

Tamborine Mountain State High School



Year 9 Handbook 2024

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The Year 9 Program

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

PERSONALISED LEARNING DEPARTMENT

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, 8 and 9 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:	Head of Department Junior PL – Belinda Stanford
PHONE:	07 5545 7222
FAX:	07 5545 7200
EMAIL:	bstan12@eq.edu.au

***DDA comment:** Students accessing our support services will form part of our NCCD (Nationally Consistent Collection of data on school students with disabilities) data

CORE SUBJECTS

English

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 THAT 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' folios. Possible assessment includes:

- Narrative text
- Persuasive speech
- Analytical speech
- Reflective exam

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

HOMEWORK:

Homework is an essential part of the 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. Assessment tasks will be set as part of the unit and it is part of the course requirements that homework be completed.

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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 assessments that contains both written and spoken tasks, in-class responses and assignment work.

SKILLS THAT 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, an assessment piece is completed that is directly related to the course of study. They include:

- Narrative text
- Persuasive speech
- Film analysis exam
- 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:

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.




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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.

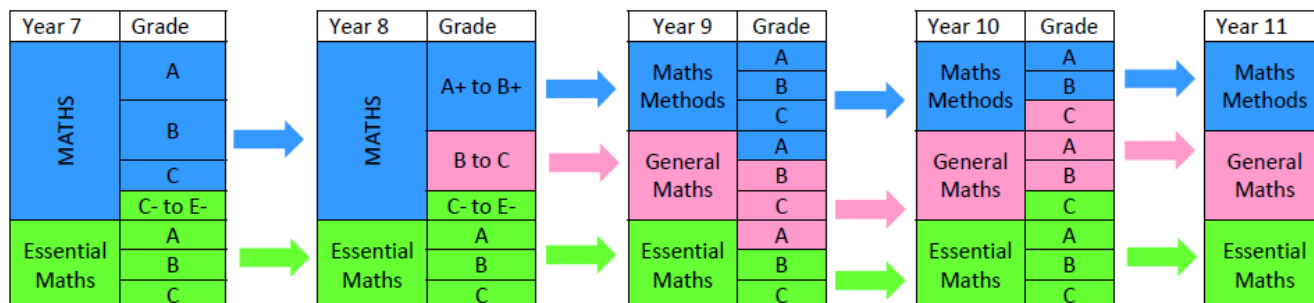
In other words – students are placed in classes based on the pace and style we hope will 'feel right' (not too easy, not too hard – **just right**) for every student. Students can move between groupings at times if need be.

Maths Classes Available:	Learning	Assessment	Timetable Code in Year 9
Maths Method (MMD) 	<p>Math Methods students are grouped to provide a challenging environment where a faster pace of learning is experienced.</p> <p>The same topics are studied for all maths classes. Students attempt all topics and extend as much as possible. Students who intend studying Math Methods in Year 10 will be extended as much as possible.</p> <p>This preference is only suitable for high achieving students.</p> <p>* MMD in Year 12 involves a 50% external exam covering 2 years work.</p>	<p>Same for all groups.</p> <p>Typically 4 tests or 3 tests and 1 assignment</p>	MMD
General Maths (MGE) 	<p>General Maths 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.</p> <p>An 'A' in MGE is the same as an 'A' in an MMD grouping, but the 'feel' of MGE suits some people more than MMD.</p> <p>General Maths students attempt all topics and extend wherever possible. Students who intend to study General Mathematics in Year 10 may find this class most suitable.</p> <p>* MGE in Year 12 involves a 50% external exam covering 2 years work.</p>		MGE
Essential Maths (EME) 	<p>Essential Maths students study the same topics as MGE and MMD but the pace and assessment are scaffolded differently.</p> <p>Learning (and assessment) are done at year level and in shorter sections allowing students to access the content in every topic.</p> <p>You would expect not to attempt some of the more abstract sections of the topics in Essential Maths. Students who intend to study Essential Mathematics in Year 10 may find this class most suitable.</p> <p>* EME in Year 12 involves school-based assessment and a common internal assessment.</p>	<p>Same for all groups with additional support available – which is reflected in the different timetable code.</p>	EME

Maths Continued.....

