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<td>Industrial Technology Skills with embedded Certificate II in Engineering</td>
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<tr>
<td>- Maths Essential</td>
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<tr>
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<td>Photography</td>
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<td>Robotics, Engineering, Design</td>
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</tr>
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<td>Science</td>
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</tbody>
</table>
The Year 10 Program

Dear Parents and Caregivers,

Your child has now reached an exciting stage in their education.

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

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

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

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

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

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

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

Tracey Brose
Principal
A Few Words from our Guidance Officer

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

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

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

You should avoid selecting subjects based on:

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

## Core Subjects

*These are the subjects which all students study*

<table>
<thead>
<tr>
<th>Core Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>Essential English</td>
</tr>
<tr>
<td>Essential Mathematics</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>General Mathematics</td>
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<tr>
<td>or</td>
</tr>
<tr>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
</tr>
</tbody>
</table>

## Elective Subjects

*Students will have the option to study three of these subjects*

<table>
<thead>
<tr>
<th>Elective Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Certificate III in Business</td>
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<tr>
<td>Certificate IV in Crime and Justice</td>
</tr>
<tr>
<td>Certificate III in Education Support</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
</tr>
<tr>
<td>Certificate III in Health</td>
</tr>
<tr>
<td>Certificate II in Tourism + Certificate III in Events (combined)</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>Design</td>
</tr>
<tr>
<td>Digital Solutions</td>
</tr>
<tr>
<td>Diploma in Business</td>
</tr>
<tr>
<td>Diploma in Events</td>
</tr>
<tr>
<td>Diploma in Travel and Tourism (includes Certificate III in Tourism)</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Food Studies</td>
</tr>
<tr>
<td>Health and Physical Education</td>
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<tr>
<td>Industrial Technology Skills and embedded Certificate II in Engineering</td>
</tr>
<tr>
<td>Japanese</td>
</tr>
<tr>
<td>Media Studies</td>
</tr>
<tr>
<td>Modern History</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Photography</td>
</tr>
<tr>
<td>Robotics, Engineering, Design</td>
</tr>
<tr>
<td>Science</td>
</tr>
</tbody>
</table>

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**Choosing The Right English Course**
When selecting the most suitable Year 10 English course, carefully consider two factors:

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

### Possible Career Pathways

| Years 11 and 12 | 1. I would like to attend university and study for a specific job | 2. I would like to get a job after Year 12 and maybe look at further study later (e.g. TAFE). | 3. I am looking at going straight into the workplace and am unlikely to do any further study |
|-----------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| English (General subject) | Essential English (Applied subject) | Essential English (Applied subject) |
| Year 10 | 1. English (Achieved C+ or above on Semester One Report) | 1. English OR 2. Essential English | 1. English OR 2. Essential English |

**YEAR 10 ENGLISH:**
- The study of spoken and written language in a variety of contexts including text, film, literature and media.
- Students are taught to enhance their reading, listening, writing, speaking and viewing skills as well as becoming critically literate.

**YEAR 10 ESSENTIAL ENGLISH:**
- Students learn to see the importance of using language to communicate with others in written and spoken tasks.
- It is aimed at improving student's confidence when using language to communicate.

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

**Pathways**

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

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

**Pathways**

Essential English is an Applied subject, suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.
Senior Mathematics OVERVIEW – Years 11 and 12

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

**General Subjects** - These subjects contribute to an ATAR

- **Specialist Mathematics** - useful for extended Tertiary Study in areas such as: mathematics, statistics, science education, natural and physical sciences [especially physics and chemistry], medical and health sciences, engineering sciences, information technology and computer science.
- **Mathematical Methods** - provides foundation for Tertiary Study in areas such as: mathematics, statistics, science education, natural and physical sciences [especially physics and chemistry], medical and health sciences, engineering sciences, information technology and computer science.
- **General Mathematics** - useful for further study and training for professions and technical trades in a range of industries and employment areas including: manufacturing and processing; building and construction; hospitality and tourism; administration and management; education and training; health services; retail services; mechanics and engineering.

**Applied Subject** - This subject may not contribute to an ATAR

Students taking this subject may be ineligible for an ATAR depending on other subjects selected

**Essential Mathematics** - provides basic Maths skills as required for general life and can be used as a starting point to gain further Maths skills necessary to undertake TAFE and VET training.

In choosing a level of Maths students need to consider:

- How they have performed in Year 10 Maths
- What level of Maths does this “suggest” they do?
- What level of Maths do they for University, TAFE, VET, Trades
- What level of Maths does this “suggest” they need?

Levels of Difficulty

<table>
<thead>
<tr>
<th>Accessible</th>
<th>Moderate</th>
<th>Hard</th>
<th>Very Challenging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Maths</td>
<td>General Maths</td>
<td>Math Methods</td>
<td>Specialist Maths</td>
</tr>
</tbody>
</table>

To answer these questions use the “roadmap” above.
It shows recommended paths
### TOPICS

