Subject Guide

Year 10

YSHS
TOGETHER WE SUCCEED

YEPPOON STATE HIGH SCHOOL

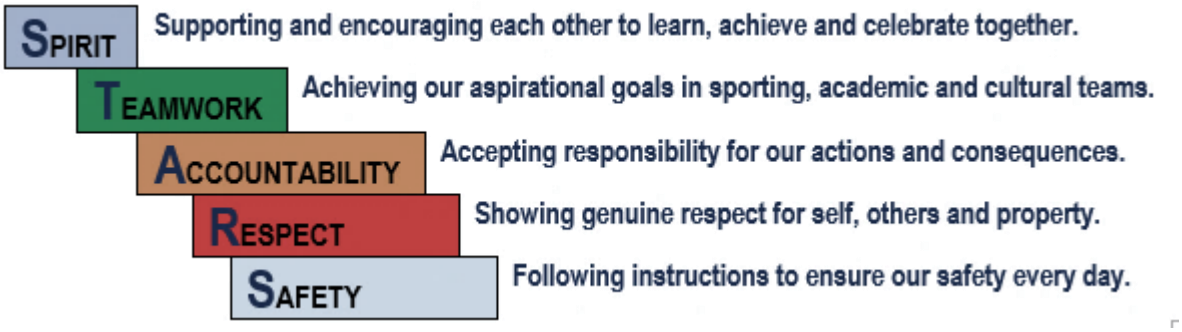
Together we succeed

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 ..... Mrs Sharrie Van Itallie

Deputy Principal Year 9-10 ..... Mr Jason White

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 ..... Mrs Nicole Sherwell

Health & Physical Education ..... Mrs Phebe Chelepy

Technologies ..... Ms Amanda Cole

Junior Secondary (Years 7 and 8) ..... Ms Emma Keyes

Middle Secondary (Years 9 and 10) ..... Mrs Jodie Sell

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/Ms Justine Grant

Guidance Officer (Years 10-12) ..... Mrs Lisa Ramsay

Guidance Officer (Wellbeing) ..... Mrs Roxanne Franke

International Coordinator ..... Mrs Kylie Johnstone

School Chaplain ..... Ms Amelia Sell

Youth Support Coordinator ..... Mrs Kerrie McDonald

Industry and Vocational Training Officer ..... Ms Laura Tingle

School Nurse ..... Mrs Mischa Lawford

Community Engagement Counsellor ..... Mr Josh Oates

Link and Launch Coordinator ..... Mrs Kylie-Anne Dunglison

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 student's 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.

RECOMMENDATIONS 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 recommendations 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 recommendations 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 recommendations 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)

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

Mathematics (to be advised by Mathematics HoD)

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

Short Course Career Education

Elective Core Subjects (1 semester unless stated otherwise):

History

- History- introduction to Social and Community Studies
- Introduction to Ancient and Modern History
- General 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 III in Health
- Pathways to Health Care (semester 2 subject)
- Introduction to Sport and Fitness

Science

- Biology / Marine Sciences
- Chemistry / Physics
- Science in Practice
- Certificate II in Sampling and Measurement / Cert III in Laboratory Skills (2 semesters)

General Electives:

Arts (may choose more than 1)

- Drama
- Media

- Music
- Visual

Technologies (may choose more than 1)

- Food and Fibre (Agriculture)
- Food Technologies
- Wood Technologies
- Metal Technologies
- Certificate II in Construction Pathways (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 (3) 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 Jason White 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.

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 White 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 (3) 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 Prerequisite 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 interests you.
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.

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.

Year 11 recommendations for subject selections

Subject	Type	Recommended Prior Knowledge
The Arts		
Drama	General	• C or better in Year 10 English • C or better in Year 10 Drama or equivalent in Speech and Drama exams
Music	General	• C or better in Year 10 English and Music • Performance ability in either an instrument or voice
Visual Art	General	• C or better in Year 10 English • C or better in Year 10 Art
Business Enterprise Technology & eLearning		
Business	General	• C or better in Year 10 Mathematics
English		
English	General	• B or better in Year 10 English or English Extension
English Literature	General	• B or better in English or English Extension
Mathematics		
General Mathematics	General	• C or better in year 10 Mathematics
Mathematical Methods	General	• B or better in year 10 Mathematics or C or better in Mathematics Extension
Specialist Mathematics	General	• B or better in year 10 Mathematics or C or better in Mathematics Extension
Health and Physical Education		
Physical Education	General	• C or better in Year 10 English and HPE
Science		
Biology	General	• C or better in Year 10 Biology/Marine Science and English
Chemistry	General	• C or better in Year 10 Chemistry/Physics, English and Mathematics
Physics	General	• C or better in Year 10 Chemistry/Physics, English and Mathematics
Marine Science	General	• C or better in Year 10 Biology/Marine Science and English
Social Sciences/Languages Other than English		
Ancient History	General	• C or better in Year 10 English
Japanese	General	• C or better in Year 10 Japanese
Modern History	General	• C or better in Year 10 English
Vocational Education		
Certificate III in Fitness SIS30315	VET	• C or better in Year 10 English
Certificate III in Health Services Assistance	VET	• 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	**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.	Exam Essay in analysis of similar concepts across the class novel and a second text.
TERM 2	**Short Story** Students view a number of visual texts and identify the values, attitudes and beliefs that underpin these. They will use these visual texts as a springboard to plan and create a short story**.**	Extended Written - Narrative Write a short story for a public audience.
TERM 3	**Persuasive Speech** 'Your failure or future'. Students construct and present a persuasive speech as a youth parliament representative on a relevant social issue.	Persuasive text: Spoken
TERM 4	**Shakespeare and Today** Students will read and enjoy a Shakespearean play. They will analyse plot and character elements and compare this to contemporary texts.	Extended Written Analytical essay.
Criteria	The exit standards are described in terms of • 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)**

