

Tamborine Mountain State High School



Year 12 Handbook 2022

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TO SENIOR STUDENTS AND PARENTS / CAREGIVERS

This booklet provides students with information about Senior Studies at Tamborine Mountain State High School (TMSHS). After Year 10, students under the Education and Training Reforms for the Future provisions, will be “learning” and/or “earning”. Importantly, almost all students will be aiming to achieve a *Queensland Certificate of Education (QCE)*.

Students are encouraged to select subjects after carefully considering their abilities, interests and achievements, as well as focusing on future educational and / or employment goals.

The provision of this booklet is part of the senior subject selection process.

The process includes:

- information talks to students on each subject, its contents, assessment and career opportunities.
- a parent information night.
- opportunity for parent/caregiver/student interviews with the Guidance Officer (Mr Wackwitz).
- Exposure to further information on educational and career options. This information includes:
 - ▶ Access to *Tertiary Prerequisites 2022* (QTAC website).
 - ▶ Access to the **Job Guide** online, with descriptions of over 900 jobs, and information about training available.
 - ▶ Accessing the library of materials in the Guidance Officer’s room and Resource Centre.
 - ▶ Career guidance based on computer analysis of interests using the *CareerBuilder* program on the school network.
 - ▶ Completion by each Year 10 student of a Senior Education and Training Plan (SETP).
 - ▶ the *Student Connect* website, provided by the Qld Curriculum and Assessment Authority (QCAA), where students can access their Learning Accounts, and get information about options after school.

Should you have any questions, please contact the Guidance Officer, Deputy Principals, Heads of Department, subject teachers or myself.

We expect that during the next two years you will take advantage of the opportunities offered, not only to acquire the knowledge, skills and credentials needed for success in further education and employment, but also to extend your personal and social development.

I would like to thank the academic and ancillary staffs who have given considerable time to the completion of this booklet.

Tracey Brose
Principal

A GUIDE TO CHOOSING SENIOR SUBJECTS

1. RELATE SUBJECTS TO CURRENT CAREER INFORMATION

It is helpful if you have a few career choices in mind before choosing subjects.

If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you. The Guidance Officer may be able to help you start, by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

The following resources are available in our school and give information on subjects and courses for careers.

- The *Job Guide* online and other career information in your school can provide information on subjects needed for particular occupations. (See web site list following)
- The *Career Builder* computer program identifies a range of individual factors important for good career decisions and includes interests and current career ideas. This program is available on the school server.
- The Queensland Tertiary Admissions Centre (QTAC) website has useful information on university courses and Tertiary and Further Education (TAFE) courses.
- The QTAC *Tertiary Prerequisites 2023* website provides information on the selection criteria for entry to university and TAFE courses in 2023 (when you have graduated from high school).

By checking this information you will gain a better understanding of:

- **pre-requisite** subjects (subjects which **must** be taken for future courses or careers)
- **recommended** subjects (not essential, but which are likely to make future courses easier to follow)
- **useful** subjects (not essential, but give a general background or help develop particular skills)

2. FIND OUT ABOUT THE FULL LIST OF SUBJECTS THE SCHOOL OFFERS

This school offers **Authority subjects, Authority-registered subjects and vocational certificates.**

Check each subject fully. To do this, it will be necessary to:

- read subject descriptions and course outlines in this booklet.
- talk to Heads of Departments and teachers of each subject.
- review books and materials used in the subject.
- listen carefully at subject selection talks.
- talk to students who are already studying the subject, (and assess whether you would agree with their opinion).

3. MAKE A DECISION ON A COMBINATION OF SUBJECTS THAT SUITS YOUR REQUIREMENTS AND ABILITIES

There are some traps to avoid when making a selection of subjects.

- Do not select certain subjects simply because someone has told you that they “help you get good results and give you a better chance of getting into university”. Doing poorly at a subject that is difficult for you will not improve your chances of university entry.
- Try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend / brother / sister liked or disliked it when they studied it.

A GUIDE TO CHOOSING SENIOR SUBJECTS . . . CONTINUED

Consider taking some vocational (TAFE/Certificate) subjects if:

- you are interested in the content of a particular subject because it relates to future employment.
- success in the subject will give you credit for a higher level vocational course in which you are interested.
- your past results suggest that some Authority subjects may be too difficult.

4. FOR STUDENTS INTERESTED IN TERTIARY STUDY

If you are interested in tertiary study (for example, a university course or TAFE advanced diploma, diploma or associate diploma), there are some additional points you will need to consider:

- To qualify for entry to competitive, high-demand university courses, students will usually need to be eligible to receive an ATAR (Tertiary Entrance Rank) at the completion of Years 11 and 12.
- It is **possible** for applicants **not eligible for an ATAR to gain entry to** some lower-demand uni courses, TAFE associate diploma, diploma and advanced diploma courses.
- To be eligible for an ATAR, students must select a minimum of 5 subjects of which you must choose at least 4 General Subjects and 1 Applied/General/VET subject.
- Students aiming to maximise their chances of tertiary entrance are strongly advised to follow these steps:
 - i) **Select all pre-requisite subjects** for your preferred courses.
 - ii) Check to ensure that you are **eligible for tertiary** entrance.
 - iii) Consider subjects in which you have both **an interest** and **demonstrated ability**.

5. BE PREPARED TO ASK FOR HELP

Even after following these suggestions, you and your parents may be a little confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available – the Guidance Officer, Teachers, Heads of Departments, Deputy Principals and Principal. They are all prepared to help you.

CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions affect not only the **type of careers you can follow later**, but also your **success** and **feelings about school** as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically and follow a set of planned steps.

OVERALL PLAN

As an overall plan, you are advised to choose subjects:

- you enjoy.
- in which you have demonstrated some ability or aptitude.
- which will develop skills, knowledge and attitudes useful throughout your life.

USEFUL INTERNET SITES FOR CAREER PLANNING

There are many Internet sites that can help you with your career planning. Below is a selection that you might find useful. Many of these sites have links to other helpful sites.

Career questionnaires

myfuture (My Guide) – www.myfuture.edu.au/MyGuide

Career planning

Labour Market Information – www.employment.gov.au

Skills Shortages – <http://docs.employment.gov.au/node/31447>

myfuture – www.myfuture.edu.au -

- **My Guide** – helps you decide what jobs might suit you
- **The Facts** – info on developing your career, occupations, getting a job, training options, financial support

Occupational information

Australian Careers - www.jobsearch.gov.au/

Careers Online – www.careersonline.com.au/

Job Outlook www.joboutlook.gov.au

myfuture (The Facts) –

<http://www.myfuture.edu.au/en/The%20Facts.aspx>

Graduate careers - www.graduatecareers.com.au

Specific occupations

Accounting - www.cpaaustralia.com.au/ ;

www.charteredaccountants.com.au

Architecture – www.architecture.com.au

Automotive – www.mtaq.com.au

Construction industry – www.constructmycareer.com.au

Defence jobs – www.defencejobs.gov.au

Electrical, electronic and communications –

www.neca.asn.au

Engineering and manufacturing –

www.engineeringaustralia.com.au

www.zoom.aigroup.asn.au

Film & TV industry – www.afc.gov.au/ (Click FAQs)

