSES

Because of its Partnership Agreement with TMSHS, Griffith University offers a guaranteed entry scheme. TMSHS students who are OP-eligible, and gain High or Very High Achievement in relevant subjects (as nominated by Griffith Uni) can apply for guaranteed entry to most courses at the university. (There are a number of exceptions – mostly high demand courses, and those that have auditions or other special entry requirements.)

EARLY TERTIARY STUDY

A number of universities offer high achieving students the opportunity to study a university subject during Year 12, attending lectures, tutorials, seminars and workshops, or online, with the uni students who are enrolled in the subject. Students gain experience of university study, and the opportunity to see if the course is what they really want to do.

Successful completion of the subject gives 2 credits towards the QCE, and may provide guaranteed entry to a university course and/or credit towards a degree.

For further information, please contact the Guidance Officer, Mr Wackwitz (phone 5545 7201; email hwack1@eq.edu.au).
AUTHORITY

SUBJECTS
AIM OF SUBJECT

- To study Ancient History is to question and understand our past.
- To live as more effective global citizens because we understand the human endeavours, achievements and disasters of the ancient world.
- To learn about the culture, lifestyle, people and power, exploitation, religion, war, gods and major events in varying ancient civilisations. This will be achieved through the process of historical inquiry.

WHY STUDY ANCIENT HISTORY?

Ancient History provides an excellent foundation for success in the Core Skills Test and associated writing tasks due to historical inquiry based skills.

Ancient History is an incredibly interesting subject for students who are motivated to learn about why our world is like it is.

IT WILL HELP IF YOU ARE GOOD AT

- appreciating how the past has helped shape our future.
- appreciating that to read widely from a variety of sources adds to our depth of knowledge.
- using the inquiry approach to identify, investigate and reach conclusions about an issue.

PREREQUISITE

At least a sound level of achievement in English.

COURSE OUTLINE

A series of themes and studies will be completed through the two year study. Some of the topics for study are:

- Archaeology
- Everyday life in Sparta
- Funerary practices
- Pharaonic power
- Conflict - Alexander the Great
- Power - The Principate of Augustus
- Personalities - Background study of Akhenaten
- Influences of groups in history - Slavery in Ancient Rome

EXCURSIONS

Students attend an annual excursion to the University of Queensland campus to visit the Antiquities museum, participate in a research workshop and conduct research for their written research task.

ASSESSMENT

- Objective/Short Answer Test/Response to stimulus
- Written Research Task
- Extended Written Response to Historical Evidence
- Multi-modal Research Presentation
- Response to Stimulus test

FUTURE OPTIONS

Ancient History is ideal for students who are university bound, although also suitable for students who have an interest in unravelling the mysteries of the past.

CONTACT NAME: Head of Department - Christina Rekort-Blundell
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: creko1@eq.edu.au
**ART**

**AIM OF SUBJECT:**
- To inspire students to develop visual literacy skills through the creation of artworks that challenge, entertain and provoke responses. Cultural and historical content will acknowledge the importance of the past and creative pursuits in the contemporary world.

**IN THIS SUBJECT YOU WILL LEARN:**
Senior Art involves making and appraising experiences through two dimensional and three-dimensional art and design approaches.
- Making is the production of artworks. Here the effects of past and present social and cultural contexts on the meaning and aesthetic values of artworks are considered. In Art, the formulation of ideas and the creating and thinking processes are significant, as well as the development of a final product.
- Appraising is the appreciation of artworks. It involves the acquisition of knowledge of past and present, social and cultural contexts. Students demonstrate their achievement by describing, analysing, interpreting and evaluating information. This is done through researching, developing and resolving ideas to produce an individual response.
- Literacy skills.

**IT WILL HELP IF YOU ARE GOOD AT:**
- creative thinking.
- using fine motor skills to control art medium for aesthetic purposes.
- experimenting and problem-solving.
- appreciating art.
- time-management.

**PREREQUISITES:**
The Senior Art course is accessible to all senior students whether or not they have studied art in Year 10. To succeed in Senior Art you must be committed. Senior Art requires a love for the subject and self-motivation. Success comes through creative risk taking, a problem solving and persistence.

**WHY SENIOR 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:**
Senior Art is a two-year Authority subject that counts toward exit. In Year 11 students develop their skills and knowledge in both 2D and 3D media. Year 12 is a student directed course based on an individually selected focus. It provides experiences in exploring and manipulating a wide variety of materials based on the concepts of ‘Imperfection’, ‘Comfort and Joy’, ‘Chronicle’ and ‘Flagrant Disregard’.

**ASSESSMENT:**
Students are assessed on their making and appraising ability.
- Assessment includes folios of making and appraising works compiled during the course.
- The techniques used for assessment could include any of the following: written responses, objects, oral presentations and visual journal work.

**HOMEWORK:**
Homework will be to complete or continue activities worked on in class and work on assignments, when appropriate.

**FUTURE OPTIONS:**
- Advertising Careers
- Interior Designer
- Archaeology
- Teacher
- Art Critic
- Artist
- Arts & Cultural Planner
- Gallery Director
- Desk Top Publisher
- Arts Administrator
- Graphic Designer
- Fashion Designer
- Film & TV
- Jeweller
- Set & Stage Designer
- University & TAFE art courses
- And much more!

**CONTACT NAME:**
Head of Department – Cheryl Dundas

**PHONE:**
07 5545 7222

**FAX:**
07 5545 7200

**EMAIL:**
cund2@eq.edu.au
Biology – Years 11 & 12
[OP Subject]

Considering a career in; Agricultural scientist, Agricultural technical officer, Biochemist, Biotechnologist, Botanist, Environmental scientist, Forensic scientist, Forest technical officer, Geologist, Horticultural scientist, Marine biologist?

Have an interest in Science and did well in Science, Maths, and English in Year 10?

Then Biology is a subject for you 😊

Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This subject will provide a foundation to critically consider contemporary biological issues and to make informed decisions about these issues in everyday life.

While Biology is not a prerequisite for many Science courses at university, it is very beneficial to study more than one science if one is intending to pursue a science degree.

Students who wish to study Biology in Year 11 are expected to achieve the following grades in Year 10:

- English – A or B (not Foundation)
- Maths – A or B [Extension or Core]
- Science – A or B

Topics

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For further information please contact

CONTACT NAME: Head of Department – Glen Washburn
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: vwash1@eq.edu.au

There is an expectation that students will have a weekly program of Homework to complete.
AIM OF SUBJECT
Businesses today are complex and dynamic entities that continually change to meet the demands of consumer markets. Students will develop knowledge and understanding of business management as they explore the main functions of businesses. The emphasis will be on learning through cases in authentic local, national and global business contexts. Students will analyse and evaluate what they have discovered. They will make business decisions and justify their choices.

In this subject you will:
- understand the nature and purpose of business.
- gain knowledge and skills in the activities of marketing, operations management, human resource management and financial management, business development and management practices.
- use communication and interpersonal skills.
- gain an insight into starting and managing a small business or organisation.
- understand that self-employment and running a small business is a challenging and rewarding lifestyle, although there are risks associated with starting a new business.

PREREQUISITE
At least a sound level of achievement in English.

COURSE OUTLINE

YEAR 11
- **Management Practices**: The foundations of management involve the structures and functions of businesses, the impact of environments on business and the roles of business managers as they plan, organise and lead businesses that develop, innovate and create ideas.
- **Hospitality and Tourism Industry**: Explores the hospitality and tourism industry on and around Tamborine Mountain, focusing on management and human resource aspects of running a successful business and investigating influences of external (PEST) factors.
- **Globalisation**: Explores the complexity and challenges of managing large-scale businesses to enable the most effective use of resources in the production of quality goods and services in a competitive, global environment.
- **Financial Management**: Effective financial management occurs through the analysis and interpretation of accounting records to achieve business goals.

YEAR 12
- **Not for Profit v Commercial Marketing**: Compare and contrast the marketing decisions made by both profit oriented and not-for-profit organisations, incorporating the 7 Ps of marketing.
- **Managing Change**: Implementing change management in small and large businesses. Managing change in the workforce is a crucial element that will be explored.
- **Business Start-ups**: Explores the procedural and legislative requirements of starting up a business in Australia including testing ideas via market research, accessing sources of finance and undertaking risk assessments. Incorporates the analysis of existing or competing businesses, to determine the viability of a business idea or the viability of a start-up business.
- **Managing Technology**: Explores the complexity and challenges faced by businesses in the ever-changing external technological environment including social media, e-commerce and online business opportunities.

EXCURSIONS / GUEST SPEAKERS
Students will participate in excursions which may include tourist facilities in the local area.

Guest speakers with particular expertise in areas of marketing, finance and management are regular features of the lessons.

ASSESSMENT
- Examinations
- Short response tests
- Extended response tests
- Extended Response Assignments (multi modal and response to stimulus)
- Feasibility Study
BUSINESS MANAGEMENT CONTINUED....

OPPORTUNITIES
GriffithBUSINESS Ambassadors’ Program provides a unique opportunity for high school students to expand their understanding of the business world and develop real-life enterprise skills. Open to Years 10 and 11 students studying a business subject, or students interested in business as a career, the program explores on relevant business topic in each seminar.

GriffithBUSINESS Year 12 Program aims to help students make the transition from the supported framework of school, to the flexible and autonomous nature of tertiary studies. Students can choose from three strands: Business Management, Commerce or Tourism, Hotel, Event and Sports Management.

If students meet the necessary achievement levels for GriffithBUSINESS Year 12 Program, they will have the option to apply for a Guaranteed Offer of Entry into the Griffith Business School degree or double degree of their choice.

FUTURE OPTIONS
There are many possible career options in the future: Public Administration, Finance, Insurance, Tourism and Hospitality, Event Management, Health Care, Travel and any other business related occupation such as running your own business or department.