SHORT COURSE LITERACY (SEMESTER 2 ONLY) 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		
TERM 2		
TERM 3	Literacy Short Course – Personal Identity Students develop reading, writing and oral communication skills through activities related to personal identity, achieving personal goals, and understanding and interacting with the wider community.	Extended Written: Procedural Explain and describe the steps required to get started with a selected hobby.
TERM 4	Literacy Short Course – Workplace Contexts Students develop reading, writing and oral communication skills through activities that relate to workplace contexts.	Reading comprehension examination. Answer multiple choice questions and a short response question.
Criteria	The exit standards are described in terms of • 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 • 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)**

MATHEMATICS MAT

Mandatory Subject
Recommendations– 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	Probability & Space	1 x Problem Solving and Modelling Task 1 x Written Examination
TERM 2	Statistics	1 x Problem Solving and Modelling Task
TERM 3	Measurement	1 x Exam 1 x Problem Solving and Modelling Task
TERM 4	Linear Relationships and Algebra	1 x Exam
Criteria	The exit standards are described in terms of • Understanding, Fluency, Problem Solving and Reasoning.	

Required Course Materials

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

Future Pathways

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

SHORT COURSE NUMERACY (SEMESTER 2 ONLY) MAF

Mandatory Subject

Brief Description of Subject

Short Course Numeracy 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 3	Work and Employment	1 x assignment
TERM 4	Personal and Community	1 x Exam
Criteria	The exit standards are described in terms of • Understanding, Fluency, Problem Solving and Reasoning.	

Required Course Materials

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

Future Pathways

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

MATHEMATICS EXTENSION (SEMESTER 2 ONLY)

MAX

Mandatory Subject (Chosen instead of Mathematics)

Prerequisites: At least a B in Year 9 Mathematics

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 3	Measurement	1 x Exam 1 x Problem Solving and Modelling Task
TERM 4	Linear Relationships and Algebra	1 x Exam
Criteria	The exit standards are described in terms of • 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). c

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.**

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	**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	**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. **Student learning journal**
SEMESTER 2	**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.	**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. **Student learning journal**

Required Course Materials

As per the stationary guidelines for year 10.

Elective Core Subjects

HEALTH AND PHYSICAL EDUCATION	HPE
HEALTH AND PHYSICAL EDUCATION NETBALL	NBL
HEALTH AND PHYSICAL EDUCATION RUGBY LEAGUE	RLP

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.

Students may choose to study HPE with either a netball, rugby league or general sport focus.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1 & 3	**Unit 1: Body Systems and Bodily Diseases** 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.	**Assessment 1: Examination** Students are tested through multi-choice questioning, short response and extended response within exam conditions. **Assessment 2: Physical performance (Netball, Rugby League or General Sport focus)** 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.

TERM 2 & 4	**Unit 2: Fit for Purpose** 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. Students experience a range of fitness activities and movements within the world of fitness, designed to enhance wellbeing.	**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. **Assessment 2: Physical performance (Netball, Rugby League or General Sport focus)** 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.
Criteria	The exit standards are described in terms of • 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	

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)**

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 Physical Education (PE). 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 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 or 2	**Unit 1: Topic 1** **Energy, fitness, and training** Students analyse primary data and secondary data to ascertain the most significant relationships between the - demands of the specialised movement sequences for the selected movement strategy - energy systems and fitness components relevant to the specialised movement sequences for the selected movement strategy - personal performance of the demonstrated specialised movement sequences for the selected movement strategy **Unit 1: Topic 2** **Motor Learning integrated with a physical activity** Students engage in learning that includes the integration of motor learning subject matter and a selected physical activity. - Students recognise and explain the concepts and principles about motor learning, through purposeful and authentic learning in physical activity contexts. - Students investigate body and movement concepts and demonstrate specialised movement sequences and movement strategies. - Students analyse and synthesise relationships between the motor learning requirements of physical activity and their personal performance.	**Assessment Instrument 1: Research task** Investigating which energy system(s) and fitness components will optimise their performance for badminton **Assessment Instrument 2: Physical Performance** Continuous assessment based on specialised movement sequences performance and decision making in physical performance environment **Assessment Instrument 1: Combination Exam** Students capture their execution of a physical activity movement sequence and how their process of learning has enhanced the biomechanics of their performance. **Assessment Instrument 2**: **Physical Performance** Continuous assessment based on specialised movement sequences performance and decision making in physical performance environment

Criteria	The student demonstrates accurate recognition and discerning explanation of concepts and principles about physical activities and effective demonstration of specialised movement sequences and movement strategies in authentic performance environments. The student demonstrates effective application concepts and principles relating to specialised movement sequences and movement strategies in authentic performance environments, to allow for insightful analysis and discerning synthesis of relevant data to devise strategies about physical activities. The student demonstrates critical evaluation of the effectiveness of strategies about and in physical activities; discerning justification of strategies using primary data and secondary data; discerning decision-making about and accurate use of language, conventions, and mode-appropriate features, for particular purposes and contexts.

