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Dear Parents and Caregivers,

Your child has now reached an exciting stage in his or her education. In Year 9 students can exercise some choice over their curriculum. It is a time to reflect on the subjects they enjoy and in which they have achieved success.

Subjects incorporate the eight Key Learning Areas. All Key Learning Areas contribute to a core curriculum. This model ensures that the needs of all students are considered. The program allows for greater specialisation and extension of students.

In Year 9 we also offer a modified curriculum to support the learning needs of lower-achieving students, as well as extension opportunities for students to accelerate to senior work in Year 10.

We are confident that the program will meet the needs of our students, offering them a stimulating course of study tailored to their ability, individual needs and interests.

We look forward to working in partnership with you and your child as we move into the exciting program of study in Year 9.

Tracey Brose
Principal
A Few Words from our Guidance Officer

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

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

- ✓ your interests
- ✓ your ability
- ✓ the level of difficulty of the unit
- ✓ prerequisites
- ✓ possible career directions
- ✓ major studies for certain senior subjects

*You should avoid selecting subjects based on:*

- ✗ one person saying it’s no good
- ✗ your friends are taking it so you think you should
- ✗ whether you like or dislike the teacher
- ✗ whether you think it is only for boys or girls
- ✗ an unrealistic assessment of your ability in the subject
**Why Coding?**
- More than 90% of Australia’s current workforce will need digital skills to perform their roles in the next 2-5 years
- At least 50% will need advanced skills to configure and build digital systems
- 60% of Australian students are studying or training for jobs that will be automated in the near future.


**What is Coding?**
It is learning
- block-based visual languages such as Edison and Scratch
- general-purpose languages such as Java, JavaScript
- object-oriented programming through Java
- how computers and networks function
- Sets of skills to solve problems in terms of digital technology. [These skills do have broader use as well]

It is about creating a range of digital solutions involving
- planning and managing individual and team projects with some autonomy
- considering ways of managing the exchange of ideas, tasks and files
- techniques for monitoring progress and feedback

It is not about
- creating a new game like Call of Duty, Overwatch or No Man’s Sky [These games have millions of lines of code in them and require an extremely in-depth understanding of a number of computer languages and systems]
- writing “boring” programs that solve Maths problems that no-one would be interested in anyway :) – There will be an occasional maths based problem because applications are really good at doing the hard work of solving the maths problem.
- only using block-based languages to solve problems – different year levels will use different languages; however the main language developed will be Java. This is because Java will run on any platform, and is the basis of many apps that run on Android and iOS.

**Digital Technologies Band Plan from QCAA**

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of this subject is to introduce students to:</td>
<td>The goal of this subject is to introduce students to:</td>
</tr>
<tr>
<td>- Problem solving → Algorithms and pseudo-code</td>
<td>- Networks</td>
</tr>
<tr>
<td>- Basics of coding – Sequence, Choice, iteration</td>
<td>- Online data collection, data accuracy, authenticity and timeliness</td>
</tr>
<tr>
<td>- Java as a general purpose language</td>
<td>- Problem solving → Algorithms and pseudo-code</td>
</tr>
<tr>
<td>- Evaluating digital solutions</td>
<td>- Java as a general purpose language</td>
</tr>
<tr>
<td>- Exploring emerging technologies</td>
<td>- Website design and coding with HTML</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of this subject is to introduce students to:</td>
<td>The goal of this subject is to introduce students to:</td>
</tr>
<tr>
<td>- Exploring and evaluating solutions and information systems that create information from open data (for example in meteorology, transportation, government).</td>
<td>- Explore the concept of encryption and decryption of plain text to secure sensitive information in accordance with security and privacy principles</td>
</tr>
<tr>
<td>- Problem solving → Algorithms and pseudo-code</td>
<td>- Identify security vulnerabilities (in very general terms) in common network configurations and discuss different ways to store, secure and compress data in networked information systems</td>
</tr>
<tr>
<td>- Java as a general purpose language</td>
<td>- Resolve conflicts between functional and non-functional requirements by applying stakeholder priorities</td>
</tr>
<tr>
<td>- Java Script as an interactive Web language</td>
<td>- Create object-oriented data models and digital solutions</td>
</tr>
<tr>
<td>- Website design and coding with HTML and JavaScript</td>
<td>- Design and evaluate complex algorithms to interpret and process data using a modular approach</td>
</tr>
<tr>
<td></td>
<td>- Plan and manage a collaborative project using an iterative approach, identifying risks and establishing protocols to protect project data.</td>
</tr>
</tbody>
</table>
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.