CONTACT NAME: Head of Department - Christina Rekort-Blundell
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: creko1@eq.edu.au
Chemistry – Years 11 & 12 [OP Subject]

Considering a career like; Chemical scientist, Chemical plant operator, Chemist, Engineering – various fields, Geologist, Geophysicist, Patent examiner, Pilot, Quality assurance inspector, Surveyor?

Have an interest in Science and did well in Science, Maths, and English in Year 10?

Then Chemistry is a subject for you 😊

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. This course can be used as a foundation to pursue further studies in chemistry. Through the study of Chemistry a student will become a more informed citizen, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

While Chemistry is not a prerequisite for many Science courses at university, it is very beneficial to study more than one science if one is intending to pursue a science degree.

Students who wish to study Chemistry in Year 11 are expected to achieve the following grades in Year 10:

- English – A or B (not Foundation)
- Maths – Extension A or B / Core A
- Science – A or B

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For further information please contact

**CONTACT NAME:** Head of Department – Glen Washburn
**PHONE:** 07 5545 7222
**FAX:** 07 5545 7200
**EMAIL:** vwash1@eq.edu.au
DANCE

AIM OF SUBJECT:
- To promote dramatic self-expression and an awareness and appreciation of dramatic forms and styles.
- To heighten student’s creativity, expression and confidence through a wide range of practical workshops and experiences.
- Drama is one of the world’s great art forms and it is a way for students to understand themselves and their surroundings. It is a unique way for students to blend intellectual and emotional experience in order to maximise their learning potential.

IN THIS SUBJECT YOU WILL LEARN:
Performance: technique skills from various dance genres
Choreography: forming skills.
Appreciation: describing, discerning, interpreting and evaluating different dance genres and their dance components through written/video/internet formats.
- different forms and styles of drama, e.g. comedy, tragedy, physical theatre and realism.
- Australian, world and student-devised drama.
- focus, self-discipline, communication and social processes.
- active and critical awareness of the aesthetic experience.
- active and critical awareness of the world.
- other applications of literacy and numeracy skills.

IT WILL HELP IF YOU ARE GOOD AT:
- Communicating
- Performing
- Writing

PREREQUISITES:
- A strong commitment to the subject and willingness to be involved is needed. Students must be enthusiastic and prepared to participate in all activities.
- Study of Junior Drama / performance is desirable.
- A Sound Achievement in English is desirable.

WHY DANCE?
- Drama encourages you to EXPERIENCE a range of different forms and styles through ACTIVE participation and involvement in a wide variety of practical activities and workshops.
- Drama motivates you to express yourself creatively, artistically and confidently.

COURSE OUTLINE:
Units may include:
- Street Theatre
- Tragedy: Greek tragedy/Shakespeare
- Comedy: Commedia del Arte
- Physical theatre and gothic literature
- Children’s theatre – performing and playwrighting
- Youth theatre – performing and playwrighting
- Auditions: for stage and screen
- Verbetium Theatre

ASSESSMENT:
30% writing and directing, 30% performance, 30% analytical writing. 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 which focus on a range of skills are:
- Forming
- Presenting
- Responding

There are, on average, 2 pieces of assessment per term.

HOMEWORK:
Senior Drama is an exciting, yet challenging course and students must be prepared to undertake rehearsals in their own time, in addition to class time. Homework will consist of memorising lines, assignment preparation, rehearsals, study and revision.

FUTURE OPTIONS:
Actor, director, performer, teacher, lecturer, extra, stage manager, playwright, script editor, producer, lighting technician, voice coach, movement coach, theatre critic, arts worker, set designer, costume designer, communication and entertainment industries, advertising agency worker, community arts worker, floor manager.

CONTACT NAME: Head of Department – Cheryl Dundas
PHONE: 07 5545 7222
FAX: 07 5545 7200
Drama is a unique art form that re-presents and re-enacts experiences, ideas, stories and emotions. Drama is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. Drama is created and performed in diverse spaces, including theatres, to achieve a wide range of purposes. It is usually shared live, but can also be created, mediated and shared through digital media and platforms. Engaging with drama in all its manifestations provides opportunities to experience, understand and communicate different perspectives on the world.

**AIM OF SUBJECT:**
- To promote dramatic self-expression and an awareness and appreciation of dramatic forms and styles.
- To heighten student’s creativity, expression and confidence through a wide range of practical and theoretical workshops and experiences.
- To promote imagination, critical and creative thinking.
- To promote problem solving.
- To promote cultural engagement.
- Drama is one of the world’s great art forms and it is a way for students to understand themselves and their surroundings. It is a unique way for students to blend intellectual and emotional experience in order to maximise their learning potential.

**IN THIS SUBJECT YOU WILL LEARN:**
- different forms and styles of drama
- active and critical awareness of the aesthetic experience.
- Australian, world and student-devised drama.
- active and critical awareness of the world.
- focus, self-discipline, communication and social processes.
- applications of literacy and numeracy skills in a performing and creating context.

**PREREQUISITES:**
- A strong commitment to the subject and willingness to be involved is needed. Students must be enthusiastic and prepared to participate in all activities.
- Study of Junior Drama / performance is desirable, but not essential.
- A Sound Achievement in English is desirable.

**WHY DRAMA?**
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.

Students will study and explore a variety of different theatre forms and styles as well as:
- facilitate self-expression.
- build on self-confidence.
- explore creativity through the use of movement, voice, character, technology, directing and scriptwriting.
- Enhance vocal projection and conviction, movement coordination and improvisation.
- develop appreciation for different forms, cultures and styles of drama.
- analyse and critically evaluate live and recorded plays.
- engage in opportunities to perform in Arts Nights and performance workshops.

**COURSE OUTLINE:**
Units include:
- Realism: Youth Theatre
- Elizabethan Theatre and Tragedy: Shakespeare
- Comedy of Manners: Commedia del Arte
- Visual Theatre: Gothic Literature
- Epic Theatre
- Verbatim Theatre and Contemporary Eclectic Theatre
- Auditions and monologues for stage
- Cinematic Theatre: Acting for Screen
- Contemporary Aboriginal and Torres Strait Islander theatre forms and Children’s Theatre
DRAMA CONTINUED......

ASSESSMENT:
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 which focus on a range of skills are:

- Forming
- Presenting
- Responding

All three areas will be assessed twice a year – (Year 11 – 6 pieces, Year 12 – 6 pieces)

HOMEWORK:
Senior Drama is an exciting, yet challenging course and students must be prepared to undertake rehearsals in their own time, in addition to class time. Homework will consist of memorising lines, assignment preparation including research and writing, Actor’s and Director’s Journals, rehearsals, study and revision.

COSTS/EQUIPMENT:
Extra workshops, performances and excursions are arranged and are, at times, compulsory. Drama clothing required: comfortable pants for physical theatre activities, art diaries to be used as Actor’s and Director’s journals, and drama notebook.

FUTURE OPTIONS:
A course of studying Drama is not just about developing specific job skills or future prospects in the Arts, rather it also allows you to bring a broader perspective to whatever career you may work in.

Actor, director, performer, teacher, lecturer, extra, stage manager, playwright, script editor, producer, lighting technician, voice coach, movement coach, theatre critic, arts worker, set designer, costume designer, special effects and stage makeup artist, communication and entertainment industries, advertising agency worker, community arts worker, floor manager

CONTACT NAME: Head of Department – Cheryl Dundas
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cdund2@eq.edu.au
ENGLISH

AIM OF SUBJECT:
- To promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of social contexts.
- To develop understanding of how language works.
- To develop appreciation of language and its use.

IN THIS SUBJECT YOU WILL LEARN:
- to understand and use the English language in a variety of situations.
- to develop an appreciation of language for entertainment and leisure.
- to broaden one’s intellectual and cultural horizons through reading, writing, speaking, listening and viewing.

IT WILL HELP IF YOU ARE GOOD AT:
- extensive reading and writing.
- presenting a variety of spoken tasks.

PREREQUISITES:
- Students are required to have studied English (not English Foundation) in Years 9 & 10 and received a minimum of a C+.
- A recommendation (to study Year 11 English) is required from your Year 10 English teacher.
- Keenness and motivation to succeed is essential.
- A desire to pursue a tertiary education.

WHY ENGLISH?
- To develop interest and enjoyment in using language, sensitivity to its possibilities, and appreciation of how and why it is used by people in a variety of social contexts and cultures.
- To develop knowledge about the nature and uses of language, including the forms it takes in literature and the mass media.

COURSE OUTLINE:
The two-year course is language-centred and is based around a number of organising centres, which last for 6 to 12 weeks.

Year 11
- Exploring Characters in Dramatic Texts
- Australian Identity and Perspectives
- Representations in Biographical Films
- Representing Reality in the Media
- Novel Study

Year 12
- Heroes and Villains
- A study in Tragedy
- Exploring Characters and Issues in Novels

ASSESSMENT:
Students are usually assessed at the completion of each unit. Three pieces of assessment will be written tasks, with two pieces being spoken tasks. A global level of achievement is determined by looking at a student’s work folio and matching performance with criteria for level of achievement, as outlined in the school work program.

Exit Level – Only Year 12 work is taken into account when deciding a student’s exit level of achievement, however, students need to establish a competency with language in all its forms in Year 11 before they can be successful in Year 12.

HOMEWORK:
Students need to prepare specific assignments and in-class assessment. Students need to revise class work at home. They are encouraged to read as widely as possible, especially good quality novels and newspapers and view quality television programs. Senior students should be completing 2 hours of English homework every week.

FUTURE OPTIONS:
A basic competence in English is a pre-requisite for nearly every career choice.

CONTACT NAME:  Head of Department – Angela Ross
PHONE:  07 5545 7222
FAX:  07 5545 7200
EMAIL:  aross58@eq.edu.au
**AIM OF SUBJECT:**
- To understand the way the world is presented through the mass media with particular focus on the screen cultures of video, film and television.
- To develop practical film making skills, extend theoretical knowledge and enhance social awareness.
- To develop ‘real world’ organisational and technological skills through the practical components of the course.

