Tamborine Mountain State High School

Year 10 Handbook 2017
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The Year 10 Program

Dear Parents and Caregivers,

Your child has now reached an exciting stage in their education. In Year 10, students can exercise greater choice over their curriculum. It is a time to reflect on which subjects they enjoy and those in which they have had success. Tamborine Mountain State High School prides itself on the quality and relevance of its curriculum.

The Year 10 curriculum has been structured to accommodate three student groups:

1. Students who wish to extend their learning in particular areas of interest. These students can select bridging courses to Year 11 studies in particular fields (e.g. Geography, Mathematics, Ancient History, Modern History, English, Physics, Chemistry, Biology) by studying extension subjects.

2. Students who wish to continue on a standard learning course with a spread of elective choices and core subjects. These subjects will be taught to facilitate both core and extension work.

3. Students who are experiencing difficulty with particular subjects are able to choose to focus on the core content only. This situation allows students to still achieve well, as they are able to use greater time periods to re-visit and to gain a better understanding of the fundamentals in key subjects such as Mathematics and English.

This model caters for the needs of all students. The program allows for greater specialisation and extension. We are confident that this program will better meet the needs of our students, offering them a stimulating course of study tailored to their ability, individual needs and interests.

We look forward to working in partnership with you and your student as we move into this exciting program of study.

TRACEY BROSE
Principal
A Few Words from our Guidance Officer

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

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

- your interests
- your ability
- the level of difficulty of the unit
- prerequisites – “must do” subjects required for a student to progress into a senior subject or course – see next page
- possible career directions
- major studies for certain senior subjects

You should avoid selecting subjects based on:

- one person saying it’s “not good"
- your friends are taking it, so you think you should
- whether you like or dislike the teacher
- whether you think it is only for boys or girls
- an unrealistic assessment of your ability in the subject
## Year 10 Prerequisites for Senior Subjects

<table>
<thead>
<tr>
<th>SENIOR SUBJECT (YEARS 11 &amp; 12)</th>
<th>PREREQUISITE YEAR 10 SUBJECT</th>
<th>RECOMMENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Lote</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>SA+ English = (C+)</td>
<td></td>
</tr>
<tr>
<td>English Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>SA Japanese = (C)</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics A</td>
<td>SA Maths</td>
<td></td>
</tr>
<tr>
<td>Mathematics B</td>
<td>HA Maths = (B)</td>
<td></td>
</tr>
<tr>
<td>Mathematics C</td>
<td>HA Maths = (B)</td>
<td></td>
</tr>
<tr>
<td>Prevocational Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Science</td>
<td>SA+ Science = (C+)</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>SA+ Science, Maths = (C+)</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>SA+ Science, Maths = (C+)</td>
<td></td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
<td></td>
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<tr>
<td>Dance</td>
<td></td>
<td></td>
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<tr>
<td>Art</td>
<td></td>
<td></td>
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<tr>
<td>Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film, Television &amp; New Media</td>
<td>SA English = (C)</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Media Arts in Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>SA English = (C)</td>
<td>Music</td>
</tr>
<tr>
<td>Visual Arts in Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Processing &amp; Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Organisation and Management</td>
<td>SA English</td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td>Home Economics/Introduction to Hospitality</td>
</tr>
<tr>
<td>Early Childhood Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Studies</td>
<td>Introduction to Hospitality/ Home Economics</td>
<td></td>
</tr>
<tr>
<td>Technology Studies</td>
<td>English, Maths, Des Tech SA</td>
<td></td>
</tr>
<tr>
<td>Industrial Technology Studies</td>
<td>Des Tech</td>
<td></td>
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<tr>
<td>Graphics</td>
<td></td>
<td></td>
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<tr>
<td><strong>Study of Society and Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient History</td>
<td>SA English = (C)</td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td>SA English = (C)</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>SA English = (C)</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>SA English = (C)</td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td>SA English = (C)</td>
<td></td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>SA English = (C)</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Community Activities &amp; Sport and Recreation</td>
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<td></td>
</tr>
</tbody>
</table>
### YEAR 10 SUBJECTS

#### CORE SUBJECTS
*These are the subjects which all students study*

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>or English Foundation</td>
</tr>
<tr>
<td>or Literacy Support</td>
</tr>
<tr>
<td>Mathematics (including Extension Mathematics)</td>
</tr>
<tr>
<td>or Mathematics – Foundation</td>
</tr>
</tbody>
</table>

#### ELECTIVE SUBJECTS
*Students will have the option to study four of these subjects*

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Certificate III in Business</td>
</tr>
<tr>
<td>Certificate III in Sport and Recreation</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>Design Technology</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Food Studies</td>
</tr>
<tr>
<td>Geography</td>
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<tr>
<td>Graphics</td>
</tr>
<tr>
<td>Graphics and Design</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Home Economics</td>
</tr>
<tr>
<td>Japanese</td>
</tr>
<tr>
<td>Media Studies</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Photography</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Programming - Coding</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Textiles and Design</td>
</tr>
</tbody>
</table>
When selecting the most suitable Year 10 English course, carefully consider two factors:

1. Your current level of English proficiency
2. Your future goals and career aspirations

### Possible Career Pathways

<table>
<thead>
<tr>
<th></th>
<th>1. I would like to attend university and study for a specific job</th>
<th>2. I would like to get a job after year 12 and maybe look at further study later (e.g. TAFE).</th>
<th>3. I am looking at going straight into the workplace and am unlikely to do any further study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 11 and 12</td>
<td>Senior English (Authority subject)</td>
<td>Senior English Communication SAS</td>
<td>Senior English Communication SAS</td>
</tr>
<tr>
<td>Year 10</td>
<td>English (Achieved C+ or above on Semester One Report)</td>
<td>1. English (Achieved C+ or above on Semester One Report) OR 2. English Foundation</td>
<td>1. English (Achieved C+ or above on Semester One Report) OR 2. English Foundation</td>
</tr>
</tbody>
</table>

## YEAR 10 ENGLISH:

- The study of spoken and written language in a variety of contexts including text, film, literature and media.
- Students are taught to enhance their reading, listening, writing, speaking and viewing skills as well as becoming critically literate.

## YEAR 10 ENGLISH FOUNDATION:

- Students learn to see the importance of using language to communicate with others in written and spoken tasks.
- It is aimed at improving student’s confidence when using language to communicate.

## SENIOR ENGLISH COMMUNICATION (SAS):

- A practical Authority Registered Subject covering a variety of communication within the context of work, community and leisure.
- It is aimed at improving students’ basic written and oral communication skills.

## SENIOR ENGLISH:

- A challenging Authority Subject that covers the use of language in a variety of contexts including text, film, literature and media.
- Students are taught to enhance their reading, listening, writing, speaking and viewing skills as well as becoming critically literate.
- This subject has a high literary component.
Year 10 Maths

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 Year 10, there are three level of Maths:

- **[MAF]** - **Foundation** classes are small and follow a highly structured, back-to-basics course, specifically designed for students whose Numeracy needs are very high.

