CONTENTS

To Senior Students and Parents/Caregivers .................................................. 2
A Guide to Choosing Senior Subjects ............................................................... 3
Useful Internet Sites for Career Planning .......................................................... 5
VET ................................................................................................................. 6
The Queensland Certificate of Education (QCE) ............................................. 7
Subjects/VET Certificates proposed for 2012 .................................................. 8
Queensland Certificate of Individual Achievement ......................................... 9
Griffith University Guaranteed Offer for Engineering ................................. 9

Authority subjects
Ancient History .................................................................................................. 11
Art ..................................................................................................................... 12
Biological Science ............................................................................................ 13
Business Management ...................................................................................... 14
Chemistry ......................................................................................................... 15
Dance ................................................................................................................ 16
Drama .............................................................................................................. 17
English ............................................................................................................. 18
Film, Television & New Media ......................................................................... 19
Geography ....................................................................................................... 20
Home Economics ............................................................................................. 21
Information Processing & Technology ......................................................... 22
Japanese ........................................................................................................... 23
Legal Studies .................................................................................................. 24
Mathematics A ............................................................................................... 25
Mathematics B ............................................................................................... 26
Mathematics C ............................................................................................... 27
Modern History ............................................................................................... 28
Music ................................................................................................................. 29
Physical Education ......................................................................................... 30
Physics ............................................................................................................ 31
Senior Graphics (OP) .................................................................................... 32
Technology Studies ....................................................................................... 33

VET Certificates and Authority-registered subjects
Certificate III in Sport and Recreation (SIS30512) ........................................ 35
Certificate II in Hospitality (SIT20212) .......................................................... 37
Drama Studies (Theatre Excellence Program) ................................................ 39
Early Childhood Practices ............................................................................. 40
English Communication .................................................................................. 42
Industrial Graphics Studies (IGS) ................................................................. 43
Industrial Technology Studies (ITS) .............................................................. 44
Photo-Imaging Studies .................................................................................... 45
Prevocational Maths ....................................................................................... 47
Visual Arts ..................................................................................................... 48
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:
  - Access to the Tertiary Prerequisites 2015 – QTAC booklet.
  - Consulting the listing of jobs in the Queensland Job Guide.
  - Accessing the library of materials in the Guidance Officer's room and Resource Centre.
  - Career guidance based on computer analysis of interests – Career Builder.
  - Completion by each Year 10 student of a Senior Education and Training Plan (SETP).
  - Career Information Service (cis.qsa.qld.edu.au).

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
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* 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 *Tertiary Prerequisites 2015* book provides information on the selection criteria for entry to university and TAFE courses in 2015.

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 Education and Training (VET) 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.

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”.
- 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.
Consider taking some VET 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 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 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 – Teachers, Heads of Departments, Guidance Counsellor, 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**
- myfuture – [www.myfuture.edu.au](http://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**


**Specific occupations**
- Electrical, electronic and communications – [www.neca.asn.au](http://www.neca.asn.au)
- Film & TV industry – [www.afc.gov.au](http://www.afc.gov.au) (Click FAQs)
- Nursing – [www.thinknursing.com](http://www.thinknursing.com)
- Retail – [www.retail.org.au](http://www.retail.org.au), [www.nra.net.au](http://www.nra.net.au)

**Working conditions**
- Australian Council of Trade Unions – [www.worksite.actu.asn.au](http://www.worksite.actu.asn.au)

**Training Sites**

**Financial assistance**

**Queensland education sites**
- Queensland Studies Authority – [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)
- Queensland Tertiary Admissions Centre – [www.qtac.edu.au](http://www.qtac.edu.au)

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

**Job Search**

**Guide for students with disabilities – some tertiary examples**
TMSHS recognises the value of Vocational Education and Training (VET) programs for school students as an integral part of a sound general education.

Our school is a Registered Training Organisation (RTO), under the Australian Skills Quality Authority (ASQA), our National Provider Number is 30624.

**WHAT IS VET?**

VET is a structured sequence of training and education recognised across Australia. It is delivered in the form of accredited competencies from endorsed training packages, leading to recognised qualifications under the Australian Qualifications Framework.

**WHICH STUDENTS UNDERTAKE VET?**

Students undertaking:
- recognised VET as part of the post compulsory curriculum programs.
- Australian Apprenticeships (the new name for School Based Traineeships & Apprenticeships) while studying for their Senior Certificate.
- five Authority subjects (qualifying them for an Overall Position “OP”) and selecting one VET for interest or simply to enhance part time employment opportunities while studying at university.
- a course that interests them knowing that they may still qualify for tertiary study by gaining a selection rank.

Certificates currently available in Senior at TMSHS are:
- Certificate III in Sport and Recreation
- Certificate II in Hospitality

**WHO WILL ASSIST AND GIVE ADVICE?**

The VET Coordinator (Mr Cameron Ross) has information regarding the components of VET and will be able to assist you to choose subjects consistent with chosen career paths. A handbook is provided for all VET students when they commence a VET course.

As well, TMSHS has the services of a Workplace Learning Coordinator. Students who are interested in Australian Apprenticeships can see the Workplace Learning Coordinator (Mrs Cox) who will investigate a suitable placement.

**BENEFITS OF VET**

- Meeting the curriculum needs and interests of young people and making school learning experiences more relevant to their lives and aspirations.
- Enhancing the career and employment opportunities for young people by maximising post-school further education, training and employment pathways.
- Helping to prepare young people for employment and the world of work.
- Providing opportunities for school students to reinforce and consolidate general learning in more applied contexts.

