

# Tamborine Mountain State High School



## Year 10 Handbook 2024

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## The Year 10 Program

Dear Parents and Caregivers,

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

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

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

1. Students who wish to extend their learning in particular areas of interest. These students can select bridging courses to Year 11 studies in particular fields (e.g. 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

# TAFE

## Schools TAFE Programs – Make Great Happen

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

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

Some courses are available for students 15 years of age and other courses are only for Year 10 and Year 11 students. Students can only enrol in courses they can complete while still enrolled at school.

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

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

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

There are costs associated with enrolling in these courses. Courses are generally over one or two years. Courses are offered from the start of each year; some courses offer a second intake and an email notice will be sent out for those.

For 2024/2025 courses, applications and enrolments will open usually the term before. Go to: <http://www.tafeapply.com>.

For all career guidance please see our Guidance Officer, Mr Wackwitz or Ms Fawcitt and for TAFE information please see Kym Billington our Industry Liaison Officer who will also be able to assist in terms of TAFE, work placements, traineeships and apprenticeships.

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

Kym Billington  
Industry Liaison Officer  
Ph: 07 5545 7222  
Fax: 07 5545 7200  
Email: [kbill33@eq.edu.au](mailto:kbill33@eq.edu.au)



## YEAR 10 SUBJECTS

<b>CORE SUBJECTS</b> <i>These are the subjects which all students study</i>	<b>ELECTIVE SUBJECTS</b> <i>Students will have the option to study three of these subjects</i>
<div data-bbox="140 380 513 604"> English or Essential English </div> <div data-bbox="140 660 513 963"> Essential Mathematics or General Mathematics or Mathematical Methods </div>	Art Certificate 3 in Screen and Media Certificate IV in Justice Studies Dance Design Diploma of Business Dual Certificate II in Health Support/Certificate III in Health Assist Fashion Food and Nutrition Health and Physical Education Industrial Technology Skills Japanese Media Studies Modern History Music Recreation Robotics, Engineering, Design Science

# 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	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
Years 11 and 12	1. English (General subject)	Essential English (Applied subject)	Essential English (Applied subject)
Year 10	1. English (Achieved B or above on Semester One Report)	1. English <b>OR</b> 2. Essential English	1. English <b>OR</b> 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

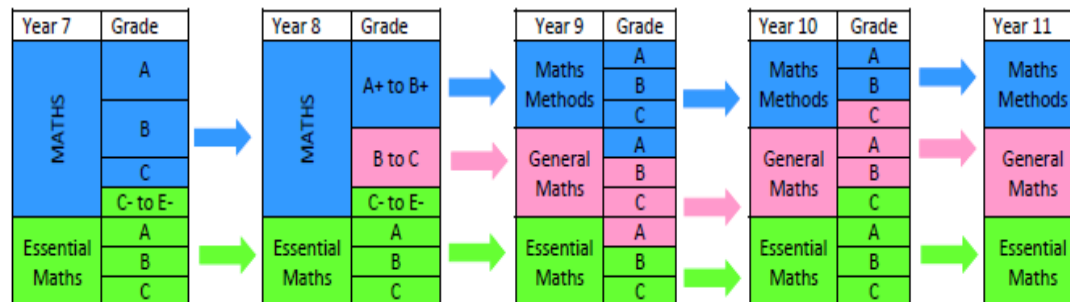
Throughout High School, Years 7 – 12, Maths is a compulsory subject. Since it is compulsory, it is the school's duty to provide students with a variety of levels of Maths to choose from. Currently in Years 11 and 12, there are four Maths Subjects:

**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.



**IT IS NOT POSSIBLE TO STUDY ONLY SPECIALIST MATHEMATICS**  
**→ Specialist Mathematics must be taken with Mathematical Methods as well**

**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

Accessible Essential Maths	Moderate General Maths	Hard Math Methods	Very Challenging Specialist Maths
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Translation from old system to new  
**Maths C → Specialist Mathematics**  
**Maths B → Mathematical Methods**  
**Maths A → General Mathematics**  
**PVM → Essential Mathematics**