**IN THIS SUBJECT YOU WILL:**
- develop practical vocational skills such as camera operation, vision and sound mixing and image manipulation.
- learn how to ‘pitch’ ideas, write script proposals.
- deconstruct film and television texts in terms of technology, audience, institutions, representations and languages.
- be encouraged to develop teamwork and time management skills.

**SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:**
- Strong visual and oral communication
- Group/team work skills
- Computer literacy
- Reliability and good time management
- Literacy skills

**WHY FILM AND TELEVISION?**
Film and Television is an exciting subject that allows students to be involved in all aspects of designing and producing screen media. Learning activities are designed to encourage students to experiment with available technology, challenge their creativity and analyse their own work, the work of their peers and professionals.

**COURSE OUTLINE:**
- Exploring technology through music video
- Television genres and advertising
- Directing and Auteur theory
- Australian and Hollywood film industries
- Foreign, Art House and Experimental Films
- Popular culture and technology

**ASSESSMENT:**
Students work individually and in groups to develop ideas (Production Design) and produce a variety of film texts (Production Practice). Students are also required to deconstruct and analyse a variety of forms and styles of existing texts (Critique). Assessment items take many forms, from written assignments, to oral presentations and staged interviews involving various forms of literacy skills. It is however important to note that film production and editing is a time consuming process and students must be aware of the necessity to dedicate personal time (outside of school hours) to complete production assessment.

**HOMEWORK:**
Homework will consist of researching and producing ideas for films and other assessment tasks as well as the time required for the filming and editing of practical production pieces.

**FUTURE OPTIONS:**
Producer, director, editor, camera operator, cinematographer, sound and lighting operation, sound and lighting design, special effects, set design and construction, script writing and research, television programming, advertising, public relations (media publicity), journalism, traditional and computer animation, game design, digital publishing and broadcasting, digital design for web and/or multi-media based applications.

**COST:**
This subject requires a $100 levy for the full year. This levy will cover the cost of batteries, music licensing and competition entries required to complete and document students’ assessment tasks during the course. It also covers the expense of replacing, servicing and updating equipment and materials used such as video camera, tripods, lighting, computers and programs.

**CONTACT NAME:**
Head of Department – Cheryl Dundas
Subject Area Co-ordinator – Alison Smith

**PHONE:**
07 5545 7222
(07) 5545 7222
GEOGRAPHY

AIM OF SUBJECT
- To gain valuable insight into the world in which we live, its natural landscapes, its built environment and the people who inhabit it
- To become familiar with opportunities and problems faced in the real world and investigate ways of dealing with them
- To equip students to take their places in society as informed and productive citizens
- To expand your knowledge and understanding of the environment and the impact of management strategies
- To extend your skills in research, investigation, analysis, evaluation, decision-making and reflection

IT WILL HELP IF YOU ARE GOOD AT
- interpreting data such as graphs and tables
- writing in a precise, logical and concise manner
- making generalisations from observations about the environment around you
- making practical decisions about the future management of the natural and built environment

PREREQUISITE
At least a sound level of achievement in English.

COURSE OUTLINE
- A series of themes and studies will be completed through the two year study. Some of the topics for study are:
  - Managing the Natural Environment: natural hazards and managing river catchments
  - People and Development: contrasting development with disease and hunger on a global scale
  - Social Environments: sustaining urban and rural communities and planning places
  - Resources and Environment: living within physical systems and managing resources

ASSESSMENT
- Research and field reports
- Stimulus response essays
- Practical exercises
- Short response test

N.B. There are 20 hours of field work in the two-year course. This field work is a mandatory component of the program.

FUTURE OPTIONS
Geography is a subject which integrates with many other subject areas including English, Science, History, Maths, Economics and Agriculture.

The Geography course is particularly useful for those considering tertiary education, as emphasis is placed on research and essay writing skills and on logical and creative thinking. However, the knowledge gained about issues affecting the world today will benefit any student.

Geography studies may also give students a sample of the kind of studies included in the increasing number of tertiary environmental courses being offered.

Students who pursue Geography studies have employment prospects in a wide variety of fields including education, travel and tourism, environmental management, journalism, research, business, foreign relations, development projects, town planning and environmental engineering.

CONTACT NAME: Head of Department – Christina Rekort-Blundell
HOME ECONOMICS

AIM OF SUBJECT:
• To provide students with the knowledge and skills which project a positive personal and family living environment.

IN THIS SUBJECT YOU WILL LEARN:
• To solve everyday living problems, with decision-making and problem solving as the focus of this process.

IT WILL HELP IF YOU ARE GOOD AT:
• collecting, organising and analysing information.
• communicating.
• planning and organising activities.
• working with others.

WHY HOME ECONOMICS?
• Home Economics is concerned with the study of individuals within the context of their everyday lives.
• It draws from a diverse background including biological, physical and social sciences, economics, art and design.
• It addresses the provision of food, clothing, shelter and the quality of relationships that occur between people.
• To engage in practical, real-life situations.
• To enhance understanding and application of the principles of management, decision-making and problem solving.
• Home Economics is designed to reflect the inherent concept of the promotion of the wellbeing of the individual and the family.

COURSE OUTLINE:
Senior Home Economics is a two year subject which consists of core and elective units within the three areas of study: Food Studies, Living Environments and Textile Studies.
• Contemporary issues related to food, nutrition and health
• Transition from adolescent to adults, home and away
• Modern influences on food, nutrition and health on individuals and families well-being in Australia
• Textiles and modern influences on fashion

ASSESSMENT:
• Assessment applies to both theoretical and practical skills in the nutrition and textile fields.
• The criteria on which students are assessed are:
  1. Knowledge and Understanding
  2. Reasoning and Communicating Processes
  3. Practical Performance

HOMEWORK:
Homework will be given regularly, with the expectation that students should complete approximately two hours per week. If no formal homework is set, it would be expected that students should use this time to revise work completed in class or work on tasks related to in-class assignment work.

FUTURE OPTIONS:
• To continue studying at a tertiary level.
• Careers in dietetics, social work, nursing, occupational therapy, fashion design, food technology, interior design, teaching, catering, hotel management, dressmaking, tailoring, waiting, kindergarten assistant and creative arts.
Consider a subject
- that has a large job market in both Australia and the World
- that is part of making the future
- Supplies a fast growing need across the world → The need for the next “Killer” Application

Consider the jobs
- 5,570 jobs containing database in Australia
- 2,892 jobs containing programmer in Australia
- 5,698 jobs containing network management in Australia
- 2,196 jobs containing network administration in Australia
- 967 Information & Communication Technology jobs containing programming in Australia

Consider the people and what they have created
- Mark Zuckerberg (born May 14, 1984) Founder of Facebook
- Bill Gates – Founder of Microsoft
- Larry Page and Sergey Brin – Founders of Google - According to Forbes they are currently tied as the 24th richest person in the world with a personal wealth of US$17.5 billion in 2010.
- Shainiel Deo – founder/CEO of Halfbrick Studios (Halfbrick Studios/Level 1, 190 Kelvin Grove Rd/Kelvin Grove,QLD) – has sold over 1,000,000 copies of iphone game “Fruit Ninja” at $0.99.
- Markus “Notch” Persson – founder/owner of Mojang and original programmer of Minecraft (which is written in Java). Minecraft has sold over 16,278,750 copies for PC/Mac alone, at cost of around $20

IPT is about
- creation, manipulation, storage, retrieval and communication of information
- a range of technological devices and systems used to perform these functions.
- problem identification and solution rather than the use of specific applications
- an intellectual discipline
- studying
  - information and intelligent systems (database design) [ in SQL]
  - software and system engineering (programming) [ in Java]
  - human–computer interaction
  - social and ethical issues involving Information Technology

IPT
- contributes to both an OP as well as the QCE
- is a high level academic subject requiring good levels of English (A or B) and good levels of Maths (Maths Ext – A,B or Maths Core – A)
- provides skills in programming and database design
- provides excellent grounding for further study at University ( Information Technology)
- is assessed through Projects, Essays and End-of-Semester Exam

For further information please contact

CONTACT NAME: Head of Department – Glen Washburn
PHONE: 07 5545 7222
AIM OF SUBJECT
- To develop a communicative proficiency in Japanese.
- To participate in a wide range of situations using Japanese.
- To communicate needs and opinions in Japanese.
- To develop a deeper understanding and appreciation of Japanese culture and society.

WHY STUDY JAPANESE?
Both Griffith University and University of Queensland automatically grant two (2) bonus rank points to OP eligible students who have successfully completed Year 12 Languages Other Than English (LOTE). This generally equals one (1) bonus OP point.

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 come into contact more and more with Japanese speaking people.

Japanese lifestyle, cuisine, culture, art and sport are becoming increasingly familiar through the media and personal contact. As our students take the opportunity to travel to Japan and host Japanese visitors, willingness to use their Japanese skills will enrich their travel experience and help in developing lasting friendships.

IT WILL HELP IF YOU ARE GOOD AT
- interacting with others, both classmates and Japanese visitors
- “risk-taking”, that is “having a go” without worrying about making mistakes
- willingly reviewing and practicing new language in an enjoyable way so as to fine-tune your skills
- taking every opportunity to use Japanese outside of the classroom, in real situations
- learning independently as well as in pairs/groups

COURSE OUTLINE

**Year 11 Units**
- Homestay in Japan
- School in Japan
- Celebrations in Australia & Japan
- Sport and Fitness
- Entertainment
- Looking After the Environment

**Year 12 Units**
- Travel in Japan
- Tour Guiding in Australia Using Japanese
- Restaurant and Retail Work Using Japanese
- Getting a Driver’s Licence
- The School Formal
- Plans for the Future

PREREQUISITE
Satisfactory completion of the Junior Japanese course.

ASSESSMENT
This is based on the four macro-skills of listening, speaking, reading and writing. Each skill is equally weighted.