Required Course Materials

BYOx device
Hat
USB
Book and writing material
Appropriate shoes for physical activity

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)**

INTRODUCTION TO SPORT, FITNESS & RECREATION ISR

Elective Core Subject

Brief Description of Subject

This Semester Elective is a great Year 10 option prior to commencing either of the Binnacle Certificate III programs in Year 11. Students will investigate the Sport, Fitness and Recreation Industry and peers, family and community resources for healthy living. Students learn through participation in Lifelong Physical Activities to develop health, fitness and wellbeing.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1 & 4	Strategies and actions to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in communities. Enhancement of health, fitness and wellbeing through physical activity goal setting and personalised programs.	**Examination** Students propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others. **Performance** They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes.
TERM 2 & 3	Influences of health information, services and media messaging on individual attitudes and actions. Promotion of community-based campaigns and strategies to achieve health and social outcomes through physical activity.	**Project – Part A** They synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. **Project – Part B** Students evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations
Criteria	Summative assessment tasks using standards-based assessment, describing the range of performance demonstrated in student responses to assessment using an A to E scale. Participation in both classroom and practical performance activities is a requirement to meet a satisfactory level of achievement in the course.	

Required Course Materials

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

Future Pathways

Year 11 & 12	**Certificate III in Fitness (SIS30321) + Certificate II in Sport and Recreation (SIS20115) No duplication of units**	**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.**

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
SEMESTER 1 & 2	**History** **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.	**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.
SEMESTER 1 & 2	**History** **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.	**Assessment Instrument 2: Research Task** Students develop an Inquiry Question and complete independent research before synthesizing their evidence into a response to demonstrate to their understanding.
SEMESTER 1 & 2	**History X – Introduction to Social and Community Studies** **Depth Study I: Post World War II – Immigration and a Changing Nation** In this depth study students will examine the identity of Australia and the movement of people into Australia. Area of study include The White Australia Policy, the emergence of racial tensions, the Cronulla Riots and the history of differences in sport.	**Assessment** **Multi-Modal presentation** Students develop an inquiry question and complete independent research to develop an informative podcast, info-graphic or presentation.

SEMESTER 1 & 2	**Depth Study II: Popular Culture** Explore the development and influence of Australian popular culture from 1945 onwards, examining its global connections, cultural diversity, and impact on national identity and changing beliefs of generations.	**Assessment:** **Multi-Modal** Students will choose their area of interest and develop an info-graphic or creative piece to describe social and cultural changes over time in Australian society.
SEMESTER 2	**Introduction to Ancient and Modern History** **Depth Study I: Modern History – Terrorism** In this depth study students will explore the rise of modern terrorism to compare perspectives in sources in order to explain how these are influenced by significant events, ideas, beliefs and values.	**Assessment:** **Investigation** Students investigate using historical research process, inquiry questions and locating primary and secondary sources to develop a feature article.
SEMESTER 2	**Depth Study II: Ancient History – Revolutions** Students will explore and investigate how revolutions shaped ancient societies through power, conflict and change using evidence to analyse causes, impacts and the lasting influence of revolutionary movements.	**Assessment:** **Project** Students use research and inquiry questions to develop an informative analysis of artefacts from an historical revolution.

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)**	**Social Community Studies (Applied)**

SCIENCE – BIOLOGY/MARINE BIM

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 • Understanding • Skills	

Required Course Materials

As per stationary guidelines for year 10

Future Pathways

Year 11 & 12	**Biology and Marine (General)**	**Aquatic Practices (Applied)**

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 (forces, motion and energy) for students not continuing their physics study in year 11 and 12. For students choosing physics in year 11 and 12, the course will allow these students to start the Alternate Sequence program for senior physics, in term 4. 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 • Understanding • Skills	

Required Course Materials

As per stationary guidelines for year 10

Future Pathways

Year 11 & 12	**Chemistry and Physics (General)**	**Aquatic Practices (Applied)**

SCIENCE – SCIENCE IN PRACTICE SPR

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.	2 x Investigation Reports
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 • 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)**

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** • 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** • 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** • 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** 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

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)**

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 a small toolbox, tack hammer, sliding bevel and folding shovel.

