

GYMPIE STATE HIGH SCHOOL



Year 10 Senior Secondary PROSPECTUS

2025

Gold from the school



Queensland
Government

Resilience

Diversity

Success

Tradition

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All information contained is accurate at the time of publication but subject to change.



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YEARS 10, 11 and 12 GOOD STANDING POLICY

Students in Years 10, 11 and 12 at Gympie State High School are part of a learning community that grows young people of integrity, compassion and wisdom who honour our past and build our future.

Students are required to actively participate in their course of study to the best of their ability.

This encompasses the core expectations of our school where all students are Respectful, Responsible, Safe and Learners.

The senior years focus on all students achieving their potential and having access to a range of choices when they leave that will lead them to make meaningful contributions to their communities.

Gympie State High School will support senior student success through:

- delivering a program of instruction and assessment within the requirements of Queensland Curriculum and Assessment Authority that is designed to interest and engage our learners
- undertaking all reasonable actions to ensure school leavers hold pathway-relevant qualifications – e.g. – ATAR, QCE, Cert II or above
- monitoring and mentoring all students through their desired educational and career pathways
- administering a program of student welfare and self-development to foster 21st century skills
- fairly addressing individual needs with regard to academic and emotional growth

Students in Years 10, 11 and 12 are expected to:

- maintain minimum attendance of 90%, including Form classes
- genuinely participate in all class work; complete work for classes missed due to illness or off-campus days
- complete all assessments to the best of their ability, on or before the due date
- complete all competencies in certificate courses, on or before the due date
- adhere to requirements for behaviour, effort and uniform

If a student is temporarily unable to keep to the terms of this agreement for any reason (e.g. – illness or other unforeseen circumstance), the student or parent/caregiver is to contact the Head of Department for Senior Schooling to make alternative arrangements.

A student who is unable or unwilling to keep to the terms of this agreement over an extended period of time may lose extra-curricular privileges such as eligibility to purchase a Senior Jersey or attend the Formal. More serious breaches may result in the student being recommended for alternative education and training programs.



Mr Anthony Lanskey
Principal



Mrs Sally Bekker
Deputy Principal



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POSITIVE EDUCATION

POSITIVE EDUCATION

Excellence for all through culture and innovation

Our Vision...

A progressive, high performing school realising the potential of every student.

Positive Education brings together the science of positive psychology with best practice teaching to encourage and support individuals, schools and communities to flourish.

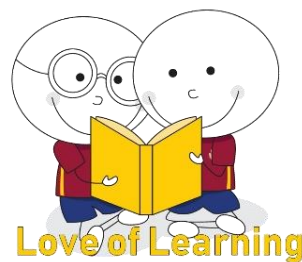
At Gympie State High School, we have Positive Education and wellbeing for our whole school as the focus and future direction for improving mental health and wellbeing. Neuroscience, science of the brain, has proven that our brains are always changing and growing through exposure to life experiences, challenges and learning new things. Positive emotions, relationships, accomplishment, engagement, meaning and a healthy lifestyle are all important elements in our lives. Finding the balance and developing these elements is the challenge to building wellbeing and happiness.

Gympie State High School focuses on Positive Education is embedded into our curriculum through character strengths, mindfulness and growth mindsets – all areas of positive psychology. Positive communication is relayed through our newsletters, student planners, Facebook and everyday school interactions.

Positive Education also encompasses our parents and the broader community. Positive Wellbeing tips are provided on our Facebook page, web page and our sign on Cootharaba Road. We encourage parents and the broader community to be a part of our Positive Education journey.

Gympie State High School Positive Education Model

Gold – Growth mindset, Opportunities, Love of Learning, Diversity.



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Gympie SHS **GOLD Time** – a **G**reat **O**ppportunity to **L**earn and **D**evelop.

- **GOLD Time** is an early intervention process to support students requiring extra academic support, especially in literacy, numeracy and Queensland Certificate of Education (QCE) completion.
- **GOLD Time** allows for groups of teachers, on a rotating cycle, to focus on small-group collaborative activities and identify students requiring further support or intervention.
- **GOLD Time** also allows for training and preparation for our Programs of Excellence and Innovation.
- **GOLD Time** operates on Thursdays in Lesson 4 each week.

GOLD Time

1. The school day on Thursdays ends after Lesson 3 at 1.40pm.
2. Students will be required to remain for intervention in Lesson 4 if they have been identified as needing further support. The criteria for intervention is:
 - a. Years 7, 8 and 9
 - i. Literacy and Numeracy Support
 - ii. Insufficient evidence at check date of assessment
 - b. Years 10, 11 and 12
 - i. Not on track to achieve a QCE
 - ii. Behind in VET competencies
 - iii. Insufficient evidence at check date of assessment
3. Supervised study classes will be provided for those students whose parents do not wish for their student to leave school after Lesson 3. This may include students who have to wait for buses, those in Out of Home Care and other students whose parents wish them to remain at school for further study.
4. Parents will be notified each **Monday/Tuesday** prior by email and text message if their student is required to stay at school and receive targeted support during **GOLD Time** that week.

GOLD Time – Expectations

- Attendance
 - Students who are required to attend GOLD Time and do not have a legitimate reason for their non-attendance will be considered truant and may need to complete detentions including possible after-school detentions
- If your child is engaged in TAFE or a School Based Apprenticeship/Traineeship on a Thursday, please contact your child's teacher to make other arrangements.
- Appointments arranged out of school hours
 - GOLD Time is part of the week's scheduled classes so any medical, dental or other appointments should be scheduled outside school hours to avoid disruption to learning



- Expectations re leaving school
 - Students who are not required to attend GOLD Time and are not remaining to study may finish school following Lesson 3 on a Thursday. Those students must depart school and return home in the care of their parents/carers
 - Bus students remaining for Supervision are not to leave school grounds before 3pm.
 - Supervision students who leave school grounds without permission or intervention students who do not present to GOLD Time may face disciplinary consequences.
- Behaviour
 - Normal school expectations regarding behaviour apply throughout GOLD Time.
- Study lesson expectations
 - Students remaining behind and not involved in intervention, will be placed in a supervised class. They will need a laptop to continue with individual assessment and assignment work under supervision.

Please find the Gold Time permission form in your Enrolment Application Book (coloured cover)



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INTRODUCTION

Students in Year 10 will have the opportunity of using the entire year for Senior preparation to assist with the transition into Years 11 and 12. Throughout the course of Year 10, students will be exploring Year 10 subject content and knowledge in a senior context that resembles the Senior Syllabus. Also, students will have the opportunity of starting to bank credits towards their 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).

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Gympie State High School's commitment in the Senior School is that the school will endeavour to work with each and every student with the goal that all students will exit Year 12 with a Queensland Certificate of Education (QCE). To be awarded a QCE, students will need to achieve a significant amount of learning (20 credits) to a set standard (a pass in subjects or completion of a VET qualification). 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, or 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. The SET Plan helps students structure their learning around their abilities, interests and ambitions.

SET PLAN – Year 10 into Year 11

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 need a plan.

The SET Plan will map each student's individual learning pathways through the Senior Phase of Learning. This process is to assist in the making of good informed choices, specifically around appropriate senior subject selections and future learning options. Students will commence the SET planning process in Semester 2.