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:



Please Note: - from Year 9 onward, subject pathways have pre-requisites, for e.g. you have to do well in Math Methods Year 9 to be able to do Maths Methods or Specialist Maths in Year 10.

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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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:

- street art and pop art themes.
- artist books and designs for skateboard decks.
- assemblage and installation art.
- ceramics.

ASSESSMENT:

- Practical and theory based
- Folio of work involving a resolved artwork/Digital PPT
- Art Research 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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BSB30120 CERTIFICATE III IN BUSINESS



AIM OF SUBJECT

The program covers the skills and knowledge required of an employee entering the Business Services industry and/or pursuing further tertiary business pathways (e.g. Certificate IV, Diploma or Bachelor of Business). This Certificate involves personal wellbeing, organising personal work priorities, leadership and teamwork, safety and sustainability in the workplace, inclusivity, diversity and communication, delivering a service to customers, designing and producing electronic presentations and business documents, and financial literacy (budgeting).

IN THIS SUBJECT YOU WILL LEARN TO:

- Communicate at work
- Create professional business documents
- Use technology
- Use critical thinking skills
- Formulate a budget for financial success
- 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 entrepreneurship. This course also gives **8 QCE credit points** and can be counted as core points.

COURSE OUTLINE

Students will participate in the delivery of a range of business activities and projects within the school. Graduates will be competent in a range of essential workplace skills including leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy. Students will also investigate business opportunities and real-world case studies. A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Course Schedule – Semester 1	Course Schedule – Semester 2
BSBPEF201 Support personal wellbeing in the workplace BSBPEF301 Organise personal work priorities FNSFLT311 Develop and apply knowledge of personal finances BSBWHS311 Assist with maintaining workplace safety BSBSUS211 Participate in sustainable work practices BSBXCM301 Engage in workplace communication BSBTWK301 Use inclusive work practices	BSBXTW301 Work in a team BSBCRT311 Apply critical thinking skills in a team environment BSBTEC301 Design and produce business documents BSBWRT311 Write simple documents BSBTEC303 Create electronic presentations BSBOPS304 Deliver and monitor a service to customers Finalisation of qualification: BSB30120 Certificate III in Business

COMPETITIONS

- **Binnacle Boss:** Students are provided with \$20 each and work in teams to plan, budget, market and run their business idea whilst building innovation, enterprise and financial literacy skills in the process.
- **ASX Schools Sharemarket Game:** You and your team are given \$50,000 in virtual cash to invest in the Australian Stock Exchange (ASX). The challenge: make it grow!

ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real business environment at TMSHS. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Group work and individual work
- Role plays
- Short response tests
- Practical application
- Oral assessment

COURSE FEES

The Certificate III in Business course is being delivered by a qualified TMSHS teacher with the assistance (and under the auspices) of an external Registered Training Organisation, Binnacle Training, RTO # 31319 (www.binnacletraining.com.au). The 2024 course fees are \$380 for the Certificate III in Business. Fees are non-refundable as the certificate is provided by an external company (Binnacle Training).

FUTURE OPTIONS

Diploma of Business (Year 10/11/12) Advanced Diploma in Leadership and Management

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FAX: 07 5545 7200
EMAIL: mcree20@eq.edu.au

PDS Declaration: This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: binnacletraining.com.au/rto



AHC21020 - Certificate II in Conservation and Ecosystem Management

Do you have a passion for caring for our environment?

Land conservation is a growing industry with many governments and non-government organisations seeking skilled staff. The Certificate II in Conservation and Ecosystem Management provides students with the practical skills and knowledge to work in this exciting industry and will prepare them for conserving and protecting our fragile environment.

IN THIS SUBJECT YOU WILL LEARN TO:

- Identify plant and animal species
- Collect seeds and propagate new plants
- Revegetate land areas and support ecological restoration
- Treat plant pests and diseases
- Work as part of a team outdoors completing conservation and ecological projects



ASSESSMENT:

Students undertaking AHC21020 Certificate II in Conservation and Ecosystem Management will undertake a range of both theory and practical work to gain the knowledge and skills required to achieve their qualification. Students will engage in a variety of projects within the school and will develop a range of workplace skills such as leadership, organisation, project management and teamwork.