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



	Essential Maths	General Maths	Maths Methods	Specialist Maths
TOPICS	<b>Unit 1 - Number, data and graphs</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Topic 1: Number</li> <li>Topic 2: Representing data</li> <li>Topic 3: Graphs</li> </ul>	<b>Unit 1 - Money, measurement and relations</b> <ul style="list-style-type: none"> <li>Topic 1: Consumer arithmetic</li> <li>Topic 2: Shape and measurement</li> <li>Topic 3: Linear equations and their graphs</li> </ul>	<b>Unit 1 - Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>Topic 1: Arith. and geo. sequences and series 1</li> <li>Topic 2: Functions and graphs</li> <li>Topic 3: Counting and probability</li> <li>Topic 4: Exponential functions 1</li> <li>Topic 5: Arith. and geo. sequences and series 2</li> </ul>	<b>Unit 1 - Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>Topic 1: Combinatorics</li> <li>Topic 2: Vectors in the plane</li> <li>Topic 3: Introduction to proof</li> </ul>
	<b>Unit 2 - Money, travel and data</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Topic 1: Managing money</li> <li>Topic 2: Time and motion</li> <li>Topic 3: Data collection</li> </ul>	<b>Unit 2 - Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>Topic 1: Applications of trigonometry</li> <li>Topic 2: Algebra and matrices</li> <li>Topic 3: Univariate data analysis</li> </ul>	<b>Unit 2 - Calculus and further functions</b> <ul style="list-style-type: none"> <li>Topic 1: Exponential functions 2</li> <li>Topic 2: The logarithmic function 1</li> <li>Topic 3: Trigonometric functions 1</li> <li>Topic 4: Introduction to differential calculus</li> <li>Topic 5: Further differentiation and applications 1</li> <li>Topic 6: Discrete random variables 1</li> </ul>	<b>Unit 2 - Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>Topic 1: Complex numbers 1</li> <li>Topic 2: Trigonometry and functions</li> <li>Topic 3: Matrices</li> </ul>
	<b>Unit 3 - Measurement, scales and data</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Topic 1: Measurement</li> <li>Topic 2: Scales, plans and models</li> <li>Topic 3: Summarising and comparing data</li> </ul>	<b>Unit 3 - Bivariate data, sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <li>Topic 1: Bivariate data analysis</li> <li>Topic 2: Time series analysis</li> <li>Topic 3: Growth and decay in sequences</li> <li>Topic 4: Earth geometry and time zones</li> </ul>	<b>Unit 3 - Further calculus</b> <ul style="list-style-type: none"> <li>Topic 1: The logarithmic function 2</li> <li>Topic 2: Further differentiation and applications 2</li> <li>Topic 3: Integrals</li> </ul>	<b>Unit 3 - Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>Topic 1: Proof by mathematical induction</li> <li>Topic 2: Vectors and matrices</li> <li>Topic 3: Complex numbers 2</li> </ul>
	<b>Unit 4 - Graphs, chance and loans</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Topic 1: Bivariate graphs</li> <li>Topic 2: Probability and relative frequencies</li> <li>Topic 3: Loans and compound interest</li> </ul>	<b>Unit 4 - Investing and networking</b> <ul style="list-style-type: none"> <li>Topic 1: Loans, investments and annuities</li> <li>Topic 2: Graphs and networks</li> <li>Topic 3: Networks and decision mathematics</li> </ul>	<b>Unit 4 - Further functions and statistics</b> <ul style="list-style-type: none"> <li>Topic 1: Further differentiation and applications 3</li> <li>Topic 2: Trigonometric functions 2</li> <li>Topic 3: Discrete random variables 2</li> <li>Topic 4: Continuous random variables and the normal distribution</li> <li>Topic 5: Interval estimates for proportions</li> </ul>	<b>Unit 4 - Further calculus and statistical inference</b> <ul style="list-style-type: none"> <li>Topic 1: Integration and applications of integration</li> <li>Topic 2: Rates of change and differential equations</li> <li>Topic 3: Statistical inference</li> </ul>
ASSESSMENT	<p>Assessment will include a <b>Common Instrument Assessment</b> that is set by the QCAA. This is a mandatory assessment item not set by the school.</p> <p>In school assessment will include a number of:</p> <ul style="list-style-type: none"> <li>'dependent' problem-solving and modelling task that assesses topics covered</li> <li>internal examination that representatively samples subject matter not assessed in the problem-solving and modelling task.</li> </ul>	<p><b>Assessment for General Maths, Math Methods and Specialist Maths follow the same format:</b></p> <p>Assessment instruments include:</p> <ul style="list-style-type: none"> <li><b>Problem-solving and modelling task</b> - This assessment focuses on the interpretation, analysis and evaluation of ideas and information. It is an independent task responding to a particular situation or stimuli.</li> <li><b>Examination</b> - This examination assesses the application of a range of cognitions to a number of items, drawn from a Unit. Student responses must be completed individually, under supervised conditions, and in a set timeframe.</li> </ul> <p><b>Note: In-school assessment only counts for 50% of the student's grade. At the completion of the subject there is a 50% external exam. This exam is written by the QCAA and is mandatory for all students. It is taken at a time set by the QCAA. The school is not involved in the setting or marking of this exam.</b></p> <p><b>The assessment that counts towards the final grade are:</b></p> <ul style="list-style-type: none"> <li>internal assessment 1: Problem-solving and modelling task (20%)</li> <li>internal assessment 2: Examination (15%)</li> <li>internal assessment 3: Examination (15%)</li> <li>external assessment: Examination (50%)</li> </ul>		