OFFERINGS IN THE SENIOR SCHOOL

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



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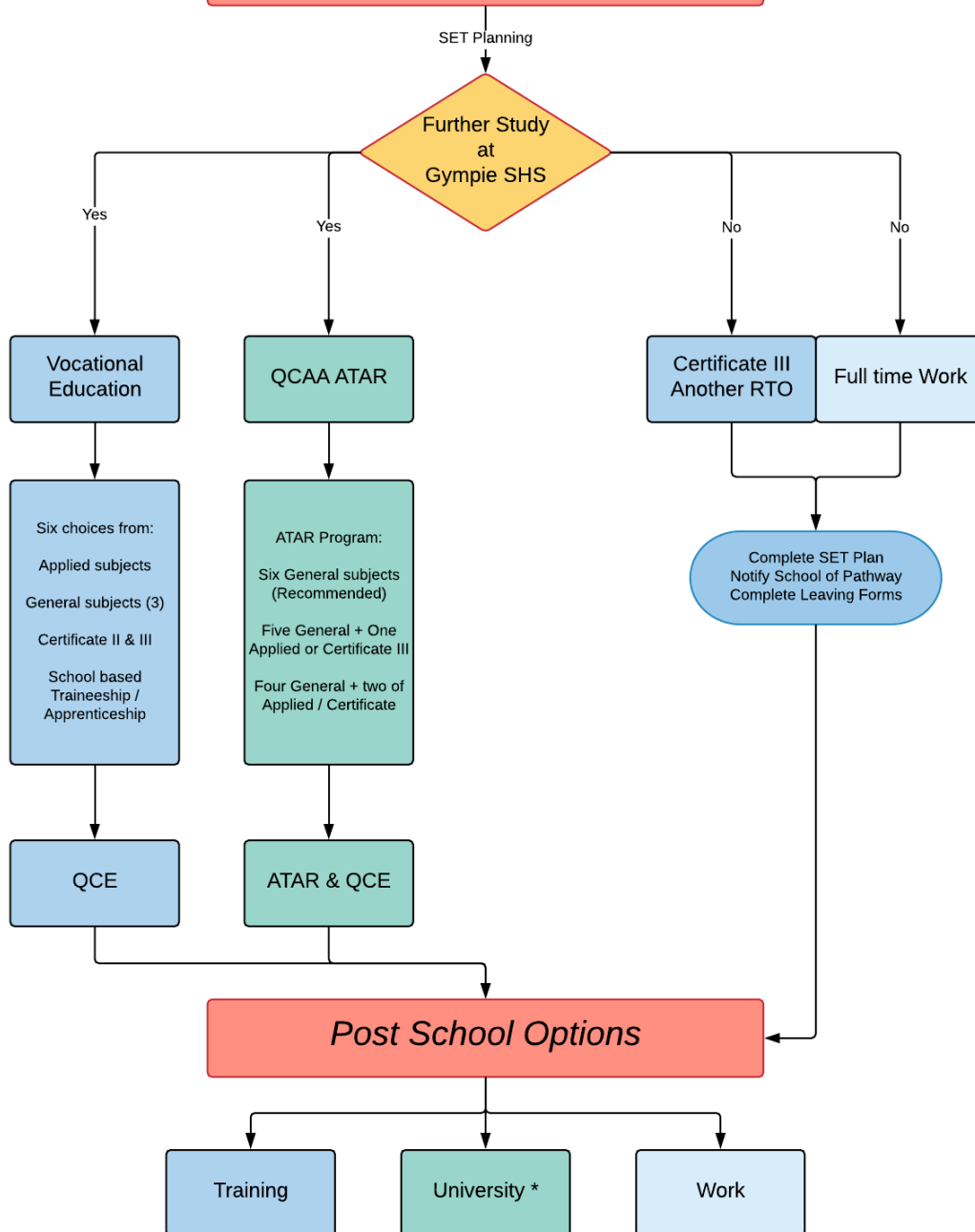


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Service Guarantee

My post-compulsory pathways



* Students on a non-ATAR pathway will need additional study to access this option.

At Gympie State High School there are 3 clearly articulated pathways leading to quality post-school options. At the completion of Year 12, we guarantee that all students will obtain a QCE / QCIA, and:

* An ATAR

* A VET Certificate

* Completed School Based Traineeship or

* Be engaged in fulltime quality employment



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Year 10		Year 11 and 12	
		Tertiary study - ATAR	Employment Skills Pathway VET
Mathematics (Core)	Essential Mathematics General Mathematics Mathematical Methods	Essential Mathematics (Applied) Mathematics (General) Mathematics Methods (General) Specialist Mathematics (General)	
English (Core)	Essential English	Essential English (Applied)	
	English	English (General)	
Science	Science – Biological, Chemical, Physical	Biology, Chemistry, Physics, Food and Nutrition, (General) Science in Practice (Applied)	MSL30109-Certificate II & III in Laboratory Skills
Agriculture and Aquatic Practices	Agriculture Practices Aquatic Practices Certificate I in Agriculture Agricultural Science	Agricultural Science (General) Aquatic Practices (Applied)	AHC21216 – Certificate II in Rural Operations
			AHC20320 – Certificate II in Production Horticulture
Humanities and Languages	Humanities (History, Geography, Citizenship Education, Japanese)	Ancient History, Geography, Modern History, Legal Studies, Japanese (General)	AHC20422 - Certificate II in Horticulture
Technologies	Economics & Business Digital Technologies CUA20220 - Certificate II Creative Industries FNS20120 – Certificate II in Financial Services	Information and Communication Technology (Applied) Tourism (Applied) Business Studies (Applied)	BSB30120 - Certificate III in Business BSB50120 – Diploma of Business
	Graphics & Design Materials & Technologies Specialisation 2 (Timber) Materials & Technologies Specialisations (Metal) CPC10120 - Certificate I in Construction	Industrial Technology Skills (Applied)	ICT40120 - Certificate IV in Information Technology (Gaming Development)
Home Economics	Food Specialisation	Early Childhood Studies, Hospitality Practices (Applied)	
Physical Education	Physical Education Rugby League Academy Sport & Recreation	Physical Education (General) Sport & Recreation (Applied)	SIS30321 - Certificate III in Fitness
The Arts	Drama Film and Television Music Visual Art	Film, Television & New Media (General) Music, Visual Art (General) Visual Arts in Practice, Music in Practice (Applied)	

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FACULTY: AGRICULTURE and AQUATICS

AGRICULTURAL PRACTICES – APR (Preparatory subject for Agricultural Practices in Year 11 & 12)

Content:

This is a vocational subject with a theoretical basis 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 both theory and practical components:

- Farm safety rules, regulations and recommendations;
- Equipment and machinery maintenance and operation;
- Best practice management for small crop establishment, maintenance and production;
- Plant production and maintenance, including monitoring for health and harvesting at time of maturity;
- Plant agribusiness including post-harvest processing and packaging and marketing to point of sale.

Assessment:

The type of assessment will closely reflect that to be used in the new Senior Science syllabuses, and will comprise four summative assessments over the course of a school year that include the following techniques:

- Projects that provide students with real-world opportunities to demonstrate their learning
- Investigations that assess the ability of students to investigate and apply aquatic practices
- Examinations that assess the ability of students to apply their knowledge and understanding to a range of problems
- Performance of skills that assesses physical demonstrations as the result of applying technical and physical skills

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

Practical skills are assessed from observations made whilst performing 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 \$50 for the course.

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



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FACULTY: AGRICULTURE and AQUATICS

AQUATIC PRACTICES – AQZ (Preparatory subject for Aquatic Practices in Year 11 & 12)

Content:

This subject is suitable for students with either vocational interests in marine and aquatic industries or interests in aquatic pursuits such as boating, fishing, or caring for the marine environment. An interest in being outside and working as part of a team is required.

In Aquatic Practices, students will develop an understanding of technologies relevant to the marine industry, weather and tide patterns and navigation. They will gain practical skills in the maintenance and use of materials and equipment related to boating and recreational fishing. Students will become familiar with recreational fishing rules and regulations and environmental management strategies employed to preserve aquatic ecosystems.

AQUATIC PRACTICES – Course Outline

The following units are studied over the course of 2 semesters. All units involve both theory and practical components:

- Fish Anatomy and Physiology
- Shark Anatomy and Physiology
- Marine ecology: Reefs or Mangroves
- Lure Building
- Small boat handling
- Recreational fishing
- Weather and tides
- Fishing rod and lure construction
- Outboard Motor Maintenance

Assessment

The type of assessment will closely reflect that to be used in the new Senior Science syllabuses, and will comprise four summative assessments over the course of a school year that include the following techniques:

- Projects that provide students with real-world opportunities to demonstrate their learning
- Investigations that assess the ability of students to investigate and apply aquatic practices
- Examinations that assess the ability of students apply their knowledge and understanding to a range of problems
- Performance of skills that assesses physical demonstrations as the result of applying technical and physical skills

Other Information

There is a consumable subject charge in addition to the school's Textbook and Resource Hire Scheme to cover the cost of consumables for practical work and excursions. The subject charge is \$70 for the course.



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FACULTY: ENGLISH

ENGLISH - ENG

Content:

The study of English, Essential English and Literature consists of studies associated with the five main language activities: reading, writing, speaking, listening and viewing. Students build on the essential skills learnt in Junior Secondary and expand their ways of thinking about, creating and engaging with texts and how they represent the world and human experience.

In all three English subjects, students foster the following skills:

- written and verbal communication choices about genre and text structures, language features and technologies
- appreciation of literary and non-literary texts, the aesthetic use of language and style
- analytical, creative and imaginative thinking
- perceptions of the world
- critical exploration of how texts reflect or challenge social and cultural ways of thinking
- empathy for others

In English, students will study four term-long units with an increased emphasis on literary texts. Students will read, view and listen to a range of classic and contemporary texts, analysing and evaluating representations, language choices and literary devices, opening up creative possibilities, and drawing comparisons with a range of mass media texts.

Assessment

Semester One:

- Written assignment – a feature article comparing representations of an issue in a class novel and the media.
- Spoken/multimodal – persuasive multimodal focusing on authors and poets' use of literary devices to convey their respective underpinning messages.