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

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

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

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

Throughout the year, assessment items will be completed which contribute to students' portfolios. They include:
- Expository Speech
- Speculative Fiction Short Story
- Narrative Text
- Persuasive Text
- Reflective Speech

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

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

FUTURE OPTIONS:
Senior subjects such as: Senior English, Geography, Modern History, Ancient History, Legal Studies and Film, Television and New Media.

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ENGLISH FOUNDATION

AIM OF SUBJECT:
- To meet the needs of students who require practical English skills.
- To equip students with the necessary tools for language use in written, spoken and visual contexts.

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

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

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

COURSE OUTLINE AND ASSESSMENT:
At the end of each unit, a modified assessment piece is completed that is directly related to the course of study. They include:
- Expository Speech
- Speculative Fiction Short Story
- Narrative Text
- Persuasive Text
- Reflective Speech

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

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

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

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FOCUSSED LITERACY

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 9 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
- further develop and use comprehension strategies to make meaning of written texts
- punctuate work correctly and improve spelling
- practice essay writing according to genre
- develop public speaking skills and oral language

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT
Literacy skills developed in Years 7 and 8 Focussed Literacy - reading, writing, speaking, listening and viewing

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

COURSE OUTLINE AND ASSESSMENT
Focussed Literacy involves the explicit or social and cultural teaching of particular skills and concepts in weekly/fortnightly blocks. Weekly pre and post-testing takes place in class.

TERM 1 – Paragraph Writing (comparative & expository using formal language)
TERM 2 – Novel Analysis (literal & inferential comprehension, interpreting, inferring, irony, figurative language, oral language/video blog)
TERM 3 – Presentation Skills & Report Writing (poetry/story multimodal presentation, information report using formal, authoritative & technical language)
TERM 4 – Film Study (leadership, tradition & change, storyboard presentation)

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EMAIL: creko1@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 Industrial Revolution (1750-1914)
- Unit 2: Movement of Peoples (1750-1901)
- Unit 3: World War One (1914-1918)

GEOGRAPHY
- Unit 4: Biomes and Food Security

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

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MATHEMATICS

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.

### Maths Classes Available:

<table>
<thead>
<tr>
<th></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 <strong>challenging</strong> environment where a <strong>faster pace</strong> 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 <strong>same</strong> as an ‘A’ in an extension grouping, but the ‘feel’ core suits some people more than extension. Core students <strong>attempt all topics</strong> 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 <strong>same topics</strong> as core and extension but the <strong>pace and assessment are scaffolded</strong> 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</th>
<th>Result</th>
<th>Year 10</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT</td>
<td>A</td>
<td>MAX</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
<td>B</td>
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<tr>
<td></td>
<td>C</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>MAF or (AEM)</td>
<td>A</td>
<td>MAT</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
<td>B</td>
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<td>C</td>
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<td>MAF</td>
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<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C</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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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><strong>Extension</strong></td>
<td>Extension groups study all topics in as much depth as possible and aim to develop written communication skills for scientific reporting genre.</td>
<td>Same as core science.</td>
<td>SCI</td>
</tr>
<tr>
<td>Einstein developed a theory about space</td>
<td>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></td>
<td></td>
</tr>
<tr>
<td><strong>Core</strong></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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ELECTIVE SUBJECTS
ART

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

COURSE OUTLINE:
Throughout the year students will:
- explore skate culture.
- make copies through printmaking.
- assemblage and installation art.

ASSESSMENT:
- Practical and theory based
- Folio of work involving a resolved artwork
- Art Appraisal Task. (1 per semester)
- Visual (process) diary
- Literacy skills and knowledge

HOMEWORK:
Homework will be set weekly and will include assignment work, finishing practical tasks, research and written reflections.