**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](mailto:vwash1@eq.edu.au)

## CHOOSING THE RIGHT SCIENCE COURSE

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

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

CAREER OPTIONS	I would like to get a job after attending university.	I would like to get a job where further study is needed e.g. TAFE.
Years 11 and 12	We strongly recommend one or a combination of: <ul style="list-style-type: none"><li>• Biology</li><li>• Chemistry</li><li>• Physics</li></ul>	We recommend: <ul style="list-style-type: none"><li>• Biology</li></ul>
Subject Description	BIOLOGY: Biology is the science that studies living things. CHEMISTRY: Chemistry is the science that examines types of chemicals and the ways in which they react. PHYSICS: Physics is the science that investigates forms of energy and motion.	
To enter these Years 11 and 12 subjects:	PHYSICS Or BIOLOGY Or CHEMISTRY	
Read about these Year 10 subject choices:	SCIENCE	

# CHOOSING THE RIGHT HUMANITIES COURSE



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

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

Possible Career Pathways	1. I would like to attend <b>university</b> and study for a specific job	2. I would like to get a job after year 12 and <b>maybe</b> look at <b>further study</b> later (e.g. TAFE.)	3. I am looking at going straight into the <b>workplace</b> and am unlikely to do any further study
Years 11 and 12	<b>Strongly recommend:</b> <ul style="list-style-type: none"> <li>• <b>Modern History</b></li> <li>• <b>Ancient History</b></li> </ul> <p>Each of these subjects develops research, assignment writing and analytical skills necessary for university.</p>	<b>Recommend students consider:</b> <ul style="list-style-type: none"> <li>• <b>Modern History</b></li> <li>• <b>Ancient History</b></li> </ul> <p>Each of these subjects develops research and communication skills that are tools for further study.</p>	<b>Recommend students possibly consider:</b> <ul style="list-style-type: none"> <li>• <b>Modern History</b></li> <li>• <b>Ancient History</b></li> </ul> <p>The study of “real” people, events and places in these subjects is interesting.</p>
Year 10	<b>Strongly recommend</b> university bound students' study - <ul style="list-style-type: none"> <li>• <b>Modern History</b></li> <li>• <b>Ancient History</b></li> </ul>	<b>Consider -</b> <ul style="list-style-type: none"> <li>• <b>Modern History</b></li> <li>• <b>Ancient History</b></li> </ul>	<b>Possibly Consider -</b> <ul style="list-style-type: none"> <li>• <b>Modern History</b></li> <li>• <b>Ancient History</b></li> </ul>

# TAFE

## Schools TAFE Programs – Make Great Happen

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

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

Currently there are two main TAFE providers in our area. TAFE Brisbane and TAFE Gold Coast.

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

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

There may be costs associated with enrolling in these courses. Courses are generally over one or two years. Courses are offered from the start of each year, along with Easter intake, mid-year intake and even a September intake for some courses.

For 2022/2023 courses, applications and enrolments will open usually the term before. Go to: <http://www.tafeapply.com>

For all career guidance please see our Guidance Officer, Helen Fawcitt and for TAFE information please see Kym Billington.

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

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

Kym Billington  
Industry Liaison Officer  
Ph: 07 5545 7222  
Fax: 07 5545 7200  
Email: [kbill33@eq.edu.au](mailto:kbill33@eq.edu.au)



# **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 21<sup>st</sup> 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
- Responding to art.

## ASSESSMENT: *Practically and theoretically based. Each term:*

- Folio of work including a resolved artwork.
- Art Responding task (only 1 per semester)
- Visual (process) diary / digital submission (PPT).

## 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 3 in Screen & Media

## Subject Information Guide



## Learn Practical Skills for a digital future

The Certificate Three in Screen Media will provide a range of skills that focus on social media content creation, digital image (photography), video creation, including 2D animation as well as writing for digital content (websites) and creating photo and video content for social media.

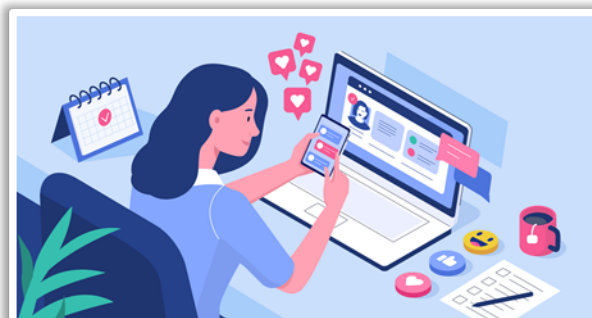
Whilst these are great skills if you are interested in working in media, they are also valuable and important digital life skills for your future. Any number of industries these days will require you to have higher level of digital skills, including digital production in order to create content for businesses you work for, in fact having these skills will make you more employable than your peers.

