





Subject Guide

Year 9

YSHS
TOGETHER WE SUCCEED

YEPPOON STATE HIGH SCHOOL

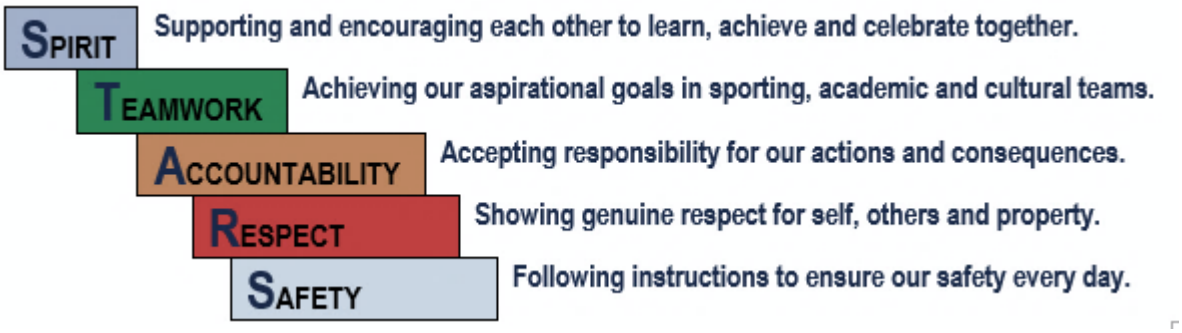
Together we succeed

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 ..... Mrs Sandra Byrt

English ..... Mrs Nicole Sherwell

Health & Physical Education ..... Ms 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

At Yeppoon State High School

Expectations are created by:

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

This might be demonstrated through:

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

Relationships are created by:

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

This might be demonstrated by:

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

High quality teaching is created by:

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

Subject Offerings

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

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

Course Organisation in Year 9

COMPULSORY SUBJECTS

English

Health and Physical Education (HPE)

History

Mathematics

Science

ELECTIVE SUBJECTS

Humanities

Economics and Business

Japanese

Health and Physical Education

Technologies

Technology Food and Fibre

Metal Technologies

Wood Technologies

Digital Technologies

Food Technologies

STEM

The Arts

Visual Arts

Drama

Media Arts

Music

Core Subjects

ENGLISH ENG

Core Subject

Brief Description of Subject

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

Brief Course Assessment/Outline

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

Future Pathways

Year 10	**English Foundation** **General English** **English Extension**

SCIENCE SCI

Core Subject

Brief Description of Subject

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

The Australian Curriculum: Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	**Biological Science** Explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time.	TBC
TERM 2	**Chemical Science** Explore to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.	TBC
TERM 3	**Earth Science** Explore the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle.	TBC
TERM 4	**Biological Science** Explore the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability.	TBC

Criteria	
Homework	Homework is given after each lesson to reinforce the lessons, prepare for the next lesson (safety and pre-reading) or research and construct assignments. It is usually due the following day (lesson).

Future Pathways

Year 10	**Science**

HISTORY HIS

Core Subject for one semester

Brief Description of Subject

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

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the "war to end all wars".

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1 & 3	***The Industrial Revolution*** Students examine and analyse factors that caused the Industrial Revolution such as population, technology, labour force, improvements in transport and inventions. Students will then evaluate significant effects of the Industrial Revolution and make judgements in relation to social/ environmental impacts.	1 x Portfolio or Research assignment
TERM 2 & 4	**World War I** Students analyse the contributing factors to the outbreak of total war in 1914 before focusing on Australia's involvement and the legacy of the Gallipoli campaign.	1 x Portfolio
Criteria	Knowledge and Understanding Historical Skills	
Homework	Across the Semester students will be required to do a variety of the following: • Preparation and completion of assignments • Practice paragraphs • Vocabulary exercises • Revision and study for tests	
Field Trips	Yeppoon Return Services League (subject to availability)	

Future Pathways

Year 10	**History** **Introduction to Social and Community Studies**	**Introduction to Ancient or Modern History**