<table>
<thead>
<tr>
<th>Essential Maths</th>
<th>General Maths</th>
<th>Maths Methods</th>
<th>Specialist Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 - Number, data and graphs</strong></td>
<td><strong>Unit 1 - Money, measurement and relations</strong></td>
<td><strong>Unit 1 - Algebra, statistics and functions</strong></td>
<td><strong>Unit 1 - Combinatorics, vectors and proof</strong></td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td>• Topic 1: Consumer arithmetic</td>
<td>• Topic 1: Arith. and geo. sequences and series 1</td>
<td>• Topic 1: Combinatorics</td>
</tr>
<tr>
<td>• Topic 1: Number</td>
<td>• Topic 2: Shape and measurement</td>
<td>• Topic 2: Functions and graphs</td>
<td>• Topic 2: Vectors in the plane</td>
</tr>
<tr>
<td>• Topic 2: Representing data</td>
<td>• Topic 3: Linear equations and their graphs</td>
<td>• Topic 3: Counting and probability</td>
<td>• Topic 3: Introduction to proof</td>
</tr>
<tr>
<td>• Topic 3: Graphs</td>
<td></td>
<td>• Topic 4: Exponential functions 1</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2 - Money, travel and data</strong></td>
<td></td>
<td>• Topic 5: Arith. and geo. sequences and series 2</td>
<td></td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic 1: Managing money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic 2: Time and motion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic 3: Data collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3 - Measurement, scales and data</strong></td>
<td><strong>Unit 2 - Applied trigonometry, algebra, matrices and univariate data</strong></td>
<td><strong>Unit 2 - Calculus and further functions</strong></td>
<td><strong>Unit 2 - Complex numbers, trigonometry, functions and matrices</strong></td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td>• Topic 1: Applications of trigonometry</td>
<td>• Topic 1: Exponential functions 2</td>
<td>• Topic 1: Complex numbers 1</td>
</tr>
<tr>
<td>• Topic 1: Measurement</td>
<td>• Topic 2: Algebra and matrices</td>
<td>• Topic 2: The logarithmic function 1</td>
<td>• Topic 2: Trigonometry and functions</td>
</tr>
<tr>
<td>• Topic 2: Scales, plans and models</td>
<td>• Topic 3: Univariate data analysis</td>
<td>• Topic 3: Trigonometric functions 1</td>
<td>• Topic 3: Matrices</td>
</tr>
<tr>
<td>• Topic 3: Summarising and comparing data</td>
<td></td>
<td>• Topic 4: Introduction to differential calculus</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4 - Graphs, chance and loans</strong></td>
<td><strong>Unit 3 - Bivariate data, sequences and change, and Earth geometry</strong></td>
<td><strong>Unit 3 - Further calculus</strong></td>
<td><strong>Unit 3 - Mathematical induction, and further vectors, matrices and complex numbers</strong></td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td>• Topic 1: Bivariate data analysis</td>
<td>• Topic 1: The logarithmic function 2</td>
<td>• Topic 1: Proof by mathematical induction</td>
</tr>
<tr>
<td>• Topic 1: Bivariate graphs</td>
<td>• Topic 2: Time series analysis</td>
<td>• Topic 2: Further differentiation and applications 2</td>
<td>• Topic 2: Vectors and matrices</td>
</tr>
<tr>
<td>• Topic 2: Probability and relative frequencies</td>
<td>• Topic 3: Growth in sequences</td>
<td>• Topic 3: Integrals</td>
<td>• Topic 3: Complex numbers 2</td>
</tr>
<tr>
<td>• Topic 3: Loans and compound interest</td>
<td>• Topic 4: Earth geometry and time zones</td>
<td></td>
<td></td>
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<tr>
<td><strong>Unit 4 - Investing and networking</strong></td>
<td><strong>Unit 4 - Investing and networking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic 1: Loans, investments and annuities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic 2: Graphs and networks</td>
<td><strong>Unit 4 - Further functions and statistics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic 3: Networks and decision mathematics</td>
<td></td>
<td>• Topic 1: Integration and applications of integration</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 5 - Topic 3: Loans and compound interest</strong></td>
<td></td>
<td>• Topic 2: Rates of change and differential equations</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 5 - Topic 3: Loans and compound interest</strong></td>
<td></td>
<td>• Topic 3: Statistical inference</td>
<td></td>
</tr>
</tbody>
</table>

### ASSESSMENT

**Assessment will include a Common Instrument Assessment** that is set by the QCAA. This is a mandatory assessment item not set by the school.

In school assessment will include a number of:
- "Independent" problem-solving and modelling task that assesses topics covered
- Internal examination that representatively samples subject matter not assessed in the problem-solving and modelling task.

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

For further information please contact: Glen Washburn (HOD Sen Mat/Sci) ph. 5545 7222 or vwash1@eq.edu.au
You need to choose the Science course that will assist you to gain the outcomes you want. Science is extremely important for students developing core skills for tertiary studies. Science is critical for understanding the foundations of many university courses. If you do not know what to do, KEEP YOUR OPTIONS OPEN.

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

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

### Subject Description

**BIOLOGY:**
Biology is the science that studies living things.

**CHEMISTRY:**
Chemistry is the science that examines types of chemicals and the ways in which they react.

**PHYSICS:**
Physics is the science that investigates forms of energy and motion.

### To enter these Years 11 and 12 subjects:

- PHYSICS
  - Or
  - BIOLOGY
  - Or
  - CHEMISTRY

### Read about these Year 10 subject choices:

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

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

<table>
<thead>
<tr>
<th>Possible Career Pathways</th>
<th>Years 11 and 12</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I would like to attend university and study for a specific job</td>
<td>Strongly recommend: • Modern History</td>
<td>Strongly recommend university bound students study - Modern History</td>
</tr>
<tr>
<td>2. I would like to get a job after year 12 and maybe look at further study later (e.g. TAFE.)</td>
<td>Recommend students consider: • Modern History</td>
<td>Consider - Modern History</td>
</tr>
<tr>
<td>3. I am looking at going straight into the workplace and am unlikely to do any further study</td>
<td>Recommend students possibly consider: • Modern History</td>
<td>Possibly Consider - Modern History</td>
</tr>
</tbody>
</table>

Each of these subjects develops research, assignment writing and analytical skills necessary for university.

The study of “real” people, events and places in these subjects is interesting.
SUBJECT

INFORMATION
**ART**

**AIM OF SUBJECT**
- Prepares students for further study and future careers in the diversifying creative industries.
- Nurtures visual and critical literacy - imperative 21st Century skills that not only enhance students’ capacity to think, create and question, but provides opportunities to interpret and express ideas.
- Facilitates a shift in focus from teaching to learning and to a view of knowledge as being actively constructed by the learner.

**IN THIS SUBJECT, YOU WILL LEARN TO:**
- Use artistic processes, techniques and skills for creating two and three dimensional artworks.
- Develop creative thinking and problem solving skills for effective visual communication.
- Expertly appraise and appreciate artworks through processes of analysis.

**SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:**
- Creativity and communication.
- Manipulation of traditional and non-traditional materials
- Metacognition.

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

**ASSESSMENT:** *Practically and theoretically based. Each term:*
- Folio of work including a resolved artwork.
- Art Appraisal task (only 1 per semester)
- Visual (process) diary / digital submission.

