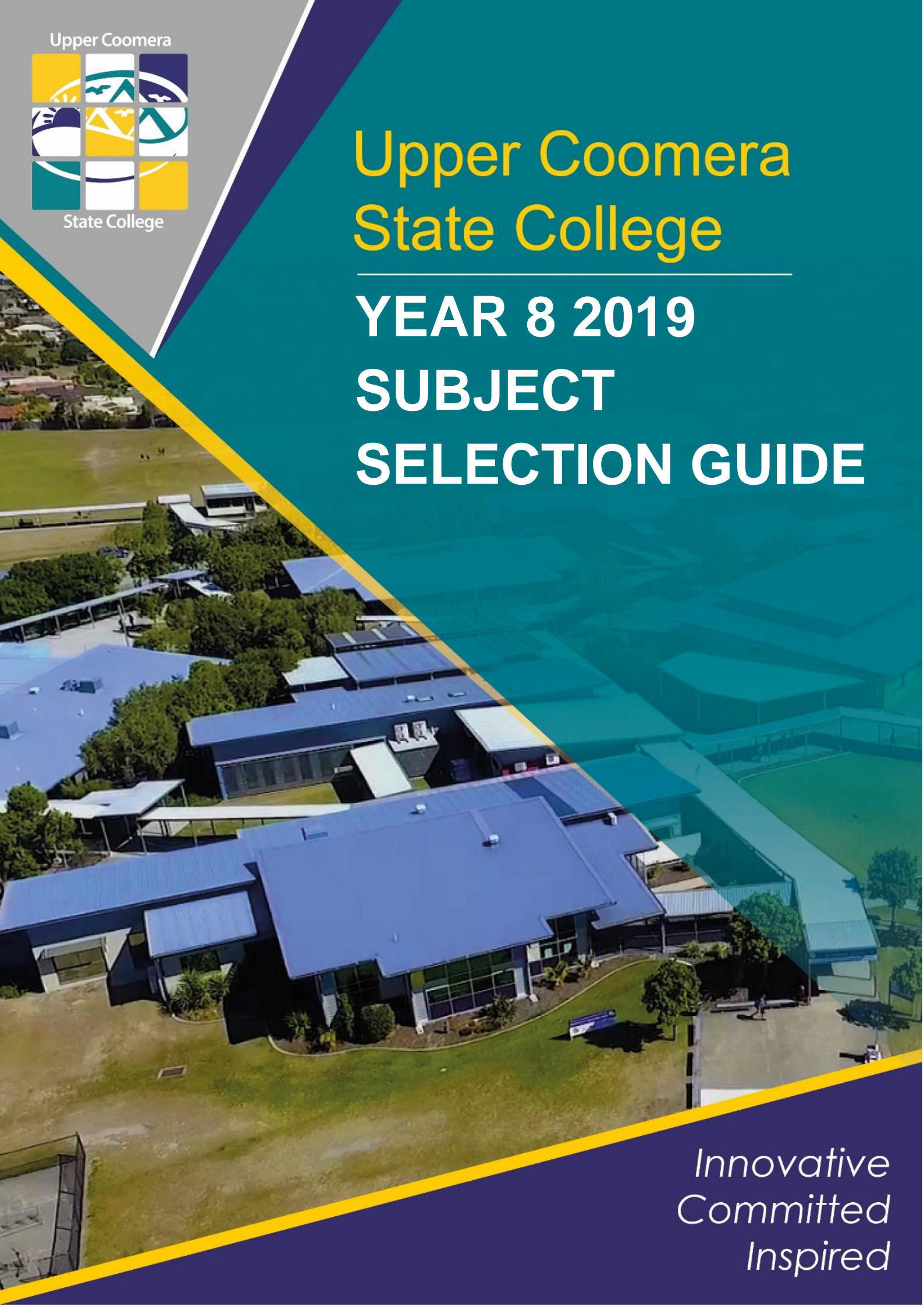




Upper Coomera State College

YEAR 8 2019 SUBJECT SELECTION GUIDE



*Innovative
Committed
Inspired*



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STATEMENT OF PURPOSE

Our Vision

- Innovative
- Committed
- Inspired

UCSC Creed

- My goal is to become an **informed, confident** and **well-balanced** graduate of Upper Coomera State College
- I will be **aspirational** and **positive**, and I will strive to realise my learning potential
- I will be a **safe, responsible** and **respectful** member of the community

Motto

Learning Pathways to the Future

INTRODUCTION

Dear Students, Parents and Guardians,

Students entering Year 8 are in their Junior Secondary Phase of Learning.

Upper Coomera State College prides itself on providing our students with learning pathways for the future. We have processes in place to ensure that every student's progress is closely monitored. Students in Year 8 will participate in intensive lessons designed to improve their literacy and numeracy skills and ensure that they are able to access the curriculum in all areas. They will also explore topics essential to their well-being and participate in activities designed help them start thinking about where their future may take them as they head towards senior secondary school.

The information contained in this booklet is designed to explain the core curriculum studied in Year 8 and to assist students and their families in making a good elective subject choices for Year 9 studies.

If there is an aspect of a particular subject on which you require further information please contact the Head of Department for that subject, the Guidance Officer, or members of the Administration team. Appointments can be made by phoning the College on 5580 7555.

We wish our Year 8 students success as they undertake their secondary studies. I challenge them to strive for excellence in their academic achievements and encourage them to utilise effectively the very high quality programs, resources and facilities our College takes pride in offering.

Mike O'Connor
Executive Principal

Corey Munson
Secondary School Principal



Financial Commitments

2018 STATIONERY LIST – GENERAL REQUIREMENTS

The items below are not included in the Student Resource Scheme. Therefore parents/caregivers are required to purchase these stationery items for your child.

STATIONERY ITEM	QTY
ALL YEAR LEVELS 7 TO 12	
A4 Display book	1
Plastic document wallet	1
A4 Exercise books 96 pages <ul style="list-style-type: none"> 5 subject spiral bound notebooks are NOT appropriate Year 11 & 12 have option of A4 4-ring binder with loose leaf reinforced A4 refills & subject dividers or A4 exercise books 	10
Scientific calculator FX100AU (or equivalent)	1
USB 8GB	1
GLUE STICK UHU 40g acid free	1
Pencil case 340mm x 170mm	1
Sharpener 1 hole metal	1
Scissors	1
Ruler (not metal) 30cm plastic (translucent)	1
Eraser large	1
Ballpoint blue and black biros	6
Ballpoint red biro	2
Packet Crayola coloured pencils (12 pack)	1
Packet 4 assorted coloured highlighter pens	1
HB pencils	6
JUNIOR SECONDARY (YEAR 7 - 9) ONLY	
Grid book maths 0.5cm A4 96 pages	2
Artline felt tip marker 0.4	1
Packet Faber-Castell Connector felt pens (12 pack)	1
2B lead pencil	1
360 degree 100mm protractor	1
Micador 325 self-centering compass	1
SENIOR (YEAR 10 - 12) ONLY	
Maths Kent set 606	1
Graphics Calculator - Texas TI-84 - MATHS B & MATHS C - highly recommended	1
A4 exercise book- 48 page- BIOLOGY, CHEMISTRY, PHYSICS	1 per science subject



STUDENT RESOURCE SCHEME (SRS)

Whilst the cost of providing instruction, administration and facilities for the education of a student at a state school is met by the State, **a parent/guardian is directly responsible for providing the student with textbooks and other resources for a student's use while attending school.**

As a service to assist parents/guardians with the cost of these educational resources, Upper Coomera State College has chosen to operate a Student Resource Scheme (SRS). The SRS is endorsed by the P & C Association and is operated by the College under Education Queensland's Student Resource Scheme policy.

The purpose of the SRS is to provide parents/guardians with a cost effective alternative to purchasing textbooks, resources, consumables and/or materials from elsewhere, through reduced prices gained from the school's bulk purchasing processes.