Brief Course Assessment / Outline

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

Required Course Materials

As per Year 10 stationary list

Future Pathways

Year 11 & 12	**Engineering Skills (Applied)** **Certificate II in Engineering Pathways**

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 board game case, camp stool, coat hanger and occasional table, while investigating sustainable housing.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Applying woodworking techniques, including timber joinery	**Design Project:** Board game case
TERM 2	Applying woodworking techniques, including timber joinery	**Practical Demonstration:** Camp stool
TERM 3	Applying woodworking techniques, including timber joinery	**Practical Demonstration:** Coat hanger
TERM 4	Applying woodworking techniques, including sustainable housing	**Design Project:** Occasional table
Criteria	Knowledge & understanding, processes & production skills	

Required Course Materials

As per Year 10 stationary list

Future Pathways

Year 11 & 12	**Furnishing Skills (Applied)**

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 and Digital Media	Assessment Instrument 1: Design Challenge 1
TERM 2	Robotics	Assessment Instrument 2: Project/Portfolio
TERM 3	Autonomous technology	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 • understanding • skills.	

Required Course Materials

USB
Headset/earbuds
Writing Equipment
Slimpick folder

Future Pathways

Year 11 & 12	**Cert III in Aviation (Remote Pilot), SUN program**

DRAMA DRA

Elective Subject

Brief Description of Subject

Embark on an engaging journey into the world of Drama. This subject focuses on developing your ability to create roles and dramatic action. Students select, sequence, and structure their work, enhancing your skills in crafting and shaping narratives. They will interpret, rehearse and perform both original scripts as well as existing texts. By reflecting on dramatic works from various eras and contexts, you will gain a profound appreciation of the art form's development and impact. Choose this subject to deepen your understanding and elevate your dramatic expertise.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	**Visions of a World** In this unit, students will explore the art of improvisation and its role in character development. They will engage in a series of improvisational exercises to build confidence and spontaneity in their performances.	MAKING AND RESPONDING: • Presenting – group improvisation • Reflection
TERM 2 & 3	**The Producers – Scene Project** 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.	MAKING AND RESPONDING: • Directorial Vision • Presenting • Reflection
TERM 4	**Our Changing World** In this unit, students will explore various staging and production techniques, including set design, lighting and sound to enhance their performances. They will learn how these elements contribute to the overall impact of a performance.	MAKING and RESPONDING: • Forming – portfolio of designs • Examination – Analytical Extended Response
Criteria	The exit standards are described in terms of • Responding • Making: Forming • Making: Performing	

Required Course Materials

Small Exercise Book
Pencil case incl. red & blue pens, ruler, scissors, glue and highlighters.
Theatre Blacks: long black pants and a plain black t-shirt

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.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	**GLOBAL ECONOMY** • Measuring economic performance • Global economics • Economic performance and living standards • Managing a mixed economy • Government economic intervention • Government provisions • Impact of economic decision making • Comparing economic performance • Analysis of case studies	• Research Task
TERM 2	**LEGAL STUDIES** • Legal foundations • Separation of powers • Courts of Australia • Stakeholders in the Legal System – Case studies	• Examination
TERM 3	**MARKETING** • Marketing mix • Pricing strategies • Logos and slogans • Australian consumer law • SWAT analysis	• Examination – Case Study
TERM 4	**$20 BOSS** • Business structures • Entrepreneurial skills and characteristics • Factors influencing consumer financial decisions • Marketing • Cost benefit analysis	• Project
Criteria	The exit standards are described in terms of being • 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)**

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
TERM 1	Investigating food sustainability	**Extended Response:** Food Waste Problem **Practical demonstration:** Mexican Burrito Bowl
TERM 2	Exploring cultural and fusion foods	**Practical demonstration:** Italian Stuffed Chicken **Investigation:** Cultural & Fusion Foods
TERM 3	Examining good nutrition & healthy choices	**Design project:** Healthy Lifestyle
TERM 4	Investigating various culinary concepts	**Investigation:** Culinary Concepts
Criteria	Knowledge & understanding, processes & production skills	

Required Course Materials

As per Year 10 stationary list

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	**Unit 1: Fun & Festivities** Students will learn about Japanese festivals and other special days such as birthdays, Christmas and Valentine's Day and compare these to Australia. Students will be able to comprehend and compose texts about special events in Japan and in Australia. Students will also be introduced to the 46 basic katakana characters, and be able to read and write familiar katakana words with assistance of the katakana	**Short response exam** **Skills:** Reading/Writing/Listening **Criteria:** • Creating and informing • Intercultural understanding • Language systems
TERM 2	**Unit 2: Homestay** Students will learn language relating to homestay families. This includes hosting a Japanese exchange student, as well as staying at a homestay family in Japan (when scheduled). Students will be able to compare and contrast life in Australia and Japan to identify cultural conflicts and differences. Students will be able to communicate differences in Australian and Japanese family/housing situations via written and verbal communications modes.	**Combination response** **Skills:** Reading/Writing/Speaking **Criteria:** • Creating and informing • Socialising • Intercultural understanding • Language systems