THE COURSE AT A GLANCE:

Unit Code	Unit Name
AHCWHS201	Participate in work health and safety processes
AHCWRK209	Participate in environmentally sustainable work practices
AHCCHM201	Apply chemicals under supervision
AHCMOM203	Operate basic machinery and equipment
AHCMOM213	Operate and maintain chainsaws
AHCPGD201	Plant trees and shrubs
AHCPMG202	Treat plant pests, diseases and disorders
AHCPMG201	Treat weeds
AHCNSY207	Undertake propagation activities
AHCFAU202	Recognise fauna
AHCECR505	Collect native seed
AHCPCM204	Recognise plants
AHCPCM202	Collect, prepare and preserve plant specimens
AHCECR301	Maintain native ecosystem areas
AHCECR101	Support ecological restoration

CONTACT NAME: Deputy Principal - Mandy Johnstone

PHONE: 07 5545 7222

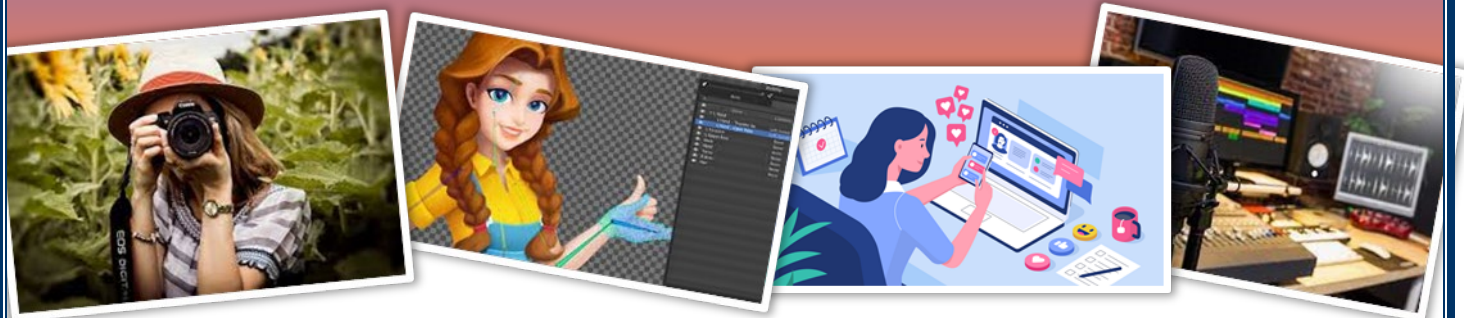
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Certificate 3 in Screen & Media

Subject Information Guide



Learn Practical Skills for a digital future

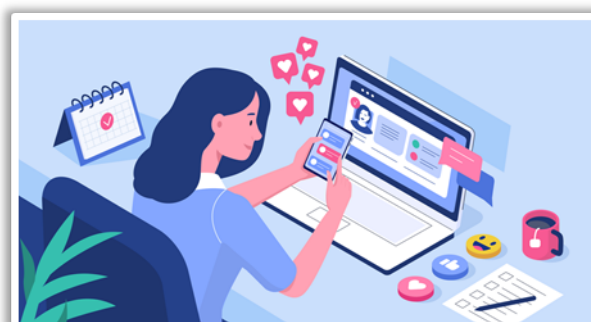
The Certificate Three in Screen Media will provide a range of skills that focus on social media content creation, digital image (photography), video creation, including 2D animation as well as writing for digital content (websites) and creating photo and video content for social media. Whilst these are great skills if you are interested in working in media, they are also valuable and important digital life skills for your future. Any number of industries these days will require you to have higher level of digital skills, including digital production in order to create content for businesses you work for, in fact having these skills will make you more employable than your peers.

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

This course will cost \$600 per student.

