



Subject Guide

Year 10

YEPPOON STATE HIGH SCHOOL

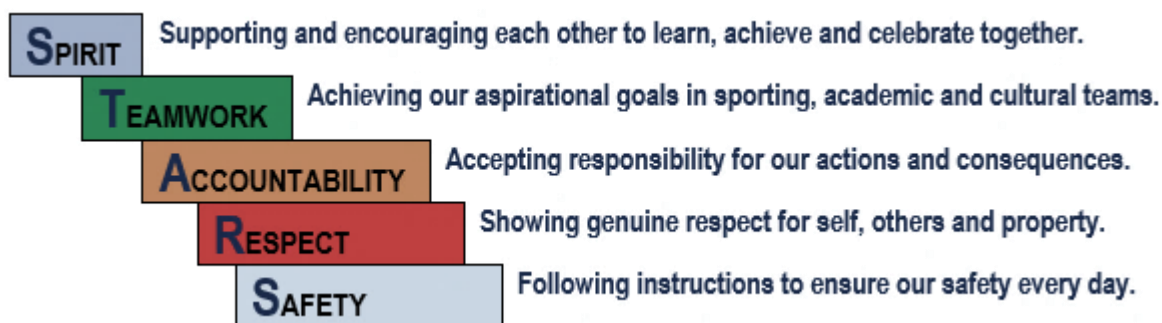
Together we succeed

PRINCIPAL'S WELCOME

Dear parents and carers

Thank you for choosing our school for your child's secondary education. At Yeppoon State High School, we have established expectations which support every child's improvement, be that academic, social or emotional.

These expectations are known as our "STARS":



We recognise the importance of an effective transition between primary school and high school. As such, our school provides a broad range of experiences to enable informed choices as each student progresses into each phase of learning; junior, middle and senior secondary.

Regards

James O'Neill

Principal



Contents

PRINCIPAL’S WELCOME	2
Curriculum Intent	6
Compulsory Schooling	6
Subject Selection Process	7
PREREQUISITES FOR SENIOR SUBJECTS	7
Course Organisation in Year 10	8
Selecting Subjects – Guidelines	10
Career planning resources	11
COURSE OFFERINGS	12
2024 Year 11 subject prerequisites	13
About the senior assessment and tertiary entrance systems	14
Mandatory Subjects	16
ENGLISH	16
ENGLISH FOUNDATION	17
ENGLISH EXTENSION (LITERATURE)	18
FOUNDATION MATHEMATICS	19
MATHEMATICS	20
MATHEMATICS EXTENSION	21
SHORT COURSE IN CAREER EDUCATION	22
Elective Core Subjects	23
HEALTH AND PHYSICAL EDUCATION	23
HEALTH AND PHYSICAL EDUCATION NETBALL	25
HEALTH AND PHYSICAL EDUCATION RUGBY LEAGUE	27
HEALTH AND PHYSICAL EDUCATION EXTENSION	29
INTRODUCTION TO SPORT, FITNESS & RECREATION	31
HISTORY	32
SCIENCE – BIOLOGY/MARINE	33
SCIENCE – CHEMISTRY/PHYSICS	34
SCIENCE – SCIENCE IN PRACTICE	35
Elective Subjects	36
TECHNOLOGY FOOD AND FIBRE	36
METAL TECHNOLOGIES	38
WOOD TECHNOLOGIES	39
DIGITAL TECHNOLOGIES	40

DRAMA 41

ECONOMICS AND BUSINESS 43

FOOD TECHNOLOGIES 45

JAPANESE 46

MEDIA ARTS..... 48

MUSIC 49

VISUAL ART 51

CERTIFICATE II IN ACTIVE VOLUNTEERING 53

CERTIFICATE II – MEASUREMENT AND SAMPLING 54

CERTIFICATE I – CONSTRUCTION 55

Enrichment Subject 56

 Instrumental Music 56

 Music Excellence 56

USI Information for parents and students 57

Complaints and Appeals Policy..... 59

Instructions to Assist With Subject Selection..... 60

Management and Support Structure

EXECUTIVE

Principal	Mr James O’Neill
Deputy Principal Year 7-8	Mr Dylan Kussrow
Deputy Principal Year 9-10	Mr Patrick Coe
Deputy Principal Year 11-12	Ms Dani Pozzetti
Deputy Principal Diversity and Inclusion	Mrs Kerri Wellspring
Business Services Manager	Mrs Grace Linaogo

HEADS OF DEPARTMENT

The Arts	Ms Peta McAllister
Business & Information Technology	Ms Sandra Byrt
English	Mr Shane Dwyer
Health & Physical Education	Mr John Cronin
Technologies	Ms Amanda Cole
Junior Secondary (Years 7 and 8)	Mrs Lisa Whitworth
Middle Secondary (Years 9 and 10)	Mrs Phebe Chelepy
Senior Secondary (Years 11 and 12)	Ms Rhianna Titmarsh
Mathematics	Mrs Taylor Olsson
Science	Mrs Caledonia Yore
Social Sciences & Languages	Mr Nigel Hutton
Transitions and Pathways	Mr Shannon Boyle

SUPPORT STAFF

Guidance Officer (Years 7-9)	Ms Peta Thomas/Ms Shannon Devenish
Guidance Officer (Years 10-12)	Mrs Lisa Ramsey
Guidance Officer (Wellbeing)	Mrs Roxanne Franke
International Student Program Coordinator	Ms Samantha West
International Homestay Coordinator	Mrs Kylie Johnstone
School Chaplain	Ms Amelia Sell
Industry and Vocational Training Officer	Mrs Heather Sanders
Youth Support Coordinator	Mrs Kerrie McDonald
Youth Worker	Mrs Jillian Jeffries
Link and Launch Coordinator	Mrs Emma Kirkland
School Nurse	Mrs Mischa Lawford

Curriculum Intent

Our curriculum aims are to:

- Offer diverse options for students to achieve their preferred future pathway including Vocational Education pathways
- Offer a strong academic pathway for students who are interested in further studies beyond school (eg: University)
- Facilitate a deep understanding of each students individual future pathway as they move from the Middle School into the Senior School
- Widen the range of subject choices from Year 8 into Year 9, then again from Year 9 into Year 10 to enhance student engagement
- Increase the number of students completing school through to Year 12.

Compulsory Schooling

The education laws for compulsory schooling include:

1. Students are required to stay at school until the end of Year 10, or until they turn 16 whichever comes first.
2. When students complete their compulsory schooling, they will be required to participate in education and training for a further two years or:
 - a. until they have gained a Queensland Certificate of Education; or
 - b. a Certificate III vocational qualification; or
 - c. until they turn 17.
3. Alternatively, after completing their compulsory schooling, young people are able to enter the workforce, as long as they are in paid work for at least 25 hours a week.

Subject Selection Process

At Yeppoon SHS we focus on collaboratively working to improve student engagement and to optimise student potential. Strategies have been developed to help students enjoy school which in turn means they will learn more effectively.

Our Yeppoon SHS core values of Spirit, teamwork, accountability, respect and safety are at the core of our expectations required to optimise student learning and student outcomes. It is well documented that a student who feels they are valued in the school and feels a part of the school community will engage more in their learning.

Yeppoon State High School students will be required to complete a Senior Education and Training (SET) Plan in Year 10. This plan is designed to map out what, where and how a student intends to study during their senior phase of learning. The SET Plan will assist the students to structure their learning around their abilities, interests and ambitions. The school and students will regularly review the SET Plan to monitor progress towards each student's intended learning outcome.

PREREQUISITES FOR SENIOR SUBJECTS

Yeppoon State High School works to ensure that students make realistic, goal oriented subject selections for their senior studies and have students avoid unnecessary subject changes as a consequence of subject selections for which they do not possess the underlying skills and/or knowledge base.

As such, a range of Year 11 subjects have Year 10 prerequisite achievement levels that generally relate to standards of achievement in Year 10 English, Mathematics, Science and Humanities.

Students are only permitted to select these Year 11 subjects if they meet the identified Year 10 prerequisites. The prerequisites for these subjects can be found in the table preceding the subject offerings.

In situations where a student does not have the necessary Year 10 prerequisites but wish to study a subject with prerequisites, they **must make an appointment with the relevant Head of Department to discuss their situation.** Students who select Year 11 subjects for which they do not have prerequisites and have not consulted with the school, will be required to reselect. (Requires documentation through OneSchool contact when this occurs)

We wish each student all the very best in their final year in the middle school and know that a successful transition into the senior school will be a result of the ongoing productive partnerships between staff and our college community of students and parents.

Course Organisation in Year 10

All Year 10 students will study English and Mathematics in both semesters, as well as studying the Short Course in Career Education. Students will also choose 4 core elective subjects (two in each semester). Finally, students will study two general electives for the full year.

Mandatory Subjects (2 semesters):

English (to be advised by English HoD)

- English Foundation—Short Course Literacy (Semester 2), or
- English, or
- English Extension (Literature).

Mathematics (to be advised by Mathematics HoD)

- Mathematics Foundation, or
- Mathematics, or
- Mathematics Extension, or
- Short Course Numeracy (Semester 2)

Short Course Career Education

Elective Core Subjects (1 semester unless stated otherwise):

History

Health and Physical Education

- Health and Physical Education (General), or
- Health and Physical Education (Extension), or
- Health and Physical Education (Rugby League), or
- Health and Physical Education (Netball),
- Certificate II in Sport Coaching (12 month course)
- Introduction to Sport and Fitness (Binnacle)

Science

- Biology / Marine Sciences
- Chemistry / Physics
- Science in Practice
- Certificate II in Sampling and Measurement (12 month course)

General Electives:

Certificate II in Active Volunteering

Arts (may choose more than 1)

- Drama
- Media
- Music
- Visual

Technologies (may choose more than 1)

- Food and Fibre
- Food Technologies
- Wood Technologies
- Metal Technologies
- Certificate I in Construction (12 month course)
- Digital Technologies

Japanese

Economics and Business

An Instrumental Music Program operates within the existing subjects by students going to specialised lessons.

Selecting Subjects – Guidelines

- Students are encouraged to discuss subject choices with teachers. Staff have an understanding of your student's strengths and weaknesses, and will be able to give them guidance on the appropriateness of their subject choice.
- Students will be required to study two (2) elective subjects.
- Students will be required to identify an additional two (2) electives of interest for consideration should their first two preferences not be available (see *Selecting Subjects – Clauses* outlined below.)
- Elective subjects are studied for the whole of Year 10.
- Students will have many influences at this time of subject selection: personal likes/dislikes, career aspirations, expectations of family and others, influence of friends and media.
- The subjects you choose should include subjects which:
 - you are interested in
 - you have experienced past success with
 - may lead to your preferred career path
 - optimise opportunities to reach your potential.
- Make use of this booklet which provides information about each elective subject
- If parents have any questions regarding the process of subject selection, please contact Mr Patrick Coe or Phebe Chelepy on 4925 1333 for assistance.

