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FOREWORD

The Year 8 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 8 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
- 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
- Japanese (unless identified as needing extra literacy)
- Media Studies
- Music
- Music Extension
- Programming - Coding
- Robotics, Engineering, Design
LEARNING SUPPORT
SPECIAL NEEDS

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
FAX: 07 5545 7200
EMAIL: knapi3@eq.edu.au
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-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 8 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 assessment includes:
- Novel intervention
- Persuasive speech
- Analytical essay
- Monologue

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 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 – Kate Fuller
PHONE: 07 5545 7294
FAX: 07 5545 7200
EMAIL: kfull12@eq.edu.au
AIM OF SUBJECT:
• To meet the needs of students who require practical English skills.
• To equip students with the necessary tools for language use in written, spoken and visual contexts.

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

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

WHY ENGLISH FOUNDATION?
• 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, an assessment piece is completed that is linked to the course of study. They include:
• Issues That Matter – Reflective speech
• Teen survival – Novel study – Novel intervention
• Persuasive Advocacy Speech – Multimodal presentation
• Trash - Novel study – Analytical short response

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:
There are no set weekly tasks in English Foundation. Class time is set for assignment work but it is also expected that students work on them at home when required.

CONTACT NAME: Head of Department – Kate Fuller
PHONE: 07 5545 7294
FAX: 07 5545 7200
EMAIL: kfull12@eq.edu.au
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: The Vikings (c. 790-1066)
- Unit 2: Medieval Europe and the Black Death (c. 590 – 1500)
- Unit 3: Renaissance Italy (c.1400-c.1600)

GEOGRAPHY

- Unit 4: Landforms and Landscapes

ASSESSMENT

- Objective/Short Answer Test/Response to stimulus
- Multi-modal Research Presentation
- Research Assignment
- Geography Report

CONTACT NAME: Head of Department – Bronwen Mowbray

PHONE: 07 5545 7222

FAX: 07 5545 7200

EMAIL: bmowb4@eq.edu.au
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 8 students.

IN THIS SUBJECT YOU WILL LEARN TO
- master clause structure, and simple, compound and complex sentences.
- write well-structured paragraphs that contain topic, supporting and concluding sentences.
- utilise language of appraisal, modality and nominalisation.
- further develop and use comprehension strategies to make meaning of written texts.
- further develop oral speaking skills.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT
Literacy Skills developed in Year 7 Literacy in Practice - 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 as well as small culminating activities.

TERM 1 - Sentence Mastery (compound sentences, dependent clauses, complex sentences, compound-complex sentences, nominalisation)
TERM 2 – Paragraph Mastery (paragraph structure, topic sentences, supporting sentences, concluding sentences, notetaking, writing succinct paragraphs from notes)
TERM 3 - Using Language Features Effectively (similes & metaphors, hyperbole & onomatopoeia, alliteration & idioms, personification, modality)
TERM 4 – Oral Speaking Skills (emotive language, oral speaking skills, presentation skills)

CONTACT NAME: Head of Department – Rebecca Ireland
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: rbail45@eq.edu.au
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 and 8</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. Students who intend studying Mathematical Methods in Year 9 should request to be extended as much as possible. In nominating this preference you may not be in a specially named class; you are requesting to be extended as a student. This preference is only suitable for high achieving students.</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. Students who intend to study General Mathematics in Year 9 may find this class most suitable.</td>
<td>Same for all groups.</td>
<td>Classes are assigned by school – students may request a preference during subject selections.</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) is done at year level and 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. Students who intend to study Essential Mathematics in Year 9 may find this class most suitable.</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:

**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**

**CONTACT NAME:** Head of Department – Stephen Cox
**PHONE:** 07 5545 7222
**FAX:** 07 5545 7200
**EMAIL:** scox26@eq.edu.au
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>
</table>
| **Extension**             | 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. | Same as core science. | SCI |
| **Core**                  | 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’. | Same as extension science. | |
| **Science Foundation**    | Science Foundation is not the same as Science.  
Students who might need science for a career choice (some trades, teaching, scientific, technical and medical careers) need to consider doing science.  
Science Foundation is offered to students who enrol in literacy support programs, with an emphasis on supporting the language and assessment requirements of learning in science.  
This grouping provides a more **scaffolded learning environment** and does not cover some topics. | SCF – assessment is conducted at year level but is scaffolded and conducted throughout the term during class time. | SCF |

**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.
Year 8:- Assignment and Revision work is given.
Year 9:- up to 45 minutes homework per week.

**CONTACT NAME:** Head of Department – Stephen Cox
**PHONE:** 07 5545 7222
**FAX:** 07 5545 7200
**EMAIL:** scox26@eq.edu.au

For further information please contact
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

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 semester, students will be modifying and mutating animal forms, objects and places through drawing, sculpting and painting.

ASSESSMENT:
• Drawing Folio
• Photographing and digital editing
• Assemblage using found materials
• Landscape painting

HOMEWORK:
Students will be given weekly homework that will involve completing drawings, research, plans and reflections in their Process Diaries.

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

CONTACT NAME: Head of Department – Cheryl Dundas
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cdund2@eq.edu.au
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.
• Use technology.
• Deliver a service to customer.
• 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.