Units Covered

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



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CERTIFICATE II in SPORT & RECREATION (SIS20115)

The College of Health & Fitness



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



Assessment

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

Entry Requirements

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

Term 1 HLTWHS001 - participate in workplace health and safety BSBCMM211 - apply communication skills BSBPEF202 - plan and apply time management	Term 3 SISXCAI002 - assist with activity sessions SISXIND001 - work effectively in sport fitness and recreation environments SISXEMR001 - respond to emergency situations
Term 2 BSBXTW301 - work in a team BSBSUS211 - participate in sustainable work practices BSBPEF301 - organise personal work priorities SISXIND002 - maintain sport fitness and recreation industry knowledge	Term 4 BSBPEF201 – support personal wellbeing in the workplace SISXCCS001 - provide quality service (delivered as SISXCCS004)

NOTE: First Aid (HLTAID011) is suggested for late Term 2 to early Term 3 depending on identifying a suitable time.

COURSE FEES:

Course fee for 2024 – Nil, student VETIS funding is accessed and used (VETiS funding accessed by student one time only

***subject to change**



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RTO: 30798 | CALL US: 07 3385 0195
CERT 3 GUARANTEE | VET IN SCHOOLS | TRAINEESHIPS



DANCE

CERTIFICATE II IN DANCE



RATIONALE – Why study it?

This qualification reflects the role of a person working in a varied context in the live performance and creative arts industry, both practically and theoretically.

In choosing to study a Certificate II in Dance and upon completion of this certificate, you will gain a nationally recognised qualification and gain 4 points towards your Senior Queensland Certificate of Education. You also gain real world skills and will gain insight into the performing and creative arts industry.

AIMS – What do students learn?

CUADAN211	Develop basic dance techniques
CUADAN218	Perform basic street dance technique
CUADAN215	Perform basic contemporary dance technique
CUAPRF211	Prepare for live performances
CUAWHS111	Follow safe dance practices
CUADAN212	Incorporate artistic expression into performances
CUAIND211	Develop and apply creative arts industry knowledge
BSBTWK201	Work effectively with others
CUAWHS211	Develop basic physical conditioning for dance



ASSESSMENT – How are students assessed?

Completed over one year

- Demonstration of physical and expressive performances in street dance and contemporary genres.
- Completion of online assessments and theoretical tasks through a personal online portal.
- Practical demonstration of required skills and processes
- No entry requirement, however previous dance experience is beneficial.

OTHER REQUIREMENTS AND OPPORTUNITIES

Dance at school is very affordable compared to dancing in community studios, however there will be opportunities for students to participate, engage and attend activities related to their Certificate study outside of the levy. These include; Arts Night, workshops with national and international dancers and choreographers, excursions to see live professional productions and Tambo Talent Time, among many more

Levy: \$500 - \$600. Split payment is permitted.