TERM 3	**Unit 3: Globaltrotter** Students will learn language associated with travel including Japanese geography and travel etiquette. Students will understand that each region of Japan has its own dialect and accents as well as their own distinctive culture. Students will also explore different types of Japanese comedy and how language, including dialect, is used to create humour. Students will continue to develop their ability to use plain or polite forms as appropriate to context.	**Short response exam** **Skills:** Reading/Writing/Listening **Criteria:** • Creating and informing • Intercultural understanding • Language systems
TERM 4	**Commencing senior Syllabus** **Unit 1: My World** **Subject matter** **Topic 1 – Family/Carers** • Discuss the similarities and differences in family/carers' daily life in students' own and Japanese-speaking communities. • Examine structure of the family/carer unit and stereotypical roles in society in students' own and Japanese-speaking communities in the 21st century. • Comment on how young people engage with their extended families.	**Formative Assessment 1)FIA1) – Short response exam** 1. Comprehend Japanese to understand information, ideas, opinions and experiences related to lifestyles and leisure. 2. Identify tone, purpose, context and audience to infer meaning in both English and Japanese related to lifestyles and leisure. 3. Analyse and evaluate information and ideas to draw conclusions related to lifestyles and leisure. 4. Apply knowledge of language elements of Japanese to construct meaning related to lifestyles and leisure. 5. Structure, sequence and synthesise information to justify opinions and perspectives related to lifestyles and leisure. 6. Communicate using contextually appropriate Japanese related to lifestyles and leisure.
Criteria	The exit standards are described in terms of: • Achievement standards in ACARA for Term 1, 2 & 3 • Assessment Objectives in QCAA syllabus Japanese 2025 v.1.1 for Term 4	

Required Course Materials

A4 grid 10mm notebook, solely for Japanese.
Pencil case incl. pencils, eraser, red & blue pens, ruler, scissors, glue and highlighters.

Future Pathways

Year 11 & 12	**Japanese (General)**

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	**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 skilfully used to enhance their film projects. **Unit 2: 60 Second Stories** Narratives are skilfully 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.	RESPONDING AND MAKING: Showreel and workbook RESPONDING AND MAKING: Short film and workbook
SEMESTER 2	**Unit 3: From Darkroom to Digital** This unit sequences the journey form 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. **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.	RESPONDING AND MAKING: Design Folio and workbook RESPONDING AND MAKING: Design Folio and workbook
Criteria	The exit standards are described in terms of • Responding • Making: Composing • Making: Performing	

Required Course Materials

As per stationary guidelines for year 10

Future Pathways

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

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	**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. **Unit 2: Loop It** Students will delve into the art of musical composition by exploring how manipulating elements like rhythm, melody, and harmony can convey meaning. Students will engage in hands-on activities to create their own compositions using looping techniques, while also analysing and evaluating existing works to enhance their understanding. This unit fosters a deep connection between theoretical knowledge and practical application, empowering students to craft meaningful and innovative musical pieces.	MAKING: Performance RESPONDING: Musicology Performance Statement MAKING: composition RESPONDING: Musicology Composition Statement
SEMESTER 2	**Unit 3: The Power of Music** "The Power of Music" empowers students to harness the impact of musical elements by manipulating combinations of rhythm, melody, and harmony to craft well-organised compositions. Through in-depth analysis and evaluation of diverse music works, students will gain insights to inform and enhance their creative processes. This unit emphasises the strategic planning of musical elements to create compositions that resonate with emotional and artistic depth, fostering both technical skills and expressive capabilities. **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.	RESPONDING: Exam MAKING AND RESPONDING – Integrated Project Performance and essay

Future Pathways

Year 11 & 12	**Music (General)**

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.
Criteria	The exit standards are described in terms of • Responding • Making	

Future Pathways

Year 11 & 12	**Visual Art** **Visual Arts in Practice**

STEM STM

Elective Subject

Brief Description of Subject

STEM collectively refers to **Science, Technology, Engineering** and **Mathematics**. It is a key part of our contemporary society and is increasingly important for future employment prospects. STEM provides students with unique opportunities to develop a broad range of contemporary skills needed to successfully engage with and thrive in a world of rapid technological change.

As future innovators and entrepreneurs, students will design innovative solutions to complex problems, while strengthening their own capabilities in science, technology, engineering and mathematics. Using a **problem-based, inquiry approach**, students will engage with the design process to identify relevant issues, investigate concepts, develop explanations, draw evidence-based conclusions, create possible solutions, implement justified decisions and evaluate project outcomes.

Across the program of learning, STEM students will benefit with:

- A deeper understanding of the STEM disciplines
- A range of analytical skills to be competitive in the modern workplace
- 21st-century skills, including collaboration, critical thinking, creativity & problem-solving
- Confidence for lifelong learning with STEM literacy for everyday life

The Australian Bureau of Statistics (ABS) estimates that STEM-related career opportunities will increase by 12.5% over the next five years. As technological advances continue to transform the way we work, employer demand for STEM capabilities is rapidly growing. Collectively, STEM knowledge and skills with an understanding of the design process enables students to approach problems and develop solutions in innovative, inclusive and effective ways – making them highly valued by future employers.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	• Understanding design process • Examining hydraulics & engineering	**Design Project:** Hydraulic Arm
TERM 2	• Exploring issues in consumer science	**Investigation:** Consumer Science
TERM 3	• Understanding design process • Examining force, motion, space science & aerodynamic principles	**Design Project:** Space rocket
TERM 4	• Understanding design process • Exploring social justice issues	**Design Project:** Community Problem & Solution
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities / Assessment	

Vocational Education

Yeppoon State High School provides a diverse selection of Vocational Education and Training (VET) courses designed to enhance practical skills and knowledge. These courses contribute to the Queensland Certificate of Education and can also be used in the calculation of a tertiary entrance rank score for university applications.

