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Year 10 is a relatively new addition to the Senior Secondary phase of learning in 2016. Students in Year 10 will have the opportunity of using the entire year for Senior preparation leading into Year’s 11 and 12. This is a different approach to Year 10, where in the past, Semester One was finishing the National Curriculum, and Semester Two being the Senior preparation Semester. Moving to the whole of Year 10 being the Senior preparation phase, this is an attempt to make the transition into Year 11 and 12 smoother. Throughout the course of Year 10, students will be exploring Year 10 content and knowledge in a Senior context. Also, students will have the opportunity of starting to bank credits towards there Queensland Certificate of Education (QCE) by engaging in Certificate courses conducted at Gympie State High School, as well as participating in School-based Apprenticeships and Traineeships (SAT).

To be awarded a QCE, students will need to achieve a significant amount of learning, including set standards in literacy and numeracy. To qualify for a QCE students need to accumulate 20 credits. A credit is awarded for a unit of study if a minimum standard has been met (e.g., Sound Achievement, a C standard, competent) depending on what assessment grade the course uses.

In order for students to be successful in gaining the QCE, students, parents and schools will work together to agree on a plan of study for the Senior Phase of Learning. This will be developed in the form of a Senior Education and Training (SET) Plan or career plan. The SET plan helps students structure their learning around their abilities, interests and ambitions.

Queensland Government laws require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake a further two year education and/or training, or until they achieve a Queensland Certificate of Education (QCE) or Certificate III vocational qualification or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment (a minimum of 25 hours per week). The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year 10 students will be able to choose from a broader range of learning options. In order to make the most of this opportunity, they will need a plan. The Senior Education and Training Plan (SET Plan) is mandatory and is also a key part of the Queensland Government’s Education and Training Reforms for the Future initiative. It is an important step for young people. It is a time when they make choices about their future education and/or training.
The SET Plan will map student’s individual learning pathways through the Senior Phase of Learning. This process is to assist in making good informed choices, specifically around appropriate senior subject selections and future learning options.

**YEAR 10 CURRICULUM FRAMEWORK**

The Year 10 Curriculum is made up of Core and Elective subjects. Year 10 sees the introduction of some Vocational subjects that contribute credits towards the individuals Queensland Certificate of Education (QCE).

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<tr>
<th>Core</th>
<th>Electives</th>
<th>VET</th>
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<td>• Agricultural Practices&lt;br&gt;• Rural Operations&lt;br&gt;• Art&lt;br&gt;• Business Essentials&lt;br&gt;• Dance&lt;br&gt;• Digital Media &amp; Communications&lt;br&gt;• Drama&lt;br&gt;• Food Technology&lt;br&gt;• German&lt;br&gt;• Graphics&lt;br&gt;• Biological Science&lt;br&gt;• Physical Science&lt;br&gt;• Agricultural Science&lt;br&gt;• Life Science</td>
<td>• Health and Physical Education&lt;br&gt;• Industrial Technology A&lt;br&gt;• Industrial Technology B&lt;br&gt;• Japanese&lt;br&gt;• Junior Marine Studies&lt;br&gt;• Manual Arts&lt;br&gt;• Music&lt;br&gt;• STEM&lt;br&gt;• Textiles Technology</td>
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**Core Subjects**

Student will be required to complete the following core subject as a mandatory component of the National Curriculum;

- English and Mathematics for two semesters
- History for one semester

**Electives**

As a result of meeting the Core requirements of the National Curriculum, every student in Year 10 will complete two electives in Semester One and four electives in Semester Two.

During Year 10, Gympie SHS offers a range of science subjects that enable students to get a head-start on the senior syllabi undertaken in years 11 and 12.

During Semester Two of Year 10, Gympie SHS offers the 10.5 Program which is a transition program for Senior studies in Year 11 and 12. The content of the subjects delivered throughout Semester Two resemble that of the Senior syllabus.
# Year 8 – 12 Subject Pathway Overview

## Year 8 Electives
- AA01 Animal Husbandry
- ART01 Art "About Me"
- CMU01 Music
- DAN01 Dance
- DRA01 Drama
- MUS01 Music
- VAS01 Visual Art

## Year 9 Electives
- AA02 Animal Husbandry
- ART02 Art "Places & Spaces"
- CMU02 Music
- DAN02 Dance
- DRA02 Drama
- MUS02 Music
- VAS02 Visual Art

## Year 10 Electives
- AA03 Animal Husbandry
- ART10 Art "Keeping it Real"
- CMU10 Music
- DAN10 Dance
- DRA10 Drama
- MUS10 Music
- VAS10 Visual Art

## Year 11 Electives
- AA04 Animal Husbandry
- ART11 Art "Finding a Voice"
- CMU11 Music
- DAN11 Dance
- DRA11 Drama
- MUS11 Music
- VAS11 Visual Art

## Year 12 Electives
- AA05 Animal Husbandry
- ART12 Visual Art
- CMU12 Music
- DAN12 Dance
- DRA12 Drama
- MUS12 Music
- VAS12 Visual Art

## Authority Subjects

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## Authority Registered Subjects

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## VET Courses

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## Notes
- Year 8 is a study of subjects for all students.
- Year 9 is a study of subjects for all students.
- Year 10 electives are subject to availability and student choice.
- Year 11 and Year 12 electives are subject to availability and student choice.
- The chart above provides a general overview of subjects available during Years 8 to 12.
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**Syllabus at a Glance**

- **Technology & Media**
  - TAM081 Technology & Media
  - TAM082 Technology & Media

- **DMC**
  - DMC091 Digital Media Communication
  - DMC092 Digital Media Communication
  - DMC101 Digital Media Communication
  - DMC102 Digital Media Communication

- **Business Essentials**
  - BES091 Business Essentials
  - BES092 Business Essentials
  - BES101 Business Essentials

- **Accounting**
  - AC112 Accounting

- **Certificate I in Business**
  - VBC111

- **Certificate I in Creative Industries**
  - VCM101

- **Certificate II in Multimedia**
  - VMM112

- **Film, TV and New Media**
  - FTM111

- **Certificate I in Digital Media**
  - VID101

- **Certificate I in English Communication**
  - ENC111

- **Certificate II in Multimedia**
  - VMM121

- **Certificate I in Digital Media**
  - VID102

- **Certificate II in English Communication**
  - ENC112

- **Certificate I in Business**
  - VBC112

- **Certificate II in Business**
  - VBN121

- **Certificate II in English Communication**
  - ENC122
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**HPE FACULTY**

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## GYMPIE STATE HIGH SCHOOL

### YEAR 10 SUBJECT GUIDE

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<td>SCI102 Biological Science</td>
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# Year 10 Subject Guide 2016

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<tr>
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<th>Text and Resource Fee</th>
<th>Student Development Fee (all year levels)</th>
<th>PLUS refundable deposit per NEW STUDENT enrolled</th>
<th>PLUS Subject Fees (please check if applicable)</th>
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<td>Year 12 Agriculture</td>
<td>$75 Cert II Rural Ops</td>
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<td>Year 12 Hospitality</td>
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<td>$15 Hospitality Studies</td>
<td>$50 Cert II Hospitality</td>
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<td>$190 Marine Science</td>
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<td>Year 12 Manufacturing</td>
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<td>Industrial Technology Studies $120</td>
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<td>Year 11, 12 Eng Tech</td>
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<td>Year 11, 12 Anc History</td>
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<td>Year 11, 12 Film, Tel &amp; Media</td>
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<td>Year 11 Agriculture</td>
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<td>Year 11 Marine</td>
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<tr>
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<td>Year 10 Junior Marine</td>
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<td>Year 10 Home Ec - Textiles</td>
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<td>ITB $20 Sem 1 ($20 Sem 2)</td>
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<td>Year 9 Ag Mechanics</td>
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<td>Year 9 Home Ec - Textiles</td>
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<td>Year 9 Manual Arts</td>
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<td>$90 per annum (using school instruments)</td>
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<td>Multimedia Certs</td>
<td>$40.00 Cert 2</td>
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<td>$15.00 Snr Phys Ed</td>
<td>$15 YR10 HPE Advanced</td>
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</table>
English

Contacts: Ms Palm (B9 Staffroom).

Code: ENG  
HOD: Ms Palm

Content: The study of English consists of studies associated with the five main language activities – reading, writing, speaking, listening and viewing. With a strong focus on literacy, students build on reading comprehension strategies learnt in Junior Secondary and expand their vocabulary through different spoken and written language activities.

Implementing the Australian Curriculum means students are assessed across the three strands of Literature, Literacy and Language. In Semester 1, students will examine and analyse a set class novel, a range of print and electronic advertisements, a class film and one of their own choice. They will explore how language choices affect readers’ responses and in crafting their own written and spoken tasks, students will be able to incorporate these strategies to achieve their purpose.

