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The Year 7 curriculum offered at Tamborine Mountain State High School provides the foundation for our students' intellectual, physical, social and moral development.

**Our Purpose**

Students at Tamborine Mountain State High School will be active and reflective members of the community with the skills and desire to be lifelong learners.

*To achieve our purpose, our school will be characterised by:*

- a focus on literacy/numeracy as the basis for all learning.
- learning which is relevant, challenging and responsive to individual and group needs.
- productive partnerships throughout the school community.
- staff who are committed to excellence in teaching and learning.
- a supportive and disciplined environment in which all students can learn.

The curriculum offered has been developed to cater for the range of students and to meet their learning needs, interests and goals. The subjects at all year levels aim to make students' work relevant, rigorous, challenging and at the same time, more exciting and enjoyable. To cater for students' interests, extra-curricular activities are a feature of the school's curriculum as well.
Students in Year 7 study a range of subjects from all Key Learning Areas. The skills of primary school are consolidated and students are introduced to the spectrum of educational opportunities available at secondary school.

All students study the same core subjects over the year.

**Core Subjects:**

- English or English Foundation
- Humanities
- Information & Communication Technologies (ICT)
- Japanese (unless identified as needing extra literacy)
- Literacy in Practice
- Mathematics
- Science

**Elective Subjects:**

All students study four elective subjects throughout the year. This allows students to undertake studies that interest them as well as to experience study in a secondary school context.

- Art
- Business
- Dance
- Design
- Drama
- Health and Physical Education
- Home Economics
- Industrial Technology Skills
- Media Studies
- Music
- Music Extension
- Programme - Coding
- Robotics, Engineering, Design
Inclusive education is a feature of this school. Learning support and special education services facilitates full participation in the educational process and aims to cater for the individual learning needs of students requiring additional assistance to achieve their potential.

Students with an identified disability or impairment are integrated within mainstream classes, in both the Junior and Senior School. They are supported in their learning by a range of structures, which may include teacher aide assistance, specialist programs, small group support, adjustment of curriculum and assessment and reduced subject load as appropriate.

Access to Learning Support for students in Years 7 and 8 is initially based on a range of factors such as Year 6 class teacher recommendations and historical data from State and National testing. As a result of analysis of all the information gathered and after discussion with parents, a student may be offered a place in a Literacy and/or Numeracy class. Placement in a Focussed Literacy or Numeracy class is determined by NAPLAN results and support needs.

Access to special education services may also be available to support identified disability areas to enable participation and access to the curriculum. These may include, for example, advisory visiting teachers, occupational therapists or guidance officers.

Mainstream classroom teachers, in all subject areas, support student learning within this integrated model. Class teachers utilise a range of effective teaching strategies to assist students to achieve their academic potential and scaffold experiences to meet individual student learning needs as appropriate.

In the senior phase of learning, students with a disability or learning difficulty are offered the option of working towards the Queensland Certificate of Individual Achievement (QCIA) as an exit credential. This allows students to maintain their social networks within mainstream class while documenting their individual skills and knowledge.

Further enquiries can be directed to the Learning Support Department.

**CONTACT NAME:** A/Head of Department – Kim Napier  
**PHONE:** 07 5545 7222  
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CORE SUBJECTS
AIM OF SUBJECT:
• To equip students with the necessary tools to use language and its features appropriately and effectively in a variety of social contexts.
• To provide a solid basis of life and communication skills.

IN THIS SUBJECT YOU WILL LEARN TO:
• listen, read and view a range of spoken, written and multi-modal texts, interpreting key information, concepts and issues.
• evaluate the effectiveness of language choices used to influence readers, viewers and listeners.
• explain ways in which different groups in society are represented in texts.
• create written, spoken and multi-modal texts in a variety of forms.
• interact confidently with others in a variety of contexts and deliver presentations.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
• Reading, writing, speaking, listening and viewing
• Thinking critically about what is read, heard and seen
• Using imagination in constructive ways
• Supporting ideas and opinions with evidence

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

COURSE OUTLINE AND ASSESSMENT:
The Year 7 program covers a variety of topics to introduce students to literacy in context. An assessment item is linked to each topic and consists of both written and oral tasks. Possible topics include:
• Narration and Persuasion
• Tell Me a Story
• Finding Your Way
• Music and Lyrics

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

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

CONTACT NAME: Head of Department – Angela Ross
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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 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.