To ensure students are prepared, all participants must complete a VET Induction as part of their enrolment. For those who believe they have relevant prior skills, Recognition of Prior Learning (RPL) can be applied for. Should any student have concerns about their training or assessment, they can address these issues through our Complaints and Appeals Policy and Procedures. Further information can be found on our website.

VET in Schools (VETiS) Program

Funded by the Department of Employment, Small Business and Training, the VETiS program covers training fees for VET courses that are aligned to jobs and skills in demand, putting secondary school students on a path to employment and further VET opportunities. Students undertaking VETiS can complete **one** employment stream qualification at the certificate I or II level.

Unique Student Identifier (USI)

A USI is a reference number made up of numbers and letters. All students studying a VET qualification must have a Unique Student Identifier (USI) before enrolment and Statement of Attainment or qualification can be awarded. The USI provides online access to a student's record of enrolment and achievement for VET learning.
Students need to apply for their USI at www.usi.gov.au and give a copy of this number to Senior Schooling for recording in the Student Management System.

INTRODUCTION TO HEALTHCARE PATHWAYS

Elective Subject

Brief Description of Subject

Pathways to Healthcare provides students with practical skills and a clear understanding of nationally recognised qualifications and pathways into healthcare. This course has been designed to prepare students for a range of tasks they perform when they enter a health and/or community services career, including health checks, health promotion and health administration. Students can go on to study Certificate II in Health Support Services, Certificate III in Health Services Assistance and Assistant in Nursing in years 11 and 12.

Brief Course Assessment/Outline

Through this course students will gain:

- Practical skills through hands-on learning.
- Insights into a variety of career pathways in healthcare.
- Students will also gain knowledge and understanding of:
- Workplace Health and Safety (WHS)
- Infection Control
- Personal Protective Equipment (PPE)
- Anatomy and body systems
- Health assessments

Year 10

Unit 1: Healthcare, Roles and Challenges

- Health Care Roles
- Operational Challenges of Healthcare
- Health Care Systems
- Ethics and Privacy
- Infection Prevention & Control

Unit 2: Body Systems & Health Assessments

- Health / Genes / Diseases
- Nutrition
- Physical Activity
- Blood Pressure & Pulse
- Wellbeing
- Musculoskeletal, Digestive and Respiratory System

Year 11

CHC32015: Certificate III in Community Services 2024 Term Planner		
Term 1	**Term 2**	**Term 3**
HLTAAP001 Recognise healthy body systems (Core) HLTWHS002 Follow safe work practices for direct client care (Core)	**CHCCCS016** Respond to client needs (Core) BSBWOR301 Organise personal work priorities and development (Elective) CHCCCS009 Facilitate responsible behaviour (Elective)	HLTAID009 Provide cardiopulmonary resuscitation (Imported Elective) HLTAID011 Provide first aid (Elective)

Year 12

HLT33115: Certificate III in Health Services Assistance (Assisting in Nursing Work in Acute Care)		
Registered Nurse Delivery : HLTAIN001 Assist with nursing care in an acute care environment HLTAIN002 Provide non-client contact support in an acute care environment	CHCCCS026 Transport individuals CHCCCS002 Assist with movement CHCCCS020 Respond Effectively to behaviours of concern	

Required Course Materials

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

Future Pathways

Year 11 & 12	**Acute care assistance, assistant in nursing, nursing assistant, nursing support worker, patient service attendant, patient support assistant, patient care assistant, ward assistant** **Alternative pathways such as an apprenticeship or traineeship** **All Certificate Courses in regard to structure of delivery and mode of learning and assessment**

CERTIFICATE II IN SAMPLING & MEASUREMENT

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
	Units of competency: **Core Units** • 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 **Elective Units** • 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	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: • Practical Activity • Written Assessment • Observation • Project work • Case Studies

Future Pathways

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

CERTIFICATE III IN LABORATORY SKILLS

Elective Subject

Brief Description of Subject

Job roles /employment outcomes

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
	Units of competency: **Core Units** • **Elective Units**	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: • Practical Activity • Written Assessment • Observation • Project work • Case Studies

Future Pathways

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

CERTIFICATE II IN CONSTRUCTION PATHWAYS

Elective Subject

Brief Description of Subject

This nationally recognised qualification provides students with a general introduction to the construction industry. It examines WHS requirements, workplace expectations and practical skill development. More specifically, students will complete various online training modules, develop several safety documents, and use a range of construction tools, machinery and equipment. They will construct saw horses and wall frames, and experience site preparation and layout. On successful completion, students will have the knowledge and skills for entry level construction positions, including carpentry, bricklaying, cabinet making, joinery and shop fitting. Further to that, students will develop communication, teamwork and problem-solving skills that are transferable to many other industries.