SELECTING SUBJECTS – SUBMITTING YOUR FINAL CHOICES

Final subject choices are submitted online through OneSchool. The OneSchool website is <https://oslp.eq.edu.au> and students are required to have their school ID and password to access the site. An information sheet with stepped instructions for the submission of these online selections will be provided to students the week prior to the online selections opening.

Students will be advised of the timeline for submitting their choices. To avoid disappointment, it is important that online subject selection is submitted on time.

SELECTING SUBJECTS – WHAT IF YOU CHANGE YOUR MIND?

If students change their mind after the submission of their subject selection on OneSchool, encourage them to speak to either Mr Coe or Mrs Chelepy if they wish to change their selections. Once this process 'closes' the opportunity for change will be minimal because of the extensive range of factors that impact on the selection and timetabling process. Some of these factors are described below.

SELECTING SUBJECTS – CLAUSES

- Whilst every effort will be made to accommodate a student's preferences, scheduling and the availability of resources will mean that not every student will be assigned their first two preferences. When a class/subject reaches maximum capacity, no additional students can be enrolled into that class/subject. Therefore, you will be required to select two (2) additional electives that you are prepared to study.
- Students also need to be aware that the availability of a particular subject for an individual student is dependent upon a number of important factors:
 - Class groupings in the core subjects English, Mathematics, Science and History
 - Availability of staff and physical resources such as specialist classrooms

- Class size numbers
- Late submission of elective preferences.

Career planning resources

As part of the Year 10 program at Yeppoon SHS, students will complete the Short Course in Career Education. There are many useful resources that students may use in addition. Some of these include:

- a. www.myfuture.edu.au – Australia’s National Career Information Service
- b. www.jobguide.deewr.gov.au – Is where you can find every out about any occupation
- c. www.tafe.qld.gov.au – Queensland TAFE Handbook
- d. The QTAC Guide is useful for information on tertiary courses offered through QTAC
- e. The Tertiary Prerequisites 2024 book provided by QTAC to all year 10 students
- f. www.qtac.edu.au – Queensland Tertiary Admissions Centre website provides information required for students wishing to further their study after school, and includes information on how students not eligible for an Overall Positions can gain entry into Tertiary courses.
- g. Brochures from industry groups provide information on various pathways within industry.
- h. <http://www.qcaa.qld.edu.au/Years1to10/whatnext.pdf> is a useful publication by QCAA that focuses on available pathways for students who are complete year 10.

Things to remember when choosing a PATHWAY

- i. Your greatest chance of success is choosing a pathway that is suited to your ability levels
- j. Find out everything you can about your possible career path and ensure you are covering any necessary prerequisites for this career
- k. Remember that with many occupations there is ‘More than one way in’. Investigate which path is best suited to your abilities. YOU CAN enter many career pathways through Certificate courses in the form of TAFE and/or School Based Traineeships and Apprenticeships.
- l. Not ALL students are suited to an ATAR (Australian Tertiary Admission Rank) Pathway.

COURSE OFFERINGS

Disclaimer: The information in this handbook is subject to change without notice due to human and physical resource allocations.

Fees will be invoiced within the first month of course commencement, invoices will be sent home with payment instructions and due dates. Please note only financial students can stay enrolled in a course to receive a certificate of qualification.

2024 Year 11 subject prerequisites

Subject	Type	Recommended Prior Knowledge
The Arts		
Drama	General	<ul style="list-style-type: none"> • C or better in Year 10 English • C or better in Year 10 Drama or equivalent in Speech and Drama exams
Music	General	<ul style="list-style-type: none"> • C or better in Year 10 English and Music • Performance ability in either an instrument or voice
Visual Art	General	<ul style="list-style-type: none"> • C or better in Year 10 English • C or better in Year 10 Art
Business Enterprise Technology & eLearning		
Business	General	<ul style="list-style-type: none"> • C or better in Year 10 Mathematics
English		
English	General	<ul style="list-style-type: none"> • B or better in Year 10 English or English Extension
English Literature	General	<ul style="list-style-type: none"> • B or better in English or English Extension
Mathematics		
General Mathematics	General	<ul style="list-style-type: none"> • C or better in year 10 Mathematics
Mathematical Methods	General	<ul style="list-style-type: none"> • B or better in year 10 Mathematics or C or better in Mathematics Extension
Specialist Mathematics	General	<ul style="list-style-type: none"> • B or better in year 10 Mathematics or C or better in Mathematics Extension
Health and Physical Education		
Physical Education	General	<ul style="list-style-type: none"> • C or better in Year 10 English and HPE
Science		
Biology	General	<ul style="list-style-type: none"> • C or better in Year 10 Biology/Marine Science and English
Chemistry	General	<ul style="list-style-type: none"> • C or better in Year 10 Chemistry/Physics, English and Mathematics
Physics	General	<ul style="list-style-type: none"> • C or better in Year 10 Chemistry/Physics, English and Mathematics
Marine Science	General	<ul style="list-style-type: none"> • C or better in Year 10 Biology/Marine Science and English
Social Sciences/Languages Other than English		
Ancient History	General	<ul style="list-style-type: none"> • C or better in Year 10 History and English
Japanese	General	<ul style="list-style-type: none"> • C or better in Year 10 Japanese
Modern History	General	<ul style="list-style-type: none"> • C or better in Year 10 History and English
Vocational Education		
Certificate I in Construction CPC10111	VET	Reasonable level of numeracy and Literacy would be required in order to be successful in this course
Certificate III in Fitness SIS30315	VET	<ul style="list-style-type: none"> • C or better in Year 10 English
Certificate III in Health Services Assistance	VET	<ul style="list-style-type: none"> • C or better in Year 10 English

The student resource scheme will indicate Approximate Total Costs: Costs may be incurred for field trips, subject-specific materials, subject-specific clothing and equipment, camps, competitions, performances, workshops, ingredients, entry fees, and travel. Costs incurred are represented as a total approximate figure for the two year course. Payment plans are available upon request. Please contact the Business Services Manager, Grace Linaogo 4925 1333 for more information.

About the senior assessment and tertiary entrance systems

Senior assessment and tertiary entrance systems changed in Queensland with students entering Year 11 in 2019.

The new systems include:

- a model that uses school-based assessment and external assessment
- processes that strengthen the quality and comparability of school-based assessment
- introducing the Australian Tertiary Admission Rank (ATAR).

Resources and support for the new system can be found at the QCAA website.

<https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/resources>

A current list of subjects that Yeppoon State High School **may choose** in Year 11 to offer is included below.

Syllabus	Subject classification
English	General
Essential English	Applied
Physical Education	General
Sport and Recreation	Applied
Ancient History	General
Business	General
Business Studies	Applied
Modern History	General
Social & Community Studies	Applied
Japanese	General
Essential Mathematics	Applied
General Mathematics	General
Mathematical Methods	General
Specialist Mathematics	General
Technology Food and Fibre	Applied
Aquatic Practices	Applied
Biology	General
Chemistry	General

Syllabus	Subject classification
Physics	General
Furnishing Skills	Applied
Information & Communication Technology	Applied
Hospitality Practices	Applied
Drama	General
Media Arts in Practice	Applied
Music	General
Visual Art	General
Visual Arts in Practice	Applied

Mandatory Subjects

ENGLISH

ENG

Mandatory Subject

Pre-requisite to study in semester two

C in Year 10 English Semester 1

Brief Description of Subject

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	<p>Sport and Culture A close examination of the role sport plays in Australian culture, and the way experience of sport marginalises or includes. Study may include issues of sexism, racism or the advantages of sport.</p>	<p>Persuasive text: how ideologies and groups are privileged by attitudes to sport. Spoken</p>
TERM 2	<p>Literature In class students will read and study a class novel. They will then write an analytical essay about how narrative conventions construct representations in the text.</p>	<p>Exam Essay in response to novel exploring contested social issues.</p>
TERM 3	<p>Responding to Drama Texts A reading of a drama text to challenge representations of groups.</p>	<p>Extended Written Short story in response to Shakespearean text.</p>
TERM 4	<p>Shakespeare and Today Students will read and enjoy a Shakespearean play. They will analyse plot and character elements and compare this to contemporary texts.</p>	<p>Extended Written Extended essay comparing Shakespearean and contemporary text.</p>
Criteria	<p>The exit standards are described in terms of</p> <ul style="list-style-type: none"> responding to literature and text creating literature and text. 	

Required Course Materials

As per the stationary guidelines for year 10.

Future Pathways

Year 11 & 12	English Extension (General)	General English (General)	English Foundation (Applied)
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ENGLISH FOUNDATION

ENF

Mandatory Subject

Brief Description of Subject

Students engage with a variety of texts with the intention of making personal meaning. They interpret, create, justify, evaluate and perform through a range of texts primarily designed to inform and persuade. Texts include media texts, fiction, non-fiction, script, journal and multimodal texts that are predominantly centred around local and real-world content. Students develop skills of critical thinking and self-reflection through an array of authentic learning opportunities

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	The Capricorn Coast – Travel Vlog An investigation of the ways cultural assumptions, attitudes, values and beliefs underpin texts effectively shaping representations of identities, places and events.	Persuasive Text: A vlog persuading online viewers to include the Capricorn Coast as one of their travel destinations. Spoken/Filmed.
TERM 2	The Character Study – Character Perspectives A close examination of characters in a novel to identify character perspectives and generate creative texts written from the point of view of minor characters.	Extended Written: A newspaper article and two journal entries that demonstrate an array of perspectives of the same event within the novel.
TERM 3	Literacy Short Course – Personal Identity and Education An exploration of personal identity, identifying individual learning styles and achieving personal goals.	Extended Written: A blog post informing an online audience of a social issue that impacts teens in Yeppoon and their developing identities. Learning Journal: A journal reflecting on the learning journey across the unit and in undertaking the written task.
TERM 4	Literacy Short Course – The Working Environment An understanding of the skills required when communicating with wider communities in specific and non-specific settings, especially workplace orientated.	Extended Response: 4-6 mins spoken response to an issue in the media related to work. Reading comprehension task. Answering questions related to previously unseen written and audio-visual material.
Criteria	The exit standards are described in terms of <ul style="list-style-type: none"> responding to literature and text creating literature and text. 	

Required Course Materials

As per the stationary guidelines for year 10.