Information technology – www.itcareers.acs.org.au/

Marine Science – www.amsa.asn.au/

Mining – www.miningcareers.com.au , www.ausimm.com.au

Nursing – www.thinknursing.com/

Queensland Police – www.police.qld.gov.au/recruiting

Recreation industry – www.rtg.com.au/Careers_Portal.aspx

Retail – www.retail.org.au , www.nra.net.au

Rural – www.ruralskills.com.au

Science www.sciencealert.com.au, www.wisenet-australia.org/

Tourism and hospitality – www.serviceskills.com.au

Working conditions

<http://australia.gov.au/topics/employment-and-workplace/working-conditions>

Wages, Awards, work conditions – www.fairwork.gov.au

Training Sites

Training Queensland – www.training.qld.gov.au/

Group Training Australia – www.gtald.com.au

Dept of Employment – <http://employment.gov.au>

Apprenticeships Access –

www.australianapprenticeships.gov.au/programs/access-program

National Training Information Service – <http://training.gov.au>

TAFE Queensland – www.tafeqld.edu.au

Financial assistance

Centrelink –

<http://www.humanservices.gov.au/customer/themes/job-seekers>

HECS Help / FEE Help, – www.studyassist.gov.au

Youth Allowance Guide –

<http://www.humanservices.gov.au/customer/services/centrelink/youth-allowance>

Scholarships –

www.hobsonscoursefinder.com.au/scholarship/search

Queensland education sites

Education Queensland – www.education.qld.gov.au

Qld Study Authority → replaced by QLD Curriculum and

Assessment Authority in 2014 – www.qcaa.qld.edu.au

Queensland Tertiary Admissions Centre – www.qtac.edu.au

Tertiary Study

www.graduatecareers.com.au

www.myuniversity.gov.au

www.gooduniversitiesguide.com.au

Tertiary institutions

Australian Catholic University – www.acu.edu.au

Australian College of Tropical Agriculture –

www.acta.qld.edu.au

Australian College of Natural Medicine – www.acnm.edu.au

Australian Defence Force Academy –

www.defence.gov.au/adfa/

Australian Maritime College – www.amc.edu.au

Australian Universities – www.avcc.edu.au

Bond University – www.bond.edu.au

Central Queensland University – www.cqu.edu.au

Christian Heritage College – www.chc.qld.edu.au

Dalby Agricultural College – www.dac.qld.edu.au

Emerald Agricultural College – www.eac.qld.edu.au

Griffith University – www.griffith.edu.au

James Cook University – www.jcu.edu.au

Longreach Pastoral College – www.lpc.qld.edu.au

QANTM – www.qantm.com.au/

Open Learning Australia – www.ola.edu.au

Open Learning Institute of TAFE – www.oli.tafe.net

Queensland University of Technology – www.qut.edu.au

Queensland Institute of Business & Technology –

www.qibt.qld.edu.au

Southern Cross University – www.scu.edu.au

The University of New England – www.une.edu.au

The University of Queensland – www.uq.edu.au

University of the Sunshine Coast – www.usc.edu.au

University of Southern Queensland – www.usq.edu.au

Job Search

Australian Careers – www.jobsearch.gov.au/

Career one – www.careerone.com.au

Seek – www.seek.com.au/

Queensland Government jobs – <https://smartjobs.qld.gov.au>

Commonwealth Government jobs – www.apsjobs.gov.au

Defence Forces – www.defencejobs.gov.au

Guide for students with disabilities – some tertiary examples

Australian Catholic University –

www.mcauley.acu.edu.au/student-services/

Griffith University –

www.griffith.edu.au/ua/aa/ss/equity/home.html

Queensland University of Technology –

www.equity.qut.edu.au/programs

The University of Queensland – www.sss.uq.edu.au/index

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 per week 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 11 and Year 12 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 and TAFE Gold Coast.



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 OP for university entry – but you may still like to consider this option.

There may be costs associated with enrolling in these courses. Courses are generally over one or two years. Courses are offered from the start of each year, along with Easter intake, mid-year intake and even a September intake for some courses.

For 2022/2023 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 Wackwitz and for TAFE information please see Mr Ross.

Our Industry Liaison Officer, Miss Murray 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.

Cameron Ross
TAFE Co-ordinator



The Queensland Certificate of Education (QCE)

1. The QCE is not the same as the Senior Certificate.
 2. To be awarded a QCE, students will be required to have **20 credits** and satisfy requirements in **literacy and numeracy** (for most students this will be a satisfactory in an English and a Mathematics subject in at least one semester).
 3. A QCE **credit table** is provided below. **Students must gain a satisfactory a subject to achieve credit.**
 4. Note that credits can be achieved through a variety of school-based and other courses.
 5. Learning accounts have been opened for our students.
 6. Students “at risk” of not achieving a satisfactory in English or Mathematics will be provided with alternative ways of achieving the literacy/numeracy requirements.
 7. Not all students will achieve the QCE by the end of Year 12. However, the QCE can still be attained after a student has finished Year 12.
 8. **All students** will receive a **Senior Statement** if they finish Year 12. This will simply be a statement of the student's results and, unlike the QCE, is not a qualification.
 9. **All students** must study **three** electives in Year 11 through to Year 12 and **complete each subject successfully**.
- Please contact Mrs Jackie Anderson (Deputy Principal) if you have further questions regarding the QCE.

PHONE: 07 5545 7222
 FAX: 07 5545 7200
 EMAIL: jande83@eq.edu.au

QCE credit table

Core	credit	Preparatory	credit	Enrichment	credit	Advanced	credit
• General or Essential or Applied subject	4	• VET certificate I <i>(maximum of 2 can count)</i>	2	• a recognised certificate or award in areas such as music, dance, drama, sport and community development	1	• a one-semester university subject achieved while at school	2
Senior external examination	4	• an employment skills development program <i>(only 1 can count)</i>	2	• a negotiated workplace, community or self-directed learning project	1	• a two-semester university subject achieved while at school	4
• VET Certificate II	4	• a re-engagement program <i>(only 1 can count)</i>	2	• structured workplace or community learning	1	• competencies in a diploma or advanced diploma over at least one semester <i>(or its equivalent)</i>	2
• VET Certificate III – IV	8			• General extension subject	2		
• school-based apprenticeship and traineeship	4						
• tailored training program	4						
• international learning program	4						

Minimum of 12 credits	Maximum of 4 credits	Maximum of 8 credits	Maximum of 8 credits
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Queensland Certificate of Education

For students completing Year 12 from 2020

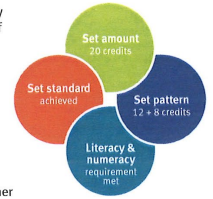


About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.



For all Queensland schools

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

- Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (Includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

- Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Literacy QCAA Short Course in Numeracy 	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

- Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Aboriginal & Torres Strait Islander Languages QCAA Short Course in Career Education 	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

Changes to senior schooling in Queensland

Senior schooling in Queensland is changing to help give students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can still choose from a wide range of subjects and courses to suit their work and study goals. Assessment will change in QCAA General subjects, with the introduction of common external assessments.

From 2020, there will also be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). Visit QTAC for details: www.qtac.edu.au/for-schools/atar-information.

Senior Education Profile

Queensland students receive a Senior Education Profile from the QCAA when they complete Year 12. All students receive a statement of results, which is a transcript of their learning account. Eligible students also receive either a QCE or a QCIA. Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive an updated statement of results and a QCE when eligible.

Statement of results

The statement of results is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.