In Semester 2, students study units which involve studying a Shakespearean play, poetry analysis and research about significant Indigenous sites. Throughout the year students will learn and use the language and terms of critical literacy.

Assessment: Students have three pieces of assessment in each semester. These are two written pieces and one oral presentation. One written task is an assignment and the other is an exam.

Through their assessment and classwork, students are encouraged to identify areas of weakness, monitor their own improvement, and celebrate their success.

Other Info: English or English Communication is COMPULSORY to Year 12. English is important for all careers. Employers expect their employees to be able to communicate by speaking and writing and be able to listen to or read directions.

Contributions from the Text Hire Scheme cover the range of class sets from the Book Room, photocopying and the Year 10 cultural performance by Marco Gliori.

Students need to achieve a minimum of a "C" standard in this semester to continue on to Year 11 and 12 English. English is a pre-requisite for most Year 11 and 12 OP subjects.
English Communication

Contacts: Ms Palm (B9 Staffroom)

Code: ENC112       HOD: Ms Palm

Content: The study of English Communication involves learning and using the language with a practical and vocational focus. The five main language activities – reading, writing, speaking, listening and viewing – still form the basis of classwork and assessment. With a strong focus on literacy, students build on essential skills learnt in Junior Secondary and expand their vocabulary through different spoken and written language activities.

Implementing the Australian Curriculum means students are assessed across the three strands of Literature, Literacy and Language. In Semester 1, students will examine and analyse a class film and one of their own choice, as well as a range of print and electronic advertisements. They will explore representations of stereotypes in film and analyse how advertisers persuade their audiences.

In Semester 2, students will study significant Indigenous sites, explore representations in the media and draw comparisons between novels and films.

Assessment: Students have three pieces of assessment in each semester. These are two written pieces and one oral presentation. One written task will be an assignment and the other will be a short answer exam.

Other Info: English or English Communication is COMPULSORY to Year 12. English is important for all careers. Employers expect their employees to be able to communicate by speaking and writing and be able to listen to or read directions.

Contributions from the Text Hire Scheme cover the range of class sets from the Book Room, photocopying and the Year 10 cultural performance by Marco Gliori.

Students who choose English Communication in Year 10 MUST choose English Communication in Year 11 and 12.
Maths: Core Maths

Contacts: Mr Trueman (J Block).

Code: MAT102

HOD: Mr Trueman

Content: The Challenge:
Core Math is the main pre-requisite course to study Maths A in year 11, although students can also enter Maths A from Extension Maths (MAX102). This course is written to the standards statements of the National Curriculum referred to below.

Mathematics A is a QSA “authority subject” that allows their results to contribute towards OP calculations at the end of year 12. Maths A allows a wide range of course options at university as well as being an excellent basis for apprenticeship or further TAFE studies.

Topics studied:
This course follows the “year 10” statements of the National Curriculum. The course material and standard expectations for “year 10” can be viewed online at: http://www.australiancurriculum.edu.au/

Assessment: There are 8 units to this course of study, 2 units in each term of year 10. Students will be assessed using formal tests, assignments and class journals across the criteria of understanding, fluency, problem solving and reasoning.
At exit in semester 2:
1) Students who study Core Maths will be able to obtain an “A” rating in Core Mathematics on their semester 2 report.
2) Students who wish to study Mathematic A in year 11 will need to gain at least a "C" rating in MAT102 or MAX102

Other Info: Materials required:
- You will need the text book, writing pad, stationery items, protractor, ruler.
- A scientific calculator, preferably a Sharp EL 351 or better available for purchase from the school.
Maths: Extension Maths

Contacts: Mr Trueman (J Block).

Code: MAT102

HOD: Mr Trueman

Content: The Challenge;
This subject prepares students for studies in Mathematics B and Mathematics C in year 11. Several subjects taught at university, namely economics, sciences and engineering require students to have a high levels of mathematical understanding. Courses requiring high level mathematic studies at university can be obtained from a QTAC guide.

Pre-entry Requirements:
This course of study meets the “10A” requirements of the National Curriculum. 10A is a much higher standard of study that the core Maths 10 curriculum and students that undertake this course should be displaying:
1. an ability to understand and manipulate algebra
2. a dedication to independent learning especially the ability to apply themselves to home studies.
3. previous high achievement in mathematics and Naplan testing would be good indicators.

Students are recommend by teachers for entry into this course and should be attaining a C+ level or better in previous extension studies in mathematics.

Extension topics studied:
This course follows the “10A” statements of the National Curriculum. The course material and standard expectations for “10A” can be viewed online at: http://www.australiancurriculum.edu.au/

Assessment: There are 8 units of study over the 2 semesters of this course. Assessment is a mixture of formal test, assignments, investigations and in class observations. Students are assessed across the proficiencies of understanding, fluency, problem solving and reasoning in accordance with the National Curriculum.

Other Info: Required Materials:
• Text, Stationery equipment, ruler and scientific calculator
• Graphics Calculators will be supplied to students as required
Maths: Practical Maths

Contacts: Mr Trueman (J Block).

Code: MAP102

HOD: Mr Trueman

Content:
Every student needs to ensure that they have a certificate that states that they have a "C" rating or better at year 10 mathematics before leaving secondary school education. A mathematics statement to this level will open many employment or further training opportunities.

An alternative means of achieving a "C" is by completing the modules offered in the Pre-Vocational Mathematics course offered in years 11 & 12. You can start early by preparing for these units in year 10.

Who is this subject for?
This subject is for a student that doubts that he/she will achieve a "C" rating in Core Mathematics(MAT102) by the end of semester 2 year 10. This is the basic level of numeracy required for employment.

Topics to be studied:
The subject matter adheres to the ACARA requirement for the National Curriculum but at the basic practical level. A student will study:
- The application of number
- The use of measurement and geometry
- The use of probability and the collection of data

Assessment:
There are 8 units to this course of study, 2 units in each term of year 10. Students will be assessed using formal tests, assignments and class journals across the criteria of understanding, fluency, problem solving and reasoning.

At exit in semester 2:
3) Students who study Practical Maths will be able to obtain an “A” rating in Practical Mathematics on their semester 2 report.
4) Students who wish to study Mathematic A in year 11 will not be eligible to study maths A in year 11 after studying MAP102 in year 10.

Other Info:
Materials:
- Notebook/work folder
- Stationery items and Scientific Calculator
Science at Gympie SHS relies on the Australian Curriculum to develop its curriculum, assessment and reporting structure up to and including Year 9. During Year 10, a broad range of science subjects are offered in order to prepare students for both OP and non-OP pathways. These subjects provide opportunities for students to develop an understanding of important scientific concepts and processes in a range of specialised areas. In addition, the Year 10 science curriculum deepens understanding of the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives.

Science Skills in Year 10
Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Essential 21st-century skills
In order to support students to be successful learners, there are a number of 21st-century skills that are considered essential. These skills (“general capabilities”) are embedded into Science teaching and learning at GSHS wherever appropriate. They include: Literacy, Numeracy, Information and Communication Technology (ICT) capability, and Critical and Creative Thinking.

Cross-Curriculum Priorities
Year 10 Science at GSHS allows students to develop an appreciation of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Environmental Sustainability.

Assessment
- Will be continuous and active participation is essential
- Will closely reflect that used in Senior Science subjects, and generally comprises two of the following each term:
  - A report of an Extended Experimental Investigation
  - An Extended Response Task, involving research that could result in an oral, audio-visual or written assignment
  - Written Examination of knowledge and scientific understanding

Differentiation
Science at GSHS provides opportunities for tailored teaching and learning, with Master, Core and Practical science classes at each year level. All students will cover the same units but with more or less speed and depth. Additional time will be spent exploring related topics, applying technology to data collection and engaging in a greater variety of opportunities for creative assessment of student ability. Students may move between Master, Core and Practical classes in subsequent Semesters.
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<th>STEM</th>
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<th>PHYSICAL SCIENCE</th>
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<td>SCB101, SCB102</td>
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<td>SCP101, SCP102</td>
<td>AGR101, AGR102</td>
<td>JMS101, JMS102</td>
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Looking for the next BIG thing? The get a grip on the microscopic world of Cells, Microorganisms and the art of Biotechnology.

Discover the sub-atomic social life of atoms with topics in Chemical Quantities and Reactions, Cell Biology and Biotechnology.

Explore the tangled world of Electrical Circuits and Ohm’s Law. Unravel the Physics and Uses of Materials, and why not try Introductory Robotics as well?