A Student Resource Scheme enables a parent/guardian to enter into a written agreement with the College that, in return for payment of a specified annual participation fee, provides for the participating student's temporary use of prescribed textbooks and other resources and/or for the purchase of consumables and materials for the student's use.

The SRS is not used to raise funds for other purposes. Participation fees are only used for purchasing student resources.

Participation in the SRS is **voluntary**, and no obligation is placed on a parent/guardian to participate. A parent/guardian's decision to participate is based on consideration of the value afforded by the SRS.

Benefits of the Scheme:

- Long term loan of textbooks for classroom and/or home use (please note that home use may be an electronic copy of the textbook)
- Short term loan of textbooks for classroom and/or home use (e.g. plays or novels studied in English)
- Use of class sets of resources
- Use of reference materials
- Reproduced class materials which complement or substitute textbooks
- Some curriculum equipment items (e.g. equipment used in science, maths or physical education)

The Student Resource Scheme does not include:

- Voluntary financial contributions requested to supplement instruction, administration and facilities for the education of the student at the school
- Student internet access
- Resources funded by the state through grant funding to provide core educational service
- Optional school activities such as camps, excursions, performances, and formals.

2018 STUDENT RESOURCE SCHEME FEES: YEAR 8 - \$270

The College has made every effort to minimise costs to parents/guardians while ensuring that appropriate resources are available for student use

Participation in the SRS gives parents/guardians excellent value for money. The actual cost of a parent/guardian purchasing the items covered by the SRS is:

Cost to parents for NON-PARTICIPATION in SRS	Year 8
	\$ 1086.90 - \$1462.25 ★

If a student leaves the College during the school year a pro-rata refund will be made on the basis of a 40 week year.



NON-PARTICIPATION IN THE STUDENT RESOURCE SCHEME

A parent/guardian who does NOT wish to join the scheme is responsible for providing the student with items that would otherwise have been provided to the student by the Scheme to enable the student to engage with the curriculum. Parents/carers may request a complete list of the resources to be provided for their child at the Secondary Administration Office.

TEXTBOOK AND RESOURCE ALLOWANCE

The State Government Textbook and Resource Allowance provides financial assistance to parents/guardians to offset textbook and education resource costs for full-time and part-time students (with the exception of international fee paying students) in:

- Years 7 – 12 attending approved State and non-State schools
- Registered home schooling (Years 7 – 12)
- Australian Agricultural College campuses in Queensland (in lieu of Years 11 and 12); and
- Special Schools (for students aged 13 from 1 January)

The Allowance is paid by the Department of Education and Training through the school except for registered home schooling students where the allowance is paid directly to the parent/guardian.

Parents/guardians have the option to receive the allowance directly or as an offset of fees associated with participation in the school's Student Resource Scheme. This option is made available to each parent/guardian annually.

In 2016, the Textbook and Resource Allowance was \$121 for students in Years 7 to 10 and \$262 for students in Years 11 and 12.

NON-COMPULSORY (ENRICHMENT) ACTIVITIES

The College provides many opportunities for students to participate in activities which enhance their education. Optional school activities such as camps, excursions, performances, and formals are not included in the Student Resource Scheme.

Before a student can be considered for participation in an optional school activity, a parent/guardian who has joined the Student Resource Scheme is expected to have:

- Fully paid the Student Resource Scheme participation fee, or
- Paid the Student Resource Scheme participation fee up to and including the term in which the school activity takes place, or
- Made regular on-going payments towards the Student Resource Scheme annual participation fee as previously arranged with the Principal, or
- Been exempted by the Principal from paying all or part of the Student Resource Scheme participation fee.

USER PAYS PRINCIPLE AND SUBJECT FEES

The College is able to charge fees for educational services, including excursions, materials and consumables, not defined as instruction, administration and facilities as per Education Queensland's State Education Fees Policy. Subject fees are charged for excursions or materials for subjects where the instruction is extended through providing learning experiences in excess of materials provided by school grants.

The fees for subjects attracting user pays subject fees are clearly stated alongside the subject descriptions later in the booklet and on the subject selection form submitted by students in Term 3 or at enrolment. **User pays subject fees must be paid prior to the student commencing the subject, or the parent/guardian must be up-to-date with their individual payment plans.**



Year 8 Curriculum

Year 8 at Upper Coomera State College is considered to be part of the Junior Secondary Phase of Education. As such Year 8 students are considered to fall within the Junior Secondary School in the College.

Students in Year 8 complete 7 subjects. They complete compulsory studies in English, Mathematics, Science, Humanities (focussing on History and Geography), Japanese and Health and Physical Education.

In Year 8 students are able to make one elective subject choice for Semester 1 and a second choice for Semester 2. One of the elective choices must come from the Arts area and other from the Technology area. The elective subject choices are designed to give students a taste of what it will be like to study similar subjects in Years 9, 10, 11 and 12.

The table below outlines core subjects studied and elective subject options for Year 8 students.

Area of Study	Subject
English	<ul style="list-style-type: none"> English (compulsory)
Mathematics	<ul style="list-style-type: none"> Mathematics (compulsory)
Science	<ul style="list-style-type: none"> Science (compulsory)
Humanities	<ul style="list-style-type: none"> History (compulsory) Geography (compulsory)
International & LOTE	<ul style="list-style-type: none"> Japanese (compulsory)
Health & Physical Education	<ul style="list-style-type: none"> Health & Physical Education (compulsory)
Arts	<ul style="list-style-type: none"> Art Drama Music Dance Media Studies
Technology	<ul style="list-style-type: none"> Textiles and Food Studies General Shop Studies STEM – Engineering ITD STEM Innovation & Creation Digital Technology Business



What Subjects Should I Choose?

It is important to choose your subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects which:

- You will enjoy
- You have achieved in or feel confident of achieving good results in
- Reflect your interests and abilities
- Help you reach your career and employment goals
- Will develop skills, knowledge and attitudes useful throughout your life

GUIDELINES

1. Find out about Career Pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are still unsure, then select subjects that will keep several career options open to you. The Guidance Counsellor and Industry Liaison Officer will be able to help get you started. You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know the different pathways, you can select the most appropriate one for you. The following resources are available and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

Australia's national career information service, called My Future, available at www.myfuture.edu.au

The Job Guide, accessed at www.jobguide.dest.gov.au

Brochures from industry groups provide information on the various pathways to jobs within their industries. Start with the Industry Skills Councils at www.isc.org.au

Job and career planning information from the Department of Education, Training and the Arts website available at www.trainandemploy.qld.gov.au/client/jobs_and_careers/job_career_planning/

The Career Information Service accessed at www.cis.qsa.qld.edu.au

What Next? This is a publication by the Queensland Studies Authority focusing on the pathways available for students completing Year 10, available from www.qsa.qld.edu.au/yrs1to10/what-next.pdf

The QTAC Guide is useful for information on tertiary courses offered in Queensland, from www.qtac.edu.au

The Tertiary Prerequisites book, provided by QTAC to all Year 10 students. This contains information on subject required for entry to tertiary courses.

Tertiary Entry: Internal Year 12 Students without OPs is a handout that is available from the QTAC website www.qtac.edu.au. It explains how students who are not eligible for an OP can gain entry to tertiary courses.

The Queensland TAFE Handbook is available at www.tafe.qld.gov.au

Going to Uni: Higher Education for Students in Australia can be found at www.goingtouni.gov.au



The different types of subjects offered at the College are explained in this booklet. Make sure you read the subject descriptions carefully.

2. **Check out each subject fully**

Take these steps to ensure you understand the content and requirements of each subject you are interested in:

- Read subject descriptions and course outlines provided in this booklet.
- Talk to Heads of Department and teachers of each subject. The Careers Expo, held annually in July, is an excellent opportunity for both parents and students to do this.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students already studying the subject.