Cameron Ross
VET 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 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>credit</th>
<th>Preparatory</th>
<th>credit</th>
<th>Enrichment</th>
<th>credit</th>
<th>Advanced</th>
<th>credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Authority or Authority-registered subject* (except Functional Maths/English)</td>
<td>4</td>
<td>• VET certificate 1 (maximum of 2 can count)</td>
<td>2</td>
<td>• a recognised certificate or award in areas such as music, dance, drama, sport and community development</td>
<td>1</td>
<td>• a one-semester university subject achieved while at school</td>
<td>2</td>
</tr>
<tr>
<td>• Senior external examination</td>
<td>4</td>
<td>• an employment skills development program (only 1 can count)</td>
<td>2</td>
<td>• a negotiated workplace, community or self-directed learning project</td>
<td>1</td>
<td>• a two-semester university subject achieved while at school</td>
<td>4</td>
</tr>
<tr>
<td>• VET Certificate II</td>
<td>4</td>
<td>• a re-engagement program (only 1 can count)</td>
<td>2</td>
<td>• structured workplace or community learning</td>
<td>1</td>
<td>• competencies in a diploma or advanced diploma over at least one semester (or its equivalent)</td>
<td>2</td>
</tr>
<tr>
<td>• VET Certificate III – IV</td>
<td>4</td>
<td></td>
<td></td>
<td>• Authority extension subject</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• school-based apprenticeship and traineeship</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>• tailored training program</td>
<td>4</td>
<td></td>
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<tr>
<td>• international learning program</td>
<td>4</td>
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</tbody>
</table>

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

Queensland Studies Authority
## SUBJECTS/VET CERTIFICATES PROPOSED FOR 2014

<table>
<thead>
<tr>
<th>Authority Subjects (Subjects which contribute to OP eligibility)</th>
<th>VET Certificates &amp; Authority-registered subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Certificate III in Sport and Recreation (SIS30512)</td>
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<td>English</td>
<td>Photo-Imaging Studies</td>
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<tr>
<td>Film, Television and New Media</td>
<td>Prevocational Maths (PVM)</td>
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<tr>
<td>Geography</td>
<td>Visual Arts Studies (VAS)</td>
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<td>Home Economics</td>
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<td>Information Processing and Technology</td>
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<td>Japanese</td>
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<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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<tr>
<td>Modern History</td>
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<tr>
<td>Music</td>
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<tr>
<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)
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

2. **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.

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**GRIFFITH UNIVERSITY GUARANTEED OFFERS FOR DEGREE COURSES**

TMSHS has negotiated an agreement with Griffith University. We may nominate OP eligible students who gain High or Very High Achievements in relevant subjects (nominated by Griffith University) for guaranteed acceptance into a wide range of degree courses. If interested see the Guidance Officer for details about the nominated subjects for each degree.
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.

IN THIS SUBJECT YOU WILL 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.

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.

PREREQUISITES:
Sound achievement in English

WHY ANCIENT HISTORY?
- Ancient History is a very interesting subject for students who are motivated to learn about why our world is like it is.
- It teaches many of the skills used in the Queensland Core Skills Test.

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
- Influences of groups in history – Slavery in Ancient Rome

ASSESSMENT:
- Extended written responses to historical evidence
- Written research tasks
- Non-written presentations
- Response to stimulus exams

HOMEWORK:
- Students would need to devote at least two hours of homework per week.
- Students must read widely using the historical texts and articles, as well as watching relevant and interesting documentaries in their own time. This will assist with their appreciation of the subject as well as their general interest in history.

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

Subject Area Coordinator – Liz Taylor
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: etayl29@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 ‘The Multiple’, ‘Adorn’, ‘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
• Art Critic
• Desk Top Publisher
• Film & TV
• Interior Designer
And much more!
• Artist
• Arts Administrator
• Jeweller
• Archaeology
• Arts & Cultural Planner
• Graphic Designer
• Set & Stage Designer
• Teacher
• Gallery Director
• Fashion Designer
• University & TAFE art courses

CONTACT NAME:  Head of Department – Cheryl Dundas
PHONE:  07 5545 7222
FAX:  07 5545 7200
EMAIL:  cdund2@eq.edu.au
AIM OF SUBJECT:
Biology is concerned with the study of natural systems of the living world. The two fields covered are the diversity of plants and animals and their interaction with each other and their environment and the internal systems of the body in both plants and animals.

IN THIS SUBJECT YOU WILL GAIN:
• a knowledge and understanding of the living world.
• the capacity to identify, gather, manipulate and process information in the context of scientific and field investigations.
• the capacity to communicate competently in various formats on biological issues.
• an appreciation of the complexity and beauty of biological phenomena.
• a recognition of the unique characteristics of Australian ecosystems.
• an appreciation that Homo sapiens occupy a unique position in the biosphere and from this position derives certain responsibilities for its stewardship.
• an ability to apply biological understanding, skills and mental processes to public issues.

IT WILL HELP IF YOU ARE GOOD AT:
• collecting and organising information and data.
• designing and performing experiments.
• analysing and interpreting data.

COMMUNICATION:
• communicating information in various contexts.
• listening and formulating questions.

PREREQUISITES:
Junior Science with at least a good sound level of achievement is recommended.

WHY BIOLOGICAL SCIENCE?
Biological Science is recommended to students who are:
• considering further study or careers in such areas as biological science, veterinary science, nursing, medicine, biotechnology, aquaculture or environmental science, or
• considering a job or tertiary course in which the ability to solve problems in a scientific manner is of an enormous benefit, or
• are good at, or enjoy Junior Science.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the Microscope</td>
<td>Brave New World.</td>
</tr>
<tr>
<td>(Cells &amp; Microorganisms)</td>
<td>(Ecology – Genetic Engineering)</td>
</tr>
<tr>
<td>SEMESTER 2</td>
<td>SEMESTER 4</td>
</tr>
<tr>
<td>Out of the Closet</td>
<td>Floral Encounters</td>
</tr>
<tr>
<td>(Vertebrates &amp; Invertebrates)</td>
<td>(Plants)</td>
</tr>
</tbody>
</table>

ASSESSMENT:
Information will be gathered by using objective tests, problem solving exercises, assignments, reports of practical work, field report and skills checklists.

HOMEWORK:
Homework is set regularly – 2 hours per week. Set tasks may include summaries, working on problems, revision sheets, preparation of experiments (aims, procedures and data tables), completion of experiment reports and short assignments.