Future Pathways

Year 11 & 12

English Essential
(Applied)

ENGLISH EXTENSION (LITERATURE)

ENX

Mandatory Subject (Chosen instead of English)

Prerequisites: At least a B in Year 9 English

Brief Description of Subject

Students will become familiar with various literary styles and structures that shape how texts are received and responded to by audiences. They will consider how text choices engage readers imaginatively, emotionally and critically. Students will value and appreciate the craft of literary texts, discuss significant ideas and the qualities of texts. Students will be introduced to key terms, concepts and practices that prepare them for further studies in literature.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Create and present an imaginative spoken or multimodal piece that reinterprets a character, and places them in a different context from that of the original text.	Imaginative spoken response: A multimodal response to a character from a specific text. Spoken/Filmed.
TERM 2	Novel study: A close study of a specific text. Examine the textual and structural choices used by the author to shape audience’s response.	Extended Written response: Analytical examination to a seen question.
TERM 3	Crime Fiction: Analysing a range of texts from the crime fiction or mystery genre. Analysis of the conventions, structure and tropes of this particular genre.	Imaginative written response: Narrative to suit the crime fiction genre.
TERM 4	Shakespeare Study: A close study of a chosen play. Analysis of themes, characters and the context of the play.	Extended Written Response: Analytical examination to an unseen question
Criteria	The exit standards are described in terms of <ul style="list-style-type: none"> • responding to literature and text • creating literature and text. 	

Required Course Materials

As per the stationary guidelines for year 10.

Future Pathways

Year 11 & 12	General English (General)	English Literature (General)	English Essential (Applied)
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FOUNDATION MATHEMATICS**MAF**

Mandatory Subject

Brief Description of Subject

Foundation Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Measurement and Geometry, Trigonometry and Statistics	1 x Problem Solving and Modelling Task 1 x Written Examination
TERM 2	Financial Mathematics (Simple and Compound Interest), Probability, Congruency and Similarity	1 x Written Examination
TERM 3	Linear Relationships and Algebra	1 x Problem Solving and Modelling Task
TERM 4	Financial Mathematics	1 x Problem Solving and Modelling Task
Criteria	The exit standards are described in terms of <ul style="list-style-type: none"> Understanding, Fluency, Problem Solving and Reasoning. 	

Required Course Materials

As per the stationary guidelines for year 10 plus a scientific calculator.

Future Pathways**Year 11 & 12****Essential Mathematics (Applied)**

MATHEMATICS**MAT**

Mandatory Subject

*Prerequisites – At least a C in Year 9 Mathematics***Brief Description of Subject**

Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students will practice problem-solving strategies that help to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Measurement and Geometry, Trigonometry and Statistics	1 x Problem Solving and Modelling Task 1 x Written Examination
TERM 2	Financial Mathematics (Simple and Compound Interest), Probability, Congruency and Similarity	1 x Written Examination
TERM 3	Linear Relationships and Algebra	1 x Problem Solving and Modelling Task
TERM 4	Non-Linear Relationships	1 x Written Examination
Criteria	The exit standards are described in terms of <ul style="list-style-type: none"> Understanding, Fluency, Problem Solving and Reasoning. 	

Required Course Materials

As per the stationary guidelines for year 10 plus a scientific calculator.

Future Pathways**Year 11 & 12****General Mathematics (General)****Essential Mathematics (Applied)**

MATHEMATICS EXTENSION

MAX

Mandatory Subject (Chosen instead of Mathematics)

Prerequisites: At least a B in Year 9 Mathematics, or C in Yr9 Extension Mathematics, Band 8 or above in NAPLAN Numeracy

Brief Description of Subject

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
Term 1	Measurement and Geometry, Trigonometry and Statistics	1 x Problem Solving and Modelling Task 1 x Written Examination
Term 2	Financial Mathematics (Simple and Compound Interest), Probability, Congruency and Similarity	1 x Written Examination
Term 3	Linear/Non-Linear Relationships and Algebra	1 x Problem Solving and Modelling Task
Term 4	Algebra, Index Laws, Logarithms, and The Unit Circle	1 x Written Examination.
Criteria	The exit standards are described in terms of <ul style="list-style-type: none"> Understanding, Fluency, Problem Solving and Reasoning. 	

Required Course Materials

As per 10 Mathematics, students also have the additional option of purchasing a graphics calculator (TI NSpire NON-Cas) in Semester 2 (these are required for Math Methods and Specialist). **If students are able to purchase these for Semester 1 they are highly recommended to do so.**

Future Pathways

Year 11 & 12	General Mathematics (General)	Mathematical Methods (General) Recommended for students studying extension	Specialist Mathematics (General) Must be studied with Math Methods.
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SHORT COURSE IN CAREER EDUCATION

Mandatory Subject

Brief Description of Subject

The Short Course in Career Education focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career.

Career Education encompasses career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
SEMESTER 1	<p>My options for the future In this topic, students consider their future directions. They explore job and/or career options that incorporate their interests and skills, and set personal goals as they prepare to make successful transitions to work, career and further education and/or training</p>	<p>Extended written response – career investigation. Students investigate possible career pathways. They map the requirements of these potential pathways to their personal skills and attributes, decide on a chosen pathway and develop an action plan to achieve their career goal. Students present a written report on the results of their findings.</p> <p>Student learning journal</p>
SEMESTER 2	<p>My Current Skills and Attributes In this topic, students begin to develop the self-knowledge, contemporary work skills and resilience necessary to thrive in the 21st century. They come to understand the skills and processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related and career contexts and activities.</p>	<p>Presentation of workplace interview or survey. The presentation is an independent task that requires students to conduct an interview or survey relevant to work, workplaces or careers. Students are required to use spoken/signed language to communicate their findings to a live or virtual audience.</p> <p>Student learning journal</p>

Required Course Materials

As per the stationary guidelines for year 10.

Elective Core Subjects

HEALTH AND PHYSICAL EDUCATION

HPE

Elective Core Subject

Brief Description of Subject

The study of Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of contemporary Australians. HPE 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.

Year 10 HPE is designed to offer some degree of transition to senior subjects and provide a ‘sampler’ to help students make an informed decision when choosing senior subjects.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1 & 3	<p>Unit 1: Body Systems and Bodily Diseases</p> <p>In this unit, students study the systems that exist within the human body and investigate how they work together to keep the human body functioning. They study how the body grows with development, and how the living structures change overtime. They study organs, bones and muscles that assist the body with movement in everyday life, and research diseases that negatively affect the structure and function of a part, or all of the organism. Students study the medical procedures available to treat diseases and illnesses, applying some knowledge of first aid.</p>	<p>Assessment 1: Examination Students are tested through multi-choice questioning, short response and extended response within exam conditions.</p> <p>Assessment 2: Physical performance Based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities and judgments relating to the quality of performance are made iteratively and recorded on observation records.</p>
TERM 2 & 4	<p>Unit 2: Fit for Purpose</p> <p>In this unit, students design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels. Students explore how technology enables fitness tracking to occur and how it can be used to record and monitor fitness sessions and the achievement of fitness goals.</p> <p>Students experience a range of fitness activities and movements within the world of fitness, designed to enhance wellbeing.</p>	<p>Assessment 1: Project-folio (two modes) Students create, implement and evaluate a personal fitness plan designed to reach specific fitness goals. They will use research on effective training methods to design the plan and ICTs to track their performance across a five-week period.</p> <p>Assessment 2: Physical performance Based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities and judgments relating to the quality of performance are made iteratively and recorded on observation records.</p>

Criteria	<p>The exit standards are described in terms of</p> <ul style="list-style-type: none"> • Investigating health information and situations - Analysis of contextual factors influencing identities, relationships, decisions and behaviours, cultures, community health - Decision making and problem-solving skills to take action to enhance own and others' health • Performance and practical application - Application of movement and strategies - Demonstration of leadership, fair play and cooperation
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Required Course Materials:

Hat, USB, book and writing material, appropriate shoes for physical activity

Future Pathways

Year 11 & 12	Physical Education (General)	Sport & Recreation (Applied)	Certificate III in Fitness (VET)
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HEALTH AND PHYSICAL EDUCATION NETBALL

NBL

Elective Core Subject (replaces HPE Core)

Brief Description of Subject

Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of contemporary Australians. HPE 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.

Year 10 HPE Netball is designed to offer students the opportunity to study HPE in an all-female learning environment. This subject focuses on the sport of netball but includes a range of other physical activities as it aligns to the HPE Australian Curriculum. The unit content and assessment are the same as Core HPE.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	<p>Unit 1: Body Systems and Bodily Diseases</p> <p>In this unit, students study the systems that exist within the human body and investigate how they work together to keep the human body functioning. They study how the body grows with development, and how the living structures change overtime. They study organs, bones and muscles that assist the body with movement in everyday life, and research diseases that negatively affect the structure and function of a part, or all of the organism. Students study the medical procedures available to treat diseases and illnesses, applying some knowledge of first aid.</p>	<p>Assessment 1: Examination Students are tested through multi-choice questioning, short response, and extended response within exam conditions.</p> <p>Assessment 2: Physical performance (Netball) Based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities and judgments relating to the quality of performance are made iteratively and recorded on observation records.</p>
TERM 2	<p>Unit 2: Fit for Purpose</p> <p>In this unit, students design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels. Students explore how technology enables fitness tracking to occur and how it can be used to record and monitor fitness sessions and the achievement of fitness goals.</p> <p>Students experience a range of fitness activities and movements within the world of fitness, designed to enhance wellbeing.</p>	<p>Assessment 1: Project-folio (two modes) Students create, implement, and evaluate a personal fitness plan designed to reach specific fitness goals. They will use research on effective training methods to design the plan and ICTs to track their performance across a five-week period.</p> <p>Assessment 2: Physical performance (Netball) Based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities and judgments relating to the quality of performance are made iteratively and recorded on observation records.</p>

Criteria	<p>The exit standards are described in terms of</p> <ul style="list-style-type: none"> • Investigating <ul style="list-style-type: none"> - Analysis of contextual factors influencing identities, relationships, decisions and behaviours, cultures, community health/active living - Decision making and problem-solving skills to take action to enhance own and others' health/performance • Performance and practical application <ul style="list-style-type: none"> - Application of movement and strategies - Demonstration of leadership, fair play, and cooperation
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Required Course Materials

Hat
 USB
 Book and writing material
 Appropriate shoes for physical activity

Future Pathways

Year 11 & 12	Sport & Recreation (Applied)	Physical Education (General)	Certificate III in Fitness (VET)
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HEALTH AND PHYSICAL EDUCATION RUGBY LEAGUE

RLP

Elective Core Subject (Replaces Core HPE Subject)