3. **Choose a combination of subjects that suits your needs and abilities**

Traps to avoid:

- Consider peoples' opinion of the subjects but do not make your decision on these only. Check the subjects for yourself.
- Do not select subjects because they are the same ones your friends are selecting.

4. **Be prepared to ask for help**

If you and your parent/guardians are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – teachers, Heads of Department, Guidance Officer, Industry Liaison Officer, Deputy Principals, Principals. Don't be afraid to seek their assistance. They are all prepared to help.



Links between Subjects and Possible Careers

ENGLISH	MATHEMATICS	SCIENCE - PHYSICS	SCIENCE - CHEMISTRY
Actor	Accountant	Aerospace Engineer	Agronomist
Administrative Assistant	Aerospace Engineer	Air Force Technician/Officer	Agricultural Scientist
Advertising Account Executive	Agricultural Economist	Aircraft Maintenance Engineer	Anaesthetist
Advertising Manager	Agricultural Engineer	Air Traffic Controller	Aquaculture Technician
Anthropologist	Aircraft Maintenance Engineer	Architect	Biochemist
Archivist	Air Traffic Controller	Architectural Technician	Biomedical Engineer
Art Critic	Architect	Army Soldier-Technician/Officer	Biotechnologist
Arts Administrator	Astronomer	Astronomer	Chemical Engineer
Civil Celebrant	Auditor	Audio Visual Technician	Chemist
Clerical Officer – Local Govt	Bank Officer	Boiler Maker	Chemical Plant Operator
Copywriter	Building Contractor	Broadcasting Technician	Conservator
Court Recorder	Cartographer	Cable Joiner	Dietician
Cultural & Heritage Officer	Civil & Structural Engineer	Cartographer	Dispensary Technician
Desktop Publisher	Computer Engineer	Civil Engineer	Ecologist
Editor	Data Processing Operator	Computer Engineer	Environmental Engineer
Education Aide	Economist	Electrician	Environmental Health Officer
Film Critic	Electrical Engineer	Electrical Engineer	Environmental Scientist
Film & TV Editor	Electronics Engineer	Electronics Engineer	Food Technologist
Film, Stage & TV Director	Financial Dealer & Broker	Engineering Pattern Maker	Forensic Scientist
Funeral Attendant	Financial Planner	Forensic Scientist	Forester
Funeral Director	Gaming Worker	Geodetic Surveyor	Geneticist
Health Promotion Officer	Hospital Administrator	Geographer	Geologist
Hansard Reporter	Importer and Exporter	Geologist	Geophysicist
Historian	Industrial Designer	Geophysicist	Geoscience Technician
Interpreter	Industrial Engineer	GIS Officer	Heat Treater
Journalist	Insurance Agent	Geoscience Technician	Laboratory Worker
Law Clerk	Inventory & Supply Officer	Gunsmith	Medical Practitioner
Lawyer	Investment Analyst	Hydrographer	Medical Laboratory Technician
Librarian	Logistics Clerk	Instrument Fitter	Medical Scientist
Library Assistant	Marine Surveyor	Kiln Operator	Metallurgist
Library Technician	Market Researcher	Laboratory Worker	Metal Surface Finisher
Literature Critic	Materials Engineer	Marine Engineer	Microbiologist
Marketing Officer	Mathematician	Marine Surveyor	Minerals Process Engineer
Media Presenter	Mechanical Engineer	Mechanical Engineer	Natural Resource Manager
Project/Program Administrator	Mechatronic Engineer	Mechanical Fitter	Nurse
Proofreader	Meteorologist	Metal Machinist	Nutritionist
Public Relations Officer	Mining Engineer	Mine Surveyor	Oceanographer
Publicity Agent	Naval Architect	Naval Architect	Patient Examiner
Public Servant	Optometrist	Navy Technical Sailor	Pathologist
Publisher	Physicist	Optical Mechanic	Pest & Weed Controller
Research Officer	Pilot	Petroleum/Gas Plant Operator	Petroleum/Gas Plant Operator
Secretary	Programmer	Physicist	Pharmacologist
Sociologist	Quantity Surveyor	Pilot	Pharmacist
Speech Pathologist	Radiation Therapist	Power Plant Operator	Physiologist
Stage Manager	Retail Buyer	Prosthetic/Orthotic Technician	Plastics/Composites Processor
Teacher	Sales Assistant	Radiation Therapist	Podiatrist
Theatre Critic	Ship's Master	Science Field Officer	Primary Products Inspector
Tour Guide	Software Engineer	Shipwright	Toxicologist
Tourist Information Officer	Sports Administrator	Sound Technician	Textile Technician
Transcript Typist	Statistician	Surveyor	Tissue Culture Technician
Translator	Stock & Station Agent	Telecommunication Technician	Veterinarian
Word Processing Operator	Surveyor	Toolmaker	Veterinary Nurse
Writer	Urban & Regional Planner	Welder	Water/Waste Water Plant
	Valuer		Winemaker



SCIENCE – BIOLOGY	HISTORY	PHYSICAL EDUCATION	THE ARTS
Acupuncturist Agricultural Engineer Agricultural Scientist Agricultural Technical Officer Animal Attendant Aquaculture Technician Audiometrist Audiologist Biomedical Engineer Biotechnologist Botanist Cardiac Technologist Chiropractor Dental Hygienist Dental Technician Dentist Environmental Health Officer Environmental Scientist Farm Manager Fisheries Officer Florist Food Technologist Forensic Scientist Forest Technical Officer Greenkeeper Health Information Manager Laboratory Worker Landscape Architect Marine Biologist Medical Imaging Technologist Microbiologist Medical Laboratory Technician Medical Practitioner Medical Scientist Natural Therapist Nuclear Medicine Technologist Nurse Nutritionist Obstetrician Occupational Therapist	Administrative Assistant Anthropologist Archaeologist Archivist Arts Administrator Conservator Criminologist Cultural & Heritage Officer Editor Foreign Affairs & Trade Officer Historian Industrial Relations Officer Journalist Law Clerk Lawyer Librarian Library Technician Museum Curator Museum Officer Parliamentarian Political Scientist Public Servant Publisher Records/Information Manager Religious Leader Research Officer Sociologist Tour Guide Tourist Information Officer Writer	Air Force General Entrant Ambulance Officer Army Soldier Builder's Labourer Dancer Dietician Diver Firefighter Fitness Instructor Health Promotion Officer Jockey Lifeguard Navy Sailor Nutritionist Police Officer Physiotherapist Recreation Officer Sports Coach Sports Commentator Sports Development Officer Sport & Exercise Psychologist Sports person Sports Journalist Sports Medicine Practitioner Sports Physiologist Sports Scientist Stunt Performer Teacher Weight Loss Counsellor	Actor Announcer Artist Arts Administrator Auctioneer Audio Visual Technician Casting Director Choral Director Choreographer Composer Conductor Dancer Director of Photography Film Critic Film & TV Camera Operator Film & TV Editor Film & TV Lighting Operator Film & TV Producer Floor Manager Make Up Artist Model Music Arranger Music Critic Musical Director Musical Instrument Maker Musician Piano Tuner Producer's Assistant Production Crew Member Publicity Agent Scriptwriter Set Designer Singer Sound Technician Stagehand Stage Manager Teacher Theatre Critic Theatrical Costume Maker Wardrobe Supervisor
	LANGUAGES	INDUSTRIAL DESIGN	
Optometrist Paramedic Pathologist Physiotherapist Psychologist Pest & Weed Controller Radiation Therapist Speech Pathologist Sports Scientist Taxidermist Tissue & Culture Technician Toxicologist Veterinarian Veterinary Nurse Winemaker Zoologist	Adult Migrant Teacher Anthropologist Archaeologist Captioner Customs & Border Protection Customs Broker Customs Clerk Flight Attendant Foreign Affairs & Trade Officer Foreign Correspondent Hansard Reporter Historian Hotel Manager Immigration Officer Importer & Exporter Interpreter Linguist Police Officer Ship's Master Speech Pathologist Teacher Tour Guide Tourist Information Officer Medical Practitioner Medical Scientist	Craftsperson Technician Musical Instrument Maker Picture Framer Product Assembler Steel Fixer Architect Boilermaker Building Contractor Cabinet Maker Carpenter Engineer Fitter Glazier Furniture Polisher Industrial Designer Jeweller Joiner Locksmith Marine Engineer Panel Beater Roofer Sheet Metal Worker Mechanic Welder	TEXTILES & FOOD Butcher Caterer Clothing & Furniture Producer Chef Childcare Worker Confectioner Dietician/Nutritionist Events Coordinator Fashion Designer Food Process Work/Technician Interior Decorator/Designer Kitchenhand Pastry Cook Sewing Machinist Teacher



