

# GYMPIE STATE HIGH SCHOOL



## Senior Secondary

## Year 10

# PROSPECTUS

# 2019

**Resilience, Diversity, Success, Tradition**

*Gold from the school as well as the mines*



**Queensland  
Government**

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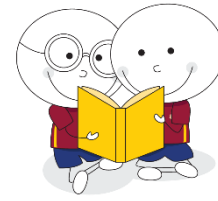
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## POSITIVE EDUCATION

*Creating flourishing students, staff and schools*

*Our Vision...*



*Love of learning*

*“Gympie State High School is a learning community that grows young people of integrity, compassion and wisdom who honour our past and build our future.”*

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 is the focus and future direction for improving mental health and wellbeing at Gympie State High School. 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 in a lesson every Monday and is embedding it into our curriculum through character strengths, mindfulness and growth mindsets – all areas of positive psychology. Positive communication is relayed through our newsletters, planners, face book and everyday school interactions.

Positive Education at Gympie High also encompasses our parents and the broader community. Weekly Positive Wellbeing tips are provided in our newsletters, 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, Outcomes, Love, Diversity.

*gold*



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## KEY STAFF CONTACTS

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# Senior assessment and tertiary entrance in Queensland

A comparison of the current and new systems

Current system	New system starting with Year 11 students in 2019
<b>Curriculum</b>	
<ul style="list-style-type: none"> <li>• Schools develop curriculum and assessment programs primarily from:               <ul style="list-style-type: none"> <li>– Authority subjects</li> <li>– Authority Extension subjects</li> <li>– Authority-registered subjects</li> <li>– Short courses</li> <li>– Recognised studies</li> <li>– Vocational education and training (VET) options.</li> </ul> </li> <li>• Students typically undertake the equivalent of six subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools will develop curriculum and assessment programs primarily from:               <ul style="list-style-type: none"> <li>– General subjects</li> <li>– Extension subjects</li> <li>– Applied subjects</li> <li>– Short courses</li> <li>– Recognised studies</li> <li>– Vocational education and training (VET) options.</li> </ul> </li> <li>• Students will typically undertake the equivalent of six subjects.</li> <li>• All syllabuses will be redeveloped during 2016 and 2017.</li> </ul>
<b>Assessment in Years 11 and 12</b>	
<ul style="list-style-type: none"> <li>• Subject results are based on student achievement in school-based assessments.</li> <li>• Students undertake formative assessments in Year 11 and complete 5-7 summative assessments in Year 12.</li> <li>• Assessment programs are developed by schools for each subject. These programs are approved by the QCAA. Schools set the assessment, and grade the student work, in line with approved work programs.</li> <li>• QCAA's system of external moderation includes processes for monitoring of standards of assessment and verifying proposed levels of achievement of students before certification of results.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will undertake formative assessments in Units 1 and 2 (typically Year 11).</li> <li>• Subject results will be based on student achievement in four summative assessments — three school-based assessments and one external assessment that is set and marked by the QCAA.</li> <li>• For most subjects, the school-based assessment will contribute 75% to the final subject result, except in mathematics and science subjects, where it will generally contribute 50% to the final result.</li> <li>• Subject-based external assessment will be introduced in most subjects but it will not be used to scale a student's school-based assessment result. Instead, the external assessment result will be added to the school-based assessment result to arrive at a final subject result.</li> <li>• School-based assessment instruments will be endorsed by the QCAA before they can be used for summative purposes in schools.</li> <li>• QCAA will confirm the grades awarded by schools by reviewing a selected sample of student work for every subject in every school.</li> <li>• QCAA will establish a network of trained assessors to ensure the quality and rigour of</li> </ul>



	assessments and students' results.
<b>QCS Test</b>	
<ul style="list-style-type: none"> <li>All OP-eligible students sit the Queensland Core Skills (QCS) Test in Year 12. Group results from the QCS Test are used in the calculation of OPs.</li> </ul>	<ul style="list-style-type: none"> <li>The QCS Test will no longer exist.</li> <li>The final QCS Test will be in delivered in 2019.</li> </ul>
<b>Senior Statement and QCE</b>	
<ul style="list-style-type: none"> <li>All students who complete Year 12 receive a transcript of their results — a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE).</li> <li>Students are provided with a level of achievement from Very High Achievement to Very Limited Achievement.</li> </ul>	<ul style="list-style-type: none"> <li>All students who complete Year 12 will receive a transcript of their results — a Senior Statement. Eligible students will also receive a QCE.</li> <li>Students will be provided with an overall numerical score and a level of achievement (A-E) for each General subject. Applied subjects will be reported using a level of achievement only.</li> </ul>
<b>Tertiary Entrance Statements and OPs</b>	
<ul style="list-style-type: none"> <li>OP-eligible students receive a Tertiary Entrance Statement in addition to their Senior Statement and QCE. This shows their OP and Field Positions (FPs). The OP is a rank from 1 to 25, calculated by the QCAA.</li> <li>The calculation of OPs and FPs uses students' achievements in 20 semester units of Authority subjects (the equivalent of five subjects), including at least three subjects for four semesters, each scaled against group results in the Queensland Core Skills (QCS) Test.</li> </ul>	<ul style="list-style-type: none"> <li>Tertiary Entrance Statements will no longer be issued by the QCAA.</li> <li>The Australian Tertiary Admission Rank (ATAR) will replace the OP. An ATAR is a number between 0.00 and 99.95 in increments of 0.05.</li> <li>It will be derived from achievement across a broad range of learning achievements using a process of inter-subject scaling.</li> <li>An ATAR will be calculated from an eligible student's best five subject results, one of which may be an Applied subject that does not include an external assessment or a competency-based vocational education and training certificate at a level III or above.</li> <li>Students must satisfactorily complete a QCAA English subject (C or better) to be eligible for an ATAR. However, a student's result in English will only contribute to their ATAR if it is one of their five best subject results.</li> <li>The Queensland Tertiary Admissions Centre (QTAC) will use a process of inter-subject scaling to calculate ATARs from students' results.</li> </ul>
<b>Tertiary entrance and QTAC</b>	
<ul style="list-style-type: none"> <li>The QCAA is responsible for tertiary entrance, including the calculation of OPs.</li> <li>QTAC manages entrance to most tertiary institutions in Queensland.</li> <li>For OP-eligible students, the OP is used for tertiary entrance in Queensland.</li> <li>For OP-ineligible students, QTAC calculates a tertiary selection rank using schedules that consider results in the best 20 semester units of Authority, Authority-registered subjects and/or VET modules recorded on the Senior Statement.</li> </ul>	<ul style="list-style-type: none"> <li>QTAC will be responsible for tertiary entrance in Queensland.</li> <li>The ATAR, calculated by QTAC, will be the primary mechanism used for school leavers seeking entrance to tertiary study in Queensland.</li> <li>QTAC will no longer operate schedules for ranking students who are ineligible for an ATAR.</li> </ul>

### Senior assessment and tertiary entrance in Queensland

A comparison of the current and new systems



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## INTRODUCTION

Year 10 is a relatively new addition to the Senior Secondary phase of learning since 2016. Students in Year 10 will have the opportunity of using the entire year for senior preparation and assist with the transition into Year's 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 (eg 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

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 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). This framework will continue to evolve and extend into 2019 and beyond.