Brief Description of Subject

The Rugby League subject has been devised to not only improve players Rugby League ability but more importantly to assist with the development of player’s self-awareness. The subject strives to build a culture within the class that allows all students to feel a part of a successful program and in turn give back to the program with positive behaviour and attitude.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	<p>Unit 1: Body Systems and Bodily Diseases</p> <p>In this unit, students study the systems that exist within the human body and investigate how they work together to keep the human body functioning. They study how the body grows with development, and how the living structures change overtime. They study organs, bones and muscles that assist the body with movement in everyday life, and research diseases that negatively affect the structure and function of a part, or all of the organism. Students study the medical procedures available to treat diseases and illnesses, applying some knowledge of first aid.</p>	<p>Assessment 1: Examination Students are tested through multi-choice questioning, short response, and extended response within exam conditions.</p> <p>Assessment 2: Physical performance (Netball) Based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities and judgments relating to the quality of performance are made iteratively and recorded on observation records.</p>
TERM 2	<p>Unit 2: Fit for Purpose</p> <p>In this unit, students design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels. Students explore how technology enables fitness tracking to occur and how it can be used to record and monitor fitness sessions and the achievement of fitness goals.</p> <p>Students experience a range of fitness activities and movements within the world of fitness, designed to enhance wellbeing.</p>	<p>Assessment 1: Project-folio (two modes) Students create, implement, and evaluate a personal fitness plan designed to reach specific fitness goals. They will use research on effective training methods to design the plan and ICTs to track their performance across a five-week period.</p> <p>Assessment 2: Physical performance (Rugby League) Based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities and judgments relating to the quality of performance are made iteratively and recorded on observation records.</p>

Criteria	<p>The exit standards are described in terms of</p> <ul style="list-style-type: none"> • Investigating health information and situations - Analysis of contextual factors influencing identities, relationships, decisions and behaviours, cultures, community health - Decision making and problem-solving skills to take action to enhance own and others' health • Performance and practical application - Application of movement and strategies - Demonstration of leadership, fair play and cooperation
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Required Course Materials

Hat
 USB
 Book and writing material
 Appropriate shoes for physical activity

Future Pathways

Year 11 & 12	Sport & Recreation (Applied)	Physical Education (General)	Certificate III in Fitness (VET)
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HEALTH AND PHYSICAL EDUCATION EXTENSION

HPS

Elective Core Subject

Pre-requisites: high interest and capability displayed in year 7-9 HPE and a planned pathway to Senior PE.

Brief Description of Subject

Extension Health and Physical Education is a semester-long elective subject that builds on student knowledge and interest in HPE from Junior HPE and prepares students for a pathway to Senior HPE. This program supports the Core HPE subject, extending students in complex theoretical areas explored in Year 11 and 12 PE. This enables students to be more prepared and also inform their senior subject selections, leading to a more successful selection. Like our Senior PE program, Extension HPE focuses on learning in, through and about sport with a personalised and integrated approach. This subject is based on semester-long units that give the student opportunities to participate in a wide range of physical activities. Assessment of performance occurs in two specific sports, but learning occurs through a range of different sports and physical activities.

Brief Course Assessment/Outline

SEMESTER 1	<p>Unit 1: Exercise Science and Enhancing Performance</p> <p>Netball and Exercise Physiology Students analyse their strengths and weaknesses in various fitness components and apply this to their knowledge of netball positions to evaluate which position they are best suited to.</p> <p>Volleyball, Motor Learning and Biomechanics Students learn how to analyse performance through the application of biomechanical principles and concepts. They evaluate their volleyball performance through the application of motor learning concepts and principles to understand how to enhance their performance in volleyball.</p>	<p>Assessment Instrument 1: Research report Research task investigating which netball position they are most suited to using exercise physiology principles and fitness testing</p> <p>Assessment Instrument 2: Physical Performance in netball Continuous assessment based on performance and decision making in physical performance environment</p> <p>Assessment Instrument 3: Project-Folio Students capture their execution of a volleyball movement sequence and how their process of learning has enhanced the biomechanics of their performance.</p>
SEMESTER 2	<p>Unit 2: Performance Awareness in Physical Activity</p> <p>Badminton and Tactical Awareness Students study how to improve performance through the application of tactics in play. This unit is run off-campus one lesson per week and involves a \$60/term fee to cover professional tuition, bus costs and equipment hire.</p> <p>Sport Psychology and Tennis Students study the important Role that Sports Psychology plays within the modern sporting world. They explore psychological concepts that effect athletic performance and then investigate a variety of psychological techniques and skills used to</p>	<p>Assessment Instrument 1: Project-folio Students investigate the principles of play and their utilization of a tactic in play and evaluate how it enhanced their performance.</p> <p>Assessment Instrument 2: Physical Performance in Badminton Continuous assessment based on performance and decision making in physical performance environment</p> <p>Assessment Instrument 3: Examination</p>

	combat the concepts in order to enhance performance.	
Criteria	<p>The exit standards are described in terms of</p> <ul style="list-style-type: none"> - Investigation - Movement and physical activity - Perform and refine specialized movement skills in challenging movement situations - Evaluate own and others’ movement compositions and provide and apply feedback in order to enhance performance - Develop, implement, and evaluate movement concepts and strategies for successful outcomes - Analyse the impact of effort, time, objects, and people when composing performing movement sequences - Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams - Transfer understanding from previous movement experiences to create solutions to movement challenges - Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities 	

Required Course Materials

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- Hat
 - USB
 - Book and writing material
 - Appropriate shoes for physical activity
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Future Pathways

Year 11 & 12	Sport & Recreation Cert III in Fitness (Option to study Physical Education)	Physical Education (Option to study Recreation or Cert III in Fitness in addition)	Sport & Recreation (Option to study Physical Education or Cert III in Fitness)
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INTRODUCTION TO SPORT, FITNESS & RECREATION

ISR

Elective Core Subject

Brief Description of Subject

Registered Training Organisation: Binnacle Training (RTO 31319)

This 4 Unit Short Course is a great Year 10 option prior to commencing the Binnacle Certificate III program in Year 11. Topics of study include sport coaching, personal development, self-awareness, healthy eating, and fitness programs. A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required. (4 UNIT SHORT COURSE). Please refer to the school website for [Binnacle Training's Program Disclosure Statement](#).

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 3	SISSSC001 - Conduct sport coaching sessions with foundation level participants BSBPEF302 - Develop self-awareness	Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience
TERM 4	BSBTWK201 - Work effectively with others BSBPEF201 - Support personal well-being in the workplace	Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience
Criteria	The Short Course is competency based. Therefore, students will need to be in class and working towards competence to be able to demonstrate the competencies outlined above. To achieve competency, students work through a range of assessment types including knowledge quizzes, short answer responses, practical demonstrations with checklist requirements and documentation. It is essential for students to have access to technology as all components are completed through an online Binnacle lounge.	

Required Course Materials

- USI
- Hat
- USB
- Book and writing material
- Appropriate shoes for physical activity

Future Pathways

Year 11 & 12	<p>Certificate III in Fitness (SIS30321) + Certificate II in Sport and Recreation (SIS20115) No duplication of units</p>	<p>Certificate III in Sport and Recreation (SIS30115) + Certificate II in Sport and Recreation (SIS20115) Replaces the 'Term 7 Add-On', no completing this, a maximum of 8 QCE Credits can be achieved.</p>
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HISTORY

HIS

Elective Core Subject

Brief Description of Subject

The study of history in Year 10 presents an emphasis on Australia in a global context, in the modern world. The course enables students to place themselves and their role as 21st century citizens in the world and fosters the key capabilities of reflection, critical inquiry and global mindedness. Students consolidate their conceptual understanding of cause and effect, change and continuity, significance, perspectives and contestability which enables them to be informed citizens.

Year 10 History provides an excellent foundation for students to transition to senior Ancient or Modern History which extend upon the skills in junior schooling.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1 & 3	<p>Depth Study 1: World War II Students analyse evidence to determine the causes and effects of the deadliest conflict in human history. We investigate if and how society has changed as a result of World War II. We also explore how Australia’s soldiers, prisoners of war and everyday civilians experienced the war in order for us to decide how a struggle, which claimed the lives of over 40,000 Australians, and approximately 50 million people worldwide, shaped our modern world.</p>	<p>Assessment Instrument 1: Short Answer Response Exam Students are tested on key dates, terms and concepts and use primary and secondary sources to respond to historical questions and demonstrate conceptual understandings.</p>
TERM 2 & 4	<p>Depth Study II: Rights and Freedoms In this depth study of Rights & Freedoms, we analyse evidence to determine the significance of events in the 20th century that brought improved rights to Australia’s indigenous people. We explore how the concept of human and civil rights led to successive Australian governments being challenged to improve the lives of Aboriginal and Torres Strait Islander peoples.</p>	<p>Assessment Instrument 2: Research Task and Essay Students develop an Inquiry Question and complete independent research before synthesizing their evidence into an essay.</p>
Criteria	<p>The exit standards are described in terms of:</p> <ul style="list-style-type: none"> • Questions and Research • Analysis of Sources • Communication • Knowledge and Understanding 	

Required Course Materials

120 Page A4 notebook, solely for History.
Pencil case incl. red & blue pens, ruler, scissors, glue and highlighters

Future Pathways

Year 11 & 12	Ancient History (General)	Modern History (General)
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SCIENCE – BIOLOGY/MARINE

SCI

Elective Core Subject

Brief Description of Subject

Science is a necessary part of today’s life. Science plays a most important role in the food we eat, how we live, the health and functions of our bodies, the knowledge and enhancement of our leisure activities, and our modern methods of communication and electronic games.

Knowledge of Science helps students to:

- better understand the dynamics and inter-relationships within the world they live
- make valid, informed decisions on issues in today’s technological society
- access the huge range of careers in plant & animal health, environment, industry, research.

Year 10 Science Biology/Marine Science is an introduction to Senior Biology and Marine Science. As such, students focus on Biology (living things) and Marine Science (Global systems and human impacts). Throughout the year students will be gaining the necessary new skills and knowledge to help them move smoothly into senior studies or the workforce.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
Term 1 & 3	Students will use models and diagrams to represent the relationship between DNA, genes and chromosomes. Predict ratios of offspring genotypes and phenotypes in crosses. Investigate the applications of gene technologies such as gene therapy and genetic engineering. This subject will be an introduction to General Biology.	Student Experiment Research Investigation Examination
Term 2 & 4	Students gain an understanding of the dynamic nature of Earth. They explore the relationship between technological advances and scientific discoveries. Students will model a cycle (such as the water, carbon, nitrogen or phosphorus cycle) within the biosphere. Investigate the effect of climate change on sea levels and biodiversity. This subject will be an introduction to Marine Science.	
Criteria	The exit standards are described in terms of <ul style="list-style-type: none"> • Understanding • Skills 	

Required Course Materials

As per stationary guidelines for year 10

Future Pathways

Year 11 & 12	Biology and Marine (General)	Aquatic Practices (Applied)
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SCIENCE – CHEMISTRY/PHYSICS

CHP

Elective Core Subject

Please note: Students planning on studying Physics in Year 11 and 12 must choose this subject in Semester 2, as this senior subject begins in Term 3, Week 9.

Brief Description of Subject

Science is a necessary part of today’s life. Science plays a most important role in the food we eat, how we live, the health and functions of our bodies, the knowledge and enhancement of our leisure activities, and our modern methods of communication and electronic games. (SEMESTER 2 ONLY)

Knowledge of Science helps students to:

- better understand the dynamics and inter-relationships within the world they live
- make valid, informed decisions on issues in today’s technological society
- access the huge range of careers in plant & animal health, environment, industry, research.

