



YEAR 9 SUBJECT HANDBOOK

2026



**TAMBORINE
MOUNTAIN**
STATE HIGH SCHOOL



Contents

The Year 9 Program	3
Personalised Learning Department	4
Core Subjects	
English	6
Health and Physical Education	7
History	8
Mathematics	9
Science	10
Elective Subjects	
Art	12
Dance	13
Design and Technology	14
Drama	15
Food Specialisations	16
Japanese	17
Materials and Technologies (TMT)	18
Materials and Technologies Specialisations (TTZ)	19
Media Arts	20
Music	21

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.

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

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.

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
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***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.

CONTACT NAME: Head of Department – Kate Fuller
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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
- Harm minimisation
- Responsible relationships
- Mental Health and Well-being
- Sustainable Health
- Volleyball
- 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 Health & Physical Education
- Years 11 and 12 Physical Recreation
- Senior Physical Education
- HPE teaching
- Personal trainer
- Sports coach



CONTACT NAME:

Head of Department – Cameron Ross

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MATHEMATICS

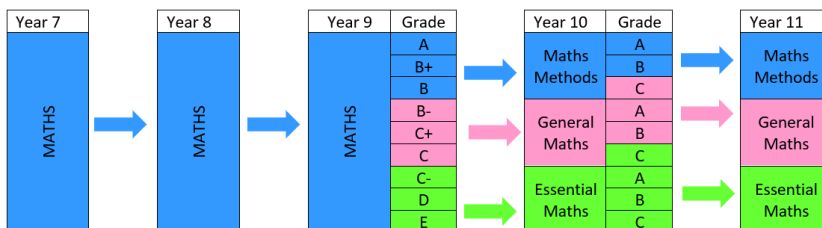
In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- ☞ apply scientific notation in measurement contexts, routinely consider accuracy in measurement and work with absolute, relative and percentage errors in a range of different measurement contexts
- ☞ work with the real number line as a geometric model for real numbers that provides a continuous measurement scale; locate different fractions exactly on the common scale of the real number line using scale and similarity, and locate some irrational square roots of natural numbers using Pythagoras' theorem
- ☞ use linear and quadratic functions to model a broad range of phenomena and contexts, make predictions, and represent these using tables, graphs and algebra, including with the use of digital tools
- ☞ manipulate algebraic expressions involving variables, exponents, and the expansion and factorisation of simple quadratic expressions using a variety of techniques including tables, diagrams, algorithms and digital tools
- ☞ formulate and solve related linear and non-linear equations exactly or approximately using numerical, graphical and algebraic approaches
- ☞ solve measurement problems about the surface area and volume of objects and apply formulas to solve problems, calculating these and related dimensions of objects as required
- ☞ use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem to solve practical problems using given sets of information

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 Year 9 Maths to be able to do Maths Methods in Year 10.

ASSESSMENT

Assessment will be by

- tests
- assignments
- class projects/tasks.

HOMEWORK

Yes – there is homework...

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:

MATH TEST!

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

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



For further information please contact

CONTACT NAME:

Head of Department – Glen Washburn

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vwash1@eq.edu.au

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
- Unit 2: World War 1

ASSESSMENT

- Short Answer Exam
- Research Assignment
- Global Exhibition

CONTACT NAME:

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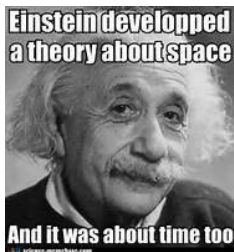
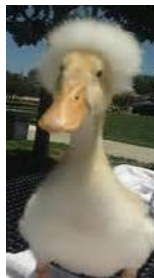
SCIENCE

The most exciting phrase to hear in science, the one that heralds new discoveries,

is not 'Eureka!' but 'That's funny'...' Isaac Asimov

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

CONTACT NAME: Head of Department – Mr. Washburn
EMAIL: vwash1@eq.edu.au



ELECTIVE SUBJECTS



Visual Art



AIM OF SUBJECT:

Visual Arts aims to develop students':

- conceptual and perceptual ideas and representations through design and inquiry processes
- knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- personal expression through engagement with visual arts practice and ways of representing and communicating (Australian Curriculum: The ARTS F-10 Version 9.0)

IN THIS SUBJECT YOU WILL LEARN TO:

- create, imagine and innovate
- explore Visual techniques, technologies, skills and media
- analyse your skills and progress to guide improvement.
- Investigate, contextualise and make meaningful connections between personal and global viewpoints as they apply visual arts knowledge, frameworks and practical skills
- 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).

FUTURE OPTIONS:

Senior Subjects such as Art; Visual Art – General, Visual Arts in Practice, Arts in Practice, Media Arts in Practice, Film, Television and New Media.

CONTACT NAME: Head of Department – Cheryl Dundas

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DANCE



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

In Year 9 Dance, students are introduced to the genres and skills of:

- Storytelling in dance
- Ballet
- Contemporary (Isadora Duncan and Graham techniques)
- Musical Theatre

Students will learn dances in the different genres and styles of dance listed, develop technical and expressive skills, enhance their creative skills, and gain an understanding of storytelling through dance.

In this subject, students develop their skills in performance and choreography work, and their analysis of dance pieces. They study different dance genres, create and perform dance sequences, work in groups, develop confidence in their performing skills, appreciate dance and its diverse history, and self-reflect for improvement.

Dance is a theory and practical-based subject that requires movement, enthusiasm, participation and group work. Students are also given opportunities to become involved in extra-curricular activities such as Dance Group, Arts Night, eisteddfods and Tambo Talent Time.

Dance at school is a very affordable subject compared to dancing in community studios, however at times, students may participate and attend compulsory workshops, performance and dance productions aligned with their studies.

No prior experience in Dance is required.

CONTACT NAME: Head of Department – Cheryl Dundas
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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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DRAMA

WHY DRAMA?

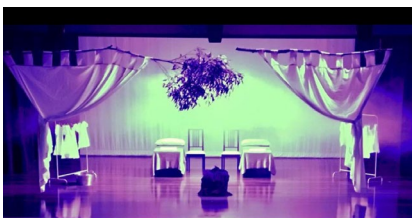
- Drama aims to foster a set of skills within each student to enhance their self-confidence, empathy towards others, communication, memory and team work.
- In the subject Drama, students learn in and through the practices of drama: creating, performing and responding. Students work individually and in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

- **Realism** - Students explore Realism acting techniques through workshops as they present various performance scripts.
- **Contemporary Performance** - Students explore the style of Contemporary Theatre as they investigate local community and world real life stories.

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.



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.



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: HOD – Cheryl Dundas

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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, focusing 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.

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 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 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.

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: Head of Department – Melissa Gibson

EMAIL: mgibs33@eq.edu.au

Materials and Technologies 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.

CONTACT NAME: Head of Department – Cameron Ross
EMAIL: cross55@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)

Chris Moore Head of Department

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MEDIA ARTS

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:

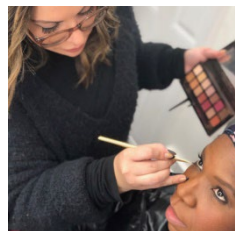
- Working responsibly with others in a team environment.
- Creativity, communication and expression.
- Analysing television shows/film/media texts.

WHY MEDIA STUDIES?

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

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.

CONTACT NAME:

Head of Department – Cheryl Dundas

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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.
-

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.

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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