As a certificate three course this will also provide you with 6-8 points towards your QCE.

**This course will cost \$600 per student.**

## Units Covered

- Apply critical thinking skills in a team environment
- Work effectively in the creative arts industry Apply work health and safety practices
- Implement copyright arrangements Produce and prepare photo images
- Assist with basic camera shoots
- Perform basic vision and sound editing
- Create visual design components
- Create 2D digital animations
- Edit video and audio content for social media
- Write content for a range of media.



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

# Certificate IV in Justice Studies



Certificate IV in Justice Studies is an accredited course provided by Unity College (RTO: 32123). The Certificate IV in Justice Studies 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 Justice Studies 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:

Course Code: 10971NAT

1	NAT10971001	Provide information and referral advice on justice related issues	6	PSPREG003	Apply regulatory powers
2	NAT10971002	Prepare documentation for court proceedings	7	BSBLEG523	Apply legal principles in Tor law matters
3	NAT10971003	Analyse social justice issues	8	BSBPEF402	Develop Personal Work Priorities
4	BSBLEG421	Identify and apply the legal framework	9	PSPREG010	Prepare a Brief of Evidence
5	Bsbxcm401	Apply communication strategies in the workforce	10	BSBLDR414	Lead team effectiveness

## LEARNING EXPERIENCES

Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies 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, 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 Justice Studies 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.

## COURSE FEES

The course fees are \$1,200. Payment plan will be available for this course.

## 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 Principal and are at the discretion of the Principal.

**CONTACT NAME:** Head of Department – Mandy-Lee Creedy  
**PHONE:** 07 5545 7222  
**FAX:** 07 5545 7200  
**EMAIL:** mcree20@eq.edu.au

Subject Area Co-ordinator – Maree Rowell  
 (07) 5545 7222  
 (07) 5545 7200  
 mrowe29@eq.edu.au



# 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 and introductory year for Senior Dance, and will provide students with the necessary performing, choreographing and written skills necessary for senior. Assessments will mirror those studied in Senior Dance to equip and prepare students, however the context and genres of dance will differ from those studied in senior.

Students are introduced to the genres of:

- Hip Hop
- Hip Hop and Commercial Jazz Music video clips
- Contemporary
- 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 works. 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 self-motivation and group work. Students are also given opportunities to become involved in extra-curricular activities such as Arts Night, workshops with national and international performers, and excursions. Junior Dance study is beneficial, but not necessary.

## Why Dance?

1. A fun and exciting way to stay fit
2. Helps to improve social skills
3. Can increase one's self esteem
4. Teaches dedication and commitment
5. Understanding different cultures
6. Opportunity for self-expression
7. Improved body and mind development



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**Dance is the joy of  
movement and the  
heart of life**



# DIPLOMA OF BUSINESS



This Diploma of Business course will be delivered by staff at Tamborine Mountain State High School (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.

[https://www.qcaa.qld.edu.au/downloads/senior/qce\\_handbook.pdf](https://www.qcaa.qld.edu.au/downloads/senior/qce_handbook.pdf)

## 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: 12 units (5 core + 7 elective)

Core:

- BSBRT511 Develop critical thinking in others
- BSBFIN501 Manage budgets and financial plans
- BSBOPS501 Manage business resources
- BSBSUS511 Develop workplace policies and procedures for sustainability
- BSBXCM501 Lead communication in the workplace

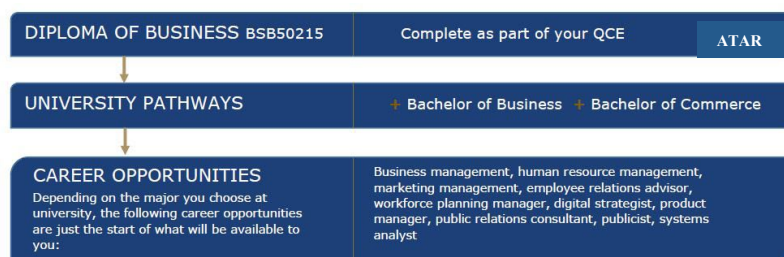
Electives:

- BSBHRM525 Manage recruitment and onboarding
- BSBOPS504 Manage business risk
- BSBPMG430 Undertake project work
- BSBPEF501 Manage personal and professional development
- BSBSTR502 Facilitate continuous improvement
- BSBMKG541 Identify and evaluate marketing opportunities
- BSBCEM411 Make Presentations

## COURSE FEES

The course fees are \$1,600 in total. A payment plan will be available for this course. 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.