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

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

COURSE OUTLINE AND ASSESSMENT:
At the end of each unit, a modified assessment piece is completed that is directly related to the course of study. Possible unit topics include:
- Narration and Persuasion
- Tell Me a Story
- Finding Your Way
- Music and Lyrics

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

HOMEWORK:
Homework is an essential part of the English Foundation course and will be given on a weekly basis. Class time is set for assignment work but it is also 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 such homework be completed.

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

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HUMANITIES

AIM OF SUBJECT
- To study the world and our place in it through integrated technologies.
- To gain valuable insight into the world in which we live, its history, natural landscapes, cities and people. There is an emphasis on skill development.
- Incorporate multi-level activities and assessment which provides opportunities for consolidation and extension.
- To develop well rounded, informed global citizens.

WHY STUDY HUMANITIES?
You will:
- develop core skills needed at school and in the workplace. These include the ability to complete research assignments, write paragraphs and analyse text and maps.
- gain a greater understanding of yourself as a human being through the study of your own and other societies.
- develop knowledge, abilities, and ethical commitment necessary to participate as active citizens in shaping the future.

IN THIS SUBJECT YOU WILL LEARN TO
- complete assessment that contains written and spoken tasks, assignment work and in-class tests.
- expand your knowledge and understanding of your own and other societies.
- explore local and global environments.
- integrate laptop equipment and digital media.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT
- Literacy
- Recalling learned information
- Gathering evidence from a variety of sources
- Developing clear and logical interpretations and explanations of evidence
- Reporting and presenting your findings clearly and concisely

COURSE OUTLINE
HISTORY
- Unit 1: Investigating the Ancient Past
- Unit 2: Emergence of Ancient Civilisations - Ancient Egypt
- Unit 3: Ancient Rome

GEOGRAPHY
- Unit 4: Wind

ASSESSMENT
- Short Answer Test and Response to Stimulus
- Multi-modal Research Presentation
- Research Assignment
- Geography Research

HOMEWORK
- History and Geography are academic subject areas and revision for learning and assessment purpose is a reasonable expectation.

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INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

AIM OF SUBJECT
To give students basic skills in the use of computers involving keyboarding, word processing, spread sheeting, presentation, databases and the Internet.

To encourage students to use these skills efficiently and effectively in the other subjects that they study.

IN THIS SUBJECT YOU WILL LEARN TO
• Concepts relating to ICT.
• How to use the internet safely and responsibly.
• How to use search engines effectively.
• Microsoft Outlook, Word, Excel, PowerPoint and Publisher.

WHY ICT?
Students need basic computer skills to be able to better perform at school and as a member of a society that is relying more and more on computers.

Students need to be equipped to cope with present and future change. They need to acquire skills and related knowledge to enable them to make use of information technology.

Students need to become informed and aware of the reasons for using computers and their potential for misuse.

A need for students to understand the effects and impact technology has on their lives.

COURSE OUTLINE
Introduction to ICT - digital media; my media; ups and downs of digital life;
File Manager - organising files and folders.
Microsoft Outlook - emails, calendar, tasks, contacts.
Internet Explorer - refining internet search techniques.
Microsoft Word - formatting, tables, page and section breaks, headers, footers, heading styles, automated table of contents, referencing and bibliographies.
Microsoft Excel - simple formulas and functions, charts, formatting and conditional formatting.
Microsoft Powerpoint - refining techniques, animation, embedding audio, automatic timing.
Microsoft Publisher - use of templates, design tips, practice design techniques.
Consolidation Activity - planning a virtual holiday.

ASSESSMENT
Students will be assessed on in class work and teacher observation throughout the course.