On successful completion, students will receive –

- Certificate II in Construction Pathways (CPC20220)
- White Card for general construction induction
- 4 QCE Points
- Opportunity for work experience & apprenticeships

Brief Course Assessment/Outline

The course includes ten (10) competencies that must be completed to attain the qualification:

	Course Outline	Assessment Summary
	Units of competency: • CPCCOM1012- Work effectively and sustainably in the construction industry • CPCCOM1013 - Plan and organise work • CPCCOM1015 - Carry out measurements and calculations • CPCCVE1011 - Undertake a basic construction project • CPCCWHS2001 - Apply WHS requirements, policies and procedures in the construction industry • CPCCCM1011 - Undertake basic estimation and costing • CPCCCM2004 - Handle construction materials • CPCCCM2006 - Apply basic leveling procedures • CPCCCA2002 - Use carpentry tools and equipment • CPCCCA2011 - Handle carpentry materials	Certificate II in Construction Pathways combines theory modules with practical components to assess ten (10) competencies across the 12-month period.

Required Course Materials

Materials are provided through subject levy.

Future Pathways

Year 11 & 12	**Certificate II in Engineering Pathways** **Potential employment opportunities in the construction industry**

ALTERNATIVE COURSES

The following courses are available as online virtual courses through Prestige Service Training. Students can choose to study these courses as a standalone elective on a study line. Alternatively, a variety of other courses of interest can be sourced. Please see Mr Boyle in the TTC for further information.

Course	Provider	Year Level	Duration	Fee
Certificate III in Information Technology	Prestige Service Training	10, 11 & 12	12 months	$2200
Certificate III in Screen & Media	Prestige Service Training	10, 11 & 12	12 months	$1450

Excellence Subject

Music Excellence

Music Excellence is an immersion program that extends theoretical knowledge and practical ability in music. The course is a mixture of Australian Curriculum and formal certification courses through Australian Music Examination Board (AMEB). Students study this class Wednesday morning from 8:00am through to the first bell. This course is offered to students across all year levels with students able to achieve QCE points in the later years.

Students who are currently studying an instrument in primary school are encouraged to apply for this course. An Expression of Interest will be distributed through the primary school music teachers in Semester 2 or can be collected from the YSHS Performing Arts Staffroom.

Enrichment Subject

Instrumental Music

The school also offers an award-winning Instrumental Music Program. Some students may already be participating in these programs through their primary schools, but new participants are always welcome to sign up. Lessons are typically 35 minutes and take place once a week.

The program has five ensembles: Concert Band - Big Band - String Orchestra - Marching Band - Percussion Ensemble.

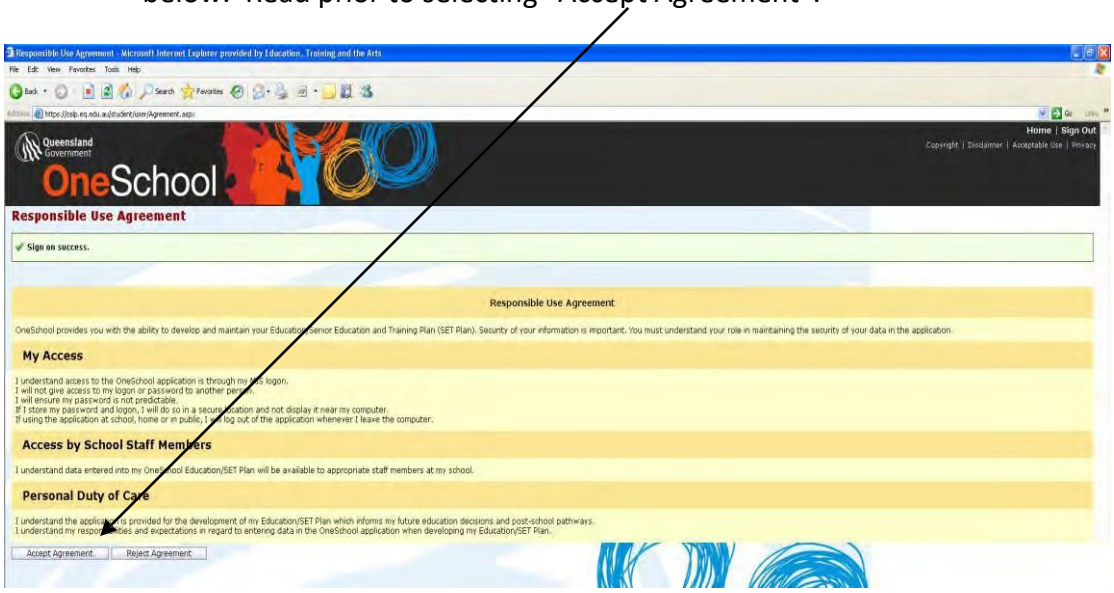
As part of the Instrumental Music Program, students will be required to attend an Instrumental Music Camp to prepare their repertoire. We also aim to take our ensembles on tour around the state. In the past, the students went on an outback tour, playing music throughout Central Queensland from Emerald to Longreach. In 2023, Instrumental Music students toured to Mackay and surrounds, participating in workshops at Central Queensland University.