FUTURE OPTIONS:
Science, teaching, nursing and other medical fields. Environmental officers, e.g. park rangers, agricultural and horticultural industries.

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AIM OF SUBJECT:
The main aim of the subject is for students to learn how to run their own business or manage their own department. They will learn how a business is organised and managed, looking at the various departments and roles that are involved in businesses today. This emphasis will be on business in the real world, using examples from the local community and media. Students will 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.
- appreciate how to manage a team in both theory and practice.
- gain knowledge and skills in the activities of marketing, operations management, human resource management and financial management.
- use communication and interpersonal skills when working in groups, to achieve goals.
- 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.

IT WILL HELP IF YOU ARE GOOD AT:
- using technology.
- planning and organising.
- working in teams.
- communicating (both written and oral).

WHY BUSINESS ORGANISATION AND MANAGEMENT?
- It is an Authority subject.

COURSE OUTLINE:

One elective study can include either international business or e-commerce.

ASSESSMENT:
In Business Management, students are assessed on:
- knowledge and understanding of business organisation and management in a range of different business situations.
- the ability to evaluate and to decide upon strategies for action.

Assessment methods include:
- case studies of business practices.
- computer-simulated business management.
- development and presentation of business plans.
- development of research instruments, e.g. questionnaires, interviews and surveys.
- feasibility of a marketing campaign.
- contact with local business mentors and learning logs of personal experiences.

Assessment techniques include a research project, oral presentation, role play, multimedia presentation and group work.

HOMEWORK:
Homework is set regularly and is required to be completed as per school policy guidelines.

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.

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CHEMISTRY

AIM OF SUBJECT:
• Chemistry is the study of the materials of the universe and how they behave. It includes the structure of matter and interactions of matter and energy.
• Chemistry forms the basis of many of the technological innovations of recent history.

IN THIS SUBJECT YOU WILL LEARN:
• Properties, bonding and structure
• Reacting quantities and chemical analysis
• Types of reaction
• Organic chemistry
• Chemical periodicity
• Gases
• Energy and rates of chemical reactions
• Chemical equilibrium

IT WILL HELP IF YOU ARE GOOD AT:
• recalling and applying facts, theories, principles and formulae.
• collecting and organising data.
• interpreting information.
• being logical.
• being observant.

PREREQUISITES:
• Year 10 Science with at least a good sound level of achievement.
• Year 10 Maths with at least a good sound level of Achievement.

WHY CHEMISTRY?
You will be better able to:
• appreciate the impact of chemistry on society.
• make informed decisions about the causes and effect of various chemicals and processes on the environment.

Some students will gain a valuable foundation for entry to university courses in science, engineering or health sciences.

COURSE OUTLINE:
There are two basic themes: structure and reactions. Some topics will be incorporated within contexts, which offer practical applications of chemistry. Eight units of work will be covered.

• Introduction to Chemistry
• Reactions and Stoichiometry
• Chemistry of Colour
• Energy
• Enzymes
• Equilibrium
• Bonding and Geometry
• Organic Chemistry

ASSESSMENT:
• Formal tests
• Closed book and open book
• Laboratory investigations reports
• Extended experimental investigation.

HOMEWORK:
Set homework and regular review of lesson material is essential for progress in this subject (2 hours per week).

FUTURE OPTIONS:
Advancement to tertiary courses.
Careers:
• Chemist (Industrial, Pharmaceutical, Environmental)
• Metallurgist
• Teacher
• Veterinarian
• Physiotherapist
• Agricultural Scientist
• Chemical Engineer
• Laboratory Technician (chemical, biological, medical)
• Doctor
• Nurse
• Sports Scientist

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DANCE

AIM OF SUBJECT:
• To develop enthusiasm and appreciation for different dance styles and history.

IN THIS SUBJECT YOU WILL LEARN:
A variety of styles of dance, gaining knowledge and expertise.

IT WILL HELP IF YOU ARE GOOD AT:
• Rhythm
• Dance
• Expressive movement

PREREQUISITES:
Junior dance in Years 9 and 10 is helpful, but not essential.

WHY DANCE?
A subject designed for both males and females, while looking at a variety of different dance styles you will:
• facilitate self expression.
• build on self-confidence.
• enhance fitness, strength and co-ordination.
• develop appreciation for different styles of dance and different cultures.

COURSE OUTLINE:
Over the two year course you may be involved in the following units:
• Ballet
• Australian Dance
• Contemporary Dance
• Musical Theatre
• Dance and Technology
• Popular Dance
• Tap/Stomp

ASSESSMENT:
Three areas of equal weighting:
• Choreography
• Performing
• Appreciating

Two of these areas will be assessed per unit of work. (Year 11 – 7 pieces of assessment, Year 12 – 7 pieces of assessment).

HOMEWORK:
• Rehearsal and revision of work studied / choreographed in class
• Assessment items, e.g. essays and extended written tasks, choreographic intentions, self evaluations
• Rehearsal in own time is also expected for performance and choreographic tasks

COSTS/EQUIPMENT:
Extra workshops, performances and excursions are arranged and are at times compulsory.
Dance gear required: Dance pants/comfortable pants, suitable top/shirt, blank CDR’s, dance notebook and folder.

FUTURE OPTIONS:
• Performance and choreography work
• Drama and movement
• Dance Research
• Production work
• Performance critics
• Community Dance Practices
• Dance Education
• Performing art technology

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Tamborine Mountain State High School  2014 Senior Studies Handbook
Drama

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:
- 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 Drama?
- 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.

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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.
- critical thinking.
- organising homework and study routines for yourself.

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.
- Keeness 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.

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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 proposals and apply for funding.
• 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
• Directing and Auteur theory
• Australian and Hollywood film industries
• Foreign, Art House and Experimental Films

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 attracts a $100 levy for the full year. This levy will cover the cost of batteries, music licensing, cables and blank DVD’s 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.

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**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.

**IN THIS SUBJECT YOU WILL LEARN:**
- 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.

**PREREQUISITES:**
Sound level in English in Year 10

**WHY GEOGRAPHY?**
- To care for people and the places where they live.
- To develop useful skills in collecting information, planning activities, employing problem solving techniques and understanding cultures.
- The skills developed in this subject should help students do well in the Core Skills Test.