- **[MAT]** - **Core** classes are for students who find Mathematics a little challenging and need a little extra help to succeed.

- **[MAX]** - **Extension** classes are for students who have excellent Mathematical skills and enjoy the opportunity to study a more challenging course.

In choosing a level of Maths students need to consider:

- How they have performed in Year 9 Maths → What level of Maths does this “suggest” they do?
- What level of Maths do they intend to study in Year 11 and 12 → What level of Maths does this “suggest” they need?

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>Foundation</th>
<th>Core</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the National Curriculum Year 10 Maths Syllabus</td>
<td>From the National Curriculum Year 10 Maths Syllabus</td>
<td>From the National Curriculum Year 10 Maths Syllabus → Number and Algebra; Measurement and Geometry; Statistics and Probability</td>
<td></td>
</tr>
<tr>
<td>Number and Algebra; Measurement and Geometry; Statistics and Probability</td>
<td>Number and Algebra; Measurement and Geometry; Statistics and Probability</td>
<td>as well as Introduction to Functions, Quadratic Functions, Trigonometry, Exploring Data, Modelling Data with Functions, Indices, Further Functions, Financial Maths and Probability</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Foundation</th>
<th>Core</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>- In Class Tasks</td>
<td>- In Class Tasks</td>
<td>- Tests have two complete parts Knowledge – Basics and Modelling – Application completed over 2 days mirroring the Senior Maths A,B,C way of testing</td>
<td></td>
</tr>
<tr>
<td>- Tests broken down into small parts completed over many days</td>
<td>- Tests broken down into parts completed over 2 days</td>
<td>- Assignments</td>
<td></td>
</tr>
<tr>
<td>- Small assignments</td>
<td>- Assignments</td>
<td>- Significat Assignments</td>
<td></td>
</tr>
</tbody>
</table>

For all levels of Year 10 Maths there is an expectation that student 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
Senior Maths OVERVIEW – Year 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 Year 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 services; retail services; mechanics and engineering.

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

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.

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 do?
• What level of Maths do they for University, TAFE, VET, Trades → What level of Maths does this “suggest” they need?

Levels of Difficulty

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>TOPICS</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers, fractions</td>
<td>Financial Mathematics: earning money, taxation, budgeting, spending money, interest, inflation, consumer credit, and investment</td>
<td>Data-market research</td>
</tr>
<tr>
<td>Percentage</td>
<td><strong>Applied Geometry</strong>: trigonometry, area and volume, earth geometry, scale drawings and plans, geometry of bracing, practical tests for squareness, estimation, land measurements</td>
<td>Finance &amp; investment</td>
</tr>
<tr>
<td>Ratios &amp; rates</td>
<td><strong>Statistics and Probability</strong>: graphs, measures of central tendency, dispersion, regression, use and misuse of statistics, probability, probability distributions, sampling and simulation</td>
<td>Time &amp; location</td>
</tr>
<tr>
<td>Financial choices</td>
<td><strong>Networks and Queuing</strong></td>
<td>Workplace maths</td>
</tr>
</tbody>
</table>

**Core Topics (mandatory)**

- a) Introduction to Groups
- b) Real and Complex Number Systems
- c) Matrices and Applications
- d) Vectors and Applications
- e) Calculus
- f) Structures and Patterns

**Optional Topics (at least 2 to be completed)**

- a) Linear Programming
- b) Dynamics
- c) Plane Geometry
- d) Introduction to Number Theory
- e) Probability and Statistics
- f) Advanced Periodic and Exponential Functions

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**ASSESSMENT**

Contextualised assessment may require students to give, for example:

- **short written answers** (comprising one word, a sentence or a paragraph)
- **extended written answers** (comprising at least three paragraphs; not essays)
- **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).

Assessment instruments include:

- **supervised tests** — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses
- **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
- **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.

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
# Choosing the Right Science Course

You need to choose the Science course that will assist you to gain the outcomes you want. Science is extremely important for students developing core skills for tertiary studies. Science is critical for understanding the foundations of many university courses. If you do not know what to do, KEEP YOUR OPTIONS OPEN.

This page describes the science options available in Years 11 and 12 and the subjects you can select for Year 10 to make studying science possible.

<table>
<thead>
<tr>
<th>CAREER OPTIONS</th>
<th>I would like to get a job after attending university.</th>
<th>I would like to get a job where further study is needed e.g. TAFE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 11 and 12</td>
<td>We strongly recommend one or a combination of:</td>
<td>We recommend:</td>
</tr>
<tr>
<td></td>
<td>• Biology</td>
<td>• Biology</td>
</tr>
<tr>
<td></td>
<td>• Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Physics</td>
<td></td>
</tr>
</tbody>
</table>

**Subject Description**

- **BIOLOGY:** Biology is the science that studies living things.
- **CHEMISTRY:** Chemistry is the science that examines types of chemicals and the ways in which they react.
- **PHYSICS:** Physics is the science that investigates forms of energy and motion.

To enter these Years 11 and 12 subjects:

- PHYSICS
- Or
- BIOLOGY
- Or
- CHEMISTRY

Read about these Year 10 subject choices:

- SCIENCE
CHOOSING THE RIGHT SOCIAL SCIENCE COURSE

All students study Humanities in Years 7, 8 and 9 (subject to personalised timetable adjustments)

Those students contemplating university entry are encouraged to study Geography or History in Year 10. These subjects prepare our academic students for senior and university. Select subjects that maximise your knowledge, skills and opportunities.

<table>
<thead>
<tr>
<th>Possible Career Pathways</th>
<th>1. I would like to attend university and study for a specific job</th>
<th>2. I would like to get a job after year 12 and maybe look at further study later (e.g. TAFE)</th>
<th>3. I am looking at going straight into the workplace and am unlikely to do any further study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 11 and 12</td>
<td>Strongly recommend:</td>
<td>Recommend students consider:</td>
<td>Recommend students possibly consider:</td>
</tr>
<tr>
<td></td>
<td>• Geography</td>
<td>• Geography</td>
<td>• Geography</td>
</tr>
<tr>
<td></td>
<td>• Modern History</td>
<td>• Modern History</td>
<td>• Modern History</td>
</tr>
<tr>
<td></td>
<td>• Ancient History</td>
<td>• Ancient History</td>
<td>• Ancient History</td>
</tr>
<tr>
<td></td>
<td>• Legal Studies</td>
<td>• Legal Studies</td>
<td>• Legal Studies</td>
</tr>
<tr>
<td>Each of these subjects develops research, assignment writing and analytical skills necessary for university.</td>
<td>Each of these subjects develops research and communication skills that are tools for further study.</td>
<td>The study of “real” people, events and places in these subjects is interesting.</td>
<td></td>
</tr>
</tbody>
</table>

Year 10

Strongly recommend university bound students study -

Geography
Or
History

Consider -

Geography
Or
History

Possibly Consider -

Geography
Or
History
Why Coding?
- More than 90% of Australia’s current workforce will need digital skills to perform their roles in the next 2-5 years
- At least 50% will need advanced skills to configure and build digital systems
- 60% of Australian students are studying or training for jobs that will be automated in the near future