FUTURE OPTIONS
As we approach Japanese as a skill, not just knowledge, students’ future options are unlimited:

- Study Japanese at local universities (e.g. UQ, Griffith)
- Apply for a scholarship and direct entry to Asia Pacific University in Japan (available since 2015)
- Learning about a different culture gives students a great opportunity to play an active role internationally in the future and to embrace the global and diverse communities in which we live.

CONTACT NAME: Head of Department – Christina Rekort-Blundell
PHONE: 07 5545 7222
AIM OF SUBJECT
- To give students an understanding of the background of the legal system and the processes involved in developing and changing the law.
- To develop an understanding of the ways in which the legal system can affect the lives of Australian Citizens.
- To consider the impact that legal decisions can have on Australian society and how diverse groups influence and are influenced by the legal system.
- To promote skills needed in tertiary courses, e.g. comprehension, analysis, problem solving, assignment construction, independent research, and higher thinking processes.

The course is not necessarily a pre-cursor to studying law at university, but rather, develops in students the ability to intelligently consider and discuss the diverse legal situations they will face in day to day life and their possible social implications.

COURSE OUTLINE

YEAR 11
- The Legal System (core)
- Criminal Law (core)
- Technology and the Law (elective)
- Introduction to Civil Obligations (core)

YEAR 12
- Family Law (elective)
- Independent Inquiry (core)
- Human Rights (core)
- International Law or Indigenous Australians and the Law (elective)

EXCURSIONS / GUEST SPEAKERS
Students will participate in excursions which may include visits to the Supreme Courts complex (Brisbane), Supreme Court Law Library, Parliament House, Police Museum and the Watchhouse, Boggo Road Gaol (costs will be kept to a minimum).

Guest speakers with particular expertise are regular features of the lessons.

PREREQUISITE
At least a sound level of achievement in English.

ASSESSMENT
- Examinations
- Short Response Tests
- Extended Response Tests
- Extended Response Assignments (multi-modal and response to stimulus)

Students need to keep abreast of current issues via news articles and current affair shows and will be required to do work at home. The use of technology and the internet are vital to this component of the course.

OPPORTUNITIES
- Bond University High Schools’ Mooting Competition
- Griffith University High Schools’ Legal Essay Competition

FUTURE OPTIONS
Studying law, justice studies, law enforcement, criminology social work, government corrective services, commerce, arts or economics at university. For those considering employment after Year 12, Legal Studies provides the future employee with knowledge regarding Consumer Law, Criminal Law and Employment Laws.

CONTACT NAME: Head of Department – Christina Rekort-Blundell
PHONE: 07 5545 7222

CONTACT NAME: Subject Area Co-ordinator – Maree Rowell
PHONE: (07) 5545 7222
Mathematics A – Years 11 & 12

Considering university study, need an OP but not looking to do further studies in Maths?
Passed Year 10 Maths Extension or Core?

Then Maths A is the course for you 😊

Maths A is a recommended precursor to further study and training for professions and technical trades in a range of industries and employment areas including:

- manufacturing and processing
- building and construction
- hospitality and tourism
- administration and management
- education and training
- health services
- retail services
- mechanics and engineering.

Maths A helps to provide points towards an OP, the QCE and Numeracy requirements of the QCE. In many cases Maths A is a sufficient level of Maths for University entry, but it is always important to check potential university course requirements prior to select Year 11 subjects.

Students who wish to study Maths A in Year 11 are expected to achieve the following grades in Year 10:

- A or B or C in Maths Extension (10 MAX) or in Maths Core (10 Mat)
- A or B or C in English (not English Foundation) [Required for Communication component of subject]

<table>
<thead>
<tr>
<th>Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Financial Mathematics: earning</td>
<td>Assessment instruments include:</td>
</tr>
<tr>
<td>money, taxation, budgeting, spending</td>
<td>• supervised tests — within this category, tests are conducted</td>
</tr>
<tr>
<td>money, interest, inflation, consumer</td>
<td>under supervised conditions and commonly include tasks requiring</td>
</tr>
<tr>
<td>credit, and investment</td>
<td>quantitative and/or qualitative responses</td>
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<tr>
<td>b) Applied Geometry: trigonometry,</td>
<td>• extended modelling and problem-solving tasks — within this</td>
</tr>
<tr>
<td>area and volume, earth geometry,</td>
<td>category, you provide a response to a specific task or issue, which</td>
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<tr>
<td>scale drawings and plans, geometry of</td>
<td>could be set in a context that highlights a real-life application of</td>
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<tr>
<td>bracing, practical tests for</td>
<td>mathematics</td>
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<tr>
<td>squareness, estimation, land</td>
<td>• Projects/ Orals/ Reports — within this category, assessment</td>
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<tr>
<td>measurements</td>
<td>tasks are typically an extended response to a practical or</td>
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<td></td>
<td>investigative task, such as: an experiment in which a dataset is</td>
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<td></td>
<td>collected, analysed and modelled; a mathematical investigation; a</td>
</tr>
<tr>
<td>c) Statistics and Probability: graphs,</td>
<td>field activity; or a project.</td>
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<tr>
<td>measures of central tendency,</td>
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<tr>
<td>dispersion, regression, use and</td>
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<tr>
<td>misuse of statistics, probability,</td>
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<tr>
<td>probability distributions, sampling</td>
<td></td>
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<tr>
<td>and simulation</td>
<td></td>
</tr>
<tr>
<td>d) Networks and Queuing</td>
<td></td>
</tr>
</tbody>
</table>

For all levels of Senior Maths there is an expectation that students will have a weekly program of Homework to complete.

For further information please contact

CONTACT NAME: Head of Department – Glen Washburn
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: vwash1@eq.edu.au

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Review Date: August 2017
Version 2, 18 August 2016
Ownership: Tamborine Mountain State High School
Approved: Principal
Mathematics B – Years 11 & 12

Considering university study in Maths, Science, Engineering, Medicine or Information Technology?

Have an interest in Maths, and did well in Year 10 Maths (particularly 10 Maths Extension)?

Then Maths B is the course for you 😊

Maths B will provide a foundation for tertiary studies in disciplines which include:

- mathematics and statistics
- mathematics and science education
- natural and physical sciences
- medical and health sciences, including human biology, biomedical, nanoscience and biotechnology
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in:
  - energy and resources — management and conservation
  - climatology
  - design and built environment
  - industry, manufacturing and trades
  - business and tourism
  - primary industries and environment
  - economics and commerce
  - statistics and data analysis.

For this subject students are expected to purchase a Graphing Calculator without CAS functionality.

Due to changes in QCAA requirements, students are required to have a Non CAS Graphics Calculator for this subject (Parents to supply). The recommended model is Texas Instruments TI-Nspire CX NON CAS, this is the model the teachers use and will be able to provide assistance with. Students may use any other NON CAS Graphics Calculator; however teachers may not be able to assist with these as there are many different models.

Students who wish to study Maths B in Year 11 are expected to achieve the following grades in Year 10:

- A or B in Maths Extension (10 MAX) or A in Maths Core (10 MAT)
- A or B in English (not English Foundation) [Required for Communication component of subject]

<table>
<thead>
<tr>
<th>Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 11 - SEMESTER 1</td>
<td>Assessment instruments include:</td>
</tr>
<tr>
<td>Introduction to Functions, Quadratic Functions, Trigonometry, Exploring Data, Modelling Data with Functions</td>
<td>• supervised tests — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses</td>
</tr>
<tr>
<td>YEAR 11 - SEMESTER 2</td>
<td>• extended modelling and problem-solving tasks — within this category, you provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics</td>
</tr>
<tr>
<td>Indices and Logarithms, Polynomials, Further Functions, Rate, Introduction to Differential Calculus</td>
<td>• Projects/ Orals/ Reports — within this category, assessment tasks are typically an extended response to a practical or investigative task, such as: an experiment in which a dataset is collected, analysed and modelled; a mathematical investigation; a field activity; or a project.</td>
</tr>
<tr>
<td>YEAR 12 - SEMESTER 3</td>
<td></td>
</tr>
<tr>
<td>Periodic Functions, Introduction to Integral Calculus, Calculus of Periodic Functions, Probability, Exponential and Log Functions</td>
<td></td>
</tr>
<tr>
<td>YEAR 12 - SEMESTER 4</td>
<td></td>
</tr>
<tr>
<td>Financial Maths, Calculus of Exponential &amp; Log Functions, Optimisation using Derivatives, Probability Distributions &amp; Inference</td>
<td></td>
</tr>
</tbody>
</table>

For all levels of Senior Maths there is an expectation that students will have a weekly program of Homework to complete.

Students will use a graphing calculator extensively for modelling activities. Students may need to hire a graphics calculator to complete this course.

Calculator Hire Levy Cost: $50.00 per year

For further information please contact

**CONTACT NAME:** Head of Department – Glen Washburn

**PHONE:** 07 5545 7222

**FAX:** 07 5545 7200

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**Review Date:** August 2017

**Version 2, 18 August 2016**

**Ownership:** Tamborine Mountain State High School

**Approved: Principal**
Mathematics C – Year 11 & 12

Considering university study in Maths, Science, Engineering, Medicine or Information Technology?

Have an interest in Maths, and did well in Year 10 Maths Extension?