Love animals? Get to know them better with topics in Cell Biology, Physiology, and Immunology. Unravel the mysteries of Animal Nutrition, Health and Breeding.

Keen to know what tidal flows, rocky shores and outboard motors have in common? Discover the link between all these and more with studies of Marine Aquatic Practices.

**Year 11 and 12 OP Pathways**

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<th>OP Engineering Technology or non-OP STEM in Years 11 and 12</th>
<th>Biology in Years 11 and 12</th>
<th>Chemistry or Biology in Years 11 and 12</th>
<th>Physics or Engineering technology in Years 11 and 12</th>
<th>Agricultural Science or Biology in Years 11 and 12</th>
<th>Marine Science in Years 11 and 12</th>
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**Possible Careers – here’s just a few…**

- Computer game designer, roboticist, epidemiologist, simulation modeller, cryptologist, cyber-security engineer, Communications/aerospace/biomedical engineer, etc…
- Biotechnologist, zoologist, forensic scientist, zookeeper, epidemiologist, botanist, evolutionary anthropologist, genetic engineer, food scientist, medical research, drug R&D, tissue engineering, ecologist, etc…
- Biochemist, vet, chemical engineer, chemical Information specialist, nanotechnologist, environmental/food and flavour/cosmetic/forensic chemist, pharmacist, petroleum engineer, atmospheric chemist, patent agent, etc…
- Astrophysicist, astronomer, hydrologist, logistician, bioengineer, nuclear medicine or radiotherapy technician, ultrasound and magnetic resonance imaging, nanotechnology researcher, computer scientist, game engine designer, etc…
- Agronomists, Animal nutritionist, vet, farm manager, research scientist, viticulturalist, horticulturist, entomologist advisory and technical consultant, irrigation specialist rural financial supply officers, oenologist parks and recreation officers, etc…
- Fisher, Aquaculturist, Conservation and Resource Manager, Marine Scientist, Marine Biologist, Nautical Scientist, Oceanic Engineer, Oceanographer, Marine Economist and Environmental Educator, etc…
Accounting Introduction

Contacts: Mrs Radecker, Mrs O'Keeffe, Mr Morton (H Middle staffroom)
Code: ACC102  HOD: Mr Brady
Content: This subject is designed to provide a foundation in the discipline of accounting. It focuses on financial records management which involves recording, reporting, analysing and interpreting financial information in a business context.
Topics covered:
• Nature of accounts and types of source documents
• Completion of business documents
• Accounting principles – accounting equation, methods, controls, double-entry
• Record keeping, simple financial records and control procedures
• Analysis of financial reports for decision-making purposes

Assessment: Practical tests (manual and computer-based).
Other Info: This subject may help students considering tertiary studies in the Business area as most courses include a financial component. Contributions cover access to computer hardware and software, printing supplies, photocopying, school/teacher prepared learning booklets, and a range of reference books.
Advanced Home Economics/Hospitality Studies

Contacts: Ms Collins, Ms Davidson, Mr Roberts
Code: AHE101,102
HOD: Miss Keillor
Semester: 10.1 & 10.2

Content: This subject combines both Senior Home Economics and Hospitality Studies topics (both QSA subjects). It is intended for those students who would like to choose either subject in senior. Students will complete a research report and be involved in a function which will therefore allow them to practice cookery techniques and be involved in food and beverage service.

The experiences designed for the semester revolve around an “Eating for Life” theme. It introduces students to good cooking and eating as an essential part of health and wellbeing. It encourages students to explore an engaging range of recipes, use fresh and flavoursome ingredients and practice a variety of cooking techniques. Importantly “Eating for Life” gives insight into the commercial food industry and develops skills in food selection and preparation as part of a healthy lifestyle.

The developmental units during this semester experiencing both Home Economics and Hospitality Studies perspectives are “Fresh Choices for Life” – the social and economic influences on food selection, the health inequities that result from unhealthy food choices, making healthy alternatives from fresh ingredients for sustainable eating habits and “Love Food for Life” – the cultural and environmental influences on food selection, the multicultural eating habits of Australians.

The learning experiences provide opportunities for students to demonstrate evidence of knowledge and understanding, investigating, planning, implementing, applying and reflecting.

Examples of tasks may include: plan and prepare meals, research a written report, cook and cater, write conclusions and recommendations, analyse diets, interpret recipes and process journal work.

Theory work will focus on the practical experiences in the classroom.

Assessment: Assessment and reporting is based on the student’s ability in the following areas.

- Knowledge and Understanding – End Semester Exam
- Reasoning and Planning – Written Task/Research Assignment
- Practical Performance - Continuous Practical Cookery, Function Work and Textile Project

Other Information: Advanced Home Economics/Hospitality Studies will be offered over the 2 semesters of year 10.
This unit is aimed at promoting the wellbeing of the individual and the family in everyday situations.
Cookery ingredients will need to be brought to school once or twice weekly.
Safety and hygiene are priorities.
Correct footwear for workplace health and safety requirements as per the Gympie SHS footwear policy will be expected for all practical lessons.
Advanced Physical Education

Contacts: Mr Oliver, HPE Staff.

Code: APE102  HOD: Mr Oliver

Content: This subject is designed for students who intend to select Senior Physical Education in year 11 and 12. With further study of this educational pathway can lead into careers in exercise science, physiotherapy, sports training, coaching, sports medicine etc.

Students who choose this subject not only have a passion for physical activity and sport but also the theoretical concepts that underpin peak physical performance.

These concepts include: human anatomy, exercise physiology, biomechanics, sports psychology and sports sociology.

Assessment: PRACTICAL:
Students will study a variety of sports over the year to develop their understanding, interest and skill levels. The sports studied are designed to enhance performance in the Senior Physical Education (yr 11 and 12) as well as reflecting the cohorts interest areas.

Students practical assessment will be ongoing throughout each unit.

THEORY:
Students will explore a variety of theory units throughout the year long course. These units are designed to develop student capacity for success within Senior Physical Education.

Other Info: Book requirements: A4 folder, 10 plastic sleeves, A4 paper or an exercise book and document folder for handouts.
A hat or cap is essential. Water Bottle.

Students selecting the Advanced PE elective may limit their opportunity to complete a SOSE elective within Term 3 and 4.

Contributions: Class notes, a wide range of sports equipment, sunscreen, videos, textbooks used in class.

There may be various excursion costs throughout the year. These may include: High ropes course, Golf, Bowling, Sunshine Coast University.
Content:

These are vocational subjects with a theoretical element designed to give practical experience and background knowledge of the rural sector. An interest in small crops, machinery and the environment would be an advantage in this subject. You must be happy to do physical work outside and not be afraid of getting your hands dirty. It is essential you understand the importance of working safely, and must agree to wear a hat and substantial non-slip footwear.

The following units will be studied over two semesters. All units involve theory and practical components.

- Safety rules, regulations and recommendations.
- Equipment/machinery maintenance and operation.
- Best management practices.
- Plant production and maintenance.
- Plant agribusiness

Assessment:

You will be assessed by the following means.

- Assignments
- End of semester exam
- Practical Skills

Assessment pieces may require responses to a number of units in any one task.
Practical skills are assessed from observations made whilst assisting with routine rural tasks.

Other Information:

There is a consumable subject charge in addition to the school’s Textbook and Resource Hire Scheme to cover reprographics and materials for practical work. The subject charge is estimated to be $30 for the course.

*It is essential students supply and wear a hat, along with substantial non-slip footwear.*
This one year Art course is excellent preparation for both the Year 11 & 12 art subjects. To be successful in Year 11 & 12, you need to pass Year 10 Art with

C’s, B’s, A’s - Visual Art STUDIES (Practical Art) – art, craft, design work – a ‘non OP’ subject
Mid B’s and A’s - ‘Visual Art’ - a more in-depth, complex senior ‘OP’ subject.

CONTENT:

Semester 1 – “Keeping it Real” - You will develop skills to represent the real world convincingly, make art works from "real world” objects, tackle a real-world project and be inspired by looking at the styles of artwork: Post- Renaissance, Impressionism to the twentieth century. You will gain more depth of knowledge and understanding of the Elements and Principles of Art and after developing your creative preparation, you will continue to practice and improve your skills and wider art knowledge.

Take home: You will complete a variety of work that may include realistic drawing and /or painting, print and construction or assemblage work.

Semester 2 – “Finding a Voice” is about having something to say and finding a way to say it. A more in-depth and complex approach is used with materials and creative problem solving. You will be inspired by, and study what artists and designers from around the world have to say through their work and look at non-western art traditions. Students will be guided in discovering deeper meanings in their own work and the layers of meaning in the artwork of others.

Take home: You will complete a variety of work that may include a painted canvas, a mounted drawing, printmaking work and sculpture.