**HOMEWORK:**
Assignment work and finishing practical tasks.

**FUTURE OPTIONS:**
Senior subjects such as Art, Visual Arts in Practice, Film and Television and Photography.
Exciting careers in Creative Industries.

**CONTACT NAME:** Head of Department – Cheryl Dundas.
**PHONE:** 07 5545 7222
**FAX:** 07 5545 7220
**EMAIL:** cdund2@eq.edu.au
Certificate III in Business (BSB30115)

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

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

QTAC TERTIARY ENTRANCE RANK (See Also Binnacle Training)

<table>
<thead>
<tr>
<th>Certificate III</th>
<th>QTAC SELECTION RANK</th>
<th>OP EQUIVALENT (APPROXIMATE)*</th>
<th>OP INELIGIBLE RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68</td>
<td>15</td>
<td>**</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>74</td>
<td>12</td>
<td>**</td>
</tr>
</tbody>
</table>

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

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

The 2019 course fees are $230 for the certificate course. Fees are non-refundable as the certificate is provided by an external company (Binnacle Training).

COURSE OUTLINE

<table>
<thead>
<tr>
<th>BSB30115 - CERTIFICATE III IN BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE [1]</td>
</tr>
<tr>
<td>BSBWHS302</td>
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<tr>
<td>ELECTIVES*</td>
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<td>BSBCUS001</td>
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<td>BSBINN001</td>
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<td>BSBBPR001</td>
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<tr>
<td>BSBNMB201</td>
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<tr>
<td>FNSFIL301</td>
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</tbody>
</table>
ASSESSMENT
A range of teaching/learning strategies will be used to deliver the competencies. These include:
- Practical tasks / experience
- Hands-on activities involving customer service
- Group work
- e-Learning projects

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

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

CONTACT NAME: Head of Department – Bronwen Mowbray
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: bmowb4@eq.edu.au

IMPORTANT
Program Disclosure Statement (PDS)

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

Certificate IV in Crime and Justice is an accredited course provided by Unity College (RTO: 32123). The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

**AIM OF THE COURSE**
The Certificate IV in Crime and Justice course is designed to:

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system

**QCE POINTS**
The Certificate course contributes a maximum of 8 credit points towards the Queensland Certificate of Attainment.

**ENTRY REQUIREMENTS**
Academic – There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements

Attitude – students need to demonstrate independent learning skills

**COURSE OUTLINE**
To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CJSCOM401 Provide information and referral advice on justice related issues</td>
</tr>
<tr>
<td>2</td>
<td>CJSDCP402 Prepare documentation for court proceedings</td>
</tr>
<tr>
<td>3</td>
<td>CJSSJI403 Analyse social justice issues</td>
</tr>
<tr>
<td>4</td>
<td>BSBRRES401 Analyse and present research information</td>
</tr>
<tr>
<td>5</td>
<td>PSPREG003 Apply Regulatory Powers</td>
</tr>
<tr>
<td>6</td>
<td>BSBLDR403 Lead team effectiveness</td>
</tr>
<tr>
<td>7</td>
<td>PSPREG010 Prepare a brief of evidence</td>
</tr>
<tr>
<td>8</td>
<td>BSBLDR413 Apply the principles of the law of torts</td>
</tr>
<tr>
<td>9</td>
<td>BSBWOR404 Develop work priorities</td>
</tr>
</tbody>
</table>

**LEARNING EXPERIENCES**
Content is delivered in a classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via an online plus face-to-face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals. **Technology Required: access to the internet**

**ASSESSMENT**
Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: Written projects, Online quizzes, Observation of skills, Oral and written questions.

**PATHWAYS**
The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs, security industry and private investigations.
CERTIFICATE IV IN CRIME AND JUSTICE CONTINUED….

COURSE FEES
$700 up-front fee payable to Unity College.

FURTHER INFORMATION
Refund Policy: Refund for students exiting a certificate course is on a prorate basis related to the unit/s of competency covered (less a $50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.

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Get a head start on your career in education with a Certificate III in Education Support. This qualification prepares future employees to work in varied educational settings, these being; State Schools, Independent Schools, Private Schools and Community Educational Services.

This course covers core skills such as assisting in the implementation of planned learning experiences, supporting the numeracy, literacy and communication skills of students, supporting students at risk, and working with diverse communities.

Successful completion of this course will qualify you to work as a teacher aide or education support worker, as well as giving you the option to undertake further studies in education.

Course Fees
The Certificate III in Education Support is being delivered with the assistance (and under the auspices) of an external Registered Training Organisation. The 2018 course fees are $500 for the certificate course. This fee is non-refundable.

Course Outline
17 Units + 150hrs of practicum placement

- CHCECE006: Support behaviour of children and young people
- CHCEDS001: Comply with legislative, policy and industrial requirements in the education environment
- CHCEDS007: Work effectively with students and colleagues
- CHCEDS016: Support learning for students with disabilities in a classroom environment
- CHCEDS018: Support students with additional needs in the classroom environment
- CHCEDS002: Assist implementation of planned educational programs
- CHCEDS003: Contribute to student education in all developmental domains
- CHCDIV001: Work with diverse people
- CHCEDS008: Comply with school administrative requirements
- CHCEDS004: Contribute to organisation and management of classroom or centre
- CHCEDS005: Support the development of literacy and oral language skills
- CHCEDS006: Support the development of numeracy skills
- CHCEDS017: Contribute to the health and safety of students
- HLTWHS001: Participate in work health and safety
- CHCDIV002: Promote Aboriginal and/or Torres Strait Islander cultural safety

Plus Two Elective Units (to be confirmed)

Prerequisites
In order to participate you must be achieving an A or B in English and Mathematics, and turning 15 this Semester. You will be required to undertake 150hrs (minimum) of practicum placement, which may involve Wednesdays, and the last three weeks of school. You will be required to obtain a Blue Card. Your practicum placement and Blue Card will be organised by TMSHS.