**COURSE OUTLINE:**
1. Managing the Natural Environment: natural hazards and managing river catchments.
2. People and Development: contrasting development with disease and hunger on a global scale.
3. Social Environments: sustaining urban and rural communities and planning places.
4. Resources and Environment: living within physical systems and managing resources.

**ASSESSMENT:**
- Research and field reports
- Practical exercises
- Stimulus response essays
- Short response tests

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

**HOMEWORK:**
Students are required to practise paragraph and essay tasks, given in class, as part of their homework expected minimum 2 hours homework per week in this subject. Practical exercises such as excel graphs and mapping should also be practised.

In addition, wide reading of geographical texts is essential and any student aspiring to attain a HA or VHA must read regularly and thoroughly from a number of magazines / books. Students also need to do field work and assignment work for homework.

**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.

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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:

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.

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AIM OF SUBJECT:
- To investigate the nature of and methods associated with information processing and related technologies, using a computer as the primary tool.
- To appreciate technology’s impact on society and the individual.
- To expose a variety of intellectual challenges involving distinctive approaches to problem solving, communication and a range of associated practical skills.

IN THIS SUBJECT YOU WILL LEARN:
- social and ethical issues.
- human/computer interaction.
- relational information systems.
- structured query language.

IT WILL HELP IF YOU ARE GOOD AT:
- Junior Maths, Science and English – A or B in each
- Years 8 Computer Applications – A or B
- Year 10 Junior Technology Studies – A

PREREQUISITES:
- Year 8 Computer Applications
- Year 10 Junior Technology Studies (very strongly Recommended but not required)

WHY INFORMATION PROCESSING AND TECHNOLOGY?
- IPT is the largest growing industry in the world.
- Worldwide shortage in IT jobs currently 100,000.
- Australian shortage in IT jobs currently 10,000.
- IT generally pays well.

The higher level IT jobs, such as programming, system administration, and project development require higher education (University degrees). A VHA or HA in IPT is recognised and counts towards higher study in IT degrees at some universities in Queensland.

ASSESSMENT:
The criteria are Knowledge and Application, Analysis and Synthesis, Evaluation and Communication.
- Written tasks involving short and extended written responses
- Tests
- Examinations
- Practical exercises
- Oral presentations and projects

HOMEWORK:
IPT is a highly academic subject which will require consistent homework.
- Learning new terminology
- Developing solutions to assignment problems
- Working on essays and assignments
- Completing classwork exercises

HOW PARENTS CAN HELP:
- Students should be encouraged to take an interest in topical issues related to IT. One of the best ways of doing this is for parents/caregivers to show a personal interest in the area. Media reports often focus on such issues. These issues could be discussed and a reasoned, critical response encouraged.

COST:
Students will be expected to participate in any excursions at their own expense.

FUTURE OPTIONS:
These include opportunities in the workforce, TAFE and application of skills at university.

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JAPANESE

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.

IN THIS SUBJECT YOU WILL LEARN:
- to communicate in Japanese in real-life situations.
- to understand and appreciate Japanese culture and society.

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 practising new language in an enjoyable way so as to fine-tune your skills.
- problem-solving. (How can I persuade Mum to let us host a Japanese exchange student again this year? And to let me go on the Japan Trip? – next trip September 2015.)
- goal-setting. Not just for tests, but to make our “Japan Trip” a reality.
- taking every opportunity to use Japanese outside of the classroom, in real situations. Take it on as an “interest” or “hobby” not just a “subject”.
- learning independently as well as in pairs / groups.

PREREQUISITES:
- Satisfactory completion of the Junior Japanese course. Students with exceptional cases should see Fenton-sensei.

WHY 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.
- To develop into a marketable asset in the workplace.

COURSE OUTLINE:

Year 11 Units
- Homestay in Japan
- School in Japan
- Celebrations in Australia & Japan
- Sport and Fitness
- Entertainment
- Looking After the Environment
- Language Perfect World Championships (Japanese)

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
- Language Perfect World Championships (Japanese)

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

HOMEWORK:
An average of two hours per week is needed to practise new language. An enthusiastic, consistent and increasingly independent approach to language study is an important indicator of success.

FUTURE OPTIONS:
From 2010 a Diploma of Japanese may be studied concurrently with any other degree at UQ/Griffith University.

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LEGAL STUDIES

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.
• 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.
• To promote skills needed in tertiary courses, e.g. comprehension, analysis, problem solving, assignment construction, independent research, and higher thinking processes.

COURSE OUTLINE:
YEAR A
The Legal System – An Introduction
You the Law and Society: Family Law *
Crime and Society
Civil Obligations (Torts and Contracts)

YEAR B
Family Law
Independent Inquiry
Human Rights; International Law or Indigenous Australians and the Law
You the Law and Society: Technology and the Law *
You the Law and Society
Independent Study (Student choice of topic)
Law in a Changing Society: Rights and Responsibilities

* Indicates a choice from: Environment, Renting and Buying, Jobs, Consumers, Rights and Responsibilities, International Law and Technology.

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 (costs will be kept to a minimum).
• Guest speakers with particular expertise are regular features of the lessons.

ASSESSMENT:
• Extended response to stimulus
• Extended Response Test (essay)
• Response to stimulus articles
• Short Response Tests
• Extended Research Response (multi-modal)
• A maximum of two assessment instruments per semester will be issued

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.

HOMEWORK:
• Homework is set regularly and is required to be completed as per school policy guidelines.

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.

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AIM OF SUBJECT:
- To cater for a range of post-secondary situations including direct entry to the work force, some forms of vocational training and some tertiary courses.
- To strengthen and extend mathematical skills mastered in the Junior school.

