



# Subject Guide

## Year 9

**YEPPOON STATE HIGH SCHOOL**

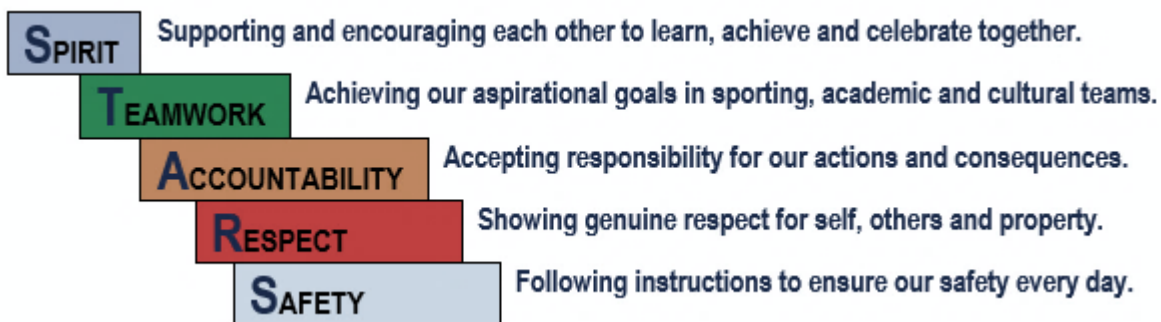
*Together we succeed*

## 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



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## 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 .....	Mrs Sandra Byrt
English .....	Mrs Nicole Sherwell
Health & Physical Education .....	Mr John Cronin
Technologies .....	Ms Amanda Cole
Junior Secondary (Years 7 and 8) .....	Ms Sparkle Wade
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 .....	Ms Lisa Whitworth
Vocational Education and Pathways .....	Mr Shannon Boyle

### SUPPORT STAFF

Guidance Officer (Years 7-9) .....	Ms Peta Thomas/Mr Daniel Memmott
Guidance Officer (Years 10-12) .....	Mrs Lisa Ramsay
Guidance Officer (Wellbeing) .....	Mrs Roxanne Franke
International Student Program Coordinator .....	Mrs Kathleen Petrie
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

## At Yeppoon State High School

Expectations are created by:

- Engaging students in a developmental program of authentic and real-life learning experiences
- Preparing students for the structural, social and cultural changes brought about by the Primary to Secondary school transition
- Being familiar with Yeppoon State High School setting
- Providing wide and varied subject choices where students are expected to investigate and plan while continuing to develop reading, writing and arithmetic skills

This might be demonstrated through:

- Project-based real life learning which has been developed through collaborative planning and community involvement
- Problem-based real-life learning
- Effective profiling of primary students, linking this to the high school setting
- Students playing an active role in leadership at the school, for example, the Student Parliament
- Students working towards developing individual learning pathways that will lead to an exit strategy from the school
- Teachers modelling excellence and quality

Relationships are created by:

- Students knowing about the school before they arrive e.g. Transition days
- Students and teachers working together on longer-term and deeper relationships

This might be demonstrated by:

- Effectively profiling primary students and making strong links with the high school setting
- Ensuring teachers have fewer students and therefore have more time to develop better relationships
- Students spending more time in collaborative learning in the same classroom
- A pastoral care program that leads students to become well-rounded, resilient citizens

High quality teaching is created by:

- Providing more time for each student so that students develop skills and knowledge at greater depth
- The delivery of clearly-explained tasks and assessment processes
- Using motivational content presented, wherever possible, in a real world context
- Designing student learning around what is relevant and useful to the learner
- A dedicated teaching staff willing to support students to lift achievement

## Subject Offerings

In the following pages, you will find a brief description of the compulsory and elective subjects. The compulsory subjects in Year 9 include English, Mathematics, Science, History (one semester), and Health and Physical Education (one semester). In addition to the compulsory subjects, students need to choose four elective subjects, with at least one from each of The Arts and Technology Strands. The only exception to this is that of Languages - Japanese can be selected instead of either an Arts or Technology subject. With the exception of Music and Japanese (which are year long electives), each other elective will run for one semester.

All Year 9 students will complete an online subject selection through their One School My Education Plan. Please take the time to read the following pages to learn about the Yeppoon State High School subject offerings.