Assessment
Students are assessed in a variety of ways including:
- Short answer responses
- Projects
- Assignments
- Practical Observations during practicum placement

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

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

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

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

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

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

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

Core
BSBWOR202 Organise and complete daily work activities
HLTAID003 Provide first aid
HLTWHS001 Participate in workplace health and safety
SISXCAI002 Assist with activity sessions
SISXCSS001 Provide quality service
SIXREM001 Respond to emergency situations
SISXIND001 Work effectively in sport, fitness and recreation environments
SISXIND002 Maintain sport, fitness and recreation industry knowledge

Electives
BSBRSK401 Identify risk and apply risk management processes
SISXAC002 Maintain sport, recreation and fitness facilities
SISXCAI006 Facilitate groups
SISXFAC001 Maintain equipment for activities
BSBCMM201 Communicate in the workplace

Cert III in Fitness

Core
SISFFIT001 Provide health screening and fitness orientation
SISFFIT002 Recognise and apply exercise considerations for specific populations
SISFFIT003 Instruct fitness programs
SISFFIT004 Incorporate anatomy and physiology principles into fitness programming delivery
SISFFIT005 Provide healthy eating information
SISFFIT0014 Instruct exercise to older clients
SISXCSS001 Provide quality service (Cert II core)
SISXFAC001 Maintain equipment for activities (Cert II Electives)
SISXIND001 Work effectively in sport, fitness and recreation environments (Cert II core)

Electives
BSBRSK401 Identify risk and apply risk management processes (Cert II electives)
HLTAID003 Provide first aid (Cert II core)
HLTWHS001 Participate in workplace health and safety (Cert II core)
SISFFIT006 Conduct fitness appraisals
SISXCAI006 Facilitate groups (Cert II Elective)
SISFFIT011 Instruct approved community fitness programs
BSBCMM201 Communicate in the workplace (Cert II electives)

COURSE FEES:
Course fee for 2019 – Nil, student VETIS funding is accessed and used.

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

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

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The College of Health & Fitness
Nationally Recognised Training

Australian Qualifications Framework

RTO: 30798 | CALL US: 07 3385 0195
CERT 3 GUARANTEE | VET IN SCHOOLS | TRAINEESHIPS
Certificate III in Health Support Services (HLT33215) with embedded Certificate II in Health

This qualification is an industry-based qualification targeted at significantly increasing the skills and knowledge of health and aged care industry employees. It is designed for employees who provide support for the effective functioning of health services, requiring discretion and judgement. These workers may also provide a team leadership, workplace training or leading hand function. These workers do not deliver direct care to clients.

You will need to satisfactorily complete 15 units of competency and it would be an advantage to be currently employed in the industry. If not employed in the industry at least 80 hours of work placement is essential to complete the course.

Work placement

To achieve this qualification, the learner must have completed at least 80 hours of work placement.

Course Fees
To be confirmed

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# Options for Training Plan

## HLT33215 - Certificate III in Health Support Services

To attain the HLT33215 Certificate III in Health Support Services, 15 units must be achieved. 6 core units and 9 electives, with at least 6 units from the list on TGA and up to 3 other units.

<table>
<thead>
<tr>
<th>UnitCode</th>
<th>Unit of Competency</th>
<th>Category</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>Core</td>
<td>20</td>
</tr>
<tr>
<td>2 SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
<td>Elective</td>
<td>25</td>
</tr>
<tr>
<td>3 HLTINF001</td>
<td>Comply with infection prevention and control policies and procedures</td>
<td>Core</td>
<td>25</td>
</tr>
<tr>
<td>4 CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td>Core</td>
<td>20</td>
</tr>
<tr>
<td>5 CHCDIV001</td>
<td>Work with diverse people</td>
<td>Core</td>
<td>40</td>
</tr>
<tr>
<td>6 CPPCMN001B</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Other</td>
<td>20</td>
</tr>
<tr>
<td>7 HLTSS005</td>
<td>Undertake routine stock maintenance</td>
<td>Other</td>
<td>15</td>
</tr>
<tr>
<td>8 HLTWHS005</td>
<td>Conduct manual tasks safely</td>
<td>Core</td>
<td>20</td>
</tr>
<tr>
<td>9 HTFSE001</td>
<td>Follow basic food safety practices</td>
<td>Elective</td>
<td>30</td>
</tr>
<tr>
<td>10 CHCDIV002</td>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td>Elective</td>
<td>25</td>
</tr>
<tr>
<td>11 HLTAID003</td>
<td>Provide first aid</td>
<td>Other</td>
<td>18</td>
</tr>
<tr>
<td>12 BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>Core</td>
<td>30</td>
</tr>
<tr>
<td>13 BSBINN001</td>
<td>Promote innovation in a team environment</td>
<td>Elective</td>
<td>40</td>
</tr>
<tr>
<td>14 CHCCCS009</td>
<td>Facilitate responsible behaviour</td>
<td>Elective</td>
<td>40</td>
</tr>
<tr>
<td>15 CPPCLO2006A</td>
<td>Clean glass surfaces</td>
<td>Elective</td>
<td>10</td>
</tr>
</tbody>
</table>

Should the selection of units not meet your requirements, please discuss with your trainer.
DANCE

Dance is a subject that helps students gain knowledge through movement, develop group work skills, work in a creative environment, and gain and develop performance and confidence skills.

Year 10 Dance is a foundation year for Senior Dance, and will provide students with the necessary performing, choreographing and written skills necessary for senior.

Students are introduced to the social and artistic genres of:

- Ballroom dance
- Contemporary (specifically Denishawn and Doris Humphrey technique)
- Music video clips in popular styles of Hip Hop and Commercial Jazz.
- Experimental dance.

Students will learn and create dances in various dance genres and styles, develop and enhance technical and expressive skills, develop their analytical and evaluative skills, enhance their creative skills and explore the use of technology in dance to create their own dance music video clips.

In this subject, students develop their skills in performance and choreography work, and their analysis of dance pieces. They study different dance genres, create and perform dance sequences, work in pairs and groups, develop confidence in their performing and choreographing skills, appreciate dance and its diverse history, and self-reflect for improvement.