SUBJECTS PROPOSED FOR 2022

General subjects (Subjects which contribute to ATAR eligibility)	Applied or Essential subjects and certificates
Ancient History	Certificate IV in Crime & Justice
Biological Science	Diploma of Business
Chemistry	Early Childhood Studies
Dance	Essential English
Design	Essential Maths
English	Hospitality Practices
Film, Television and New Media	Industrial Graphics Skills
Food and Nutrition	Industrial Technology Skills
Legal Studies	Media Arts in Practice
Maths Methods	Sport and Recreation
Maths General	
Modern History	
Music	
Physics	
Psychology	
Visual Art	

NB. Subjects which attract few enrolments will not proceed or may be offered through Brisbane School of Distance Education (BSDE)

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

Students with significant impairment or learning difficulties, which are not due to socio-economic, cultural and/or linguistic factors will be eligible for the QCIA.

The certificate records educational outcomes in two areas:

1. Statement of Achievement

This area will have a series of descriptors under five curriculum headings:

- Communication and Technologies
- Community, Citizenship and the Environment
- Leisure and Recreation
- Personal and Living Dimensions
- Vocational and Transition Activities

2. Statement of Participation

Activities undertaken as part of the student's post-compulsory schooling

This certificate recognises schooling achievements that are generally not recorded on the QCE, Senior Statement or banked into the student's learning account. It is an official record of completion of at least 12 years of education. It can be shown to employers as a summary of a student's knowledge and skills.

Parents wishing to find out more about the QCIA are asked to contact Ms Kim Napier (Acting Head of Department, Personalised Learning) on 55457222 or email knapi3@eq.edu.au.

EARLY TERTIARY STUDY

A number of universities offer high achieving students the opportunity to study a university subject during Year 12, attending lectures, tutorials, seminars and workshops, or online, with the uni students who are enrolled in the subject. Students gain experience of university study, and the opportunity to see if the course is what they really want to do.

Successful completion of the subject gives 2 credits towards the QCE, and may provide guaranteed entry to a university course and/or credit towards a degree.

For further information, please contact the Guidance Officer, Mr Wackwitz (phone 5545 7201; email hwack1@eq.edu.au).

MANDATED

SUBJECTS

**AIM OF SUBJECT:**

To be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums.

IN THIS SUBJECT YOU WILL:

- Study a course which 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.

PREREQUISITES:

- *Students are required to have studied English (not English Foundation or Essential English) in Years 9 and 10 and received a minimum of a B.*
- A recommendation (to study Year 11 English) is required from your Year 10 English teacher.

WHY ENGLISH?

- 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.

COURSE OUTLINE:**Year 11:**

Unit 1: Perspectives and texts

Unit 2: Texts and Culture

Year 12:

Unit 3: Textual connections

Topic 1 - Conversations about concepts in texts

Topic 2 - Conversations about issues in texts

Unit 4: Close study of literary texts

Topic 1 - Creative responses to literary texts

Topic 2 - Critical responses to literary texts

ASSESSMENT:

Students will complete four assessment pieces in both Year 11 and 12. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Students will be required to present:

- a persuasive speech (5- 8 minutes),
- a written assignment (1000 – 1500 words)
- a written assessment under supervised conditions (800 – 1000 words),
- in Year 12, the final assessment is a 2 hour external exam where students will be required to respond to an unseen question on the studied text (800 – 1000 words)

PATHWAYS:

English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.

CONTACT NAME: Head of Department – Angela Ross

PHONE: 07 5545 7212

FAX: 07 5545 7200

EMAIL: aross58@eq.edu.au

ESSENTIAL ENGLISH



AIM OF SUBJECT:

To develop and refine students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.

IN THIS SUBJECT YOU WILL:

- Study a course that 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.
- Learn to recognise language and texts as relevant and enable you to understand, accept or challenge the values and attitudes in these texts.

WHY ESSENTIAL ENGLISH?

- Essential 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.



COURSE OUTLINE:

YEAR 11

Unit 1 - Language that works

Unit 2 - Texts and human experiences

YEAR 12

Unit 3 - Language that influences

Topic 1: Creating and shaping perspectives on community, local and global issues in texts

Topic 2: Responding to texts that seek to influence audiences

Unit 4 - Representations and popular culture texts

Topic 1: Responding to popular culture texts

Topic 2: Responding to texts that seek to influence audiences

ASSESSMENT:

Students will complete four pieces of assessment in both Year 11 and 12. Only the results from Unit 3 and 4 will contribute to ATAR calculations.

Students will complete a:

- 4 -6 minute speech
- short response to seen and unseen stimulus exam (90 minutes) – 400 – 600 words
- 4 – 6 minute multimodal response
- 500 – 800 word creative written response

PATHWAYS:

- Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work.

CONTACT NAME: Head of Department – Angela Ross

PHONE: 07 5545 7212

FAX: 07 5545 7200

EMAIL: aross58@eq.edu.au

Senior Maths – (Compulsory)

Students must choose one (1) of three levels of Maths :

Level	"Easy"				"Hard"
Subject	Essential Maths (No ATAR)		General Mathematics (ATAR)		Mathematical Methods (ATAR)
Prerequisites	Year 10 Essential or General Maths – C Year 10 Essential or General English – C		Year 10 General Maths - B or Math Methods – C Year 10 English – C		Year 10 Math Methods - B Year 10 English - C
Pathway	A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.		A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.		A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business
Units	1	Number, data and graphs <ul style="list-style-type: none"> Fundamental topic: Calculations Number Representing data Graphs 	Money, measurement and relations <ul style="list-style-type: none"> Consumer arithmetic Shape and measurement Linear equations and their graphs 	Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences 	
	2	Money, travel and data <ul style="list-style-type: none"> Fundamental topic: Calculations Managing money Time and motion Data collection 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> Applications of trigonometry Algebra and matrices Univariate data analysis 	Calculus and further functions <ul style="list-style-type: none"> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1 	
	3	Measurement, scales and data <ul style="list-style-type: none"> Fundamental topic: Calculations Measurement Scales, plans and models Summarising and comparing data 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> Bivariate data analysis Time series analysis Growth and decay in sequences Earth geometry and time zones 	Further calculus <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	
	4	Graphs, chance and loans <ul style="list-style-type: none"> Fundamental topic: Calculations Bivariate graphs Probability and relative frequencies Loans and compound interest 	Investing and networking <ul style="list-style-type: none"> Loans, investments and annuities Graphs and networks Networks and decision mathematics 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions 	
Assessment	<ul style="list-style-type: none"> Formative assessments in Units 1 and 2 to be determined but resembling Summative assessment in Units 3 and 4 (Summative – directly counts final result) Unit 3 and 4 assessment <ul style="list-style-type: none"> Summative internal assessment 1 (IA1) - Problem-solving and modelling task Summative internal assessment 2 (IA2 - Common internal assessment (CIA) Summative internal assessment 3 (IA3 - Problem-solving and modelling task Summative internal assessment (IA4) – Examination <p>Note: The common internal assessment (CIA) is developed by the QCAA. All schools do the same CIA for Essential Mathematics</p>		<ul style="list-style-type: none"> Formative assessments in Units 1 and 2 to be determined but resembling Summative assessment in Units 3 and 4 (Summative – directly counts towards ATAR) Unit 3 and 4 assessment <ul style="list-style-type: none"> Summative internal assessment 1 (IA1) - Problem-solving and modelling task – (20%) Summative internal assessment 2 (IA2) - Examination (15%) Summative internal assessment 3 (IA3) - Examination (15%) Summative external assessment 4 (EA) - Examination (50%) <p>Note: These subjects have a 50% external examination; this exam is written by the QCAA and assessed under specific and formal exam conditions as set by the QCAA. The school is not provided with copies of the exam prior to the exam date. This exam is completely sight unseen by the school and students. The material of the external exam comes mainly from Units 3 & 4 but may draw on material from the other Units.</p>		<p>Mathematical Methods:- Students will use a graphing calculator extensively for modelling activities. Students may need to hire a graphics calculator to complete this course.</p> <p>Calculator Hire Levy Cost: \$40.00 per year</p>

To ensure best possible outcome; students should select the Maths Level based only on the prerequisites.