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

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BUSINESS

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.
- Apply for a job.
- Present yourself well in a job interview.
- Understand your legal rights and responsibilities.
- Use technology.
- Work in a team.

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:

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

Employment and the workplace - types of employment; changing work patterns; applying for a job; writing a letter of application and resume; job interview skills.

Global Links - effects of globalisation on our commercial and legal environment; assess the impact on the individual, the economy and society; trade; outsourcing and offshoring.

E-Commerce – investigation of the digital world of business; access to global markets, online shopping opportunities and threats; online scams.

Legal System - introduction to the Legal System and its effects on businesses.

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
- Role plays
- 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

AIM OF SUBJECT:
- To develop enthusiasm, knowledge and skills in various genres of dance.
- To develop skills in performance, choreography and dance appreciation.
- To develop and refine skills in group/team work through dance.
- To work in a creative environment.
- To appreciate artistic styles of dance.

IN THIS SUBJECT YOU WILL LEARN:
Performance: technique skills from various dance genres.
Choreography: forming skills.
Appreciation: describing, discerning, interpreting and evaluating different dance genre and their dance components through written/video/internet formats.
- A variety of artistic dance genres and styles.
- Movement and non-movement components.
- Rhythm, beat and musicality.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Creating dance sequences
- Performing dance sequences to specific audiences
- Self-reflection
- Co-operative learning
- Listening and applying rhythms and beats of music to movement
- Enthusiasm
- Analysis and evaluation
- The Habits of Mind – Persistence; Managing Impulsivity; Listening with empathy and understanding; Thinking flexibly; Thinking about your thinking; Metacognition; Striving for accuracy; Apply past knowledge; Questioning and posing problems; Thinking and communicating with clarity and precision; Gathering data through all senses; Creating, imaging and innovating; Responding with wonderment and awe; Taking responsible risks; Find humour; Thinking interdependently; Remaining open to continuous learning

WHY DANCE?
- To explore various dance genres and styles and develop technical and expressive skills.
- To gain knowledge and express oneself through movement.
- To develop and refine group work skills.
- To develop and enhance creative skills.
- To develop and enhance your skills in the areas of performance, choreography and appreciation.
- To develop and gain confidence and performance skills.
- To become involved in extra-curricular activities such as dance groups, eisteddfods, Arts Nights and musicals.
- To appreciate and analyse professional performances.

COURSE OUTLINE:
- Term 1 – Tap
- Term 3 – Contemporary
- Term 2 – Ballet
- Term 4 – Jazz

ASSESSMENT:
- Group performance – individual mark
- Literacy skills in written work
- Group choreography – group and individual marks
- Appreciation essays

HOMEWORK:
- Rehearsing of dance sequences
- Choreographing own dance sequences
- Analysing and interpreting ballet performances
- Comparing and contrasting tap performances

FUTURE OPTIONS:
- Senior dance
- Performance and choreography work
- Production work
- Dance education
- Drama and movement
- Performance critics
- Performing art technology
- Dance research
- Community dance practices
- Auditions for various external companies and productions

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AIM OF SUBJECT:
Students learn to design computer / phone / tablet applications (apps) using block code for iOS and 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
- Work as individuals and as a team.
- Develop listening and planning skills to produce a solution

WHY DESIGN, APPS, ROBOTICS (DAR)?
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.

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

COURSE OUTLINE:
Projects include :
- EV3 Toxic Waste Challenge.
- Moving from block language into coding.

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

FUTURE OPTIONS:
DAR 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 being developed by the QCAA that will incorporate Technology Studies and Senior Graphics and can be a solid foundation for many students wanting to pursue a university entrance in design based courses. Many students select DAR 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 help students develop problem solving skills and dexterity.

IN THIS SUBJECT YOU WILL LEARN TO:
- think safety and work safely.
- design, which is a problem solving activity.
- create workshop drawings.
- make an item using a variety of manufacturing processes.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Creative thinking
- Analysing problems
- Developing ideas
- Hand–eye coordination
- A willingness to learn

WHY DESIGN TECHNOLOGY?
- To gain a broad knowledge of many design processes and operations that occur in our society.
- To think more analytically.
- Opportunities for future employment in many wide and varied fields.
- New doors, for learning new technologies, will open, providing a fresher and more positive outlook on the rapidly changing society in which we live.