MATHEMATICS

MAT

Core Subject

Brief Description of Subject

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

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

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

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

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

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

Brief Course Assessment/Outline

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

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

Future Pathways

Year 10	**Maths & Math Extension (Pre-requisite must be met)**

HEALTH AND PHYSICAL EDUCATION HPE

Core Subject for 1 semester

Brief Description of Subject

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

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

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

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
UNIT 1	**Unit 1 – Healthy & Active Living** In this unit students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern. As part of their exploration of cultural influences on participation in physical activity, students will be exposed to a range of recreational and cultural activities	Project - Folio Practical Performance
UNIT 2	**Unit 2 – Sport Psychology** In this unit, students investigate the impact of personal psychological factors on performance through the exploration of sports psychology. Exploring content areas including performance, motivation, arousal, anxiety and goal setting. Students investigate and implement strategies to create positive emotions and cohesive, high performing teams. Students explore the impact of team culture and motivational climate on participation and performance.	Written Exam Practical Performance
Criteria	• Investigating • Performance and Practical Application	
Homework	Homework involves revising for progressive exams, completion of workbooks if incomplete during class time and completion of assessment.	
Excursions / Camps	N/A	

Future Pathways

Year 10	**HPE Extension** **HPE**

Elective Subjects

JAPANESE JAP

Elective Subject

Brief Description of Subject

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

Brief Course Assessment/Outline

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

Future Pathways

Year 10	**Japanese**	**Japanese Extension**

METAL TECHNOLOGIES TMM

Elective Subject

Brief Description of Subject

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

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

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

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	• Investigating Australian inventions • Applying metalworking techniques, including safe work practices	**Investigation:** Australian Inventions **Practical Demonstration:** Engineer's Square
TERM 2	• Applying metalworking techniques, including safe work practices	**Design Project:** BBQ Spatula & Tongs
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities & Assessment	
Excursions / Camps	n/a	

Future Pathways

Year 10	**Metal Technologies**

WOOD TECHNOLOGIES TMW

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 BBQ caddy, CO2 racer and serving tray, while investigating aerodynamic principles.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	• Applying woodworking techniques, including safe work practices • Investigating aerodynamic principles	**Practical Demonstration:** BBQ Caddy
TERM 2	• Applying woodworking techniques, including safe work practices	**Design Project:** CO2 Racer **Practical Demonstration:** Serving Tray
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities & Assessment	
Excursions / Camps	n/a	

Future Pathways

Year 10	**Wood Technologies** **Certificate II in Construction Pathways**

TECHNOLOGY FOOD AND FIBRE

TFF

Elective Subject

Brief Description of Subject

Agriculture studies provides students with a wide range of supportive learning experiences where individual ideas are valued and encouraged. Students develop knowledge and skills in environmentally sustainable practices aligned to industry standards and agricultural enterprises. A range of practical orientated activities allows students to participate in the planning, design, production and evaluation of real-world scenarios. Activities include animal husbandry focusing on poultry, plant production and garden management, agriculture skills including livestock feeding, farm management and maintenance. Farm produce is utilized for cross-curricular activities with students involved in the preparation of food products made on the farm.

Brief Course Assessment/Outline

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

Future Pathways

Year 10 **Year 11**	**Technology Food and Fibre** **Agricultural Practices**

DIGITAL TECHNOLOGIES DIG

Elective Subject

Brief Description of Subject

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

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

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	**Programming** • Introduction to Programming • Programming languages (focus on Python) • Grok Learning • Grok Python Programming, challenges/courses • Robot Building and Programming	Digital Portfolio Project Kahoot Exam
TERM 2	**Image Manipulation** • File compression • File storage • Resolution basics • Principles of Design • Canva • Photoshop	Digital Portfolio Project Kahoot Exam
Homework		
Excursions / Camps		

Future Pathways

Year 10	**Digital Technologies**

DRAMA DRA

Elective Subject

Brief Description of Subject

Year 9 Drama challenges students to develop their skills as performers and theatre-makers. Students explore how dramatic elements, conventions and performance styles can be deliberately used to create meaning, communicate ideas and engage an audience. Through creating, performing and responding to drama, students develop their creativity, confidence, collaboration and critical thinking skills.