If you do not meet the pre-requisites, make time to see Mrs Martinovic in Central Park staff room before you make your subject choice.

ELECTIVE

SUBJECTS

Ancient History

Ancient History is a compelling course that focuses on the study of interaction and impacts of individuals, groups and society from the renowned ancient Greek, Egyptian and Roman civilisations. Students will explore the role of people and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past and examine the scientific techniques and processes that archaeologists and historians have used to develop a concise understanding of people, society and events from these eras in time. A Students will investigate the problematic nature of evidence and pose increasingly complex questions about the past. Students will use academic skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses.

Skill Set

Multi-disciplinary skills in:

- Analysing textural & visual sources
- Constructing arguments
- Challenging assumptions
- Thinking critically

Career Pathways

A course in Ancient History establishes a basis for further education & employment in the fields of:

Archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Ancient History

UNIT 1

Investigating the Ancient Past

Digging up the past
Assessment
Formative internal assessments

UNIT 2

Personalities in their time

Independence movement in India
1857 - 1947
Civil Rights Movement in the USA
1954 - 1968
Assessment
Formative internal assessments

UNIT 3

Reconstructing the Ancient World

Fall of the Western Roman Empire
Pompeo & Herculaneum
Assessment
Summative internal assessment - IA1:
Essay in response to sources - 25%
Summative internal assessment - IA2:
Independent Source Investigation - 25%

UNIT 4

People, Power & Authority

Ancient Greece
The Peloponnesian War
Assessment
Summative internal assessment - IA3:
Investigation - Historical Essay based on research - 25%
Summative internal assessment EA:
Examination - Short Response to historical sources - 25%

Excursions

- **Abbey Museum of Art and Archaeology:** Archaeological dig
- **University of Queensland Antiquities Museum:** Guided tour of Ancient Roman & Greek Artefacts

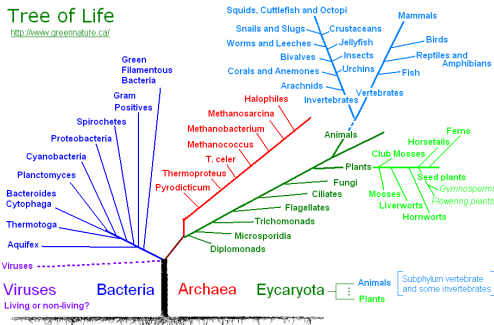
Contact Name: Head of Department – Melissa Gibson
Ph: 07 5545 7222
Fax: 07 5545 7200
Email: mgibs33@eq.edu.au



Biology

is **Life**

Tree of Life
<http://www.arsendilustrat.com>



Biology – Year 11 & 12 [General Subject - ATAR]

Considering a career in; Agricultural scientist, Agricultural technical officer, Biochemist, Biotechnologist, Botanist, Environmental scientist, Forensic scientist, Forrest technical officer, Geologist, Horticultural scientist, Marine biologist?

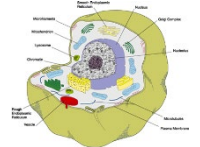
A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Have an interest in Science and did well in Science, Maths, and English in Year 10 or 11?

Then Biology is a subject for you 😊

Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This subject will provide a foundation to critically consider contemporary biological issues and to make informed decisions about these issues in everyday life.

Biology may be a prerequisite for Science courses at university, and it is very beneficial to study more than one science if one is intending to pursue a science degree.



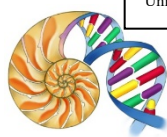
Prerequisites for Biology:

From Year 10	From Year 11
<ul style="list-style-type: none"> English – C [General] or A [Essential] Maths – C [Methods or General] or A [Essential] Science – B (especially the Biology Section + science report writing) 	<ul style="list-style-type: none"> Yr 11 English – C [General] or A [Essential] Yr 11 Maths – C [Methods or General] or A [Essential] Science – C (any Senior Science) or Year 10 science prereq.

Topics	Assessment
<p>Unit 1 - Cells and multicellular organisms</p> <ul style="list-style-type: none"> Cells as the basis of life Multicellular organisms <p>Unit 2 - Maintaining the internal environment</p> <ul style="list-style-type: none"> Homeostasis Infectious diseases <p>Unit 3 - Biodiversity and the interconnectedness of life</p> <ul style="list-style-type: none"> Describing biodiversity Ecosystem dynamics <p>Unit 4 - Heredity and continuity of life</p> <ul style="list-style-type: none"> DNA, genes and the continuity of life Continuity of life on Earth 	<ul style="list-style-type: none"> Unit 1 and Unit 2 assessed by school using similar methods to Unit 3 and 4 Unit 3 and 4 (Summative – contributes towards ATAR) <ul style="list-style-type: none"> Summative internal assessment 1 (IA1) <ul style="list-style-type: none"> Data test – 10% Summative internal assessment 2 (IA2) <ul style="list-style-type: none"> Student experiment – 20% Summative internal assessment 3 (IA3) <ul style="list-style-type: none"> Research investigation – 20% Summative external assessment (EA) <ul style="list-style-type: none"> Examination – 50%

There is an expectation that students will have a weekly program of Homework to complete.

Note: This subject has a 50% external examination; this exam is written by the QCAA and assessed under specific and formal exam conditions as set by the QCAA. The school is not provided with copies of the exam prior to the exam date. This exam is completely sight unseen by the school and students. The material of the external exam comes mainly from Unit 3 & 4 but may draw on material from the other Units.



For further information please contact Robyna Martinovic (HOD Sen Mat/Sci) ph. 5545 7222 or rmart37@eq.edu.au

CERTIFICATE IV IN CRIME AND JUSTICE



Certificate IV in Crime and Justice is an accredited course provided by Unity College (RTO: 32123). The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

AIM OF THE COURSE

The Certificate IV in Crime and Justice Course is designed to:

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system

QCE POINTS

The Certificate course contributes a maximum of **8 credit points** towards the Queensland Certificate of Attainment.

ENTRY REQUIREMENTS

Academic – There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements

Attitude – students need to demonstrate independent learning skills

COURSE OUTLINE

To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed:

1	CJSCOM401	Provide information and referral advice on justice related issues	6	BSBLEG421	Apply understanding of the Australian Legal System
2	CJSDCP402	Prepare documentation for court proceedings	7	BSBLDR414	Lead team effectiveness
3	CJSSJI403	Analyse social justice issues	8	PSPREG010	Prepare a brief of evidence
4	BSBINS401	Analyse and present research information	9	BSBLEG523	Apply legal principles in tort law matters
5	PSPREG003	Apply regulatory powers	10	BSBWOR404	Develop personal work priorities

LEARNING EXPERIENCES

Content is delivered in a classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via an online plus face-to-face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals. **Technology Required: access to the internet**

ASSESSMENT

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: Written projects, Online quizzes, Observation of skills, Oral and written questions.

PATHWAYS

The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs, security industry and private investigations.

COURSE FEES

The course fees are \$1150. Payment plan will be available for this course

FURTHER INFORMATION

Refund Policy: Refund for students exiting a certificate course is on a prorated basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal).