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Year 10		Year 11 and 12	
		Tertiary study - ATAR	Employment Future Skills Pathway
<b>Mathematics</b> (Core)	Essential Mathematics General Mathematics Mathematical Methods	Essential Mathematics (Applied) Mathematics (General) Mathematical Modelling (General) Specialist Mathematics (General)	
<b>English</b> (Core)	Essential English	Essential English (Applied)	
	English	English (General)	
	Literature	Literature (General)	
<b>Science</b> (Elective)	Agriculture Practices Aquatic Practices Rural Operations Science – Agricultural, Biological, Chemical, Physical	Agricultural Science, Biology, Chemistry, Physics (General) Agricultural Practices, Aquatic Practices Science in Practice (Applied)	Certificate II in Rural Operations
<b>Humanities</b>	Business Essentials, Citizenship Education- Civics and Law Geography, History Japanese	Accounting, Ancient History Business, Geography Legal Studies, Modern History (General) Short Course – Career Education	
	Certificate I Business	Business Accounting (General)	Certificate II & III in Business
	Tourism	Tourism (Applied)	
<b>Digital Technology</b> <b>ICT</b>	Digital Design	Design (General)	Certificate II in Creative Industries
	STEM – Science, Technology, Engineering & Manufacturing/Mathematics	Information and Communication Technology (Applied)	Certificate IV in Digital and Interactive Games
<b>Industrial Technology &amp; Design, Technologies</b>	Graphics Industrial Technology A Industrial Technology B	Design (General) Industrial Graphics Skills (Applied) Industrial Technology Skills (Applied)	Certificate II Engineering Pathways Certificate II in Furnishing Making Pathways Certificate II in Manufacturing Pathways
<b>Home Economics, Technologies</b>	Food – Cooking and Hospitality Textile Studies and Early Childhood	Food and Nutrition, (General) Early Childhood Studies, Hospitality Practices (Applied)	Certificate II in Hospitality
<b>Physical Education</b>	Physical Education Sport and Recreation	Physical Education (General) Sport & Recreation (Applied)	Certificate III in Fitness
<b>The Arts</b>	Drama Music Visual Art Visual Art in Practice	Drama Film, Television & New Media, Music, Music Extension, Visual Art (General) Visual Arts in Practice, Drama in Practice, Music in Practice (Applied)	





## SUBJECT LEVIES

### PAYMENT INFORMATION (current as at July 2018)

Text & Resource Fee	\$216 per student
Student Development Fee (all year levels)	\$25 per student
New Student Refundable Text Deposit	\$50 per student on enrolment
BYOD License	\$20 per Student

### Subject Levies

Multimedia Certificates	Certificate II \$40	Certificate IV \$50		
Yr 10,11,12 Physical Education	Senior Recreation \$15	Senior Physical Education \$15	Yr 10 HPE \$15	
Yr 10 Agriculture	Agricultural Practices \$30	Rural Operations \$50	Ag Science \$30	
Yr 10 Aquatic Practices	\$80 per annum			
Yr 10 Manual Arts	ITA \$30 Semester 1 \$25 Semester 2	ITB \$25 Semester 1 \$20 Semester 2		
Yr 10 Home Economics	Textiles Studies & Early Childhood \$10	Food Cooking & Hospitality \$10	Food Studies & Nutrition \$10	

Payment Plan Options:

Centrepay

Credit Card (QParents / Bpoint)

Please Note: To receive learning resources all fees must be paid or a payment plan entered into and a Participation Agreement Form signed and returned to school.



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## SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SATs)

What is a school-based apprenticeship or traineeship (SAT)?

A SAT is employment-based training, where:

- the apprentice or trainee is a school student;
- the parties have signed an apprenticeship/traineeship training contract;
- the apprentice/trainee's (student's) school timetable or curriculum reflects a combination of school studies, paid work for an employer and training in an apprenticeship or traineeship occupation.

The apprenticeship or traineeship:

- counts towards the awarding of a Queensland Certificate of Education (QCE) or its equivalent and progression towards a vocational qualification;
- can count towards a selection rank for university.

To be eligible to undertake a SAT, the following requirements must be met:

1. The intending apprentice or trainee must be enrolled at, and attending, a registered government school or an accredited non-government school;
2. The intending apprentice or trainee must be enrolled in the senior phase of learning progressing towards the attainment of a QCE or equivalent and a vocational qualification.

For more in-depth information about School-based Apprenticeships and Traineeships visit:

<https://training.qld.gov.au/apprenticeshipsinfo/schoolbased/Documents/school-based-guide.pdf>

For more information contact Liza Cameron on 5489 8364 or email [lcame23@eq.edu.au](mailto:lcame23@eq.edu.au)



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## OFF CAMPUS PROGRAMS

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. These qualifications are delivered by Registered Training Organisations (eg: TAFE) and have been developed by industry to give people the knowledge and skills they need to work in a particular job.

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;
- Gympie High also has some subjects that are funded under the VETiS budget that are delivered as part of the School curriculum;

The following Off-campus programs are being offered through GSHS in partnership with registered training organisations: however, these courses may be subject to change.

### TAFE (Gympie Campus)

- Certificate II in Automotive Servicing
- Certificate II in Community Services
- Certificate II in Health Support Services
- Certificate II in Plumbing
- Certificate II in Engineering
- Certificate II in Salon Assistant
- Certificate II in Sport and Recreation
- Certificate II in Kitchen Operations
- Certificate II in Electro-technology
- Certificate II in Applied Fashion Design
- Certificate III in Business<sup>#</sup>
- Certificate II in Retail Cosmetics<sup>#</sup>
- Certificate III in Retail<sup>#</sup>
- Certificate III in Community Pharmacy<sup>#</sup>
- Certificate III in Early Childhood Education<sup>#</sup>
- Certificate III in Information, Digital Media and Technology<sup>#</sup>

<sup>#</sup> Not VETiS funded – parents would be required to pay fee for service. For more comprehensive information visit:

[https://tafeql.edu.au/search-results.html?ways\\_to\\_study=TAFE+at+School](https://tafeql.edu.au/search-results.html?ways_to_study=TAFE+at+School)

### Regional Training, Gympie

- Certificate II in Hospitality
- Certificate II in Tourism
- Certificate II in Small Engines

<https://training.qld.gov.au/providers/funded/vetis>

The application process will be made available to students once programs have been finalised for the year. For more information contact Liza Cameron on 5489 8364 or email [lcame23@eq.edu.au](mailto:lcame23@eq.edu.au)





## ENGLISH

### 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 – imaginative written transformation of a novel
- Seen exam – persuasive feature article exploring an issue identified in the class novel and several media texts

#### Semester Two:

- Spoken/multimodal – analytical exposition focusing on authors and poets' use of literary devices to convey their respective underpinning messages
- 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, photocopying and an annual cultural performance, which is currently performed by Marco Gilori.

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



**ESSENTIAL ENGLISH****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.

**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:**

Travel around the world

1. Travel multimodal – portfolio outlining laws, customs, immigration, security itinerary, travel blog, trip advisor reviews
2. Short response exam to a range of travel texts (advertisements, blogs, Lonely Planet)

**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 an annual cultural performance, which is currently performed by Marco Gilori. Students studying Essential English in Year 10 must choose Essential English in Years 11 and 12.



## LITERATURE

### Content:

Literature is an elective English subject, studied in conjunction with English. Studying literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility. 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; and
- empathy for others

In Literature, students will study four term-long units with a greater 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:

- Seen exam – analytical essay in response to an in-depth study of at least two literary texts
- Spoken/multimodal – imaginative reinterpretation of a literary text

#### Semester Two:

- Written assignment – imaginative original creation
- Unseen exam – analytical essay in response to one literary text

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

### Other Information:

Studying Literature will broaden students' horizons. They will live vicariously through different characters, experiencing other times, places and cultures, while developing empathy and creativity. Empathy is a critical interpersonal skill; being able to walk in someone else's shoes gives us the ability to show compassion, understanding, kindness and consideration. These are vital skills for all workplaces.

Literature in Year 11 is a pre-requisite for English and Literature Extension in Year 12, a subject only offered in Year 12.