Then Maths C is the course for you 😊

Maths C will provide an ability to pursue further study and training at tertiary level in areas such as:
- mathematics and statistics
- mathematics and science education
- natural and physical sciences
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in:
  - energy and resources — management and conservation
  - climatology

Maths C cannot be studied on its own. Maths C must be taken with Maths B

Students who wish to study Maths C in Year 11 are expected to achieve the following grades in Year 10:
- A or B in Maths Extension (10 MAX)
- A or B in English (not English Foundation) [Required for Communication component of subject]

<table>
<thead>
<tr>
<th>Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Topics (mandatory)</td>
<td>Assessment instruments include:</td>
</tr>
<tr>
<td>a) Introduction to Groups</td>
<td>• supervised tests — within this category, tests are</td>
</tr>
<tr>
<td>b) Real and Complex Number Systems</td>
<td>conducted under supervised conditions and commonly</td>
</tr>
<tr>
<td>c) Matrices and Applications</td>
<td>include tasks requiring quantitative and/or qualitative</td>
</tr>
<tr>
<td>d) Vectors and Applications</td>
<td>responses</td>
</tr>
<tr>
<td>e) Calculus</td>
<td>• extended modelling and problem-solving tasks —</td>
</tr>
<tr>
<td>f) Structures and Patterns</td>
<td>within this category, you provide a response to a</td>
</tr>
<tr>
<td>Optional Topics (at least 2 to be completed)</td>
<td>specific task or issue, which could be set in a context</td>
</tr>
<tr>
<td>a) Linear Programming</td>
<td>that highlights a real-life application of mathematics</td>
</tr>
<tr>
<td>b) Dynamics</td>
<td>• Projects/ Orals/ Reports — within this category,</td>
</tr>
<tr>
<td>c) Plane Geometry</td>
<td>assessment tasks are typically an extended response to</td>
</tr>
<tr>
<td>d) Introduction to Number Theory</td>
<td>a practical or investigative task, such as: an</td>
</tr>
<tr>
<td>e) Probability and Statistics</td>
<td>experiment in which a dataset is collected, analysed and</td>
</tr>
<tr>
<td>Advanced Periodic and Exponential Functions</td>
<td>modelled; a mathematical investigation; a field activity;</td>
</tr>
<tr>
<td></td>
<td>or a project.</td>
</tr>
</tbody>
</table>

Due to changes in QCAA requirements, students are required to have a Non CAS Graphics Calculator for this subject (Parents to supply). The recommended model is Texas Instruments TI-Nspire CX NON CAS, this is the model the teachers use and will be able to provide assistance with. Students may use any other NON CAS Graphics Calculator; however teachers may not be able to assist with these as there are many different models. If students have a NON CAS Graphics Calculator for Maths B, this can be used as well in Maths C.

For further information please contact

**CONTACT NAME:** Head of Department – Glen Washburn

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**EMAIL:** vwash1@eq.edu.au

Students will use a graphing calculator extensively for modelling activities. Students may need to hire a graphics calculator to complete this course. Calculator Hire Levy Cost: $50.00 per year

For all levels of Senior Maths there is an expectation that students will have a weekly program of Homework to complete.
MODERN HISTORY

AIM OF SUBJECT
- To develop skills and knowledge in the quest for understanding modern day events and issues.
- To equip students to take their place in society as informed and productive citizens.

STUDENTS WILL LEARN
- about a diverse range of subjects / topics.
- to locate, interpret, analyse and organise historical information and communicate their research findings through discussions, written tasks and multimodal presentations.
- to make informed decisions based on evidence.

WHY STUDY MODERN HISTORY?
Modern History provides an excellent foundation for success in the Core Skills Test and associated writing tasks.

STUDYING THIS SUBJECT WILL HELP STUDENTS:
- develop into citizens who will reflect and critically enquire into historical issues and human affairs.
- encourage, nurture and develop a sense of shared humanity in the broader world context.

PREREQUISITE
At least a sound level of achievement in English.

COURSE OUTLINE
A series of themes and studies will be completed through the two year study. Some of the topics for study are:-

**The History of Ideas and Beliefs:**
- Major world religions
- The Arab-Israeli conflict
- The rise of terrorism

**Studies of Change:**
- The concept of communism and revolutionary change in China
- Gandhi's role in India's independence

**Studies of Conflict focuses on Australia’s domestic and foreign sphere:**
- The frontier era in Australia and the relations between indigenous and non-indigenous Australians;
- Foreign and Defence Policy;
- Australia’s involvement in the Vietnam conflict.

**History and the Global Perspective:**
- Industrialisation
- Globalisation
- The social implications of technological change
- Feminisation of poverty

EXCURSIONS
Students attend an annual excursion to the University of Queensland campus to participate in a research workshop and conduct research for their written research task.

ASSESSMENT
- Objective/Short Answer Test/Response to stimulus
- Written Research Task
- Extended Written Response to Historical Evidence
- Multi-modal Research Presentation
- Response to stimulus test

FUTURE OPTIONS
Modern History is a dynamic grounding for students who wish to pursue future university courses such as law, business, journalism or education. Employers value students of history due to their effective interactions within workplaces.

CONTACT NAME: Head of Department – Christina Rekort-Blundell    PHONE: 07 5545 7222
AIM OF SUBJECT:
- To develop a broader and more integrated understanding of music.
- To explore music to heighten creativity, expression and knowledge.
- To promote awareness of the many ways in which music can be used in society.
- To extend appreciation and engagement in the many different styles and contexts of music.

IN THIS SUBJECT THE STUDENT WILL LEARN ASPECTS RELATING TO:
- The creation of music.
- The study of music in social, historical and cultural contexts.
- The interpretation of music through playing, singing and/or conducting.

PREREQUISITES:
- Previous exposure to music in areas such as the learning of a musical instrument; participation in a choir.
- A keen interest in furthering knowledge, understanding and competence in music.

WHY MUSIC?
- Music enables the student to express and communicate thoughts and ideas through music.
- Music enhances success in learning, creativity and social interaction providing an array of possibilities in both career options and personal growth.

COURSE OUTLINE:
- Senior Music focusses on an array of units including Film/ TV/ Theatre/ Innovators/ Multicultural/ Love and Loss and the many aspects that lay within these related, and inter-related, areas.

ASSESSMENT:
- Composition
- Performance
- Short/extended written responses

HOMEWORK:
- Music is an interactive subject in which the student must be willing to undertake rehearsal and home practice in order to meet the performance requirements.
- Composition and Musicology tasks.

FUTURE OPTIONS:
- There are endless career paths directly relating to music in areas such as performing, composing and teaching itself along with the many additional pathways such as Recording, Music Business, Public Relations and Advertising, Technology, Film, Television and Theatre. Music is also integrated into many tertiary courses enabling a wide range of opportunities eg. Medicine, ICT, Business, Law, Occupational Therapy.

"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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Subject Area Co-ordinator – Cameron Hart
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FAX: (07) 5545 7200
EMAIL: chart25@eq.edu.au
PHYSICAL EDUCATION

AIM OF SUBJECT:
- To study physical activity.
- To engage students as intellectual performers, learning in, about and through physical activity.

IN THIS SUBJECT YOU WILL LEARN TO:
- understand and implement new skills and concepts in games and sporting activities.
- be actively involved in team and individual sports.
- take responsibility for the organisation and development of your learning experience with the guidance of your teacher.
- understand, analyse and evaluate movement concepts and principles.

IT WILL HELP IF YOU ARE GOOD AT:
- adapting and performing physical activities.
- explaining information related to performance in physical activity.
- recalling, comprehending facts, definitions, terminology and principles that relate to the study of physical activity.
- writing essays and reports.
- participating in a variety of sporting pursuits.
- understanding how the body performs and ways to improve performance.
- the sociology of sport.

PREREQUISITES:
- Participation in Junior HPE will be an advantage.
- Full participation in activities is compulsory.
- Successful completion of Year 10 English ('B' standard recommended for Year 10 English)

WHY PHYSICAL EDUCATION?
Why not? This subject is suited to the physically able and intellectual student – this is you!

COURSE OUTLINE:
Students will participate in an integrated study of four physical activities over two years. Subject matter will be drawn from the physical activities and the following focus areas:
- Learning physical skills
- Biological basis of training and exercise
- Biomechanics
- Psychological factors in learning physical skills
- Factors affecting equity and access to physical activity
- Exercise physiology principles.

Areas of physical activity:
- Volleyball
- Olympic lifting (clean and jerk and snatch)
- Badminton
- Touch

NB: Course content and nominated sports may change due to new work program.

ASSESSMENT:
- Written exams
- Written reports
- Written essays
- Laboratory reports
- Multimodal presentations
- Physical tasks

HOMEWORK:
Students should spend approximately 2 hours per week.

FUTURE OPTIONS:
- Teaching, YMCA (leader programmer), Sports, Tourism and Recreation industries
- Sport, Health and Fitness Centres
- Aquatic Centres/Pools
- Community organisations (e.g. Scouts, Guides, Church/Youth Groups)
- Professional associations
- Sports clubs (e.g. tennis, golf)
- Outdoor Recreation Camps/Centres
- Sports/Camp stores
- National parks

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Physics – Years 11 & 12
[OP Subject]

Considering careers like; Astronomer, Engineering – various fields, Geophysicist, Metallurgist, Naval architect, Physicist, Pilot, Quality assurance inspector, Sound technician, Surveyor?

Have an interest in Science and did well in Science, Maths and English in Year 10?

Then Physics is a subject for you 😊

Studying Physics will provide a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. It will help to become better informed about the world around and provide the critical skills to evaluate and make evidence-based decisions about current scientific issues. It will provide a foundation in physics knowledge, understanding and skills and is suitable as a precursor to tertiary study in science, engineering, medicine and technology.

While Physics is not a prerequisite for many Science courses at university, it is very beneficial to study more than one science if one is intending to pursue a science degree.