COURSE OUTLINE:
The course will be project-based and could vary according to student interest in particular materials.

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wood</td>
<td>Class projects will vary from semester to semester to enhance students’ learning outcomes. This includes use of hand tools, power tools and equipment as well as Computer Aided Drafting (CAD) and Computer Aided Machining (CNC).</td>
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<tr>
<td>Metal</td>
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<td>Plastics</td>
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</tbody>
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ASSESSMENT:
Assessment will be by assignments and class projects. Student’s ability to demonstrate learned techniques, problem solving abilities and communication of ideas will be used to determine the result in this subject.

The three key learning areas in Design Technology that will be assessed to produce the overall result are:
- Knowledge and Understanding
- Reasoning
- Practical Skill

FUTURE OPTIONS:
Senior subject options such as Industrial Technology Studies (ITS), Industrial Graphics Studies (IGS) and Technology Studies

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AIM OF SUBJECT:
- To promote a wide variety of acting skills.
- To prepare students for further study in Drama.
- To develop confidence, creativity and communication.
- To enhance dramatic self-expression.
- To develop movement and physical skills.
- To develop directing and playwriting skills.
- To foster spoken and written modes of literacy.
- To promote imagination, critical and creative thinking.
- To promote problem solving.
- To promote cultural engagement.
- To develop within students dynamic and interpersonal skills and teamwork.

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

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

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

COURSE OUTLINE:
- Socio/political theatre
- Physical theatre
- Clowning and comedy
- Ritual theatre

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

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

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

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FOOD STUDIES

AIM OF SUBJECT:
- To offer students basic knowledge of nutrition, food purchasing and food preparation in order to assist in making wise and informed food decisions in the future.

IN THIS SUBJECT YOU WILL LEARN:
- nutrition for a healthy lifestyle.
- about The Australian Guide to healthy eating and other nutrition related programs.
- use Literacy, Numeracy and ICT skills within the context of this subject.
- management and decision-making skills.
- practical cooking skills relevant to a healthy, nutritious lifestyle.
- consumerism skills related to food.
- food preparation skills.

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 FOOD STUDIES?
- Prepares students in a range of areas, including practical skills, for everyday life.
- Prepares students for further studies in the Home Economics/Hospitality areas.
- Exposes students to a range of career possibilities in the food industry.

COURSE OUTLINE:
Topics studied could include:
- Nutrition for a healthy lifestyle, focussing on adolescents
- Australian Guide to Healthy Eating and Australian Dietary Guidelines
- Seven nutrients
- Diet related disease
- Diet analysis
- Convenience foods
- Product labelling and advertising
- Budgeting for a healthy lifestyle
- All necessary ingredients can be arranged via a fee paying option or students can supply their own resources

ASSESSMENT:
- Assessment may include continuous practical assessment, practical cooking exams, theory exams, assignments and spelling tests

HOMEWORK:
- Students will occasionally be given homework or asked to work on set in-class assignment tasks.

FUTURE OPTIONS:
- Year 10 – Home Economic, Food Studies.
- Years 11 and 12 – Home Economics, Hospitality.
- Beyond school – chef, nutritionist, dietician, food technologist, food stylist, hotel manager, bartender, and waiter.

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AIM OF SUBJECT:
- To develop graphical skills and processes.
- To help students refine problem solving skills
- To promote higher order thinking.
- To prepare students for further studies in Graphics.

IN THIS SUBJECT YOU WILL LEARN:
- sketching.
- traditional graphical processes and procedures.
- how to create 2-dimensional and 3-dimensional drawings in Computer Aided Design (CAD).
- render in the 3-D scope of Computer Aided Design (CAD).
- the benefits Graphics can provide for future employment.
- design process.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Creative thinking
- Analysing problems
- Sketching
- Developing your ideas
- Hand–eye coordination

WHY GRAPHICS?
- It will expand the world of Information Technology and Communication allowing you to witness the possibilities of future employment fields.
- The world of Computer Aided Design and Computer Aided Manufacture will become more apparent to society’s everyday functions.
- The processes and functions of Graphic Design will be made clearer.