## Course Organisation in Year 9

### COMPULSORY SUBJECTS

English  
Health and Physical Education (HPE)  
History  
Mathematics  
Science

### ELECTIVE SUBJECTS

#### Humanities

Economics and Business  
Japanese

#### Health and Physical Education

#### Technologies

Technology Food and Fibre  
Metal Technologies  
Wood Technologies  
Digital Technologies  
Food Technologies  
STEM

#### The Arts

Visual Arts  
Drama  
Media Arts  
Music

## Core Subjects

### ENGLISH

ENG

Core Subject

#### Brief Description of Subject

The Year 9 English program is designed to provide a link between junior studies and senior studies. Throughout each year, teachers will be continually consolidating many aspects of grammar, punctuation and spelling. Students will further develop their skills in speaking, reading, writing and viewing in a wide range of genres. They will be encouraged to read widely.

#### Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	<p><b>Unit Title:</b> Conversations about issues in texts</p> <p><b>Unit Overview:</b> A study of sustainability with an environmental focus. The focus of the unit is on the social, ethical and moral issues, both positive and negative, raised by sustainable practices in the modern world.</p>	<p><b>Assessment Tasks:</b> Spoken — persuasive spoken response 4-5 mins Pitch a sustainable product to a local business owner.</p>
TERM 2	<p><b>Unit Title:</b> Conversations about concepts in texts</p> <p><b>Unit Overview:</b> Analysis of representation of Australian identity (myths) through the media. May discuss how this has changed across time. Must make a central argument about change, or purpose or social consequence etc. in response to media reports.</p>	<p><b>Assessment Tasks.</b> Written response for a public audience 500-700 words Add to public debate</p>
TERM 3	<p><b>Unit Title</b> Creative response to literary texts</p> <p><b>Unit Overview:</b> Teachers and students will study a variety of literary and media texts. The assessment will be in response to a visual text(s).</p>	<p><b>Assessment Tasks:</b> Written — imaginative written response Seen task/supervised 600-700 words  Short Story in Response to Stimulus.</p>
TERM 4	<p>Critical responses to literary texts</p> <p>Study of class novel</p>	<p>EXAM Written — analytical written response Unseen task The Literary Exam It is what it is Novel</p>
Criteria		
Homework	It is expected that students complete at least 20 minutes English homework three times per week. This will include tasks set by the teacher, spelling from the YHS Student Planner and wide reading.	
Excursions / Camps	There are no set excursions for this subject.	

#### Future Pathways

Year 10	<p>English Foundation</p> <p>General English</p> <p>English Extension</p>
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**SCIENCE**

**SCI**

Core Subject

**Brief Description of Subject**

Science develops students' curiosity and sense of wonder as they gain skills in working in a scientific way and use them to explain, predict and model their understandings of the physical and living worlds. The Middle School Science pathways lead to the many senior subjects needed for employment in and enjoyment of, our rapidly changing scientific and technological world.

Year 9 Science topics covered are directed by the National Curriculum. Units include:

- Energetic Moves – electricity, heat, light and sound – all types of necessary radiation. What makes them so useful?
- Being a Chemist – exploring a more powerful radiation – how and why it occurs and the uses we put it to.
- The Changing Earth– dynamic systems that shape the planet we live on.
- Life in the Balance – respiration, circulation, digestion and excretion systems in the body and the study of eco-systems and how organisms respond to change.
- Everyday chemistry for life – acids, food preparation, bushfires, detoxifying food and remedies for indigestion.

**Brief Course Assessment/Outline**

	Course Outline	Assessment Summary
<b>TERM 1</b>	<b>Energy on the move</b> Energy transfer through different mediums can be explained using wave and particle models.	Examination
<b>TERM 2</b>	<b>Body coordination and ecosystems</b> Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.	Examination



<p><b>TERM 3</b></p>	<p><b>Plate tectonics and materials</b> The theory of plate tectonics explains global patterns of geological activity and continental movement. All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms.</p>	<p>Examination Research task</p>
<p><b>TERM 4</b></p>	<p><b>Reaction types</b> Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.</p>	<p>Examination Student experiment (Heat n Eat)</p>
<p><b>Criteria</b></p>		
<p><b>Homework</b></p>	<p>Homework is given after each lesson to reinforce the lessons, prepare for the next lesson (safety and pre-reading) or research and construct assignments. It is usually due the following day (lesson).</p>	
<p><b>Excursions / Camps</b></p>	<p>A field study may be completed in the “Changing Earth” or “Life in the Balance” unit to investigate the concepts discussed in the classroom.</p>	

**Future Pathways**

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<p><b>Year 10</b></p>	<p><b>Science</b></p>
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**HISTORY****HIS**