Students who wish to study Physics in Year 11 are expected to achieve the following grades in Year 10:

- English – A or B (not Foundation)
- Maths – Extension A or B
- Science – A or B

<table>
<thead>
<tr>
<th>Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units and Measurement</td>
<td>Assessment instruments include:</td>
</tr>
<tr>
<td>Force, Motion and Gravity</td>
<td>- <strong>Extended Experimental Investigations (EEI)</strong> — instruments</td>
</tr>
<tr>
<td>Energy and Momentum</td>
<td>developed to investigate a hypothesis or to answer a practical</td>
</tr>
<tr>
<td>Wave Motion and Sound</td>
<td>research question</td>
</tr>
<tr>
<td>Light Optics</td>
<td>- <strong>Supervised Assessments</strong> (Tests) — instruments such as</td>
</tr>
<tr>
<td>Thermal Physics and Matter</td>
<td>written tests are used, and conducted under supervised</td>
</tr>
<tr>
<td>Magnetism and electro Magnetism</td>
<td>conditions to ensure authentication of student work</td>
</tr>
<tr>
<td>Electronics and Electricity</td>
<td>- <strong>Extended Response Tasks (ERT)</strong> — instruments are</td>
</tr>
<tr>
<td>Atomic and Nuclear Physics</td>
<td>developed in response to a subject-related question,</td>
</tr>
<tr>
<td></td>
<td>circumstance or issue and while they are essentially non-</td>
</tr>
<tr>
<td></td>
<td>experimental they may draw on primary experimental data.</td>
</tr>
</tbody>
</table>

There is an expectation that students will have a weekly program of Homework to complete.

For further information please contact

**CONTACT NAME:** Head of Department – Glen Washburn
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SENIOR GRAPHICS

AIM OF SUBJECT:
A great new course developed to enhance the student’s ability to use the design process through graphical means of communication

IN THIS SUBJECT YOU WILL LEARN HOW TO:
- read and comprehend both written and graphical communication.
- engage in solving design problems.
- produce advanced sketches and technical drawings in a folio presentation.
- use a Computer Aided Design (CAD) package producing 2D and 3D printing.

IT WILL HELP IF YOU ARE GOOD AT:
- design ideas.
- conceptualising 3-dimensional and 2-dimensional drawings.
- drawing freehand and technically.

PREREQUISITES:
Years 9 and/or 10 Graphics (preferred).

WHY GRAPHICS?
- It will expose students to the creative world of design using Information Technology and Communication, allowing them to witness the possibilities of future employment fields.
- The world of computer aided design and manufacture will become more apparent to our everyday functions.
- The processes and functions of Graphic Design will be made clearer.

COURSE OUTLINE:
AREAS OF STUDY
The three design areas are:
- Industrial Design
- Built Environment Design (architecture, landscape architecture and interior design)
- Graphic Design

ASSESSMENT:
Assessment will be in the following format.
- Design folios
- Exams

MATERIAL/EQUIPMENT:
- For use at home and at school:
  - Computer, flashstick (memory stick) and pencils.

HOMEWORK:
- 2 hours per week as part of assessment tasks
- Homework must be completed for a student to achieve satisfactory results.

FUTURE OPTIONS:
Tertiary Studies – architecture, surveying, graphics design, engineering, building and drawing industries, rapid prototyping
TAFE – building, engineering, apprenticeships

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Date: August 2017
Version 3, 18 August 2016
Ownership: Tamborine Mountain State High School
Approved: Principal
TECHNOLOGY STUDIES

AIM OF SUBJECT:
To develop skills for further education, employment and life.

IN THIS SUBJECT YOU WILL LEARN:
- to design fundamentals/introductory exercises.
- to understand the Workplace Health and Safety Act.
- to write design assignments/optional realisation.
- the safety implications for industry / employer / workers.
- to interpret technological systems.
- to complete self – directed major design projects / folio.
- to write research reports.
- to draw together of design principles / systems.
- CAD/CNC design.

IT WILL HELP IF YOU ARE GOOD AT:
- lateral thinking and planning.
- investigating and reporting.

PREREQUISITES:
- Year 10 English – SA

WHY TECHNOLOGY STUDIES?
- Technology Studies will develop skills for further education, employment and life.

COURSE OUTLINE:
Technology Studies operates as a two-year course consisting of four units. Each unit is of one semester duration. In this course students will be exposed to the mandatory topics concerning the design process and safety, while integrating the resource study areas such as Materials, Tools and Processes. Students design and make projects including model race boats, puzzles, children’s toys and iPod speaker systems.

ASSESSMENT:
- Student achievement is assessed on the basis of three criteria: Knowledge and Understanding, Reasoning Process and Practical Expertise.
- Design folios
- Practical design exercises and projects
- Written research reports
- The student’s folio is updated as skills develop during the course. Upon exiting the course, demonstrated performance across the student’s folio of work is used to assign an exit level of achievement VHA – VLA.

HOMEWORK:
This is a frequent task that is essential to overall assessment. Usually distributed on a weekly basis.

FUTURE OPTIONS:
Technology Studies develops skills for further education, employment and life. Universities offer courses in the built environment and degree studies in Architecture, Engineering and Teaching. TAFE also offers pathways via pre-vocational and trade courses as well as associate diplomas in Engineering/Architectural Construction.

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CERTIFICATES AND AUTHORITY-REGISTERED SUBJECTS
AIM OF SUBJECT
Binnacle’s Certificate III in Business ‘Business in Schools’ program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Graduates will be able to use their Certificate III in Business:

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer)
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance.

QTAC TERTIARY ENTRANCE RANK (SEE ALSO BINNACLE TRAINING)

<table>
<thead>
<tr>
<th>Certificate III</th>
<th>OP Equivalent (Approximate)*</th>
<th>OP Ineligible Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>68^e</td>
<td>15</td>
<td>**</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>74^e</td>
<td>**</td>
</tr>
</tbody>
</table>

QCE POINTS
Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits.

COURSE FEES
The Certificate III in Business course is being delivered with the assistance (and under the auspices) of an external Registered Training Organisation, Binnacle Training, RTO # 31319 (www.binnacletraining.com.au).

The 2017 course fees are $220 for the certificate course. Fees are non-refundable as the certificate is provided by an external company (Binnacle Training).

COURSE OUTLINE

<table>
<thead>
<tr>
<th>BSB30115 - CERTIFICATE III IN BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE (1)</strong></td>
</tr>
<tr>
<td>BSB4WHS302</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong>*</td>
</tr>
<tr>
<td>BSB4CUS303</td>
</tr>
<tr>
<td>BSB4IN301</td>
</tr>
<tr>
<td>BSB4TUD306</td>
</tr>
<tr>
<td>BSB4PRO303</td>
</tr>
<tr>
<td>BSB4WS301</td>
</tr>
<tr>
<td>BSB4EM312</td>
</tr>
<tr>
<td>BSB4WTR301</td>
</tr>
<tr>
<td>BSB4CRT301</td>
</tr>
<tr>
<td>BSB4WHS302</td>
</tr>
<tr>
<td>BSB4LED301</td>
</tr>
<tr>
<td>BSB4MB201</td>
</tr>
<tr>
<td>FNS4LFL301</td>
</tr>
</tbody>
</table>
CERTIFICATE III IN BUSINESS (BSB30115) CONTINUED

ASSESSMENT
A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experience
- Hands-on activities involving customer service
- Group work
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

FUTURE OPTIONS
- Personal Assistant; Project Officer; Government Administration positions
- Administrator - various industries Education Pathways
- Diploma of Business

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EMAIL: creko1@eq.edu.au

IMPORTANT
Program Disclosure Statement (PDS)

This document is to be read in conjunction with B inseale Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products B inseale Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access B inseale’s PDS, visit:

Date: August 2017
Version 3, 18 August 2016
Ownership: Tamborine Mountain State High School

Approved: Principal
SIS30513 Certificate III in Sport and Recreation

AIM OF SUBJECT:
- To provide a practical learning approach to the planning and conducting of recreation sessions and the development of communities through sport and recreation.
- To provide students with opportunities for leadership of groups involved in sport, fitness and recreation activities.

IN THIS SUBJECT YOU WILL LEARN:
- unique real life learning experiences achieved via a living case study in conjunction with numerous industry affiliates, employers and existing school programs.
- Senior First Aid.
- to raise awareness regarding how sport and recreation can influence community involvement.
- to improve individual sport preparation practices.
- occupational health and safety and how to respond to emergency situations in a working environment.
- to utilise information technology for the purposes of communication in the sport and recreation industry.
- the skills associated with problem-solving, cooperative planning and team work.
- Literacy, Numeracy and ICT skills within the context of this subject.

IT WILL HELP IF YOU ARE GOOD AT:
- sport and physical activity.
- working in group environments.
- planning and organising activities.
- written and oral communication skills.
- collecting, organising and analysing information.
- using a variety of technologies.

PREREQUISITES:
Nil

WHY CERTIFICATE III IN SPORT AND RECREATION?
- The program utilises industry experts in the area of Sport and Recreation 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 and a Level 1 in General Coaching Principles, it provides the students with excellent employment opportunities within the recreation industry.

The Certificate III in Sport and Recreation 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.

COURSE OUTLINE:
The 16 units of competency have been grouped into the following training and assessment units:

<table>
<thead>
<tr>
<th>COMPULSORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCRT301A Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>BSBWOR301B Organise personal work priorities and development</td>
</tr>
<tr>
<td>HTLAID003 Provide first aid</td>
</tr>
<tr>
<td>ICAWEB201A Use social media tools for collaboration and engagement</td>
</tr>
<tr>
<td>SISXCAI303A Plan and conduct sport and recreation sessions</td>
</tr>
<tr>
<td>SISXCCS201A Provide customer service</td>
</tr>
<tr>
<td>SISXEPR201A Respond to emergency situations</td>
</tr>
<tr>
<td>SISXWHS101 Follow work health and safety policies</td>
</tr>
<tr>
<td>SISXSK201A Undertake risk analysis of activities</td>
</tr>
<tr>
<td>SITXCOM401 Manage conflict</td>
</tr>
<tr>
<td>HTLAID001 Provide cardiopulmonary resuscitation</td>
</tr>
<tr>
<td>SISXFAC207 Maintain sport, fitness and recreation equipment for activities</td>
</tr>
<tr>
<td>SISSSCO101 Develop and update knowledge of coaching practices</td>
</tr>
<tr>
<td>SISSSDE201 Communicate effectively with others in a sport environment</td>
</tr>
<tr>
<td>SISSSOF101 Develop and update officiating knowledge</td>
</tr>
<tr>
<td>SISSSP303A Conduct basic warm-up and cool-down programs</td>
</tr>
</tbody>
</table>

Continued next page…………
Elective units are subject to change prior to the commencement of the school year. This is to ensure a) school delivery, and b) alignment to current industry practices, is at its optimum.