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LITERACY IN PRACTICE

AIM OF SUBJECT
To ensure all TMSHS students have the requisite literacy skills to succeed in high school and beyond.
To develop and strengthen student literacy skills upon entry to high school.
To extend the literacy skills of Year 7 students.

IN THIS SUBJECT YOU WILL LEARN TO
- identify, name and use parts of speech, phrases and clauses.
- write simple, compound and complex sentences.
- punctuate written work correctly.
- develop and use comprehension strategies to make meaning of written texts.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT
Reading, writing, speaking, listening and viewing.

WHY LITERACY IN PRACTICE?
Well-developed literacy skills are the foundation for all learning in all subjects. Thus, Literacy in Practice seeks to equip students with the literacy skills they need to access the curriculum and succeed in the workplace.

COURSE OUTLINE AND ASSESSMENT
Literacy in Practice involves the explicit teaching of particular skills and concepts in fortnightly blocks. Fortnightly pre and post-testing takes place in class.

TERM 1 – Parts of Speech (nouns, pronouns, adjectives, verbs, adverbs)
TERM 2 – Parts of Speech, Punctuation & Sentence Structure (capital letters, prepositions, phrases, conjunctions, simple sentences, compound sentences)
TERM 3 – Sentence Structure, Punctuation and Editing (subordinate clauses, subordinating conjunctions, complex sentences, commas, editing skills)
TERM 4 – Punctuation & Speaking Skills (direct and indirect speech, apostrophes, other punctuation, oral speaking skills)

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Mathematics classes at Tamborine Mountain State High School are grouped. The purpose of the grouping is to help every student achieve as much as possible at or above year level expectations according to the national curriculum. Being in a different grouping does not mean working at a different year level – EVERYONE is provided with the opportunity to excel or be enabled to access maths according to the expectations of the Australian Curriculum.

In less complicated terms – students are placed in classes based on the pace and style we hope will ‘feel right’ (not too easy, not too hard – just right) for every student. Students can move between groupings at times if need be.

<table>
<thead>
<tr>
<th>Maths Classes Available</th>
<th>Learning</th>
<th>Assessment</th>
<th>Timetable Code in Years 7, 8, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extension</strong></td>
<td>Extension students are grouped to provide a challenging environment where a faster pace of learning is experienced. The same topics are studied for all maths classes. Students attempt all topics and extend as much as possible.</td>
<td>Same for all groups.</td>
<td>MAT</td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td>Core students study the same topics as extension students but the pace is not as fast – this allows a bit more time to ‘get your head around’ the ideas. An ‘A’ in core is the same as an ‘A’ in an extension grouping, but the ‘feel’ core suits some people more than extension. Core students attempt all topics and extend wherever possible.</td>
<td>Same for all groups.</td>
<td></td>
</tr>
<tr>
<td><strong>Maths Foundation</strong></td>
<td>Maths Foundation students study the same topics as core and extension but the pace and assessment are scaffolded differently. Learning (and assessment) are done in shorter sections allowing students to access the content in every topic. You would expect not to attempt some of the more abstract sections of the topics in Maths Foundation.</td>
<td>Same for all groups with additional support available – which is reflected in the different timetable code.</td>
<td>MAF</td>
</tr>
<tr>
<td><strong>Access Maths</strong></td>
<td>Access Maths students study topics at a level that suits individual students according to Individual Curriculum needs.</td>
<td>As per Individual Curriculum Plans.</td>
<td>AEM</td>
</tr>
</tbody>
</table>

Tamborine Mountain State High School takes every care to ensure that your child is enrolled in a class that provides appropriate learning adjustments and challenges. If you have particular information you believe we should consider in arranging class placements for Mathematics feel free to contact us at any stage or to discuss this during the enrolment process.

