



YEAR 10 SUBJECT HANDBOOK

2026



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The Year 10 Program

Dear Parents and Caregivers,

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

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

This model caters for the needs of all students. The program allows for greater specialisation and extension. We are confident that this program will better meet the needs of our students, offering them a stimulating course of study tailored to their ability, individual needs and interests.

We look forward to working in partnership with you and your student as we move into this exciting program of study.

A Few Words from our Guidance Officer

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

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

- ✓ your interests
- ✓ your ability
- ✓ the level of difficulty of the unit
- ✓ prerequisites – “must do” subjects required for a student to progress into a senior subject or course – see next page
- ✓ possible career directions
- ✓ major studies for certain senior subjects

You should avoid selecting subjects based on:

- one person saying it's “not good”
- your friends are taking it, so you think you should
- whether you like or dislike the teacher
- whether you think it is only for boys or girls
- an unrealistic assessment of your ability in the subject

TAFE

Schools TAFE Programs – Make Great Happen

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

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

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

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

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

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

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

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

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

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

Joanne Ferguson
Industry Liaison Officer

Email: jferg261@eq.edu.au



Year 10 Subjects

Core Subjects	Elective Subjects
English	Visual Art
or	Dance
Essential English	Design and Technologies
Essential Mathematics	Drama
or	Food and Nutrition
General Mathematics	Japanese
or	Materials & Technology Specialisation (TMT)
Mathematical Methods	Materials & Technology Specialisation (TTZ)
Science	Media Arts
History	Music
HPE	

Choosing The Right English Course

When selecting the most suitable Year 10 English course, carefully consider two factors:

1. Your current **level** of English proficiency
2. Your future goals and career aspirations

Possible Career Pathways	1. I would like to attend university and study for a specific job	2. I would like to get a job after Year 12 and maybe look at further study later (e.g. TAFE).	3. I am looking at going straight into the workplace and am unlikely to do any further study
Years 11 and 12	1. English (General subject)	Essential English (Applied subject)	Essential English (Applied subject)
Year 10	1. English (Achieved B or above on Semester One Report)	1. English OR 2. Essential English	1. English OR 2. Essential English

YEAR 10 ENGLISH:

- The study of spoken and written language in a variety of contexts including text, film, literature and media.
- Students are taught to enhance their reading, listening, writing, speaking and viewing skills as well as becoming critically literate.

YEAR 10 ESSENTIAL ENGLISH:

- Students learn to see the importance of using language to communicate with others in written and spoken tasks.
- It is aimed at improving student's confidence when using language to communicate.

SENIOR ENGLISH:

The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Pathways

The subject English focuses on the study of both literacy texts and non-literacy texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

ESSENTIAL ENGLISH:

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for lifelong learning across a wide range of contexts.

CORE SUBJECTS



AIM OF SUBJECT:

- To equip students with the necessary literacy skills to acquire knowledge and participate in learning in all subjects and situations.

IN THIS SUBJECT YOU WILL LEARN TO:

- develop your existing reading, writing, speaking, viewing and listening skills.
- be discriminating in the way you use those skills to interact with texts, people and situations.

PREREQUISITES

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

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Reading, writing, speaking, listening and viewing
- Thinking critically about what you read, hear and see
- Supporting your ideas and opinions with evidence
- Using your imagination in constructive ways

WHY ENGLISH?

- To see the importance of thinking for yourself.
- To communicate better with others.
- To be more aware of the influences acting upon you.

COURSE OUTLINE AND ASSESSMENT:

The course covers a variety of units and texts. At the end of each unit, an assessment piece is completed related directly to the course of study.

Throughout the year, assessment items will be completed which contribute to students' folios. Possible items include:

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

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

HOMEWORK:

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

FUTURE OPTIONS:

English in Years 11 and 12 (minimum of B overall)

CONTACT NAME:

Head of Department – Angela Ross

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aross58@eq.edu.au



ESSENTIAL ENGLISH

AIM OF SUBJECT:

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

IN THIS SUBJECT YOU WILL LEARN TO:

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

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Learning ways to improve your reading, writing, speaking, listening, and viewing.
- Expressing ideas and opinions.
- Using your imagination in constructive ways.