What is Coding?
It is learning
- block-based visual languages such as Edison and Scratch
- general-purpose languages such as Java, JavaScript
- object-oriented programming through Java
- how computers and networks function
- Sets of skills to solve problems in terms of digital technology. [These skills do have broader use as well]

It is about creating a range of digital solutions involving
- planning and managing individual and team projects with some autonomy
- considering ways of managing the exchange of ideas, tasks and files
- techniques for monitoring progress and feedback

It is not about
- creating a new game like Call of Duty, Overwatch or No Man’s Sky [These games have millions of lines of code in them and require an extremely in-depth understanding of a number of computer languages and systems]
- writing “boring” programs that solve Maths problems that no-one would be interested in anyway :) – There will be an occasional maths based problem because applications are really good at doing the hard work of solving the maths problem.
- only using block-based languages to solve problems – different year levels will use different languages; however the main language developed will be Java. This is because Java will run on any platform, and is the basis of many apps that run on Android and IoS.

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

From Digital Technologies Band Plan from QCAA

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of this subject is to introduce students to:</td>
<td></td>
</tr>
<tr>
<td>- Problem solving → Algorithms and pseudo-code</td>
<td></td>
</tr>
<tr>
<td>- Basics of coding → Sequence, Choice, Iteration</td>
<td></td>
</tr>
<tr>
<td>- Java as a general purpose language</td>
<td></td>
</tr>
<tr>
<td>- Evaluating digital solutions</td>
<td></td>
</tr>
<tr>
<td>- Exploring emerging technologies</td>
<td></td>
</tr>
<tr>
<td>- Networks</td>
<td></td>
</tr>
<tr>
<td>- Online data collection, data accuracy, authenticity and timeliness</td>
<td></td>
</tr>
<tr>
<td>- Problem solving → Algorithms and pseudo-code</td>
<td></td>
</tr>
<tr>
<td>- Java as a general purpose language</td>
<td></td>
</tr>
<tr>
<td>- Website design and coding with HTML</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of this subject is to introduce students to:</td>
<td></td>
</tr>
<tr>
<td>- Exploring and evaluating solutions and information systems that create information from open data (for example in meteorology, transportation, government).</td>
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<tr>
<td>- Problem solving → Algorithms and pseudo-code</td>
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<tr>
<td>- Java as a general purpose language</td>
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<tr>
<td>- Java Script as an interactive Web language</td>
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<tr>
<td>- Website design and coding with HTML and Java Script</td>
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<tr>
<td>- Explore the concept of encryption and decryption of plain text to secure sensitive information in accordance with security and privacy principles</td>
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<tr>
<td>- Identify security vulnerabilities (in very general terms) in common network configurations and discuss different ways to store, secure and compress data in networked information systems</td>
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<tr>
<td>- Resolve conflicts between functional and non-functional requirements by applying stakeholder priorities</td>
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<tr>
<td>- Create object-oriented data models and digital solutions</td>
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<tr>
<td>- Design and evaluate complex algorithms to interpret and process data using a modular approach</td>
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<tr>
<td>- Plan and manage a collaborative project using an iterative approach, identifying risks and establishing protocols to protect project data.</td>
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</tbody>
</table>
ART

AIM OF SUBJECT:
- Through studying the subject Art, students learn to be visually literate.
- Visual literacy enhances students’ capacity to think, create and question and provides skills to interpret and express ideas.
- Active visual literacy requires a shift in focus from teaching to learning and to a view of knowledge as being actively constructed by the learner.

IN THIS SUBJECT YOU WILL LEARN TO:
- use artistic processes, techniques and skills for creating two and three dimensional artworks.
- develop creative thinking and problem solving skills for effective visual communication.
- appreciate artwork through written analysis.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Using your hands to create
- Using your mind in creative ways
- Appraising art work

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

COURSE OUTLINE:
Units are based on:
- Drawing
- Painting
- Digital manipulation
- Sculpture
- Design
- Appraisal

ASSESSMENT:
Assessment is both practically and theoretically based.
Each term:
- Folio of work including a resolved artwork
- Art Appraisal Task. (1 per semester)
- Visual (process) diary

HOMEWORK:
Assignment work and finishing practical tasks

FUTURE OPTIONS:
Senior Subjects such as Art, Visual Art Studies, Film and Television and Photography

CONTACT NAME: Head of Department – Cheryl Dundas
PHONE: 07 5545 7222
FAX: 07 5545 7200
E-MAIL: cdund2@eq.edu.au
CERTIFICATE III IN BUSINESS (BSB30115)

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.

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits. 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>QTAC SELECTION RANK</th>
<th>EQUIVALENT (APPROXIMATE)</th>
<th>OP RANK</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>68</td>
<td>15</td>
<td>**</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>74</td>
<td>12</td>
<td>**</td>
</tr>
</tbody>
</table>

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.


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>
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<tbody>
<tr>
<td><strong>core (s)</strong></td>
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<tr>
<td>BSBWHS502</td>
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<tr>
<td><strong>Electives</strong></td>
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<tr>
<td>BSBUS501</td>
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<tr>
<td>BSBNN301</td>
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<tr>
<td>BSBDT300</td>
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<tr>
<td>BSBPRO301</td>
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<td>BSBDWORK301</td>
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<tr>
<td>BSBELM112</td>
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<tr>
<td>BSBWRT301</td>
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<tr>
<td>BSBIED104</td>
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<tr>
<td>BSBWMS201</td>
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<tr>
<td>FNHLET301</td>
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</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
0432 494 590

CONTACT NAME: Head of Department – Christina Rekort-Blundell
PHONE: 07 5545 7222
FAX: 07 5545 7200
E-MAIL: creko1@eq.edu.au
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>
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<tbody>
<tr>
<td>BSBCRT301A</td>
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<tr>
<td>BSBWOR301B</td>
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<tr>
<td>HTLAID003</td>
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<tr>
<td>ICAWEB201A</td>
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<tr>
<td>SISXCAI303A</td>
</tr>
<tr>
<td>SISXCCS201A</td>
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<tr>
<td>SISXEMR201A</td>
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<tr>
<td>SISXWHS101</td>
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<tr>
<td>SISXRSK301A</td>
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<tr>
<td>SITXCOM401</td>
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<tr>
<td>HTLAID001</td>
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<tr>
<td>SISXFAC207</td>
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<tr>
<td>SISSSCO101</td>
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<tr>
<td>SISSSDE201</td>
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<tr>
<td>SISSSOF101</td>
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<tr>
<td>SISSSPT303A</td>
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</tbody>
</table>

Continued next page...........
Certificate III Sport and Recreation …… Continued

* 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
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cross55@eq.edu.au
DANCE

AIM OF SUBJECT:
- To develop and enhance enthusiasm, knowledge and skills in various genres of dance.
- To enhance and refine skills in performance, choreography and dance appreciation.
- To develop and refine skills in group/team work through dance.
- To work in a creative environment.
- To appreciate social and artistic styles of dance.