Students work with scripted and devised drama, experimenting with a range of performance styles and developing greater control over voice, movement, characterisation and dramatic action. They learn to make purposeful theatrical choices and analyse and evaluate their effectiveness in communicating with an audience.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	**Identifying the Unique** Students explore contemporary plays and investigate how **character, relationships, movement, voice, space and tension** can be used to create dramatic meaning. They interpret, rehearse and perform scripted scenes, making deliberate performance choices to communicate ideas and engage an audience.	MAKING: • Performance - Rehearse and present scripted text RESPONDING: • Extended response
TERM 2	**Exploiting the Quirks** Students explore a range of comedic styles and investigate how **physicality, timing, character, voice and mood** can be manipulated to create humour and influence an audience. Students devise, rehearse and perform original comedic scenes.	MAKING: • Forming - Group improvisation RESPONDING: • Reflection and evaluation
Criteria	**Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions. **Responding** includes exploring, responding to, analysing and interpreting artworks.	
Homework	Homework is the completion of class activities, extension work, script writing, personal reflection and learning lines.	
Excursions / Camps		

Future Pathways

Year 10	**Drama**

ECONOMICS AND BUSINESS ECB

Elective Subject

Brief Description of Subject

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

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	**COMPETING AS A BUSINESS IN THE GLOBAL ECONOMY** • Global Economy Overseas Manufacture • Australian Made • Ethical Decisions • Profit Margins • Marketing • Workplace Roles and Responsibilities	**Written Exam** **Research and Report (written)**
TERM 2	**FINANCIAL RESPONSIBILITY, RISK AND REWARD** • Financial Rewards • Financial Risks • Investments • Insurance • Scams • Debt	**Written Exam**
Homework	Homework requirements in Business and Economics will vary depending upon assignment tasks, practical work and class work. Students will be expected to complete weekly homework.	
Excursions / Competitions	Opportunities for local excursions and competitions may arise over the term course.	

Future Pathways

Year 10	**Business**

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	• Identifying influences on food choices • Investigating current food trends • Examining kitchen safety & hygiene	**Investigation:** Food Trends **Practical Demonstration:** Lebanese Lamb Filo Rolls
TERM 2	• Investigating global food distribution • Examining kitchen safety & hygiene	**Design Project:** Australian Food Charity
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities / Assessment	
Excursions / Camps	n/a	

Future Pathways

Year 10	**Food Technologies**

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 simple machines • Exploring catapult engineering • Investigating alternative energy	**Design Project:** Catapult Device **Investigation:** Alternative Energy
TERM 2	• Understanding design process • Examining electromechanical design	**Design Project:** Mini-Golf Obstacle
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities / Assessment	

Future Pathways

Year 10	**STEM**

MUSIC MUS

Elective Subject

Brief Description of Subject

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

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
SEMESTER	**Unit 4: Rock Music** As a vehicle for conveying opinions, ideas, emotions and language to young people, rock music has no competition. But what exactly is rock? With so many varying subgenres of rock, it is difficult to provide one simple explanation. Throughout this unit students will develop performance skills, analyse exactly what makes rock, rock, as well as investigate the influence that society and technology have had on rock's evolution from the 1950's to now**.** **Unit 2: Story and Song** Some of the most well-known music across the planet is from movies, TV Shows and video games. In this unit, students will explore music from movies and games such as Jaws, Minecraft, How To Train Your Dragon, Stranger Things, The Avengers, Star Wars, Harry Potter and more! They will create a theme song for a generated character and respond to questions about how music is used to communicate meaning.	MAKING: • Performance RESPONDING: • Exam MAKING: • Composition
Criteria	**Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions. **Responding** includes exploring, responding to, analysing and interpreting artworks.	
Homework	Homework is the completion of class activities, extension, work, composition, work, personal reflection and practice.	