WHY ESSENTIAL ENGLISH?

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

COURSE OUTLINE AND ASSESSMENT:

At the end of each unit, an assessment piece is completed related directly to the course of study, possible options include:

- Multimodal presentation
- Written Monologue
- Persuasive Speech
- Short Response Exam

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

HOMEWORK:

Homework is an essential part of the Essential English course. Class time is set for assignment work but it is expected that students work on tasks at home. Other items such as spelling lists and grammar activities will be set as part of the unit as homework and it is part of the course requirements that homework be completed.

FUTURE OPTIONS:

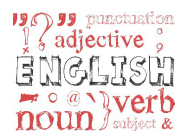
Essential English in Years 11 and 12. This subject is **not** a pathway to Year 11 and 12 General English.

CONTACT NAME:

Head of Department – Angela Ross

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HEALTH AND PHYSICAL EDUCATION

AIM OF SUBJECT:

- To learn a wide variety of physical skills for a range of sports and games.
- To understand the importance of a healthy lifestyle and how to achieve this.
- To develop skills and knowledge that allows you to make informed decisions about physical activity and personal fitness.
- To allow students to become self-directed, interdependent and independent learners.



IN THIS SUBJECT YOU WILL LEARN TO:

- Select and use information and apply problem solving and decision-making strategies about physical activity and personal fitness.
- Develop skills necessary for creating and maintaining positive interactions and relationships.
- Identify and take part in a variety of physical activities that contributes to the development of particular components of health related fitness.
- Demonstrate performance in physical activities that reflects an ability to implement tactical strategies.
- Write research reports and analytical essays.
- Use Literacy, Numeracy and ICT skills within the context of this subject.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Participating in and having an interest in sports, games and physical activity.
- Using previously gained knowledge and relating it to physical activity and personal fitness.
- Interacting with others.
- Competent writing skills.



WHY PHYSICAL EDUCATION?

Physical Education provides a foundation for developing active and informed citizens, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

COURSE OUTLINE:

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



ASSESSMENT:

- The assessment covers both theoretical and practical components and is purposeful, systematic and ongoing. Information is collected about students' ability to demonstrate learning outcomes. The assessment will:
 - develop student's capacities to monitor their own progress.
 - promote lifelong learning in physical education.
 - be comprehensive, reliable and valid.



HOMEWORK:

Theoretical: 60 minutes per week.

Practical: Engage in physical activity at least three times each week.

FUTURE OPTIONS:

- Health and Physical Education Teacher
- Personal Trainer
- Sports Coach
- Senior subjects such as Senior Physical Education

CONTACT NAME:

Head of Department – Cameron Ross

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HISTORY



AIM OF SUBJECT

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

IN THIS SUBJECT YOU WILL LEARN TO

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

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT

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

WHY HISTORY?

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

COURSE OUTLINE

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

- Term 1: Making of Modern Australia
- Term 2: World War Two

EXCURSIONS

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

ASSESSMENT

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

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

FUTURE OPTIONS

Senior Modern and Ancient History

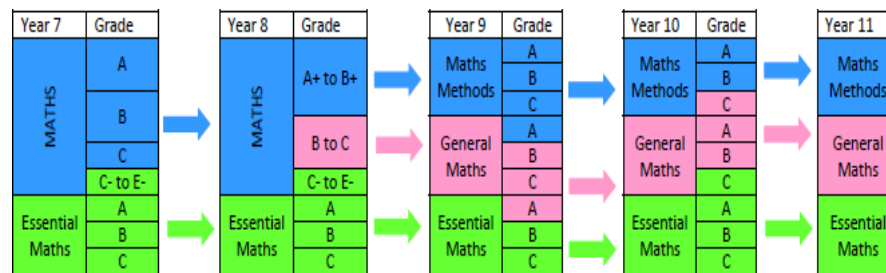
A wide range of university courses (including law, education, business, international relations, management)