Semester Two:

- Seen exam – imaginative short story
- Unseen exam – analytical essay exploring the enduring relevance of Shakespeare

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

Other Information:

English or Essential English is COMPULSORY to Year 12. English or Essential English must be studied to obtain an Australian Tertiary Admission Rank (ATAR). For Queensland Certificate of Education (QCE) requirements, students must pass at least one unit in Year 11 or 12 to demonstrate the minimum literacy requirement.

English is important for all careers. Employers expect their employees to be able to communicate effectively 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 available from the Book Room and photocopying.

Students need to achieve a minimum of a 'C' standard in English to continue on to Years 11 and 12 English. English is a pre-requisite for most Years 11 and 12 General subjects.



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ESSENTIAL ENGLISH - ENE (Preparatory subject for Essential English in Year 11 & 12)**Content:**

The study of English, Essential English and Literature consists of studies associated with the five main language activities: reading, writing, speaking, listening and viewing. Students build on the essential skills learnt in Junior Secondary and expand their ways of thinking about, creating and engaging with texts, and how they represent the world and human experience.

In all three English subjects, students foster the following skills:

- written and verbal communication
- choices about genre and text structures, language features and technologies
- appreciation of literary and non-literary texts, the aesthetic use of language and style
- analytical, creative and imaginative thinking
- perceptions of the world
- critical exploration of how texts reflect or challenge social and cultural ways of thinking
- empathy for others

Essential English is an Applied subject where students will study four term-long units. The emphasis is on mass media texts, work-related texts and some contemporary literary texts. Students will read, view and listen to a range of texts, analysing and evaluating language choices and drawing comparisons between a range of text types.

In semester two, students will complete the Short Course in Literacy. Successful completion of the short course gives students one point towards their QCE attainment, as well as their literacy component.

Assessment:**Semester One:**

Understanding representations in texts:

1. Multimodal analysis of representations / stereotypes in film
2. Short response exam – analysing representations in media texts (seen and unseen sources)

Semester Two:

1. Learning journal – written reflections about successes and goal-setting for all learning areas
2. Travel blog – written multimodal persuading readers to visit the Cooloola region
3. Practical demonstration – spoken multimodal outlining the steps to complete a particular task.
4. Reading comprehension exam – short answer exam in response to written, visual and multimodal texts.

Other Information:

English or Essential English is **COMPULSORY** to Year 12. English or Essential English must be studied to obtain an Australian Tertiary Admission Rank (ATAR). For Queensland Certificate of Education (QCE) requirements, students must pass at least one unit in Year 11 or 12 to demonstrate the minimum literacy requirement.

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 available from the Book Room photocopying and the excursion to Amama Park in semester two.

Students studying Essential English in Year 10 must choose Essential English in Years 11 and 12.



FACULTY – HEALTH & PHYSICAL EDUCATION

FOOD SPECIALISATION - TFD

(Preparatory subject for Hospitality Practices and Early Childhood Studies)

Content

Home Economics in Year 10 provides students with a sampling of the subjects offered by the faculty in Years 11 and 12. It consists of four units of study, one per term.

Food Technology introduces students to 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 practise a variety of cooking techniques. Food Technology provides insight into the commercial food industry and develops skills in food selection and preparation as part of a healthy lifestyle.

Food Technology is a preparatory subject for Certificate II in Hospitality and Hospitality Practices.

Food Studies & Nutrition revolves around two main themes, Eat Well & Be Active and Good Food, Bad Food, Fast Food. It engages students in food preparation and cooking and requires them to study food through nutrition and science. Students investigate environmental influences, sustainability, food protection and waste management as they consider the nutritional value of food.

Food Studies & Nutrition is a preparatory subject for Food & Nutrition in Years 11 and 12.

Hospitality encourages students to use their skills to prepare food, serve customers, and plan catering events. They will acquire an understanding of the roles and employment in the hospitality industry, and training available here at school in Years 11 and 12 and beyond. Students will trial recipes, make decisions, prepare final menus, cost ingredients, serve food, and make recommendations for future events.

Hospitality is a preparatory subject for Hospitality Practices in Years 11 and 12.

Early Childhood Studies focuses on the development and wellbeing of young children. Students develop knowledge and understanding of human development, the needs of children, the value of play, concepts of childhood and the role of parents. This is a very practical subject with extensive time developing techniques, activities and producing items of interest.

Early Childhood Studies is a preparatory subject for Fashion and Early Childhood Studies in Years 11 and 12.

Assessment

Assessment and reporting are based on the students' performance matched against a set of performance standards. This is achieved through practical cookery tasks, written tasks, research and investigation tasks and exams.

The following criteria are used to determine student level of achievement.

Knowledge & Understanding

Technologies & Society
Technology Contexts

Processes & Production Skills

Investigating & Defining
Generating & Designing
Producing & Implementing
Evaluating
Collaborating & Managing

Other information

Cookery items will need to be brought to school when required.

Correct footwear for workplace health and safety requirements as per Gympie SHS footwear policy will be expected for all practical lessons. The subject cost for the course is \$50. Safety and Hygiene are priorities.



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FACULTY: HEALTH and PHYSICAL EDUCATION

PHYSICAL EDUCATION

(Preparatory subject for Physical Education and SIS30315-Certificate III in Fitness for Year 11 & 12)

Content:

This subject is designed for students who intend to select Senior Physical Education in Years 11 and 12. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching

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.

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 (Years 11 and 12) as well as reflecting the cohort's interest areas.

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

Assessment:

Ongoing practical assessment will be conducted throughout the year. Theoretical assessment is designed to prepare students for Senior Physical education and assessment types will reflect those, that students will encounter in Years 11 and 12. These will include a variety of essays, exams, and multimodal assessments.

Other Information:

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. A student laptop is essential for students to be able to access course materials and complete theoretical assessments. The subject cost for the course is \$15.

Specialised Classes:

Students may have the option to specialise in an academy sporting class during period 3 and 4 on a Thursday, if students are up to date with scheduled course work and have abided by the student code of conduct. These classes will depend on cohort interest and staff availability.



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FACULTY: HEALTH and PHYSICAL EDUCATION

SPORT & RECREATION

(Preparatory subject for Sport and Recreation for Year 11 & 12)

Content:

This subject is designed for students who intend to select Senior Sport and Recreation in Years 11 and 12. A course of study in Year 10 HPE (Sport & Recreation focus) can establish a basis for further education and employment in the fields of sport and recreation event management, sport promotion, sport development and coaching.

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 and coaching.

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 Sport and Recreation (Years 11 and 12) as well as reflecting the cohort's interest areas.

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 Sport & Recreation. These concepts include: human anatomy, employment in the sport and recreation industry, coaching strategies, coaching and officiating and event management.

Assessment:

Ongoing practical assessment will be conducted throughout the year. Theoretical assessment is designed to prepare students for Senior Sport and Recreation and assessment types will reflect those which students will encounter in Years 11 and 12. These will include a variety of projects, reports and event coordination.

Other Information:

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. A student laptop is essential for students to be able to access course materials and complete theoretical assessments. The subject cost for the course is \$25.

Specialised Classes:

Students may have the option to specialise in an academy sporting class during period 3 and 4 on a Thursday, if students are up to date with scheduled course work and have abided by the student code of conduct. These classes will depend on cohort interest and staff availability.



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FACULTY: HEALTH and PHYSICAL EDUCATION

RUGBY LEAGUE ACADEMY

Content:

This subject is designed for students who intend to select Senior Certificate II Sport and Recreation (Rugby League focus) in Years 11 and 12. A course of study in Year 10 HPE (Rugby League Academy) can establish a basis for further education and employment in the fields of sport and recreation event management, sport promotion, sport development and coaching.

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

Practical:

Students will study a variety of sports over the year to develop their understanding, interest and skill levels but will focus on Rugby league. The sports studied are designed to enhance knowledge of coaching and officiating in preparation for the Senior Certificate II in Sport & Recreation course. Rugby League will remain the primary sport and students will be exposed to skill development, tactical awareness and sport-specific conditioning.

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 the Senior Certificate II in Sport & Recreation course. These concepts include: nutrition for performance, sport specific training, human anatomy, employment in the sport and recreation industry, coaching strategies, coaching and officiating and event management. Integrity, ethics and goal setting will also be explored as Rugby League will be used as a tool to engage students and educate them on the importance of socially acceptable behaviour and the value of goal setting.

Assessment:

Ongoing practical assessment will be conducted throughout the year. Theoretical assessment is designed to prepare students for the Senior Certificate II in Sport and Recreation course and assessment types will reflect those which students will encounter in Years 11 and 12. These will include a variety of projects, reports and event coordination.

Expectations:

As this is an elective class in high demand, students will be required to meet the expectations outline on the school's student code of conduct. Students who fail to do so will become ineligible for this elective subject. Entry into this subject will be an application-based process.

Other Information:

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. A student laptop is essential for students to be able to access course materials and complete theoretical assessments. Additional fees related to travel for games and apparel will be published separately in the Rugby League Academy handbook.