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. |
- Rhythm, beat and musicality.
- A variety of artistic and social dance genres and styles.
- Movement and non-movement components.
- Describing, interpreting and evaluating skills.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Creating dance sequences
- Performing dance sequences to specific audiences
- Self-reflection
- Co-operative learning
- The Habits of Mind – Persistence; Managing Impulsivity; Listening with empathy and understanding; Thinking flexibly; Thinking about your thinking; Metacognition; Striving for accuracy; Apply past knowledge; Questioning and posing problems; Thinking and communicating with clarity and precision; Gathering data through all senses; Creating, imaging and innovating; Responding with wonderment and awe; Taking responsible risks; Find humour; Thinking interdependently; Remaining open to continuous learning

WHY DANCE?
- To explore various dance genres and styles and develop technical and expressive skills.
- To gain knowledge and express oneself through movement.
- To refine group work skills.
- To enhance creative skills.
- To develop and enhance your skills in the areas of performance, choreography and appreciation.
- To develop and gain confidence and performance skills.
- To become involved in extra-curricular activities such as dance groups, eisteddfods, Arts Nights and musicals.
- To appreciate and analyse professional performances.

COURSE OUTLINE:
- Term 1 – Ballroom Dance
- Term 2 – Contemporary
- Term 3 – Hip Hop / Commercial Jazz
- Term 4 – Experimental Contemporary

ASSESSMENT:
- Group and duo performances – individual marks
- Group and duo choreography – individual marks
- Appreciation essays
- Literacy skills in written work

HOMEWORK:
- Analysing, interpreting and evaluating experimental contemporary techniques
- Researching and discussing ballroom dance styles
- Rehearsing of dance sequences
- Choreographing own dance sequences

FUTURE OPTIONS:
- Senior dance
- Performance and choreography work
- Production work
- Dance education
- Drama and movement
- Performance critics
- Performing art technology
- Dance research
- Community dance practices
- Auditions for various external companies and productions

CONTACT NAME: Head of Department– Cheryl Dundas
PHONE: 07 5545 7222
FAX: 07 5545 7200
DESIGN TECHNOLOGY (ITD)

AIM OF SUBJECT:
- To help students develop problem solving skills and dexterity skills.

IN THIS SUBJECT YOU WILL LEARN TO:
- think safety and work safely.
- design, which is a problem solving activity.
- create workshop drawings.
- make an item using a variety of manufacturing processes.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Creative thinking
- Analysing problems
- Developing your ideas
- Hand – eye coordination

WHY DESIGN TECHNOLOGY?
- You will gain a broad knowledge base of many design processes and operations that occur in our society.
- The subject will help you to think more analytically.
- The opportunities for future employment in various fields.
- New doors, for learning new technologies, will open, providing a fresher and more positive outlook on the rapidly changing society in which we live.

COURSE OUTLINE:
The course will be project-based and could vary according to student interest in particular materials. Materials that students will be exposed to include:

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wood</td>
<td>Class projects will vary from semester to semester to further enhance and challenge students' learning outcomes. This includes use of hand tools, power tools and equipment as well as Computer Aided Drafting (CAD) and Computer Aided Machining (CNC).</td>
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<tr>
<td>Metal</td>
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<tr>
<td>Plastics</td>
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</table>

ASSESSMENT:
Assessment includes assignments and class projects. Student’s ability to demonstrate learned techniques, problem solving abilities and communication of ideas will be used to determine the result in this subject. The three key learning areas in Design Technology that will be assessed to produce the overall result are Knowledge and Understanding, Reasoning and Practical Skill.

FUTURE OPTIONS:
Senior subject options such as Industrial Skills (ITS), Technology Studies, Industrial Graphics (IGS)

CONTACT NAME:         Head of Department - Peter Brose
PHONE:                07 5545 7222
FAX:                  07 5545 7200
EMAIL:                pbros2@eq.edu.au
DRAMA

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

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

SKILLS AND HABITS OF MIND WHICH ARE RELEVANT TO THIS SUBJECT:
- Metacognition
- Performing
- Acting
- Directing
- Analysis
- Reflecting and responding
- Staging
- Team work
- Enthusiasm
- Literacy and basic numeracy
- Persistence
- Managing impulsivity
- Listening with empathy and understanding
- Thinking flexibly
- Striving for accuracy
- Applying past knowledge
- Questioning and posing problems

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

COURSE OUTLINE:
- Realism – The Rehearsal Process
- Realism – The Actor’s Workshop
- Process Drama
- Epic theatre

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

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

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

CONTACT NAME:
Head of Department – Cheryl Dundas

PHONE:
07 5545 7222
AIM OF SUBJECT:
- To equip students with the necessary literacy skills to acquire knowledge and participate in learning in all subjects and situations.
- To develop understanding of how language works and to develop an appreciation of language in use.

Year 10 English will prepare students for the rigour of Senior English.

IN THIS SUBJECT YOU WILL LEARN TO:
- develop your existing reading, writing, speaking, viewing and listening skills.
- be discriminating in the way you use those skills to interact with texts, people and situations.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Reading, writing, speaking, listening and viewing
- Thinking critically about what you read, hear and see
- Supporting your ideas and opinions with evidence
- Using your imagination in constructive ways

WHY ENGLISH?
- To acquire the literacy skills necessary to participate fully in academic and social situation.
- To see the importance of thinking for yourself.
- To communicate better with others.
- To be more aware of the influences acting upon you e.g. the media, your peers.

COURSE OUTLINE AND ASSESSMENT:
The course covers a variety of units and integrating devices. At the end of each unit, an assessment piece is completed related directly to the course of study, including:
- Short Story
- Analytical essay
- Multimodal presentation
- Written monologue
- Spoken Persuasive presentation
- Feature Article

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

HOMEWORK:
Homework is an essential part of the English course. Class time is set for assignment work but it is expected that students do work on them at home. Other tasks will be set for homework, as part of the unit. It is part of the course requirements that homework be completed.

FUTURE OPTIONS:
Senior subjects such as: Senior English, Geography, Film and TV Studies, Modern History, Ancient History and Legal Studies.

CONTACT NAME: Head of Department – Angela Ross
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: aross58@eq.edu.au
ENGLISH FOUNDATION

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

IN THIS SUBJECT YOU WILL LEARN TO:
- develop and improve your existing reading, writing, speaking, viewing and listening skills.
- communicate in a variety of contexts that extend to people and places outside of school.
- complete assessment that contains both written and spoken tasks, in-class responses and assignment work.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Learning ways to improve your reading, writing, speaking, listening, and viewing.
- Expressing ideas and opinions.
- Using your imagination in constructive ways.