## SPORT AND RECREATION

### Content:

This subject is designed for students who intend to select Sport and Recreation in year 11 and 12. A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Students who choose this subject not only have a passion for physical activity, recreation and sport, but also the theoretical concepts that underpin sport and recreation such as:

- the relevance of sport and active recreation in Australian culture
- the contribution sport and active recreation makes to employment growth, health and wellbeing
- factors that influence participation in sport and active recreation
- how physical skills can enhance participation and performance in sport and active recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in sport and active recreation activities
- technology in sport and active recreation activities
- how the sport and recreation industry contributes to individual and community outcomes.

**Practical:** A selection of practical activities will be covered over the course of the year. These will be selected from the categories below based on available resources and student interest.

**1 Active play and minor games:** Examples include chasing games such as tag and red rover, and throwing and catching games and ultimate Frisbee, kanga cricket etc.

**2 Challenge and adventure activities:** Challenge and adventure activities incorporate many outdoor pursuits, such as; rock climbing, hiking, canoeing, orienteering, abseiling and fishing.

**3 Games and sports:** Activities can meet traditional guidelines for competitive sports such as soccer, touch, volleyball, and badminton or they can have a recreational focus such as golf, lawn bowls, mountain biking, archery and surfing.

**4 Lifelong physical activities:** Examples can include weight (resistance) training, strength and conditioning training, CrossFit, swimming and jogging.

**5 Rhythmic and expressive movement activities:** Examples can include forms of dance, aerobics and gymnastics.

### 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 and Recreation and align with the concepts above.

### Other Information:

Book requirements: A4 folder, 10 plastic sleeves, A4 paper or an exercise book and document folder for handouts. A hat / cap & water bottle are essential. A student laptop is essential for students to be able to access course materials and complete theoretical assessments.



**PHYSICAL EDUCATION****Content:**

This subject is designed for students who intend to select Senior Physical Education in year 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 (Year 11 and 12) as well as reflecting the cohorts 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 year 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.



## BUSINESS ESSENTIALS- ENTERPRISE and VENTURES

### Content:

In this subject, students become actively engaged in planning, organizing and running a small school- based business and develop strategies to address problems as they arise. Students will develop a variety of product ideas, create a business plan, actively market the product/s, manufacture the product and then sell the products to the school community. The financial success of the business will be determined by the profit made by the business.

### Topics include:

- What is business? The aim of business, business structure, organisation of business, the business life cycle
- How enterprising are you? Investigating and designing your business idea, selecting business opportunities, being an entrepreneur, enterprise skills
- Starting a business: Why businesses fail and rules for success, buying or starting a business from scratch, finance, location, legal requirements, developing the business plan
- Production and markets: Production and distribution process, getting the price right, marketing and advertising, promoting and selling, targeting consumers, legal and ethical issues
- Evaluation of a business venture: keeping records to measure business success.

### Assessment:

Assessment will be based on theoretical aspects of business planning and the practical application of these skills through the successful operation of the business.

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

### Other Information:

This is a great, stimulating and rewarding subject that helps students to develop self- confidence, team work and communication skills.

Students will develop real work skills used in a variety of positions, including administrative and customer service. This subject is also designed to provide a foundation in the disciplines of business, economics, accounting and tourism.

Choosing this subject will assist students wishing to study Accounting, Business Communication and Technologies, Certificate II in Business, Economics, and Legal Studies in Year 11/12.





**CITIZENSHIP EDUCATION - CIVICS & LAW****Content:**

This subject has been developed for those students who intend taking Legal Studies or Economics in Year 11 and 12. Topics include: *Colonialism and Democracy in Australia; Equity and Justice; Law Reform; and, Multicultural Australia.*

**Skills:**

Students will be exposed to and gain competence in the following:

- Comprehend legal and civic concepts, principles and processes
- Select legal and civic information from sources
- Analyse legal and civic issues
- Evaluate legal and civic situations
- Create responses that communicate meaning

**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: argumentative essay
- Examination: combination response

**Other Information:**

Teachers with experience in Senior Humanities subjects will be timetabled to this subject.



**HUMANITIES****GEOGRAPHY****Content:**

This subject has been developed for those students who intend taking Geography in Year 11 and 12. Topics include *Environmental change and management* and *Geographies of human wellbeing*.

**Skills:**

Students will be exposed to and gain competence in the following:

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesise information from the analysis to propose action
- Communicate geographical understanding

**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: field report
- Investigation: data report
- Examination: combination response

**Other Information:**

Teachers with experience in Senior Humanities subjects will be timetabled to this subject.



**HUMANITIES****HISTORY****Content:**

This subject has been developed for those students who intend taking History subjects in Year 11 and 12. It looks at a range of historical topics ranging from Ancient History through to Medieval and into the Age of Revolutions.

**Skills:**

Students will be exposed to and gain competence in the following:

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence
- Evaluate historical interpretations
- Create responses that communicate meaning

**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: essay in response to historical sources
- Investigation: independent source investigation
- Investigation: historical essay based on research
- Examination: short responses to historical sources

**Other Information:**

Teachers with experience in Senior Humanities subjects will be timetabled to this subject.



**JAPANESE****Content:**

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

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

**Assessment:**

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

**Other Information:**

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

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





## HUMANITIES

### TOURISM

#### Content:

Tourism is one of the world's largest industries, directly employing approximately 105 million people and accounting for 9.8% of the global gross domestic product. Tourism is also one of Australia's most important industries, assuming increasing value as a source of expanding business and employment opportunities.

In this subject students will study topics such as: *Introduction to the industry; Investigation of local tourism; Focus on sustainable tourism; and, Environmental impact of the tourism industry.*

Tourism in Year 10 provides a pathway to the Senior Tourism Applied syllabus, which is designed to give students a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

#### Skills:

By the end of the year students should:

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities.

#### 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: short response
- Project: written report
- Investigation: extended response
- Examination: combination response

#### Other Information:

Teachers with experience in Senior Humanities subjects will be timetabled to this subject.



## LEARNING PARTNERSHIPS PROGRAM

### Who should enrol in this program?

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

After numeracy and literacy testing students will be allocated to a Mainstream class, Learning Support Class or Learning Partnerships Program (LPP). 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. Generally students in LPP classes have an Individual Curriculum Plan (ICP) which is directed to their level of Literacy/ Numeracy. Other LPP classes such as Humanities and Science may provide peer level content but this is adjusted to the students' level of learning using various approaches to enable the student to gain rudimentary knowledge in the subject area.

### What subjects or programs can I do? Alternate

#### Learning Program - ASDAN:

Is a tailored program to support individual areas of need. Students are given the opportunity to gain a Bronze, Silver or Gold Certificate after completing a set of challenges, which go towards building points that can be used for a QCE or QCIA

#### Alternate Learning Program – Café:

Places students into a functioning commercial kitchen setting that replicates the hospitality industry.

#### Alternate Learning Program - Horticulture:

Involves building, growing, propagating, harvesting and nurturing plants. These programs link in with horticultural studies and science studies.

#### Practical English:

Is based on the units of work from the Australian Curriculum and Reporting Authority (ACARA). This is comprised of themed units of work directed at the appropriate level of literacy for the student. Building writing skills in a variety of genres is also the focus. Practical Literacy addresses decoding language, spelling, comprehension and grammar.

#### Practical Math:

Functional Math, including number and measurement and geometry, statistics and probability.

### How will you be assessed?

The main assessment instruments are class tests, projects, bookwork, orals, group projects, Handwritten / word-processing, on-line tests, research, presentations and folios.

### What do your contributions cover?

Class equipment, paper resources, some stationery supplies, teacher resources, on-line programs.