Core Subject for one semester

**Brief Description of Subject**

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

**Brief Course Assessment/Outline**

	Course Outline	Assessment Summary
<b>TERM 1 / 3</b>	<b>Industrial Revolution</b> Students examine how advancing knowledge of science and technology enabled industrialization and ultimately spurred the modernization which lead to the growth of cities, a changing occupation, working classes and working conditions.	1 x Portfolio
<b>TERM 2 / 4</b>	<b>World War I</b> Students analyse the contributing factors to the outbreak of total war in 1914 before focusing on Australia's involvement and the legacy of the Gallipoli campaign.	1 x Research Project
<b>Criteria</b>	Questions and Research Analysis of Sources Communication Knowledge and Understanding	
<b>Homework</b>	Across the Semester students will be required to do a variety of the following: <ul style="list-style-type: none"> <li>• Preparation and completion of assignments</li> <li>• Practice paragraphs</li> <li>• Vocabulary exercises</li> <li>• Revision and study for tests</li> </ul>	
<b>Field Trips</b>	Nil	

**Future Pathways**

<b>Year 10</b>	<b>History</b>
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# MATHEMATICS

# MAT

## Core Subject

### Brief Description of Subject

The curriculum framework for the junior school aims to be part of an effective transition for P-12 Curriculum Framework. The three content strands of the Australian Curriculum are: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

The four proficiency strands are: Understanding, Fluency, Problem Solving and Reasoning.

Curriculum development is on-going with teachers working in teams to adopt and adapt the planning that has been provided by Education Queensland through the Curriculum into Classroom materials. Each team has leaders who coordinate the implementation across several subject areas, including assessment.

Prominent features of the mathematics curriculum in the junior school are:

- Student-centered learning
- Acquisition and integration of knowledge
- Strong emphasis on the application of higher-order thinking
- Effective use of technology across the curriculum
- High, but manageable, expectations
- Culture of respect and enthusiasm for learning

Teachers work closely together to provide learning activities that occur both within and outside the classroom. The junior school also offers extension and enrichment programs to provide more challenging learning experiences for students.

### Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Linear relationships, Measurement and Geometry	Core: 2 x Written Examination  Extension: 1 x Written Examination 1 x Problem Solving and Modelling Task
TERM 2	Statistics and Probability	Core: 1 x Written Examination 1 x Problem Solving and Modelling Task  Extension: 1 x Written Examination

<b>TERM 3</b>	Pythagoras and Trigonometry	Core: 1 x Problem Solving and Modelling Task  Extension: 1 x Problem Solving and Modelling Task
<b>TERM 4</b>	Number, Algebra, Timescales and Finance	Core: 1 x Written Examination  Extension: 1 x Written Examination
<b>Criteria</b>	Understanding, Fluency, Problem Solving and Reasoning.	
<b>Homework</b>	Regular homework and study is essential for successful completion of Year 9 Mathematics. Generally, homework is a consolidation of what was learned in class that day and is given to reinforce the lesson, prepare for the next lesson or to research and construct assignments. It is usually due the following lesson.	
<b>Excursions / Camps</b>	The school is an active annual participant in both the Maths Teams Challenge (contested in Year Levels and generally held in Rockhampton) and the Australian Maths Competition.	

**Future Pathways**

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<b>Year 10</b>	<b>Maths &amp; Math Extension (Pre-requisite must be met)</b>
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**HEALTH AND PHYSICAL EDUCATION****HPE**

Core Subject for 1 semester

**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.

*Students have the option of selecting a **Netball** or **Rugby League** specific class when undertaking HPE. All theoretical units are the same as core HPE but practical lessons are specific to either Netball or Rugby League.*

**Brief Course Assessment/Outline**

	Course Outline	Assessment Summary
<b>UNIT 1</b>	<p><b>Unit 1 – Healthy &amp; Active Living</b></p> <p>In this unit students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern.</p> <p>As part of their exploration of cultural influences on participation in physical activity, students will be exposed to a range of recreational and cultural activities</p>	Project - Folio Practical Performance
<b>UNIT 2</b>	<p><b>Unit 2 – Sport Psychology</b></p> <p>In this unit, students investigate the impact of personal psychological factors on performance through the exploration of sports psychology. Exploring content areas including performance, motivation, arousal, anxiety and goal setting. Students investigate and implement strategies to create positive emotions and cohesive, high performing teams. Students explore the</p>	Written Exam Practical Performance
<b>Criteria</b>	<ul style="list-style-type: none"> <li>Investigating</li> <li>Performance and Practical Application</li> </ul>	
<b>Homework</b>	Homework involves revising for progressive exams, completion of workbooks if incomplete during class time and completion of assessment.	
<b>Excursions / Camps</b>	N/A	