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

COURSE OUTLINE AND ASSESSMENT:
At the end of each unit, an assessment piece is completed related directly to the course of study, including:
- Multimodal presentation
- Persuasive Speech
- Written Victim Impact Statement
- Analytical Essay
- Short Story
- Multimodal presentation

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

HOMEWORK:
Homework is an essential part of the English Foundation course. Class time is set for assignment work but it is expected that students work on tasks at home. Other items such as spelling lists and grammar activities will be set as part of the unit as homework and it is part of the course requirements that homework be completed.

FUTURE OPTIONS:
English Communication (a Senior Authority Registered Course) in Years 11 and 12.

CONTACT NAME: Head of Department – Angela Ross
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: aross58@eq.edu.au
FOOD STUDIES

AIM OF SUBJECT:
- To give students the opportunity to apply knowledge gained in a very practical way, by planning, preparing, presenting and evaluating functions.
- Designed as an introduction to Hospitality in Years 11 and 12.

IN THIS SUBJECT YOU WILL LEARN:
- hygiene and Workplace Health and Safety expectations in relation to hospitality establishments
- careers in the hospitality sector.
- food service and presentation skills.
- food preparation skills.
- function planning process.
- management and decision-making skills.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Working independently
- Working with other people in groups
- Listening to and communicating with others
- Completing tasks.
- Being creative, with a focus on quality presentation.
- Applying theory to practical situations.

WHY HOSPITALITY?
- Provides students with a range of skills useful when applying for part-time jobs in the food service industry.
- Prepares students in a range of areas, including practical skills, for their everyday life.
- Prepares students for further studies in Home Economics and Hospitality.
- Exposes students to a range of career possibilities in the hospitality Industry.

COURSE OUTLINE:
Topics studied could include:
- Garnishing and presentation techniques
- Food service and menu planning techniques
- Different cookery methods
- Aspects of the hospitality industry

ASSESSMENT:
- Assessment may include continuous practical assessment, practical cooking exams, coffee shop function, theory exams and function planning assignments.

HOMEWORK:
- Students will be given homework or set tasks related to in-class assignment work.

COST:
- All necessary practical equipment (ingredients, take home containers etc) can be arranged via a fee paying option or students can supply their own resources.

FUTURE OPTIONS:
- Years 11/12 – Home Economics, Hospitality
- Beyond school – chef, cook, hotel manager, food technologist, food stylist, waiter, bartender, restaurant owner or baker

CONTACT NAME: Head of Department – Cameron Ross
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cross55@eq.edu.au
FOUNDATION MATHEMATICS (MAF)

AIM OF SUBJECT:
- To develop mathematical problem solving skills for beginning work or job training.

IN THIS SUBJECT YOU WILL LEARN TO:
- develop interconnected concepts in both number and space.
- develop a broad range of mathematical processes including general thinking and problem solving.
- develop a positive frame of mind, which encourages initiative, cooperation and the application of mathematical concepts and processes in a logical and purposeful manner.
- develop an appreciation of the place of mathematics in society.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Analysing, calculating, classifying, comparing, counting, estimating, explaining, inferring, measuring, organising, patterning, representing, validating
- Using previously acquired knowledge (concepts and processes) to satisfy the demands of new or unfamiliar situations

WHY FOUNDATION MATHEMATICS?
- To be able to function in the workplace.
- To develop problem-solving skills that may be applied in other areas.
- To develop a basis for further study in prevocational mathematics.

COURSE OUTLINE:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability from the National Curriculum Year 10 Syllabus

Every opportunity is given for mastering the techniques and applications of each unit.

ASSESSMENT:
- Test
- Assignment
- Class projects/tasks

Student’s ability to demonstrate learned techniques, problem solving abilities and communication of ideas will be used to determine the result in this subject. Assessment will be adjusted to allow students to demonstrate their abilities with each topic.

HOMEWORK:
- One hour thirty minutes per week

FUTURE OPTIONS:
- Prevocational mathematics
- Work
- Traineeships
- School based apprenticeships

Prevocational Maths is not suitable as a pre-requisite for university or some TAFE style courses.

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

Senior OP Course offered to year 10s via Variable Progression Rate (VPR)

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.
GRAPHICS

AIM OF SUBJECT:
- To develop graphical skills and processes.
- To help students refine problem solving.
- To promote higher order thinking.
- To prepare students for Senior Graphics (OP subject).

IN THIS SUBJECT YOU WILL LEARN:
- Design based graphics.
- How to create 2-dimensional and 3-dimensional drawings in Computer Aided Design (CAD).
- Render in the 3-dimensional scope of CAD.
- The benefits Graphics can provide for future employment.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Creative thinking
- Analysing problems
- Sketching
- Developing your ideas
- Hand-eye coordination

WHY GRAPHICS?
- It will open up the world of design using Information Technology and Communication allowing you to witness the possibilities of future employment fields.
- The world of Computer Aided Design and Computer Aided Manufacture will become more apparent to our everyday functions.
- The processes and functions of graphic design will be made clearer.

COURSE OUTLINE:
- Pictorial projections
- Orthographic projection
- Solid geometry
- Perspective views
- Marketing and business graphics

ASSESSMENT:
There are three main criteria in Graphics and each of these areas will be assessed to produce the overall result. They are:
- Knowledge and Understanding
- Reasoning
- Presentation

HOMEWORK:
Theory revision, 60 minutes per week.

FUTURE OPTIONS:
- Graphics
- Technology Studies
- Industrial Graphics Studies
- Tertiary Studies

CONTACT NAME:  Head of Department – Christina Rekort-Blundell
PHONE:  07 5545 7222
FAX:  07 5545 7200
E-MAIL: creko1@eq.edu.au
GRAPHICS AND DESIGN (GRD)

AIM OF SUBJECT:
Students learn to design using 3D computer graphics and produce projects using 3D digital equipment (3D printers, CNC Router, Laser Cutter) as well as in a clean workshop safely using a range of hand and power tools and materials. We use a range of materials and software to try to solve problems and produce prototypes. We introduce students to a design process that allow them the opportunity to be creative within a supportive and clear framework.

This subject uses more technology to make products than ITD so requires less hand skills but develops more computer skills and problem solving / redesigning skills. GRD is the subject catering for budding inventors and thinkers who enjoy a challenge. Producing a range of projects we aim to develop each student’s confidence, independence and skills in a fun, safe and supportive environment.

IN THIS SUBJECT YOU WILL LEARN TO:
• Use sketching and digital media to communicate ideas and develop solutions.
• Be creative integrating a range of materials.
• Extensive use of technology like Computer Controlled manufacturing equipment (CNC Router, 3D Printers, AUTOCAD Design Software).
• Work as individuals and as a team.
• Safely use a basic range of hand and power tools confidently to enhance projects if required.

WHY GRAPHICS AND DESIGN?
Understanding and applying the design process is a skill we need and use every day when problem solving, whether it is a theoretical or practical problem.

GRD is the junior foundation subject of our “OP” (soon to be ATAR) courses in senior subjects. If you are interested in University entry in the areas of Engineering, Architecture, Design and many others, then this is a good start.