With respect to future Maths choices, Mr Washburn has provided the following:

<table>
<thead>
<tr>
<th>Years 7-9 Result</th>
<th>Year 10 Result</th>
<th>Year 11 Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT A B C</td>
<td>MAX A B C</td>
<td>Maths C (Mathematics Specialist from 2018)</td>
</tr>
<tr>
<td>MAF or (AEM) A B C</td>
<td>MAT A B C</td>
<td>Maths B (Mathematics Methods form 2018)</td>
</tr>
<tr>
<td></td>
<td>MAF A B C</td>
<td>Maths A (Mathematics General from 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PVM (Mathematics Essential from 2018)</td>
</tr>
</tbody>
</table>

Please Note: - the content of the new syllabus documents from 2018 does not exactly correlate with the content of current syllabus options.
Maths Continued

ASSESSMENT
Assessment will be by test, assignment and class projects/tasks.

MATH TEST!

$$3 + 3 \times 3 - 3 + 3 = ?$$

- a) 18
- b) 12
- c) 03
- d) 06

HOMEWORK
Yes – there is homework…
Year 7: 30 minutes homework per week.
Year 8: 30 minutes homework per week.
Year 9: 45 minutes homework per week.
In addition to homework, there will often be test revision.
If you have any questions please feel free to contact your maths teacher or:

For further information please contact

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The most exciting phrase to hear in science, the one that heralds new discoveries, is not ‘Eureka!’ but ‘That’s funny...’ Isaac Asimov

Science classes at Tamborine Mountain State High School are grouped. The purpose of the grouping is to help every student achieve as much as possible at or above year level expectations according to the national curriculum. Being in a different grouping does not mean working at a different year level. All groups perform experiments as appropriate.

EVERYONE is provided with the opportunity to achieve to the best of their ability in science according to the year level expectations of the Australian Curriculum, unless on an individual curriculum plan. There are some differences with regard to assessment depending on the type of science you enrol in.

In less complicated terms – students are placed in classes based on the pace and style we hope will ‘feel right’ (not too easy, not too hard – just right) for every student. Students can move between groupings at times if need be.

<table>
<thead>
<tr>
<th>Science Classes Available:</th>
<th>Learning</th>
<th>Assessment</th>
<th>Timetable Code in Years 7, 8, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension</td>
<td>Extension groups study all topics in as much depth as possible and aim to develop written communication skills for scientific reporting genre. This grouping is ideal for students who aim to study the sciences in their senior years of high school. The pace of learning in this option is relatively fast.</td>
<td>Same as core science.</td>
<td>SCI</td>
</tr>
<tr>
<td>Core</td>
<td>Core group studies all topics, aiming to develop proficient learners across each of the strands of science. An emphasis is placed on written skills. The pace of learning in this option is ‘in the middle’.</td>
<td>Same as extension science.</td>
<td></td>
</tr>
<tr>
<td>Science Foundation</td>
<td>Science Foundation groups study all topics with an emphasis on supporting the language and assessment requirements of learning in science. This grouping provides a more scaffolded learning environment and may not cover some topics from time to time.</td>
<td>Same for all groups with additional support available – which is reflected in the different timetable code.</td>
<td>SCF</td>
</tr>
</tbody>
</table>

ASSESSMENT:
- Test
- Written assignment
- Experimental report
- Class projects

HOMEWORK:
Science is an academic subject and revision for learning and assessment purposes is a reasonable expectation.

YEAR LEVEL INFORMATION:
Year 7: Assignment and Revision work is given at times.
Year 8: Assignment and Revision work is given at times.
Year 9: up to 45 minutes homework per week.

For further information please contact

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**EMAIL:** scox26@eq.edu.au
ELECTIVE

SUBJECTS
AIM OF SUBJECT:
• Use creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Visual Art.
• Enhance aesthetic understandings of arts elements and languages.
• Create art works and present and respond to own and others’ art works, considering specific audiences and specific purposes.
• Recognise the Arts provide career opportunities and develop skills that will help to lead fulfilling recreational and working lives.