**Future Pathways**

<b>Year 10</b>	<b>HPE Extension</b>
	<b>HPE</b>

## Elective Subjects

### JAPANESE

### JAP

#### Elective Subject

#### Brief Description of Subject

Japanese gives students the opportunity to engage meaningfully with people of other cultures and languages, and thereby enhances 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. The course also serves as a foundation into the senior phase of learning (Years 10, 11 and 12). It equips students with the learning strategies and study habits which are the foundation for not only life-long learning but also subsequent language learning. As a culminated learning experience, we also run a two – week tour of Japan for students who choose Senior Japanese.

#### Brief Course Assessment/Outline

	Course Outline	Assessment Summary
<b>TERM 1</b>	<b>School Life</b> Students will learn about various aspects of the Japanese education system and also about how school life for teenagers in Japan compares with the experiences of Australian teenagers. Students will be able to conduct and interpret surveys and graphs in Japanese.	1 x Writing 1 x Reading
<b>TERM 2</b>	<b>Teen Life</b> Students will discover how teenagers in Japan spend their time outside the classroom and compare this to their own lives as teenagers in Australia. Students will learn how to introduce their family members and describe their own daily routines in Japanese.	1 x Speaking 1 x Listening
<b>TERM 3</b>	<b>Social Life</b> Students will learn how to negotiate and organise social activities in Japanese. Students will be able to make and decline invitations in a culturally appropriate way, both on the telephone and face-to-face.	1 x Speaking 1 x Listening
<b>TERM 4</b>	<b>Future Life</b> Students will learn about important milestones and future aspirations of some Japanese teenagers, and compare these to their own. Students will be able to express their own future aspirations in Japanese.	1 x Writing 1 x Reading
<b>Criteria</b>	Socialising Intercultural understanding Language systems Creating and informing	
<b>Homework</b>	Students should expect to be given homework. The amount of work to be completed outside the classroom varies. When not given set homework, students should read over class notes before the next class.	
<b>Excursions / Camp</b>	Students who study Japanese from Year 9 onwards, will have the opportunity to take part in an annual excursion to a Japanese restaurant. Students could also take part in the Japan trip and related programs.	

#### Future Pathways

<b>Year 10</b>	<b>Japanese</b>	<b>Japanese Extension</b>
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**METAL TECHNOLOGIES**

TML

Elective Subject

**Brief Description of Subject**

In Metal Technologies, students engage with design and technologies concepts in a metalwork environment. More specifically, they use knowledge and understanding, as well as processes and production skills, to apply design thinking to produce designed solutions. Students work independently and collaboratively, while using creativity, innovation and problem-solving.

Students use a range of technologies to communicate, including a variety of graphical representation techniques. They identify steps involved in planning designed solutions, while developing detailed project management plans to manage a range of design tasks to successfully complete design projects.

Students identify and follow safety procedures to minimise risk and manage projects safely and efficiently, while transferring theoretical knowledge to practical activities across a range of projects. Students will use metalworking principles to manufacture an engineer’s square and BBQ tool, while investigating Australian inventions.

**Brief Course Assessment/Outline**

	Course Outline	Assessment Summary
<b>TERM 1</b>	<ul style="list-style-type: none"> <li>Investigating Australian inventions</li> <li>Applying metalworking techniques, including safe work practices</li> </ul>	<p><b>Investigation:</b> Australian Inventions</p> <p><b>Practical Demonstration:</b> Engineer’s Square</p>
<b>TERM 2</b>	<ul style="list-style-type: none"> <li>Applying metalworking techniques, including safe work practices</li> </ul>	<p><b>Design Project:</b> BBQ Tool</p>
<b>Criteria</b>	Knowledge & Understanding, Processes & Production Skills	
<b>Homework</b>	Workbook Activities & Assessment	
<b>Excursions / Camps</b>	n/a	

**Future Pathways**

<b>Year 10</b>	<b>Metal Technologies</b>
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**WOOD TECHNOLOGIES**

**TWD**

Elective Subject

**Brief Description of Subject**

In Wood Technologies, students engage with design and technologies concepts in a woodwork environment. More specifically, they use knowledge and understanding, as well as processes and production skills, to apply design thinking to produce designed solutions. Students work independently and collaboratively, while using creativity, innovation and problem-solving.