Dance at school is a very affordable subject compared to dancing in community studios, however at times, students may participate and attend compulsory workshops, performance and dance productions aligned with their studies.

Dance is a theory and practical-based subject that requires movement, enthusiasm, participation and group work. Students are also given opportunities to become involved in extra-curricular activities such as Dance Group, Arts Night, eisteddfods and Tambo Talent Time.

Junior Dance study is beneficial, but not necessary.

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

This subject uses more technology to make products than ITS so requires less hand skills but develops more computer skills and problem solving / redesigning skills. DES is the subject catering for budding inventors and thinkers who enjoy a challenge.

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

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

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

DES is the junior foundation subject of our ATAR courses in senior subjects. If you are interested in University entry in the areas of Engineering, Architecture, Design and many others, then this is a good start.

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

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

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

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

FUTURE OPTIONS
DES is available for all students through to year 12 Design and Engineering subjects and can be a solid foundation for many students wanting to pursue a university entrance in design based courses. Many students select DES as a subject to build their technology skills and to complement their other STEM (Science, Technology, Engineering, Maths) subject selections.

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DIGITAL SOLUTIONS

This subject leads students onto this pathway

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

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

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

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

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

For further information please contact

CONTACT NAME: Head of Department – Glen Washburn
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This Diploma of Business course will be delivered by staff at Tamborine Mountain State High School Year 11 students (accelerated over 1 year) using the units of an external Registered Training Organisation.

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

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

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


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

Completion of Certificate III in Business is preferable, but not essential.

**COURSE OUTLINE**

**Units of Competency:**
- **BSBWR5001** Manage work priorities & professional development
- **BSBADM502** Manage meetings
- **BSBMKG501** Identify & evaluate marketing opportunities
- **BSBMGT501** Facilitate continuous improvement
- **BSBHRM506** Manage recruitment, selection & induction process
- **BSBFIM501** Manage budgets & financial plans
- **BSBADM506** Manage business document design & development
- **BSBPMMG522** Undertake project work

**COURSE FEES**
The course fees are $1,000 in total.

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

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

**FUTURE OPTIONS**

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**EMAIL:** bmowb4@eq.edu.au
Diploma of Event Management

This qualification reflects the role of individuals who use a broad range of event-related skills and sound knowledge of events management processes to coordinate event operations. They operate independently, and make operational event management decisions.

Events are diverse in nature and this qualification provides a pathway to work for event or exhibition organisations operating in a range of industries, including the tourism and travel, hospitality, sport and cultural, and community sectors. The diversity of employers includes event or exhibition management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

Training Plan Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITEEVT001</td>
<td>Source and use information on the events industry</td>
</tr>
<tr>
<td>SITEEVT003</td>
<td>Coordinate on-site event registrations</td>
</tr>
<tr>
<td>SITEEVT008</td>
<td>Manage event staging components</td>
</tr>
<tr>
<td>SITEEVT010</td>
<td>Manage on-site event operations</td>
</tr>
<tr>
<td>SITCCS007</td>
<td>Enhance customer service experiences</td>
</tr>
<tr>
<td>SITXFIN003</td>
<td>Manage finances within a budget</td>
</tr>
<tr>
<td>SITXHRM003</td>
<td>Lead and manage people</td>
</tr>
<tr>
<td>SITXMG001</td>
<td>Monitor work operations</td>
</tr>
<tr>
<td>SITXMG002</td>
<td>Establish and conduct business relationships</td>
</tr>
<tr>
<td>SITXMG003</td>
<td>Manage projects</td>
</tr>
<tr>
<td>SITXWH002</td>
<td>Identify hazards, assess and control safety risks</td>
</tr>
<tr>
<td>SITEEVT002</td>
<td>Process and monitor event registration</td>
</tr>
<tr>
<td>SITTS005</td>
<td>Sell tourism products and services</td>
</tr>
<tr>
<td>SITTS006</td>
<td>Prepare quotations</td>
</tr>
<tr>
<td>SITTS008</td>
<td>Book supplier products and services</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITCCS006</td>
<td>Provide service to customers</td>
</tr>
</tbody>
</table>

Course Fees

$2200 – which includes cost of head set

Course Outline

This course is studied via virtual reality and takes 12 months to complete.

Prerequisites

Nil

Assessment

Ongoing assessment, marked through outside provider.

Contact

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Diploma of Tourism and Travel Management

This qualification reflects the role of highly skilled operators who use a broad range of tourism or travel skills combined with managerial skills and sound knowledge of industry operations to coordinate travel or operations. They operate independently, have responsibility for others, and make a range of operational business decisions.

Qualification provides a pathways to work in many travel and tourism industry sectors as a departmental or small business manager. The diversity of employers includes travel agencies, tour wholesalers, tour operators, inbound tour operators, tourism attractions, visitor information centres, and other tourism businesses.

Training Plan Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBDIV501</td>
<td>Manage diversity in the workplace</td>
</tr>
<tr>
<td>SITTIND001</td>
<td>Source and use information on the tourism and travel industry</td>
</tr>
<tr>
<td>SITXCCS007</td>
<td>Enhance customer service experience</td>
</tr>
<tr>
<td>SITXCCS008</td>
<td>Develop and manage quality customer service practices</td>
</tr>
<tr>
<td>SITXCOM005</td>
<td>Manage conflict</td>
</tr>
<tr>
<td>SITXFIN002</td>
<td>Interpret financial information</td>
</tr>
<tr>
<td>SITXFIN003</td>
<td>Manage finances within a budget</td>
</tr>
<tr>
<td>SITXFIN004</td>
<td>Prepare and monitor budgets</td>
</tr>
<tr>
<td>SITXHHRM300</td>
<td>Lead and manage people</td>
</tr>
<tr>
<td>SITXMG001</td>
<td>Monitor work operations</td>
</tr>
<tr>
<td>SITXMG002</td>
<td>Establish and conduct business relationships</td>
</tr>
<tr>
<td>SITXWHS003</td>
<td>Implement and monitor work health and safety practices</td>
</tr>
<tr>
<td>SITTTS002</td>
<td>Access and interpret product information</td>
</tr>
<tr>
<td>SITTTS004</td>
<td>Provide advice on Australian destinations</td>
</tr>
<tr>
<td>SITTTS005</td>
<td>Sell tourism products and services</td>
</tr>
<tr>
<td>SITTTS006</td>
<td>Prepare quotations</td>
</tr>
<tr>
<td>SITTTS009</td>
<td>Process travel-related documentation</td>
</tr>
<tr>
<td>SITXCCS002</td>
<td>Provide visitor information</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documentation</td>
</tr>
<tr>
<td>SITTGDE004</td>
<td>Lead tour groups</td>
</tr>
<tr>
<td>SITXCCS006</td>
<td>Provide service to customers</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
</tr>
</tbody>
</table>

Course Fees
$2200 – which includes cost of head set

Prerequisites
Nil

Assessment
Ongoing assessment, marked through outside provider.