Further Preparation for Years 11 & 12 - Over the year you will also look at the Visual Arts industry work requirements, career opportunities and how the community embraces the visual arts in real life.

“Challenge” approaches and activities will advance the knowledge and skills for those students who plan to undertake the in-depth senior subject Visual Art (OP).
OTHER INFORMATION:
The basic art equipment and materials needed to complete the set tasks, access to Art text
books and Library resources are provided.

Contributions do NOT cover the student’s own art kit as on the Subject Resource list:

● 1 x "Visual Diary" (A4, 60 sheets, black cover); Drawing pencils (1 x 2B, 1 x 4B); Soft
  plastic eraser; Ruler; Glue; Scissors; 1 x Good brush (No 3 - rounded /pointed, imitation sable,
  short handle).
● Students may wish to purchase additional materials to further individualize their work EG. a
  framed canvas (approx. $8.00).

JOBS AND CAREERS: Child care, architecture, interior decorator, teaching, studio stage hand,
sign writer, window dresser, shop assistant, florist, landscape gardener, hairdresser, beauty
therapist, recreation officer, museum technician, occupational therapist, careers in advertising,
as well as the various visual and performing arts.
BCT Introduction

Contacts: Mrs Radecker, Mrs O'Keeffe, Mr Morton (H Middle staffroom)
Code: BCT102  HOD: Mr Brady
Content: This subject is designed to familiarise students with the delivery and assessment of the senior subject Business Communication and Technologies (BCT). It offers students opportunities to engage in and understand some business administrative practices through real-life situations and simulations. Business technologies and business communication form the foundations of the course. These are embedded in to the following topics:
- International Business
- Social Media

Assessment: A variety of assessment techniques could be used. These may include short/extended responses, research assignments, projects and reports. Multimodal presentations may also be used.

Other Info: This subject may help students intending to undertake a school-based Business Traineeship, or those students considering tertiary studies in the Business area. Contributions cover extensive use of and access to computer hardware and software, printing supplies, internet access, wide range of business equipment and resources and reference books.
Dance

**Contacts:** Ms McFadzen

**HOD:** A Block Staffroom

**Code:** DAN101, DAN102

**Semesters:** 1 & 2

**Content:**

10 students continue their study of genres of artistic dance with the focus on modern/contemporary dance both in Australia and overseas, particularly the start of Post-modern dance in America. The origins and history of both these genres are studied to give students an understanding of the various stylistic features. There is an emphasis on increasing levels of technical skills with increasing awareness of safe dance considerations. Greater knowledge is developed of motifs, dance forms, creating themes and narratives as well as abstract dance.

**Assessment:**

Students are assessed in small groups on class dances and choreography in modern/contemporary. Appreciation tasks including knowledge of the history and stylistic features of these genres are assessed through research projects, tests and dance analysis essays.

**Other Information:**

Students need basic black form fitting wear; 3/4 length tights, fitting sleeves black top, and fitting black jacket/jumper for winter or its equivalent for class and assessments and possibly as part of a costume for the class dance. Boys can wear black singlet tops or t-shirts and black pants.

An exercise book and a USB are needed for theory work.
Drama

**Contacts:** Ms Harrison and Mrs Kable
**Code:** DRA102

**HOD:** A Block Staffroom
**Semesters:** 1 & 2

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**Content:**

In the first semester of Year 10 students will compare the forms of scripted and play built theatre. A unit on each style will explore the conventions used when performing.

In the second unit students will work to develop, direct and present their own unique piece of theatre in the Documentary Drama style. They will begin to develop the acting, play building, scripting and analytical skills which will take them into the Senior school.

Year 10 students continue their study of dramatic forms and styles. They will read a variety of plays and have multiple performance opportunities. While developing acting skills, students will learn about the structure of plays and develop their own ideas into performances. The highlight of the year's calendar is the Theatre For Young People Unit where students perform to local primary or high school audiences.

**Assessment:**

Students are assessed in three criteria –

- **Creating** - (devising drama, writing scripts, directing plays and improvising),
- **Presenting** - (acting)
- **Responding and Reflecting** - (assignments).

Equal weighting is given to each of the three criteria so students are able to balance their strengths in the subject.

Students are assessed individually and within groups.
**Students with poor attendance will find it very difficult to succeed in this subject as it is not always possible to catch up work independently.**

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**Other Information:**

Students should be prepared to engage in physical exercises and should be able to bring a small exercise book and clothing appropriate for a practical drama class. Also a black shirt and pants are for use in performances.
Digital Media and Communication

Contacts: Mr Thorne (G Block).  
Code: DMC102  
Semesters: 10.1 and 10.2  
HOD: Mr Brady

Content: The aim of this subject is to introduce students to the theory and practice of digital multimedia communication and production. Students develop knowledge and skills the following areas of Digital Media.

- 2D Animation
- Audio – Music and Sound recording
- Film and Video techniques
- Basic scripting and storyboarding

Students integrate these aspects of digital media to create a number of basic multimedia products. Projects include;

- Web page design and development
- Traditional and computer generated Animations
- Game development
- Flash animation
- Film production

Students will develop skills in using the following software and hardware;

- Adobe Creative Suite CS5.5 including
  - Flash
  - Dreamweaver
- Sony Vegas
- Digital Video Camera

Assessment: Assessment is based around completion of Minor and Major Project work related to topics that are studied at different times during the semester. Projects include Theory and Practical tasks.

Other Info: Choosing this subject will assist students wishing to study either the Film Television and New Media course or the Cert II course in Interactive Entertainment.
**Food Technology Cooking**

**Contacts:** Ms Collins, Ms Davidson, Mr Roberts  
**HOD:** Miss Keillor

**Code:** FTC101, FTC102  
**Semesters:** 10.1 & 10.2

**Content:**
“Eating for Life” introduces students to good cooking and eating as an essential part of health and wellbeing. It encourages students to explore an engaging range of recipes, use fresh and flavoursome ingredients and practice a variety of cooking techniques. Importantly “Eating for Life” gives insight into the commercial food industry and develops skills in food selection and preparation as part of a healthy lifestyle.

Semester 1 the developmental units are “Snacking for Life” – the need for healthy snack foods to establish healthy eating habits, learn how to prepare and cook healthy home-made snacks, how to select healthy choices from ready-to-eat and processed snack foods and “Meals for Life” – the need to include a variety of healthy food in everyday meals, the nutritional importance of foods, how to prepare a variety of meals suitable for daily eating.

Semester 2 the developmental units are “Fresh Choices for Life” – the social and economic influences on food selection, the health inequities that result from unhealthy food choices, making healthy alternatives from fresh ingredients for sustainable eating habits and “Love Food for Life” – the cultural and environmental influences on food selection, the multicultural eating habits of Australians.

The learning experiences provide opportunities for students to demonstrate evidence of knowledge and understanding, investigating, planning, implementing, applying and reflecting. Theory work will focus on the practical experiences in the classroom.

**Assessment:**
Assessment and reporting is based on the student's ability in the following areas.

- 1: Knowing and understanding  
- 2: Examining and applying  
- 3: Planning and evaluating

There will be a minimum of one summative/formative piece of assessment for each criterion per semester:
Assessment techniques will include practical tasks, written projects, investigations, research tasks, extended responses to stimulus and exams.

**Other Information:**
Food Technology Cooking will be offered over the 2 semesters of year 10. It is designed to reflect the subject Hospitality Practices in Years 11 and 12.
Food Technology Cooking is aimed at promoting the wellbeing of the individual and the family in everyday situations.
Cookery ingredients will need to be brought to school once or twice weekly.
Safety and hygiene are priorities.
Correct footwear for workplace health and safety requirements as per the Gympie SHS footwear policy will be expected for all practical lessons.
German

**Contacts:** Ms Weise (C Block).

**Code:** GER101

**HOD:** Ms Rogers

**Content:**

The Year 10 German course is based on units covering topics such as: in the town, finding the way, travelling, local tourism, international travelling / European tourism, accommodation, shopping, transport and writing/telling stories in the past.

Each unit introduces students to new vocabulary, phrases, grammatical structures and a range of cultural information as well as regular revision of very basic German knowledge (for example spare time, friends, public transport, time, date etc.). Year 9 and 10 might be taught as a composite class in a rotating program over 2 years at the appropriate level.

Towards the end of Semester 1 of Year 10, the students are reaching a higher level of using the German language. Gradually, more attention is paid to the development of the four basic skills: Reading, Listening, Speaking and Writing orientating students more towards Year 11 and 12 assessment. Here, the students will also further develop their research and study skills, which will enable them to become life-long learners.