## LEARNING PARTNERSHIPS PROGRAM

### ALTERNATE LEARNING PROGRAM- ASDAN

#### Content:

The ASDAN Program is an international program adopted by the Department of Education and Training as a valuable resource to assist students who benefit from alternative learning and assessment. The 12 modules cover; Information Handling, The Community, Sport and Leisure, Home Management, The Environment, Number Handling, Health and Survival, World of Work, Technology, The Wider World, Expressive Arts, Beliefs and Values. Students are motivated to choose challenges within this broad scope with the assistance of their teacher and care provider.

#### Assessment:

Students enrolled in ASDAN across year 10, 11, 12 are eligible for Bronze, Silver and Gold Certificates and any relevant short course certificates suitable for Senior Students in an area of need or interest. Sample students are assessed at an area Moderation meeting with teachers at other schools who also run ASDAN Programs. These programs are incorporated into senior LPP subject areas and are reported in line with the whole school reporting process. Students may use evidence from their ASDAN work as part of their QCIA- QLD Certificate of Individual Achievement. Students enrolled for QCE may claim 1 point for Silver, 1 point for Gold or 1 point for a short course in ASDAN.

#### Other Information:

Students will be given an ASDAN workbook and an A4 Folder and scrapbook for management of their tasks. Certificates and photocopying of evidence are other cost factors which will be included in the fee structure.

Certificates are ordered from the UK and usually take 2 weeks to process.



**GYMPIE**  
State High School



Queensland Government

## LEARNING PARTNERSHIPS PROGRAM

### ALTERNATE LEARNING PROGRAM – CAFÉ

**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 in a small business. Students explore an engaging range of recipes, use fresh and flavoursome ingredients and practice a variety of cooking techniques. Students engage in a variety of tasks in an industrial kitchen 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 and team-work, hygiene, safety and responsibility.

**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 Year 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 garden maintenance costs.





## LEARNING PARTNERSHIPS PROGRAM

### ALTERNATE LEARNING PROGRAM- HORTICULTURE

**Content:**

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

**Assessment:**

Students will be assessed on practical evidence of work ethic, responsibility and team-work, including; garden building, planting, weeding, watering, propagating and harvesting plants.

A folio of class tasks, planning notes/posters and power-point presentations will also form part of the assessment.

**Other Information:**

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

Costs for this course cover use of equipment, tools and protective items, some stationery supplies and ongoing garden maintenance costs.



**PRACTICAL ENGLISH****Content:**

Students who have an Individual Curriculum Plan for English 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.

**Assessment:**

Students will be assessed at their level of literacy.

**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 Power point, brochures, short written pieces or short responses, posters, graphic organizers and charts.

Students who improve significantly may advance to peer- level math classes in mainstream classes.

**Practical Literacy:**

Comprehension, Reading, Spelling and Grammar testing.

**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 MATHEMATICS

### Content:

This subject is designed for students on Individual Curriculum Plans 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 may advance to peer- level math classes in mainstream classes.

### Other Information:

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

Costs for this course cover occasional use of class sets/texts, stationery, photocopies, folders, boxed math games and hand on materials.



## MATHEMATICS

### ESSENTIAL MATHEMATICS

#### 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 that 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 recommend by teachers for entry into this. 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

#### Assessment:

There are 4 units to this course of study, 2 units in each term of year 10. Students will be assessed using formal tests, assignments and class journals across the criteria of understanding, fluency, problem solving and reasoning.

Students who study Essential Mathematics will be able to obtain an "A" rating in Essential 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, preferably a Sharp EL 351, is essential for this subject. It can be purchased through the school for \$20.





**GENERAL MATHEMATICS****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 current 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 Mathematics Specialist (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, 2 units in each semester of year 10. 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.

**Other Information:**

- A scientific calculator, preferably a Sharp EL 351, is essential for this subject. It can be purchased through the school for \$20.



**MATHEMATICAL METHODS****Content:****The Challenge;**

This subject prepares students for studies in Mathematics Methods (formerly Mathematics B) and Mathematics Specialist (formerly Mathematics C) in year 11. Several subjects taught at university, such as economics, sciences and engineering require students to have a high levels of mathematical understanding. Courses requiring high level mathematic studies at university can be obtained from a QTAC guide.

**Pre-entry Requirements:**

This course of study meets the “10A” requirements of the National Curriculum. 10A is a much higher standard of study that the core Mathematics 10 curriculum and students that undertake this course should be displaying:

1. an ability to understand and manipulate algebra
2. a dedication to independent learning especially the ability to apply themselves to home studies.

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

Students are recommend by teachers for entry into this course and should be attaining a C+ level or better in previous extension studies in mathematics. 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, preferably a Sharp EL 351, is essential for this subject. It can be purchased through the school for \$20.
- Graphics Calculators will be supplied to students as required



**MATHEMATICAL MODELLING**
**Content:**

Mathematical Modelling is a new elective subject being offered in year 10. Students studying this subject will do so in addition to their normal math subject.

This subject is aimed at students who enjoy mathematics and wish to extend their knowledge in a practical manner.

This subject will lead to greater understanding of concepts in Mathematical Methods (formerly Mathematics B) and Mathematics Specialist (formerly Mathematics C).

Students will undertake a series of practical experiments and tasks to support their theoretical knowledge within mathematics.

**Pre-entry Requirements:**

This course of study is based on the “10A” requirements of the National Curriculum. 10A is a much higher standard of study than the core Mathematics 10 curriculum and students that undertake this course should be displaying:

1. an ability to understand and manipulate algebra
2. a dedication to independent learning especially the ability to apply themselves to home studies. Previous high achievement in mathematics and NAPLAN testing would be good indicators

Students who wish to enter this course should be attaining a C+ level or better in previous extension studies in mathematics, or a B or better in Core Mathematics.

**Assessment:**

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:**

Materials:

- Text, Stationery equipment, ruler and scientific calculator
- Graphics Calculators will be supplied to students as required



## AGRICULTURAL PRACTICES

### 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 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 \$30 for the course.

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





## AQUATIC PRACTICES

### 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, snorkelling, diving 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 & 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 \$80 for the course.



## RURAL OPERATIONS

### Content:

This is a vocational subject with a theoretical basis designed to provide practical experience and background knowledge of beef cattle operations. An interest in being outside and working with cattle, pastures and related infrastructure would be an advantage in this subject. You must be comfortable participating in physical activity and not be afraid of getting your hands dirty. It is essential you understand the importance of working safely, and must agree to wear a hat and substantial non slip footwear.

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

- Farm safety rules, regulations and recommendations;
- Low stress stock handling and animal welfare principles and guidelines;
- Best practice management for beef cattle management and production
- Beef cattle nutrition and feeding routines;
- Pest and disease monitoring and prevention;
- Nature of the Australian beef industry;
- Beef cattle breeding and management.
- Beef cattle agribusiness including marketing cattle to point of sale

### Assessment:

You will be assessed by the following means.

- Written Assignments
- Practical 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.***



## SCIENCE – AGRICULTURE (PREPARATORY)

### 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 specialized 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 fresh water 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, hybridization 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



## SCIENCE

**SCIENCE – BIOLOGY (PREPARATORY)****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**

*Looking for the next BIG thing?*

Then get a grip on the microscopic world of cells, microorganisms and the art of biotechnology as you investigate the:

- structure and function of cells and multicellular organisms, including plants and animals;
- geographical and population data to analyse strategies that may have personal and communal consequences;
- biodiversity within ecosystems; a range of biotic and abiotic components; species interactions; adaptations of organisms to their environment; principles of population dynamics; and how classification systems are used to identify organisms and aid scientific communication;
- DNA profiling, gene therapy and genetically modified organisms inheritance and the genetic basis of the theory of evolution through natural selection.