BUSINESS	INFORMATION TECH	MEDIA STUDIES	HOSPITALITY
Accountant Accounts Clerk Advertising Account Executive Advertising Manager Admin. Assistant Arts Administrator Bank Officer Brand Manager Bursar Business Systems Analyst Company Secretary Compliance Officer Conveyancer Copywriter Credit Officer Customs Broker Data Processing Officer Economist Export Clerk Finance Manager Financial Dealer & Broker Foreign Affairs & Trade Officer Hospital Administrator Hotel Manager Human Resources Officer Import Clerk Importer & Exporter Industrial Relations Officer Inventory & Supply Officer Investment Analyst Logistics Clerk Management Consultant Market Researcher Marketing Officer Occupational Health & Safety Office Administrator Operations Researcher Public Relations Officer Publisher Real Estate Agent Receptionist Recruitment Consultant Retail Buyer Retail Manager Sales Manager Secretary Settlement Clerk Shipping Clerk Sports Administrator Stockbroker Taxation Agent Telemarketer Trade Union Official Training Officer Transport Administrator Treasurer	Air Force Technician/Officer Analyst (IT) Analyst Programmer Applications Systems Analyst Army Soldier – Technician Army Officer Business Equip Technician Business Systems Analyst Clinical Coder Communications Technician Computer Engineer Computer Systems Auditor Computer Tester Data Modeller Data processing operator Database Administrator Electronics Technician Electronics Engineer Games Developer GIS Officer Health Informatician Health Information Manager Industrial Engineer IT Support Technician IT Administrator IT Manager IT Security Analyst Management Consultant Mathematician Mechatronic Engineer Meteorological Technician Multimedia Developer Navy Technical Sailor Navy Officer Network Administrator Network Analyst Network Designer Operations Researcher Patent Examiner Project/Program Administrator Programmer Records Manager Sales Representative (IT) Software Engineer Statistician Systems Administrator Systems Architect Systems Designer (IT) Teacher Web Designer/Developer Web Administrator Word Processing Operator	Actor Animator Arts Administrator Audio Visual Technician Copywriter Cultural & Heritage Officer Desktop Publisher Editor Film & TV Camera Operator Film & TV Editor Film & TV Lighting Operator Film & TV Producer Film & TV Producer's Assistant Film Critic/Reviewer Film, Stage & TV Director Games Developer Graphic Designer Graphics Prepress Person Illustrator Journalist Make-Up Artist Media Planner Media Presenter Multimedia Developer Photographer Production Crew Member Projectionist Proofreader Publisher Radio Producer Set Designer Sign Maker Sound Technician Stage Manager Theatre Mechanist Costume Maker & Designer Web Designer/Developer Writer HEALTH Aged Care Worker Anaesthetist Anaesthetic Technician Aromatherapist Audiometrist Audiologist Biomedical Engineer Cardiac Technologist Chiropractor Clinical Coder Counsellor Dental Assistant Dental Hygienist Dental Prosthetist Dietician Dispensary Technician Disability Services Instructor Diversional Therapist	Airline Passenger Officer Baker Bar Attendant Bar Manager Barista Caravan Park Attendant Caterer Chauffeur Chef Club Manager Concierge Cook Croupier Events Coordinator Flight Attendant Front Office Attendant Gaming Worker Hotel Manager Kitchen Hand Maitre D' Pastry Cook Porter Rider Operator Room Attendant Sales Assistant Sommelier Tour Guide Tourism Manager Tourist Information Manager Travel Consultant Valet Waiter HEALTH Environmental Health Officer Fitness Instructor Health Information Manager Health Promotion Officer Herbalist Homeopath Massage Therapist Medical Imaging Technologist Medical Laboratory Scientist Medical Laboratory Technician Medical Practitioner Naturopath Nurse Occupational Therapist Operating Theatre Technician Optical Dispenser Optometrist Paramedic Personal Care Worker Physiotherapist Prosthetist/Orthotist Psychiatrist/Psychologist Speech Pathologist Surgeon



UPPER COOMERA STATE COLLEGE ACADEMY PROGRAMS

Application Only



STEM ACADEMY

Faculty: STEM

WHY APPLY:

The STEM Academy is a high performance academic program for students who show ability, initiative and a strong commitment to academic success and have a desire to further their skills particularly in Science, Technology, Engineering and Maths. In return, Academy students are provided with an innovative extension curriculum, fantastic resources and opportunities, access to practicing academics and a dynamic teaching team.

This program will provide a challenging curriculum aimed at extending students knowledge, creativity, innovation and problem solving skills to future proof them for modern society. The UCSC STEM Excellence Program has classes from Year 7 through to Year 9 with a particular focus on developing the STEM capabilities both within their core curriculum as well as through unique programs and learning opportunities.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Reverse Engineering: students will explore the engineering design process through deconstructing a develop product and recreating it with a more innovative application. The redesign process looks at the product's demographic market and how it can better suit consumer needs. • Theme park physics: students will learn about the physics behind theme park rides and use this knowledge to create their own unique roller coaster ride from a range of materials. An excursion to Movie World to learn about the purpose of theme park rides, and how they are developed from the Head Roller Coaster Engineer, provides a real-world insight for theme park engineering. <ul style="list-style-type: none"> ◦ Excursion to Movie World 	<ul style="list-style-type: none"> • Volcano Crisis Engineering Design Solution: students are given a real-world crisis to analysis and develop engineering solutions for. How can residents be better prepared for a volcanic eruption? What design solutions can help a country recover more quickly from the devastation left behind by a volcanic eruption? Students groups will develop their own unique and innovative design solutions to the issues they identify. • Making it real: an engineering design solution can take a long time to develop. The next phase is making it real. Students continue to work through the design process to bring their solutions to fruition and work through the challenges to develop a marketable prototype.

Students in the program will complete the same core subjects as mandated by the Australian Curriculum plus STEM Innovation and Creation, a project based learning subject. Students will also be required to choose specific electives on some lines.

The program will be supported not only by UCSC staff, but also by experts and mentors from Griffith University, industry and the community to ensure STEM Academy students are exposed to, and supported by a relevant, engaging and meaningful curriculum program.

STEM Academy students have the opportunity to participate in a range of extra-curricular opportunities including state and national academic competitions, workshops and programs run by Griffith University, as well as exclusive access to a range of UCSC resources. STEM Academy students have a greater chance of being selected for the RISE Program.

SELECTION PROCESS Selection into STEM Academy is achieved by completing an online application which can be found on the college website under 'Academy Programs'.

USER PAYS SUBJECT FEES: \$65

FURTHER ADVICE:

Program Manager: Julia Cullen- HOD Science and STEM
Phone: 07 5580 7555
Email: jcull12@eq.edu.au



SPORTS EXCELLENCE PROGRAM FUTURE STARS

Faculty: Health & Physical Education

WHY APPLY:

UCSC, in partnership with the Gold Coast Academy of Sport, offers a unique sporting excellence program for year 7 - 9 students, specifically designed to deliver quality outcomes to quality athletes. The program is designed for student athletes who are dedicated to succeeding in both the sporting and academic arenas. The Future Stars Program accepts students from a range of sporting backgrounds. Lessons are focussed around fitness development, theory units designed to both help individual sporting performance as well as prepare students for senior study and finally practical units where students participate in a range of sports.