Often, students can also recognise similarities between the English and German languages and so become more aware of their own mother tongue. Regular use of computers including online exercises and researching suitable German websites will provide students with authentic, challenging and interesting up to date cultural information and enhance their learning and understanding of other cultures and societies. A range of different resources is also used in the classroom including textbooks, visual media, as well as teacher-prepared and authentic materials from Germany.

**Assessment:**

With three lessons per week where students are required to demonstrate their proficiency in each of the basic skills (Listening, Reading, Speaking and Writing), more regular assessment is expected than in Year 9.

**Assessment:**

Students are required to demonstrate their proficiency in each of the basic skills (Listening, Reading, Speaking and Writing), which involves more regular assessment than before. This prepares the students very effectively for Senior German. Students need to achieve a minimum of a “B” standard in this semester to continue onto Senior German.
Graphical Communication

Contact: Mr Lawson (Manual Arts Staffroom)  
HOD: Mr Lawson

Code: GPH101  
Semesters: 10.1

Content: Graphical Communication is a course of study designed to develop specific knowledge and skill in technical drawing and graphic design. It builds on the knowledge developed in Year 9 Graphical Communication but these are not pre-requisite. This program of study provides students with a wide range of learning experiences in a technological context.

Students will produce 2D and 3D drawings in an Engineering and Architectural context. They will develop problem solving skills as they work through the design process, with the learning experiences being of a slightly more complex nature than those in Year 9. Relevant Australian Standards and drafting conventions are expected to be used where appropriate.

By the end of the unit, students should have enhanced their proficiency in the use of Autocad, Inventor and developed skill in the use of Revit Architecture, industry standard software recognized world-wide.

Assessment:

Students are assessed by matching their individual performances to a set of performance standards. This is achieved through classwork drawings, in-class testing and assignment work. Students will be introduced to contextual folios of work in preparation for senior studies. The following criteria is used to determine student level of achievement:

- Knowledge & understanding
- Investigation & design
- Production
- Evaluation
- Reflection.

Other Info:

The study of Graphical Communication is an advantage for students intending to study Graphics, Industrial Skills, Furnishing or Engineering in senior. The majority of trade areas require an understanding of and ability to interpret graphic drawings.

Graphical Communication is also an advantage for students considering Engineering, Architecture, Industrial Design, Set Design, Town Planning, Drafting, Advertising or Graphic Art at a tertiary institution.

Students may be able to download an Educational student version of AutoCad (latest release) to install on their home computer. Details will be provided during the course.
Graphical Communication

Contacts: Mr Lawson (Industrial Technology and Design).
Code: GPH102 HOD: Mr Lawson

Content:
Graphic Communication is a course of study designed to develop specific knowledge and skills in technical drawing and graphic design. This program of study provides students with a wide range of learning experiences in a technological context.

Students will explore a range of 2D and 3D projection methods including:
• Orthogonal Projection
• Pictorial Drawing and Projection
• Surface Development
• Sectional views
• 3D Modelling

Presentation methods and Design applications complement the course. Students may experience 3D printing and Computer Aided Machining (CAM) operations when they produce an item they have previously drawn.

Assessment:
Students are assessed by matching their individual performances to a set of performance standards. This is achieved through classwork drawings, in-class testing and assignment work. Students will be producing contextual folios of work based on the themes of Built Environment, Industrial Design and Graphic Design in preparation for senior studies. The following criteria is used to determine student level of achievement:

• Knowledge & understanding
• Investigation & design
• Production
• Evaluation
• Reflection.

Other Info:
A preferred though not essential pre-requisite for Year 10 Graphical Communication is at least 2 previous semesters of the subject or a B result in Semester 1 Year 10 of Graphical Communication.

The study of Graphical Communication is an advantage for students intending to study Graphics, Industrial Skills, Construction, Furnishing, or Engineering. It will also be an advantage for students considering study at a tertiary institution in any of these fields or entering the trade areas.

Students must provide their own compass, eraser, 2H & 4H pencil, sharpener and A3 sketch book.
Health & Physical Education

Contacts: Mr Oliver, HPE Staff
Code: HPE101, HPE102

HOD: Mr Oliver
Seminesters: 1 & 2

Content:

PRACTICAL: A selection of the following practical activities will be covered over the course of the year. These will be selected based on available resources, skill development and student interest.

Introductory Outdoor Ed (archery, orienteering, campcraft, initiative games)

Small Ball Summer Sports (Badminton, Golf, Tennis, Table Tennis, Indoor Hockey, Softball, Baseball, Cricket, Indoor Cricket, etc)

Large Ball Winter Sports (Touch Football, Soccer, European Handball, AFL, Basketball, Volleyball, etc)

Individual Performance Sports (Swimming, Athletics, etc)

THEORY:
Students will explore a variety of theory units throughout the year long course. These units are designed to develop student capacity for success within Senior Recreation.

Other Information:

Book requirements: A4 folder, 10 plastic sleeves, A4 paper or an exercise book and document folder for handouts.
A hat / cap is highly recommended.

Any activities undertaken away from the school will cost students money. For example: Golf will cost approximately $8 per week [bus & Par 3]
Gymnastics will cost approximately $2 per week.

Contributions: Class notes, a wide range of sports equipment, sunscreen, videos, textbooks used in class.
Humanities

Contacts: Ms Rogers, Mrs Falkinder

Code: HUN101  HOD: Ms Rogers

Content: This subject has been developed for those students who intend taking Humanities subjects in Year 11 and 12. It includes 4 term-long units from the Humanities subjects available in the Senior School.

Ancient History
- The study of the Seven Wonders of the Ancient World which includes the Great Pyramid of Egypt, the Hanging Gardens of Babylon, the Statue of Zeus at Olympia, the Temple of Artemis at Ephesus, the Mausoleum of Halicarnassus, Pharos lighthouse at Alexandria, and the Colossus of Rhodes.

Modern History
- A look at political revolutions in America and France in the 18th century and their impacts on the modern world.

Legal Studies
- The study of the origins of the law; which provides a mini investigation of criminal and civil law in Queensland.

Geography
- Geographical enquiry of a relevant contemporary topic, e.g. drought, climate change, energy, the Olympics.

Assessment: There is an assessment item for each unit;
- Ancient History – source analysis and evaluation.
- Modern History – protest pamphlet
- Legal Studies – content / stimulus response test
- Geography - decision making / analytical test

Other Information: Teachers with experience in Senior Humanities subjects will be timetabled to this subject.
Industrial Technology A

Contact: Mr Lawson (Manual Arts Staffroom)  
H O D: Mr Lawson  
Code: ITA101  
Semesters: 10.1

Content: The Industrial Technology A curriculum is a course of study designed to develop specific skills and knowledge in a workshop environment. This is a program of study that works in wood and plastics. It is a project-based course enabling students to explore a range of options and develop skills in the areas of woodwork construction and plastic fabrication.

A series of projects such as a clock and a CO\textsubscript{2} dragster enable students to investigate the design process and are used to assist students in developing the skills learnt previously. Students may also experience wood turning. This semester sees the expansion of the use of industrial machines for the carrying out of some processes and the design process.

Assessment: Students are assessed by matching their individual performances to a set of performance standards. This is achieved through project work, theory work and observation of work practices. The following criteria is used to determine student level of achievement:

- Knowledge & understanding
- Investigation & design
- Production
- Evaluation
- Reflection.

Other Information: This course prepares students intending to study Industrial Skills, Furnishing or Engineering at a later date but is also for students who just enjoy a practical workshop environment.

It is a requirement by law that students wear correct footwear in practical classes. Shoes must be fully enclosed with all leather or vinyl uppers. Students are also expected to wear safety glasses in the workshop at all times (class set provided however students may provide their own if desired).

Due to the nature of a workshop environment, it is expected student behaviour will be exemplary. Workplace Health & Safety (WHS) standards apply.

A student levy of $30.00 is applicable to this subject. Contributions cover the cost of materials and consumables supplied by the school for use in the course. This includes reference material and reprographics.
Industrial Technology A

Contacts: Mr Lawson (Industrial Technology and Design).
Code: ITA102      HOD: Mr Lawson

Content: The Industrial Technology A curriculum is a course of study designed to develop specific knowledge and skills in a workshop environment. It is a project-based course enabling students to explore a range of activities and develop skills in the areas of woodwork construction and plastic fabrication.
This semester unit is organised around the following projects:
• Silhouette picture frame
• Book Ends
• Acrylic toy
• Design Applications
• Workshop Graphics (sketching)
• Workshop Theory

This course prepares students for year 11 studies in Furnishings (Yr12 Certificate I in Furnishing) and Industrial Skills.