Students use a range of technologies to communicate, including a variety of graphical representation techniques. They identify steps involved in planning designed solutions, while developing detailed project management plans to manage a range of design tasks to successfully complete design projects.

Students identify and follow safety procedures to minimise risk and manage projects safely and efficiently, while transferring theoretical knowledge to practical activities across a range of projects. Students will use woodworking principles to manufacture a CO2 racer and serving tray, while investigating aerodynamic principles.

**Brief Course Assessment/Outline**

	Course Outline	Assessment Summary
<b>TERM 1</b>	<ul style="list-style-type: none"> <li>Investigating aerodynamic principles</li> <li>Applying woodworking techniques, including safe work practices</li> </ul>	<b>Design Project:</b> CO2 Racer
<b>TERM 2</b>	<ul style="list-style-type: none"> <li>Applying woodworking techniques, including safe work practices</li> </ul>	<b>Practical Demonstration:</b> Serving Tray
<b>Criteria</b>	Knowledge & Understanding, Processes & Production Skills	
<b>Homework</b>	Workbook Activities & Assessment	
<b>Excursions / Camps</b>	n/a	

**Future Pathways**

<b>Year 10</b>	<b>Wood Technologies Certificate I in Construction</b>
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**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. Activities include animal husbandry focusing on poultry, plant production and garden management, agriculture skills including livestock feeding, farm management and maintenance. Farm produce is utilized for cross-curricular activities with students involved in the preparation of food products made on the farm.

**Brief Course Assessment/Outline**

	<b>Course Outline</b>	<b>Assessment Summary</b>
<b>Term 1</b>	Students investigate plants suitable for our local climate. They explore different varieties of plants and their individual needs and requirements. They design a sustainable and functional solution for vegetable gardening and management on the school Agricultural Farm. They journal the process of planting, growing and maintaining their garden and reflect on changes to their plan and skills they have used.	Assessment 1: Design folio – booklet including planning, design and reflection elements. Assessment 2: Practical skills
<b>Term 2</b>	Students investigate and animal husbandry in regards to poultry health. They design and implement a health management plan for their allocated chickens. In pairs or individually they will perform the implementation of the health management plan. They will evaluate the effectiveness of the health management treatment plan and suggest possible alternative treatments or recommendations for the Poultry Industry.	Assessment 1: Practical implementation of Health Management Plan. Assessment 2: Explanation and reflection of treatment – spoken/written.
<b>Criteria</b>		
<b>Homework</b>	Homework will reflect the theory components of the subject and aligns to project components.	
<b>Excursions / Camps</b>		

**Future Pathways**

<b>Year 10 Year 11</b>	<b>Technology Food and Fibre Agricultural Practices</b>
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## DIGITAL TECHNOLOGIES

DIG

Elective Subject

### Brief Description of Subject

Learning in Digital Technologies focuses on further developing opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

Programming and designing games (coding and game development) helps in the development and enhancement of the student's critical thinking, logic and problem-solving skills, while learning the importance of attention to detail. Computer programming requires the student to analyse a task, then take well-defined logical rules and apply them in a creative and unique way to meet a specific objective.

### Brief Course Assessment/Outline

	Course Outline	Assessment Summary
<b>TERM 1</b>	<b>Python Programming</b> <ul style="list-style-type: none"> <li>• Introduction to computer science</li> <li>• Computational thinking &amp; Programming concepts</li> <li>• Programming languages (focus on Python)</li> <li>• Code.org – Hour of Code</li> <li>• Code Combat (Python Programming)</li> <li>• Grok Learning</li> <li>• Grok Python Programming, challenges/courses</li> </ul>	Theory Exam & Digital Portfolio
<b>TERM 2</b>	<b>Game Design &amp; Development Programming</b> <ul style="list-style-type: none"> <li>• Understand Game classifications</li> <li>• Develop pseudocode &amp; diagrams</li> <li>• Create interactive games</li> <li>• Develop skills in identifying &amp; correcting errors using debugging techniques.</li> </ul>	Game Design and Development Project
<b>Homework</b>	Students will be expected to complete a range of weekly homework tasks.	
<b>Excursions / Camps</b>		

### Future Pathways

<b>Year 10</b>	<b>Digital Technologies</b>
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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 active 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; e.g. scriptwriting, improvisation
- Presenting dramatic action; e.g. scripted plays
- Responding to dramatic action; e.g. journals, research assignments