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Century 21 Centurions Sporting Apparel & Fees

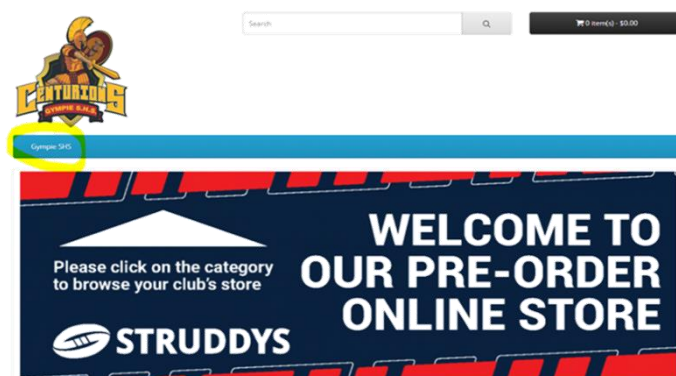
All Gympie State High School individual sporting apparel will be available for purchase via the Struddy's online store. Please note that it is an expectation that Gympie State High School Rugby League students purchase and wear our school Rugby League playing shorts and playing socks during all school games – all other apparel is deemed optional but we strongly encourage participating students to engage with these items. We would like all students who represent our school in sport to purchase our Centurions training shirt, cap and performance shorts for their training sessions and purchase and wear our Centurions travel polo shirt to wear to carnivals and events – our Centurions travel polo shirt can also be worn as a regular school shirt on any school day. If a student has one of these polo shirts, they are expected to wear it when travelling for sport. Students will not be penalised or disadvantaged if they do not purchase our optional Centurions apparel.

Please note: teamwear such as Volleyball playing shirts and Rugby League jerseys will be ordered separately by the school as per our current process.

There are two ordering windows each year: term 1 and term 4 (weeks 1-8). Delivery of all apparel is estimated for 6-10 weeks. We encourage you to order in term 4 if possible as you will have your orders for the start of the new school year. All orders are delivered to Gympie SHS, this is to reduce costs to you. Once delivered, students are notified via student notices and parades to collect their ordered apparel.

Please see snippets attached to aid you in locating our online store. The URL address to visit is:

<https://gshs.struddysonline.com.au/>



Fees: All travel and excursion fees will be on a user pays basis. For day sporting trips, the travel cost will be \$20-\$30 per student, pending the destination. Exact fees will be communicated by the relevant staff. Overnight excursion costs will vary but will be communicated by the relevant staff in advance. Please note: any student who is not up to date with their required school fees or does not have a payment scheme established, will not be permitted to attend sporting excursions that require a fee. Families can establish payment accounts with the school finance department to pay off fees progressively and this will not impact on students attending excursions. If you would like to explore this option, please contact our school administration.



GYMPIE
State High School



Queensland Government

FACULTY: HUMANITIES and SOCIAL SCIENCES

HISTORY - HIS, GEOGRAPHY - GEG, CIVICS AND CITIZENSHIP – CIV

(Preparatory subjects for Year 11 & 12)

Content:

The study of History to Year 10 is a requirement of Department of Education in Queensland as part of Australian Curriculum. In 2021, History is studied for one semester. Students will get the opportunity to study History in either Semester 1 or Semester 2. This gives students opportunity to study Geography or Civics and Citizenship for the alternate semester. These subjects follow Australian Curriculum guidelines, and as such are the appropriate preparation for studies in Years 11 and 12. History, Geography and Civics and Citizenship will also provide the 21st Century skills, particularly in the Inquiry Approach, that will support students across all subjects in Years 11 and 12 as well as their studies at university.

History: All students will study one semester of History in Year 10. The semester is organised into two units, which will initially cover World War II (1939–1945), where students will conduct a depth study to investigate more deeply Australia's involvement in this global conflict. Students will have the opportunity to compare Australia's involvement in World War II to subsequent conflicts. The second unit will include a study of Rights and freedoms (1945 – the present) and in Globalising the World, students will have the opportunity to study one of the following in more depth: 'Popular Culture', 'Migration Experiences' or 'The Environment Movement'. History in Year 10 will prepare students for studies in both Modern History and Ancient History in Years 11 and 12.

Geography: Geography is offered as a semester subject. There are two units of study in the Year 10 curriculum for Geography: 'Environmental Change and Management' and 'Geographies of Human Wellbeing'. 'Environmental change and management' focus on investigating environmental geography through an in-depth study of a specific environment. Here students will conduct a depth study with a clear focus on Climate Change and the roll of alternate energies in the solution. 'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. Students will consider the global inequalities through the lens of the Sustainable Development Goals, and consider the role of Australia in the solution. While not a prerequisite, Geography in Year 10 will prepare students for studies in Geography in Years 11 and 12.

Civics and Citizenship: Civics and Citizenship is offered as a semester subject. The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations, Government and democracy, Laws and citizens, and Citizenship, diversity and identity. While not a prerequisite, Civics and Citizenship will prepare students for studies Legal Studies in Years 11 and 12.

Assessment:

The assessment items for this subject will mirror its senior counterpart to ensure students have an understanding of what is required. These include:

- Examination: combination response
- Investigation: inquiry report
- Investigation: data report
- Investigation: argumentative essay



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FACULTY: HUMANITIES - LANGUAGES

JAPANESE - JAP (Preparatory subject for Japanese in Year 11 & 12)

Content:

The Year 10 Japanese course continues to build on the knowledge gained in Year 8 and 9, and adds additional units such as 'Weather and seasons', 'My town' and 'Health and wellbeing'. 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 almost 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.

Students are expected to select studies in Japanese in all year levels if they wish to study Japanese in Years 11 and 12.



FACULTY: LEARNING PARTNERSHIPS PROGRAM

Who should enrol in this program?

Students who have previously been enrolled in the Learning Partnerships Program (LPP) or an Individual Education Program.

After numeracy and literacy testing students will be allocated to class to support their learning needs. The aim of the LPP is to build functional life skills in Literacy and Numeracy and to provide support and adjustments in Science and Humanities as well as Elective Subjects and HPE. LPP core learning classes such as English, Maths, Humanities and Science provide peer level content adjusted to the student's level of learning using various approaches to enable the student to gain rudimentary knowledge in the subject area.

FACULTY: LEARNING PARTNERSHIPS PROGRAM

ALTERNATE LEARNING PROGRAM – Wegner's Café Program - WCP

Content:

The Café is a program that introduces students to hospitality cooking and leads to senior pathways for students who are interested in learning valuable hospitality skills. Students explore an engaging range of recipes, use garden fresh and flavoursome ingredients and practise a variety of cooking techniques. Students engage in a variety of tasks in a Café at school. Workplace Health and Safety training, cooking, use of kitchen equipment and communication in a team are all important aspects of this program.

Assessment:

Students will be assessed on practical evidence of work ethic, responsibility, team- work, hygiene, safety and responsibility. A folio of evidence including completed tasks, PowerPoint presentations, practical demonstrations and written assignments will form part of the overall assessment.

Other Information:

The Café program offers the opportunity to gain everyday living skills as well as promote the wellbeing of the individual. Students interested in pursuing this subject in Years 11 and 12 will be given the opportunity to work in the Café preparing and serving food.

Costs for this course cover use of equipment, tools and protective items, some stationery supplies and ongoing cooking demonstrations.



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FACULTY: LEARNING PARTNERSHIPS PROGRAM

PRACTICAL ENGLISH - PRE

Content:

Students who have had an Individual Curriculum Plan for English in junior years study this subject. Practical Literacy has a focus on decoding language, comprehension, reading, writing and developing language skills for everyday living. Students who are reluctant readers and have difficulty writing and expressing themselves are encouraged and engaged in their learning.

Practical English follows the ACARA model with students working at their appropriate level on units of work. 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.

Practical English: Assessments are based on the following:

Comprehension, Reading, Spelling, Grammar testing and a folio of work.

A folio of work for each term designed around the units of work that consist of: oral presentations with PowerPoint, brochures, short written pieces or short responses, posters, graphic organisers and charts.

Other Information: Employers expect their employees to be able to communicate clearly and to be able to listen to and follow directions. The practical nature of this program keeps this as the main goal. 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 Literacy:

Comprehension, Reading, Spelling and Grammar testing.



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FACULTY: LEARNING PARTNERSHIPS PROGRAM

PRACTICAL MATHEMATICS - PMA

Content: This subject is designed for students who require a level of mathematics which is more appropriate for their level of understanding and skill. The focus is on everyday living skills, mathematics problem-solving, enhancing basic numeracy 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 will advance to peer-level Mathematics classes.

Other Information: A basic knowledge of Mathematics 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!



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FACULTY: LEARNING PARTNERSHIPS PROGRAM

WORKPLACE PRACTICES QCIA PATHWAY (Queensland Certificate of Individual Achievement)

Who should study this subject?