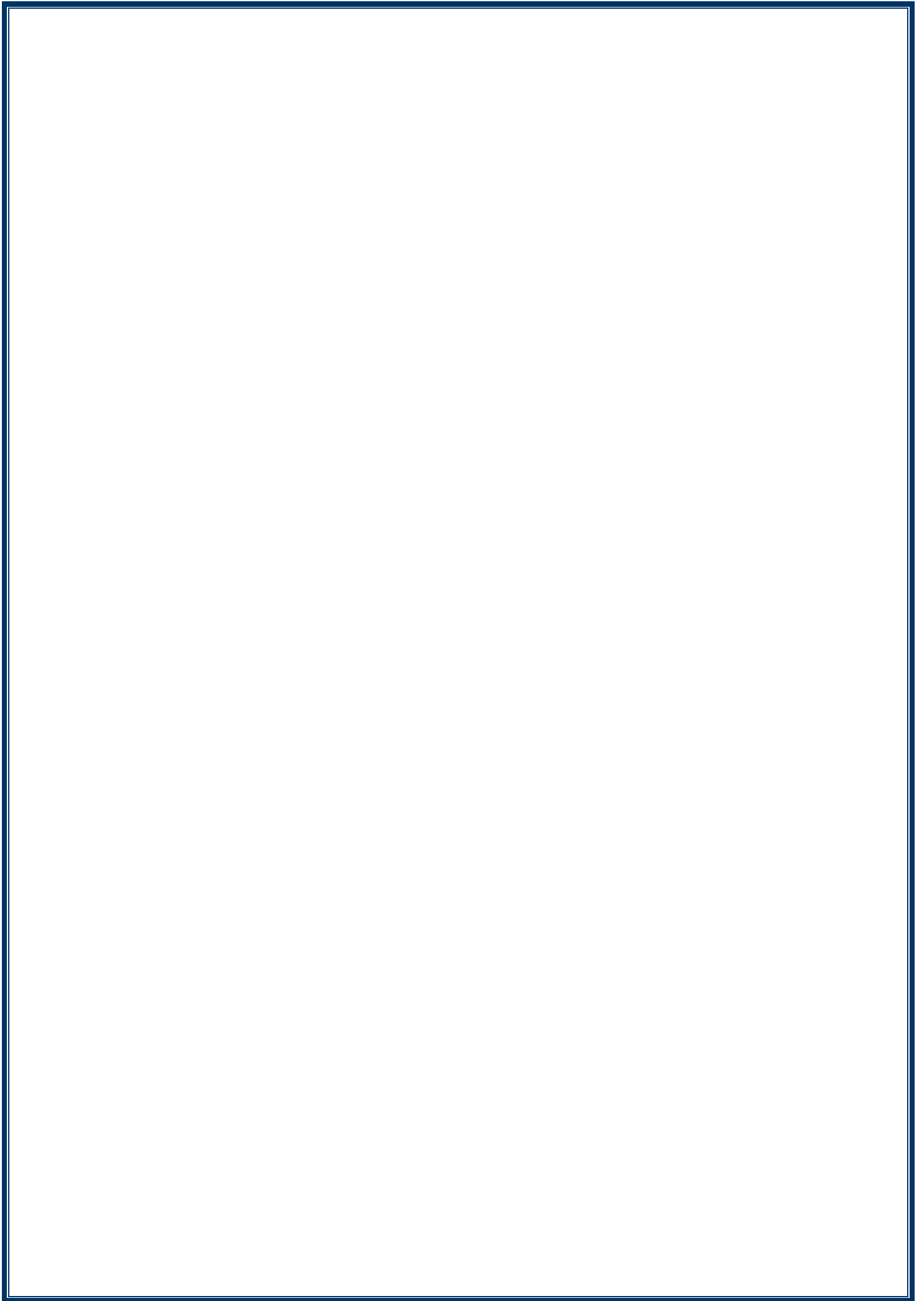


Dance is the joy of movement and the heart of life

Certificate Code	CUA20120	Certificate	II
Registered Training Organisation	The Australian Academy of Media	RTO Number	45017

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DRAMA



AIM OF SUBJECT:

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

IN THIS SUBJECT YOU WILL LEARN:

- Various forms and styles of the dramatic art form.
- Reading and understanding scripts, voice and movement.
- Genre-specific acting techniques.
- Staging and directing plays, scripts and dramaturgy.
- 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.

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:

- Contemporary Theatre
- Physical Theatre
- Study of Plays
- 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: making, 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.

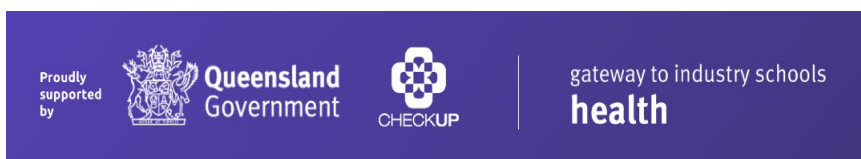
FUTURE OPTIONS:

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

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




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

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

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

Course Outline

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

Course Fees

No payment required. The course includes the completion of a First Aid and CPR certificate.

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FOOD SPECIALISATIONS

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.
- food preparation skills.
- management and decision-making skills.
- practical cooking skills relevant to a healthy, nutritious lifestyle.
- consumerism skills related to food.



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 FOOD STUDIES?