**Brief Course Assessment/Outline**

	Course Outline	Assessment Summary
<b>TERM 1</b>	<p><b>Identifying the Unique</b> Through the investigation of contemporary plays students will analyse and evaluate the elements of drama in creating dramatic meaning through a variety of characters in a range of situations</p> <p>To develop their performance and ensemble skills students will rehearse and present scripted scenes, from published plays, utilising the elements of drama.</p>	<p><b>MAKING:</b></p> <ul style="list-style-type: none"> <li>• Performance - Rehearse and present scripted text</li> </ul> <p><b>RESPONDING:</b></p> <ul style="list-style-type: none"> <li>• Extended response</li> </ul>
<b>TERM 2</b>	<p><b>Exploiting the Quirks</b> Students will explore a range of texts through the ages investigating the skills of comedy. They will explore the physicality of comedy and manipulation of mood to create meaning for an audience.</p> <p>They will devise improvised performances based on a range of situations both familiar and unfamiliar.</p>	<p><b>MAKING:</b></p> <ul style="list-style-type: none"> <li>• Forming - Group improvisation</li> </ul>
<b>Criteria</b>	<p><b>Making</b> includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions. <b>Responding</b> includes exploring, responding to, analysing and interpreting artworks.</p>	
<b>Homework</b>	Homework is the completion of class activities, extension work, script writing, personal reflection and learning lines.	
<b>Excursions / Camps</b>		

**Future Pathways**

<b>Year 10</b>	<b>Drama</b>
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**ECONOMICS AND BUSINESS**

ECB

Elective Subject

**Brief Description of Subject**

Students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

**Brief Course Assessment/Outline**

	Course Outline	Assessment Summary
<b>TERM 1</b>	<p><b>COMPETING AS A BUSINESS IN THE GLOBAL ECONOMY</b></p> <ul style="list-style-type: none"> <li>• Global Economy Overseas Manufacture</li> <li>• Australian Made</li> <li>• Ethical Decisions</li> <li>• Profit Margins</li> <li>• Marketing</li> <li>• Workplace Roles and Responsibilities</li> </ul>	<p><b>Written Exam</b>  <b>Research and Report (written)</b></p>
<b>TERM 2</b>	<p><b>FINANCIAL RESPONSIBILITY, RISK AND REWARD</b></p> <ul style="list-style-type: none"> <li>• Financial Rewards</li> <li>• Financial Risks</li> <li>• Investments</li> <li>• Insurance</li> <li>• Scams</li> <li>• Debt</li> </ul>	<p><b>Written Exam</b>  <b>Research Statement of advice report (Written)</b></p>
<b>Homework</b>	Homework requirements in Business and Economics will vary depending upon assignment tasks, practical work and class work. Students will be expected to complete weekly homework.	
<b>Excursions / Competitions</b>	Opportunities for local excursions and competitions may arise over the term course.	

**Future Pathways**

<b>Year 10</b>	<b>Business</b>
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## FOOD TECHNOLOGIES

TFD

Elective Subject

### Brief Description of Subject

In Food Technologies, students engage with design and technologies concepts in a kitchen environment. They use knowledge and understanding, as well as processes and production skills, to apply design thinking to produce designed solutions. They work independently and collaboratively, while problem-solving in the context of contemporary society. They make connections to global perspectives, while using creativity, innovation and enterprise with increasing confidence and independence.

Students explain the steps involved in planning the production of designed solutions, while developing detailed project management plans to manage a range of design tasks to successfully complete design projects. Students identify and follow safety procedures that minimise risk and 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 good nutrition, while investigating various culinary concepts and 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
<b>TERM 1</b>	<ul style="list-style-type: none"> <li>Identifying influences on food choices</li> <li>Investigating current food trends</li> <li>Examining kitchen safety &amp; hygiene</li> </ul>	<p><b>Investigation:</b> Food Trends</p> <p><b>Practical Performance:</b> Lebanese Lamb Filo Rolls</p>
<b>TERM 2</b>	<ul style="list-style-type: none"> <li>Investigating global food distribution</li> <li>Examining kitchen safety &amp; hygiene</li> </ul>	<p><b>Design Project:</b> Food Charity</p>
<b>Criteria</b>	Knowledge & Understanding, Processes & Production Skills	
<b>Homework</b>	Workbook Activities / Assessment	
<b>Excursions / Camps</b>	n/a	

### Future Pathways

<b>Year 10</b>	<b>Food Technologies</b>
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## STEM

## STM

Elective Subject

**Brief Description of Subject**

STEM collectively refers to science, technology, engineering and mathematics. It is a significant part of contemporary society and increasingly required for future employment opportunities. STEM enables students to develop many and varied solutions to complex problems and provides them with capabilities to be successful in a modern world of technological change.