CONTACT NAME: Head of Department – Melissa Gibson

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Mathematics

Throughout High School, Years 7 – 12, Maths is a compulsory subject. Since it is compulsory it is the school's duty to provide students with a variety of levels of Maths to choose from. Currently in Year 10, there are three levels of Maths of which students **must choose one**:



- **Essential Mathematics** - classes are small and follow a highly structured, back-to-basics course, specifically designed for students whose Numeracy needs are very high.
- **General Mathematics** - classes are for students who find Mathematics a little challenging and need a little extra help to succeed.
- **Mathematical Methods** - classes are for students who have excellent Mathematical skills and enjoy the opportunity to study a more challenging course.

To help students prepare for a more mathematical future, students have an **option** of taking Specialist Maths.

- **Specialist Mathematics** – Students taking this must also take Math Methods. Classes are for students who have good Mathematical skills and enjoy the opportunity to study areas of mathematics not covered in the “usual” curriculum

In choosing a level of Maths students need to consider:

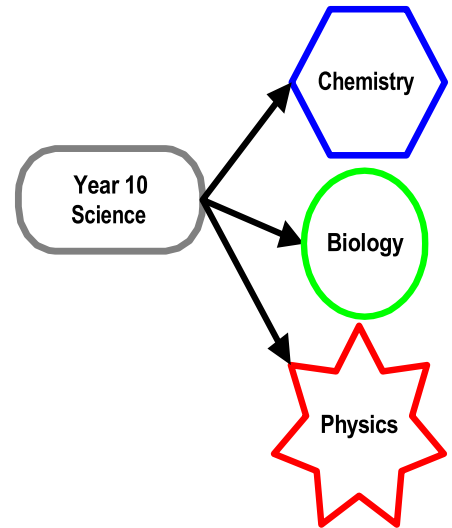
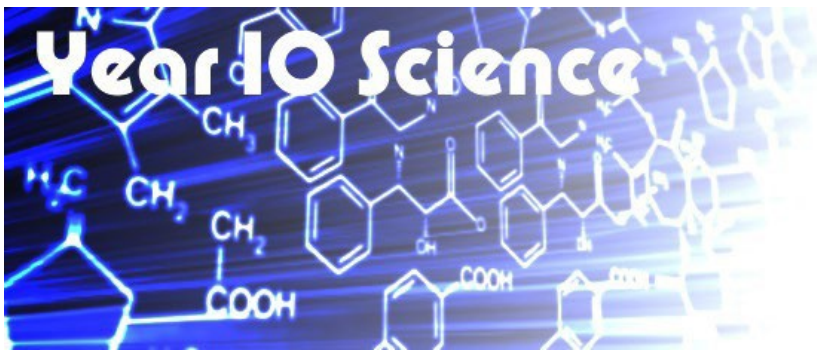
- How they have performed in Year 9 Maths □ What level of Maths does this “suggest” they do?
- What level of Maths do they intend to study in Years 11 and 12 □ What level of Maths does this “suggest” they need?