IN THIS SUBJECT YOU WILL LEARN TO:
• create, imagine and innovate.
• apply humour to the creative process.
• analyse your skills and progress to guide improvement.
• apply knowledge of art movements to new situations.
• remain open to continuous learning through experimentation.
• give and respond to feedback.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
• Creativity
• Communication of messages
• Manipulation of traditional and non-traditional materials
• Metacognition
• General capabilities (ACARA)

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

COURSE OUTLINE:
Throughout the course, students will explore:
• Character Lab Workshops – using a diverse range of media to create 2D characters of various styles including Cartoon, Manga, Illustration, Comic and Street Art.
• Foundation elements and principles of design, the creative process.
• Introduction to style and the personal aesthetic.
• Character Lab Workshops – exploring 3D forms e.g. masks and introduction to ceramics.

ASSESSMENT:
• 2D Folio including drawing and printmaking.
• 3D Folio (e.g. masks and introduction to ceramics).
• Visual (process) diary.
• Literacy skills and knowledge.

HOMEWORK:
Students will complete drawings, activities and reflections in their process diaries. These are monitored on a regular basis.

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

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AIM OF SUBJECT:
Students gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens.

Students studying business will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters.

IN THIS SUBJECT YOU WILL LEARN TO:
- Communicate at work.
- Deliver a service to customer.
- Use technology.
- Work in a team.
- Establish a business.

WHY BUSINESS?
Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise.

COURSE OUTLINE:
Units chosen will be dependent on class composition and may include:

Introduction to Business and Economics - students will investigate introductory topics such as identifying needs and wants of consumers, the aims of a business, factors of production, sectors and chain of production, business ownership options.

Promoting and Selling - students will analyse strategies that sellers use to promote products and maximise sales, and evaluated the impact on consumers.

Running a small business - students will become actively engaged in planning, organising and running a small business, and developed strategies to address problems as they arise.

Travel - students will learn how to plan for travel and how to solve problems that are often encountered when travelling.

Entrepreneurship - nature of enterprising activity, skills and attributes needed to be a successful entrepreneur, impacts on individuals, entrepreneur case studies, NAB $20 Boss.

Personal Finance - management of money and finance involves choices and goal setting, there is a need to save and plan for foreseen and unforeseen events; people have different values about wealth which inform their choices; available financial products and services.

Marketing – creating a marketing 4 P’s of marketing- product, price, place, promotion; service related P’s – people, physical environment, processes; analysis of successful marketing campaigns.

Consumer Protection - students will learn how to identify, research and evaluate options when making decisions related to solving the problems and issues that confront consumers; consumer rights and responsibilities; Buy Smart Competition.

COMPETITIONS:
- ASX Schools' Sharemarket Game: You are given a virtual $50,000 to invest. Your challenge: to make it grow.
- QLD Office of Fair Trade Buy Smart Competition: Helping young people to become smart consumers.
- NAB $20 Boss: Students are provided with $20 each, then through hands-on experience these mini entrepreneurs will plan, budget, market and run their business idea building innovation, enterprise and financial literacy skills in the process.

ASSESSMENT:
Students will be assessed in the dimensions of Knowledge and Understanding and Ways of Working via a number of varied assessment tasks:
- Group work and individual work
- Practical application
- Oral assessment
- Short response tests

FUTURE OPTIONS:
Business Management in Years 11 and 12
Certificate III in Business in Year 10
Diploma of Business in Year 11

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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.

In Year 7 Dance, students are introduced to the genre of popular dance and hip hop, safe dance practices and dance appreciation. They gain an understanding of the elements of a dance and how to create a dance while working interdependently.

In this subject, students become actively involved in performance and choreography work, and the analysis of dance pieces. They listen to rhythms in music, create and perform dance sequences 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. No prior experience in Dance is required.

CONTACT NAME: Head of Department – Cheryl Dundas
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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, 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 "OP" (soon to be ATAR) courses in senior subjects. If you are interested in University entry in the areas of Engineering, Architecture, Design and many others, then this is a good start.

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

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

COURSE OUTLINE:
Projects include:
- 3D Printing/Keychain Tag.
- Lightweight Model Gliders.

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 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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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 promote imagination, critical and creative thinking.