As future innovators, educators, researchers and leaders, it is important that students develop a comprehensive range of STEM skills to successfully compete on a global scale.

Through STEM, students have the opportunity to further develop their capabilities in science, technology, engineering and mathematics using a problem-based, inquiry approach to learning. This process involves identifying issues, asking questions, investigating concepts, developing explanations, drawing evidence-based conclusions, creating solutions, and evaluating outcomes.

STEM benefits students by providing them with –

- deeper understanding of the STEM disciplines
- skills to be competitive in the workplace
- 21st century skills (including collaboration, critical thinking, creativity and problem-solving)
- STEM literacy for everyday use
- confidence for lifelong learning

The Australian Bureau of Statistics (ABS) has estimated that STEM-related jobs will increase by 12.5% over the next five years. Technological advances have changed the way work is done and employer demands for STEM skills are rapidly increasing. A STEM literate and capable individual engages with issues and problems in a constructive, concerned and reflective way. This is relevant to a wide range of occupations and will provide students with important skills for a contemporary and flexible workforce.

**Brief Course Assessment/Outline**

	Course Outline	Assessment Summary
<b>TERM 1</b>	<ul style="list-style-type: none"> <li>• Understanding Design Process</li> <li>• Examining Botany &amp; Zoology</li> </ul>	<b>Design Project:</b> Hybrid Creature
<b>TERM 2</b>	<ul style="list-style-type: none"> <li>• Understanding Design Process</li> <li>• Introducing Physics through Gravity</li> </ul>	<b>Practical Demonstration:</b> Pixar Character  <b>Design Project:</b> Parachute Drop
<b>Criteria</b>	Knowledge & Understanding, Processes & Production Skills	
<b>Homework</b>	Workbook Activities / Assessment	

**Future Pathways**

<b>Year 10</b>	<b>STEM</b>
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**Brief Description of Subject**

Students learn the musical elements through a theoretical and practical study of music from a range of genres including pop, reggae, classical, rap, rock and many others. Students can begin learning an instrument or extend their prior knowledge and skills. They will create a composition using GarageBand and other available resources, and respond to a range of music.

**Brief Course Assessment/Outline**

	Course Outline	Assessment Summary
SEMESTER 1	<p><b>Unit 1: Aussie Icons</b></p> <p>Australia is known for its many weird and wonderful icons, from vegemite to Kangaroos, from Steve Irwin to the Big Banana. Australia can also lay claim to some of the world's greatest musicians. Students will learn about the musical elements through music that they can relate to – tailored specifically for the interests and skills of the class, with a focus on Australian artists. For their assessment, students can choose any song composed or performed by an Australian artist to practice and perform on an instrument of their choosing.</p> <p><b>Unit 2: Reggae Rhythms</b></p> <p>Reggae is an exciting genre of music that originated in Jamaica and is now known across the world. In this unit, students will identify the characteristics of Reggae music through listening, composing and performing activities. As a class, we will explore the cultural and historical significance of the genre, and research important artists such as Bob Marley and The Wailers, Steel Pulse and UB40. For their assessment, students will complete a short exam identifying characteristics of reggae. Finally, we will create a Reggae song using GarageBand, music notation or other available resources.</p>	<p>MAKING:</p> <ul style="list-style-type: none"> <li>• Performance</li> </ul> <p>MAKING:</p> <ul style="list-style-type: none"> <li>• Composition</li> </ul> <p>RESPONDING:</p> <ul style="list-style-type: none"> <li>• Exam</li> </ul>

<b>SEMESTER 2</b>	<p><b>Unit 3: Story and Song</b></p> <p>Some of the most well-known music across the planet is from movies, TV Shows and video games. In this unit, students will explore music from movies and games such as Jaws, Minecraft, How To Train Your Dragon, Stranger Things, The Avengers, Star Wars, Harry Potter and more! They will create a theme song for an AI generate character and respond to questions about how music is used to communicate meaning.</p>	<p><b>RESPONDING:</b></p> <ul style="list-style-type: none"> <li>• Exam</li> </ul> <p><b>MAKING:</b></p> <ul style="list-style-type: none"> <li>• Composition</li> </ul>
	<p><b>Unit 4: Rock Music</b></p> <p>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><b>MAKING:</b></p> <ul style="list-style-type: none"> <li>• Performance</li> </ul>
<b>Criteria</b>	<p><b>Making</b> includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions.</p> <p><b>Responding</b> includes exploring, responding to, analysing and interpreting artworks.</p>	
<b>Homework</b>	<p>Homework is the completion of class activities, extension, work, composition, work, personal reflection and practice.</p>	