Course Outline
This course is studied via virtual reality and takes 12 months to complete.

Contact
Rebecca Ireland
Head of Department – Inclusive Practices
rbail45@eq.edu.au
Ph: 55457222
Dual Qualification
Certificate II in Tourism + Certificate III in Events

Are you a natural organizer with a flair for events? Do you love to travel or wanting to open a door to a career in tourism? Working in events can take you from festival and conferences to fundraisers and shows. While the travel and tourism sector can have you working at some of the best attractions or destinations around the world.

By combining these two qualifications, you will have the knowledge and skills required to work across both of these exciting industries, giving you a competitive edge and increased opportunities.

Course Fees
The 2019 course fee is $300.00 for the certificate course and is only available to students who have not used their VETiS funding. Fees are non-refundable as the certificate is provided by an external company (Redmako).

Course Outline
This course is studied via virtual reality and takes 12 months to complete.

Example Units below

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITTTSL008</td>
<td>Book supplier products and services</td>
</tr>
<tr>
<td>SITEEVT001</td>
<td>Source and use information on the events industry</td>
</tr>
<tr>
<td>SITEEVT003</td>
<td>Coordinate onsite event registrations</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXEB001</td>
<td>Use social media in business</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITEEVT002</td>
<td>Process and monitor event registrations</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

Prerequisites
Nil

Assessment
Ongoing assessment, marked through outside provider.

Contact
Rebecca Ireland
Head of Department – Inclusive Practices
rbail45@eq.edu.au
Ph: 55457222
AIM OF SUBJECT:
• To promote a wide variety of acting skills.
• To prepare students for further study in Drama.
• To promote confidence, creativity and communication.
• To enhance dramatic self-expression.
• To develop movement and physical skills.
• To develop directing and playwriting skills.
• To foster spoken and written modes of literacy.
• To promote imagination, critical and creative thinking.
• To promote problem solving.
• To promote cultural engagement.
• To develop within students dynamic and interpersonal skills and teamwork.

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

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

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

COURSE OUTLINE:
• Realism
• Youth Theatre
• Critiquing Live Theatre
• Epic theatre
• Physical Theatre
• Verbatim Theatre

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

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

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

CONTACT NAME: Head of Department – Cheryl Dundas
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cdund2@eq.edu.au
AIM OF SUBJECT:
- To equip students with the necessary literacy skills to acquire knowledge and participate in learning in all subjects and situations.

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

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

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

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

Throughout the year, assessment items will be completed which contribute to students’ folios. Possible items include:
- Narrative
- Persuasive speech
- Analytical essay
- Reflective speech

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

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

FUTURE OPTIONS:
English in Years 11 and 12 (minimum of C+ overall)

CONTACT NAME: Head of Department – Angela Ross
PHONE: 07 5545 7212
FAX: 07 5545 7200
EMAIL: aross58@eq.edu.au
AIM OF SUBJECT:
- To meet the needs of students who require practical English skills.
- To equip students with the necessary tools for language use in written, spoken and visual contexts.

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

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

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

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

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

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

FUTURE OPTIONS:
Essential English in Years 11 and 12.

CONTACT NAME:
Head of Department – Angela Ross
PHONE: 07 5545 7212
FAX: 07 5545 7200
EMAIL: aross58@eq.edu.au
FOOD STUDIES with embedded Cert II Hospitality

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

IN THIS SUBJECT YOU WILL LEARN:
• hygiene and Workplace Health and Safety expectations in relation to hospitality establishments
• careers in the hospitality sector.
• food service and presentation skills.
• food preparation skills.
• food science
• product development and recipe development
• management and decision-making skills.

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

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

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

ASSESSMENT:
• Assessment may include continuous practical assessment, practical cooking exams, and theory exams.

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

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

FUTURE OPTIONS:
• Years 11/12 – Home Economics, Hospitality
• Beyond school – Cert III/IV/Diploma Hospitality, Home Economist, chef, cook, hotel manager, food technologist, food stylist, waiter, bartender, restaurant owner or baker

CONTACT NAME: Head of Department – Cameron Ross
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cross55@eq.edu.au
CERTIFICATE II IN HOSPITALITY (SIT20316)

Start your Hospitality Career Right Here...

FAST FACTS...

Certificate II in Hospitality - Nationally Recognised Qualification

1 x lesson per week at your school (approx. 2 hrs)

Students must currently be in Year 10, 11 or 12

Qualified Industry Trainer + tutorial support available

No cost! Want 28 $50 for Certificate II in Tourism as well!

WITH PRESTIGE SERVICE TRAINING.

Choosing the right career pathway can be overwhelming! That’s why Prestige Service Training provides stepping stones to your future through Vocational Education and Training (VET) in Schools.

The ‘PRESTIGE-ous’ Certificate II in Hospitality is your starting point to explore a potential career path while you are still at school. You will learn good customer service, industry know-how and gain practical hands-on training to pursue a career in Hospitality confidently.

Our qualified trainers, with current hospitality industry experience, will mentor you through your ‘In School’ Program with face-to-face lessons at your school each week, and extra tutorial support if needed.

Upon completion of the program, you will earn a nationally recognised qualification. Your new skills and knowledge will increase your employability and have you one step closer to a successful career in Hospitality.