**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





**SCIENCE – CHEMISTRY (PREPARATORY)****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 specialized 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?*

You can, with topics on:

- matter, energy and the breaking and reforming of bonds;
- the structure of materials including gases, water, aqueous solutions, acids and bases;
- the mole concept as a means of quantifying matter in chemical reactions;
- conducting chemical reactions, including the prediction and identification of products;
- the behaviour of gases, and use the kinetic theory to predict the effects of changing temperature, volume and pressure in gaseous systems;

**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



## SCIENCE – PHYSICS (PREPARATORY)

### 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 specialized 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



**FOOD – COOKING and HOSPITALITY****Content:**

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

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

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

The learning experiences provide opportunities for students to demonstrate evidence in a range of areas. Theory work will focus on the practical experiences in the classroom.

**Assessment:**

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

- Knowing and understanding – End Semester Exam, Semester 2- Practical External Exam
- Examining and applying – Written Tasks, Investigations, Research Tasks, Extended Responses
- Planning and evaluating – Practical Cookery Tasks, Function Work, Presentation of Food Products.

**Other Information:**

Food- Cooking and Hospitality will be offered over the whole year of Year 10. It is designed to reflect the subjects, Certificate II in Hospitality and Hospitality Practices.

Cookery ingredients will need to be brought to school once or twice weekly. Safety and hygiene are priorities.

Correct footwear for workplace health and safety requirements as per the Gympie SHS footwear policy will be expected for all practical lessons.





## FOOD STUDIES and NUTRITION

### Content:

This subject is intended for those students who would like to choose the subject Food and Nutrition in senior. The experiences designed for the year revolve around 2 units, Eat Well and Be Active and Good food, bad food, fast food. These units introduce students to good cooking and eating as an essential part of health and wellbeing. They encourage students to explore an engaging range of recipes, use fresh and flavoursome ingredients and practice a variety of cooking techniques. Importantly Students study food through nutrition and science considering the environmental influences or food selection, sustainability, food protection and waste management as part of a healthy lifestyle.

### Unit 1 Eat well and be active

It is important in current times to have the skills to make good food choices in regard to food selection and preparation and healthy eating practices. In an age where we are surrounded by fast food and pre-packaged foods we need to be making sure that we are consuming foods that promote health and wellbeing. To ensure this we need to make sure that we are eating a balanced diet and we are eating foods from each of the different food groups.

If students do not eat healthy, balanced diets now, they are at risk of putting their bodies at risk in the long term of health issues. During this unit students will develop a comprehensive understanding of nutrients and their roles in our bodies and awareness of nutrition. Also be able to plan meals to encourage healthy eating practices that contain foods from all of the food groups. Gain an understanding of what the body needs to function and what each of the nutrients are required for in a healthy diet.

### Unit 2 Good food, bad food, fast food

Food plays many roles in our lives, we eat because we are hungry. We eat whether we need food or not, to satisfy our liking for a particular food. Sometime we eat for comfort or if we are depressed. What we eat is influenced by what is available, but also by our acquired likes and dislikes and by beliefs about health. However, it is what we do with our food in preparing and cooking them that is important.

During this unit, students will look at eating habits, and how they have changed due to many reasons, the main one being lifestyle changes, modernized food production, food technology advances, refrigerated transport, sustainability and food protection. Advertising of food is more prevalent, and encourages the consumer to buy more of these processed, convenient foods, sometimes unwisely. One of the biggest changes in the eating patterns is the consumption of 'fast foods' and eating away from home. This is due to a number of factors including time, cost, convenience and more importantly the impact of advertising.

The learning experiences provide opportunities for students to demonstrate evidence in a range of areas. Examples of tasks may include: plan and prepare meals, research a written report, cook and experiment with food products, write conclusions and recommendations, analyze diets, interpret recipes, process journal work, write extended responses and prepare folios.

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

### Assessment:

Is based on the student's ability in the following areas:

- Knowledge and Understanding – Unit 1- End Semester Exam, Unit 2- Practice External Exam
- Reasoning and Planning – Written Tasks, Investigations, Research Tasks, Extended Responses, Dietary Journal
- Practical Performance - Practical Cookery Tasks, Food Product Experimentation

### Other Information:

Food Studies and Nutrition Cookery ingredients will need to be brought to school once or twice weekly.

### Safety and hygiene are priorities:

Correct footwear for workplace health and safety requirements as per the Gympie SHS footwear policy will be expected for all practical lessons.





## TEXTILE STUDIES and EARLY CHILDHOOD

This subject is designed to introduce students to each of these two areas of study. Textiles will be focus of the Early Childhood Unit.

### Content- Textile Studies

Students will use their imagination to create, innovate and express themselves and their ideas through textiles. Students will gain an understanding of the properties of a wide variety of fibers and fabrics and will develop skills and knowledge in the application of fabric decoration (embellishing) and textile arts and crafts. Appliqué, beading, cross stitch, applying buttons, printing and adding lace and trims etc. will be included each semester as students work on small and large textile articles and/or clothing articles. Students will study sustainability in relation to textiles and design and make products using recycled materials.

In the sewing of textile items, students will become proficient in the use and care of a sewing machine and over locker. Students will develop skills and knowledge in basic sewing techniques and working with patterns and design. By the end of the year students will be proficient in using commercial patterns and have a basic knowledge of sewing clothing items.

### Content- Early Childhood

The primary focus of the early childhood field of study and industry is to promote the wellbeing of young children and a greater awareness of the importance of quality practices in the wider community. Throughout the course, students are encouraged to develop knowledge and understanding including human development, the needs of children, the value of play, concepts of childhood, the role of parents, the importance of families, behavior management, special needs and workplace health and safety. Students will develop their textile skills as they produce a fabric based play item to assist in child development.

The learning experiences provide opportunities for students to demonstrate evidence in a range of areas. Theory work will focus on the practical experiences in the classroom. This is a very practical subject with many lessons spent on developing techniques and producing items of interest and value.

### Assessment:

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

- Knowledge and Understanding - End Semester Exam, Semester 2- Practical External Exam
- Reasoning and Planning – Written Tasks, Investigations, Research Tasks, Extended Responses, Journal
- Practical Performance - Practical Craftwork and Textile Projects

### Other Information:

Textile Technology Crafts and Sewing will be offered over the whole year in Year 10 with the textiles component being delivered over 3 terms and Early Childhood over 1 term. It is designed to introduce students to the two year 11 Applied Senior subjects that follow on from here- Fashion and Early Childhood Studies.

Each semester will have a different focus and you will be offered different skills to master and different activities to complete.

Students will be involved in creating several textile projects during these units.

A fully equipped sewing kit will be needed at school.

Full details will be given at the beginning of the course.



## GRAPHICS

### 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 recognized world-wide.

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

### Assessment:

Students are assessed by matching their individual performances to a set of performance standards. This is achieved through classwork drawings, in-class testing and 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 is used to determine student level of achievement:

- Knowledge & understanding
  - Technologies & Society
  - Technology Contexts
  
- Processes & Production Skills
  - Investigating & Designing
  - Generating & Designing
  - Producing & Implementing
  - Evaluating
  - Collaborating & Managing

### Other Information:

A preferred though not essential pre-requisite for Year 10 Graphics is at least 2 previous semesters of the subject or a B result in Semester 1 Year10 of Graphics.