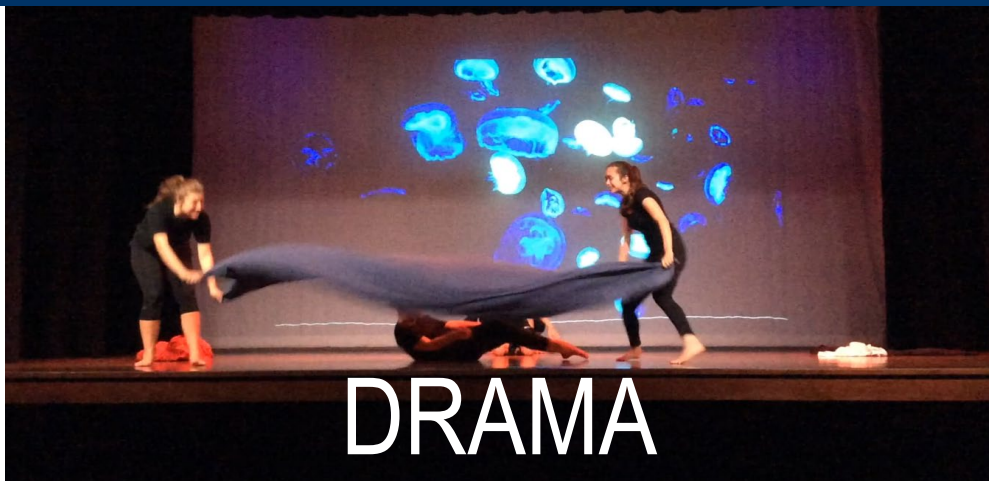
## FUTURE OPTIONS



**NB: Diploma of Business must be completed to eligible to enrol in the Advanced Diploma in Year 11 and 12**

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### 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.

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

Proudly  
supported  
by



Queensland  
Government



gateway to industry schools  
**health**

Help make a difference in the lives of others by acquiring skills and knowledge to support and care for patients with different needs. This certificate is an industry-based qualification to give you the skills you need to comply with WHS and infection prevention, applying medical terminology and recognising healthy body systems.

You will need to complete 18 units of competency through a mixture of theory and practical course work. This also include a **First Aid and CPR certificate**.

TMSHS is a member of the Health Gateway to Industry Schools Program to improve access to learning and experiential opportunities in our States growing health sector.

## Course Outline

Cert II Health Services	Cert III Health Assist
CHCCOM005 Communicate and work in Health	CHCDIV002 Promote Aboriginal and Torres Strait Islander cultural safety
CHCDIV001 Work with diverse people	HLTAAP001 Recognise healthy body systems
HLTINF006 Apply basic principles and practices of infection prevention and control	BSBMED303 Maintain patient records
HLTWHS001 Participate in workplace health and safety	CHCCCS015 Provide individualised support
HLTWHS005 Conduct manual tasks	CHCCCS009 Facilitate responsible behaviour
CHCCCS012 Prepare and maintain beds	BSBWOR301 Organise personal work priorities and development
CHCCCS020 Respond effectively to behaviours of concern	
SITXFSA005 Use hygienic practices for food safety	
BSBOPS203 Deliver a service to customers	
HLTAID011 Provide First Aid	
BSBPEF202 Plan and apply time management	
BSBMED301 Interpret and apply medical terminology appropriately	

## Course Fees

Course fee for 2024 – Nil, student VETIS funding is accessed and used (VETiS funding accessed by student one time only. The course includes the completion of a First Aid and CPR certificate.

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**AXIOM**  
COLLEGE  
axiomcollege.com.au



# English

## 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.

## PREREQUISITES

- Students are required to have studied English (not English Foundation) in Year 9 and received a minimum of a B overall.

## 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.

## COURSE OUTLINE AND ASSESSMENT:

The course covers a variety of units and texts. 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:

- Persuasive speech
- Analytical essay based on studied text
- Written interior monologue based on studied text
- Online Literary Article based on studied text

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 B overall)

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## EMAIL:

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# ESSENTIAL ENGLISH

## 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
- Written Monologue
- Persuasive Speech
- Short Response Exam

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

## HOMEWORK:

Homework is an essential part of the 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. This subject is **not** a pathway to Year 11 and 12 English.

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# Fashion and Materials

Materials and Technologies Specialisations focuses on design and technologies within the fashion industry.

Are you passionate about the world of fashion and eager to express your creativity? Look no further! Our specialized program in fashion design offers a dynamic and comprehensive curriculum designed to ignite your imagination and nurture your talent in this ever-evolving industry.