**Future Pathways**

<b>Year 10</b>	<b>Music</b>
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**MEDIA ARTS**

**MED**

Elective Subject

**Brief Description of Subject**

Students are bombarded with hundreds, perhaps thousands of images every day. From their phones, computers, TV's and tablets. To the more traditional forms within magazines, newspapers and billboards. The ability to analyse, interpret and harness this information forms the basis for this course.

**Brief Course Assessment/Outline**

	Course Outline	Assessment Summary
<b>TERM 1</b>	<p><b>The art of the Interview</b></p> <p>Interviews on TV are quite common, and not just during the news. Interviews are so popular, entire shows are built around the idea of one person asking another questions. Students will briefly explore some common filming and interview techniques. They will base their enquiries around an important and current theme.</p> <p><b>LifeHack</b></p> <p>Life Hacks are low budget, time saving techniques designed to simplify, re-organise and improve everyday life. In this topic students will analyse media conventions aimed at presenting knowledge in an entertaining manner. They'll research, develop, film and edit their version of a life hack.</p>	<p><b>MAKING:</b></p> <ul style="list-style-type: none"> <li>• short interview sequence and life hack video</li> </ul> <p><b>MAKING AND RESPONDING:</b></p> <ul style="list-style-type: none"> <li>• Workbook with reflection on own and others' work</li> </ul>
<b>TERM 2</b>	<p><b>Short Story</b></p> <p>In the beginning, all films were short. Students explore narrative structures and develop a short film based upon a chosen theme.</p> <p><b>Video Killed the Radio Star</b></p> <p>In 1981, a new cable channel called MTV aired its first ever music video, "Video Killed the Radio Star" by the Buggles. 19 years later, on Feb. 27, 2000, it became MTV's one millionth video aired. Music videos are now considered essential to the success of any new song, and whilst they're now more commonly found on YouTube, music videos remain an important form of artistic and musical expression. Students will explore film making methods such as green screen and stop motion in order to create a music video to accompany their favourite song.</p>	<p><b>MAKING:</b></p> <ul style="list-style-type: none"> <li>• short film and music video</li> </ul> <p><b>MAKING AND RESPONDING:</b></p> <ul style="list-style-type: none"> <li>• Workbook with reflection on own and others' work</li> </ul>
<b>Criteria</b>	<p><b>Making</b> includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions.</p> <p><b>Responding</b> includes exploring, responding to, analysing and interpreting artworks.</p>	
<b>Homework</b>	Homework involves some planning and preparation during storyboarding and filming.	
<b>Excursions /</b>	Opportunities to attend film workshops may arise throughout the course of the subject.	

**Future Pathways**

<b>Year 10</b>	<b>Media Arts</b>
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**VISUAL ARTS**

**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 9 is an important year for students as they 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
<b>TERM 1</b>	<p><b>Look at Us</b></p> <ul style="list-style-type: none"> <li>• Research artists who create images and objects representing the human form</li> <li>• Manipulate elements, experiment with media, techniques and processes and develop, refine and resolve artworks.</li> <li>• Respond to a variety of artworks through deconstruction using arts elements and language.</li> </ul>	<p>Making – Folio of Work</p> <p>Responding – Analytical report</p>
<b>TERM 2</b>	<p><b>Nature vs Machine</b></p> <ul style="list-style-type: none"> <li>• Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions</li> <li>• Develop and refine techniques and processes to represent ideas and subject matter</li> <li>• Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style</li> </ul>	<p>Making – Printmaking Folio</p> <p>Responding - Artist Statement</p>
<b>Criteria</b>	<p><b>Making</b> includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions.</p> <p><b>Responding</b> includes exploring, responding to, analysing and interpreting artworks.</p>	
<b>Homework</b>	<p>Homework involves completion of class activities and responding tasks, if not completed in class time.</p>	
<b>Excursions / Camps</b>		

**Future Pathways**

<b>Year 10</b>	Visual Art
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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, Instrumental Music students embarked on a tour of the Whitsunday region.

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, 2022 and 2023 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.

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)



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