Students who do not meet the standard literacy and numeracy required for the QCE and are considering a QCIA pathway should consider taking part in this subject.

What will you learn?

Students who are preparing for work will be given work experience opportunities which may lead to school-based traineeships or employment. Students will learn how to prepare for work experience or work placements, how to write resumes and speak clearly with confidence, attend job expos and learn how and where to look for employment. Eligible students will also be introduced to Job agencies who mentor individuals who have learning difficulties in work readiness skills. Students also gain knowledge of their rights and responsibilities in the workplace.

How will you be assessed? Students will be assessed on a variety of work-based topics through spoken, written and practical assessments.

Other Information: The related virtues of punctuality, presentation, communication, team work, perseverance and responsibility will support every student to be successful in gaining employment. The training and skills developed in this subject will enable each student to gain basic work competency.



FACULTY: MATHEMATICS

ESSENTIAL MATHEMATICS – MAT (Preparatory subject for Essential Mathematics in Year 11 & 12)

Content:

This subject prepares students for studies in Essential Mathematics (formerly Prevocational Mathematics). This course is designed for those who have found Core Mathematics difficult, but who see the value in achieving a pass in Mathematics to enhance employment opportunities.

Essential Mathematics CAN contribute towards an ATAR (tertiary entrance rank) but will only be useful for courses with little or no mathematical content.

Who is this subject for?

This subject is for a student who doubts that he/she will achieve a 'C' rating in General Mathematics by the end of semester 2 Year 10. This is the basic level of numeracy required for employment.

Students are recommended by teachers for entry into this subject. Students in Practical Mathematics (Year 9) who wish to 'change up' need to apply through the HoD. This needs to occur at the end of their year 9 studies rather than during Year 10.

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
- The Numeracy Short Course is studied in the second Semester of this subject. Students who pass the Numeracy Short Course obtain 1 QCE credit towards their QCE at the end of Year 12.

Assessment:

There are 4 units to this course of study. Students will be assessed using formal tests, assignments and class journals across the criteria of understanding, fluency, problem-solving and reasoning.

Students who study Essential Mathematics will be able to obtain an 'A' rating in Mathematics on their semester reports.

Students who wish to study General Mathematics (formerly Mathematics A) in Year 11 **will not be eligible** to study General Mathematics in Year 11 after studying Essential Mathematics throughout Year 10.

Other Information:

A scientific calculator is essential for this subject. The school recommends an Abacus SXIIMATRIXN, Sharp EL-351, Casio FX-82AU or Texas Instruments (TI) TI-30XB.



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Queensland Government

FACULTY: MATHEMATICS

GENERAL MATHEMATICS – MAT (Preparatory subject for General Mathematics in Year 11 & 12)

Content:

The Challenge:

General Mathematics is the main pre-requisite course to study General Mathematics (formerly known as Mathematics A) in Year 11, although students can also enter from Mathematical Methods. This course is written to the standards statements of the National Curriculum referred to below.

General Mathematics allows student results to contribute towards an ATAR rank (new version of the OP) at the end of Year 12. General Mathematics allows a wide range of course options at university as well as being an excellent basis for apprenticeship or further TAFE studies.

Please note that General Mathematics DOES contain an algebra component, unlike the old Mathematics A course, and thus students will need to develop these skills through their Year 10 studies.

It is imperative that you choose the correct level of Mathematics in Year 10. This course does not prepare you for Mathematics Methods (Mathematics B) or Specialist Mathematics (Mathematics C).

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 4 units to this course of study. Students will be assessed using formal tests, assignments and class journals across the criteria of understanding, fluency, problem-solving and reasoning.

Students who study General Mathematics will be able to obtain an 'A' rating in Mathematics on their semester reports.

Students who wish to study General Mathematic in Year 11 will need to gain at least a 'C' rating in Year 10.

Students who wish to study Mathematical Methods (formally Mathematics B) **will not be eligible** to study Mathematical Methods in Year 11 after studying General Mathematics throughout Year 10.

Other Information:

A scientific calculator is essential for this subject. The school recommends an Abacus SXIIMATRIXN, Sharp EL-351, Casio FX-82AU or Texas Instruments (TI) TI-30XB.



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FACULTY: MATHEMATICS

MATHEMATICAL METHODS - MME (Preparatory subject for Mathematical Methods in Year 11 & 12)

Content:

The Challenge;

This subject prepares students for studies in Mathematics Methods (formerly Mathematics B) and Specialist Mathematics (formerly Mathematics C) in Year 11. Several subjects taught at university, such as Economics, Sciences and Engineering require students to have a high level 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 than the core Mathematics 10 curriculum and students who 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.

Previous high achievement in Mathematics and NAPLAN testing would be good indicators.

Students are recommended by teachers for entry into this course and should be attaining a C+ level or better in previous extension studies in mathematics. Students in Core Mathematics (year 9) who wish to 'change up' need to apply through the HoD. This needs to occur at the end of their year 9 studies rather than during Year 10.

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 4 units of study over the two 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 Information:

A scientific calculator is essential for this subject. The school recommends an Abacus SXIIMATRIXN, Sharp EL-351, Casio FX-82AU or Texas Instruments (TI) TI-30XB.

Graphics Calculators will be supplied to students as required.



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Queensland Government

FACULTY: SCIENCE

SCIENCE – AGRICULTURE – AGZ (Preparatory subject for Agricultural Science in Year 11 & 12)

Content:

In Year 10, a broad range of science subjects is offered in order to prepare students for both General (University) pathways and Applied (non-University) 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 Agricultural Science curriculum deepens understanding of the practices used to develop agricultural knowledge, of agriculture's contribution to our culture and society, and its applications in our lives.

In Agricultural Science, students' study both the practical and theoretical aspects of farm production. They investigate the plant and animal production systems that exist locally, state-wide and nationally. Students design agricultural investigations using a range of inquiry skills that include the control and accurate measurement of variables and systematic collection of data. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas.

AGRICULTURAL SCIENCE – Course Outline

Do you have what it takes to help sustain human development on planet Earth?

Studying agriculture means that you'll be working in an important industry that is considered to be both fast-moving and high-tech in a world with rapid population growth, changing climate and limited land and freshwater resources.

Topics include:

- Animal and plant anatomy and physiology, disease and pest management, nutrition and biosecurity
- Management of financial and property resources using computer spreadsheets, databases and apps
- Sustainable use of farm resources including practical management of soils and water
- Operating animal production systems, including beef and poultry production
- Marketing of agricultural products from paddock to plate
- Animal and plant breeding reproductive technologies, including cloning, tissue culture, hybridisation and genetic engineering
- Climate and weather and its effects on future agricultural production.

Assessment:

The type (genre) of assessment will closely reflect that to be used in the new Senior Science syllabuses, and will comprise the following four summative assessments over the course of a school year:

- A data test (15%) involving analysis and interpretation of information
- A student-led experiment (30%), in which students design, conduct and report on the results of an investigation of their choice
- A Research Investigation (30%), involving research that could result in an oral, audio-visual or written assignment
- Written Examination (25%) of knowledge and scientific understanding, covering the whole year of study



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FACULTY: SCIENCE

SCIENCE – BIOLOGY – SCB (Preparatory subject for Biology in Year 11 & 12)

Content:

In Year 10, a broad range of science subjects is offered in order to prepare students for both General (University) pathways and Applied (non-University) 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.

In Biological Science, 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 critique 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 biological perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

BIOLOGY – Course Outline

Cells and Cell structures

In this topic, students gain an understanding of the basics of cells, which is the fundamental knowledge underpinning any Biology subject.

- Cellular processes. In this topic, students look at diffusion, osmosis and cellular respiration. All of these are fundamental concepts for students planning on completing a biology-based subject in future years.
- Microbiology and Biotechnology. In this topic, students look at the structure and role of bacteria in the medical, food and cosmetics industry.
- Plant and Human Physiology. In this topic, students complete a series of dissections to identify the structural differences and function of plants and animals.

Assessment:

The type (genre) of assessment will closely reflect that to be used in the new Senior Science syllabuses, and will comprise the following four summative assessments over the course of a school year:

- A data test involving analysis and interpretation of information
- A student-led experiment in which students design, conduct and report on the results of an investigation of their choice
- A Research Investigation, involving research that could result in an oral, audio-visual or
- Written assignment
- Written Examination of knowledge and scientific understanding, covering the whole year of study



FACULTY: SCIENCE

SCIENCE – CHEMISTRY – SCH (Preparatory subject for Chemistry in Year 11 & 12)

Content:

In Year 10, a broad range of science subjects is offered in order to prepare students for both General (University) pathways and Applied (non-University) 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.

In Chemical Science, 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 critique 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.

CHEMISTRY – Course Outline

Keen to discover the sub-atomic social life of atoms?