The study of Graphics is an advantage for students intending to study Design, Industrial Graphics, Industrial 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



## INDUSTRIAL TECHNOLOGY A

### 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, a silhouette picture frame and a CO<sub>2</sub> dragster enable students to investigate the design process and are used to assist students in developing the skills learnt previously. Students may also experience wood turning. This semester sees the expansion of the use of industrial 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 is used to determine student level of achievement:

- Knowledge & understanding
  - Technologies & Society
  - Technology Contexts
- Processes & Production Skills
  - Investigating & Designing
  - Generating & Designing
  - Producing & Implementing
  - Evaluating
  - Collaborating & Managing

### Other Information:

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

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

Due to the nature of a workshop environment, it is expected student behavior 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.





## INDUSTRIAL TECHNOLOGY B

### 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 sheetmetal 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 sheetmetal fabrication, fitting & machining, problem solving and creativity.

ITB101 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 colorbond 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 is used to determine student level of achievement:

- Knowledge & understanding
  - Technologies & Society
  - Technology Contexts
- Processes & Production Skills
  - Investigating & Designing
  - Generating & Designing
  - Producing & Implementing
  - Evaluating
  - Collaborating & Managing

### Other Information:

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

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

Due to the nature of a workshop environment, it is expected student behavior 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.





**DIGITAL TECHNOLOGY****DIGITAL SOLUTIONS****Content:**

Students interested in using computers to design and create digital multimedia products should seriously consider selecting this course. You will be exposed to the theory and practice of solving problems and producing practical solutions using a variety of digital technology resources. You will develop knowledge and skills in the following areas of practice:

- Computer programming and algorithm design using a variety of platforms
- Game development using GameMaker, basic or advanced, based on student skill level
- Script planning, storyboarding and writing
- Problem solving methodology
- Principles and use of animation
- Effective integration of diverse digital assets to construct solutions to complex problems
- User interface design mechanics/physics/constraints/rules

Students practice these skills while developing a portfolio of digital solutions, including:

- Game development, including a fully scripted and animated computer game
- Web page design and development
- Animation assets
- A range of digital multimedia solutions across various platforms

Students will develop skills in using the following software:

- Adobe Creative Suite
- GameMaker
- Animation and character creation packages
- Rendering and cross-compiling packages

**Assessment:**

Assessment is based around completion of minor and major project work related to topics that are studied at different times during the course. Projects will include a mix of theory (written) and practical tasks, with an emphasis on students creating original digital multimedia content based on their passions and interests.

**Other Information:**

Choosing this subject will assist students wishing to study any of the following courses in Year 11/12:

- Information and Communication Technologies (ICJ)
- Certificate II in Creative Media (CUA)
- Certificate IV in Digital and Interactive Games (GDG)



**STEM (Science, Technology, Engineering, Manufacturing/Mathematics)****Content:**

In STEM, students solve design challenges that can be investigated using a range of inquiry skills. Students engage in projects that involve the construction of LED signage and displays, the programming of microcontrollers and sensors and the application of design, engineering and electronics skills to build functional robots and robotic elements.

Students evaluate their methods and constructions from a scientific perspective and communicate their findings and ideas in a variety of formats involving written reports and oral and audio-visual presentations.

**PHYSICAL SCIENCE – Course Outline**

SUBJECT	COURSE OUTLINE
<b>STEM SSC101</b>	<p><i>Do you enjoy solving puzzles – with gadgets?</i> In this subject you can, with topics such as:</p> <ul style="list-style-type: none"> <li>• apply electronics skills to program, maintain and manipulate robots for use in specific environments</li> <li>• operate 3D printers and CNC mills</li> <li>• program microprocessors (for example, Arduino Uno)</li> <li>• configure and operate <i>software control systems</i> using design software</li> <li>• design and build a desktop amplifier using 3D modelling</li> <li>• construct basic LED light shows controlled via ultra-sonic sensors</li> <li>• build a mobile robotic arm controlled by battery-powered potentiometers</li> </ul>

**Assessment:**

The type (genre) of assessment in STEM will closely reflect that used in the Science in Practice (Senior STEM) subject, and will comprise the following three summative assessment types over the course of the school year:

- Student-led projects (25%), in which students design, conduct and report on the results of investigations of their choice
- Research investigations (25%), involving research that could result in an oral, audio-visual or written report
- A folio of work (50%) including written, practical performance and test/exam components.



## THE ARTS

### DRAMA

#### Content:

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

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

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

Students are assessed in three criteria –

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

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

Students are assessed individually and within groups.

Students with poor attendance will find it very difficult to succeed in this subject as it is not always possible to catch up work independently.

#### Other Information:

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



## MUSIC

### Content:

The course is designed to provide students with a foundation that will support them in their undertaking of Senior OP 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 3 units across the year:

**Unit 1:** Music Elements – an in-depth study of the 6 music elements that underpin Senior Music (duration, expressive devices, pitch, texture, structure & timbre)

**Unit 2:** Film Music – a study of the purpose of music in films.

**Unit 3:** Classic Hits – a study of the development of classical music and how it still influences music of today.

### 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.





## VISUAL ART

**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 yearlong 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. You will develop a variety of practical, thinking and creative skills to represent the world and evolve your own personal aesthetic or style.

The following program has been developed in preparation for **Unit 1 Year 11 Art as Lens:**

### Semester 1 UNIT 1: Altered Reality

Altered Reality follows a Historical Context as students explore past art movements, which may include Impressionism, Expressionism, Post Impressionism, Fauvism, Cubism, Der Blaue Reiter. Students will explore the evolution of art movements, and compare and contrast with academic art.

#### Assessment:

**Responding:** Written analytical essay that questions the notion of art as expression rather than documentation.

**Making:** Students understand that art elements are manipulated to create meaning and for visual effect, audience and meaning. Students develop a folio of art works that explore aspects of abstraction as they explore artworks and analysing the elements and principles of design to deepen understanding of form and function within artworks.

### Semester 2 UNIT 2: Finding a Voice

Finding a Voice explore artworks with a more Contemporary Context as students understand how artists have used art works to draw comment on the social, political and environmental aspects of our society. Through their artworks, students can find their own voices on prominent issues of import to them and realise that knowledge truly is empowering.

#### Assessment:

**Responding:** students start to develop a Body of Work with their own focus. Through this process, they find artists that inform their practice as part of an investigation and discussion and present as a multi-modal presentation.

**Making:** Experimental folio (teacher directed) leading to a Body of Work with student focus.



## VISUAL ARTS in PRACTICE

**Prerequisite:** an interest in art

### Content:

Visual Arts in Practice foregrounds the role visual arts plays in the community. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, the student may also be asked to consider, use or appropriate aesthetic qualities from various sources, cultures, times and places. Students' perspectives and visual literacies are shaped by these aesthetic considerations when creating communications artworks for specific purpose.

This course is in preparation for the **senior Applied subject of Visual Arts in Practice**. VAP can establish a basis for further education and employment in fields of design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics but also encourages students to be more community minded and be able to work collaboratively which is an essential 21<sup>st</sup> century skill.

The following program has been developed in preparation for **Unit 1 Year 11 'On the Face of it:**

### UNIT 1: Surface Value

Surface Value is about experimentation with media and techniques. Students continue to develop skills from year 9 that explore conventional application of materials but begin to manipulate by exploring and experimenting with more innovative media applications.

#### Assessment:

**Responding:** Written annotations of media experiments and research on a mixed media artist.

**Making:** experimental mixed media folio

### UNIT 2: Figure it Out

This unit explores gesture and the human form. Students draw, paint and print different examples and styles to express the principle of movement within art works. From these experimental ideas, they can collaborate to create life size sculptures or ceramic figures.

#### Assessment:

**Responding:** artwork proposal, a multimodal presentation that outlines the need for a sculptural artwork in the school or local community.

**Making:** 2D and 3D experimental folios, collaborative project

### UNIT 3: Express Yourself

Express Yourself, allows for a more student centred focus as students use prior knowledge and arts practices to direct their own work. Students propose their own project ideas and work with the teacher to find solutions to design problems through exploration and understanding of the Elements and Principles of Design.