Developing pride in their work and learning to share their achievements with their peers and families are important parts of each child’s development as they explore their interests and opportunities offered at a secondary school.

We work hard to provide a supportive environment for all students who select GRD and work together to provide a positive experience for all.

COURSE OUTLINE
Projects include:
- Trebuchet Challenge.
- Bridge Modelling.

ASSESSMENT
Students complete a range of assessment tasks including -
- digital design folio
- Built/manufactured prototypes
- Computer aided drafting tasks

FUTURE OPTIONS
GRD is available for all students through to year 12 Technology Studies and Senior Graphics and can be a solid foundation for many students wanting to pursue a university entrance in design based courses. Many students select GRD as a subject to build their technology skills and to complement their other STEM (Science, Technology, Engineering, Maths) subject selections.
CONTACT NAME:  Head of Department – Peter Brose  
Flying Start Specialist Teacher - Martin Bannard

PHONE: 07 5545 7222 55457222
FAX: 07 5545 7200 55457200
EMAIL: pbros2@eq.edu.au  mbann21@eq.edu.au
AIM OF SUBJECT
To provide students with the understanding and skills they need to cope as citizens and decision makers in our ever-changing and complex world.

To gain valuable insight into the world in which we live: its ancient and contemporary history, Australia’s role in international affairs and significant people from different eras studied.

IN THIS SUBJECT YOU WILL LEARN TO
- Expand your knowledge and understanding of ancient societies and civilisations.
- Investigate historical backgrounds, changes, motives, causes and effects.
- Develop your knowledge about Australia, its people, its heritage and our place in the world.
- Extend your skills in research, investigation, decision-making, interpretation and reflection.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT
- Recalling relevant information
- Interpreting evidence, text, pictures and maps
- Gathering evidence from a variety of sources
- Developing clear and logical interpretations and explanations of evidence
- Reporting and presenting findings clearly and concisely

WHY HISTORY?
- To better equip yourself with the skills needed for senior subjects and university study.
- To gain a greater understanding of yourself as a human being through study of ancient and modern societies.
- To develop knowledge, abilities and ethical commitment necessary to participate as active citizens in shaping the future.

COURSE OUTLINE
A series of themes and studies will be completed through the one year course.
- Unit 1: World War II and Australia’s involvement
- Unit 2: Rights and Freedoms
- Unit 3: Ancient History Unit (Ancient Rome or Greece)

ASSESSMENT
This subject incorporates multi-level activities and assessment which provide opportunities for extension and consolidation.
- Multi-modal research presentation
- Short response test
- Written research assignment
- Response to stimulus exam

FUTURE OPTIONS
Senior subjects such as Geography, Modern History and Ancient History and further university studies.

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

AIM OF SUBJECT:
- To provide students with the knowledge and skills, which project a positive personal and family living environment for the present and the attitudes and values to maintain this positive environment in the future.

IN THIS SUBJECT YOU WILL LEARN:
- that Home Economics draws from a diverse background including biological, physical and social sciences, economics, art and design.
- to solve these everyday living issues with decision-making and problem-solving focus.
- Literacy, Numeracy and ICT skills within the context of this subject.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Collecting, organising and analysing information.
- Communicating.
- Planning and organising activities.
- Working with others.
- Using mathematical ideas and techniques.
- Solving problems.
- Using a variety of technologies.
- Practical skills in textiles & cooking.

WHY HOME ECONOMICS?
- Concerned with the study of individuals within the context of their everyday lives.
- Addresses the provision of food, clothing, shelter and the quality of relationships that occur between people.
- To engage in practical, real-life situations.
- Principles of management, decision-making and problem-solving are the focus.

COURSE OUTLINE:
Topics studied could include:
- The health of individuals and society
- Budgeting
- Food and the lifecycle
- Social issues for individuals and families
- Adolescent health
- Textile & fashion design
- Food technology
- Creative textile crafts

ASSESSMENT:
- Assessment may include continuous practical assessment, practical cooking exams, theory exams, spelling tests and assignments.

HOMEWORK:
- Students will be given homework or set tasks related to in-class assignment work.

COST:
- All necessary practical equipment (ingredients, fabric etc.) can be arranged via a fee paying option or students can supply their own resources.

FUTURE OPTIONS:
- Years 11/12 – Home Economics, Hospitality, Early Childhood Practices
- Beyond school – nutritionist, dietician, food technologist, food stylist, hotel manager, fashion designer, dressmaker, textile machinist, childcare group leader, teacher, social worker, psychologist, nurse, occupational therapist, interior designer

CONTACT NAME: Head of Department – Cameron Ross
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cross55@eq.edu.au
INDUSTRIAL TECHNOLOGY AND DESIGN (ITD)

AIM OF SUBJECT
Students learn to work in a workshop safely using a range of hand and power tools. We use a range of materials including plastics, sheet metals and timber. We introduce students to a design process that allow them the opportunity to be creative within a supportive and clear framework.

Producing a range of projects we aim to develop each student’s confidence, independence and skills in a fun, safe and supportive environment.

IN THIS SUBJECT YOU WILL LEARN TO
- Use sketching and digital media to communicate ideas.
- Be creative using a range of materials.
- Use technology like Computer Controlled manufacturing equipment (CNC Router, 3D Printers, CAD Design Software).
- Work as individuals and as a team.
- Safely use a range of hand and power tools confidently to produce projects.

WHY INDUSTRIAL TECHNOLOGY AND DESIGN?
Understanding the design process and also how to read and follow drawings and instructions are important skills for all children to learn.

Developing pride in their work and learning to share their achievements with their peers and families are important parts of each child’s development as they explore their interests and opportunities offered at a secondary school.

We work hard to provide a supportive environment for all students who select ITD and work together to provide a positive experience for all.

COURSE OUTLINE
Projects include:
- CO2 Rocket Car.
- Ammo Box.
- Camp Stool.

ASSESSMENT
Students complete a range of:
- computer based safety modules (ONGUARD SAFETY)
- practical tasks
- digital folio to record their achievements

FUTURE OPTIONS
ITD is available for all students through to Year 12 (ITU) and is the foundation for many students wanting to pursue a trade. Many students select ITD as a subject to build their hand skills and develop skills for a range of hobbies or to complement their other Technology subject selections.

CONTACT NAME:  Head of Department – Peter Brose  Flying Start Specialist Teacher - Martin Bannard
PHONE:  07 5545 7222  55457222
FAX:  07 5545 7200  55457200
JAPANESE

AIM OF SUBJECT:

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

IN THIS SUBJECT YOU WILL LEARN HOW TO:

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

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

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

WHY JAPANESE?

- For Queenslanders, the study of Japanese is especially important given the strong ties with Japan.
- Due to links in tourism, commerce, culture and education between Australia and Japan, our students will be brought more and more into contact with Japanese speaking people.
- Japanese lifestyle, cuisine, art and sport are becomingly increasingly familiar through the media and personal contact.
- As some of our students take the opportunity to travel to Japan, willingness to use their Japanese skills will enrich their travel experience and help in developing lasting friendships.
- Japanese High School Exchange Visits in July/August each year. Your chance to be a host student!
- Japan Study Tour held usually every two years – next trip September 2017.
- Japanese animation and cooking!