The Future Stars Program in year 8 and 9 is an application based subject with students undertaking 4 x 70 minute lessons per week for the entire year. It is a composite class that rotates through a two year curriculum.

COURSE OUTLINE: Year A

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> Principles of Training Aquatics Safety in Sport Volleyball Fitness Training Negotiated sport 	<ul style="list-style-type: none"> Sport Nutrition Badminton Sport Psychology Touch Football Fitness Training Negotiated sport

Year B

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> Coaching Aquatics Badminton Touch Football Fitness Training Negotiated sport 	<ul style="list-style-type: none"> Risky Behaviours Volleyball Money, Media & Sport Sport Aerobics Fitness Training Negotiated sport

ASSESSMENT:

The assessment program will include a variety of assessment techniques which are integrated with the practical learning experiences. Students will be required to undertake research reports, essays, exams and practical assessments.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

PATHWAYS:

This program is designed to foster the abilities of elite and pre-elite athletes both in their chosen sport within and out of the school context as well as prepare them for study in Physical Education based subjects in senior schooling.

USER PAYS SUBJECT FEES: \$300

SELECTION PROCESS

Selection into the Sports Excellence Program (Future Stars) is achieved by completing an online application which can be found on the college website under Curriculum _ 'Excellence Programs

FURTHER ADVICE:

Program Manager: Camilla Nichols- HPE Head of Department

Phone: 07 5580 7555

Email: cjinic0@eq.edu.au



SPORTS DEVELOPMENT ACADEMY (SHOOTING STARS)

Faculty: Health & Physical Education

WHY APPLY:

The Upper Coomera State College (UCSC) Athlete & Sports Development Shooting Stars Program identifies students with a gift or potential for progression towards high performance and partners them with specialist staff from UCSC to guide their development. The program focuses on sports specific practice in the following sports (but not limited to):

- Touch Football
- Netball
- Soccer
- Athletics

UCSC specialist staff work with these students on specific skill development and game play to further develop their potential. Through this pathway students will be selected to represent UCSC competing in various sporting competitions.

COURSE OUTLINE:

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Sports Nutrition / Healthy Relationships • Touch Football / Netball practical / Athletics fitness skills • Team Sport Rules and Game Play • Fitness Training 	<ul style="list-style-type: none"> • Drugs in Sport / Safety in the Community and sport • Touch Football / Netball practical / Soccer • Team Sport Rules and Game Play • Fitness Principles

ASSESSMENT:

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Students will be required to undertake written tasks, such as exams and participate in the physical assessment of skills and drills performed in authentic performance environments.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 30 minutes of homework/study each fortnight due to the demands of this subject.

PATHWAYS:

This program is designed to foster the abilities of students who have proven Touch Football Skills and/or athletic ability within and out of the school context as well as prepare them for study in Physical Education based subjects in senior schooling, including Certificate Courses in Coaching, Fitness and Sport and Recreation.

USER PAYS SUBJECT FEES: \$65

Cont'd next page



SELECTION PROCESS

To be a successful applicant into the UCSC Shooting Stars (Athlete development Academy), applicants must demonstrate certain qualities and levels of performance. They must demonstrate:

- Proven touch football / netball / soccer skills and/or athletic ability and a commitment to improve and promote the game within the community;
- Academic standards that reflect genuine effort; and
- A positive attitude and high standard of behavior.

Entry into the program is selective and very competitive.

Upon application students will be selected based on academic grades, effort, behaviour, sporting achievements and skills.

Selection into the program is achieved by completing an online application which can be found on the college website under Curriculum_ Excellence Programs

FURTHER ADVICE:

Program Manager: Camilla Nichols- HPE Head of Department

Phone: 07 5580 7555

Email: cjnic0@eq.edu.au



THE CREATIVE ARTS SIGNATURE PROGRAM

Faculty: The Arts

WHY APPLY

The Creative Arts Signature Program is a collaborative, innovative and industry relevant course of study for students who excel in the Creative Arts. With access to industry standard equipment and resources, students are provided with unlimited opportunities to excel in their creative field whilst being able to attain academic success. Designed for students who have a passion for The Arts our creative environment offers budding **dance, drama, music, art** and **film** students an opportunity to pursue their interests with other like-minded students.

WHAT THE PROGRAM OFFERS STUDENTS:

- Individualised and differentiated instruction based on the Creative Arts
- An opportunity to experiment creatively, develop skills and communicate artistic ideas
- Increased participation and access to Creative Arts subjects and facilities
- Access to teachers who have industry experience
- Specialised learning environment for students in core subjects for optimal outcomes
- An individual mentor who will meet regularly with the student to offer advice and guidance
- Excursions to arts events throughout the year that will benefit the students' education of the Arts
- Mentor workshops with local artists in their specific field
- Participation in school events (e.g. Big Night Out) to showcase their talents

STUDENT COMMITMENTS:

Students entering the program must be willing to:

- Respect teachers and fellow students
- Be punctual and prepared for all lessons.
- Maintain a high level of school attendance in order to maintain learning standards.
- Maintain high uniform standards in line with the UCSC dress code. Students are expected to wear full day formal uniform to any events held outside of the College (excursions, competitions etc.).
- Submit all assessment complete and by the due date.
- Display high levels of behaviour at all times, with all UCSC staff (teaching and non-teaching), contract and supply teachers.
- Be part of the Student Resource Scheme (allowing us to supplement many activities)
- Attend and or participate in all College/Arts events.

SELECTION PROCESS:

Selection into the Creative Arts Program is achieved by completing an online application which can be found on the college website under 'Signature Programs'.

PREREQUISITES:

Students are to be undertaking Arts based elective subjects to be able to apply for the program.

USER PAYS SUBJECT FEES: \$65

This fee covers academy shirt and some of the cost of excursions or workshops. Students in this program must participate in at least 1 excursion, 1 workshop and the annual arts event which alternates between Big Night Out and a School Musical.

FURTHER ADVICE:

Program Manager: Nicole Hughes- Arts Head of Department

Phone: 07 5580 7555

Email: nhugh21@eq.edu.au



COMPULSORY SUBJECTS



ENGLISH

Faculty: English

WHY STUDY:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

COURSE OUTLINE:

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> Unit 1: Analysis of text structures and language features in news media texts. Representations of teens in texts Unit 2: Human Experience: Indigenous perspectives 	<ul style="list-style-type: none"> Unit 3: Expressing viewpoints on ethical issues in drama texts: Novel study Unit 4: Creating short stories

ASSESSMENT:

Students undertake a variety of assessment tasks which may include the following:

- Written assessment:** Imaginative written response; Reading comprehension; Analytical essay.
- Spoken assessment:** Persuasive monologue

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

PATHWAYS:

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. Possible Career Pathways: Journalism, Advertising, Law, Teaching, Politics, Author, Librarian, Researcher, Personal Assistant, Marketing, Tourism, Trade. The possibilities are limitless with a good result in English.

USER PAYS SUBJECT FEES: NIL

Students may be required to attend excursions such as theatrical performances which will incur a small cost for transport and/or admission.

FURTHER ADVICE:

Head of Department: Heidi Whitsed
Phone: 07 5580 5524
Email: hwhit103@eq.edu.au



MATHEMATICS

Faculty: Mathematics

WHY STUDY:

Mathematics in Year 8 builds upon and extends the mathematical concepts learnt in Year 7. The subject looks at the concepts previously studied and develops them to a deeper and more intricate level.