Future Pathways

Year 10	**Music**

MEDIA ARTS MED

Elective Subject

Brief Description of Subject

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

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	**The art of the Interview** Interviews on TV are quite common, and not just during the news. Interviews are so popular, entire shows are built around the idea of one person asking another person questions. Students will briefly explore some common filming and interview techniques. They will base their enquiries around an important and current theme. **LifeHack** Life Hacks are low budget, time saving techniques designed to simplify, re-organise and improve everyday life. In this topic students will analyse media conventions aimed at presenting knowledge in an entertaining manner. They'll research, develop, film and edit their version of a life hack.	MAKING: • short interview sequence and life hack video MAKING AND RESPONDING: • Workbook with reflection on own and others' work
TERM 2	**Short Story** In the beginning, all films were short. Students explore narrative structures and develop a short film based upon a chosen theme. **Video Killed the Radio Star** In 1981, a new cable channel called MTV aired its first ever music video, "Video Killed the Radio Star" by the Buggles. 19 years later, on Feb. 27, 2000, it became MTV's one millionth video aired. Music videos are now considered essential to the success of any new song, and whilst they're now more commonly found on YouTube, music videos remain an important form of artistic and musical expression. Students will explore film making methods such as green screen and stop motion in order to create a music video to accompany their favourite song.	MAKING: • short film and music video MAKING AND RESPONDING: • Workbook with reflection on own and others' work
Criteria	**Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions. **Responding** includes exploring, responding to, analysing and interpreting artworks.	
Homework	Homework involves some planning and preparation during storyboarding and filming.	
Excursions /	Opportunities to attend film workshops may arise throughout the course of the subject.	

Future Pathways

Year 10	**Media Arts**

VISUAL ARTS — ART

Elective Subject

Brief Description of Subject

Visual Art is about turning ideas into images, objects and experiences.

The significant components of Visual Art are:

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

Year 9 is an important year for students as they will learn about and be inspired by the artworks of other artists with an emphasis on learning new techniques and developing skills, confidence and their imagination.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	**Look at Us** • Research artists who create images and objects representing the human form • Manipulate elements, experiment with media, techniques and processes and develop, refine and resolve artworks. • Respond to a variety of artworks through deconstruction using arts elements and language.	Making – Folio of Work Responding – Analytical report
TERM 2	**Nature vs Machine** • Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions • Develop and refine techniques and processes to represent ideas and subject matter • Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style	Making – Printmaking Folio Responding - Artist Statement
Criteria	**Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions. **Responding** includes exploring, responding to, analysing and interpreting artworks.	
Homework	Homework involves completion of class activities and responding tasks, if not completed in class time.	
Excursions / Camps		

Future Pathways

Year 10	**Visual Art**

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 one morning a week 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 in Term 1.

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, Pinefest and Brisbane's Prestige Music Festival.

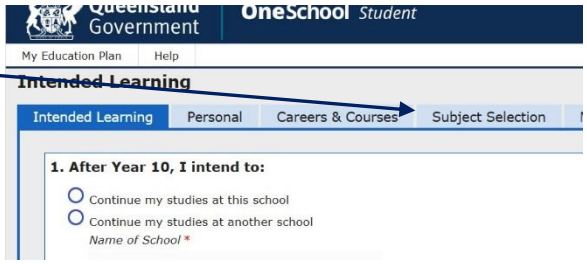
Throughout each year there are many opportunities for Instrumental Music students to participate in workshops with musicians from other schools as well as professional musicians. In 2026, IM students have performed alongside Ensemble Q as well as workshopping with Topology's John Babbage.