Year 10 Science Chemistry/Physics is an introduction to Senior Chemistry and Physics. As such, students focus on Chemistry (Periodic table and chemical reactions) and Physics (starting Alternate Sequence program for senior physics). Throughout the year students will be gaining the necessary new skills and knowledge to help them move smoothly into senior studies or the workforce.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
Term 1/3	During this term students investigate natural and processed materials, learning to classify them by their patterns of interactions with other materials, their properties and structures. Students will research the periodic table and its development and refinement over time, recognise that elements in the same group of the periodic table have similar properties. This topic will be an introduction to General Chemistry.	Student Experiment Research Investigation Examination
Term 2/4	During this term students learn the mathematical and experimental foundations of our understanding of forces, motion and energy. Within the context of Galileo’s experiments on motion, they conduct an extended experimental investigation. This unit has two overarching aims — that students understand the historical and cultural development of science and how scientific theories can change or be overthrown over time and the importance of mathematics and precise measurement in physics. Students will begin their transition to General Physics during term 4 of this subject.	
Criteria	The exit standards are described in terms of <ul style="list-style-type: none"> • Understanding • Skills 	

Required Course Materials

As per stationary guidelines for year 10

Future Pathways

Year 11 & 12	Chemistry and Physics (General)	Aquatic Practices (Applied)
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SCIENCE – SCIENCE IN PRACTICE

SIP

Elective Core Subject

Brief Description of Subject

Science is a necessary part of today’s life. Science plays a most important role in the food we eat, how we live, the health and functions of our bodies, the knowledge and enhancement of our leisure activities, and our modern methods of communication and electronic games.

Knowledge of Science helps students to:

- better understand the dynamics and inter-relationships within the world they live
- make valid, informed decisions on issues in today’s technological society
- access the huge range of careers in plant & animal health, environment, industry, research.

Year 10 Science in Practice allows students to expand their knowledge of the science world in a practical capacity. Students will work through a project and an investigation that allows them to enter the exciting world of citizen science. Throughout the year students will be gaining the necessary new skills and knowledge to help them move smoothly into senior studies or the workforce.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
Term 1/3	During this term, students learn foundations of our understanding of forces, motion and energy. Within the context of Galileo’s experiments on motion, they conduct an investigation. Students will engage in a practical nature with the fundamentals of physics. Students will understand how science has led to the development of devices such as the seatbelt in vehicles.	Investigation Report
Term 2/4	During this term, students investigate knowledge and skills of forensic science. Students will study the types of physical and biological evidence, evidence collection, the analysis of evidence. Students will investigate crime scenes and will apply their knowledge to a range of scenarios.	
Criteria	The exit standards are described in terms of <ul style="list-style-type: none"> • Understanding • Skills 	

Required Course Materials

As per stationary guidelines for year 10

Future Pathways

Year 11 & 12	Technology Food and Fibre (Applied)	Aquatic Practices (Applied)
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Elective Subjects

TECHNOLOGY FOOD AND FIBRE

TFF

Elective Subject

Brief Description of Subject

Agriculture studies provides students with a wide range of supportive learning experiences where individual ideas are valued and encouraged. Students develop knowledge and skills in environmentally sustainable practices aligned to industry standards and agricultural enterprises. A range of practical orientated activities allows students to participate in the planning, design, production and evaluation of real-world scenarios. Students experience a range of practical activities including animal husbandry, livestock handling techniques, livestock nutrition and live weight monitoring, sustainable gardening, agricultural tools and equipment and Agribusiness.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
Term 1	Unit 1: CATTLE YARDS <ul style="list-style-type: none"> Students plan and design safe and functional cattle yards. Produce a labelled and annotated plan Write a report or essay outlining solutions, workings and sustainability 	Assessment 1: Written report, including annotated plan of cattle yards
Term 2	Unit 2: FOOD AND NUTRITION <ul style="list-style-type: none"> Safe Agricultural Practices Animal husbandry—handling livestock Producers and Consumers Digestive Systems Livestock Nutrition and Monitoring Weigh and record Growth Data 	Assessment 1: Written report on the relationship between nutrition and the return on investment when selling cattle
Term 3	Unit 3: SUSTAINABILITY <ul style="list-style-type: none"> Students evaluate vertical gardening solutions and suitable plants for these systems. Students design a selection of gardens to increase production for small garden spaces. Research aspects of sustainable farming like alternative food sources e.g. insects, vertical gardens 	Assessment 1: Design folio – booklet including planning, design and evaluation elements. Assessment 2: Practical skills
Term 4	Unit 4: AGRIBUSINESS <ul style="list-style-type: none"> Research the global future food crisis and the aquaculture industry Design a land-based aquaculture solution to the problem Produce a labelled and annotated plan, they build a model of their design and write a report. 	Assessment 1: Design folio – booklet including planning, design and reflection elements. Assessment 2: Demonstration of safe and effective gardening and production skills

Criteria	The exit standards are described in terms of C1 Knowledge & understanding C2 Processes and Production Skills
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Required Course Materials

Exercise book and stationary

Wide brimmed hat (school hat is acceptable), school supplies gumboots, although these may be purchased by students

Excursions

CQLX Sale Yards

Future Pathways

Year 11 & 12	Technology Food and Fibre (Applied)
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METAL TECHNOLOGIES**TMM**

Elective Subject

Brief Description of Subject

In Metal Technologies, students design and produce designed solutions in a metalwork environment. They use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified needs or opportunities. Students work independently and collaboratively, while problem-solving. They use creativity, innovation and enterprise skills with increasing confidence and independence.

Students use a range of technologies to communicate, including a variety of graphical representation techniques. They identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, including sequenced time and cost, to manage a range of design tasks safely. They apply management plans, changing direction, when necessary, to successfully complete design tasks.

Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind. They learn to transfer theoretical knowledge to practical activities across a range of projects. Students will use the principles of metalworking to manufacture tool box, tack hammer, folding shovel and sliding bevel.

Brief Course Assessment / Outline

	Course Outline	Assessment Summary
Term 1	Examining workplace health & safety Applying metalworking techniques, including sheet metal folding	Practical Demonstration: Small Tool Box
Term 2	Examining workplace health & safety Applying metalworking techniques, including weight & balance	Design Project: Tack Hammer
Term 3	Examining workplace health & safety Applying metalworking techniques, including ergonomics	Design Project: Folding Shovel
Term 4	Examining workplace health & safety Applying metalworking techniques, including material properties	Practical Demonstration: Sliding Bevel
Criteria	Knowledge & understanding, processes & production skills	

Required Course Materials

2H pencils

Future Pathways

Year 11 & 12	Engineering Skills (Applied)
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WOOD TECHNOLOGIES

TMW

Elective Subject

Brief Description of Subject

In Wood Technologies, students design and produce designed solutions in a woodwork environment. They use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified needs or opportunities. Students work independently and collaboratively, while problem-solving. They use creativity, innovation and enterprise skills with increasing confidence and independence.

Students use a range of technologies to communicate, including a variety of graphical representation techniques. They identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, including sequenced time and cost, to manage a range of design tasks safely. They apply management plans, changing direction, when necessary, to successfully complete design tasks.

Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind. They learn to transfer theoretical knowledge to practical activities across a range of projects. Students will use the principles of woodworking to manufacture camp stool, timber case and occasional table.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
Term 1	Examining workplace health & safety Applying woodworking techniques	Practical Demonstration: Camp Stool
Term 2	Examining workplace health & safety Applying woodworking techniques, including timber joinery	Practical Demonstration: Timber Case
Term 3 & 4	Examining workplace health & safety Investigating sustainable housing Applying woodworking techniques, including furniture making	Extended Response: Sustainable Housing Design Project: Occasional Table
Criteria	Knowledge & understanding, processes & production skills	

Required Course Materials

2H pencils

Future Pathways

Year 11 & 12	Furnishing Skills (Applied)
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DIGITAL TECHNOLOGIES

DIG

Elective Subject

Pre-requisite:

C in Year 9 English

Brief Description of Subject

In Year 10 Digital Technologies, students will expand their knowledge by delving deeper into the world of digital innovation and cyber security. Students will refine their programming skills, mastering languages like Python and JavaScript to solve complex problems and create functional applications. Through hands-on projects, students will learn to design efficient algorithms, manage and analyse data, and gain a comprehensive understanding of digital systems and their components. They will explore the ethical and societal implications of technology, developing critical thinking and responsible digital citizenship. This year will also introduce them to emerging technologies, fostering creativity and adaptability as they navigate the ever-evolving digital landscape. Through a combination of practical projects, theoretical exploration, and real-world applications, students will develop a strong foundation for future technological endeavours.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Graphic Design (Adobe Photoshop)	Assessment Instrument 1: Design Challenge 1– Image Morphing
TERM 2	Robotics – EV3 Mindstorm	Assessment Instrument 2: Project/Portfolio
TERM 3	Digital Media	Assessment Instrument 3: Design Challenge 2
TERM 4	Cyber Security & Cyber Safety	Assessment Instrument 4: Exam/Portfolio
Criteria	The exit standards are described in terms of <ul style="list-style-type: none"> • understanding • skills. 	

Required Course Materials

- USB
- Headset/earbuds
- Writing Equipment
- Slimpick folder

Future Pathways

Year 11 & 12	Information Communication and Technology
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DRAMA

DRA

Elective Subject

Brief Description of Subject

This subject focuses on the ability to create roles and dramatic action, and communicate ideas and feelings in the inactive mode. Students select, sequence, and structure their work to build and shape dramatic action. They interpret, rehearse and perform their own scripts as well as existing texts. Students reflect on their own drama and the drama of other people, times and places. The significant components of drama are:

- Elements, conventions, forms and styles of drama
- Forming dramatic action; eg scriptwriting, improvisation
- Presenting dramatic action; eg scripted plays, mime
- Responding to dramatic action; eg journals, essay responding to live theatre.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
SEMESTER 1	<p><u>Visions of a World</u></p> <p>Students will explore various philosophical approaches to theatre making as they engage with non-realistic Theatre. By selecting and incorporating stylised movement and voice in realism and non-realistic performance work they will explore the origins, purpose and conventions of realism and expressionist theatre. Students will develop performance skills and theatrical techniques to create abstract, strange, symbolic and dreamlike performance works</p>	<p>MAKING AND RESPONDING:</p> <ul style="list-style-type: none"> • Forming – Game design • Presenting – group improvisation • Reflection
SEMESTER 1/2 Term 2 & 3	<p><u>The Producers – Scene Project</u></p> <p>Students will create a polished piece of theatre using a newly commissioned script. Through this project students will develop skills of directing and other production roles in communicating their directorial vision. They will develop performance skills in key dramatic styles as they progress towards the preparation of a polished piece of engaging Contemporary Theatre.</p>	<p>MAKING AND RESPONDING:</p> <ul style="list-style-type: none"> • Directorial Vision • Presenting • Reflection
Semester 2 Term 4	<p><u>Our Changing World</u></p> <p>The purpose of this unit is to give voice to the marginalised and forgotten in our local community. Students will create a Docudrama/ collage script for performance developing their skills in scriptwriting and performance skills in this dramatic style. Through an analysis of contemporary recorded live performances</p>	<p>MAKING and RESPONDING:</p> <ul style="list-style-type: none"> • Forming (Scriptwriting) • Examination – Analytical Extended Response

Achievement Standard

By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints. Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Required Course Materials

Small Exercise Book
 Pencil case incl. red & blue pens, ruler, scissors, glue and highlighters.