COURSE OUTLINE:

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Number • Probability • Patterns & Algebra • Linear Relationships • Measurement & Area 	<ul style="list-style-type: none"> • Ratios • Time zones • Data Representation & Interpretation • Geometry • Volume • Linear Relationships

ASSESSMENT:

Students will be required to undertake written tasks that will include exams and assignments. Assessment items will be graded according to three areas: Knowledge & Procedures, Modelling & Problem Solving, and Communication & Justification.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

PATHWAYS:

Students who achieve a B or better when in Year 9 Mathematics will be able to select Advanced Maths in Year 10, which allows for selection of Maths B and C in Year 11. Careers in most fields require a sound knowledge of Mathematics.

USER PAYS SUBJECT FEES: NIL

Students must have their own scientific calculator.

FURTHER ADVICE:

Head of Department: Nichelle Harmon
Phone: 07 5580 7676
Email: nbidn3@eq.edu.au



SCIENCE

Faculty: Science

WHY STUDY:

Science provides an empirical way of answering interesting and important questions about the Biological, Physical and Technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

COURSE OUTLINE:

SEMESTER 1	SEMESTER 2
Physical science: Students study different forms of energy and how changes occur within systems. Chemical science: Students study how the properties of the different states of matter can be explained in terms of the motion and arrangement of particles.	Earth and space science: Students will examine the formation of sedimentary, igneous and metamorphic rocks. Biological science: Students will examine that cells are the basic units of living things and have specialised structures and functions.

ASSESSMENT:

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Students will be required to undertake written tasks, such as exams and reports, and extended experimental investigations.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1.5 hours of homework/study each week due to the demands of this subject.

PATHWAYS:

This is a generic introduction to the specific sciences of Biology, Chemistry and Physics. These applied sciences afford students an excellent grounding in the understanding of real world applications with a strong emphasis on cross curricular linkages.

USER PAYS SUBJECT FEES: NIL

FURTHER ADVICE:

Head of Department: Julia Cullen
Phone: 07 5580 7555
Email: jcull12@eq.edu.au



HISTORY

Faculty: Humanities

WHY STUDY:

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History has its own methods and procedures which make it different from other ways of understanding human experience. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

COURSE OUTLINE:

TERM 1	TERM 2
VIKINGS Students will have the opportunity to develop a solid understanding of what it was like to live in THE Viking era, and will use this understanding throughout the Year 8 course to explore the significant changes that took place for world civilisations at this time.	SPANISH CONQUEST OF THE AMERICAS Students will explore the short and long term effects of the colonisation of the Aztecs by the Spanish. They will study perspectives and interpretations of the past and they will focus on developing texts incorporating the analysis of sources.

ASSESSMENT:

Students will complete a range of assessment pieces including a response to stimulus exam and an independent source investigation.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

PATHWAYS:

This subject is part of the foundation in the Years 7-12 History program. It establishes the necessary skills of communication, research and analysis which underpin the study of history at all levels.

USER PAYS SUBJECT FEES: NIL

Students may participate in enrichment activities that will incur minimal costs.

FURTHER ADVICE:

Head of Department: Tam Higgins

Phone: 07 5580 7525

Email: thigg44@eq.edu.au



GEOGRAPHY

Faculty: Humanities

WHY STUDY:

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years. Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

COURSE OUTLINE:

TERM 3	TERM 4
LANDFORMS AND LANDSCAPES Students will investigate geomorphology through a study of landscapes and their landforms. Students will explore the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.	CHANGING NATIONS Students will investigate the changing human geography of countries, as revealed by shifts in population distribution. Students will explore the process of urbanisation through research of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. Students will also investigate the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compare Australia with the United States of America. Students will complete a project examining growing 'megacities' around the world.

ASSESSMENT:

Students will complete a range of assessment pieces which will include a response to stimulus exam, and research project.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

PATHWAYS:

This subject provides students with the foundation knowledge and skills to be successful in senior Humanities and Science subjects. Geography is an excellent foundation subject for students wishing to pursue tertiary study as it develops the necessary skills of communication, research and analysis which underpin all university courses.

USER PAYS SUBJECT FEES: NIL

Students may participate in enrichment activities.

FURTHER ADVICE:

Head of Department: Tam Higgins

Phone: 07 5580 7525

Email: thigg44@eq.edu.au



HEALTH & PHYSICAL EDUCATION

Faculty: Health & Physical Education

WHY STUDY:

Health and Physical Education is a compulsory subject with 2 x 70 minute lessons per week for the entire year. Practical and Theory units are integrated with the weighting of assessment being 50% for theory and 50% for practical.

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

COURSE OUTLINE:

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Fitness/Athletics/ Basketball • Nutrition/Supporting Others 	<ul style="list-style-type: none"> • Soccer and Indigenous Games • Alcohol and Drugs/Sharing Community

ASSESSMENT:

The assessment program will include a variety of assessment techniques which are integrated with the practical learning experiences. Students will be required to undertake research reports, essays, exams and practical assessments.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 30 minutes of homework/study each week due to the demands of this subject.

PATHWAYS:

Health and Physical Education is an important subject for the further development of relationships and understanding your body. It encourages students to live a healthy lifestyle they can then maintain for life. Future careers in this area can also include: fitness Instructor, aerobics instructor, personal trainer, massage therapist, sports psychologist, physiotherapist, podiatrist, team Manager, sports management, and coach.

USER PAYS SUBJECT FEES: NIL

Access to a computer and printer, as well as an internet connection, at home is highly desirable. Most research for this subject will be done on-line.

FURTHER ADVICE:

Head of Department: Camilla Nichols
Phone: 07 5580 7555
Email: cjnic0@eq.edu.au



JAPANESE

Faculty: Languages

WHY STUDY:

Learning additional languages widens horizons, broadens cognitive and cultural experience, develops communication and intercultural understandings and opens up new perspectives for students, not only in relation to other cultures and languages, but also to their own language and cultural practices.

COURSE OUTLINE:

SEMESTER 1	SEMESTER 2
<p>LET'S GO THERE Students will talk about 'going to' places and begin their work with verbs and particles. Students will begin their study of Japanese script – hiragana - one of the fundamental components of the Japanese writing system.</p> <p>ARE WE THERE YET? Students will develop language to discuss not only the places they go, but also the types of transport they will use to get there. They will develop travel itineraries and investigate travelling in Japan.</p>	<p>ITADAKIMASU Students will develop language for eating out! They will acquire language for restaurant dining, and they will learn Japanese meal time etiquette. Students will also have the opportunity to try Japanese foods.</p> <p>HAVE FUN! Students will talk about the range of activities they can do while on holiday and about the people they do these activities with. They will learn to describe what they think of these activities.</p>

ASSESSMENT:

Students will complete assessment in the four macro skills of reading, writing, listening and speaking.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

PATHWAYS:

Japanese as a second language is highly valued by a diverse range of employers as the global nature of industry and the growth of Asian markets creates a high demand for multilingual employees. The internet, social media, trade and commerce have brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities. Career pathways may include the tourism industry, international relations, translator, teacher, flight attendant, engineering, hospitality, foreign affairs or politics.

USER PAYS SUBJECT FEES: NIL

There will be enrichment activities and excursions for this subject, which may incur minimal fees.

FURTHER ADVICE:

Head of Department: Jacqui Lewis
Phone: 07 5580 7509
Email: jlewi38@eq.edu.au



ELECTIVE SUBJECTS



DANCE

WHY STUDY:

Dance provides opportunities for students to critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical aspects of dance. As they study and participate in various dance contexts, genres and styles, students develop as creative, complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world. Students learn to choreograph, perform and appreciate dance works. With a focus on the use of the body as the instrument of communication and expression, Dance education fosters the development of special interests and talents not emphasised in other educational areas.

COURSE OUTLINE: This course is only 1 semester

SEMESTER
Welcome to Country <ul style="list-style-type: none"> Students will investigate the cultural and historical origins of Indigenous Dance. Students will create a multi media presentation.
Introduction to Dance <ul style="list-style-type: none"> Students will learn basic dance technique, choreography and spatial skills. They will learn a teacher devised routine and choreograph their own dance in small groups.