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 9
Diploma of Business in Year 10

CONTACT NAME: Head of Department – Bronwen Mowbray
FAX: 07 5545 7200
PHONE: 07 5545 7222
EMAIL: bmowell4@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.

In Year 8 Dance, students are introduced to the genres of

- Ritual, ethnic dance and Bollywood.
- Body percussion.

Students will learn and research a variety of ethnic and cultural dances, the importance of rhythm, beat and musicality using one’s body, and movement and non-movement components.

In this subject, students develop their skills in performance and choreography work, and their analysis of dance pieces. They listen to rhythms in music, create and perform dance sequences, gain an appreciation for cultural and ritual dance, and self-reflect for improvement. 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.

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.

No prior experience in Dance is required.

CONTACT NAME: Head of Department – Cheryl Dundas
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cdund2@eq.edu.au
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 DES so requires less hand skills but develops more computer skills and problem solving / redesigning skills. DES is the subject catering for budding inventors and thinkers who enjoy a challenge.

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

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

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

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:
- Personal logo design.
- Laser cut design project
- Architectural design unit

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 courses 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.

CONTACT NAME: Head of Department – Peter Brose
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: pbros2@eq.edu.au
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.
• To promote problem solving.
• To promote cultural engagement.
• To foster spoken and written modes of literacy.
• To develop within students dynamic interpersonal skills and teamwork

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 lighting.
• Other modes of literacy and numeracy skills.

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:
• Study of plays
• The Elements of Drama
• Drama analysis
• Collage Drama
• Process drama
• Scripted drama
• Skill building in team-work, trust exercises and group dynamics.
• Street theatre

ASSESSMENT:
• Dimensions of assessment include: making, presenting and responding.
• Performance, reflections, profile sheets, actor’s journal, written responses.
• 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 memorising lines, reflection activities, assignment preparation and rehearsals.

CONTACT NAME: Head of Department – Cheryl Dundas
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cdund2@eq.edu.au
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 on your lifestyle.

COURSE OUTLINE:
THEORETICAL
• Healthy Food/drink Choices
• Fitness Concepts

PRACTICAL
• Touch
• Athletics
• Basketball

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

CONTACT NAME: Head of Department – Cameron Ross
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cross55@eq.edu.au
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:
• Food for the family
• hygiene and safety in the kitchen
• how to choose the right types of foods for a healthy lifestyle
  • practical cooking skills
• safety in the sewing room
• use of a sewing machine and 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
• Creativity
• Applying theory to practical situations

WHY HOME ECONOMICS?
• Enhances one’s wellbeing 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 cooking & textiles
• Process Journals
• In-class exam

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.

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

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

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

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

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

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

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

COURSE OUTLINE
Projects include:
- Dominoes.
- Passive Phone Stand Amplifier.

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

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

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

IN THIS SUBJECT YOU WILL LEARN 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:
• Mascot design
• Health eating
• House project

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

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

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

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

IN THIS SUBJECT YOU WILL LEARN TO:
• Refine your understanding of the way media texts are constructed.
• Think critically about media genres.
• Create a genre based production.
• 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 and flexibility
• 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.
• In recent years there has been a huge shift in media related jobs

COURSE OUTLINE:
• Foundation unit – Film and television languages and technologies
• Genre study – Super Hero Action Sequence
• Social Media – Photoshop Awareness Campaign

ASSESSMENT:
• Written/Literacy skills.
• Filming and editing for production practice
• Visual literacy skills.
• Photoshop design

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 9 and 10 Media.
• Years 11 and 12 Film, Television and New Media.

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

AIM OF SUBJECT:
- To promote an understanding of a variety of styles and composers in order to gain an appreciation of music, its structures and concepts. These musical styles 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 e.g. Composing an original piece using a variety of resources/software.
- Musicology e.g. Fundamental history and development of music.
- Performance e.g. Instrumental and/or vocal.

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

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

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

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

CONTACT NAME: Head of Department – Cameron Ross  Subject Coordinator - Cam Hart
PHONE: 07 5545 7222 07 5545 7222
FAX: 07 5545 7200 07 5545 7200
EMAIL: cross55@eq.edu.au chart25@eq.edu.au
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 practise, 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.

CONTACT NAME: Tegan Evans  Cam Hart  Cameron Ross – Head of Department
PHONE: 07 5545 7222  07 5545 7222  07 5545 7222
FAX: 07 5545 7200  07 5545 7200  07 5545 7200
EMAIL: talle151@eq.edu.au  chart25@eq.edu.au  cross55@eq.edu.au
AIM OF SUBJECT:
Students learn to engineer solutions to real life problems. We use LEGO Robotic kits and block coding software to solve a series of problems and courses that student built robots must negotiate to save the day. Students work in small groups to develop skills in working as a team and mentoring their peers.

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

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

WHY ROBOTICS, ENGINEERING, DESIGN (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 can include:
- Chemical Spill Challenge
- Hour of Code
- Line Following and Sensor uses
- Robot Dance Choreography
- Scratch App Development.

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 and 9 based on class numbers. There are a range of senior subjects that are currently developed by the QCAA that include 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.

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