Future Pathways

Year 11 & 12

Drama (General)

ECONOMICS AND BUSINESS

ECB

Elective Subject

Pre-requisite to study - C in Year 9 English

Brief Description of Subject

The content for this subject is presented using a focus on contemporary issues, events and business case studies which stimulates student interest and curiosity. The content is intended to be taught through a relevant context, which will help students make the connections between what they are learning in class and events and issues in the real world. Students will work in the simulated workplace environment - Limitless Practice Firm on a rotational basis.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	GLOBAL ECONOMY <ul style="list-style-type: none"> Measuring economic performance Global Economics Economic Performance and Living Standards 	<ul style="list-style-type: none"> Examination Research Task
TERM 2	IMPROVING BUSINESS PRODUCTIVITY <ul style="list-style-type: none"> Business Structures Entrepreneurial skills and characteristics Factors Influencing consumer financial decisions Marketing Cost Benefit Analysis 	<ul style="list-style-type: none"> Shark Tank Pitch
TERM 3	MARKETING <ul style="list-style-type: none"> Marketing Mix Pricing Strategies Logos and Slogans Australian Consumer Law SWOT Analysis 	<ul style="list-style-type: none"> Examination
TERM 4	LEGAL STUDIES <ul style="list-style-type: none"> Legal Foundations Separation of Powers Courts of Australia Stakeholders in the Legal System Case Studies 	<ul style="list-style-type: none"> Examination/Case Study
Criteria	The exit standards are described in terms of being <ul style="list-style-type: none"> Business & economics knowledge Business & economics skills 	

Required Course Materials

A4 - 64 page exercise book
4 manila folders
Pencil case (rubber, ruler, scissors, pens and pencils)

Future Pathways

Year 11 & 12	Business (General)	Business Studies (Applied)
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FOOD TECHNOLOGIES

TFD

Elective Subject

Brief Description of Subject

In Food Technologies, students design and produce designed solutions in the context of food specialisations. They use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified needs or opportunities. They work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to global perspectives. They use creativity, innovation and enterprise skills with increasing confidence and independence.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, incorporating sequenced time and cost, to manage a range of design tasks safely. They apply management plans, changing direction, when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind. They learn to transfer theoretical knowledge to practical activities across a range of culinary projects.

Food Technologies is based on the wellbeing of individuals within the broader structure of family and community. Students are given the opportunity to develop an understanding of the importance of healthy eating, while exploring a range of culinary skills. They are empowered to think critically and creatively to solve contemporary problems, while ensuring socially and ethically responsible actions to enhance community wellbeing.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Investigating food sustainability Examining kitchen safety & hygiene	Extended Response: Food Waste Problem Practical Performance: (TBC)
TERM 2	Exploring cultural and fusion foods Examining kitchen safety & hygiene	Investigation: Fusion Foods Practical Performance: Italian Stuffed Chicken
TERM 3	Investigating nutrition & healthy eating Examining kitchen safety & hygiene	Design Project: Healthy Eating
TERM 4	Understanding culinary concepts Examining kitchen safety & hygiene	Investigation: Culinary Concepts
Criteria	Knowledge & understanding, processes & production skills	

Required Course Materials

As per stationary guidelines for year 10

Future Pathways

Year 11 & 12

Hospitality Practices (Applied)

JAPANESE

JAP

Elective Subject

Brief Description of Subject

Year 10 Japanese is a one year elective subject. It gives students the opportunity to engage meaningfully with people of other cultures and languages, and thereby enhance their understanding of their own language and culture. Intercultural competence is essential in the increasingly diverse and changing contexts in which we live and work.

Year 10 Japanese aims to build on the skills, knowledge and processes of the Year 8 and 9 Japanese courses. The course also serves as a transition into the senior phase of learning in Years 11 and 12. Through studying Year 10 Japanese, students will develop foundation knowledge of criteria, assessment and content that informs the Senior Japanese subject. Japanese is a developmental subject and continuity in learning Japanese is very important to build language skills. As a culminated learning experience, we run a two week tour of Japan biennially for the students who choose Senior Japanese.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	<p>Unit 1: Skill Building Students revise their Japanese proficiency and intercultural competence to further communication skills in preparation for welcoming Japanese visitors and becoming a <i>buddy</i> for them in real life. Students focus on particles and sentence structure.</p>	<p>Assessment Instrument 1: Reading Determining essential information, working out meaning in context, analyzing, evaluating, justifying and reflecting on cultural meanings incl. register and tone.</p> <p>Assessment Instrument 2: Writing Adherence to conventions of text type, use of pronunciation, register and grammar, displaying flexibility and originality, context and coherence.</p>
TERM 2	<p>Unit 2: Visiting Japanese Students Wako Kokusai is visiting our school in July. Students will play an important role on the first day, not only being buddies, but also participating in an orientation and school tour for them. Learning focuses on timetables, school facilities and guiding things studies in Australian schools.</p>	<p>Assessment Instrument 3: Listening Determining essential information, working out meaning in context, analyzing, evaluating, justifying and reflecting on cultural meanings incl. register and tone.</p> <p>Assessment Instrument 4: Speaking Selecting vocabulary, using cohesive devices, register and grammar, using acceptable pronunciation, responding to cues and cultural contexts, initiating and sustaining conversation.</p>

<p>TERM 3</p>	<p>Unit 3: Homestay in Japan Our sister school, Wako Kokusai High is coming soon. You may also be participating in our Japan Tour and visiting the sister school in future. What do you want to know about your Japanese Homestay family? What are their social expectations? You will develop skills for discussing housing and family rules.</p>	<p>Assessment Instrument 5: Reading Determining essential information, working out meaning in context, analyzing, evaluating, justifying and reflecting on cultural meanings incl. register and tone.</p> <p>Assessment Instrument 6: Speaking Selecting vocabulary, using cohesive devices, register and grammar, using acceptable pronunciation, responding to cues and cultural contexts, initiating and sustaining conversation.</p>
<p>TERM 4</p>	<p>Unit 4: Weekend with Japanese Homestay Family Yeppoon High run a Japan trip every two years. Wako High provides you with a homestay family. How would you like to spend time with them? Where would you like to go? What do you wish to experience in Japan? This unit gives you opportunities to further develop your Japanese skills which are useful for discussing topics like free time, needs and wants. You also learn languages for use in a shop and a restaurant.</p>	<p>Assessment Instrument 7: Writing Adherence to conventions of text type, use of pronunciation, register and grammar, displaying flexibility and originality, context and coherence.</p> <p>Assessment Instrument 8: Listening Determining essential information, working out meaning in context, analyzing, evaluating, justifying and reflecting on cultural meanings incl. register and tone.</p>
<p>Criteria</p>	<p>The exit standards are described in terms of:</p> <ul style="list-style-type: none"> • Listening - Interviews, talks. • Speaking - Role-plays, skits, interviews, reports, dialogues, talks. • Reading - Charts, posters, brochures, surveys, questionnaires, stories, letters and advertisements. • Writing - Letters and magazine articles. 	

Required Course Materials

120 Page A4 notebook, solely for Japanese.
 Pencil case incl. red & blue pens, ruler, scissors, glue and highlighters.

Future Pathways

<p>Year 11 & 12</p>	<p>Japanese (General)</p>
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MEDIA ARTS

MED

Elective Subject

Brief Description of Subject

This course aims to refine and extend upon media studies conducted during the junior years of schooling. It explores new and familiar concepts and techniques whilst using increasingly more sophisticated equipment and media software. In making and responding, students analyse and evaluate methods of communicating stories and points of view by refining and extending use of structure, intent, character, settings and genre conventions. Learning opportunities allow development of independent approaches and responses while experimenting with representation of subject, and communication of point of view.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
Semester 1	<p>Unit 1: Constructing Realities In this unit, students explore visual elements and how they can be used to create narratives within Media artworks. By developing an annotated show reel, they demonstrate their understanding of these conventions and how they can be skillfully used to enhance their film projects.</p> <p>Unit 2: From Darkroom to Digital This unit sequences the journey from darkroom photography to digital. Students will compare and contrast both techniques by exploring their fundamentals. It outlines the possibilities, and limitations, of each, and how they have changed the visual landscape of modern society.</p>	<p>RESPONDING AND MAKING:</p> <ul style="list-style-type: none"> showreel and workbook <p>RESPONDING AND MAKING: Design Folio and workbook</p>
Semester 2	<p>Unit 3: 60 Second Stories Narratives are skillfully woven through understanding of the conventions of visual language. Students, in this unit, analyse methods of developing narratives within film. They explore common structures, themes and elements in order to develop their own short narrative piece.</p> <p>Unit 4: Creating a Consumer Of all the creative streams, design is possibly the one in which most paid work arises. Using digital editing software, students explore the elements and principles of design, whilst developing media works which mimic the work for which designers are employed.</p>	<p>RESPONDING AND MAKING:</p> <ul style="list-style-type: none"> Short film and workbook <p>RESPONDING AND MAKING: Design Folio and workbook</p>
Achievement Standard	<p>By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks. Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.</p>	

Required Course Materials

As per stationary guidelines for year 10

Future Pathways

Year 11 & 12	Media Arts in Practice (Applied)
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MUSIC

MUS

Elective Subject

Brief Description of Subject

Year 10 Music focuses on the communication of ideas and themes through music.

The significant components of Music are:

- Interpreting, rehearsing and performing solo and ensemble repertoire in a range of forms and styles
- The analysis of music for its effectiveness in conveying ideas
- Composition of music utilising knowledge of the musical elements and the ability to manipulate these to create an effective piece of repertoire.