The completed certificate/s and units of competency will appear on the Queensland Certificate of Education.

SOME PRACTICAL ASPECTS OF THE STUDY:
Students will participate in a variety of team and individual sports and recreation activities over the one year program.

ASSESSMENT:
- A focus on the application of relevant, learned skills to a range of practical situations in an appropriate environment.
- The living case study ensures that students are able to research issues for themselves and apply the resulting knowledge to a simulated situation.

COURSE FEES:
Course fee for 2017 - $300 (this includes $40 for First Aid)
- This cost includes the first aid certificate which is embedded within the course.
- This course fee is subject to change for new students enrolling in the new year. This must be paid prior to commencement of the course in Term One.

The Certificate III Sport and Recreation course is being delivered with the assistance (and under the auspices) of an external Registered Training Organisation, Binnacle Training, RTO # 31319 (www.binnacletraining.com.au).

Fees are non-refundable as the certificate is provided by an external company Binnacle Training.

HOMEWORK:
- A selection of written tasks, including log books and tables.
- Preparation of oral tasks, practical scenario work and practical sessions.

FUTURE OPTIONS:
- Certificate IV Fitness. This particular qualification aligns with a range of other sport, recreation and fitness qualifications that can lead into higher education pathways including the Bachelor in Human Movement Studies.
- Sport and Recreation Industry, with the possibility of positions like gym instructor, personal trainer, development officer, outdoor adventure leader, recreation officer, sports administrator.

CONTACT NAME: Head of Department – Cameron Ross
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EMAIL: cross55@eq.edu.au
This Diploma of Business course will be delivered by staff at Tamborine Mountain State High School Year 11 students (accelerated over 1 year) under the auspices of an external Registered Training Organisation.

**AIM OF SUBJECT**
Having a solid understanding of business services offers graduates the opportunity to apply for roles in their industry of choice, work in the family business or start their own.

Successful course completion offers students credit towards future university programs, fast tracking studies. Our courses are designed to empower students, giving them a competitive edge and job ready skills that can be immediately applied in the workforce.

**QCE POINTS**
As per the QCE Handbook – A guide for learning provider (August 2015) the Diploma course contributes a maximum of 8 credit points towards the Queensland Certificate of Attainment.


**PREREQUISITE**
At least a sound level of achievement in English.

Completion of Certificate III in Business is preferable.

**COURSE OUTLINE**

**Units of Competency:**
- BSBWOR501 Manage work priorities & professional development
- BSBADM502 Manage meetings
- BSBMKG501 Identify & evaluate marketing opportunities
- BSBMGT516 Facilitate continuous improvement
- BSBHRM506 Manage recruitment, selection & induction process
- BSBFIN501 Manage budgets & financial plans
- BSBADM506 Manage business document design & development
- BSPMG522 Undertake project work

**COURSE FEES**
The course fees are still to be advised as we are currently evaluating co-provider agreement options for 2017.

**RANKS GIVEN FOR A COMPLETED DIPLOMA**
As of January 2016, QTAC recommends to the universities that a completed Diploma be given a rank of 82, roughly equivalent to OP 9 (currently rank 81 = OP 9, rank 84 = OP 8). In the QTAC system, OP s are converted to ranks, so someone with a rank of 82 would be considered before someone with an OP 9.

Once a place at university has been offered and accepted, you can use the Diploma to apply for Advanced Standing (recognition of prior learning/credit arrangement).

Depending on the university, you can receive credit for prior learning. These credits can range anywhere from one to eight units.

**FUTURE OPTIONS**

**DIPLOMA OF BUSINESS BSB50215**
Complete as part of your QCE

**UNIVERSITY PATHWAYS**
- Bachelor of Business
- Bachelor of Commerce

**CAREER OPPORTUNITIES**
Depending on the major you choose at university, the following career opportunities are just the start of what will be available to you:
- Business management, human resource management, marketing management, sales/brand relations, sales person, workforce planning manager, digital strategist, project manager, public relations consultant, publicist, systems analyst

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EARLY CHILDHOOD PRACTICES

AIM OF SUBJECT:
- To encourage students to develop an awareness and understanding of the development of young children.
- To use these understandings to perform a role that facilitates, supports and enhances child development.

IN THIS SUBJECT YOU WILL GAIN:
- a knowledge and understanding of the nature of and influences on child development from birth to eight years.
- a respect for young children through an awareness and understanding of their social, emotional, physical, intellectual and language development.
- the ability to perform a care-giving role that facilitates, supports and enhances child development.
- the ability to recognise and respond to cultural values and influences in child rearing practices, especially those which are evidenced within Australian society.
- a critical awareness of ethical issues related to the care of children.
- knowledge and skills, which are essential preparation for participation in the workforce in general and childcare industry in particular.
- Knowledge of learning environments, designing spaces that maximise learning
- skills in literacy and numeracy with respect to studies and practice in the early childhood area.
- the ability to operate as an independent, critically reflective and self-directed learner where appropriate.
- the skills associated with teamwork, cooperative planning and problem solving in relevant situations.

IT WILL HELP IF YOU ARE GOOD AT:
- collecting and organising and analysing information.
- communicating ideas and information.
- planning and organising creative activities.
- communicating with children.
- working with others and in groups.
- applying theoretical concepts to practical situations.

PREREQUISITES:
Nil

WHY EARLY CHILDHOOD PRACTICES?
- Provides students with the knowledge, understanding and practical skills which may be invaluable to them in future life roles.
- Provides students with a variety of thinking, operational and workplace skills.
- To promote the wellbeing of young children and a greater awareness of the importance of optimum childcare practices in the wider community.
- To develop an awareness and understanding of the development of young children and to use these understandings to perform a role that facilitates, supports and enhances child development.
- The main focus for students should be the practical application of theoretical learning.
- Successful completion of this subject will provide four points towards the QCE.
- Valuable for students who are considering Child Care Education as a profession.

COURSE OUTLINE:
Early Childhood Practices is a two year subject which consists of a study area core and elective units. The study area core consists of three topics and is designed to provide a broad understanding of early childhood and the childcare industry and includes the following units:
- Nurturing children’s learning – a lifelong skill
- Playing to learn
- Effective observations and informed planning
- Developing indoor and outdoor play experiences
- Developing numeracy
- Developing literacy

ASSESSMENT:
The criteria on which students are assessed are:
- Knowledge and Understanding
- Analysing and applying
- Planning and evaluating
The assessment instruments used in Early Childhood Practices could include:

- Oral presentations
- Reports
- Response to stimulus tasks
- Knowledge and reasoning exams
- Practical activities

**HOMEWORK:**
Homework may not be given on a regular basis, with the majority of work being completed in class due to the hands-on nature of the subject, but when given could include revision of class work, preparation for practical lessons or set tasks related to in-class assignment work.

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ENGLISH COMMUNICATION

AIM OF SUBJECT:
To offer students opportunities to prepare for effective participation in fundamental life roles, particularly within workplace, community and leisure contexts, through the use of language and a diverse range of essential communication skills.

IN THIS SUBJECT YOU WILL LEARN:
- to communicate effectively in the three main areas of: work, community and leisure.
- ways of using language in a range of contexts through:
  - Performing tasks
  - Interacting in groups
  - Interacting with organisations and the wider community
  - Using technology
  - Expressing identity

PRE REQUISITES:
- A desire to improve communication skills.
- Possibility of a desire to pursue TAFE course or entry into workforce.

IT WILL HELP IF YOU ARE GOOD AT:
- basic communication through speaking, writing and reading.
- recognising verbal and non-verbal communication.
- working towards being a confident and effective language user.
- working in groups to solve problems and complete set tasks.

WHY ENGLISH COMMUNICATION?
- To provide you with the necessary skills for entry into industry and the workplace.
- To boost your confidence in communicating with others.

COURSE OUTLINE:
The senior communication program is an interesting yet challenging program that has a focus for each semester.

YEAR 11
Semester 1: Making an Impact
  Reference
  Persuasive speech

Semester 2: Talking Heads - Documentary
  Documentary review
  Proposal for a documentary

YEAR 12
Semester 1: Events Management
  Persuasive speech
  Written proposal

Semester 2: Pack your Bags – Leaving Home
  Informative speech
  Job folio

ASSESSMENT:
This is a challenging two-year course that is both practical and interesting. It has an equal balance of written and spoken tasks as listed above.

Exit Level: Only Year 12 work is taken into account when deciding on a student’s exit level of achievement and Year 11 is a formative year where written and spoken skills are developed.

HOMEWORK:
- The completion of assessment items.
- It is expected that students who choose this subject will take homework seriously as it consolidates work done in class and reinforces new skills needed to be demonstrated at a later date.

FUTURE OPTIONS:
This subject is considered particularly suited to students who are looking to enter the workforce without pursuing tertiary studies or to those intending to enter careers via studies at TAFE. English Communication provides a complete package of necessary skills to allow students to enter these future options with ease and with a sense of communication competency.

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HOSPITALITY

AIM OF SUBJECT:
- To provide an understanding of the role of the Hospitality industry as well as the structure, scope and operation of related activities.
- To develop the skills, processes and attitudes crucial for making valid decisions about future career paths.

IN THIS SUBJECT YOU WILL LEARN:
- the knowledge and skills essential for effective participation in the workforce in general and hospitality in particular.
- confidence in a range of hospitality contexts.
- a responsible attitude toward the safety, health and wellbeing of self and others in work-related situations.
- the ability to communicate effectively using hospitality-related language accurately and appropriately in both written and oral formats.
- the skills associated with team work, cooperative planning and problem-solving.
- empathy with and understanding of social justice issues and cultural diversity as they relate to the hospitality industry.
- an awareness of ethical and responsible attitudes in the work environment.
- literacy and numeracy skills with a specific application to the hospitality industry.