- Prepares students in a range of areas, including practical skills, for everyday life.
- Prepares students for further studies in the Food and Nutrition/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
- Product development and recipe writing
- Food Science



ASSESSMENT:

Throughout the year students will participate in project-based assessment. Projects require to students to respond in both written and practical modes. Written responses include a folio capturing the design process undertaken by the student. Practical responses include the designed solution by the students such as a cooked meal.

FUTURE OPTIONS:

- General (ATAR) Senior Food and Nutrition or Senior Applied Hospitality.
- Beyond school – Home Economist, chef, nutritionist, dietician, food technologist, food stylist, and hotel manager etc.

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HEALTH AND PHYSICAL EDUCATION

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 | • AFL | • Netball |
| • Harm minimisation | • Athletics | • Soccer |
| • Responsible relationships | • Basketball | • Touch Football |
| • Sustainable health challenge | | |

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 Health & Physical Education | • HPE teaching |
| • Years 11 and 12 Physical Recreation | • Personal trainer |
| • Senior Physical Education | • Sports coach |

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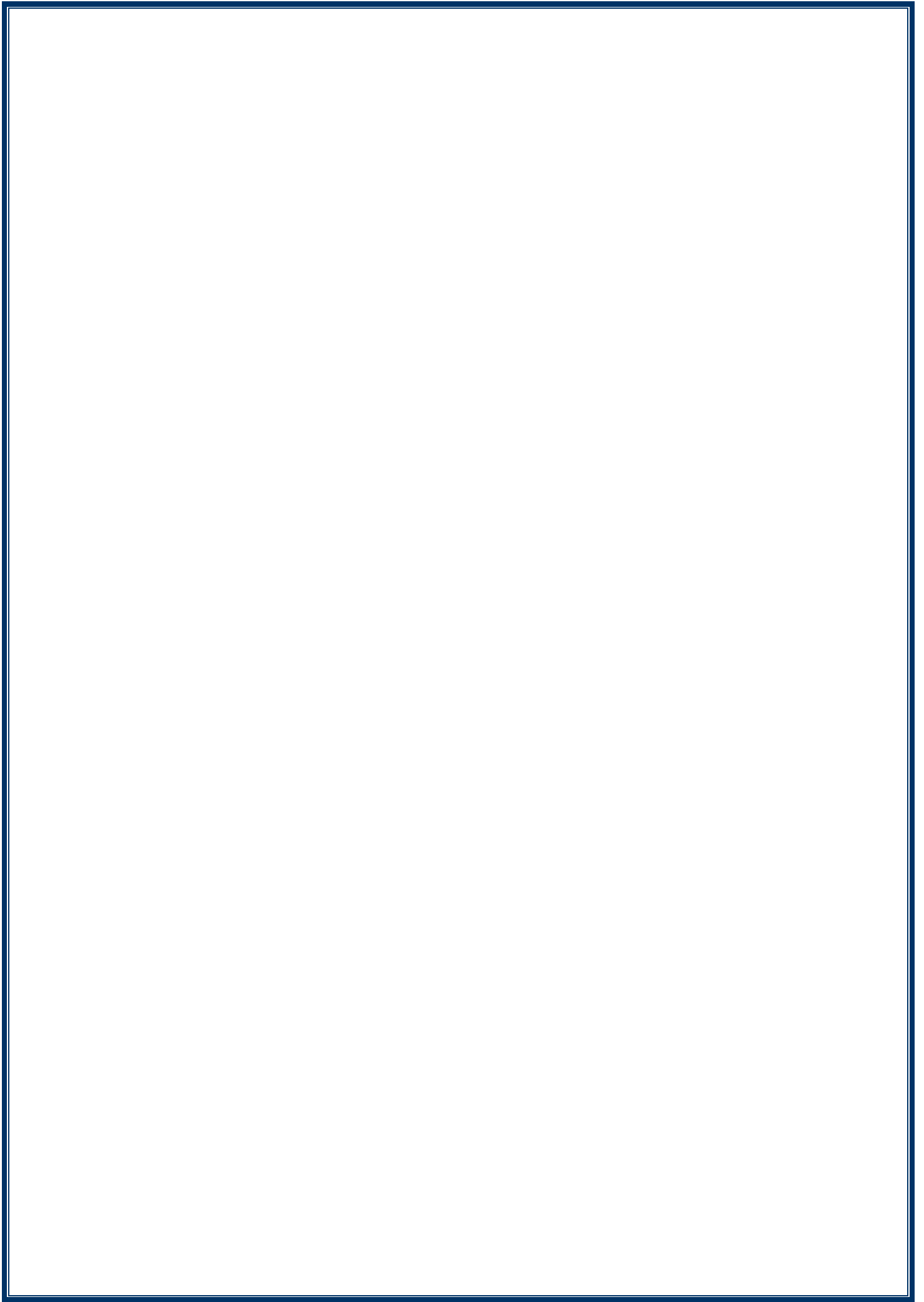
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JAPANESE