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Email: learnmore@pst.edu.au Visit: www.pst.edu.au

Prestige Service Training
PRESTIGE-ous PATHWAYS

GRADUATE HIGH SCHOOL
With a Certificate II in Hospitality Qualification

LEARN MORE
Continue learning with Prestige Service Training short courses or start a Diploma!

SECURE A JOB
Your new skills and knowledge increase your employability

GO TO UNIVERSITY
May help you when applying for university

KEEP LEARNING & KEEP GROWING

UNITES OF COMPETENCY:
- SBSWOR0203 Work effectively with others
- SITHHND002 Source and use information on the hospitality industry
- SITHHND003 Use hospitality skills effectively
- SITXCCS003 Interact with customers
- SITXCOM002 Show social and cultural sensitivity
- SITXWH5001 Participate in safe work practices
- ELECTIVES
  - SBSBMM201 Communicate in the workplace
  - SITXFA002 Participate in safe food handling practices
  - SITXCCS002 Provide visitor information
  - SITXFA002 Provide responsible service of alcohol
  - SITXFA007 Serve food and beverage
  - HLTAID003 Provide first aid

YOUR TRAINING INCLUDES:
- 1x session per week (approx 2 hrs) at your school, during one school year.
- Face to face classroom delivery with a qualified trainer who has current industry experience.
- Extra tutorial support is available.
- Graduation with a Certificate II in Hospitality - A nationally recognised qualification.

ENROL NOW
AT YOUR SCHOOL

ELIGIBILITY & FEES:
Students must be in Year 10, 11 or 12 to undertake, and: A Queensland resident i.e. Australian Citizen or permanent resident residing in Queensland or New Zealand citizen permanently residing in Queensland. Not previously completed or currently enrolled in a Cert II VET Program (Certificate II Qualifications are acceptable if completed whilst at school). This program can be delivered at your school to a minimum group of 10 students.

Prestige Service Training is supported by the Queensland Government Industry - TAFE Schools program for you! Information and advice on the delivery of your training is quality assured by the Government. To find out more, talk to one of our career experts.

Call Prestige Service Training today on (07) 5667 7224
Email: learnmore@psf.edu.au
Visit: www.psf.edu.au

PRESTIGE SERVICE TRAINING
HEALTH AND PHYSICAL EDUCATION

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

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

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

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

COURSE OUTLINE:

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

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

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

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

CONTACT NAME: Head of Department – Cameron Ross
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cross55@eq.edu.au
INDUSTRIAL TECHNOLOGY SKILLS
With embedded Certificate II in Engineering

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

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

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

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

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

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

COURSE OUTLINE
Projects can include:
- CO2 Rocket Car.
- Ammo Box.
- Table.

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

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

CONTACT NAME: Head of Department – Peter Brose
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: pbros2@eq.edu.au
AIM OF SUBJECT:
• To build on students’ Japanese skills to enable them to communicate in basic real-life situations.
• To build students’ confident in languages.
• To enhance their knowledge of both Japanese language and culture.
• To develop the attributes of lifelong learners by expanding their skills as self-directed learners, complex thinkers, active investigators as well as effective communicators.
• To expand their own world views to better equip themselves for participation in the global community.

IN THIS SUBJECT YOU WILL LEARN HOW TO:
• communicate in basic Japanese in real-life situations.
• enjoy aspects of another culture.
• appreciate your own language and culture.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
• enjoying learning another language and the challenge of “being understood”.
• risk-taking and “having a go” without worrying about making mistakes.
• interacting with others.

WHY JAPANESE?
• For Queenslanders, the study of Japanese is especially important given the strong ties with Japan.
• Due to links in tourism, commerce, culture and education between Australia and Japan, our students will be brought more and more into contact with Japanese speaking people.
• Japanese lifestyle, cuisine, art and sport are becomingly increasingly familiar through the media and personal contact.
• As some of our students take the opportunity to travel to Japan, willingness to use their Japanese skills will enrich their travel experience and help in developing lasting friendships.
• Japanese High School Exchange Visits in July/August each year. Your chance to be a host student!
• Japan Study Tour held usually every two years – next trip September 2019.
• Japanese animation and cooking!

COURSE OUTLINE:
The following topics will be covered:
• Weather, seasons and cultural celebrations
• Town planning including shopping, map reading, role-play in a shop/restaurant
• Globalisation and successful citizens

ASSESSMENT:
Each term:
• One comprehending (listening or reading) task
• One composing (writing/speaking) task
• A cultural based assignment (*one a semester)

FUTURE OPTIONS:
As we approach Japanese as a skill, not just knowledge, students’ future options are unlimited:
• Study Japanese at local universities (e.g. UQ, Griffith)
• Apply for a scholarship and direct entry to Asia Pacific University in Japan (available since 2015)
• Learning about a different culture gives students a great opportunity to play an active role internationally in the future and to embrace the global and diverse communities in which we live.

CONTACT NAME: Head of Department – Bronwen Mowbray
PHONE: 07 5545 7222
FAX: 07 5545 7200
E-MAIL: bmowb4@eq.edu.au
Mathematics

Throughout High School, Years 7 – 12, Maths is a compulsory subject. Since it is compulsory it is the school’s duty to provide students with a variety of levels of Maths to choose from. Currently in Year 10, there are three levels of Maths of which students must choose one:

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

- **General Mathematics** - classes are for students who find Mathematics a little challenging and need a little extra help to succeed.

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

To help students prepare for a more mathematical future, students have an **option** of taking Specialist Maths.

- **Specialist Mathematics** - Students taking this must also take Math Methods. Classes are for students who have good Mathematical skills and enjoy the opportunity to study areas of mathematics not covered in the “usual” curriculum.