Assessment: Students are assessed by matching their individual performances to a set of performance standards. This is achieved through project work, theory and work ethic. The following criteria is used to determine student level of achievement:
• Knowledge & understanding
• Investigation & design
• Production
• Evaluation
• Reflection

Other Info: There is a charge of $25.00 to help cover the costs of consumable items, materials and resources used in the course. Parents and students are reminded that completed projects are only examples of products and not engineer designed for use. Students must provide their own pencil.

Under the Workplace Health and Safety Act, it is a requirement by law that students wear appropriate Personal Protective Equipment in practical classes. This includes safety glasses provided by the school and appropriate footwear which must be fully enclosed of vinyl or leather uppers only.
Industrial Technology B

**Contact:** Mr Lawson (Manual Arts Staffroom)  
**H O D:** Mr Lawson  
**Codes:** ITB101  
**Semesters:** 10.1

**Content:** The Industrial Technology B curriculum is a course of study designed to develop specific skills and knowledge in a workshop environment. This is a program of study of working in sheet metal, mild steel and basic mechanics where students will develop skills beyond their previous learning.

ITB101 is a project based course enabling students to explore a range of options and develop skills in the areas of working in metal, basic mechanical devices and design. A series of projects such as a sliding bevel, junior hacksaw and bait box are used to assist students to advance the skills learnt previously. Where facilities exist, this semester sees the expansion of the use of industrial machines for the carrying out of some processes and CNC lathe operations.

**Assessment:** Students are assessed by matching their individual performances to a set of performance standards. This is achieved through project work, theory work and observation of work practices. The following criteria is used to determine student level of achievement:

- Knowledge & understanding
- Investigation & design
- Production
- Evaluation
- Reflection.

**Other Information:** This course prepares students intending to study Industrial Skills, Furnishing or Engineering at a later date but is also for students who just enjoy a practical workshop environment.

It is a requirement by law that students wear correct footwear in practical classes. Shoes **must** be fully enclosed with all leather or vinyl uppers. Students are also expected to wear safety glasses in the workshop at all times (class set provided however students may provide their own if desired).

Due to the nature of a workshop environment, it is expected student behaviour will be exemplary. Workplace Health & Safety (WHS) standards apply.

A student levy of $20.00 is applicable to this subject. Contributions cover the cost of materials and consumables supplied by the school for use in the course. This includes reference material and reprographics.
Industrial Technology B

Contacts: Mr Lawson (Industrial Technology and Design).

Code: ITB102  HOD: Mr Lawson

Content: The Industrial Technology B curriculum is a course of study designed to develop specific knowledge and skills in a workshop environment. It is a project-based course enabling students to explore a range of activities and develop skills in the areas of Sheetmetal work and Fitting and Machining. This semester is organised around the following projects:

- Colorbond cabinet
- Drill gauge
- Tack hammer
- Workshop Graphics
- Workshop Theory

Students choosing this course are automatically enrolled in MSA10107 Certificate 1 Manufacturing Pathways. This course prepares students for year 11 studies in Industrial Skills and Certificate 1 in Engineering/Certificate II in Engineering Pathways.

Assessment: Students are assessed by matching their individual performances to a set of performance standards. This is achieved through project work, theory and work ethic. The following criteria is used to determine student level of achievement:

- Knowledge & understanding
- Investigation & design
- Production
- Evaluation
- Reflection

Other Info: There is a charge of $20.00 to help cover the costs of consumable items, materials and resources used in the course. Parents and students are reminded that completed projects are only examples of products and not engineer designed for use.

Under the Workplace Health and Safety Act, it is a requirement by law that students wear appropriate Personal Protective Equipment in practical classes. This includes safety glasses provided by the school and appropriate footwear which must be fully enclosed of vinyl or leather uppers only.
Japanese

Contacts: Mr Haig, Mr O’Neill (Upper C Block Staffroom),
Codes: JAP101, JAP102
HOD: Ms Rogers
Semester: 1 & 2

Content:

The Year 10 Japanese course continues to build on the knowledge gained in Year 8 and 9, and adds additional units such as “Shopping”, “My Home” and “My Diary”. Each unit introduces students to new vocabulary, phrases, grammatical structures and a range of cultural information.

In Year 10, students are required to demonstrate the four basic skills of listening, speaking, reading and writing in all topics. Having learnt the Japanese writing script of hiragana, they will be required to have a working knowledge of katakana (the alphabet for writing foreign words) and an understanding of Kanji (Chinese characters).

A further aim of the course is to increase student awareness and understanding of other cultures and societies.

Assessment:

In preparation for Senior, students are tested in each of the basic skills of listening, speaking, reading and writing. Assessment is continuous and students are given clear guidelines as to what is required to achieve at a particular level.

Other Information:

The skills developed during the process of learning a second language can be transferred to just about any senior subject. The study of a foreign language is extremely important to Australia in terms of trade links and the tourist industry, and apart from exciting jobs in tourism and hospitality, students can combine Language studies with commerce, law, engineering, science and business studies to improve job prospects in these areas.

Students are provided with set reading matter, texts, magazines, worksheets and access to a variety of computer software, as well as audio-visual materials during the course.
Music

**Contact:** Music teachers in A Block Staffroom  

**HOD:** in A Block Staffroom

**Code:** MUS101  

**Semester:** 1

**Content:**

Music focuses around three areas – performing music, reading and writing music, and analysing music. These areas are studied across two term long units:

- **Pioneer Performers:** a study of the art of performing; live performances are studied to explore how artists communicate their songs through different performing techniques. These techniques are then applied to classroom performances.
- **Song Building:** a study of how contemporary rock and pop songs are built, from starting with a scale to a finish product.

Through the study of these units students will gain learning experiences in the following:

- Performing
- Composing
- Listening and analysing

**Assessment:**

Assessment will cover analysing music, composing music, and performing music. Assessment across these three areas will include performances in front of the class, exams, and assignments.

**Other Information:**

Students will have the use of available instruments, music technology and music resources, including texts, scores, videos and recordings. Students wanting experiences in performing in live settings will have opportunities to perform at school events, at lunch time concerts, or on parades. Students are expected to be able to adequately play an instrument, which may include voice.
Music

Contacts: Music teachers in A Block Staffroom

Code: MUS102 HOD: in A Block Staffroom

Content: The course is designed to provide students with a foundation that will support them in their undertaking of Senior OP Music and Certificate III in Music. Through the study of music from a variety of contexts, genres and styles, students will gain knowledges and skills in the following:
• Performance
• Composition
• Music deconstruction and analysis – both visual (reading music) and aural (listening to music)

Assessment: The work is a balanced integration of practical and theoretical components, with assessment an ongoing process. Assessment tasks are designed to reflect the nature of the senior course assessment and therefore introduces students to the three learning dimensions of Senior Music:
• Performing
• Composing
• Musicology (song analysis)

Assessment therefore will include performances in front of an audience (i.e. the class), and assignments including song compositions and analytical essays.

Other Info: Students will have the use of available instruments, music technology and resources including texts, scores, videos and photocopying. Students are expected to have an adequate understanding of basic music theory (pitch, rhythm, notation etc.) and be able to adequately play an instrument, which may include voice.
RURAL OPERATIONS

Contact: Mr Leitch  
Code: ROP101  
HOD: Mrs Bekker  
Semester: 1

Content:

These are vocational subjects with a strong theoretical element designed to give practical experience and background knowledge of the rural sector. An interest in being outside working with cattle, pastures and related infrastructure would be an advantage in this subject. You must be happy to do physical work and not be afraid of getting your hands dirty. It is essential you understand the importance of working safely, and must agree to wear a hat and substantial non slip footwear.

The following units will be studied over two semesters. All units involve theory and practical components.

- Safety rules, regulations and recommendations.
- Low stress stock handling, animal welfare.
- Best management practices.
- Nutrition and feeding.
- Pests and diseases.
- Beef industry.
- Reproduction.

Assessment:

You will be assessed by the following means.

- Assignments
- Practical Skills

Assessment pieces may require responses to a number of units in any one task.

Practical skills are assessed from observations made whilst assisting with routine rural tasks.

Other Information:

There is a consumable subject charge in addition to the school’s Textbook and Resource Hire Scheme to cover reprographics and materials for practical work. The subject charge is estimated to be $20 for the course.

It is essential students supply and wear a hat, along with substantial non slip footwear.
STEM Science

Contacts: Mr Grudzinski (O3 STEM Lab)  
HOD: Mrs Sally Bekker (Acting)  
Codes: SSC101  
Semester: 1 & 2

Content:

STEM is an elective, project-based subject offered by the Science department. This course continues problem-based learning using robotics and sensor and control technology to design and build solutions to real life problems.

Students will have the opportunity to engage with a medical/bioscience strand or an electronics/engineering strand through the Semester, or alternatively to use CAD programs to design and prototype components using 4-axis CNC lathes and 3-D printing technologies.