COURSE OUTLINE:
The following topics will be covered:

- Weather, seasons and cultural celebrations
- Town planning including shopping, map reading, role-play in a shop/restaurant
- Globalisation and successful citizens

ASSESSMENT:
Each term:

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

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
FAX: 07 5545 7200
MATHEMATICS

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 Year 10, there are three level of Maths:

- **[MAF] - Foundation** classes are small and follow a highly structured, back-to-basics course, specifically designed for students whose Numeracy needs are very high.
- **[MAT] - Core** classes are for students who find Mathematics a little challenging and need a little extra help to succeed.
- **[MAX] - Extension** classes are for students who have excellent Mathematical skills and enjoy the opportunity to study a more challenging course.

In choosing a level of Maths students need to consider:
- How they have performed in Year 9 Maths → What level of Maths does this “suggest” they do?
- What level of Maths do they intend to study in Years 11 and 12 → What level of Maths does this “suggest” they need?

### TOPICS

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Core</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the National Curriculum Year 10 Maths Syllabus → Number and Algebra; Measurement and Geometry; Statistics and Probability</td>
<td>From the National Curriculum Year 10 Maths Syllabus → Number and Algebra; Measurement and Geometry; Statistics and Probability</td>
<td>From the National Curriculum Year 10 Maths Syllabus → Number and Algebra; Measurement and Geometry; Statistics and Probability as well as Introduction to Functions, Quadratic Functions, Trigonometry, Exploring Data, Modelling Data with Functions, Indices, Further Functions, Financial Maths and Probability</td>
</tr>
</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Core</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Tasks</td>
<td>In Class Tasks</td>
<td>Tests have two complete parts Knowledge – Basics and Modelling – Application completed over 2 days mirroring the Senior Maths A,B,C way of testing</td>
</tr>
<tr>
<td>Tests broken down into small parts completed over many days</td>
<td>Tests broken down into parts completed over 2 days</td>
<td>Significant Assignments</td>
</tr>
<tr>
<td>Small assignments</td>
<td>Assignments</td>
<td></td>
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</tbody>
</table>

For all levels of Year 10 Maths there is an expectation that student will have a weekly program of Homework to complete.

**CONTACT NAME:** Head of Department Senior Maths – Glen Washburn  
**PHONE:** 07 55457222  
**FAX:** 07 55457200  
**EMAIL:** vwash1@eq.edu.au
MEDIA STUDIES

AIM OF SUBJECT:
- To allow students to design, produce and critique a variety of media products such as television and film from newspapers, film and television, advertising and video games.

IN THIS SUBJECT YOU WILL LEARN TO:
- Refine your understanding of the way media texts are constructed and respond critically about the institutions that create them.
- Apply past knowledge and analyse the ways in which texts can be used to manipulate their target audience.
- Think independently and develop time management skills by engaging in a variety of group work tasks.
- Work practically to create a variety of media texts in response to real-world issues.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Creativity
- Working with others
- Communicating and expression
- Analytical skills

WHY MEDIA STUDIES?
- We live in a media-saturated society. The underlying philosophy of media studies is that knowing how media texts are created is just as important as knowing what they contain.
- A career in advertising, radio, journalism, photography, public relations, film or television production.

COURSE OUTLINE:
- Foundation unit – Film and Television languages and technologies
- Television genres and bias in the media
- Social commentary
- Stop-motion animation and documentary production
- Film genres – codes and conventions

ASSESSMENT:
- Written – literacy skills
- Oral presentations – literacy skills
- Design tasks – scriptwriting/storyboarding
- Video production
- Podcasts

HOMEWORK:
Students will be required to work on individual homework tasks, but must be aware that there is a significant percentage of the subject that will require students to work in groups. As a result, students must be prepared to find time outside of class to work together on assessment. Some individual research is also a requirement of homework.

COST:
This subject attracts a $50 levy for the full year. This levy will cover the cost of storage media, music licensing and competition fees, as well as the expense of servicing and updating equipment such as HD video cameras, tripods, lighting, computers and programs.

FUTURE OPTIONS:
- Years 11 and 12 Film, Television and New Media
- Career in advertising, radio, film, journalism, public relations, visual arts and television production

CONTACT NAME:  
Head of Department – Cheryl Dundas  
Subject Coordinator – Alison Smith

PHONE:  
07 5545 7222  
07 5545 7222

FAX:  
07 5545 7200  
07 5545 7200

E-MAIL:  
cund2@eq.edu.au  
asmit161@eq.edu.au
MUSIC

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

IN THIS SUBJECT THE STUDENT WILL LEARN:
- To expand and develop knowledge about music and its structure.
- To explore the music of various composers, countries and cultures.
- To experience the aesthetics of music through expressive and communicative performances.
- To understand the unique aspects of music through composing.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Having an enthusiasm to learn the many attributes of music through performance, composition and musicology.

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

COURSE OUTLINE:
- Composition eg. Composing an original piece using a variety of resources/software.
- Musicology eg. History and development of music.
- Performance eg. Instrumental and/or vocal.

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

HOMEWORK:
- The student will be required to complete homework on a regular basis. This may include short written tasks or short composition tasks. These may contribute to the assessment. Performance tasks are usually completed during class time.

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

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

CONTACT NAME:  
Head of Department – Cameron Ross  
Subject Coordinator – Cam Hart

PHONE:  
07 5545 7222  
07 5545 7222

FAX:  
07 5545 7200  
07 5545 7200

E-MAIL:  
cross55@eq.edu.au  
chart25@eq.edu.au
PHOTOGRAPHY

AIM OF SUBJECT:
- Photographic images represent a powerful and persuasive form of communication.
- To be visually literate.
- To think, create and question.
- To provide skills to interpret and express ideas.

IN THIS SUBJECT YOU WILL LEARN TO:
- use photographic processes, techniques and skills for creating photographic images.
- develop creative thinking and problem solving skills for effective visual communication.
- appreciate Photography through analysis and interpretation.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Using your mind in creative ways.
- Using your eyes to improve observation.
- Using your hands to create photographic images.
- Appraising photographs.

WHY PHOTOGRAPHY?
- Photography stimulates creative and mental growth.
- Photography enhances perceptual development, critical discrimination and problem solving skills.
- Visual literacy, self-expression and emotional development are fostered.

COURSE OUTLINE:
- Camera Operation (SLR & Compact)
- Basic Darkroom Photography
- Photography Without a Camera
- Documentary Photography
- Photojournalism
- Photographic Enhancing
- Photographic History
- Appraisal

ASSESSMENT:
- Practically and theoretically based
- Folio of work
- Photographic Appraisal Task. (1 per semester)
- Photographic notebook
- Literacy skills and knowledge

COST:
This subject attracts a levy of $50 for the full year. The levy will cover the cost of photographic paper and chemicals, mount card and transparencies. It also covers the expense of replacing, servicing and updating equipment and materials used such as cameras, tripods, lighting, computers and programs.