ASSESSMENT:

Assessable skills are: Creating, Presenting, Responding, Reflecting, Knowledge and Understanding. Students will complete practical and written theoretical tasks.

HOMEWORK AND STUDY:

Students are expected to work on their choreography and performances in their own time as well as class time. Students will also need to write written reflections.

PATHWAYS:

This course give students the skills required for year 9 and 10 elective dance. In year 11/12 students can choose Authority Dance or Authority Registered Dance.

USER PAYS SUBJECT FEES: NIL

Students are to wear practical clothing appropriate to dance in. A UCSC Dance T-shirt is available for purchase.

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhugh21@eq.edu.au

Teacher: Amy Hyde
Phone: 07 5580 7555
Email: acoll207@eq.edu.au



DRAMA

Faculty: The Arts

WHY STUDY:

Drama is an art form that is highly accessible and relevant to young people. It challenges students to make meaning of their world. Through improvisation, role play and dramatic play, students develop their artistic and creative skills which are transferrable to a variety of artistic, social and work related contexts.

COURSE OUTLINE: This course is only 1 semester

TERM 1	TERM 2
Scripted Drama <ul style="list-style-type: none"> Explore elements of drama Perform a short scripted drama Memorisation, group work, projection, blocking, focus 	Collage Drama <ul style="list-style-type: none"> Explore a teenage theme and develop a Collage drama based on that theme. Self-esteem, self-confidence and self-worth are examined.

ASSESSMENT:

Students need to be aware that drama is a highly practical subject which involves performance before a teacher, peers and at times a wider audience. In addition, half the assessment is written, therefore sound skills in written communication or a willingness to build these skills is desirable.

There are three areas of assessment in drama.

- Generating: Students create short scripts or characters, improvisation
- Realizing: Students perform student devised or prepared scripts.
- Responding: Reviewing performances, dramatic elements exam.

HOMEWORK AND STUDY:

Students are expected to learn lines of script and create character profiles for homework. They will be required to study in small groups prior to performances and create short scenes.

PATHWAYS:

Drama will help to develop the student's self-confidence and public speaking skills.

USER PAYS SUBJECT FEES: NIL

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhugh21@eq.edu.au



GENERAL SHOP STUDIES

Faculty: Industrial Technology & Design

WHY STUDY:

General Shop Studies is a practical subject and requires students to have an interest in using their hands, tools, and machinery to create high quality products. Due to the nature of the subject and the exposure to hand and power tools, machinery and various potentially harmful materials, students must be able to follow instructions.

COURSE OUTLINE:

General Shop Studies will focus on developing your problem solving, technical and practical skills. During the course you will have the opportunity to work on projects in the areas of Manufacturing, Woodworking, Fitting and Fabrication, Thermoforming Plastics, Thermosetting Plastics and Injection Moulding.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Pencil Case • Sheet metal Carry All • WH&S Theory 	<ul style="list-style-type: none"> • Money Box • Photo Frame • Wood/Metals & Plastics Theory

ASSESSMENT:

Combination of theoretical and practical outcomes will be assessed throughout the duration of the course these include, design folios, related theory and class projects.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 30 min of homework/study each week; however as this subject has a strong practical emphasis most study will be done in class at school.

PATHWAYS:

This subject prepares students for the senior subjects of Manufacturing, Building & Construction Studies, Engineering Fabrication Studies and Industrial Graphics. These subjects can both compliment VET Certification and contribute to senior QCE points.

USER PAYS SUBJECT FEES: \$35

There is a user pay levy to cover the cost of practical assessment materials provided.

FURTHER ADVICE:

It is an OH&S requirement in the workshops that all students wear safety glasses and leather lace up shoes with substantial uppers (*no runners, canvas or slip on*) at all times. Students must be able to follow and act on the direct instruction from the teacher at all times. Failure to comply with this will lead to an OH&S retraining program and possible exclusion from the elective.

Head of Department: Heath White
Phone: 07 5580 7555
Email: hwhit65@eq.edu.au



STEM ENGINEERING- ITD

Faculty: Industrial Technology & Design

WHY STUDY:

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study in Engineering.

COURSE OUTLINE:

STEM Engineering ITD is linked to the other areas of Science, Technology Engineering and Maths. It will focus on developing problem solving, technical and practical skills. During the course Students will have the opportunity to work in the design workshop on projects in the areas of Manufacturing, Rapid prototyping, 3D printing and Digital CAD Design. Students will also have the opportunity to manipulate and test materials, systems, components, tools and equipment Laser and CNC machines.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • CAD (Computer Aided Drafting Design) • 3D Printing Rapid Prototyping • Laser cutting 2D engraving 	<ul style="list-style-type: none"> • Edge lit Electronics • Bridge Building • Practical Design Solutions

ASSESSMENT:

Combination of theoretical and practical outcomes will be assessed throughout the duration of the course these include, design folios, related theory and class projects.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 30 min of homework/study each week; however as this subject has a strong practical emphasis most study will be done in class at school.

PREREQUISITES:

USER PAYS SUBJECT FEES: \$35

There is a user pay levy to cover the cost of practical assessment materials provided.

FURTHER ADVICE:

It is an OH&S requirement in the workshops that all students wear safety glasses and leather lace up shoes with substantial uppers (*no runners, canvas or slip on*) at all times. Students must be able to follow and act on the direct instruction from the teacher at all times. Failure to comply with this will lead to an OH&S retraining program and possible exclusion from the elective.

Head of Department: Heath White

Phone: 5580 7555

Email: hwhit65@eq.edu.au



STEM INNOVATION AND CREATION

Faculty: STEM

WHY STUDY:

STEM Innovation and Creation will develop higher order thinking skills and the STEM capabilities through group projects aimed to encourage innovative and creative approaches to solving design challenges. Students will apply the design process to create innovative solutions to real world tasks. This subject allows students to be hands on in their approach to the learning of science, technology, engineering and maths as they research, design, construct, test, redesign and evaluate. Through these projects the students' scientific literacy, mathematical analysis and logical and creative thinking skills will be rigorously tested. Students who have a real desire to further their studies in the STEM fields are encouraged to select this subject.

COURSE OUTLINE:

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> Water recycling: Students will explore the engineering challenges around recycling waste water and the natural purifying process which can be employed to create their own fresh water. Their project design will be incorporated into the Semester 2: Sustainable Housing design. 	<ul style="list-style-type: none"> Sustainable Housing: Students will explore the engineering challenges around sustainable housing. What engineering aspects must be incorporated into a house to live completely 'off the grid'? Students will work through the design process to construct their own miniature sustainable house.

ASSESSMENT:

Students will be assessed through group and individual projects applying the design process. Criteria that will be assessed will be incorporated from the science, maths, digital technologies and engineering syllabi.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

PATHWAYS:

This subject will prepare students for the study of subjects in each of the four STEM strands, such as the senior sciences, maths B and C, engineering and technology, digital manufacturing and IT. The thinking and project skills learned in this subject will also be transferrable to any future endeavour chosen by the student.

USER PAYS SUBJECT FEES: \$35

These fees cover the cost of compulsory excursions which students must participate in to complete assessment.

FURTHER ADVICE:

Head of Department: Julia Cullen
Phone: 07 5580 7555
Email: jcull12@eq.edu.au



DIGITAL TECHNOLOGIES

Faculty: Digital Technologies

WHY STUDY:

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. The Digital Technologies learning area prepares students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

Learning in Digital Technologies provides students with opportunities to create, construct and repurpose solutions that are relevant in a world where technologies are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

COURSE OUTLINE: This course is only 1 semester

TERM 1	TERM 2
Networks <ul style="list-style-type: none"> Investigate Computer Science concepts Principles and protocols of networking Write algorithms in Python Learn to code with a Raspberry Pi Microcomputer 	Physical Computing <ul style="list-style-type: none"> Investigate computer architecture Electronics Design, build and code a retro gaming console

ASSESSMENT:

Assessment is based on what products students make and what processes they use to make the product. The quality of the product and the calibre of the processes used, combine to provide an overall level of achievement.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week in order to be successful in this subject.