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

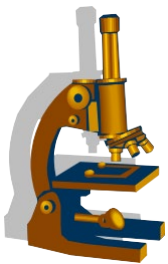
	Essential Maths	General Maths	Maths Methods
TOPICS	From the National Curriculum Year 10 Maths Syllabus □ Number and Algebra; Measurement and Geometry; Statistics and Probability <i>This course will include the Short Course in Numeracy which covers the Numeracy requirement of the QCE</i>	From the National Curriculum Year 10 Maths Syllabus □ Number and Algebra; Measurement and Geometry; Statistics and Probability	From the National Curriculum Year 10 Maths Syllabus □ Number and Algebra; Measurement and Geometry; Statistics and Probability as well as Introduction to Functions, Quadratic Functions, Trigonometry, Exploring Data, Modelling Data with Functions, Indices, Further Functions, Financial Maths and Probability
Assessment	- In Class Tasks - Tests broken down into small parts completed over many days - Small assignments	- In Class Tasks - Tests mirroring the Senior Maths way of testing in terms of difficulty, style of question, criteria and weighting of criteria - Assignment	- Tests mirroring the Senior Maths way of testing in terms of difficulty, style of question, criteria and weighting of criteria - Significant Assignments
	Topics		Assessment
SPECIALIST MATHEMATICS	Based on topics from the Senior Specialist Maths Program. Students will get a “taste” of: <ul style="list-style-type: none"> • Real and Complex Number Systems • Matrices and Applications • Vectors and Applications 		<ul style="list-style-type: none"> • Linear Programming • Dynamics • Plane Geometry • Introduction to Number Theory • Probability and Statistics • Advanced Periodic and Exponential Functions Tests mirroring the Senior Maths way of testing in terms of difficulty, style of question, criteria and weighting of criteria Significant Assignments

For all levels of Year 10 Maths there is an expectation that student will have a weekly program of Homework to complete.

For further information please contact Glen Washburn (HOD Sen Mat/Sci) or vwash1@eq.edu.au



Year 10 Science is the gateway to the Senior Sciences of Chemistry, Biology and Physics.

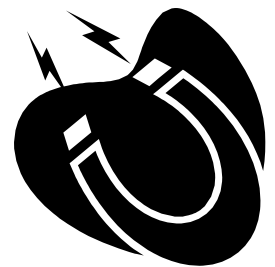


In Science students look at a variety of topics:

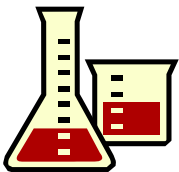
- Heredity and Reproduction
- Genetics and Evolution
- Atoms and Molecules
- Reactions
- Forces and Motion
- Energy
- Global Systems – Climate and Life
- Astronomy

Students will be assessed in a number of ways:

- Testing
- Projects
- Assignments
- Report writing



In Senior Science an Extended Experimental Investigation (EEI) is a very important form of assessment. In year 10 Science students are exposed to this form of assessment.



Students will be expected to complete a weekly program of Homework

For further information please contact
Glen Washburn (HOD Sen Mat/Sci) or vwash1@eq.edu.au

ELECTIVE SUBJECTS

DANCE

Dance is a subject that helps students gain knowledge through movement, develop group work skills, work in a creative environment, and gain and develop performance and confidence skills.

In Year 10 Dance is a foundation and introductory year for Senior Dance and will provide students with the necessary performing, choreographing and written skills required for senior. Assessment's mirror those studied in the General Dance – ATAR subject, to equip and prepare students. The context and genres of dance differ from those studied in senior.



Dance at school is a fun and engaging subject that enables students to express their individuality, while working in group situations with existing and new friends. Students will learn and create dances in various dance genres and styles,

develop and enhance technical and expressive skills, develop their analytical and evaluative skills, enhance their creative skills and explore the use of technology in dance to create their own dance music video clips. They will strengthen their body and learn how to share and perform in a safe space. It is a fun affordable way for all students to learn dance. Students may have the opportunity to participate and attend a workshop, performance and dance productions aligned with their studies.



Dance is a theory and practical-based subject that requires movement, enthusiasm, participation and group work. Students are also given opportunities to be involved in extra-curricular activities such as Arts Night, Musical and excursions. No prior experience in Dance is required.



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

Contact Name: Head of Department - Cheryl Dundas
Email: cdund2@eq.edu.au

Design & Technology (DAT)



Design & Technology is an exciting, creative and contemporary subject, encouraging solution driven, critical thinking. Students expand their abilities in a fun learning environment where they are encouraged to test the limits of their genius.