#### Assessment:

**Responding:** project proposal

**Making:** Experimental folio and resolved art piece/s.



### VOCATIONAL EDUCATION and TRAINING (VET)

#### What Is VET?

VET stands for vocational education and training. The key words are vocational and training – this means the job related practical skills with the underpinning knowledge for those skills.

In essence it is the practical work related skills students need to get a job.

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

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

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

#### Competency Based Assessment

Assessment for the VET components of your course will be **competency-based**.

What does it mean to be competent? People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the work place. Students will be given either written and/or oral feedback regarding all assessment items relating to units of competency.

#### Course Information

Your VET teacher will provide you with full information about the individual VET subject you have chosen to undertake, including entry requirements, an overview of the specific units of competency/modules, learning experiences, assessment, fees, career pathways, work placement/industry experience, etc. **Please note:** Students choosing to enter a 2 year Certificate II VET subject after the course of study has commenced (eg a Year 12 student entering a course started in the previous year), will be enrolled in a Certificate I course to give the student every opportunity to complete the VET qualification.





### Unique Student Identifier (USI)

If you are studying VET at this school from 1 January 2018, 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 the school with a correct USI number, you cannot be issued Certificates or Statements and therefore cannot bank QCE points for the VET qualification.

### Recognition of Prior Learning (RPL)

When you commence a VET programme, you may think there are some units of competency or parts of modules you can already do and believe you would be competent at. You are able to apply for what is called '**Recognition of Prior Learning (RPL)**' for those specific units of competency or modules. If you do, you will need to provide **evidence** that you can in fact already do these particular tasks.

See your VET teacher, Staff in the Senior Service Centre, for more information and for copies of the RPL application form.

### Credit Transfer

If you already have a Statement of Attainment or Certificate from another Registered Training Organisation for any units of competency which are the same as those in any of the school's VET programmes, you can be awarded automatic recognition by means of a Credit Transfer.

To receive a Credit Transfer, you need to collect these documents and present them to Senior Data Staff in the Senior Service Centre. Your document/s will be copied and placed in your file and the original documents returned to you. A Credit Transfer will then be recorded.

### Complaints and Appeals Procedure

If you are unhappy about any aspect of your VET program such as:

- an administrative matter (for example: the non-issue of qualifications/statements within the prescribed timeline etc.)
- another person in the school (student or teacher)
- a complaint about the results of an assessment or the way the assessment was undertaken

You can access the School's Procedures on Complaints and Appeals through your VET teacher or the RTO Manager. You have 12 months after the completion of your course to lodge a complaint

### Access and Equity

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

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





### **Fees and Refunds**

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

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

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

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

If a Certificate or Statement is lost, you can request a reprint. This will cost \$7.50 for each Statement or Certificate. Payment has to be made at the payment window and a receipt will be issued to you. Once the payment is made, bring your receipt to the Senior Service Centre and the Certificate will be reprinted for you.

Students can attend VET classes but will not be enrolled in VET Courses until all school fees have been paid or an appropriate payment plan entered into. Certificates and Statements of Attainment will not be issued if any fees are outstanding.

### **Vet Subjects Offered**

The information presented on VET subjects to be offered is correct at the time of publication – August 2018.

**Gympie State High School**

RTO No 30067

QCAA No 404



**GYMPIE**  
**State High School**



**Queensland Government**


**CERTIFICATE I in BUSINESS (BSB10115)**

Subject Type	VET Qualification	Duration	1 Year
Qualification Description:	This entry-level qualification allows individuals across a variety of industry sectors to develop basic skills and knowledge to prepare for work.		
Entry Requirements:	Nil		
Qualification Packaging Rules:	Certificate I Total number of units = 6 (1 core unit + 5 elective units)		
Core Units:	BSBWHS201 Contribute to health and safety of self and others		
Elective Units selected by Gympie State High School:	BSBCMM101 Apply basic communication skills BSBITU101 Operate a personal computer BSBITU102 Develop keyboard skills BSBADM101 Use business equipment and resources BSBLED101 Plan skills development		
Learning Experiences:	<p>Students will undertake a range of simple tasks under close supervision. Learning and assessment are usually integrated, with assessment evidence being collected and feedback provided to the student throughout the learning and assessment process. Holistic training and assessment brings together a number of units of competency into a cluster that reflects actual workplace practices.</p> <p>Students will complete one project per term, focused on:</p> <ul style="list-style-type: none"> <li>• Work and my future</li> <li>• Working in administration</li> <li>• Working safely</li> <li>• Business Equipment</li> </ul> <p>Assessments will be formative, with skills, knowledge and understanding demonstrated in the simulated work environment.</p>		
Assessment:	Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of written work is based on the requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.		
Pathways:	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning. Possible pathways include: BSB20115 Certificate II in Business.		
Contributions:	There is a \$0 material cost fee for this subject.		
Other Information:	This course is aimed at Year 10 students who: <ul style="list-style-type: none"> <li>• Are interested in beginning work</li> </ul>		



Subject Type	VET Qualification	Duration	1 Year
	<ul style="list-style-type: none"> <li>• Show an interest in Business and/or Information Technology subjects</li> <li>• Wish to undertake study of Business subjects in Years 11 and 12</li> <li>• Show an interest in gaining a traineeship either at school or in a workplace</li> <li>• Plan to pursue a career in Business</li> </ul> <p>This course is an excellent stepping stone in to the Year 11 vocational business course BSB20115 Certificate II in Business.</p> <p>For information regarding support services and other general VET information, students will be provided with access to a Student VET Handbook prior to beginning the course.</p>		
Service Agreement:	<p>This is a one-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided.</p> <p>Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>Students who enter a course after the course commenced will complete a negotiated package of units which will lead to a Statement of Attainment.</p> <p>This information is correct at time of publication in August 2018 but is subject to change.</p>		
Contact Details:	<p>HOD: Mr Bowman (B Block) or Mrs Radecker for further information.</p>		




**CERTIFICATE I in CONSTRUCTION (CPC10111)**

Subject Type	VET Qualification	Duration	1 Year
Qualification Description:	<p>This course is in the Junior Curriculum and will be delivered one day per week over a 12 month period for Year 10 students at the Gympie Trade Training Centre. The course is delivered in Partnership with Train Assess Australia.</p> <p>To achieve a Certificate I in Construction 11 competencies must be completed. The competencies are made up of 8 Core Units and 3 Elective Units. The competencies in this course will be delivered in the context of the construction industry.</p>		
Entry Requirements:	<p>There are no entry requirements but a study of Industrial Technology A/Industrial Technology B in year 9 and 10 is highly recommended</p>		
Qualification Packaging Rules:	<p>Certificate packaging rules including:</p> <ul style="list-style-type: none"> <li>• 11 competencies to obtain the qualification</li> <li>• 8 core and 3 electives</li> <li>• Up to 3 electives come from the training package</li> </ul> <p>1 elective unit to be taken from Certificate I or Certificate II in CPCo8, provided it is linked to construction industry</p>		
Core Units:	<p>CPCCCM1012A Work effectively and sustainably in the construction industry</p> <p>CPCCCM1013A Plan and organise work</p> <p>CPCCCM1014A Conduct workplace communication</p> <p>CPCCCM2001A Read and interpret plans and specifications</p> <p>CPCCCM2005B Use construction tools and equipment</p> <p>CPCCWHS1001 Prepare to work safely in the construction industry</p> <p>CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</p> <p>CPCCVE1011A Undertake a basic construction project</p>		
Elective Units selected by Gympie State High School:	<p>CPCCCM1015A Carry out measurements and calculations</p> <p>CPCCCM2004A Handle construction materials</p> <p>CPCCCM2006B Apply basic levelling procedures</p>		
Learning Experiences:	<p>A range of teaching and learning strategies will be used to deliver the competencies.</p>		
Assessment:	<p>Assessment is competency based. Students will demonstrate competency by successfully performing practical tasks, being observed completing the practical tasks, and completing booklet/s in the context of the construction industry.</p> <p>At the end of the course, students who successfully completed the 11 units of competency will receive a Certificate I in Construction. Students who do not complete all the Units of Competency and therefore do not qualify for the full Certificate will receive Statement of Attainment for Certificate I in Construction listing the competencies achieved.</p> <p>Achievement of this Certificate does not directly contribute to a student's OP. It will however contribute 3 points towards the students Queensland Certificate of Education.</p>		