Assessment:

The assessment will be continuous and active participation is essential. Successful projects will be entered in a variety of State and National competitions, so some travel may be involved for interested students.

Other Information:

Students choosing this subject should have completed at least one Semester of STEM in Year 9. Successful completion of this course in at least one semester is a prerequisite for students wishing to enrol in Engineering Technology in Years 11 and 12. A levy may be charged for students enrolling in this subject to cover the costs of consumable items.
Textiles Technology – Craft and Sewing

**Contacts:** Ms Collins, Ms Davidson

**Code:** TTC101, TTC102

**HOD:** Miss Keillor

**Semesters:** 10.1 & 10.2

**Content:**

Students will gain an understanding of the properties of a wide variety of fibres and fabrics and will develop skills and knowledge in the application of fabric decoration (embellishing) and textile arts and crafts. Appliqué, beading, cross stitch, applying buttons, printing and adding lace and trims etc. will be included each semester as students work on small and large textile articles and/or clothing articles.

In the sewing of textile items, students will become proficient in the use and care of a sewing machine and over locker. Students will develop skills and knowledge in basic sewing techniques and working with patterns and design.

The learning experiences provide opportunities for students to demonstrate evidence of knowledge and understanding, investigating, planning, implementing, applying and reflecting. This is a very practical subject with many lessons spent on developing techniques and producing items of interest and value.

Theory work will focus on the practical experiences in the classroom.

**Assessment:**

Assessment and reporting is based on the student’s ability in the following areas:

- Knowledge and Understanding - End Semester Exam
- Reasoning and Planning – Written Task
- Practical Performance - Continuous Practical Craftwork and Sewing

**Other Information:**

Textile Technology Crafts and Sewing will be offered over the 2 semesters in year 10. Each semester will have a different focus and you will be offered different skills to master and different activities to complete.

Students will be involved in creating several textile projects during these units. A fully equipped sewing kit will be needed at school and a levy of $10 per semester will need to be paid.

Full details will be given at the beginning of the course.
WHAT IS VET?
VET stands for vocational education and training. The key words are vocational and training – this means the job related practical skills with the underpinning knowledge for those skills. In essence it is the practical work related skills students need to get a job.

VET is offered through a variety of Senior Subjects, which are listed in this booklet.

Through VET, students will be provided with opportunities to achieve the following outcomes:

- Link off-job learning at school to on-job training in the workplace.
- Establish pathways to qualifications nationally recognised by Industry, Education and Vocational Training Authorities.
- Receive training in areas that have recognised and valued outcomes.
- Be involved in learning, which is relevant to you and your aspirations.
- Enhance career and employment opportunities by maximising post-school further education, training and employment pathways.
- Prepare yourself for the world of work.
- Gain skills to contribute to the future skills base of Queenslanders and thus enhance the competitiveness of Queensland business and industry.
- Be able to interact with people outside the school.
- Gain a QTAC entrance rank, important for extended training including TAFE.
- Have VET results recorded on Queensland Certificate of Education and an industry specific vocational Certificate or Statement of Attainment for an incomplete qualification.
- Take part in competency based training and assessment.

COMPETENCY BASED ASSESSMENT
Assessment for the VET components of your course will be competency-based. What does it mean to be competent? People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the work place.

Students will be given either written or oral feedback regarding all assessment items relating to units of competency.

COURSE INFORMATION
Your VET teacher/s will provide you with full information about the individual VET subject/s you have chosen to undertake, including entry requirements, an overview of the specific units of competency/modules, learning experiences, assessment, fees, career pathways, work placement/industry experience, etc.

Students choosing to enter a 2 year Certificate II VET subject after the course of study has commenced (eg a Year 12 student entering a course started in the previous year), will be enrolled in a Certificate I course to give the student every opportunity to complete the VET qualification.

UNIQUE STUDENT IDENTIFIER (USI)
If you are studying VET at this school from 1 January 2015, you will be required to have a Unique Student Identifier (USI). You will be supplied with details on how to create your own USI and who in the school to give your number to for the school records and to ensure safe record keeping. NB: If you do not supply the school with a correct USI number, you cannot be issued Certificates or Statement and therefore cannot bank QCE points for the VET qualification.
RECOGNITION OF PRIOR LEARNING (RPL)
When you commence a VET programme, you may think there are some units of competency or parts of modules you can already do and believe you would be competent at. You are able to apply for what is called ‘Recognition of Prior Learning (RPL)’ for those specific units of competency or modules. If you do, you will need to provide evidence that you can in fact already do these particular tasks.
See your VET teacher for more information and for copies of the RPL application form.

CREDIT TRANSFER
If you already have a Statement of Attainment or Certificate from another Registered Training Organisation for any units of competency which are the same as those in any of the school’s VET programmes, you can be awarded automatic recognition by means of a Credit Transfer.
To receive a Credit Transfer, you need to collect these documents and present them to Senior Data Maintenance in the Senior Service Centre. Your document/s will be copied and placed in your file and the original document returned to you. A Credit Transfer will then be recorded.

COMPLAINTS PROCEDURE
If you are unhappy about any aspect of your VET program such as:
• an administrative matter (for example: the non-issue of qualifications/statements within the prescribed timeline etc.)
• another person in the school (student or teacher)
• a complaint about the results of an assessment or the way the assessment was undertaken
You can access the School’s Procedures on Complaints through your VET teacher or the RTO Manager.
You have 12 months after the completion of your course to lodge a complaint.

ACCESS AND EQUITY
Gympie State High School attempts to meet the needs of all students, through the integration of access and equity guidelines. There shall be equal opportunities for students to participate in the vocational education and training system at Gympie State High School. In particular:

• A variety of training/assessment methods will be used to cater for the different ways in which students learn. Students will be provided with assistance on an individual basis as needed. If you feel that you need assistance, you should speak to your subject teacher.
• Gympie State High School will openly value all students, irrespective of background/culture/other differences and all students will be made to feel valued through the delivery of appropriate training/assessment methods and support structures.
• All students will be actively encouraged to choose and participate in VET programs irrespective of background/cultural differences.
• Literacy/numeracy is integrated throughout all VET programs.
Learning Support is available for those students identified with specific needs to assist with the completion of the course. This support could be requested by a VET teacher or student. Support can be provided by the LPP (Learning Pathways Program), Indigenous Support, VET teachers, VET Heads of Department.

Any complaints/grievances in relation to discrimination/harassment will be treated seriously, in line with the school’s Complaints Policy.

FEES AND REFUNDS
Where fees are collected for consumable aspects for participation in programs, money is contained in a school account, enabling refunds to be made as required.

If a student requests a refund before the beginning of the service related to the fee, the school shall retain an administrative fee and return the remainder to the student.

If a student requests a refund after the beginning of the service related to the fee, the school shall retain an administrative fee and return a pro rata amount of the fee to the student.

When exiting a VET course, students who have completed any competencies will be issued either a Certificate, if all of the competencies in the qualification are completed, or a Statement of Attainment, if some of the competencies in the qualification are completed. This will be issued within 30 days.

If a Certificate or Statement is lost, you can request a reprint. This will cost $5 for each Statement or Certificate. Payment has to be made at the payment window first. Once the payment is made, bring your receipt to the Senior Service Centre and the Certificate will be reprinted.

Students can attend VET classes but will not be enrolled in VET Courses until all school fees have been paid or an appropriate payment plan entered into. Certificates and Statements of Attainment will not be issued if any fees are outstanding.
Certificate I in Information, Digital Media and Technology  
(ICA10111)

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>VID102A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Status</td>
<td>VET Course (2 credits towards QCE)</td>
</tr>
<tr>
<td>Fees</td>
<td>$0</td>
</tr>
<tr>
<td>Course Overview</td>
<td>This subject is suitable for any student. You don't have to be a &quot;Computer Geek&quot; to enjoy Certificate I in IDMT. You will learn a variety of Information technology skills which will help in the future. By the end of the course if you have worked hard, you should have completed all the competencies you require for Certificate I in IDMT.</td>
</tr>
</tbody>
</table>
| Course Outline     | The course is made up of 6 units; The topics of the units are:-  
ICAICT101A Operate a personal computer  
ICAICT102A Operate word-processing applications  
ICAICT103A Use, communicate and search securely on the internet  
ICAICT104A Use digital devices  
ICAICT105A Operate spreadsheet applications  
ICAICT106A Operate presentation packages |
| Assessment         | Assessment can involve a variety of approaches such as:  
- Electronic submission of Projects  
- Teacher observation of student skills with a checklist  
- Short writing tasks  
- Multiple Choice quizzes  
- Practical tasks (eg folio presentations) |
| Possible Career Pathways | The Certificate I in Information, Digital Media and Technology is an excellent opportunity to start and complete a Certificate Course before Year 11. With computers being located in almost every work place, the skills gained will help you in almost any future career. |
## Certificate II in Creative Industries (Media)
**CUF20107**

<table>
<thead>
<tr>
<th><strong>Subject Code</strong></th>
<th>VCM102A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Status</strong></td>
<td>VET Course (4 credits towards QCE)</td>
</tr>
<tr>
<td><strong>Fees</strong></td>
<td>$60 for software licencing fees specific to this course</td>
</tr>
</tbody>
</table>

### Course Overview
Aimed at giving students a head start into entering the growing “Game Development” industry, Gympie State High School offers a Certificate II, III and IV course in Interactive Digital Media.