PATHWAYS:

This course has been developed as a foundation to Digital Technologies subjects from Years 9-12, which enables students to become exposed to the vast number of pathways Technologies can take you.

USER PAYS SUBJECT FEES: nil

FURTHER ADVICE:

Head of Department: Rohan Dean

Phone: 07 5580 7680

Email: rdean5@eq.edu.au



BUSINESS

Faculty: Business & Information Technology

WHY STUDY:

Year 8 Business (BUS) takes on a student-centred approach to learning to promote confident, competent and self-motivated users and consumers of Business and Technology. Business prepares learners for their senior phase of learning in a range of contemporary real-life contexts. Business learning involves a range of experiences that provide knowledge, processes and skills contributing to vocational pathways and development of students in their role as active informed citizens.

This course has been developed as a foundation to Business subjects from Years 10-12, which enables students to become exposed to the vast number of pathways Business can take you. The students will gain valuable industry related experiences and enhance their knowledge through hands on activities.

This course will run for one semester only with students selecting to study another elective for the remaining portion of the year.

COURSE OUTLINE:

TERM 1	TERM 2
Marketing <ul style="list-style-type: none"> Learn marketing strategies Create your own marketing campaign 	Business Environments <ul style="list-style-type: none"> Learn how business operates.

PREREQUISITE: Bring Your Own Device (BYOD) is an expectation for students wishing to participate in all Business subjects. Our College website has all the information you need for this process.

ASSESSMENT:

Assessment is based on what products students make using computers and what processes they use to make the product. The quality of the product and the calibre of the processes used, combine to provide an overall level of achievement.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week in order to be successful in this subject.

PATHWAYS:

This course has been developed as a foundation to Business subjects studied in Years 10-12, which enables students to become exposed to the vast number of pathways Business can take you.

USER PAYS SUBJECT FEES: NIL

FURTHER ADVICE:

Head of Department: Tam Higgins
Phone: 07 5580 7680
Email: thigg44@eq.edu.au



MEDIA STUDIES

Faculty: The Arts

WHY STUDY:

Media Studies provides opportunities and challenges for students to develop their skills as critical analysers, users and producers of digital media. Students develop the skills and understanding for both the practical and theory elements of media, whilst engaging in a variety of basic filmmaking processes including the design of storyboards, creating scripts, editing and filming.

COURSE OUTLINE: This course is only 1 semester

SEMESTER
<p>Introduction to Media Students will learn the foundations skills needed to successfully critique and produce digital media. The course gives students the opportunity to develop key skills and competencies in the areas of analysing the media, shot composition and film and editing practices.</p> <p>Narrative Study Students investigate how narrative stories are structured through visual media such as films and animations. The unit sees students produce, design and utilise a variety of production techniques such as storyboarding and scripting to create a short narrative film.</p>

ASSESSMENT:

Assessable skills are: Creating, Presenting, Responding, Reflecting, Knowledge and Understanding. Students will complete practical and written theoretical tasks.

HOMEWORK AND STUDY:

Students are expected to work on their design and productions in their own time as well as class time. Students will also need to write written reflections on their learning.

PATHWAYS:

This course prepares students with skills that will be used in Year 9 Film & Television. This program gives Students the skills and knowledge to successfully follow onto Tertiary Education. There are many different careers where a course/degree in Film and TV can be advantageous such as Marketing, Business and Education. Other career pathways are: Journalist, Film Editor, Film and Television Director, Producer, Screenwriter, Cinematographer, Production Designer, or Sound Designer.

USER PAYS SUBJECT FEES: NIL

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhugh21@eq.edu.au



MUSIC

Faculty: The Arts

WHY STUDY:

This course allows you to become the best musician you can be. Students get to perform music chosen by the teacher's and students in negotiation. They create their own songs and learn to analyse the components of music. It is advisable to:

- Have a love of all styles of music
- Be dedicated when learning a new instrument for the first time.

COURSE OUTLINE: This course is only 1 semester

SEMESTER

Music Fundamentals

Students will learn basic keyboard and guitar and study theory of music notation and analysis. Students will perform a piece on both keyboard and guitar. Students will develop compositional skills using digital programs such as Musescore.

ASSESSMENT:

- Musical Theory Exam
- Practical Performance
- Creativity group performance.

HOMEWORK AND STUDY:

Students are expected to practice their instrument at home and work on their performance and creativity.

PATHWAYS:

This course leads to Years 9 and 10 Music (if you achieve above a C standard) and then onto Music and Music Studies in Years 11 and 12.

USER PAYS SUBJECT FEES: NIL

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhugh21@eq.edu.au



TEXTILES AND FOOD STUDIES

Faculty: Industrial Technology & Design

WHY STUDY:

Food

Students will gain an understanding of all aspects of basic nutrition and practical cookery including equipment, measuring, recipe interpretation and cookery skills. Students will prepare a variety of food items.

Textiles

Students will gain an understanding off all aspects of basic sewing including equipment, use of sewing machine, fibres, and fabrics. Students will produce a textile item.

COURSE OUTLINE:

Students will study this subject for six months.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> Term 1 Food Term 2 Textiles 	<ul style="list-style-type: none"> Term 1 Food Term 2 Textiles

ASSESSMENT:

A variety of assessment will be set including written examinations, work plans, practical examinations and process journal.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

PATHWAYS:

This subject leads into year 10 Catering studies, Certificate II in Hospitality in Years 11 and 12. Occupations that follow from this course include Hotel Management, chef, health department officer, nutritionist and a range of positions within the hospitality industry.

USER PAYS SUBJECT FEES:

Students are required to provide all the food items and textiles equipment for this subject. Alternatively the students can pay \$35.00 to the school and we will supply the students with all food ingredients and textiles material and equipment. Students will need to purchase a display folder, stationery and A4 lined paper.

FURTHER ADVICE:

Head of Department: Heath White
Phone: 55807555
Email: hwhite65@eq.edu.au



VISUAL ART

Faculty: The Arts

WHY STUDY:

The visual images created through diagrams, pictures and symbols represent a powerful and persuasive means of communication. When students study Art they are learning to be visually literate. It is this visual literacy which enhances students' capabilities to think, create and question, and provide skills to interpret and express ideas.

COURSE OUTLINE:

TERM 1	TERM 2
UNIT 1 - Beyond Real <ul style="list-style-type: none"> • Surrealism • Collage • Drawing • Sculpture • Art folio of work demonstrating the elements of art. 	UNIT 2 - Personal Maps <ul style="list-style-type: none"> • Mixed Media • Collage • Photography • Lino Printing • Investigate personal relationships through art.

ASSESSMENT:

Students are assessed on their making and appraising ability. Assessment includes folios of making, resolved artwork and an exam.

HOMEWORK AND STUDY:

It is expected that students will complete any unfinished class work and collect recyclable materials for homework. Written assessment will require research and preparation. Private study for exam is expected.

PATHWAYS:

In Years 10, 11 and 12 students will extend their visual arts capacity and will be given the opportunity to explore their own passions in 2D and 3D art in their selected medium. Students must have a willingness to spend time practising Art beyond lesson time. It is advisable that Art be taken in Year 10 to build skills if students intend to study Art in Years 11 and 12. Careers include: Architect, Interior Design, Advertising, Photography, Gallery Director, Fashion Designer, Layout Artist, Art Dealer, Window Dresser, Beautician, Illustrator, Graphic Design, Cartoonist, Digital Design for Games and Webpages.

USER PAYS SUBJECT FEES: NIL

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhugh21@eq.edu.au