Subject Type	VET Qualification	Duration	1 Year
Pathways:	<p>This course will introduce you to the Construction industry and deal with the trade areas of Carpentry, Concreting and Bricklaying. It will provide you with basic skills to operate tools, machinery and equipment relevant to the industry.</p> <p>It should be noted that the knowledge and skills gained during the completion of this qualification will also have applications outside the construction industries</p>		
Contributions:	<p>There is a \$170.00 material cost fee for this subject.</p>		
Other Information:	<p>All projects completed by students have a Workplace Health and Safety component embedded in them to the appropriate standard for a Certificate I course.</p> <p>For information regarding support services and other general VET information, students will be provided with access to a Student VET Handbook prior to beginning the course.</p>		
Service agreement:	<p>This is a one-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided.</p> <p>Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>Students who enter a course after the course has commenced will complete a negotiated package of units which will lead to a statement of attainment or possibly a Certificate I instead of a Certificate II.</p> <p>This information is correct at time of publication in August 2018 but is subject to change.</p>		
Contact Details:	<p>Mr Lawson (HOD - Industrial Technology and Design), or Mr Conder for further information.</p>		



**CERTIFICATE I in INFORMATION, DIGITAL MEDIA TECHNOLOGY (ICT10115)**

Subject Type	VET Qualification	Duration	1 Year
Qualification Description:	This subject is suitable for any student. You don't have to be a "Computer Geek" to enjoy and complete the Certificate I in Information, Digital Media and Technology. You will learn a variety of life skills which are applicable to many future careers which involve the use of computers.		
Entry Requirements:	There are no entry requirements.		
Qualification Packaging Rules:	Certificate I Total Units = 6 (4 core units + 2 elective units)		
Core Units:	<u>ICT10115 Certificate I in Information, Digital Media and Technology</u> ICTICT101 Operate a personal computer ICTICT102 Operate word-processing applications ICTICT103 Use, communicate and search securely on the internet ICTICT104 Use digital devices		
Elective Units Selected by Gympie State High School:	<u>ICT10115 Certificate I in Information, Digital Media and Technology</u> ICTICT105 Operate spreadsheet applications ICTICT106 Operate presentation packages		
Learning Experiences.	A range of teaching and learning strategies will be used to deliver the competencies. Students will be exposed to a wide range of learning experiences: <ul style="list-style-type: none"> <li>• Using computer operating systems and hardware</li> <li>• Operating application software packages, including digital media software (video editing software etc)</li> <li>• Capturing a digital image, including producing and preparing photo images</li> <li>• Performing basic vision and sound editing</li> <li>• Maintaining inventories of computer equipment and software</li> <li>• Using social media tools for collaboration and engagement</li> </ul>		
Assessment:	Assessment can involve a variety of approaches such as: <ul style="list-style-type: none"> <li>• Electronic submission of Projects</li> <li>• Teacher observation of student skills with a checklist</li> <li>• Short writing tasks</li> <li>• Multiple Choice quizzes</li> <li>• Practical tasks (eg folio presentations)</li> </ul>		
Pathways:	The Certificate I in Information, Digital Media and Technology is an excellent opportunity to start and complete a Certificate Course before Year 11. With computers being located in almost every work place, the skills gained will help you in almost any future career.		
Contributions:	There is a \$0 material cost fee for this subject.		
Other Information:	For information regarding support services and other general VET information, students will be provided with access to a Student VET Handbook prior to beginning the course.		

Subject Type	VET Qualification	Duration	1 Year
Service Agreement:	<p>This is a one-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided.</p> <p>Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is correct at time of publication in August 2018 but is subject to change.</p>		
Contact Details:	HOD: Mr Hodskiss (G Block)		





## CERTIFICATE II in CREATIVE INDUSTRIES (CUA20215)

Subject Type	VET Qualification	Duration	1 Year
Qualification Description:	<p>This Certificate II course is designed to introduce students to the Game Development Industry and prepare them for undertaking the Certificate IV in Digital and Interactive Games qualification in Years 11 and 12.</p> <p>The content over the two semesters covers:</p> <ul style="list-style-type: none"> <li>• Real Time Strategy campaign development including design and scripting</li> <li>• Game music and sound effects creation</li> <li>• Game genre analysis and game design theory</li> <li>• Game programming and 2D Graphics development</li> </ul>		
Entry Requirements:	There are no entry requirements.		
Qualification Packaging Rules:	Certificate I	Total Units = 10	(3 core units + 7 elective units)
Core Units:	CUAWHS302	Apply work health and safety practices	
	BSBWOR203	Work effectively with others	
	CUAIND201	Develop and apply creative arts industry knowledge	
Elective Units Selected by Gympie State High School:	BSBCRT301	Develop and extend critical and creative thinking skills	
	BSBDES201	Follow a design process	
	BSBDES202	Evaluate the nature of design in a specific industry context	
	CUAACD201	Develop drawing skills to communicate ideas	
	CUAPOS201	Perform basic vision and sound editing	
	CUARES201	Collect and organise content for broadcast or publication	
	ICTICT204	Operate a digital media technology package	
Learning Experiences.	<p>A range of teaching and learning strategies will be used to deliver the competencies.</p> <p>Students will be exposed to a wide range of learning experiences:</p> <ul style="list-style-type: none"> <li>• Using computer operating systems and hardware</li> <li>• Operating application software packages, including digital media software (video editing software etc)</li> <li>• Capturing a digital image, including producing and preparing photo images</li> <li>• Performing basic vision and sound editing</li> <li>• Maintaining inventories of computer equipment and software</li> <li>• Using social media tools for collaboration and engagement.</li> </ul>		
Assessment:	<p>Student performance is ascertained through 4 major projects and several additional elective tasks.</p> <p>Through these tasks, students work toward achieving competency in 10 units and they have several opportunities to demonstrate competency throughout the year.</p> <p>The major projects combine group work and individual assessment, all of which have to be completed to a satisfactory level to achieve the certificate.</p>		





Subject Type	VET Qualification	Duration	1 Year
Pathways:	<p>This Certificate II in Creative Industries introductory course will assist students with completing the Certificate IV in Digital and Interactive Games course by exposing them to the key concepts, and introducing them to the wide range of options available to them if they chose this as a career path.</p> <p>Successful completion of this course can lead to careers in computer game design, software programming, 3D game art and modelling, as well as developing the skills that will be beneficial to studies in software engineering and information technology.</p>		
Contributions:	There is a \$0 material cost fee for this subject.		
Other Information:	For information regarding support services and other general VET information, students will be provided with access to a Student VET Handbook prior to beginning the course.		
Service Agreement:	<p>This is a one-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided.</p> <p>Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is correct at time of publication in August 2018 but is subject to change.</p>		
Contact Details:	HOD: Mr Hodskiss (G Block)		





*Gold from the school as well as the mines*





# **GYMPIE** **State High School**



**Queensland Government**