- Quantifying matter. In this topic, students look at the types of chemical reactions which occur, balancing equations, mole calculations and the structure of materials including gases, water, aqueous solutions
- Acids and Bases. In this topic, students study the properties of acids and bases and their impacts on the environment
- Organic Chemistry. In this topic, students look at the structure, naming conventions and application of organic compounds, which are fundamental for life
- Periodic trends. For this topic, students look at the fundamental concepts of the periodic table which is required prior knowledge for Year 11 Chemistry.

Assessment:

The type (genre) of assessment will closely reflect that to be used in the new Senior Science syllabuses, and will comprise the following four summative assessments over the course of a school year:

- A data test involving analysis and interpretation of information
- A student-led experiment, in which students design, conduct and report on the results of an investigation of their choice
- A Research Investigation involving research that could result in an oral, audio-visual or written assignment
- Written Examination of knowledge and scientific understanding, covering the whole year of study



FACULTY: SCIENCE

SCIENCE – PHYSICS - PHZ (Preparatory subject for Physics in Year 11 & 12)

Content:

In Year 10, a broad range of science subjects is offered in order to prepare students for both General (University) pathways and Applied (non-University) 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.

In Physical Science, 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 critique 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.

PHYSICAL SCIENCE – Course Outline

Ever wanted to explore the tangled world of electrical circuits, energy transfers, and nuclear reactions?

You can, with topics on:

- Displacement, velocity, acceleration and time-motion data
- Force, momentum and energy
- Wave phenomena in springs, sound waves and seismic waves and then compare these waves with the behaviour of light
- Newton's laws of motion and the gravitational field model
- The motion of the planets and stars through the study of astrology and astrophysics
- Gravity and electromagnetism with investigations of motion and electromagnetic phenomena
- The development of quantum theory, theory of relativity, particle model and how it relates to the big bang theory
- Heat, gas laws, hydrostatics and the wonders of liquid nitrogen
- Astrophysics, astronomy, celestial bodies and nuclear fusion.

Assessment:

The type (genre) of assessment will closely reflect that to be used in the new Senior Science syllabuses, and will comprise the following four summative assessments over the course of a school year:

- A data test (15%) involving analysis and interpretation of information
- A student-led experiment (30%), in which students design, conduct and report on the results of an investigation of their choice
- A Research Investigation (30%), involving research that could result in an oral, audio-visual or written assignment
- Written Examination (25%) of knowledge and scientific understanding, covering the whole year of study



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Queensland Government

TECHNOLOGIES

GRAPHICS & DESIGN – GDE

(Preparatory subject for Design & Industrial Graphics Skills in Year 11 & 12)

Content:

Graphics 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 produce sketches, 2D and 3D drawings in an Engineering, Architectural and Graphical Design 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 recognised world-wide.

Presentation methods and Design applications complement the course. Students may experience 3D printing, laser etching/cutting 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 design folio work. Students will be producing design folios of work based on the themes of Built Environment, Industrial Design and Graphic Design in preparation for Senior studies. The following criteria are used to determine student level of achievement:

Knowledge & Understanding

Technologies & Society
Technology Contexts

Processes & Production Skills

Investigating & Defining
Generating & Designing
Producing & Implementing
Evaluating
Collaborating & Managing

Other Information:

A preferred though not essential pre-requisite for Year 10 Graphics is at least 1 previous semester of the subject.

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

Graphics 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.



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Queensland Government

TECHNOLOGIES

MATERIALS & TECHNOLOGIES SPECIALISATIONS – Timber - TTZ

(Preparatory subject for Industrial Technology Skills, MSF20522-Certificate II in Furniture Making Pathways for Year 11 & 12)

Content:

The Industrial Technology A curriculum is a course of study designed to develop specific skills and knowledge in a workshop environment whilst working through the design process. This is a program of study that works in wood and plastics. It combines project-based delivery with design, enabling students to explore a range of options and develop skills in the areas of woodwork construction, plastic fabrication, problem-solving and creativity.

A series of projects such as a clock, Co2 dragster display case, a Co2 dragster and a silhouette picture frame 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 machinery 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, design folios, theory work and observation of work practices. The following criteria are used to determine student level of achievement:

Knowledge & Understanding

Technologies & Society
Technology Contexts

Processes & Production Skills

Investigating & Defining
Generating & Designing
Producing & Implementing
Evaluating
Collaborating & Managing

Other Information:

This course prepares students intending to study Design, Industrial Technology Skills and Furnishing 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 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.

The subject cost for the course is \$20.00 per Semester.



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Queensland Government

TECHNOLOGIES

MATERIALS & TECHNOLOGIES SPECIALISATIONS – Metal - TMT

(Preparatory subject for Industrial Technology Skills, MEM20422-Certificate II Engineering Pathways).

Content:

The Industrial Technology B curriculum is a course of study designed to develop specific skills and knowledge in a workshop environment whilst working through the design process. This is a program of study that works in sheet metal and various other forms of metal. It combines project-based delivery with design, enabling students to explore a range of options and develop skills in the areas of sheet metal fabrication, fitting and machining, problem-solving and creativity.

Industrial Technology B enables 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 colourbond cabinet are used to assist students to advance the skills learnt previously. Where facilities exist, this semester sees the expansion of the use of industrial machinery 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, design folios, theory work and observation of work practices. The following criteria are used to determine student level of achievement:

Knowledge & Understanding

Technologies & Society
Technology Contexts

Processes & Production Skills

Investigating & Defining
Generating & Designing
Producing & Implementing
Evaluating
Collaborating & Managing

Other Information:

This course prepares students intending to study Design, Industrial Technology 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 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.

The subject cost for the course is \$20 per Semester.



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TECHNOLOGIES

ECONOMICS and BUSINESS - ECB

(Preparatory subject for Business Studies, Tourism, Certificate III in Business, Diploma of Business).

Curriculum

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- How is the performance of an economy measured?
- Why do variations in economic performance in different economies exist?
- What strategies do governments use to manage economic performance?
- How do governments, business and individuals respond to changing economic conditions?

Topics include:

- Introduction to Economics
- Sustainable business practices Globalisation
- Tourism – The Triple Bottom Line

Assessment:

- Exam – introduction to Economics
- Project – Are we Sustainable?
- Multimedia Product – Globalisation: Friend or Foe?
- Multimedia Product – Tourism Destinations (Persuasive)

Other Information:

This subject will provide a foundational level of knowledge and understanding of economics. Students then apply these concepts to the topics of property investment and purchasing, before having a look at global tourism standards. Students are encouraged to use digital solutions to create industry-standard responses in their learning activities and assessments.



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TECHNOLOGIES

DIGITAL TECHNOLOGIES – DIG

(Preparatory subject for Certificate IV in Information Technology; Information and Communication Technology; Film, Television and New Media).

Curriculum

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

Topics:

- How to use computers
- Introduction to Coding / user Interfaces
- 3D modelling

Assessment:

- PC Build Quote
- PC Troubleshooting Video
- Unity – User Interfaces
- Blender – 3D Modelling

Other Information:

This course is designed to develop studied skills in the use of an array of applications. These applications are industry-standard and will assist students in gaining the skills to create content and other digital assets for whatever IT role they fulfil in the future.



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FACULTY: THE ARTS

DRAMA – DRA (Preparatory subject for Drama and Drama in Practice in Year 11 & 12)

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 Junior secondary.

Students are assessed in three criteria –

- Creating - devising drama, writing scripts, directing plays and improvising
- Presenting – acting in front of the class and other audiences
- Responding and reflecting – analysing drama works

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.

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. A black shirt and pants are required for use in performances.



FACULTY: THE ARTS

FILM, TELEVISION & NEW MEDIA – FTZ

(Preparatory subject for Film, Television and New Media in Year 11 & 12)

Content:

Unit 1 Photography

The purpose of this unit is to develop an understanding of how to compose a series of photo images to convey meaning to the viewer. Students will develop an understanding of and analyse how others use Media Arts language, elements and key concepts to convey meaning to a viewer. They will also develop skills in the use of Photoshop software using images taken with their phone camera and become familiar with a DSLR camera and associated technologies.

Unit 2 Media is Power

In this unit, students examine and understand how social and cultural values and beliefs are manipulated in media representations and how stories and ideas in media artworks can change when viewed through different personal, social and cultural contexts. Students will understand how interaction with media artworks has changed and been influenced by historical and social contexts. They will consider genre conventions when producing and distributing media artworks for a range of contexts and to construct alternative points of view. Students will gain an understanding of how media artists integrate and shape technical and symbolic elements to achieve a specific purpose and meaning, and how style contributes to this. They will come to recognise how collaboration takes place in the design, production and distribution of the media art form; how they can manipulate technical and symbolic elements to create and challenge representations; and the expectations of the audience, and devise, produce and distribute a media artwork.