AIM OF SUBJECT

- To build on students Japanese skills to enable them to communicate in basic real-life situations.
- To build students 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:

- 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

CONTACT NAME:

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Materials and Technologies Specialisations

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

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

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

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

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

Assessment

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

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Examples of student work from Year 10 2023.

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.
- Learn through inquiry and develop problem solving skills.

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?

- Knowing how media texts are created is just as important as knowing what they contain.

COURSE OUTLINE:

- Radio plays.
- Film genres and children's TV.
- Special effects makeup and movie trailers.
- Social Media and Digital Footprints.

ASSESSMENT:

- Written/Literacy skills.
- Practical.
- Radio play, short response exam, genre film trailer and photoshop design.

HOMEWORK:

Students 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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Head of Department – Cheryl Dundas

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Modern History



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 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 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)
- Unit 4: Germany (1919 – 1933)

ASSESSMENT

- Short Answer Exam
- Research Assignment
- Global Exhibition

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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:

- Students will be required to complete homework either written or short composition tasks. These will 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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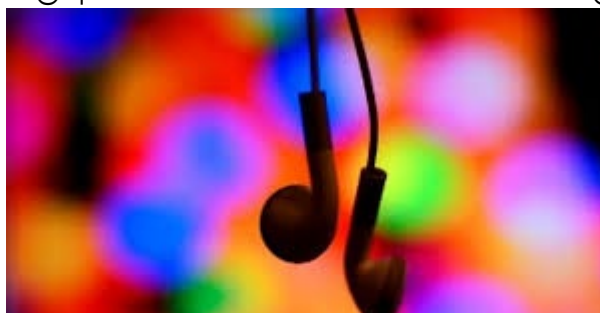
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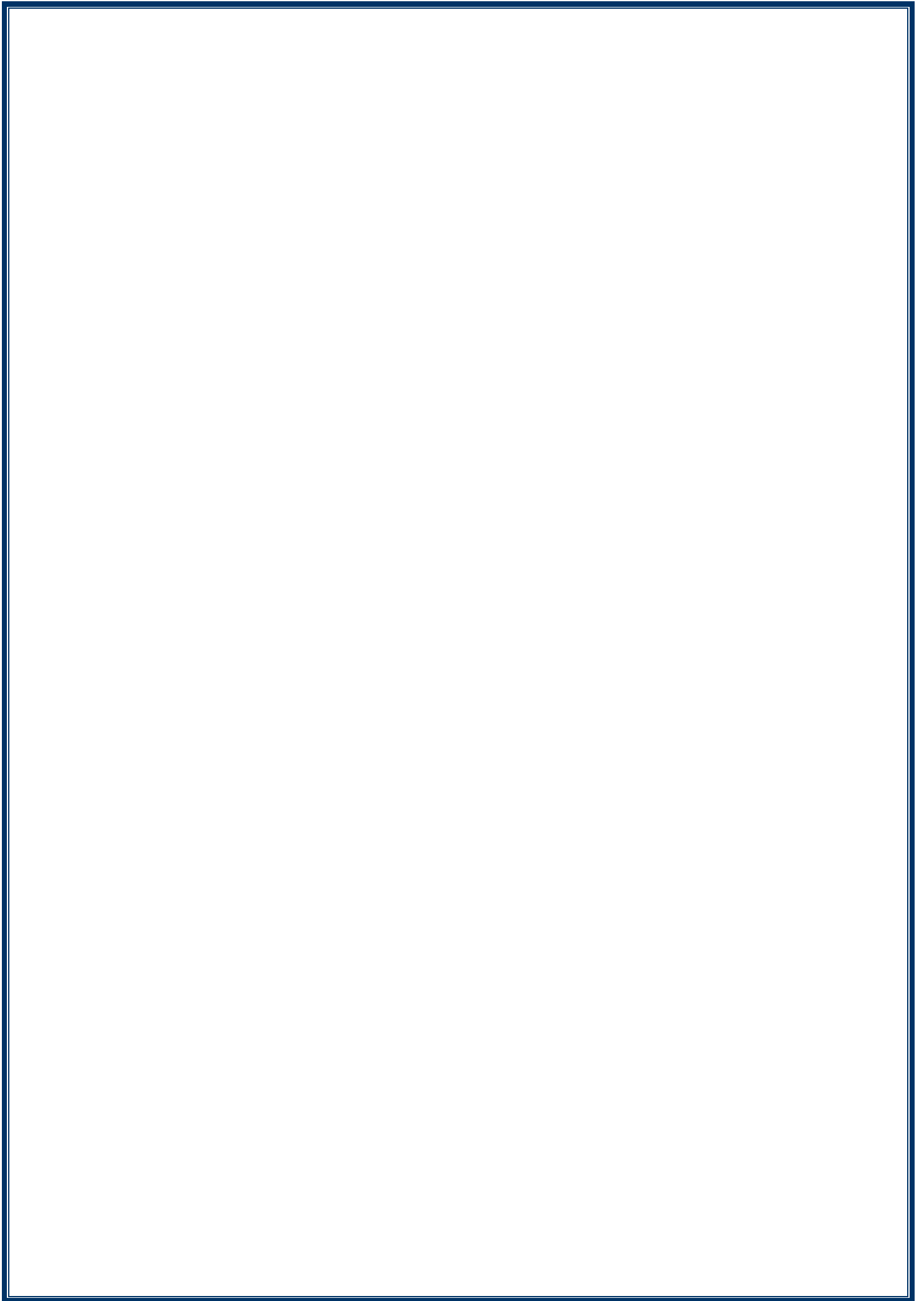
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SCIENCE