Year 10 is a salient year for students who enjoy music and want to learn how to create, understand and perform music in a variety of styles and genres. In this year students will learn about and be inspired by the work of other musicians and composers, with an emphasis on developing musical technique and evaluation skills.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
Semester 1	<p>Unit 1: Protest Music Protest Music sings of the refusal to bow to the powers that be, demonstrates the importance of standing up for what you believe in and having a voice. Students will analyse and evaluate some of the world’s most influential protest songs, taking inspiration for the composition of their own song of protest. Using music recording software, students will then record their protest song to share with their peers.</p> <p>Unit 2: Rock Music As a vehicle for conveying opinions, ideas, emotions and language to young people, rock music has no competition. But what exactly is rock? With so many varying subgenres of rock, it is difficult to provide one simple explanation. Throughout this unit students will develop performance skills, analyse exactly what makes rock, rock, as well as investigate the influence that society and technology have had on rock’s evolution from the 1950’s to now.</p>	<p>MAKING AND RESPONDING: Integrated Project – composition and Essay</p> <p>RESPONDING: Musicology Exam</p> <p>MAKING: Performance</p>
Semester 2	<p>Unit 3: Reggae Reggae music touches people's hearts around the world. Originating in the slums of Jamaica, reggae music is about immortal themes such as love, freedom, equality, peace and the oneness of humanity. Students develop composition skills by using music recording software to record their own reggae inspired song. Students will develop analysis skills as they closely examine the elements of reggae, such as bubble, syncopation, percussive fills and vocal toasting.</p> <p>Unit 4: Go Your Own Way Whether converting dance bangers to melancholic ballads or pop hits to garage-rock anthems, sometimes a complete 180 is exactly what a song’s missing. Students will analyse existing covers, taking inspiration for their own cover version of a song of their choice. Practical skills will be developed throughout the unit as students rehearse and perform their cover in front of their peers.</p>	<p>RESPONDING: Musicology - Essay</p> <p>MAKING: COMPOSITION Compose a Reggae inspired song</p> <p>MAKING AND RESPONDING – Integrated Project Performance and essay</p>

Achievement Standard	<p>By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.</p> <p>Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.</p>
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Required Course Materials

As per stationary guidelines for year 10

Future Pathways

Year 11 & 12	Music (General)
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VISUAL ART

ART

Elective Subject

Brief Description of Subject

This subject focuses on communicating ideas, feelings and experiences through visual expression. The significant components of Visual Art are:

- Making images and objects by applying art forms, materials, and processes
- Appraising images and objects using specialised art language from a variety of historical and cultural contexts
- Experiencing displays and exhibitions.

Year 10 is an important year for students who enjoy art and want to learn how to make a variety of art forms. At this level students will learn about and be inspired by the artworks of other artists with an emphasis on learning new techniques and developing skills, confidence and their imagination.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	COPY CAT: Appropriation a Post Modern Approach Students research artists and develop a folio exploring and investigating painting media techniques, processes, and classic and modern art styles. Students create and individual artwork based on Appropriation and personal expression.	MAKING: Folio, Journal, Painting and Artists Statement. RESPONDING: Research three artists’ using critical analysis, interpretation and evaluation.
TERM 2	TRIBAL: Students research artists and develop a folio of work focusing on 3 Dimensional works: clay, timber, wire, fibres, found objects. Students create a resolved artwork for display in collaborative exhibition.	MAKING: Journal, Folio of 3D Work and Resolved artwork for Display. RESPONDING: Essay
TERM 3	GET THE MESSAGE: Social Commentary. Students Research artists and develop a folio of work focusing on Graphic Communication, Printmaking, Photo collage and Drawing focusing on a social issue of personal relevance.	MAKING: Journal, Folio of Work and Reflective Statement. RESPONDING: Essay
TERM 4	GET MY MESSAGE: Social commentary Student’s research contemporary art forms i.e. Photography, 3D, 4D, performance, installation etc. Students research a personal concept, issue or subject to create a resolved work for display using any of the media, techniques or processes experienced in Yr 10.	MAKING: Resolved Works for Display in Collaborative Exhibition. RESPONDING: Reflective Statement and Artists Statement.

Achievement Standard	<p>By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas. They identify influences of other artists on their own artworks.</p> <p>Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</p>
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Required Course Materials

Course Materials are included in subject levy.

Future Pathways

Year 11 & 12	<p>Visual Art Visual Arts in Practice</p>
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CERTIFICATE II IN ACTIVE VOLUNTEERING

VOL

Elective Subject

Brief Description of Subject

This qualification allows students to develop an understanding of the concepts of service, volunteering and community work – through engagement with the community, both within and external to their school. Students will learn how to identify an area of need within the community and utilise their knowledge and skills for the benefit of others.

- Students develop a range of skills through the course which include:
- Building work and real-world skills, experience and confidence that is required in today’s workplaces.
- Adding value to their school studies and developing employability skills.
- Learning to transition from school to life in employment and further study.
- Developing workplace networks.

Brief Course Assessment/Outline

This course will be delivered:

- Face-to-face: Teacher-led within the school
- Online: Students undertake self-paced learning through Volunteering Queensland’s system. Theory assessment is marked wholly by the online system, allowing for reattempts at the student’s pace.

	Course Outline	Assessment Summary
	<p>Units of competency:</p> <p>Required Course Materials Core units:</p> <ul style="list-style-type: none"> • CHCVOL001 Be an effective volunteer • CHCDIV001 Work with diverse people • HLTWHS001 Participate in workplace health and safety • BSBCMM201 Communicate in the workplace <p>Elective units: Three units:</p> <ul style="list-style-type: none"> • HLTFSE001 – Follow basic food safety practices • PUACOM014 Contribute to community safety • BSBPER202 – Plan and apply time management 	<p>Assessment tasks require student to demonstrate both their knowledge and skills – in the workplace or in other relevant contexts. Students will collate a portfolio of evidence through a combination of assessment methods including:</p> <ul style="list-style-type: none"> • Practical Activity • Written Assessment • Observation • Volunteer placement • Project work • Case Studies

Required Course Materials

As per stationary guidelines for year 10. Course Materials are included in subject levy.

Future Pathways

Year 11 & 12	<p>Alternative pathways such as an apprenticeship or traineeship All Certificate Courses in regard to structure of delivery and mode of learning and assessment</p>
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CERTIFICATE II – MEASUREMENT AND SAMPLING

Elective Subject

Brief Description of Subject

This qualification covers the skills and knowledge required to perform a range of sampling and measurement as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors. This course is suitable to students who are interested in pursuing a career in biomedical science, pathology, chemical engineering and laboratory pathways.

Job roles /employment outcomes

The Certificate II in Sampling and Measurement offers entry level training for sampling and measurement skills applied across a range of industries. Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers, and many others.

Students will:

- follow set procedures to sample raw materials and products
- package, label, store and transport samples
- use simple equipment (hydrometers, thermometers and pH meters) to make measurements and perform basic tests
- may make visual inspection of products and packaging

Prerequisites

Students must be achieving A or B in year 9 Science and Maths to be eligible for this course. Students will be working independently and therefore effort and behaviour will be considered.

Brief Course Assessment/Outline

This course will be delivered:

- Face-to-face: Teacher-led within the school
- Online: Students undertake self-paced learning.

	Course Outline	Assessment Summary
	<p>Units of competency:</p> <p>Core Units</p> <ul style="list-style-type: none"> • MSL912001 Work within a laboratory or field workplace (induction) • MSL922001 Record and present data • MSL943004 Participate in laboratory or field workplace safety • MSMENV272 Participate in environmentally sustainable work practices <p>Elective Units</p> <ul style="list-style-type: none"> • MSL952001 Collect routine site samples • MSL972001 Conduct routine site measurements • MSL973013 Perform basic tests • MSL933008 Perform calibration checks on equipment and assist with its maintenance 	<p>Assessment tasks require student to demonstrate both their knowledge and skills – in the workplace or in other relevant contexts. Students will collate a portfolio of evidence through a combination of assessment methods including:</p> <ul style="list-style-type: none"> • Practical Activity • Written Assessment • Observation • Project work • Case Studies

Future Pathways

Year 11 & 12	<p>Samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers</p> <p>Alternative pathways such as an apprenticeship or traineeship</p> <p>All Certificate Courses in regard to structure of delivery and mode of learning and assessment</p>
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CERTIFICATE I – CONSTRUCTION

Elective Subject

Brief Description of Subject

This qualification will provide you with an introduction to the Construction industry, it’s culture, occupations, job roles and workplace expectation. This course delivers skills that are suited for entry into a range of construction occupations such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.

Students will learn the necessary skills and knowledge to enter the construction industry as a confident and effective worker. On successful completion students will gain:

- Certificate I in Construction (CPC10120)
- White Card (General Construction Induction)
- 3 QCE points
- Opportunity for work experience and apprenticeships

Brief Course Assessment/Outline

The course includes the following eleven competencies that students must achieve in order to complete the certificate:

	Course Outline	Assessment Summary
	<p>Units of competency:</p> <ul style="list-style-type: none"> • CPCCCM2004 Handle construction materials • CPCCCM2005 Use construction tools and equipment • CPCCCM1011 Undertake basic estimation and costing • CPCCOM1012 Work effectively and sustainably in the construction industry • CPCCOM1013 Plan and organise work • CPCCVE1011 Undertake a basic construction project • CPCCWHS1001 Prepare to work safely in the construction industry • CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry • CPCCOM1014 Conduct workplace communication • CPCCOM1015 Carry out measurements and calculations • CPCCOM2001 Read and interpret plans and specifications 	<p>Certificate I in Construction combines practical and theory work to assess the eleven competencies. Students will complete a practical ‘construction project’ on school grounds as part of their timetabled Construction class. They will be exposed to a range of tools and equipment that are used in the construction industry. In addition, students will be required to complete an online theoretical component guided by the trainer throughout the course.</p>

Required Course Materials

As per stationary guidelines for year 10. Course Materials are included in subject levy.

Future Pathways

Year 11 & 12	This qualification is essential for any student seeking employment in the construction industry.
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Enrichment Subject

Instrumental Music

The school also offers an award-winning Instrumental Music Program. Lessons are typically 35 minutes and take place once a week.

The program has a range of ensembles including:

- Concert Band
- Big Band
- String Orchestra
- Choir
- Brass Ensemble
- Percussion Ensemble

As part of the Instrumental Music Program, students may be required to attend an Instrumental Music Camp to prepare their repertoire. We also aim to take our ensembles on tour around the state. In 2017, the students went on an outback tour, playing music throughout Central Queensland from Emerald to Longreach. In 2023, IM students will embark on a tour of the Whitsunday region in Term 1.

The YSHS Concert Band participates in the bi-annual Instrumental Competition, 'FANFARE'. In 2016, the Concert Band was crowned Best Ensemble for Central Queensland and in 2018 and 2022 Regional Finalists.

Other performances include Rockhampton Eisteddfod, Capricorn Secondary Music Festival, Village Festival, Community Anzac Day Parade, Central Queensland Jazz Festival and Brisbane's Prestige Music Festival.

Continuing on in Senior provides students the opportunity of gaining valuable QCE points in recognition of their commitment and effort.

Music Excellence

Students in year 7 – 12 are invited to audition to become part of the Music Excellence class at Yeppoon State High School. Music Excellence runs outside of the timetable. This allows the flexibility for students to continue study in MEX beyond year 7 and 8. Classes are held at 8am on Wednesday morning and a break time during the week – in 2022 this has been Friday AM break.