IN THIS SUBJECT YOU WILL LEARN:
• Vital skills necessary for working co-operatively as part of a group and team.
• Fundamental skills and techniques e.g. vocal skills, communication skills, interpersonal skills, empathic skills, emotional intelligence.
• Elements of drama e.g. mood, tension, roles and relationships.
• Acting techniques.
• Characterisation techniques.
• Basic staging and multimedia.
• Other modes of literacy and numeracy skills.
• Gain understandings of human experience in different cultures, times and places.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
• Storytelling
• Metacognition
• Performing
• Acting
• Enthusiasm and bravery
• Literacy and basic numeracy
• Persistence
• Managing impulsivity
• Listening with empathy and understanding
• Thinking flexibly
• Striving for accuracy
• Questioning and posing problems
• Thinking and communicating with clarity and precision
• Gathering data through all senses
• Creating imagining and innovating
• Responding with wonderment and awe
• Taking responsible risks
• Recognising, creating, sharing and enjoying humour
• Thinking interdependently
• Remaining open to continuous learning

WHY DRAMA?
• In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts.
• Drama motivates self-expression creatively and artistically.
• Drama enhances communication skills and a whole range of career transferable skills.
• Drama helps to develop confidence and the development of group skills.
• 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.

COURSE OUTLINE:
• The Elements of Drama
• Drama Improvisation Skills
• Role play (Empathy)
• Skill building in teamwork, trust exercises and group dynamics
• Basic Stage craft
• Drama analysis
• Storytelling

ASSESSMENT:
• Dimensions of assessment include: making, presenting and responding
• Performance, reflections, profile sheets and/or acting journal, open book quiz.
• Students work individually and in groups to explore and shape ideas and dramatic styles. While drama is a group art, achievement is measured in terms of the individual's performance within the group.

HOMEWORK:
Homework will consist of journal entries, reflection activities, fun worksheets, task completion, assignment preparation and theory revision.

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AIM OF SUBJECT:
- To learn new skills in a variety of sports, games and physical activities.
- To acquire skills and knowledge which are essential for living a healthy lifestyle.
- To make informed decisions about individual health.
- To gain knowledge about individual personal development and successful interaction with others.

IN THIS SUBJECT YOU WILL LEARN TO:
- interact with others.
- make informed decisions about health, physical activity and personal development.
- evaluate your own actions and the actions of others.
- develop skills for participating in a wide variety of games, sports and physical activity.
- enhance your own and other’s self-concept and self-esteem.
- develop the skills for creating and maintaining positive interactions and relationships.
- develop a positive attitude towards participation in regular physical activity and an appreciation of the benefits of physical activity and a healthy lifestyle.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Participation in or have an interest in sports, games and physical activities.
- Being involved as a team member and interacting with others.
- Being active.

WHY HPE?
To gain an understanding of movement principles, body awareness and the positive effect of physical activity has on your lifestyle.

COURSE OUTLINE:

THEORETICAL
- Approaching Adolescence
- Alcohol and other drugs

PRACTICAL
- Newcombe ball
- Athletics
- Touch
- Ultimate disc

ASSESSMENT:
Information is collected about students’ ability to:
- demonstrate essential learnings.
- develop students’ capacities to monitor their own progress.
- reflect current knowledge of child and adolescent development.
- be comprehensive, reliable and valid.

HOMEWORK:
Assignment work – Term 1
Exam preparation – Term 2

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HOME ECONOMICS

AIM OF SUBJECT:
- To introduce students to nutrition, food and textile skills that will be useful throughout their lives.

IN THIS SUBJECT YOU WILL LEARN:
- hygiene and safety in the kitchen.
- examine the Australian Guide to Healthy Eating.
- practical cooking skills.
- safety in the sewing room.
- use of a sewing machine and commercial overlocker.
- use of textiles in our everyday lives.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Working independently
- Working with other people in groups
- Listening to and communicating with others
- Completing tasks
- Applying theory to practical situations

WHY HOME ECONOMICS?
- Enhances one’s well being through considering the individual and the environment, especially given Australia now has the largest number of obese individuals per capita in the world.
- Prepares students in a range of areas, including practical skills for their everyday life.
- Exposes students to a range of career possibilities in both the food and fashion industries.