Unit 3 New Media Entrepreneur

The purpose of this unit is to examine and understand how social and cultural values and beliefs are manipulated in media representations and how stories and ideas in media artworks can change when viewed through different personal, social and cultural contexts. Students will understand how interaction with media artworks has changed and been influenced by historical and social contexts. They will consider genre conventions when producing and distributing media artworks for a range of contexts and to construct alternative points of view. Students will gain an understanding of how media artists integrate and shape technical and symbolic elements to achieve a specific purpose and meaning, and how style contributes to this. They will come to recognise how collaboration takes place in the design, production and distribution of the media art form; how they can manipulate technical and symbolic elements to create and challenge representations and the expectations of the audience; and devise, produce and distribute a media artwork. The specific focus of this unit will be the creation and impact of YouTube productions

Other Information:

Students will be provided with all hardware and software required to participate in this subject (e.g., editing software, film cameras, tripods, lighting, green screens, etc.).

The subject cost for the course is \$30.



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FACULTY: THE ARTS

MUSIC – MUS (Preparatory subject for Music and Music in Practice in Year 11 & 12)

Content:

The course is designed to provide students with a foundation that will support them in their undertaking of Senior General Music. Through the study of music from a variety of contexts, genres and styles, students will gain knowledge and skills in the following:

- Performance
- Composition
- Music Analysis and Evaluation – both visual (reading music) and aural (listening to music)

Learning experiences that focus on these areas are delivered through units across the year:

SEMESTER 1

Music with a message

Year 9 and 10 Music allows students to build on their understanding of genres and the music elements. During the unit *Music with a Message*, students study ways in which meaning has been developed through songs to enact change or communicate a message. This ranges from Gospels to Protest Music to how Music has been developed during the Pandemic. Through reflection of traditional and contemporary, the students will evaluate and perform music which will reflect their knowledge and understanding of how composers and performers communicate without words.

The students will also build on work from Year 7 and 8 Music where they will fine tune their control of tone and dynamic through focused practice. Their work will be shown at the Arts Night where students will present their meaningful performance.

SEMESTER 2

Broadway to the Big Screen

During Semester 2, students will look at how composers have worked together with other professionals to use music on the stage and screen. During this semester students will explore meaning and interpretation of the music elements in contexts that are social, cultural and historical in relation to how a performer has expressed a composer's intentions.

Through analysis, evaluation and reflection, students will consider how their role as the performer or composer influences the music that they play and create to engage with more diverse music. Their understanding of more complex music concepts, such as diversity of pitch or harmonic shifts, will enable an understanding to be developed from the previous units. Their composition and performance work from this unit will be showcased at Arts Night.

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 & evaluation)

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

Other Information:

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.



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FACULTY: THE ARTS

VISUAL ART – ART (Preparatory subject for Visual Art and Visual Art in Practice in Year 11 & 12)

Prerequisite: a sound achievement or higher in English

Content:

The Arts are an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking and doing. They enable us to know and observe our world collectively and as individuals. They reveal a sense of who we are and might become as we make connections and new meaning of the world around us, and our place in it.

This year-long course is in preparation for the senior **General subject of Visual Art**. The Arts are about the 21st century skills of Creativity, Communication, Critical Thinking, Community, Character and Collaboration. Creative and expressive communication is central to the arts. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. Students learn new skills and create knowledge through the investigation and experience of valued traditions and practices across various art forms. They will develop a variety of practical, thinking and creative skills to represent the world and evolve their own personal aesthetic or style.

The following program has been developed in preparation for **Year 11 Art as Lens**:

ART AS ALTERED REALITY - Students will build on their aware of art techniques beginning with drawing skills, painting techniques and mixed media.

ART AS DREAMING - Students will view art through the modern art periods such as Surrealism and Dadaism, and explore the reasons why art is created.

ART AS NARRATIVE - Students will explore abstraction and various art movements that explore the idea of storytelling.

ART AS PROTEST - Students will explore the idea of art making as a form of protest and to bring attention to current issues.

The subject cost for the course is \$25.



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VOCATIONAL EDUCATION and TRAINING

VET



What Is VET?

At Gympie State High School students in Years 10, 11 and 12 have access to a number of nationally recognised vocational education and training (VET) qualifications.

VET provides pathways for all students, particularly those seeking further education and training, and those seeking employment-specific skills.

The benefits VET offers to students include:

- Development of work-related skills that enhance employability
- Access to learning opportunities beyond the traditional curriculum, including work-based learning
- Competency-based assessment that meets industry standards
- Pathways to further training, education and tertiary learning.

Gympie State high School offers VET pathways for students through:

- The school as a registered training organisation (**RTO No. 30067**)
- Partnerships with external providers who are RTOs
- School-based apprenticeships and traineeships

Unique Student Identifier (USI)

If you are studying VET, 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 which staff in the school to give your number to for the school records and to ensure safe record keeping.

NB: If you do not supply provider with a correct USI number, you cannot be issued Certificates or Statements and therefore cannot bank QCE points for the VET qualification.



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SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SATs)

School-based apprenticeships and traineeships (SATs) allow high school students, in Years 10, 11 or 12, to work for an employer and train towards a recognised qualification, while completing their secondary schooling and studying for their Queensland Certificate of Education (QCE) and/or ATAR (Australian Tertiary Admission Rank).

SATs help young people go places, whether that's a full-time job, a trade career, university, TAFE or other training.

Advantages of school-based apprenticeships and traineeships

- **More flexibility and variety**
The variety provided by SATs can have enormous benefits for young people who prefer hands-on learning to traditional schooling pathways.
- **Head start in a career**
Young people employed as school-based apprentices and trainees develop workplace skills, knowledge and confidence and have a competitive edge when applying for jobs. A SAT can lead directly to full-time employment once a student has left school.
- **Nationally recognised qualification**
All school-based apprentices and trainees participate in vocational training that contributes to a Certificate II, III or higher vocational qualification which can count towards the student's QCE.
- **An opportunity to learn and earn**
School-based apprentices and trainees are paid while they learn workplace skills, gain confidence, and adapt to a work environment. It gives the student the opportunity to put skills learnt at school and the training organisation, into practice in a real work environment.
- **Contributing to the community**
Employers who take on school-based apprentices and trainees can make a real difference by motivating young people to work towards their future goals and giving them realistic exposure to the industry or sector.
- **Employer satisfaction**
Employers and supervisors often experience a great deal of satisfaction during the process as they help individuals mould new skills and gain confidence in a work environment.

How SATs work

SATs combine study, work and training to provide students with a head start on their career. There are some eligibility requirements that are specific to school-based apprentices and trainees.

To commence a school-based apprenticeship or traineeship, the following must be met:

- The student must be either:
 - enrolled at, and attending, a registered government school or an accredited non-government school; or
 - registered with the Home Education Unit of the Department of Education as a home-schooled student; or
 - undertaking Year 11 or 12 studies at an Australian Technical/Trade College or TAFE institute (which is registered as a school - not all TAFE institutes are registered as schools).
- The student must be enrolled in Year 10, 11 or 12 and progressing towards the attainment of a Queensland Certificate of Education or equivalent and/or a vocational qualification.
- The school Principal, or authorised representative, must support and give approval for the SAT.
- The SAT must impact on the school's timetable, meaning some of the training and/or work must take place during school hours. The student, parent/guardian, employer, school and training organisation will negotiate a schedule showing the work and training aspects of the SAT.
- The employer, student and parent (if applicable and appropriate) must commit to the minimum paid work requirements.
- The consent of the parent or guardian (if applicable and appropriate) is required where the student is under the age of 18.



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Finishing school

Whilst a school-based traineeship may be completed when the student is still an enrolled school student, it is unlikely a school-based apprenticeship could be completed. In signing up to a SAT, the parties agree to convert the training contract to full-time or part-time if the SAT has not been completed when the student leaves school.

For more in-depth information about school-based apprenticeships and traineeships:

- visit the Department of Employment, Small Business and Training School-based apprenticeships and traineeships website: <https://desbt.qld.gov.au/training/apprentices/sats>; or
- Contact our Industry Liaison Officer, Melinda Yarrow, on 5489 8364 or myarr17@eq.edu.au



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OFF CAMPUS PROGRAMS

Students can access off-campus programs as part of their school studies by enrolling in a qualification with an external RTO - funded either by the department's VET investment budget (VETiS) or through fee-for-service arrangements i.e., where the student or parent pays for the qualification.

The following off-campus programs are being offered by registered training organisations in our local area. However, these courses may be subject to change.