Instructions to Assist with Subject Selection

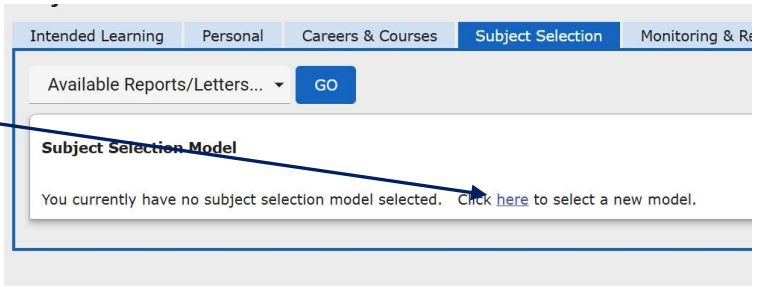
Step 1: Go to https://oslp.eq.edu.au.
Step 2: Enter your username and password as if logging onto a computer at school.
Note: You may be directed to the Responsible Use Agreement as shown below. Read prior to selecting "Accept Agreement".

Step 3: My Education Plan (Click here)

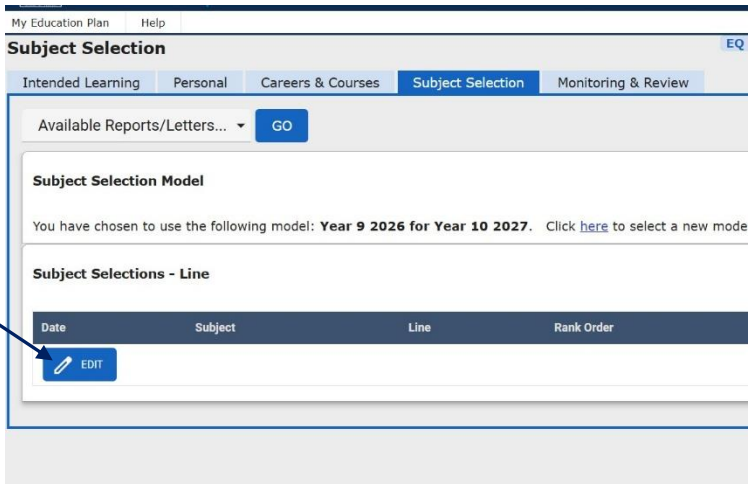
Step 4: Subject Selection (Click here)



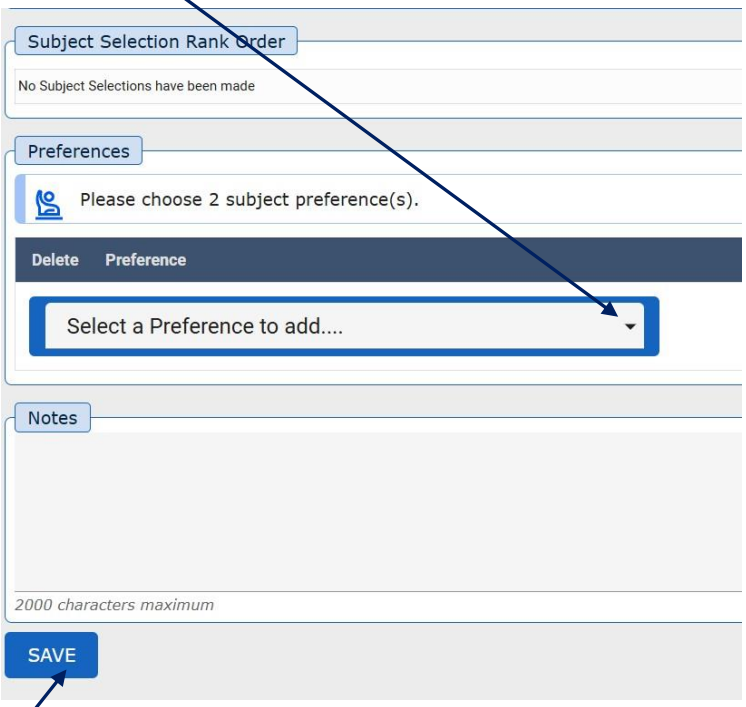
Step 5: Click here



Step 5: Edit



Step 6: 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 7: Don't forget to save

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