CONTACT NAME: A/Head of Department – Mandy-Lee Creedy
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: mcree20@eq.edu.au

Subject Area Co-ordinator – Maree Rowell
 (07) 5545 7222
 (07) 5545 7200
 mrowe29@eq.edu.au



Chemistry – Year 11 & 12

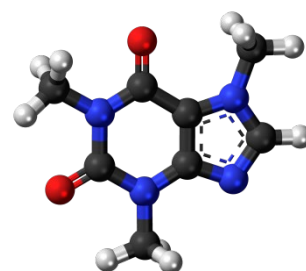
[General Subject - ATAR]

Considering a career like; Chemical scientist, Chemical plant operator, Chemist, Engineering – various fields, Geologist, Geophysicist, Patent examiner, Pilot, Quality assurance inspector, Surveyor, Health scientist (medicine, pharmacy) and careers in mining, agriculture, marine science?

Have an interest in Science and did well in Science, Maths, and English in Year 10 or 11?

Then Chemistry is a subject for you 😊

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. This course can be used as a foundation to pursue further studies in chemistry. Through the study of Chemistry, a student will become a more informed citizen, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.



Chemistry is a prerequisite for many Science courses at university, and it is very beneficial to study more than one science if one is intending to pursue a science degree.

Prerequisites for Chemistry:

From Year 10	From Year 11
<ul style="list-style-type: none"> • English – C (not Essential English) • Maths – B [Math Methods] or A [General] • Science – B (especially the Chemistry Section + science report writing) 	<ul style="list-style-type: none"> • Yr 11 English – C (not Essential English) • Yr 11 Maths – C [Math Methods] or B [General] • Science – C (any Senior Science) or Year 10 science prereq.

Topics	Assessment
<p>Chemical fundamentals – structure, properties and reactions</p> <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions – reactants, products and energy change <p>Molecular interactions and reactions</p> <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions <p>Equilibrium, acids and redox reactions</p> <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction <p>Structure, synthesis and design</p> <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design 	<ul style="list-style-type: none"> • Unit 1 and Unit 2 assessed by school using similar methods to Unit 3 and 4 • Unit 3 and 4 (Summative – contributes towards ATAR) <ul style="list-style-type: none"> ▪ Summative internal assessment 1 (IA1) <ul style="list-style-type: none"> - Data test – 10% ▪ Summative internal assessment 2 (IA2) <ul style="list-style-type: none"> - Student experiment – 20% ▪ Summative internal assessment 3 (IA3) <ul style="list-style-type: none"> - Research investigation – 20% <p>Summative external assessment (EA)</p> <ul style="list-style-type: none"> - Examination – 50%

There is an expectation that students will have a weekly program of Homework to complete.



Note : This subject has a 50% external examination; this exam is written by the QCAA and assessed under specific and formal exam conditions as set by the QCAA. The school is not provided with copies of the exam prior to the exam date. This exam is completely sight unseen by the school and students. The material of the external exam comes mainly from Unit 3 & 4 but may draw on material from the other Units.

For further information please contact
 Robyna Martinovic (HOD Sen Mat/Sci) ph. 5545 7222 or rmart37@eq.edu.au



Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively.

Dance at school is a very affordable subject compared to dancing in community studios. In addition, students may, at times, participate in workshops with national and international artists, as well as performance and dance productions aligned with their studies. Pre-requisite: It is preferable for students to have previous dance experience, but not essential.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

Assessment

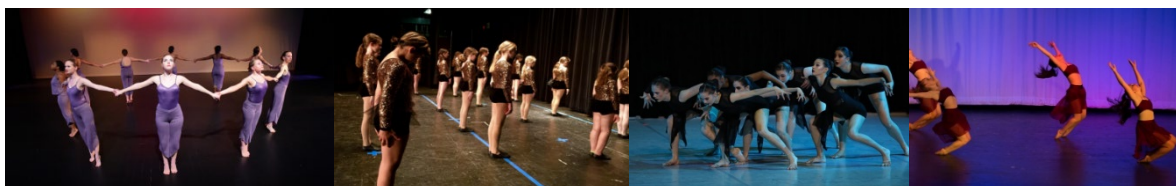
Schools devise assessments in Units 1 and 2 to suit their local context. Contemporary is a core genre in all units as well as other styles. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

From the mouths of Tamborine dancers:

"I chose to study Senior Dance because it's how I express myself through movements and music."

"Dance allows me to be a different version of myself and be creative."

"Senior Dance has taught me technique and is confidence-building."



CONTACT NAME: HEAD OF DEPARTMENT – CHERYL DUNDAS
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cdund2@eq.edu.au

Design (DES)



Design is an exciting new creative and contemporary ATAR senior subject, encouraging solution driven thinking



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



Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

Study Pathways and Career Fields



Architecture
Engineering
Interior Design



Graphic Design
Digital Media



Furniture Design
Trade Career



Fashion Design
Jewellery Design



Industrial Design
Product Design

Real World 21st Century Skills



Your mind is constantly brimming with creative ideas



High and low fidelity prototyping



3D Printing
Laser cutting
Vinyl printer/cutter



Real world industry standard software

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> Experiencing design Design process Design styles 	Commercial Design <ul style="list-style-type: none"> Explore - client needs and wants Develop - collaborative design Design styles 	Human-centred design <ul style="list-style-type: none"> Designing with empathy 	Sustainable design <ul style="list-style-type: none"> Explore - sustainable design opportunities Develop - redesign

Peter Brose Head of Department

07 5545 7222

pbrose2@eq.edu.au

DIPLOMA OF BUSINESS



This Diploma of Business course will be delivered by staff at Tamborine Mountain State High School (accelerated over 1 year) using the units of an external Registered Training Organisation.

AIM OF SUBJECT

Having a solid understanding of business services offers graduates the opportunity to apply for roles in their industry of choice, work in the family business or start their own.

Successful course completion offers students credit towards future university programs, fast tracking studies. Our courses are designed to empower students, giving them a competitive edge and job ready skills that can be immediately applied in the workforce.

QCE POINTS

As per the QCE Handbook – A guide for learning provider (August 2015) the Diploma course contributes a maximum of **8 credit points** towards the Queensland Certificate of Attainment.

https://www.qcaa.qld.edu.au/downloads/senior/qce_handbook.pdf

PREREQUISITE

At least a sound level of achievement in English.

Completion of Certificate III in Business is preferable, but not essential.

COURSE OUTLINE

Units of competency: 12 units (5 core + 7 elective)

Core:

- BSBCRT511 Develop critical thinking in others
- BSBFIN501 Manage budgets and financial plans
- BSBOPS501 Manage business resources
- BSBSUS511 Develop workplace policies and procedures for sustainability
- BSBXCM501 Lead communication in the workplace

Electives:

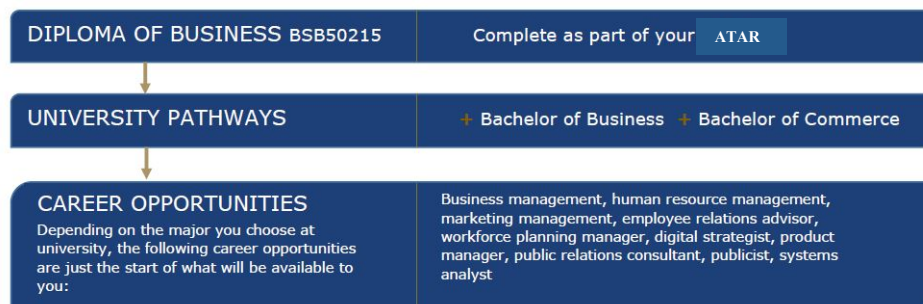
- BSBHRM525 Manage recruitment and onboarding
- BSBOPS504 Manage business risk
- BSBPMG430 Undertake project work
- BSBPEF501 Manage personal and professional development
- BSBSTR502 Facilitate continuous improvement
- BSBMKG541 Identify and evaluate marketing opportunities
- BSBCMM411 Make Presentations

COURSE FEES

The course fees are \$1,450 in total. A payment plan will be available for this course.