Throughout this exciting journey, you will dive into the captivating realm of fashion, exploring its rich history, contemporary trends, and innovative design techniques. Immerse yourself in hands-on projects that encompass various aspects of fashion design, including sketching, pattern altering, garment construction, fabric selection, and textile manipulation.

In addition to honing your design abilities, you will also gain a deeper understanding of sustainability, ethical practices, and the social impact of the fashion industry. Design projects and potential briefs from national competitions will provide you with real-world exposure, helping you build a portfolio that showcases your talent.

Embark on this exciting journey into the world of fashion design with our Year 9 and 10 Materials and Technologies Specialisations. Unleash your creativity, shape your own fashion narrative, and prepare for a future in this vibrant and competitive field. Enrol today and let your fashion dreams take flight!

## Assessment

Throughout the year students will participate in project-based assessment. Projects require to students to respond in both written and practical modes. Written responses include a folio capturing the design process undertaken by the student. Practical responses include the designed solution by the students, this may be in the form of a design board product or a sewn product.

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*Examples of student work from Year 10 2023.*



# FOOD AND NUTRITION

## 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 senior Food and Nutrition and Hospitality.

## 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, including the functions of nutrients in recipes
- nutrition
- 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 Food and Nutrition and Hospitality.
- Exposes students to a range of career possibilities in the Food, Nutrition or 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
- Food Science
- Nutrition
- Recipe formulations

## ASSESSMENT:

- Assessment includes three projects and one examination.

## FUTURE OPTIONS:

- Year 11/12 – Food and Nutrition, Hospitality
- Beyond school – Cert III/IV/Diploma Hospitality, Home Economist, chef, cook, hotel manager, food technologist, food stylist, waiter, bartender, restaurant owner or baker.

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*Images: examples of year 10 Food and Nutrition work 2023*



# 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:

Theoretical	Practical
Skill acquisition	Badminton
Session planning and coaching	Volleyball
Biomechanics	Resistance training
- Active Community	Basketball
	Athletics



## 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

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# JAPANESE



## AIM OF SUBJECT:

- To build on students' Japanese skills to enable them to communicate in basic real-life situations.
- To build students' confidence 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 becoming increasingly familiar through the media and personal contact.
- As some of our students take the opportunity to travel to Japan, willingness to use their Japanese skills will enrich their travel experience and help in developing lasting friendships.
- Japanese High School Exchange Visits 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.

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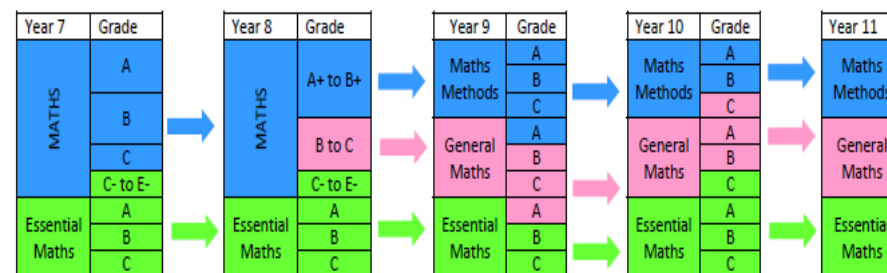
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# Mathematics

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?

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

	Essential Maths	General Maths	Maths Methods
TOPICS	From the National Curriculum Year 10 Maths Syllabus → Number and Algebra; Measurement and Geometry; Statistics and Probability <i>This course will include the Short Course in Numeracy which covers the Numeracy requirement of the QCE</i>	From the National Curriculum Year 10 Maths Syllabus → Number and Algebra; Measurement and Geometry; Statistics and Probability	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
Assessment	- In Class Tasks - Tests broken down into small parts completed over many days - Small assignments	- In Class Tasks - Tests mirroring the Senior Maths way of testing in terms of difficulty, style of question, criteria and weighting of criteria - Assignment	- Tests mirroring the Senior Maths way of testing in terms of difficulty, style of question, criteria and weighting of criteria - Significant Assignments
	Topics		Assessment
SPECIALIST MATHEMATICS	Based on topics from the Senior Specialist Maths Program. Students will get a “taste” of: <ul style="list-style-type: none"> <li>• Real and Complex Number Systems</li> <li>• Matrices and Applications</li> <li>• Vectors and Applications</li> </ul>		Tests mirroring the Senior Maths way of testing in terms of difficulty, style of question, criteria and weighting of criteria Significant Assignments

**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

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# MEDIA STUDIES

## AIM OF SUBJECT:

- Students learn to design, produce and critique a variety of media products such as film, television, animation, podcasts, advertising, documentary and special effects. We introduce students to the production process and allow them to be creative with technology within a supportive environment.