IN THIS SUBJECT YOU WILL LEARN ABOUT:
- Financial Mathematics: earning money, taxation, budgeting, spending money, interest, inflation, consumer credit, and investment
- Applied Geometry: trigonometry, area and volume, earth geometry, scale drawings and plans, geometry of bracing, practical tests for squareness, estimation, land measurements
- Statistics and Probability: graphs, measures of central tendency, dispersion, regression, use and misuse of statistics, probability, probability distributions, sampling and simulation
- Networks and Queuing

IT WILL HELP IF YOU ARE GOOD AT:
- non-algebra work from Year 10 Maths (being good at algebra is also an advantage, but you may be better to try Maths B if you have this type of ability).
- report writing (for assignments).
- technical drawing.
- collecting and organising data.

PREREQUISITES:
It is expected that students have some mastery of basic mathematical skills from Year 10. They should also possess good organisational skills since regular assignment work must be completed in addition to tests.

WHY MATHS A?
Maths A can be a useful way to achieve a good result in an Authority Mathematics subject without needing to cope with the more complex algebra in Maths B and C. In addition, you will be taught how to:
- manage your financial affairs in an informed way.
- comprehend mathematical information that is presented in a variety of forms.
- make use of mathematics in everyday situations.

ASSESSMENT:
Written tasks, reports on projects and investigations and practical tasks using instruments

HOMEWORK:
- Set homework and the regular review of lesson material is essential for progress in Mathematics A.
- 2 hours per week.
- Assignment work also needs to be done regularly at home (as well as in class time).

FUTURE OPTIONS:
Note that study of Maths A rather than Maths B prevents students from entering some tertiary courses.

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MATHEMATICS B

AIM OF SUBJECT:
- To develop an understanding of the methods and principles of mathematics and their application
- To acquire the necessary knowledge, skills and powers of analysis to achieve this.

IT WILL HELP IF YOU ARE GOOD AT:
- geometry including the use of trigonometry.
- graphing.
- Algebra.
- recalling and applying mathematical rules.
- spreadsheeting.

PREREQUISITES:
Successful completion of Year 10 Maths B

WHY MATHEMATICS B?
To:
- manage your financial affairs.
- develop mathematical skills as needed for a variety of work-related fields.

Some students will gain a valuable foundation for entry to tertiary courses in all sciences, engineering, health services and Information Technology.

COURSE OUTLINE:

YEAR 11
SEMESTER 1
Introduction to Functions
Quadratic Functions
Trigonometry
Exploring Data
Modelling Data with Functions
SEMESTER 2
Indices and Logarithms
Polynomials
Further Functions
Rate
Introduction to Differential Calculus

YEAR 12
SEMESTER 3
Periodic Functions
Introduction to Integral Calculus
Calculus of Periodic Functions
Probability
Exponential and Log Functions
SEMESTER 4
Financial Maths
Calculus of Exponential & Log Functions
Optimisation using Derivatives
Probability Distributions & Inference

ASSESSMENT:
- Formal tests
- Projects
- Extended modelling activities
- Oral tasks
- Reports
- Practical tasks

Students will be assessed in the following areas:
- Communication and justification
- Knowledge and procedures
- Modelling and problem solving

TECHNOLOGY:
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

HOMEWORK:
- Regular review of lesson material and the completion of set homework tasks are essential for progress in Mathematics B.
- 2 hours per week.

FUTURE OPTIONS:
Advancement to most tertiary science and mathematics courses.

CONTACT NAME: Head of Department – Glen Washburn
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**AIM OF SUBJECT:**
- To develop an understanding of the methods and principles of mathematics and their application.
- To acquire the necessary knowledge, skills and powers of analysis to achieve this.

**IN THIS SUBJECT YOU WILL LEARN:**
- Real and Complex Numbers.
- Matrices.
- Vectors.
- Calculus.
- Structures and Patterns.
- Advanced Probability and Statistics.
- Boolean Algebra and Digital Systems.

**IT WILL HELP IF YOU ARE GOOD AT:**
- algebra.
- solving equations.
- abstract thinking.
- recalling and applying mathematical rules.
- working independently using computers.

**PREREQUISITES:**
- Successful completion of Year 10 Maths B.
- Students should have worked through the extension topics of junior mathematics.
- Maths B must be studied.

**WHY MATHS C?**
To:
- work systematically and logically.
- recognise and appreciate mathematical patterns.
- develop your thinking skills.

Some students will gain a valuable foundation for success in tertiary courses such as Science and Engineering.

**COURSE OUTLINE:**

1. **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

2. **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

Students may be enrolled in Distance Education if there are not sufficient numbers for a class at school.

**ASSESSMENT:**
- Formal tests
- Projects

**HOMEWORK:**
2 hours per week.

**FUTURE OPTIONS:**
Any high level / technical university course student will benefit from the experiences gained in Maths C.

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

IN THIS SUBJECT YOU WILL LEARN:
- a diverse range of subjects / topics.
- to interpret, analyse and synthesise historical information.
- to make informed decisions based on evidence.

IT WILL HELP IF YOU ARE:
- keen and motivated to succeed.
- have a desire to learn about different cultures and countries.
- interested in the world around you.

PREREQUISITES:
- At least a sound level of achievement in English and a high achievement in SOSE.

WHY MODERN HISTORY?
- An excellent foundation for success in the Core Skills Test and associated writing task.
- To develop into citizens who will reflect and critically enquire into historical issues and human affairs.

COURSE OUTLINE:

SEMESTER 1
The History of Ideas and Beliefs:
- Major world religions
- The Arab-Israeli conflict
- The rise of terrorism

SEMESTER 2
Studies of Change:
- The concept of communism and revolutionary change in China
- Gandhi’s role in India’s independence

SEMESTER 3
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

SEMESTER 4
History and the Global Perspective:
- Industrialisation
- Globalisation
- The social implications of technological change
- Feminisation of poverty

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

HOMEWORK:
- A minimum of 2 hours homework a week in this subject.
- Wide reading of historical books. Any student aspiring to attain a HA or VHA must read regularly and thoroughly from a number of texts.
- Students also need to practise paragraphs and essay answers, given in class.
- Completion of assignments, essays and preparation for exams is expected at home.