Once a place at university has been offered and accepted, you can use the Diploma to apply for Advanced Standing (recognition of prior learning/credit arrangement). Depending on the university, you can receive credit for prior learning and can be exempt from some units. These credits can range anywhere from one to eight units.

FUTURE OPTIONS



CONTACT NAME: A/Head of Department – Mandy-Lee Creedy
FAX: 07 5545 7200

PHONE: 07 5545 7222
EMAIL: mcree20@eq.edu.au

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.



Early Childhood Studies

Applied Subject

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives

- By the conclusion of the course of study, students should:
- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and evaluate contexts for practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan, justify and evaluate play-based learning activities responsive to children's needs

Structure

- The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

• Core topics	• Elective topics
<ul style="list-style-type: none"> • Fundamentals of early childhood • Practices in early childhood learning 	<ul style="list-style-type: none"> • Play and creativity • Literacy and numeracy skills • Being in a safe place • Health and physical wellbeing • Indoor and outdoor learning environments

Assessment

- For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- two projects
- two other assessments.

• Project	• Investigation	• Extended response	• Examination
<ul style="list-style-type: none"> • A response to a single task, situation and/or scenario. 	<ul style="list-style-type: none"> • A response that includes locating and using information beyond students' own knowledge and the data they have been given. 	<ul style="list-style-type: none"> • A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. 	<ul style="list-style-type: none"> • A response that answers a number of provided questions, scenarios and/or problems.
<ul style="list-style-type: none"> • At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<ul style="list-style-type: none"> • Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item
CONTACT NAME: Head of Department – Cameron Ross PHONE: 07 5545 7212 FAX: 07 5545 7200 EMAIL: cross55@eq.edu.au			

Film, Television & New Media



Film, Television and New Media fosters creative and expressive communication through the use of technology. It explores the five key concepts of technologies, representations, audiences, institutions and languages through creative units focused on genre, experimental films and documentaries.

Students will creatively apply film, television and new media key concepts to make film and television products, and investigate and respond to moving-image media content and production contexts. Through this course, students will develop a respect for diverse perspectives and a critical awareness of the functional and creative potential of films and new media in a global context. They will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital ethical citizenship.

Pathways

A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields such as advertising, communication, design, education, film and television, and public relations.

Structure

Units 1 and 2 are school-based projects; formative units of work designed for our school. In Units 3 and 4, students complete four summative assessments.

<u>Unit 1 - Foundation</u> Use cameras, lighting and editing equipment to produce a MUSIC VIDEO	<u>Unit 2 - Storyforms</u> Examine representations, audiences and languages in an EXAM
<u>Unit 3 - Participation</u> Connect media products with audiences by designing and producing a MULTIPLATFORM DOCUMENTARY	<u>Unit 4 - Identity</u> Explore the creative use of technology by designing and producing an EXPERIMENTAL FILM



CONTACT NAME: HEAD OF DEPARTMENT – CHERYL DUNDAS
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cdund2@eq.edu.au

Food & Nutrition

General Subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with study of the food system.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development and the overarching principles of waste management, sustainability and food protection that have an impact on all sectors of the food system.



Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures. Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis. Food and Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- generate solutions to provide data to determine the feasibility of the solution
- determine solution requirements and criteria
- synthesise information and data
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	<ul style="list-style-type: none"> • Food drivers and emerging trends • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	<ul style="list-style-type: none"> • Food science of carbohydrate and fat • The food system • Carbohydrate • Fat • Developing food solutions 	<ul style="list-style-type: none"> • Food solution development for nutrition consumer markets • Formulation and reformation for nutrition consumer markets • Food development process

Assessment

- Schools devise assessments in Units 1 and 2 to suit their local context.
- In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
<ul style="list-style-type: none"> • Summative internal assessment 1 (IA1): • Examination 	<ul style="list-style-type: none"> • 20% 	<ul style="list-style-type: none"> • Summative internal assessment 3 (IA3): • Project — folio 	<ul style="list-style-type: none"> • 30%
<ul style="list-style-type: none"> • Summative internal assessment 2 (IA2): • Project — folio 	<ul style="list-style-type: none"> • 25% 	<ul style="list-style-type: none"> • Summative external assessment (EA): • Examination 	<ul style="list-style-type: none"> • 25%

CONTACT NAME: Head of Department – Cameron Ross
FAX: 07 5545 7200

PHONE: 07 5545 7222
EMAIL: cross55@eq.edu.au

Hospitality Practices

Applied Subject

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives

By the conclusion of the course of study, students should:

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.



Core topics	Elective topics
<ul style="list-style-type: none"> • Navigating the hospitality industry • Working effectively with others • Hospitality in practice 	<ul style="list-style-type: none"> • Kitchen operations • Beverage operations and service • Food and beverage service

Assessment

For Hospitality Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one investigation or an extended response.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product and performance component and one other component from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes product and performance: continuous class time	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item

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

Industrial Graphics Skills (GSK)



GSK is a communication based course, offering pupils the chance to create 2D drawings and 3D models using sketching and drawing board techniques and industry standard computer software.



The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.



It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

Study Pathways and Career Fields



Architecture
Engineering
Interior Design



Site Management
Foreperson



Draftsperson
- Architectural
- Industrial



Project
Management



Trades Person
- Builder
- Electrician
- Plumber

Real World 21st Century Skills



Creativity and
manufacturing skills



CNC
Manufacturing



Health & Safety
Skills for work



Real world
Industry standard
software

GSK Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Introduction to drafting • Building & Construction • Engineering • Sketching a deck • Skills exam 	<ul style="list-style-type: none"> • Engineering Drafting • 3D model of component • Progress logbook • Spoken presentation • 3D animation of components 	<ul style="list-style-type: none"> • Building & Construction Drafting • Covered deck extension • Set of technical drawings • Digital portfolio 	<ul style="list-style-type: none"> • Engineering drafting • Multi-part component • Digital portfolio • 3D model • Industry processes and practices exam

Peter Brose Head of Department

07 5545 7222

pbros2@eq.edu.au

Industrial Technology Skills (ISK)



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



The subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including aeroskills, automotive, building and construction, engineering, furnishing and plastics.



ISK provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing essential vocational and life skills.

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

ISK Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> The Manufacturing Industry Intro to safety Technical sketches Sheet metal toolbox 	<ul style="list-style-type: none"> Furnishing Industry Working cooperatively Technical drawings Health & Safety Exam Furniture product (storage boxes) 	<ul style="list-style-type: none"> Manufacturing Enterprise Technical drawings Furniture product (Hallway table) Furniture making exam 	<ul style="list-style-type: none"> Manufacturing Products Sheet metal industry Technical sketches to AS1100 Sheet metal product (BBQ plate)

Peter Brose Head of Department

07 5545 7222

pbros2@eq.edu.au

LEGAL STUDIES



Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Mock courts are able to be run for this subject due to our complete court room newly installed in 2021. This give students hands on experience of content and procedures. Students also attend an excursion to the Brisbane Courts and Boggo Road Gaol to see real-life applications of course content and the Legal System up close and personal.