Throughout the course of study students will study AMEB theory and sit accredited levelled exams.

Why Music Excellence?

- We believe in our students' musical talents and the importance of extending this ability
- Students should have recognition of their hard work in music through formal certifications
- Students should be provided with real world opportunities in music
- Music is excellent for your brain and your resilience

Music Excellence is an audition-based class of music students who already play an instrument at an appropriate standard. In their study they will experience:

- Composition
- Performance
- Musicology (analysis)

USI Information for parents and students

The Australian Government requires all students studying Vocational Education and Training (VET) to have a Unique Student Identifier (USI). This includes students who are studying VET in schools. There is no cost to the student. The USI will allow students to access their enrolment and achievement record for all VET learning online (from 1 January 2015); and no VET records will be lost. Registered Training Organisations (RTO) must have a valid USI for a student before issuing a qualification or statement of attainment. This includes school RTOs.

What is a USI?

- A USI is a reference number. It is made up of numbers and letters.
- The USI gives students access to their USI account.
- The USI account allows a student to see all their training results from all providers. This includes all completed training units and qualifications.

Why do students need a USI?

Students will need a USI:

- so that an RTO is able to issue a statement of attainment, or certificate, for nationally recognised accredited training
- for online access to their record of enrolment and achievement for VET learning
- to provide evidence of their accredited VET, for example when applying for a job or further study.

Who applies for a USI?

- A student can apply for a USI.
- An RTO can apply for a USI on a student's behalf. (This may be a school RTO, TAFE or other external RTO.)

What do students need to do?

If the RTO does not apply for a USI on behalf of the student, the individual must apply for a USI. A student can apply for a USI at the [Australian Government USI website - create your USI](#). The student must then provide the USI details to their training provider (school RTO, TAFE or external RTO) or they will not receive a statement of attainment or qualification.

If an RTO applies for a USI on the student's behalf, the student must provide permission and suitable identification through one of the following:

- a. driver's licence
- b. Medicare card
- c. Australian passport
- d. visa (with Non-Australian Passport) for international students
- e. birth Certificate (Australian) — please note a birth certificate extract is not sufficient
- f. certificate of registration by descent
- g. citizenship certificate
- h. ImmiCard.

Students without any of these forms of identification are still able to obtain a USI and they should contact their RTO for assistance.

Students should record their USI and keep it handy and in a safe place.

If students have further questions about the USI, they should contact the VET Coordinator or Head of Department Senior School at the school. Students can also find further information at the [Australian Government USI website - student information](#).

What if a student forgets or loses their USI?

The USI can be retrieved online at [Australian Government USI student portal](#). If their RTO is their school, students can also ask the school for their USI as they will have a record of it.

What is an RTO?

A Registered Training Organisation (RTO) is any organisation that is registered to deliver nationally recognised training and qualifications. There are approximately 5000 registered training organisations (also known as RTOs) in Australia including:

- TAFEs and other government training organisations
- private/non-government training organisations
- some high schools that provide nationally recognised training
- some employers and other organisations that provide nationally recognised training.

Registered Training organisations can offer qualifications at the level of:

- Certificates I, II, III and IV
- Diploma
- Advanced Diploma
- Vocational Graduate Certificate
- Vocational Graduate Diploma.

Useful website links

Further information on the USI can be accessed on the [Australian Government USI website and at the following links:](#)

About the USI	http://www.usi.gov.au/About/Pages/default.aspx
Students – Create your USI	http://www.usi.gov.au/Students/Pages/steps-to-create-your-USI.aspx
Student information	http://www.usi.gov.au/Students/Pages/default.aspx
USI Student Portal	https://portal.usi.gov.au

Complaints and Appeals Policy

The school, as an RTO, has a complaints and appeals policy specific to its RTO operations.

A **complaint** can be made to the school RTO regarding the conduct of:

- the school RTO, its trainers, assessors or other school RTO staff
- students of the RTO
- any third parties providing services on behalf of the school RTO (if relevant).

An **appeal** can be made to the school RTO to request a review of a decision, including assessment decisions.

The school RTO will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal.

If the school RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

Complaints or appeals should be directed to the Principal as CEO of the school

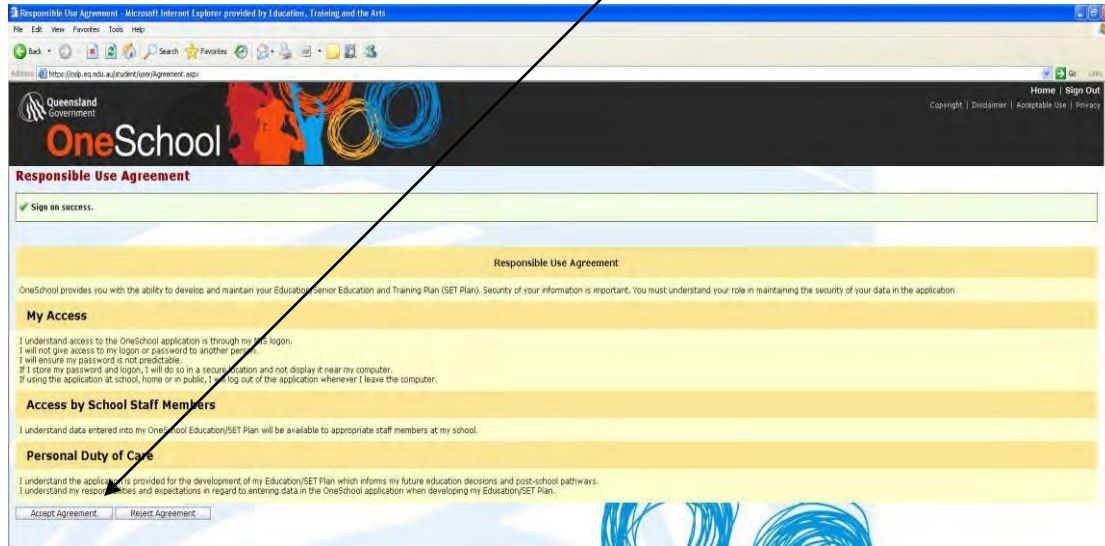
RTO: principal@yeppoonshs.eq.edu.au

Instructions to Assist With Subject Selection

Step 1: Go to <https://oslp.eq.edu.au>.

Step 2: Enter your username and password as if logging onto a computer at school.

Step 3: You may be directed to the Responsible Use Agreement as shown below. Read prior to selecting "Accept Agreement".



Step 4: If you have been enrolled at a different school prior to coming to Yeppoon SHS you may also be asked to confirm your school.

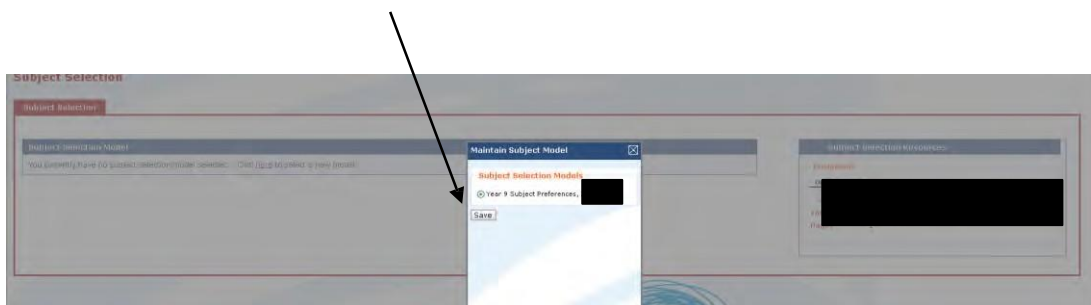
Step 5: You will then be directed to your home page, as recognised by your EQ Id and Name in the top right hand corner. Select from the menu "My Education Plan".



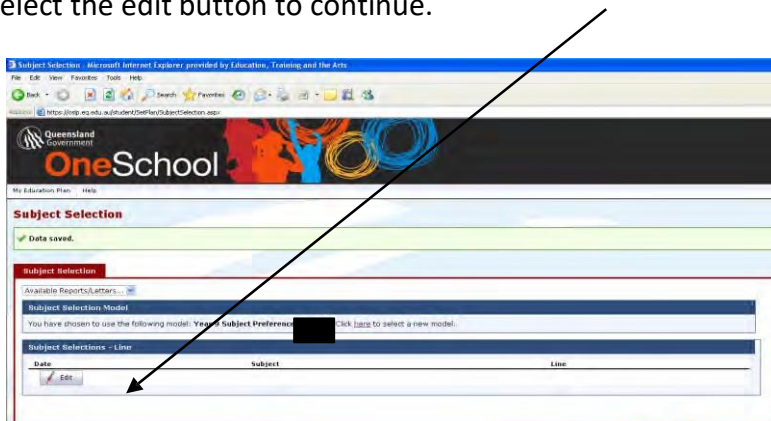
Step 6: You will be asked to select 'here' to complete your selections. The subject selection guide for Year 10s also available to download.



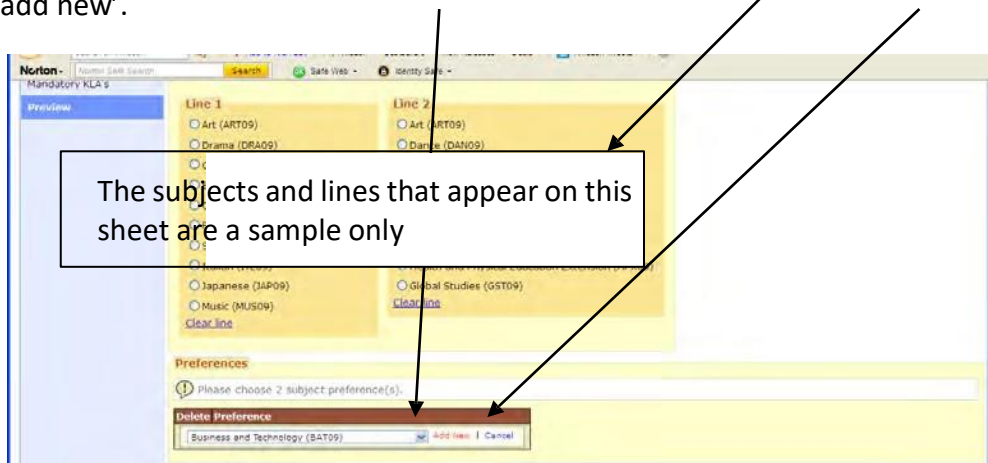
Step 7: You need to left mouse click to select the Year 10 Subject Preferences, then select save.



Step 8: Select the edit button to continue.



Step 9: Left mouse click next to your first two preferences. You are required to add 2 additional preferences, do this using the drop down menu and left click to select. You must then select 'add new'.



Step 10: Select **save**. If successful you will see the following



Step 11: Please ignore the comments regarding ATAR eligibility as this is only applicable to students in Yrs 11 and 12.



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Together we succeed