In choosing a level of Maths students need to consider:

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

### TOPICS

<table>
<thead>
<tr>
<th>Essential Maths</th>
<th>General Maths</th>
<th>Maths Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPICS</strong></td>
<td>From the National Curriculum Year 10 Maths Syllabus → Number and Algebra; Measurement and Geometry; Statistics and Probability</td>
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</tr>
<tr>
<td>This course will include the Short Course in Numeracy which covers the Numeracy requirement of the QCE</td>
<td></td>
<td>From the National Curriculum Year 10 Maths Syllabus → Number and Algebra; Measurement and Geometry; Statistics and Probability as well as Introduction to Functions, Quadratic Functions, Trigonometry, Exploring Data, Modelling Data with Functions, Indices, Further Functions, Financial Maths and Probability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>- In Class Tasks</th>
<th>- Tests mirroring the Senior Maths way of testing in terms of difficulty, style of question, criteria and weighting of criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Tests broken down into small parts completed over many days</td>
<td>- Assignment</td>
</tr>
<tr>
<td></td>
<td>- Small assignments</td>
<td>- Tests mirroring the Senior Maths way of testing in terms of difficulty, style of question, criteria and weighting of criteria</td>
</tr>
</tbody>
</table>

### Specialist Mathematics

Based on topics from the Senior Specialist Maths Program. Students will get a “taste” of:

- Real and Complex Number Systems
- Matrices and Applications
- Vectors and Applications
- Linear Programming
- Dynamics
- Plane Geometry
- Introduction to Number Theory
- Probability and Statistics
- Advanced Periodic and Exponential Functions

### Topics

<table>
<thead>
<tr>
<th>Special Mathematics</th>
<th>Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tests mirroring the Senior Maths way of testing in terms of difficulty, style of question, criteria and weighting of criteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant Assignments</td>
</tr>
</tbody>
</table>

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

For further information please contact

Glen Washburn (HOD Sen Mat/Sci) ph. 5545 7222 or wwash1@eq.edu.au
AIM OF SUBJECT:
- To allow students to design, produce and critique a variety of media products such as television and film from newspapers, film and television, advertising and video games.

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

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

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

COURSE OUTLINE:
- Bias in the media – Television and Newspaper.
- Documentary analysis and production.
- Stop-motion animation.
- Special effects in the film industry.

ASSESSMENT:
- Written – literacy skills.
- Oral presentations – literacy skills.
- Design tasks – scriptwriting/storyboarding.
- Video production, Adobe Premiere editing.

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

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

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

CONTACT NAME:  Head of Department – Cheryl Dundas
PHONE:  07 5545 7222
FAX:  07 5545 7200
E-MAIL:  cdund2@eq.edu.au
AIM OF SUBJECT
To provide students with the understanding and skills they need to cope as citizens and decision makers in our ever-changing and complex world.
To gain valuable insight into the world in which we live: its ancient and contemporary history, Australia’s role in international affairs and significant people from different eras studied.

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

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

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

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

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

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

CONTACT NAME: Head of Department – Bronwen Mowbray
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MUSIC

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

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

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

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

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

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

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

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

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

CONTACT NAME:
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<thead>
<tr>
<th>Head of Department – Cameron Ross</th>
<th>Subject Coordinator – Cam Hart</th>
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PHOTOGRAPHY

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

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

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

WHY PHOTOGRAPHY?
- Photography stimulates creative and critical thinking.
- Photography enhances perceptual development, critical discrimination and problem solving skills.
- Visual literacy, literacy and numeracy, ICT capabilities, personal and social capabilities, self-expression are fostered.
- Ethical and inter-cultural understanding e.g. Aboriginal and Torres Strait Islander cultures are acknowledged.

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

ASSESSMENT:
- Practically and theoretically based
- Folio of work
- Photographic Appraisal Task
- Photographic notebook
- Literacy skills and knowledge

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

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

FUTURE OPTIONS:
Senior Subjects such as Art, Media Arts and Practice, Film, Television and New Media and Visual Arts in Practice.

CONTACT NAME: Head of Department – Cheryl Dundas
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AIM OF SUBJECT:
Students learn to design computer / tablet applications (apps) using block code for Android systems.

We use LEGO Robotic kits and block coding software to solve a series of problems and courses that student built robots must negotiate to save the day. Students work in small groups to develop skills in working as a team and mentoring their peers.

We introduce students to a design process that allow them the opportunity to be creative within a supportive and clear framework. Producing a range of solutions to the problems and scenarios we aim to develop each student’s confidence, independence and skills in a fun, safe and supportive environment.

IN THIS SUBJECT YOU WILL LEARN TO:
• Use digital media to communicate ideas and develop solutions.
• Be creative, integrating a range of design strategies to solve problems.
• Extensive use of technology systems to develop skills in engineering contexts.
• Work as individuals and as a team.
• Develop listening and planning skills to produce a solution.

WHY ROBOTICS, ENGINEERING, DESIGN (RED)?
Understanding and applying the design process is a skill we need and use every day when problem solving, whether it is a theoretical or practical problem.

RED is for many the introduction to computer programming. Given the course is delivered over one semester we want to provide an opportunity to introduce a wide range of skills to provide students with an insight into the design process and its application with regard to using it to control electronic devices.

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

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

COURSE OUTLINE:
Projects include:
• EV3 challenges.
• high order block coding
• investigating arduino

ASSESSMENT:
Students complete a range of assessment tasks including -
• digital design folio
• Built/manufactured robot using LEGO EV3 technology

FUTURE OPTIONS:
RED is currently available for all students through years 7, 8 and 9 based on class numbers. There are a range of senior subjects that have been developed by the QCAA that will incorporate Design and Engineering and can be a solid foundation for many students wanting to pursue a university entrance in design based courses. Many students select RED as a subject to build their technology skills and to complement their other STEM (Science, Technology, Engineering, Maths) subject selections.

CONTACT NAME: Head of Department – Peter Brose
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EMAIL: pbros2@eq.edu.au
Year 10 Science is the gateway to the Senior Sciences of Chemistry, Biology and Physics. **There is an expectation that any student wishing to study a Senior Science will need to take and pass Year 10 Science.**

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

In Science students look at a variety of topics:

- Heredity and Reproduction
- Genetics and Evolution
- Atoms and Molecules
- Reactions
- Forces and Motion
- Energy
- Global Systems – Climate and Life
- Astronomy

Students will be assessed in a number of ways:

- Testing
- Projects
- Assignments
- Report writing

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

**Students will be expected to complete a weekly program of Homework**

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