COURSE OUTLINE:
- Students complete one term of nutrition and food studies and one term of textiles studies. In each unit, students learn basic theoretical concepts relevant to their own lives and then apply this knowledge in practical situations.
- All necessary practical equipment (ingredients, fabric etc) can be arranged via a fee paying option or students can supply their own resources.

ASSESSMENT:
- Practical skills in each unit
- Completion of set written tasks
- In-class exam
- Spelling tests

HOMEWORK:
Homework can involve preparation for cooking lessons, the completion of class work, learning new subject related terminology and revision of class work. Homework is minimal due to the practical nature of this subject area.

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INDUSTRIAL TECHNOLOGY SKILLS (ITS)

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

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

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

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 include:
- Intarsia Dolphin Plaque
- Copper Roof Design
- Timber Bird House

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.

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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 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.
• Japan Study Tour held usually every two years.
• Japanese animation and cooking!

COURSE OUTLINE

The following topics will be covered:

• Manga and dream family
• Creepy creatures

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

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.
- Identify and think critically about a variety of media genres
- Work practically to communicate ideas through a variety of media texts
- Learn through inquiry and develop problem solving skills.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Creativity
- Working responsibly with others in a team environment to create media products.
- Communicating and expressing knowledge and understanding.
- Analysing and responding to television shows/film/media texts.
- Presenting and reflecting upon production processes.

WHY MEDIA STUDIES?
- We live in a media saturated society.
- Knowing how media texts are created is equally as important as knowing what they contain.

COURSE OUTLINE:
- Foundation unit – Film and Television languages and technologies
- The Information Age – TV News Report
- Photoshop – Movie poster

ASSESSMENT:
- Written/Literacy skills
- Filming and editing for production practice
- Scriptwriting
- Includes design, video and stop motion animation

COST:
This subject attracts a $25 levy for the semester. This levy will cover the cost of storage media to document each student’s assessment, as well as the expense of servicing and updating equipment such as HD video cameras, tripods, lighting, computers and programs.

HOMEWORK:
Students must be aware that there is a significant percentage of the subject that will require students to work in groups. As a result, students may need to find time outside of class to work together on assessment and some individual research.

FUTURE OPTIONS:
- Careers in advertising, radio, film, journalism, public relations, photography, visual arts and television production.
- Years 8, 9 & 10 Media.
- Years 11 & 12 Film, Television and New Media.

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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 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. Fundamental 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.

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MUSIC EXTENSION

AIM OF SUBJECT:
- To provide a clear pathway for students who are interested in music with focus on participation, learning about all aspects of music and creating a team environment in which to nurture the skill of the individual.
- To extend three essential areas of music – composing, performing and musicology.

IN THIS SUBJECT THE STUDENT WILL LEARN:
- Enhancing skills in notation, rhythm and tonality.
- Learning how to compose music in many different genres.
- Learning a second instrument of their choice.
- Study of musical history and how music has developed.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Ability to play a musical instrument (does not require advanced skill).
- Commitment to musical pursuits, including performance, and the enjoyment of music.

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:
- Primary Instruments.
- Ensembles and solos.
- Secondary Instruments.
- Composition.

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 personal practice, written tasks or composing tasks.

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.

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AIM OF SUBJECT:
Students learn to design computer / tablet applications (app's) using block code for Android systems. These apps are then tested on a number of secured EQ phones so students can see the final product of their creative hard work. 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 scenarios.
• Work as individuals and as a team.
• Develop listening and planning skills to produce a solution

WHY ROBOTICS, ENGINEERING, DESIGN (RAD)?
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.

RAD 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 RAD and work together to provide a positive experience for all.

COURSE OUTLINE:
Projects include:
- Hour of Code Project.
- Scratch Coding.
- Robot use of sensors for control.

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

FUTURE OPTIONS:
RAD is currently available for all students through Years 7, 8, 9 and 10 based on class numbers. There are a range of senior subjects that are currently being 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 RAD as a subject to build their technology skills and to complement their other STEM (Science, Technology, Engineering, Maths) subject selections.

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