This subject area meets the huge global demand for good design and clear communication, while developing the ability to think critically about real world problems, identify opportunities and develop solutions.



Students will realise designed solutions using technologies, design processes and low-fidelity prototyping skills - using lasers, 3d printing, traditional craft modelling, vinyl printing/cutting and dye sublimation

Study Pathways and Career Fields



Architecture
Engineering
Interior Design



Graphic Design
Digital Media



Furniture Design
Trade Career



Industrial Machine
Control and
Maintenance



Industrial Design
Product Design &
Manufacturing

Real World 21st Century Skills



Critical Thinking
as a life skill for
creating
opportunities



Designing,
prototyping,
testing, improving



2D/3D CAD,
CAM, Machine
Control



Real world
Industry standard
software

Design & Technology Structure

Year 9 - One Semester	Year 10 - 2 Semesters	
<ul style="list-style-type: none"> Sumo-BOT Engineering Project Architectural Project - Problem focused - 2D & 3D design and visualisation skills 	<ul style="list-style-type: none"> Graphic Design Project Desktop Siege Weapon - Physics, Engineering & Design 	<ul style="list-style-type: none"> Biomimicry Design Project - nature inspired solution thinking Plastic Recycling Innovation Lab - Creating solutions from recycled plastics

Senior Phase: ATAR Design (DES)

Applied Industrial Technology Skills (ISK)
Applied Industrial Graphics Skills (GSK)

Chris Moore Head of Department

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WHY DRAMA?

- Drama aims to foster a set of skills within each student to enhance their self-confidence, empathy towards others, communication, memory and team work.
- In the subject Drama, students learn in and through the practices of drama: creating, performing and responding. Students work individually and in collaboration with peers and teachers.
- Drama explores a range of different styles and techniques through active participation and involvement in a range of activities.

AIM OF SUBJECT:

- promote confidence, creativity and communication.
- enhance dramatic self-expression.
- promote imagination, critical and creative thinking.
- gain ethical and cultural understandings of the human experience.
- promote cultural engagement.
- foster spoken and written modes of literacy.
- Develop dynamic interpersonal skills and teamwork.
- Drama fosters an appreciative understanding of the importance of ensemble skills as well as experiencing individual progress and success as they develop their drama skills in planning and presenting a performance.



SEMESTER COURSE OUTLINE:

- Magical Realism - Students explore how stories from our past can be re-imagined using the style of Magical Realism.
- Empowering Stories - Students explore the styles of Community and Political Theatre.
- Contemporary Performance - Students explore the style of Contemporary Theatre as they investigate local community and world real life stories.
- Finding Your Voice - Students explore their own personal performance aesthetic in this final unit.



ASSESSMENT:

- Dimensions of assessment include: creating, performing and responding
- Students work individually and in groups to explore and shape ideas and dramatic styles.
- While drama often involves working as part of an ensemble, all results are measured individually.

IN THIS SUBJECT YOU WILL LEARN:

- vital skills necessary for working co-operatively as part of a group and team.
- skills of drama (acting skills, stagecraft, ensemble skills)
- elements of drama e.g. symbolism, place and time, mood, tension, roles and relationships.
- digital literacy
- literacy and numeracy skills.

CONTACT NAME: Head of Department – Cheryl Dundas

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FOOD AND NUTRITION

AIM OF SUBJECT:

- To give students the opportunity to apply knowledge gained in a very practical way, by planning, preparing, presenting and evaluating functions.
- Designed as an introduction to senior Food and Nutrition and Hospitality.

IN THIS SUBJECT YOU WILL LEARN:

- hygiene and Workplace Health and Safety expectations in relation to hospitality establishments
- careers in the hospitality sector.
- food service and presentation skills.
- food preparation skills.
- food science, including the functions of nutrients in recipes
- nutrition
- product development and recipe development
- management and decision-making skills.



SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Working independently
- Working with other people in groups
- Listening to and communicating with others
- Creative thinking
- Being creative, with a focus on quality presentation.
- Applying theory to practical situations.



WHY FOOD STUDIES?

- Provides students with a range of skills useful when applying for part-time jobs in the food service industry.
- Prepares students in a range of areas, including practical skills, for their everyday life.
- Prepares students for further studies in Food and Nutrition and Hospitality.
- Exposes students to a range of career possibilities in the Food, Nutrition or hospitality Industry.

COURSE OUTLINE:

Topics studied could include:

- Garnishing and presentation techniques
- Food service and menu planning techniques
- Different cookery methods
- Aspects of the hospitality industry
- Food Science
- Nutrition
- Recipe formulations



ASSESSMENT:

- Assessment includes three projects and one examination.

FUTURE OPTIONS:

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

CONTACT NAME: Head of Department – Cameron Ross

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JAPANESE



AIM OF SUBJECT:

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

IN THIS SUBJECT YOU WILL LEARN HOW TO:

- communicate in basic Japanese in real-life situations.
- enjoy aspects of another culture
- appreciate your own language and culture.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- enjoying learning another language and the challenge of "being understood".
- risk-taking and "having a go" without worrying about making mistakes.
- interacting with others.

WHY JAPANESE?

- For Queenslanders, the study of Japanese is especially important given the strong ties with Japan.
- Due to links in tourism, commerce, culture and education between Australia and Japan, our students will be brought more and more into contact with Japanese speaking people.
- Japanese lifestyle, cuisine, art and sport are becoming increasingly familiar through the media and personal contact.
- As some of our students take the opportunity to travel to Japan, willingness to use their Japanese skills will enrich their travel experience and help in developing lasting friendships.
- Japanese High School Exchange Visits in July/August each year. Your chance to be a host student!
- Japan Study Tour held usually every two years – next trip September 2019.
- Japanese animation and cooking!

COURSE OUTLINE:

The following topics will be covered:

- Weather, seasons and cultural celebrations
- Town planning including shopping, map reading, role-play in a shop/restaurant
- Globalisation and successful citizens

ASSESSMENT:

Each term:

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

FUTURE OPTIONS:

As we approach Japanese as a skill, not just knowledge, students' future options are unlimited:

- Study Japanese at local universities (e.g. UQ, Griffith)
- Apply for a scholarship and direct entry to Asia Pacific University in Japan (available since 2015)
- Learning about a different culture gives students a great opportunity to play an active role internationally in the future and to embrace the global and diverse communities in which we live.

CONTACT NAME:

HOD – Melissa Gibson

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mgibs33@eq.edu.au

Materials & Technologies (TMT)



TMT is a workshop based course, offering pupils the chance to design, model and build products using multiple materials, hand skills and CNC manufacturing processes.



Materials & Technologies Specialisations focuses on the practices and processes required to manufacture products in a variety of industries. Health & Safety training and skills for work are at the forefront of all learning.



Striving for accuracy, developing fine motor skills and coordination in all aspects of life and work. Learning to take pride in our work and demonstrate the ability to work independently to prescribed specifications.

Study Pathways and Career Fields



Joinery
Carpentry
Shop Fitting



Engineering
Mechanics



Fabrication
Fitting & Turning



Site Management
Foreperson



Architecture
Engineering
Interior Design

Real World 21st Century Skills



Creativity and
manufacturing
skills



CNC
Manufacturing



Health & Safety
Skills for work



Real world
Industry standard
software

TMT Structure

Year 9 - One Semester	Year 10 - 2 Semesters	
<ul style="list-style-type: none"> • Health & safety training • Carry all (Sheet metal) • Intro to Industrial Graphics - 2D drawings and 3D modelling • Camp Stool 	<ul style="list-style-type: none"> • Health & safety training • Engineering Skills project (PPE storage box) • Industrial Graphics Unit - 2d drawings and 3D modelling • Furnishing Project (table) 	<ul style="list-style-type: none"> • Design & manufacture project, including Industrial Graphics & mixed material product