## IN THIS SUBJECT YOU WILL LEARN TO:

- Appreciate the ways media products are constructed and respond critically about the companies that create them. Analyse the ways in which media products 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.
- IT skills.

## WHY MEDIA STUDIES?

- We live in a media-saturated society. The underlying philosophy of Media Studies is knowing how media texts are created.
- We use industry standard production and post production equipment. Students learn hands on, with DSLR cameras and microphones. Students create and edit using the Adobe Premiere Pro suite.
- We have outstanding facilities including a green screen room and audio recording booths.
- A career in advertising, radio, journalism, photography, public relations, social media, animation, game development, film or television production.

## COURSE OUTLINE:

- Social commentary – Stop motion/2D animation production.
- Bias in the Media.
- Special Effects – Folio of special effects skills.
- Documentary Production.

## ASSESSMENT:

- Written – literacy skills.
- Design tasks – scripting/storyboarding.
- Video production, Adobe Premiere editing.

## HOMEWORK:

Students will be required to work on individual homework research tasks such as completing assignment and practical tasks. Students must also be aware that a significant percentage of the subject that will require students to work in groups

## FUTURE OPTIONS:

- Years 11 and 12 Film, Television and New Media.
- Career in advertising, radio, film, journalism, public relations, visual arts and television production.
- Tertiary courses such as: Certificate III/Diploma in Screen Production, Diploma of Marketing and Communication Bachelor of Arts – Journalism, Bachelor of Film and Screen Media Production

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# MODERN HISTORY



## AIM OF SUBJECT

To provide students with a solid knowledge and understanding of key events and individuals from the 20th century who changed the course of history; to provide students with comprehensive written research, analytical and evaluative and referencing skills that are highly regarded for all prospective university students and a wide range of employers and workplaces.

## IN THIS SUBJECT YOU WILL LEARN TO

- Expand your knowledge and understanding of modern events.
- Investigate historical backgrounds, changes, motives, causes of world events.
- Extend your skills in research, investigation, decision-making, interpretation and reflection.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT

- Reading comprehension/knowledge/understanding
- Interpreting primary and secondary sources
- Research skills – using State Library of Queensland, University of Queensland and electronic databases
- Written skills – unlock the keys to writing successful academic essays; arguments and constructing a hypothesis
- Analytical skills – analyse sources using the IOPCAM method
- Evaluative skills – evaluate written/visual/audio evidence in sources to determine their reliability and usefulness in proving key arguments/thesis

## WHY HISTORY?

- Prepare and equip yourself with essential academic skills for success in senior school and university studies
- Improve your general knowledge and understanding of current global issues/events through the study of 20th century history and “How People Make Choices and Those Choices Make History.”
- Be taught by staff who are enthusiastic and passionate about teaching history!

## COURSE OUTLINE

A series of themes and studies will be completed through the one-year course.

- Term 1: Conspiracy Theories
- Term 2: Terrorism
- Term 3: World War Two
- Term 4: Gandhi and Principles of Non-Violent Resistance

## EXCURSIONS

- World War Two Walking Trail/MacArthur Museum
- University of Queensland St Lucia Campus – visit the Cyberlibrary, Antiquities Museum and participate in a humanities lecture

## ASSESSMENT

Year 10 History is assessed through a range of instruments including: written research assignments, short response exams and internal school assessments that are a platform for completing Senior Modern and Ancient History courses.

- Written research assignment
- Response to stimulus exam
- Source investigation

## FUTURE OPTIONS

Senior Modern and Ancient History

A wide range of university courses (including law, education, business, international relations, management)

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- 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.

- 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.



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

- 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.

- **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.

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

- 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.

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

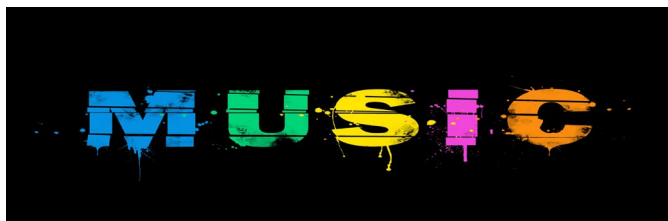
The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in and through arts traditions and cultural practices fosters social competencies and aids the development of personal identity, world-views and global citizenship.