COURSE OUTLINE:
- Pictorial projections
- Orthographic projection
- Solid geometry
- Perspective views and developments
- Marketing and business graphics.

ASSESSMENT:
There are three key learning areas in Graphics and each of these areas will be assessed to produce the overall result:
- Knowledge and Understanding
- Reasoning
- Presentation

HOMEWORK:
Theory revision 45 minutes per week

FUTURE OPTIONS:
Senior subject options such as Senior Graphics (OP), Technology Studies (OP) and Tertiary studies.

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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 ITD so requires less hand skills but develops more computer skills and problem solving / redesigning skills. GRD 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 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.

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

COURSE OUTLINE
Projects include:
- Logo Design.
- Puzzle Making.
- Boat Hulls.

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

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

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HEALTH AND PHYSICAL EDUCATION (HPE)

AIM OF SUBJECT:
- To acquire skills and knowledge that is essential for promoting the health of individuals and communities.
- To develop and improve skills in a variety of sports, games and physical activities.
- To acquire skills and knowledge that is essential for living a healthy lifestyle.
- To make informed decisions about your health and wellbeing.

IN THIS SUBJECT YOU WILL LEARN TO:
- interact with others.
- select and use information and apply problem solving strategies.
- make informed decisions about health and personal development.
- evaluate your own actions and the actions of others.
- enhance your own and others self-concept and self-esteem.
- use Literacy, Numeracy and ICT skills within the context of this subject.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:
- Participation in and having an interest in, enhancing personal development and promoting health.
- Participation in and having an interest in, sports, games and physical activities.
- Being involved as a team member and interacting with others.
- Being active.

WHY HPE?
- To develop active and informed citizens, capable of managing the interactions between themselves and their social, cultural and physical environments, in the pursuit of good health.
- To gain an understanding of personal development, harm minimisation and lifestyle diseases.
- To promote life-long learning in health and physical education.

COURSE OUTLINE:
- Lifestyle disease
- Harm minimisation
- Responsible relationships
- Sustainable health challenge
- AFL
- Athletics
- Basketball
- Netball
- Soccer
- Touch Football

ASSESSMENT:
- The assessment covers both theoretical and practical components and is purposeful, systematic and ongoing.
- The assessment will:
  - develop students' capacities to monitor their own progress.
  - reflect current knowledge of child and adolescent development.

HOMEWORK:
- Assignment work – Semester 1
- Test preparation – Semester 2

FUTURE OPTIONS:
- Year 10 Physical Education
- Years 11 and 12 Physical Recreation
- Senior Physical Education
- HPE teaching
- Personal trainer
- Sports coach

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AIM OF SUBJECT
Students learn to work in a workshop safely using a range of hand and power tools. We use a range of materials including plastics, sheet metals and timber. Students are introduced 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 AND DESIGN?
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 ITD and work together to provide a positive experience for all.

COURSE OUTLINE
Projects include:
- Puppet (Marionette).
- Turned Nutcracker and Mallet
- Metal Toolbox
- Door Knocker.

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

FUTURE OPTIONS
ITD is available for all students through to year 12 (ITU) and is the foundation for many students wanting to pursue a trade. Many students select ITD 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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JAPANESE

AIM OF SUBJECT
- To build on students’ Japanese skills to enable them to communicate in basic real-life situations.
- To build students’ confidence in languages.
- To enhance their knowledge of both Japanese language and culture.
- To develop the attributes of lifelong learners by expanding their skills as self-directed learners, complex thinkers, active investigators as well as effective communicators.
- To expand their own world views to better equip themselves for participation in the global community.

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

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

WHY JAPANESE?
For Queenslanders, the study of Japanese is especially important given the strong ties with Japan. Due to links in tourism, commerce, culture and education between Australia and Japan, our students will be brought more and more into contact with Japanese speaking people. Japanese lifestyle, cuisine, art and sport are becomingly increasingly familiar through the media and personal contact. As some of our students take the opportunity to travel to Japan, willingness to use their Japanese skills will enrich their travel experience and help in developing lasting friendships.

Japanese High School Exchange Visits in July/August each year. Your chance to be a host student!
Japan Study Tour held usually every two years next trip September 2017.
Japanese animation and cooking!