FUTURE OPTIONS:
- Senior Modern History is useful for students who wish to pursue a variety of tertiary studies course. It is particularly useful for humanities studies, but not exclusively.

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AIM OF SUBJECT:
• To develop a broad 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 YOU WILL LEARN:
• the creation of music.
• the study of music in social, historical and cultural contexts.
• the interpretation of music through playing, singing and/or conducting.

REQUISITES:
• 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:
• Composition e.g. Film/TV/ Theatre music
• Musicology e.g. History and development of music
• Performance e.g. Instrumental and/or vocal

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:
The obvious career paths directly relating to music are in areas such as performing, composing and teaching. Additional pathways through the study of music include careers in Recording, Music Business, Public Relations and Advertising, Radio, Television and Theatre. Music can also be integrated into many tertiary courses enabling a wide range of opportunities e.g. Medicine, ICT, Business, Law, Occupational Therapy.

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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.

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
• Field athletics
• Badminton
• Touch

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

ASSESSMENT:
• Written exams
• Written essays
• Written reports
• Laboratory reports
• Oral 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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**AIM OF SUBJECT:**
- To discover, understand and apply the laws of nature, which govern the universe.
- To explain natural and artificial phenomena.
- To make predictions, which are tested by finding evidence to support them. Depending on the evidence, theories are accepted, modified or rejected.

**IN THIS SUBJECT YOU WILL LEARN:**
- Units and Measurement
- Force, Motion and Gravity
- Energy and Momentum
- Wave Motion and Sound
- Light Optics
- Thermal Physics and Matter
- Magnetism and electro Magnetism
- Electronics and Electricity
- Atomic and Nuclear Physics

**IT WILL HELP IF YOU ARE GOOD AT:**
- recalling and applying facts, theories, principles and formulae.
- interpreting information.
- collecting and organising data.
- being logical.
- being observant.

**PREREQUISITES:**
- Minimum of sound achievement in Junior Sciences and Mathematics.
- Students should have worked through the extension topics of junior mathematics.
- Students should also be enrolled in Mathematics B.

**WHY PHYSICS?**
To:
- confront new technologies.
- understand the processes that govern our physical world.

Some students will gain valuable prerequisite experiences for enrolment in tertiary science and engineering courses.

**ASSESSMENT:**
- Formal tests
- Reports of laboratory investigation
- Research projects
- Students will be assessed in the following areas: knowledge of subject matter, scientific processes, complex reasoning processes and manipulative skills.

**HOMEWORK:**
Homework is set regularly – 2 hours per week.
- Summaries
- Working of problems
- Revision sheets
- Preparation of experiment aims
- Procedures and data tables
- Completion of experiment reports
- Small assignments

**FUTURE OPTIONS:**
Scientist (many fields including teaching), engineer, computer related studies, technician, human movement studies, electrician, mechanic, radiologist, sound engineer, aviation, meteorology, electronics engineer

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**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.
- use surveying procedures for use in the field and in the drafting office.

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

**PREREQUISITES:**
Year 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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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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VET CERTIFICATES AND AUTHORITY-REGISTERED SUBJECTS
SIS30512 Certificate III In Sport and Recreation

**AIM OF SUBJECT:**
- To provide a practical learning approach to the planning and conducting of recreation sessions.
- 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 II IN COMMUNITY ACTIVITIES AND 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 II in Community Activity and Certificate III in Sport and Recreation when embedded within Queensland Secondary Schools creates 8 credit points towards the QCE which is equal to the number of credit points earned in an Authority or Authority Registered Subject.

Students also gain additional QCE point/s for completing Level I General Coaching Principles.

**COURSE OUTLINE:**
The 15 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>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>BSBWOR301B</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>HLTFA311A</td>
<td>Apply first aid</td>
</tr>
<tr>
<td>ICAWEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
<tr>
<td>SISXCAI303A</td>
<td>Plan and conduct sport and recreation sessions</td>
</tr>
<tr>
<td>SISXCCS201A</td>
<td>Provide customer service</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
</tr>
<tr>
<td>SISXWHS101</td>
<td>Follow work health and safety policies</td>
</tr>
<tr>
<td>SISXRSK301A</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td>SITXCOM401</td>
<td>Manage conflict</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SISXFAC207</td>
<td>Maintain sport, fitness and recreation equipment for activities</td>
</tr>
<tr>
<td>SISSSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
</tr>
<tr>
<td>SISSSCO202</td>
<td>Coach beginner or novice participants to develop fundamental motor skills</td>
</tr>
<tr>
<td>SISSSDE201</td>
<td>Communicate effectively with others in a sport environment</td>
</tr>
<tr>
<td>SISFFIT311A</td>
<td>Deliver approved community fitness programs</td>
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</tbody>
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CERTIFICATE III IN SPORT AND RECREATION …… CONTINUED

* Elective units are subject to change prior to the commencement of the 2014 school year. This is to ensure:
  a) school delivery,
  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 OF THE PRACTICAL ASPECTS OF THE STUDY:

STUDENTS WILL PARTICIPATE IN A VARIETY OF TEAM AND INDIVIDUAL SPORTS AND RECREATION ACTIVITIES OVER THE TWO 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.

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.

COSTS:
Course fee for 2014 - $226 for the two year course.
• 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 2014. This must be paid prior to commencement of course in Term One 2014.