This Certificate II course is designed to introduce students to the Game Development Industry and prepare them for undertaking the Cert III and Cert IV in Interactive Digital Media in Years 11 and 12.

The content over the two semesters covers:

- Real Time Strategy campaign development including design and scripting
- Game music and sound effects creation
- Game genre analysis and game design theory
- Game programming and 2D Graphics development

### Course Outline
Students develop the grounding skills in game design and software programming using industry standard tools and software packages.

Students will learn to use a range of computer software to complete the project based activities. These include:

- Real Time Strategy titles including Starcraft and Warcraft
- Game Music development software including Sony ACID Music Studio
- Video editing software including Sony Vegas
- Game Programming software including Gamemaker, Adventure Game Studio and Unity

The units covered include:

- **BSBCRT101A** Apply critical thinking techniques
- **BSBDES202A** Evaluate the nature and design in a specific industry context
- **BSBWOR203A** Work effectively with others
- **CUFIND201A** Develop and apply creative arts industry knowledge
- **CUFRES201A** Collect and organise content for broadcast or publication
- **CULLB307C** Use multimedia
- **CUSOHS301A** Follow occupational health and safety procedures
- **ICAU2006B** Operate computing packages

### Assessment
Student performance is ascertained through 4 major projects and several additional elective tasks. Through these tasks, students work toward completing competency in 8 units, where they have several opportunities to demonstrate competency throughout the year.

The major projects combine group work and individual assessment, all of which have to be completed to a satisfactory level to achieve the Cert II in Creative Industries (Media) CUF20107

### Possible Career Pathways
This Certificate II introductory course will assist students with completing the Certificate IV course by exposing them to the key concepts, and introducing them to the wide range of options available to them if they chose this as a career path.

Successful completion of this course can lead to careers in computer game design, software programming, 3D game art and modelling, as well as developing the skills that will be beneficial to studies in software engineering and information technology.
Alternative Program - Garden

Contact: Mrs Jensen
Code: APG101A
HOSES: Mrs Polkinghorne
Semesters: 1 and 2

Content:

Students plan, build, propagate, nurture, harvest and protect a garden area at school. They learn about properties of location, weather, plant varieties, pest control and environmental concerns. Students can use the garden to carry out scientific studies as well as supply the LPP kitchen with products to use. The Garden Project is a great way of working together to build student relationships and a sense of responsibility and pride within the school.

Assessment:

Students will be assessed on practical displays of work ethic, responsibility and team-work qualities. A folio of class tasks, planning notes/posters and power-point presentations will also form part of the assessment.

Other Information:

The garden location at the front of the school requires careful maintenance by the teachers. Students who have been involved in the process show a great sense of ownership and respect.

Costs for this course cover use of equipment, tools and protective items, some stationary supplies and packaging materials for dried herbs.
Content:
This subject assists you in learning more about yourself and the skills you will have to build for the future. With the aim of looking after yourself, this subject covers: cooking basic meals, learning more about health and hygiene, establishing safe friendly relationships, dealing with conflict, spending money wisely, fixing and repairing small items, using community facilities, working in a team with other people and communicating in the most appropriate way for different situations. This subject offers practical experience in all of these areas so you can feel more confident about what you need to do to care for yourself. It continues in senior LPP programs with more focus on work experience and decision-making for careers.

Assessment:
Students will be assessed on a folio of class tasks which require some written responses, discussion or poster-type evidence of your work.

Other Information:
Because this is a small class we can be flexible with our program depending on the needs of the students involved. For example, if most students have difficulty with making a basic healthy meal we can spend some time in our new kitchen to familiarize students with simple cooking processes and one to one instruction.

Costs for this course cover occasional use of class sets/texts, stationary, photocopies, folders. If there are some basic meals costs or excursions to community events or facilities, these will be kept to a minimum.
Practical English

Contact: Mrs Parker
Code: PRE101A

Hoses: Mrs Polkinghorne
Semesters: 1 and 2

Content:

Students who have an Individual Curriculum Plan for English study this subject. To build literacy skills Practical English is given more time than other subjects with a focus on decoding, comprehension, reading, writing and developing language skills for everyday living. Students who are reluctant to read, write or express themselves orally are encouraged and engaged in their learning.

Units of work are presented to the student at the appropriate skill level and follow the national curriculum. These units give students the opportunity to develop writing skills in different genres, read and view with more appreciation and express by speaking and communicating more effectively in the small group setting.

Assessment:

Students will be assessed at their level of literacy. A folio of work for each term designed around the units of work may be comprised of some of these: oral presentations with power-point, brochures, short written pieces or short responses, posters, written and performed instructions, spelling and grammatical exercises, bookwork, graphic organisers and charts.

Other Information:

Employers expect their employees to be able to communicate by speaking and writing and be able to listen to or read directions.

The resources provided in this class are mainly the maintenance and extension of class sets of texts, photocopying paper, boxed games and hands on materials and resources.
Practical Maths

**Contact:** Mrs Jensen  
**Code:** PMA101A  
**HOSES:** Mrs Polkinghorne  
**Semesters:** 1 and 2

**Content:**

This subject is for students on Individual Curriculum Plans who require a level of Math which is more appropriate for their level of understanding at this stage. The focus is on everyday living skills math problems, enhancing basic mathematical skills to improve confidence in using number, measurement and money. Every opportunity to engage learning with the use of concrete examples and visuals is explored.

**Assessment:**

Students will be assessed at their own numeracy level using a series of graded tests and practical assignments. Some of these will be on-line. Students who improve significantly may advance to peer-level math classes in mainstream classes.

**Other Information:**

A basic knowledge of Math is required for everyday living experiences such as cooking, making items from patterns, measurements for painting or tiling, grocery shopping, spending, saving and budgeting, interpreting and paying utility bills, car maintenance, calculating distances and times, to name just a few!

Costs for this course cover occasional use of class sets/texts, stationary, photocopies, folders, boxed math games and hands on materials.
Practical Science

Contact: Mrs Jensen
Code: PSI101A
HOSES: Mrs Polkinghorne
Semesters: 1 and 2

Content:

Students who have an Individual Curriculum Plan or have literacy difficulties may require a modified approach to Science within a smaller group and with teacher aide assistance. Every effort is made to engage students with hands on experiments and discussions. This subject breaks down the knowledge into sizeable chunks, and provides hands on experiences and highly visual displays. It incorporates a broad range of learning styles to engage students with various needs.

Assessment:

Students will be assessed using modified or adjusted test papers, individual and group projects. Some methods of adjustment are: shorter time, less questions, different presentation styles, use of scribe.

Other Information:
This subject follows the peer-level Science Course but with more intense support.

Costs for this course cover occasional use of class sets/texts, stationary, photocopies, folders, materials, chemicals and Science equipment.
If logging on to a school laptop, click on the OneSchool icon on your desktop.

If logging on at home, go to [http://oslp.eq.edu.au/student](http://oslp.eq.edu.au/student)

1. Go to ‘My Education Plan’
2. Click ‘here’ to choose a subject selection model
3. Select the Appropriate Subject model and press ‘Save’
4. Select Edit to make your subject selections

5. Choose your preferences as per the instructions

6. Use your subject booklet to support any decisions

7. Click ‘Validate’ to ensure you have completed the process correctly

8. Select ‘Available Reports / Letters

9. Print off your Subject Selection preferences for your reference and parent approval

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Who to contact for help

**Head of Year (Student Wellbeing Co-ordinator)**

- Year 10 – Chris Costa ccost29@eq.edu.au
- Year 11 – Helen Kable hkab12@eq.edu.au
- Year 12 – Sharon Buckland sbuck77@eq.edu.au

**Guidance Officer**

- Lesleigh Kirkbride lkirk45@eq.edu.au

**Deputy Principal:**

- Junior Secondary – Ms Barry sbarr127@eq.edu.au
- Senior Secondary – Mr Allan balla13@eq.edu.au