COURSE OUTLINE
The following topics will be covered:
- endangered species
- Intensive grammar
- Fashion
- Letter writing

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

FUTURE OPTIONS
A Diploma of Japanese may be studied concurrently with any other degree at UQ/ Griffith University

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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 and advertising.

IN THIS SUBJECT YOU WILL LEARN TO:

- refine your understanding of the way media texts are constructed and respond analytically regarding those who create them.
- Think critically about media genres
- work practically to create a variety of media texts.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Working responsibly with others in a team environment
- Creativity, communication and expression
- Analysing television shows/film/media texts

WHY MEDIA STUDIES?

- We live in a media saturated society.
- Knowing how media texts are created is just as important as knowing what they contain.

COURSE OUTLINE:

- Foundation unit – Film and television languages and technologies
- Children’s television programming and production
- Radio plays
- Film genres
- Special effects makeup and movie trailers
- Advertising and design

ASSESSMENT:

- Written/Literacy skills
- Practical
- Oral presentations
- Design and production of Children’s TV show, radio play and genre film

COST:

This subject attracts a $50 levy for the full year. 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 will be required to work on individual homework tasks but must be aware that there is a significant percentage of the subject that will require students to work in groups, sometimes outside of class hours.

FUTURE OPTIONS:

- Careers in advertising, radio, film, journalism, public relations, visual arts and television production
- Year 10 Media
- Years 11 and 12 Film, Television and New Media

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MUSIC

AIM OF SUBJECT:
- To promote an understanding of a variety of styles and composers in order to gain an appreciation of music, its structures and concepts. These musical styles 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.

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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 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.

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WHY STUDY TEXTILES AND DESIGN?
Entering the middle/senior phases of schooling can be a challenging time for you as a student. You will have to organise your time to ensure you have an equal focus on all your subjects, as well as a balance between school, home, work, sporting and social commitments.

Textiles and design gives you the opportunity to develop your creativity and inspire your artistic passion. You will have time to design and create products from focus areas such as – apparel, costume, textile arts, furnishings and non-apparel. You may see Textiles and Design as a ‘break’ from the rigours of subjects that are perhaps more theory-driven, as a large percentage of the content involves practical application. Technology is also an essential component of the course as there will be opportunities to use your ICT skills to create supporting documentation, storyboards and for computer-aided designing.

WHERE CAN TEXTILES AND DESIGN TAKE YOU?
Textiles and Design will provide you with the opportunity to create a folio to showcase your creativity, this folio of creativity can be further developed throughout your senior years as well as support other creative subject areas you may undertake. Many design courses at TAFE and university accept students after viewing a folio during an interview. Studying Textiles and Design can lead to many different study and career paths:

- Fashion designer
- Interior designer
- Costume designer
- Technology teacher
- Retail buyer (shop for companies for a living!)
- Journalist
- Fashion illustrator
- Milliner
- Textile technician
- Textile mechanic
- Industrial textiles fabricator

Even if you decide not to develop a career in design, the study of Textiles and Design will provide skills for leisure activities that can be used throughout your life.

COURSE TOPICS:
Topics studied in Textiles and Design could include:
- Fashion throughout History
- Types of Design
- Communication Techniques
- Properties and Performance of Textiles
- Environmental Sustainability and Textiles Consumption

ASSESSMENT:
- Assessment will include products (continuous practical assessment), project/ investigation type assessments and extended response to stimulus.

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PROGRAMMING - CODING

This subject leads students onto this pathway

- Year 7 Coding ➔ Year 8 Coding ➔ Year 9 Coding ➔ Year 10 Coding ➔ Year 11/12 Digital Technology

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

This subject will use tools such as:
- Netbeans - netbeans.org – Java Code Editor
- Komposer - kompozer.net – Basic HTML Editor (WYSIWYG)
- Komodo Edit - komodoide.com/komodo-edit/ - Java Script Editor

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

The goal of this subject is to introduce students to
- Exploring and evaluating solutions and information systems that create information from open data (for example in meteorology, transportation, government).
- Problem solving → Algorithms and pseudo-code
- Java as a general purpose language
- Java Script as an interactive Web language
- Website design and coding with HTML and Java Script

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

For further information please contact

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