Senior Phase: Applied Industrial Technology Skills (ISK)
Applied Industrial Graphics Skills (GSK)

ATAR Design (DES)

Materials and Fashion Technology Specialisations (TTZ)

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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MEDIA ARTS

AIM OF SUBJECT:

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

IN THIS SUBJECT YOU WILL LEARN TO:

- Appreciate the ways media products are constructed and respond critically about the companies that create them. Analyse the ways in which media products manipulate their target audience.
- Think independently and develop time management skills by engaging in a variety of group work tasks.
- Work practically to create a variety of media texts in response to real world issues.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Creativity.
- Working with others.
- IT skills.

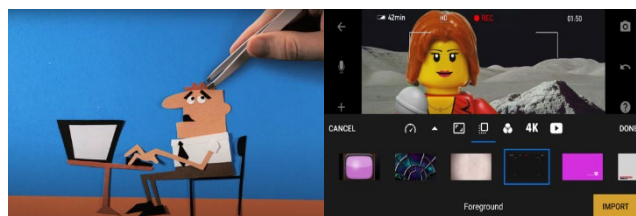


WHY MEDIA STUDIES?

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

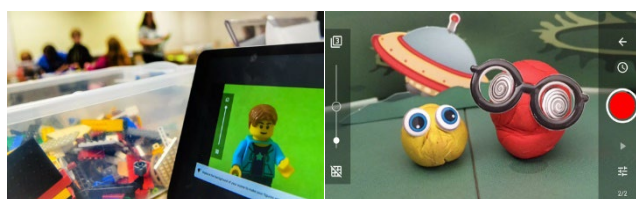
HOMEWORK:

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



FUTURE OPTIONS:

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



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MUSIC



AIM OF SUBJECT:

- To promote an understanding and enjoyment of music through a hands-on exploration and creation in the array of styles and genres.
- To explore the three essential areas in music – composing, performing and musicology.
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IN THIS SUBJECT THE STUDENT WILL LEARN:

- To expand and develop knowledge about music.
- To explore the range of music through the array of sources available to us all.
- To experience its expressive and communicative facets through playing music.
- 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 both creating and playing it.

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:** Creating an original piece using a variety of instruments/resources/software.
- **Performance:** Instrument of your choice and/or vocal (not required to perform in front of anyone).
- **Musicology:** Fundamental theory of music to enhance understanding and appreciation.
- These aspects are structured to promote an understanding of Senior Music should they wish to continue in years 11/12.

ASSESSMENT:

- Throughout the course there are opportunities to work individually or in groups in the three dimensions – composing, performing and musicology.

‘Music is the universal language of mankind.’

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VISUAL ART



AIM OF SUBJECT

- Prepares students for further study and future careers in the diversifying creative industries.
- Nurtures visual and critical literacy - imperative 21st Century skills that not only enhance students' capacity to think, create and question, but provides opportunities to interpret and express ideas.
- Facilitates a shift in focus from teaching to learning and to a view of knowledge as being actively constructed by the learner.

IN THIS SUBJECT, YOU WILL LEARN TO:

- Use artistic processes, techniques and skills for creating two and three dimensional artworks.
- Develop creative thinking and problem-solving skills for effective visual communication.
- Expertly appraise and appreciate artworks through processes of analysis.

SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Creativity and communication.
- Manipulation of traditional and non-traditional materials
- Metacognition.

COURSE OUTLINE: *Units are based on:*

- Drawing
- Painting
- Digital manipulation
- Sculpture and installation
- Design
- Responding to art.

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

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

HOMEWORK:

Assignment work and finishing practical tasks.

FUTURE OPTIONS:

Senior subjects such as Visual Art, Visual Arts in Practice, Film and Television and New Media and Arts in Practice. Exciting careers in Creative Industries.

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