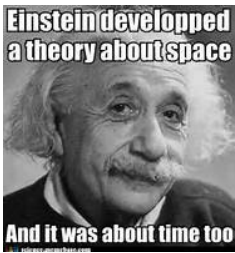
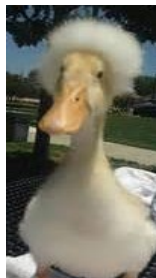
The most exciting phrase to hear in science, the one that heralds new discoveries, is not 'Eureka!' but 'That's funny'...' Isaac Asimov

Science classes at Tamborine Mountain State High School in Year 9 are chosen as an elective.

It is **essential** to choose science **for** entry into a growing number of **career options** including some trades, teaching, scientific, medical and technical careers. **Advice** from our **guidance** team is essential for understanding this.

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. Classes may be group to aid learning – 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.

Science is essential for students who aim to study the sciences in their senior years of high school.

Science Classes Available:	Learning	Assessment	Timetable Code in Year 9
Elective 	<p>Studying science is about understanding the marvels and mysteries of our world and beyond - you can use that understanding to explain it or just to love it.</p> <p>Science is an elective in Year 9.</p> <p>Class groups study all topics in as much depth as possible and aim to develop understanding and written communication skills for the scientific reporting genre.</p> <p>You will study topics including body systems and disease, ecology, energy, electricity, chemistry and nuclear chemistry.</p>	<p>4 items per year typically – 3 tests and 1 assignment.</p>	<p>SCI</p> 

ASSESSMENT:

- Test
- Experimental report
- Class projects

HOMEWORK:

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

Revision is given on a regular basis (weekly some-times) and for final assessment preparations.

For further information please contact

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Sports Excellence Program

(Trials for all sports)

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

This is an application and trial process only.

Not everyone who trials will be selected.

Programs will run on the following days:

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

This is an application and trial process only.

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

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

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