HOMEWORK:
Assignment work and finishing practical tasks, and some research and written reflections.

FUTURE OPTIONS:
Senior Subjects such as Art, Photography and Film, Television and New Media.

CONTACT NAME: Head of Department – Cheryl Dundas
PHONE: 07 5545 7222
FAX: 07 5545 7200
E-MAIL: cdund2@eq.edu.au
PHYSICAL EDUCATION

AIM OF SUBJECT:
- To learn a wide variety of physical skills for a range of sports and games.
- To understand the importance of a healthy lifestyle and how to achieve this.
- To develop skills and knowledge that allows you to make informed decisions about physical activity and personal fitness.
- To allow students to become self-directed, interdependent and independent learners.

IN THIS SUBJECT YOU WILL LEARN TO:
- select and use information and apply problem solving and decision making strategies about physical activity and personal fitness.
- develop skills necessary for creating and maintaining positive interactions and relationships.
- identify and take part in a variety of physical activities that contributes to the development of particular components of health related fitness.
- demonstrate performance in physical activities that reflects an ability to implement tactical strategies.
- Write research reports and analytical essays.
- use Literacy, Numeracy and ICT skills within the context of this subject.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Participating in and having an interest in sports, games and physical activity.
- Using previously gained knowledge and relating it to physical activity and personal fitness.
- Interacting with others.
- Competent writing skills.

WHY PHYSICAL EDUCATION?
Physical Education provides a foundation for developing active and informed citizens, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Theoretical</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill acquisition</td>
<td>Badminton</td>
</tr>
<tr>
<td>Systems of the body</td>
<td>Volleyball</td>
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<tr>
<td>Exercise physiology</td>
<td>Touch</td>
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<tr>
<td>Biomechanics</td>
<td>Resistance training</td>
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<td></td>
<td>Basketball</td>
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<td>Athletics</td>
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</tbody>
</table>

ASSESSMENT:
- The assessment covers both theoretical and practical components and is purposeful, systematic and ongoing. Information is collected about students’ ability to demonstrate learning outcomes. The assessment will:
  ➢ develop student’s capacities to monitor their own progress.
  ➢ promote lifelong learning in physical education.
  ➢ be comprehensive, reliable and valid.

HOMEWORK:
Theoretical: 60 minutes per week.
Practical: Engage in physical activity at least three times each week.

FUTURE OPTIONS:
- Health and Physical Education Teacher
- Personal Trainer
- Sports Coach
- Senior subjects such as Senior Physical Education

CONTACT NAME: Head of Department – Cameron Ross
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cross55@eq.edu.au
PROGRAMMING CODING

This subject leads students onto this pathway

This subject is good for students interested in
- Understanding how applications/programs work; not about playing games or using apps
- Solving problems ➔ learning skills to create solutions and use a variety of tools to implement these solutions
- Developing an awareness of how the digital realm works ➔ computers, networks, the cloud and software

This subject will use tools such as:
- Netbeans - netbeans.org – Java Code Editor

Student will learn through the D-D-E process (Design – Develop – Evaluate) applied to a variety of problems to develop solutions. Collaborative design methodologies will be explored as well.

The goal of this subject is to introduce students to
- Explore the concept of encryption and decryption of plain text to secure sensitive information in accordance with security and privacy principles
- Identify security vulnerabilities (in very general terms) in common network configurations and discuss different ways to store, secure and compress data in networked information systems
- Resolve conflicts between functional and non-functional requirements by applying stakeholder priorities
- Create object-oriented data models and digital solutions
- Design and evaluate complex algorithms to interpret and process data using a modular approach
- Plan and manage a collaborative project using an iterative approach, identifying risks and establishing protocols to protect project data.

Students will be assessed through the development of a portfolio of digital solutions.

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

Mark Zuckerberg
Creator of Facebook
Founder of Facebook
Main Language: PHP
In November 2010, six years after it was created, Facebook’s value reached the $40 billion mark, surpassing eBay and becoming the third largest U.S. Web company.
Year 10 Science is the gateway to the Senior Sciences of Chemistry, Biology and Physics. There is an expectation that any student wishing to study a Senior Science will need to take and pass Year 10 Science.

To be able to succeed in Year 10 Science students are highly recommended to have the following grades: Year 9 English (not Foundation) A or B, Year 9 Maths (not Foundation) A or B, and Year 9 Science A or B.

In Science students look at a variety of topics:
- Heredity and Reproduction
- Genetics and Evolution
- Atoms and Molecules
- Reactions
- Forces and Motion
- Energy
- Global Systems – Climate and Life
- Astronomy

Students will be assessed in a number of ways:
- Testing
- Projects
- Assignments
- Report writing

In Senior Science an Extended Experimental Investigation (EEI) is a very important form of assessment. In year 10 Science students are exposed to this form of assessment.

Students will be expected to complete a weekly program of Homework

For further information please contact
Glen Washburn (HOD Sen Mat/Sci) ph. 5545 7222 or vwash1@eq.edu.au
TEXTILES AND DESIGN

WHY STUDY TEXTILES AND DESIGN?
Entering the middle/senior phases of schooling can be a challenging time for you as a student. You will have to organise your time to ensure you have an equal focus on all your subjects, as well as a balance between school, home, work, sporting and social commitments.

Textiles and design gives you the opportunity to develop your creativity and inspire your artistic passion. You will have time to design and create products from focus areas such as – apparel, costume, textile arts, furnishings and non-apparel. You may see Textiles and Design as a ‘break’ from the rigours of subjects that are perhaps more theory-driven, as a large percentage of the content involves practical application. Technology is also an essential component of the course as there will be opportunities to use your ICT skills to create supporting documentation, storyboards and for computer-aided designing.

WHERE CAN TEXTILES AND DESIGN TAKE YOU?
Textiles and Design will provide you with the opportunity to create a folio to showcase your creativity, this folio of creativity can be further developed throughout your senior years as well as support other creative subject areas you may undertake. Many design courses at TAFE and university accept students after viewing a folio during an interview. Studying Textiles and Design can lead to many different study and career paths:
- Fashion designer
- Interior designer
- Costume designer
- Technology teacher
- Retail buyer (shop for companies for a living!)
- Journalist
- Fashion illustrator
- Milliner
- Textile technician
- Textile mechanic
- Industrial textiles fabricator

Even if you decide not to develop a career in design, the study of Textiles and Design will provide skills for leisure activities that can be used throughout your life.

COURSE TOPICS:
Topics studied in Textiles and Design could include:
- Fashion throughout History
- Types of Design
- Communication Techniques
- Properties and Performance of Textiles
- Environmental Sustainability and Textiles Consumption

ASSESSMENT:
- Assessment will include products (continuous practical assessment), project/investigation type assessments and extended response to stimulus.

CONTACT NAME: Head of Department – Cameron Ross
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cross55@eq.edu.au