IT WILL HELP IF YOU ARE GOOD AT:
- collecting, organising and analysing information.
- communicating ideas and information.
- planning and organising activities.
- working with others and in groups.
- using mathematical ideas and techniques.
- solving problems.
- using a variety of technologies.
- understanding and implementing logical sequenced steps to produce an outcome.
- practical cooking skills.

PREREQUISITES:
- Strong commitment to the subject
- Willingness to participate
- Interest in food, its preparation and presentation

WHY HOSPITALITY?
- The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. Tamborine Mountain and surrounding areas, especially the Gold Coast, are full of a wide variety of hospitality establishments, which provides Tamborine Mountain State High School’s Hospitality students with fantastic employment opportunities within this industry.
- Hospitality provides students with a variety of thinking, operational and workplace skills.
- Hospitality provides students with a range of interpersonal skills as well as specific knowledge and skills related to employment within this industry.
- If students choose not to pursue a career in the hospitality industry, the skills gained from studying this subject are highly valued by employers across all industries.

COURSE OUTLINE:
Semester 1
- Responding to culture
- The hospitality industry
- Event planning
- Workplace health, hygiene and safety
- Function: International Buffet

Semester 2
- Event planning
- Mocktail Themed Party

Semester 3
- The hospitality industry
- Cultural awareness
- Communication in the industry
- Event planning/management
- Coffee Culture

Semester 4
- Hospitality
- Event management function
- Kitchen and food production
- Morning tea

SOME OF THE PRACTICAL ASPECTS OF STUDY:
- Practical food – knife skills
- Functions – morning/afternoon tea
- Coffee shop planning/preparation
- Menu planning – basic skills
- Food preparation and production

Continued on next page
HOSPITALITY.....CONTINUED

ASSESSMENT:
- Progressive practical cooking
- Folio of work
- Function planning
- Assignment or projects on specific topics
- Students will also be required to attend mandatory work experience placements

HOMEWORK:
- Work not completed in class-time may be set for homework.
- Set tasks related to in-class assessment work.

FUTURE OPTIONS:
- Hospitality is a versatile course that leads to positions including chef, baker, waiter, flight attendant, accommodation services, front-of-house positions, bartending, and management of fast food outlets, function planning and catering.

COSTS:
- A fee paying option for ingredients is available on a semester basis.

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Contact Name: Subject Area Co-ordinator – Paula Walker
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INDUSTRIAL GRAPHICS STUDIES (GPI)

AIM OF SUBJECT:
- To develop a range of skills used in the drafting and building industry and learn how they are applied at a more practical level.

IN THIS SUBJECT YOU WILL LEARN HOW TO:
- read and comprehend both written and graphical communication.
- produce a range of technical drawings.
- use a range of Computer Aided Design (CAD) packages.

IT WILL HELP IF YOU ARE GOOD AT:
- conceptualising 3-dimensional and 2-dimensional drawings.
- drawing freehand sketches.

PREREQUISITES:
None

WHY INDUSTRIAL GRAPHICS STUDIES?
- Many students who are focussed on trade based employment opportunities when they leave school may need a good understanding of and ability to interpret technical drawings.
- While the Senior Graphics course is theory based and most suitable to tertiary studies, Industrial Graphics has a more practical application and is designed to cater for trade based students.
- The course outline below gives a good indication of the work to be completed.
- Successful completion of this course has four credit points towards QCE.
- All assessment is folio based (classwork) or research task (assignments). There are no formal exams.

COURSE OUTLINE:
- Graphics for the building and construction industry (production of 2D drawings of wall plans and wall framing of simple domestic and industrial buildings)
- Graphics for the furnishing Industry (production of 2D drawings of kitchen and bathroom. Production of 3D drawings of piece of furniture)
- Graphics for general manufacturing industry (production of 2D and 3D machinery parts, components/assemblies)
- Industrial Design (production of 2D and 3D concept sketches, working drawings and presentational drawings of a product, e.g. animated toy)

MATERIAL / EQUIPMENT:
- Students will work mainly on computers and manual equipment. Access to a computer and the internet for research is essential.

HOMEWORK:
- Weekly
- Homework / research tasks must be completed for a student to achieve satisfactory results.

FUTURE OPTIONS:
Apprenticeships, cadetships, drafting,

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INDUSTRIAL TECHNOLOGY STUDIES (ITU)

AIM OF SUBJECT:
- To offer a range of tasks within the context of the various sectors from the furnishing, manufacturing, and construction industries.
- The course subject matter will be delivered through project based activities and simulated workplace activities that reflect industry practice.

IN THIS SUBJECT YOU WILL LEARN:
- sketching and planning skills.
- working with others.
- operating and maintaining hand and power tools.
- creating and interpreting working drawings.
- understanding basic construction techniques.
- woodworking and furniture manufacturing.
- sheet metals, welding and machining.

COURSE OUTLINE:
- Workplace Safety
- Skills projects
- Woodturning
- Timber furnishing project
- Metals Project (sheet metal, welding and machining)
- Simulated workplace activities (construction)

ASSESSMENT:
- Projects
- Onguard testing, ongoing throughout course
- Student skills development and participation will also be assessed throughout the course

HOMEWORK:
From time to time, research will be required in selected unit areas.

FUTURE OPTIONS:
Industrial Technology Studies will give students an introduction to trade areas. It can lead to TAFE, University and a possible career path in the furnishing, manufacturing, construction and related trades.

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MEDIA ARTS IN PRACTICE

AIM OF SUBJECT:
To study the role of media arts in society and to develop skills relative to film making, radio, web design, product brand advertising and photography.

IN THIS SUBJECT YOU WILL LEARN:
How to create and share media artworks that combine moving or still images with text or sound to create meaning and to express insight.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Creativity
- Self-knowledge through self-expression
- Social media platforms and technology
- Aesthetic skills and appreciations

WHY MEDIA ARTS IN PRACTICE
A course of study in Media Arts in Practice can establish a basis for further education and employment in fields of advertising and marketing, publishing, web design, television and film making, animation and gaming, photography, curating, 3-D and mobile application design, concept art and digital illustration, as well as establishing a basis for self-employment and self-driven career opportunities.

COURSE OUTLINE:
Media Arts in Practice looks at a variety of media art forms through film, television, radio, print, gaming and web based media.

ASSESSMENT:
- Students will be assessed on their knowledge, understanding, application, analysis, creation and evaluation of specific media forms.
  - Argus: Photojournalism portfolio
  - Town Crier: Radio program
  - www: Website creation
  - Entrepreneur: Journal package of product materials
  - Outside the square: Photo portfolio
  - Silver Screen: Short film
  - In my opinion: Web blog
  - Game Over: Gaming Task

HOMEWORK:
Consists of practical tasks, completing assignments, journaling and theory revision.

COST:
The subject attracts a $100 level for the full year. This levy will cover the cost of batteries and equipment. It also covers the expense of replacing, servicing and updating equipment and materials used such as cameras, tripods, lighting and programs.

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Pre-Vocational Maths – Year 11 & 12

This is a Non-OP subject

Passed Year 10 Maths and do not need an OP, but need to do a Maths Subject?

Then Pre-Vocational Mathematics is the course for you 😊

Pre-Vocational Mathematics (PVM) is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts such as everyday life, work or further learning.

PVM helps to provide points towards the QCE and Numeracy requirements of the QCE. PVM is a Non-OP subject and will not provide points towards an OP and university entry. It can be used in the determination of a rank though.

Students who wish to study PVM in Year 11 are expected to achieve the following grades in Year 10:
- Pass in any Maths
- Pass in any English

<table>
<thead>
<tr>
<th>Topics</th>
<th>Assessment</th>
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<td><strong>YEAR 11</strong></td>
<td>Contextualised assessment may require students to give, for example:</td>
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<tr>
<td>Numbers, fractions</td>
<td>- <strong>short written answers</strong> (comprising one word, a sentence or a paragraph)</td>
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<tr>
<td>Percentage</td>
<td>- <strong>extended written answers</strong> (comprising at least three paragraphs; not essays)</td>
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<tr>
<td>Ratios &amp; rates</td>
<td>- <strong>non-written responses</strong> (such as informal spoken answers to teacher questions; an oral presentation of results; role-plays; demonstrations of particular practical skills, techniques or processes; simple diagrams; sketches; digital photographs; flow charts; a three-dimensional model).</td>
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<tr>
<td>Financial choices</td>
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<td>Measurement</td>
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<td><strong>YEAR 12</strong></td>
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<td>Data-market research</td>
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<td>Workplace maths</td>
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For all levels of Senior Maths there is an expectation that students will have a weekly program of Homework to complete.

For further information please contact
Glen Washburn (HOD Sen Mat/Sci) ph. 5545 7222 or vwash1@eq.edu.au
AIM OF SUBJECT:
Visual Arts in Practice will expose you to skills that will enable you to become involved in community arts activities.

THROUGH THIS SUBJECT YOU WILL:
- Create artworks for a purpose to fill individual, group or community needs.
- Create images, objects, environments and events to communicate meaning through your art.

THROUGH THE ART MAKING PROCESS YOU WILL:
- be required to respond to particular audience needs, which has real world applications
- examine how visual arts may be a vocation and identify vocationally transferable visual art skills
- investigate and apply display and curatorial skills and learn and apply safe visual art practices
- research artists, art movements and theories to inform your own art making
- reflect on your own and others' art-making processes.

WHY STUDY VISUAL ARTS IN PRACTICE
Contributes four credit points to your QCE if you receive a sound achievement or higher in four semesters.

ASSESSMENT:
You will complete four tasks in each year. Assessment styles include:
- Projects – include the production of at least one artwork.
- Extended responses to stimulus – written task.
- Investigations – final piece could be an artwork or presentation.

FUTURE OPTIONS:
Visual Arts in Practice can provide a basis for further education and employment in fields of design, styling, decorating, illustrating, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

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