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

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(SIT20212) CERTIFICATE II IN 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, skills and vocational competencies 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 comprises both general and vocational education components and 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:
SIT20212 – Certificate II in Hospitality two year integrated course of study
• BSBWOR203B  – Work effectively with others
• SITHIND201  – Source and use information on the hospitality industry
• SITHIND202  – Use hospitality skills effectively
• SITXCCS202  – Interact with customers
• SITXFSA101  – Use hygienic practices for food safety
• SITHHS101  – Participate in safe work practices
• SITHCCC103  – Prepare sandwiches
• SITHCCC102  – Prepare simple dishes
• SITHFAB203  – Prepare and serve non-alcoholic beverages
• SITHFAB204  – Prepare and serve espresso coffee
• SITHCCC001A  – Organise and prepare food
• SITHFAB201  – Provide responsible service of alcohol

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CERTIFICATE II IN HOSPITALITY …… CONTINUED

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

ASSESSMENT:
• Competency based tasks (practical/theoretical or oral) to meet AQTF Standards
• 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
• Competency in the Responsible Service of Alcohol Course

ADDITIONAL REQUIREMENTS:
• Participation in work experience for three days in commercial kitchens located off campus, outside of school hours e.g. senior home study day or weekends.
• Complete 12 shift periods in a hospitality setting either school functions; paid employment; work experience
• Complete a Responsible Service of Alcohol qualification offered via an External provider in a school setting or on-line

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.
• Certificate III in Hospitality

COSTS:
• The Responsible Service of Alcohol Unit of Competency will incur a fee to be advised. This unit must be accessed via an outside provider. It forms part of the Certificate II course.
• A fee paying option for ingredients is available on a semester basis.

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Drama Studies
(Theatre Excellence Program)

Aim of Subject:
- To meet the needs of students who have a genuine interest in acquiring a range of practical skills in the areas of public performance.
- To offer students a range of interesting and practical-based learning experiences:
  - to increase skills used in the film or theatre industry.
  - to develop acting and directing skills.
  - to increase ability to work cohesively as an ensemble.
  - to build trust.

In this Subject You Will Learn:
- creative and imaginative processes involved in public performance.
- craft of acting.
- devising/writing skills.
- stage and set design.
- theatre administration and publicity.
- lighting and sound.
- directing.
- performance skills.
- costume design.
- stage make-up.

It Will Help If You Are:
- interested in drama, performance and film.
- good at design, e.g. costumes, stage.
- able to take risks, e.g. acting.
- capable of working in groups.
- proficient in using technology.

Prerequisites:
- Years 9 and 10 Drama may be helpful, but not essential.
- Students have to undertake an audition and will be on probation for Term 1.
- The course allows for only 5 technical support students to study lighting, sound and design and 20 performers.

Why Drama Studies?
Theatre Excellence is a subject where you do not just learn, you experience all elements central to acting, staging, directing, lighting and sound. This is a very practical, exciting subject where you can gain important skills that can be useful in the theatre or film industry. Students transfer their skills to the next level by applying them in real life festivals and industry events.

Course Outline:
Changes may occur from year to year. (Sample only)
Semester 1
Audition Process and Actor’s warm-up
Semester 2
Performance, Drama Festival and production elements
Semester 3
Audition Process, Actor’s Warm-up, Production technology – speakers, lighting, sound effects, rigging, operating lighting/sound boards

Semester 4
Drama Festival, Production and Performance: stage – students will be involved in a 30 to 45 minute performance, such as a one act play suitable for their parents or peers. They will be expected to realise all of the performance and production elements (direction, costume design, lighting, sound, etc.). The production is presented at an evening event or festival of one act plays.

Assessment:
Practical: performance work
Practical: Technical crew would be assessed on light rigs, design and sound mixing
Written: Actor’s Journal, Production Journal, Technical Cue Journal

Homework:
Students will be required to complete homework in preparation for future classroom experiences. Although class time is devoted to assessment and practical preparation, students may be required to rehearse outside of school hours.

Future Options:
Entertainment industry, e.g. director, actor, make-up artist, film crew, sound technician, costume designer, set designer, playwright, lighting operator, youth arts worker, backstage crew, floor manager, props manager.

Costs:
A levy of $110 will apply to this subject to cover the high costs associated with costumes, props and one workshop every second year.

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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.
- 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:
- The Value of Play
- Observing Quality Practices
- Observing Children’s Behaviour

Students will also study a variety of electives, the choice of which will depend on the student group, but could include:
- Introducing Early Childhood: children, family and services
- Accident Prevention and Safety
- Behaviour Guidance
- Physical Care of Children
- Physical Development
- Play in Early Childhood Education
- Foundations of Child Development
- Intellectual and Language Development

CONTINUED ON NEXT PAGE
EARLY CHILDHOOD PRACTICES . . . Continued

- Children with Special Needs
- Career Pathways in Child Care
- Social and Emotional Development of Children

ASSESSMENT:
The criteria on which students are assessed are:
- Knowledge and Understanding
- Reasoning
- Practical skills

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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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
  Talking Heads - Documentary
  Documentary review
  Proposal for a documentary
Semester 2: Trauma and Tragedy - Novel study
  Police case file
  Promoting a Local Community
  PowerPoint presentation
  Spoken monologue

YEAR 12
Semester 1: Meeting the Media - Media and novel study
  Spoken interview
  Current affairs segment proposal
  Pay Day!! - Job Skills Unit
  Career investigation
  Portfolio
  Job interview
Semester 2: Listen to Me - Radio Station
  Proposal for a radio program
  Pack your Bags – Leaving Home
  Informative speech
  Radio segment presentation

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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INDUSTRIAL GRAPHICS STUDIES (IGS)

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 (ITS)

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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PHOTO-IMAGING STUDIES

AIM OF SUBJECT:
To understand, appreciate and extend photographic knowledge in relation to camera use, darkroom practice, historical and technical developments, professional and artistic practice.

IN THIS SUBJECT YOU WILL LEARN TO:
- use photographic techniques and skills for creating images.
- develop creative thinking and problem solving skills for effective visual communication.
- appreciate the nature and technological development of photography.
- present practical folios and theoretical research reports demonstrating an understanding of photographic processes.

IT WILL HELP IF YOU ARE GOOD AT:
- using fine motor skills to create images.
- using your mind imaginatively and laterally.
- recognising effective elements and principles of design that embrace composition.
- appreciating photography and art.

PREREQUISITES:
Nil.

WHY PHOTO-IMAGING?
- Documents life.
- Is a creative mode of expression.
- Presents pathways for tertiary study and career opportunities.
- Enhances perceptual development, critical analysis, evaluation and problem solving skills.
- Plays an important role in the arts and is a powerful tool in media and advertising.
- Is used in a range of scientific disciplines to document evidence and research findings.