AREAS STUDIED OF THE LAW	CRITICAL EXAMINATION	SKILLS	PATHWAYS
<ul style="list-style-type: none"> Foundations of Law The criminal justice process Civil justice System 	Issues of: Governance Contemporary Issues of law reform and change Australian and International Human Rights Issues.	Inquiry Skills Critical Thinking Problem-Solving Skills Reasoning Ethical Decision-making & Recommendations Information and Data Analysis Legal terminology Social values, justice & equitable outcomes.	A course in Legal Studies establishes a basis for further education & employment in the fields of: <ul style="list-style-type: none"> Law Law enforcement Criminology Justice studies Politics

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> Civil law foundations Contractual obligations Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> Governance in Australia Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> Human rights The effectiveness of international law Human rights in Australian contexts

Assessment

Unit 1 & 2 - formative assessment covering all the criteria to be assessed in Unit 3 & 4.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Examination — combination response 		<ul style="list-style-type: none"> Investigation — argumentative essay 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Investigation — inquiry report 		<ul style="list-style-type: none"> Examination — combination response 	

CONTACT NAME:	A/Head of Department – Mandy-Lee Creedy	Subject Area Co-ordinator – Maree Rowell
PHONE:	07 5545 7222	(07) 5545 7222
FAX:	07 5545 7200	(07) 5545 7200
EMAIL:	mcree20@eq.edu.au	mrowe29@eq.edu.au



Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media works that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Structure The Media Arts in Practice course is designed around core and elective topics.



CORE	ELECTIVES
Media technologies Media communications Media in society	Audio Moving images/ Moving image Graphic design Curating
ASSESSMENT	
<p>For Media Arts in Practice we focus on the role media plays in our wider community by shaping society's values, attitudes and beliefs.</p> <p>Students will learn how to apply media technologies (moving film and still – photography/design) in real world contexts.</p> <p>For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:</p> <ul style="list-style-type: none"> • at least two projects, with at least one project arising from community connections • at least one product, separate to an assessable component of a project. 	

CONTACT NAME: HEAD OF DEPARTMENT – CHERYL DUNDAS
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cdund2@eq.edu.au

Modern History

Modern History is a thoroughly engaging and dynamic Senior course which provides opportunities for the students to gain a historical knowledge and understanding about some of the key events and forces that have contributed to the development of the modern world throughout the 20th Century. The course provides students with a skillset to analyse differing perspectives of events and form a historical consciousness in relation to the forces behind these events.

Skill Sets

Empathetic & critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

The skillset acquired in Modern History is transferrable across all disciplines in academia and life.

Career Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of:

Education, history, communications, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Modern History

UNIT 1

Ideas in the Modern World

Australian Frontier Wars
1788 – 1930's
French Revolution
1789 – 1799
Assessment
Formative internal assessments

UNIT 2

Movements in the Modern World

Independence movement in India
1857 - 1947
Civil Rights Movement in the USA
1954 – 1968
Assessment
Formative internal assessments

UNIT 3

National experiences in the Modern World

Germany
1914 - 1945
Israel
1948 – 1993
Assessment
Summative internal assessment - IA1:
Examination – essay in response to historical sources – 25%

Summative internal assessment - IA2:
Independent source investigation – 25%

UNIT 4

International experiences in the Modern World

Australian engagement with Asia since 1945
Cold War
1945 – 1991
Assessment
Summative internal assessment - IA3:
Investigation – historical essay based on research – 25%

Summative internal assessment - EA:
Examination – short response to historical sources – 25%

Excursions

University of Queensland (UQ) Campus: Tour of the Campus, including the Library as well as the experience of participating in at a lecture.

Museum of Brisbane and McArthur Museum Excursion

Contact Name: Head of Department – Melissa Gibson
Ph: 07 5545 7222
Fax: 07 5545 7200
Email: mgibs33@eq.edu.au



Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.



Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

By the conclusion of the course of study, students will:

- | | |
|--|--|
| <ul style="list-style-type: none"> • demonstrate technical skills • explain the use of music elements and concepts • use music elements and concepts • analyse music • apply compositional devices • apply literacy skills | <ul style="list-style-type: none"> • interpret music elements and concepts • evaluate music to justify the use of music elements and concepts • realise music ideas • resolve music ideas. |
|--|--|

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs</p> <p>Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p>	<p>Innovations</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance	20%	Summative internal assessment 3 (IA3): Integrated project	35%
Summative internal assessment 2 (IA2): Composition	20%		
Summative external assessment (EA): 25% Examination			

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

Subject Area Co-ordinator – Cameron Hart
 07 5545 7222
 07 5545 7200
 chart25@eq.edu.au

Physics – Years 11 & 12 Physics – Years 11 & 12 [General Subject - ATAR]

Considering careers like; Astronomer, Engineer – various fields, Geophysicist, Metallurgist, Architect, Physicist, Pilot, Sound technician, Surveyor, Optometrist, Radiographer, Physiotherapist, working with nuclear medicine?

Have an interest in Science and did well in Science, Maths, and English?

Then Physics is a subject for you 😊

Studying Physics will provide a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. It will help to become better informed about the world around and provide the critical skills to evaluate and make evidence-based decisions about current scientific issues. It will provide a foundation in physics knowledge, understanding and skills and is suitable as a precursor to tertiary study in science, engineering, medicine and technology.

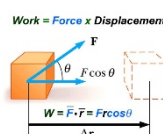
Physics is a prerequisite for many science courses at university, and it is very beneficial to study more than one science if one is intending to pursue a science degree.

Prerequisites for Physics:

From Year 10	From Year 11
<ul style="list-style-type: none"> English – C (not Essential English) Maths – A or B [Math Methods] Science – A or B (especially the Physics Section + science report writing) 	<ul style="list-style-type: none"> Yr 11 English – A or B (not Essential English) Yr 11 Maths – C [Math Methods] or A [General Maths] Science – C (any Senior Science) or Yr 10 science prereq.

Topics	Assessment
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> Heating processes Ionising radiation and nuclear reactions Electrical circuits Linear motion and waves <ul style="list-style-type: none"> Linear motion and force Waves Gravity and electromagnetism <ul style="list-style-type: none"> Gravity and motion Electromagnetism Revolutions in modern physics <ul style="list-style-type: none"> Special relativity Quantum theory The Standard Model 	<ul style="list-style-type: none"> Unit 1 and Unit 2 (Formative) assessed by school using similar methods to Unit 3 and 4 Unit 3 and 4 (Summative – contributes towards ATAR) Summative internal assessment 1 (IA1) - Data test – 10% Summative internal assessment 2 (IA2) - Student experiment – 20% Summative internal assessment 3 (IA3) - Research investigation – 20% Summative external assessment (EA) – Examination – 50%

There is an expectation that students will have a weekly program of Homework to complete.



Note : This subject has a 50% external examination; this exam is written by the QCAA and assessed under specific and formal exam conditions as set by the QCAA. The school is not provided with copies of the exam prior to the exam date. This exam is completely sight unseen by the school and students. The material of the external exam comes mainly from Unit 3 & 4 but may draw on material from the other Units.

For further information please contact
Robyna Martinovic (HOD Sen Mat/Sci) ph. 5545 7222 or rmart37@eq.edu.au

Psychology

Psychology is the study of the human brain and nervous system. It uses the scientific method to investigate the relationship between the brain and human nervous system, including human behaviours, cognitions and emotions. Psychologists develop new theories and conduct experiments to test the validity of each theory and carry out these tests through observation or by manipulating variables. Once they have collected data, psychologists analyse it to look for trends or patterns. Psychologists seek to explain the relationship between cause and effects. Through the senior Psychology course, you will be able to build a comprehensive knowledge, understanding and application of the necessary skill sets within this field of science.