The YSHS Concert Band, Big Band, and String Orchestra proudly represent the school at regional and state-level competitions, including the prestigious Fanfare Instrumental Music Festival. Over the years, these ensembles have earned recognition for their outstanding performances, including regional finalist placements, and gold and silver awards at Central Queensland heats. Participation in these events provides students with valuable performance experience and the opportunity to showcase their musical talents within the wider community.

Other performances include Rockhampton Eisteddfod, Capricorn Secondary Music Festival, Village Festival, Community Anzac Day Parade, Central Queensland Jazz Festival and Pinefest. Throughout each year there are many opportunities for Instrumental Music students to participate in workshops with musicians from other schools as well as professional musicians. In 2024, IM students have performed alongside the Koala's Marching Band and the 1RAR Band.

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".

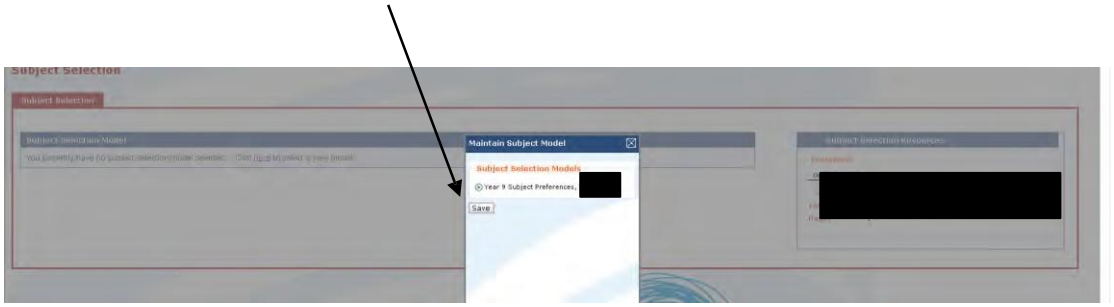


Step 4: If you have been enrolled at a different school prior to coming to Yeppoon SHS you may also be asked to confirm your school.

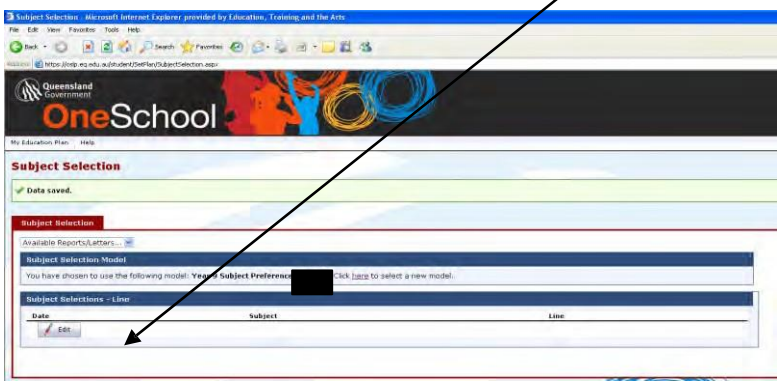
Step 5: You will then be directed to your home page, as recognised by your EQ Id and Name in the top right hand corner. Select from the menu "My Education Plan".

Step 6: You will be asked to select 'here' to complete your selections. The subject selection guide for Year 109s also available to download.

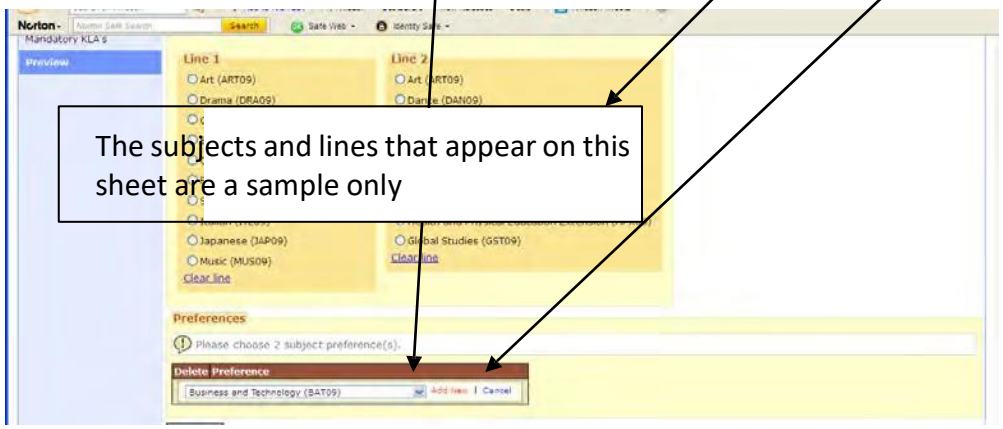
Step 7: You need to left mouse click to select the Year 10 Subject Preferences, then select save.



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 Year 11 and 12.

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