Subject Coordinator – Cameron Hart

07 5545 7222

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# RECREATION

The subject of Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Through the study of Sport and Recreation students will examine:

- Specialised movement skills and performances
- Leadership skills across a number of sports
- Energy systems and their application to different sports and recreational activities
- Tournament organisational skills
- The relevance of sport and active recreation in Australian culture
- The contribution sport and active recreation makes to employment growth, health and wellbeing
- Factors that influence participation in sport and active recreation
- How physical skills can enhance participation and performance in sport and active recreation activities
- How interpersonal skills support effective interaction with others
- The promotion of safety in sport and active recreation activities

## Pathways

A course of study in Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Performance and Practical Application: American Football (NFL)</b> Students apply criteria to evaluate and refine their own and others' specialised movement skills and movement performances for an overhand gridiron pass.	<b>Coaching, Futsal/Ultimate Disc</b> Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. Students apply and transfer movement concepts and strategies to new and challenging movement situations when playing Futsal/Ultimate Disc.	<b>PT Yourself – Energy Systems</b> Students will propose and evaluate a workout that targets muscular endurance and cardiovascular fitness (Aerobic Energy System). Students will participate in the workout, recording their heart rate.	<b>Tournament Organisation - Badminton</b> Students will develop skills in tournament organisation. They will also apply and transfer movement concepts and strategies to new and challenging movement situations when playing badminton singles. They work collaboratively to design and apply solutions to movement challenges when playing badminton doubles.

## Assessment

Each assessment task is directly linked to the practical application and performance of each student.

**CONTACT NAME:** Head of Department – Cameron Ross

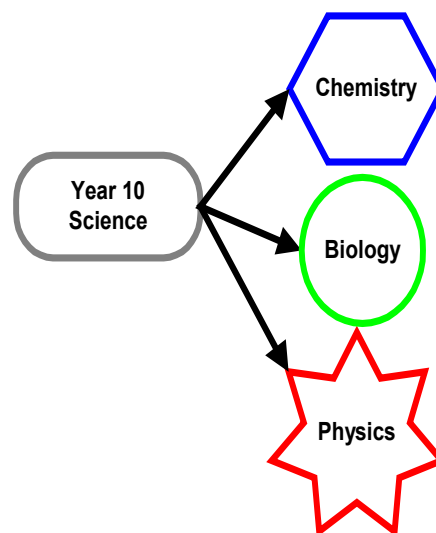
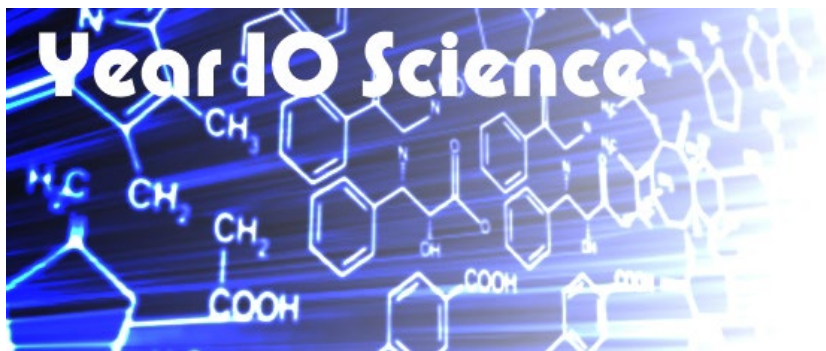
**PHONE:** 07 5545 7222

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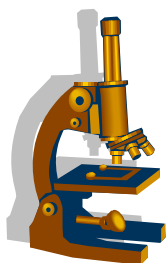






Year 10 Science is the gateway to the Senior Sciences of Chemistry, Biology and Physics. ***There is an expectation that any student wishing to study a Senior Science will need to take and pass Year 10 Science.***

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**

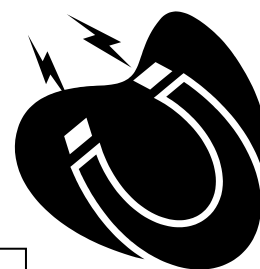


In Science students look at a variety of topics:

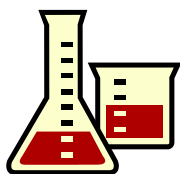
- Heredity and Reproduction
- Genetics and Evolution
- Atoms and Molecules
- Reactions
- Forces and Motion
- Energy
- Global Systems – Climate and Life
- Astronomy

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](mailto:vwash1@eq.edu.au)

# Sports Excellence Program

(Trial only for Basketball, Netball and Soccer)

You will receive information from the Sports Excellence Co-ordinator, Miss Bronte Rose regarding the trialling process for Basketball, Soccer and Netball programs for 2024.

This is an application and trial process only.

Not everyone who trials will be selected.

Programs will run on the following days:

- Basketball and Netball – Wednesday - all day
- Soccer – Monday, Tuesday, Thursday and Friday – 1 lesson per day.

This is an application and trial process only.

Teams will play in a combination of sporting competitions and carnivals.

Cost for programs will range between \$250 and \$300, to be confirmed once uniform pricing is set for 2024.

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