Multi-disciplinary Skills in:

- Using and applying scientific concepts, theories, models and systems
- Analysing and interpreting evidence
- Evaluating processes, claims and conclusions
- Investigate phenomena
- Communicating understandings, findings, arguments and conclusions

Pathways

A course in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Psychology

UNIT 1

Individual development

Psychological science A
The role of the brain
Cognitive development
Human consciousness and sleep

Assessment

Formative internal assessments

UNIT 2

Individual behaviour

Psychological science B
Intelligence
Diagnosis
Psychological disorders and treatments
Emotion and motivation

Assessment

Formative internal assessments

UNIT 3

Individual thinking

Localisation of function in the brain
Visual perception
Memory
Learning

Assessment

Summative internal assessment 1:
Data Test 10%

Summative internal assessment 2:
Student Experiment 20%

UNIT 4

The influence of others

Social psychology
Interpersonal processes
Attitudes
Cross-cultural psychology

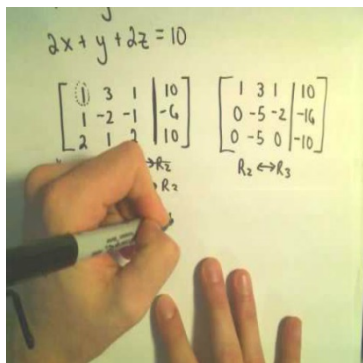
Assessment

Summative internal assessment 3:
Research Investigation 20%

Summative internal assessment 4:
External Examination 50%



Contact Name: Head of Department – Melissa Gibson
Ph: 07 5545 7222
Fax: 07 5545 7200
Email: mgibs33@eq.edu.au



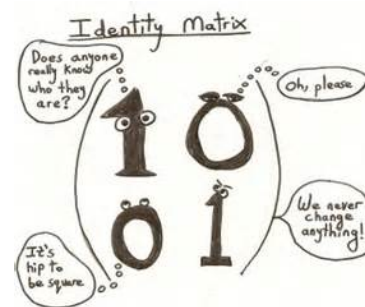
Specialist Mathematics – Year 12 only [General Subject - ATAR]

Considering university study in Maths, Science, Engineering, Medicine, Finance or Information Technology?

Have an interest in Maths, and did well in Year 11 Maths Methods?

Then Specialist Maths is the course for you 😊

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.



Specialist Maths cannot be studied on its own.
Specialist Maths must be taken after Math Methods

Prerequisites for Specialist Mathematics

- Year 11 English – (not Essential English)
- Year 11 Math Methods – minimum C+
- It would also be an advantage to have succeeded in Maths Honours in Year 10

Topics	Assessment
<p>Combinatorics, vectors and proof</p> <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof <p>Complex numbers, trigonometry, functions and matrices</p> <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices <p>Mathematical induction, and further vectors, matrices and complex numbers</p> <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 <p>Further statistical and calculus inference</p> <ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference 	<ul style="list-style-type: none"> • Formative assessments in Units 1 and 2 to be determined but resembling Summative assessment in Units 3 and 4 (Summative – directly counts towards ATAR) • Unit 3 and 4 assessment <ul style="list-style-type: none"> ▪ Summative internal assessment 1 (IA1) - Problem-solving and modelling task – (20%) ▪ Summative internal assessment 2 (IA2) - Examination (15%) ▪ Summative internal assessment 3 (IA3) - Examination (15%) ▪ Summative external assessment 4 (EA) - Examination (50%) <p><small>Note: This subject has a 50% external examination; this exam is written by the QCAA and assessed under specific and formal exam conditions as set by the QCAA. The school is not provided with copies of the exam prior to the exam date. This exam is completely sight unseen by the school and students. The material of the external exam comes mainly from Units 3 & 4 but may draw on material from the other Units.</small></p>

For all levels of Senior Maths there is an expectation that students will have a weekly program of Homework to complete.

Students will use a graphing calculator extensively for modelling activities. Students may need to hire a graphics calculator to complete this course.

Calculator Hire Levy Cost: \$40.00 per year

For further information please contact
Robyna Martinovic (HOD Sen Mat/Sci) ph. 5545 7222 or rmart37@eq.edu.au

Sport and Recreation

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.



Through the study of Sport and Recreation students will examine:

- the relevance of sport and active recreation in Australian culture
- the contribution sport and active recreation makes to employment growth, health and wellbeing
- factors that influence participation in sport and active recreation
- how physical skills can enhance participation and performance in sport and active recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in sport and active recreation activities
- technology in sport and active recreation activities
- how the sport and recreation industry contributes to individual and community outcomes

Pathways

A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Water safety, sports medicine, first aid and touch football</p> <p>This unit develops students' understanding of the skills and concepts involved in water safety and lifesaving, particularly in the completion of a Bronze Medallion. It will also develop students' understanding of first aid principles and injury prevention strategies for sports.</p>	<p>Coaching, Soccer and Orienteering</p> <p>This unit develops students' understanding of coaching principles and allows them to demonstrate and refine their coaching skills in a soccer context. It will also develop students' understanding and skills required for orienteering, including map reading, use of compasses and traversing through different terrains.</p>	<p>Lawn bowls tournament organisation and Volleyball</p> <p>This unit develops students' understanding of policies and procedures involved in tournament organisation. Students will apply their knowledge to organise and conduct a lawn bowls tournament. It will also develop students' understanding and skills in the game of Volleyball.</p>	<p>Nutrition and Weightlifting</p> <p>This unit develops students' understanding of nutrition and nutritional requirements for performance in sport. Students will demonstrate physical performance in weight training with a focus on Olympic Weight Lifting.</p>



Assessment

Assessment from units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

Unit 3	Unit 4
<p>Performance: Demonstrate application of knowledge and skills about lifesaving and water safety in a range of contexts.</p> <p>Examination: Topics: water safety, first aid principles and injury prevention strategies for sports.</p>	<p>Project: Plan and implement a lawn bowls tournament. Reflect and evaluate the effectiveness of the plan.</p> <p>Performance: Demonstrate the application of volleyball knowledge and skills in a range of contexts as well as evaluate personal performance.</p>

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



Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking.

Through an inquiry process, students will:

- develop alternative approaches in their art making, generating new ideas to self-directed visual problems
- exploit art materials in new and unexpected ways
- research, react and make artworks relating to various stimulus
- reflect on a range of contemporary art approaches, practises and presentation
- resolve individual artworks which reflect a personal aesthetic



IT WILL HELP IF YOU ARE GOOD AT

creative thinking
 using fine motor skills to control art medium for aesthetic purposes
 experimenting and problem-solving
 appreciating art
 time-management

Prerequisites: Prior experience in any or all of The Arts subjects will provide students with an understanding of making and responding as learning and assessment in Visual Art. To succeed in Visual Art you must be committed, have a love for the subject and be self-motivated.

Assessment: Visual Art is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter through formative internal assessment. Units 3 and 4 consolidate student learning; they consist of 3 summative internal projects, investigations and 1 external examination. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Future careers: art director, visual artist, illustrator, jeweller, brand specialist, content marketer, photographer, graphic artist, art project manager, agent, events manager, journalist, sign writer, art editor, blogger/vlogger, web content producer, industrial designer, interior/ stage/ textiles designer, animator, storyboard artist, medical illustrator, teacher, computer game developer, creative director.

CONTACT NAME: HEAD OF DEPARTMENT – CHERYL DUNDAS
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cdund2@eq.edu.au