COURSE OUTLINE:
It is recommended that this course be studied over a period of two years.
The first four units provide foundational knowledge and skills. Subsequent units lead to specialisation by the students through the roles of technician, maker and presenter.

1. History of Photography
   (technological development – poster)
2. Photographic and Darkroom Equipment
   (basic camera and darkroom operation – folio)
3. Operate Lenses and filters
   (basic lens and filter operation – folio)
4. Moments Captured
   (capturing motion – folio)
5. Mood Images
   (natural and artificial lighting – folio)
6. Photographic Genre
   (student determined focus – oral presentation)
7. Enhanced Images
   (digital manipulation – folio)
8. Photo-journalism
   (student determined photo-documentary – articles)
9. Alternative Processes
   (student determined focus – folio)
10. Photographer
    (student determined focus – oral presentation)
11. I’m really interested in ……
    (student determined focus – folio)

ASSESSMENT:
- Folio based
- Techniques for assessment include any of the following:
  - Production techniques and reports
  - Oral presentations
  - Folio work

Continued on next page
PHOTO-IMAGING STUDIES . . . Continued

**Homework:**
Students are required to regularly work on their practical folios by:
- designing photographic compositions and planning photo shoots.
- mounting prints.

Students are required to regularly work with a theoretical approach by:
- writing reports on photo shoots and darkroom practices relating to each folio.
- writing research assignments or delivering oral reports on photographic history and techniques, photographers and photographic genres. (1 item per semester).

**Costs:**
This subject attracts a levy of $105 for the full year. The levy will cover the cost of photographic paper, film, 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.

**Future Options:**
A majority of photography tertiary courses require a portfolio of photographs addressing criteria as part of the selection process. Studying photography at secondary school allows students to develop skills in readiness for folio presentation.

**Tertiary Courses:**
- Diploma of Photography (TAFE)
- Bachelor of Photography (University)

**Studying Photography can provide students with skills that will compliment their learning in subject-related tertiary courses such as:**
- Visual Arts, Design Studies, Fashion, Animation, Creative Arts, Fine Art, Screen Production, Multimedia, Secondary Art Education.

**Professions/Job Opportunities:**
- Press, fashion, scientific, commercial, industrial, medical, portrait, wedding, advertising and architectural surveying.

**Related Job Opportunities:**
- Photographic Processor (on-the-job training and/or tertiary study)

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PREVOCATIONAL MATHS

AIM OF SUBJECT:
The aim of this subject is to assist students in their knowledge and application of maths in real-life and workplace contexts. By allowing students to spend time working with mathematic techniques in diverse but real situations, the relationship between maths and making informed decisions in employment could become a reality.

IN THIS SUBJECT YOU WILL LEARN:
• to grasp and use a range of mathematical concepts.
• to gain a proficiency in basic mathematical skills, including:
  ✓ estimation and computations.
  ✓ measurement.
  ✓ reading and interpreting tables and graphs.
• How to successfully apply these skills to various life-related and workplace contexts.

IT WILL HELP IF YOU ARE GOOD AT:
• approaching the course with a positive outlook towards learning to use mathematical concepts in real-life and workplace situations.
• working independently.
• basic written and verbal communications.
• using a calculator.

PREREQUISITES:
None

WHY PREVOCATIONAL MATHS?
1. You will gain vital workplace knowledge and skills that enhance employability.
2. You will become more confident with the mathematical processes that are an integral part of real-life and workplace contexts.

COURSE OUTLINE:
YEAR 11
Numbers, fractions
Percentage
Ratios & rates
Financial choices
Travel maths
Measurement
YEAR 12
Data-market research
Finance & investment
Time & location
Workplace maths

ASSESSMENT:
• The course is self paced, assessment is given as students reach achievement points.
• Assessment items include written tasks (short answer tests, completing forms, reports, research assignments), oral presentations and practical tasks (using computer software, mathematical instruments such as compass, protractor and calculator).

HOMEWORK:
Homework consists of completing worksheets set for the day, revising the steps and techniques learnt in class any extra questions set for a particular day. It is imperative that students complete ALL set worksheets, as they are fundamental to the completion of the course. The formulas and techniques learnt will assist in the success at the assessment stages of each module.

FUTURE OPTIONS:
Maths is used everyday by everyone! It is a subject that frightens some people and frustrates others. This subject gives people who may have experienced difficulty with maths in the past, the opportunity to experience success, and to see Maths as a key to making successful, informed decisions about situations in their own life (finances, shopping, renovations) and in their workplace.

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AIM OF SUBJECT:
The Senior Visual Art Studies (VAS) Course is targeted for students considering future employment in the area of design.

IN THIS SUBJECT YOU WILL LEARN:
• to use artistic processes, techniques and skills for creating designs and making artwork that is commercial by nature.
• to develop creative thinking and problem-solving skills for effective visual communication.
• to appreciate the nature of graphic and applied art.
• to complete assessment that is all practical (no formal written assessment).

IT WILL HELP IF YOU ARE GOOD AT:
• using fine motor skills to create controlled art works.
• using your mind imaginatively.
• recognising effective elements and principles of design that enhance composition.

PREREQUISITES:
Nil

WHY VISUAL ART STUDIES?
VAS has a vocational emphasis and focuses on building skills and techniques for illustration, lettering, layout and design. VAS enhances perceptual development, critical discrimination and problem solving skills.

COURSE OUTLINE:
This subject will run over the course of two years.

CONTENT (SAMPLE ONLY):
• Informative Design
• Design Basics
• Creative Design Applications
• Typography
• Drawing for Design

• Painting for Design
• Conceptual Design
• Advanced Drawing
• 3D Design & Construction
• IT Imaging and Design

ASSESSMENT:
Folio based.

HOMEWORK:
Working on and completing in-class tasks to make folio deadlines.

FUTURE OPTIONS:
Studying design could be a good foundation for students interested in advertising, fashion design, commercial art, graphic design, illustration, interior design, set and stage design, jewellery and much more.

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