QUALIFICATION	TRAINING PROVIDER
ACM20121 – Certificate II in Animal Care	TAFE Queensland - Gympie Campus
AUR20720 — Certificate II in Automotive	TAFE Queensland - Gympie Campus
CHC22015 — Certificate II in Community Services	TAFE Queensland - Gympie Campus
UEE22020 – Certificate II in Electro-technology (Career Starter)	TAFE Queensland - Gympie Campus
MEM20413 – Certificate II Engineering Pathways	TAFE Queensland - Gympie Campus
HLT23221 — Certificate II in Health Support Services	TAFE Queensland - Gympie Campus
SIT20416 — Certificate II in Kitchen Operations	TAFE Queensland - Gympie Campus
11054NAT — Certificate II in Plumbing Services	TAFE Queensland - Gympie Campus
SHB20121 – Certificate II Retail Cosmetics	TAFE Queensland - Gympie Campus
SHB20216 — Certificate II in Salon Assistant	TAFE Queensland - Gympie Campus
SIS20115 — Certificate II in Sport and Recreations	TAFE Queensland - Gympie Campus
SIT20116 — Certificate II in Tourism	TAFE Queensland - Gympie Campus
CHC30113 — Certificate III in Early Childhood Education and Care (upgrade from Certificate II in Community Services)	TAFE Queensland - Gympie Campus
HLT33115 — Certificate III in Health Services Assistant (Upgrade from Certificate II Health Support Services)	TAFE Queensland - Gympie Campus
SIS30321 — Certificate III in Fitness (upgrade from Certificate II)	Binnacle Training
SIT20322 — Certificate II in Hospitality	Regional Training
SIT20116 — Certificate II in Tourism	Regional Training
AUR20812 — Certificate II in Small Engines	Regional Training

PLEASE NOTE:

At the completion of the qualification the student will be issued with a nationally recognised qualification and be awarded four QCE credits for Cert II and eight QCE credits for Cert III.

Students applying for TAFE programs will be contacted by Melinda Yarrow in regard to applying on-line. Students applying for all other programs will be contacted by Melinda Yarrow once enrolment forms, etc, are made available. All students undertaking an Off-Campus Program will use their VETiS funding for this qualification and will therefore be ineligible to participate any further Off-Campus Programs.

The application process will be made available to students once programs have been finalised for the year. For more information contact Melinda Yarrow on 5489 8364 or email myarr17@eq.edu.au



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Gympie State High School

RTO number: 30067



AHC10222 Certificate I in Agriculture

Qualification description

Agriculture, Horticulture and Conservation and Land Management.

This qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

The qualification is suited to VET in Schools programs or learners with no previous connection to the agriculture, horticulture or conservation and land management industries or relevant employment history.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Year 10 on site at Gympie State High School.

Course and Elective units

To attain a AHC10222 Certificate I in Agriculture, six units of competency must be achieved: 2 core units plus 4 elective units.

All candidates
AHCWHS102 – Work safely
AHCWRK102 – Maintain the workplace
AHCLSK101 – Support extensive livestock work
AHCLSK102 – Support intensive livestock work
AHCBAC102 – Support agricultural crop work
AHCPHT102 – Support horticultural production

Electives offered in each stream dependent on subject chosen (if in Rural Operations: Stream A, if in Agricultural Practices Stream B).

For students enrolled in both courses, one Certificate is awarded containing additional units of competency.

Alternate combinations (partial completion of each stream) may qualify student for certification if core + four elective units are completed.

Pathways

This qualification may articulate into:

- AHC21216 Certificate II in Rural Operations
- a variety of job roles and titles across different industry sectors.

See other business qualifications at training.gov.au.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These may include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

\$50 subject fee.

Assessment

Assessment is competency-based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques may include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.



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Gympie State High School

RTO number: 30067



CPC10120 – Certificate I in Construction

Qualification description

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements but a study of Materials and Technologies Specialisations in Year 9, and good behaviour and effort is highly recommended.

Duration and location

This is a one-year course delivered in Year 10 on site at Gympie Trade Training Centre.

Course units

To attain a CPC10120 Certificate I in Construction, 11 units of competency must be achieved:

Unit code	Title
CPCCCM2004	Handle construction materials
CPCCCM2005	Use construction tools and equipment
CPCCCM1011	Undertake basic estimation and costing
CPCCCM1012	Work effectively and sustainably in the construction industry
CPCCCM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCCM2006	Apply basic levelling procedures
CPCCCM1015	Carry out measurements and calculations
CPCCCM2001	Read and interpret plans and specifications

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

face-to-face instruction
work-based learning
guided learning in a classroom
online training.

Fees

There is a \$170 levy involved in this course which covers the costs of consumable items, materials and resources.

Assessment

Assessment is competency-based and completed in a simulated construction environment.

Units of competency are clustered and assessed in this way to replicate what occurs on a construction site as closely as possible.

Assessment techniques include:

- observation
- questioning
- projects
- written and practical tasks.

Work placement

Work placement/experience is encouraged but is not a requirement.

Pathways

There are no specific job outcomes to this qualification, but the skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification or will facilitate entry into an Australian Apprenticeship.



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Gympie State High School

RTO number: 30067



AHC10322 – Certificate I in Horticulture

Qualification description

This qualification describes the skills and knowledge required for individuals preparing for entry level work in the horticulture industry.

They undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

The qualification is suited to VET programs delivered to secondary school students or learners with no previous connection to the horticulture industry or relevant employment history.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Year 10 on site at Gympie State High School

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

Face-to-face instruction

Work-based learning

Guided learning in a classroom

Online training

Fees

There is a \$50 levy involved in this course.

Course units

To attain a AHC10322 Certificate I in Horticulture, competency must be demonstrated in 6 units of study:

Unit code	Title
AHCWHS102	Work safely
AHCWRK102	Maintain the workplace
AHCNSY102	Support nursery work
AHCPGD102	Support gardening work
AHCPHT102	Support horticultural production
AHCTRF102	Support turf work

Assessment

Assessment is a competency-based and is completed in a simulated workplace environment

Units of competency are assessed in a way to replicate what occurs in a horticultural or nursery workplace as closely as possible

Assessment techniques include:

- Observation
- Folios of work
- Exams
- Questioning
- Projects
- Written and practical tasks

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Work placement

Work experience is not a requirement to successfully complete this course. Students may be provided with the opportunity to do structured workplace learning, in a real nursery or horticulture environment.



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RTO number: 30067



CUA20220 - Certificate II in Creative Industries

Qualification description

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries.

The units selected are designed to introduce students to the Game Development Industry and prepare them for undertaking ICT40120 Certificate IV in Information Technology (Gaming Development) in Years 11 and 12.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Year 10 at Gympie State High School.

Course units

To attain a CUA20215 Certificate II in Creative Industries, 10 units of competency must be achieved:

Unit code	Title
CUAWHS312	Apply work health and safety practices
BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAACD101	Use basic drawing techniques
CUARES201	Follow a design process
CUADES202	Evaluate the nature of design in a specific industry context
CUAACD201	Develop drawing skills to communicate ideas
CUAPOS211	Perform basic vision and sound editing
CUARES201	Collect and organise content for broadcast or publication
ICTICT215	Operate digital media technology packages

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These may include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

There is a \$40 levy involved in this course. This covers the cost of resources used in this course such as Autodesk 3DStudio Max, Gamemaker Studio, Unity programming engine, Sony Vegas HDMovie Studio, Sony ACID Music Studio, gaming consoles and related software.

Assessment

Assessment is competency-based.

Assessment techniques may include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

Work experience is not a requirement to successfully complete this course.

Pathways

This qualification may articulate into:

- ICT40120 Certificate IV in Information Technology (Gaming Development)
- CUA31020 Certificate III in Screen and Media
- CUA51020 Diploma of Screen and Media
- Work within the screen and media sector, such as a community radio production assistant or community television production assistant.
- See other qualifications at training.gov.au.



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RTO number: 30067



FNS20120 Certificate II in Financial Services

Qualification description

This qualification is intended to address the need for increased financial literacy and basic financial skills of entrants wishing to build potential pathways into the industry. It will help you take control of your money and build a better life, as making informed decisions leads to greater financial wellbeing. It is also the perfect starting point to a career in banking.

You will develop a greater understanding of the skills and traits needed to work in an office / branch role.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Year 10 on site at Gympie State High School.

Course units

To attain a FNS20120 Certificate II in Financial Services, eight units of competency must be achieved:

Unit code	Title
BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
BSBWHS211	Contribute to health and safety of self and others
FNSINC311	Work together in the financial services industry
FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop and use a savings plan
FNSFLT214	Develop knowledge of superannuation
FNSFLT216	Develop knowledge of taxation

Pathways

This qualification may articulate into:

- work in job roles such as bank clerk, client service officer, loan assistant, data entry operator
- further education by enrolling in qualifications such as BSB30120 Certificate III in Business.

See other business qualifications at training.gov.au.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 8 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These may include:

- face-to-face instruction
- guided learning in the classroom
- online training.

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency-based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a workplace as closely as possible.

Assessment techniques may include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

Work experience is not a requirement to successfully complete this course.



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