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GENERAL INFORMATION

The law

Under the *Youth Participation in Education and training Act 2003*, the school leaving age in Queensland has been raised to make it compulsory for all young people to be either ‘learning or earning’ until the turn 17. Young people need to stay at school until they finish Year 10 or turn 16, whichever comes first. After that, they need to either:

- Stay in education and training for a further 2 years
- Gain a QCE (Queensland Certificate of Education)
- Get a Certificate III vocational qualification or higher
- Be in full-time employment (at least 25 hours per week) or
- Turn 17

Year 10 at Gladstone State High School

With the implementation of the Queensland Government’s Education and Training Reforms for the Future (ETRF), the concept of Year 10 is undergoing significant transformation. Students in Year 10 now work towards the new school qualification, the Queensland Certificate of Education. Year 9 is seen as the final year of the Middle Phase of Learning, situating Year 10 as an important juncture year leading into Years 11 and 12. At Gladstone State High School, Year 10 is aligned with Senior Phase of Learning and our Year 10 curriculum serves as a valuable introduction and preparation for Year 11/12 curriculum programs.

*Students are strongly advised to carefully read the course outlines in this booklet and select subjects that will best prepare them for Years 11 and 12 and beyond.*

VOCATIONAL EDUCATION AND TRAINING COURSES (VET)

Through initiatives developed by Education Queensland and the Queensland Curriculum and Assessment Authority it is now possible to offer vocational courses which comprise both general and vocational education components and provide participants with a variety of intellectual, technical, operational and workplace skills. At Gladstone State High, these courses are offered either on-campus or off-campus.

Upon successful completion the participants will be eligible to receive some or all of the following:

- A nationally recognised qualification
- A record of the qualification on their Senior Statement
- Credit towards the QCE
- Certificate I, II and/or III depending on competencies successfully achieved, and/or
- Certification listing where competency has been gained in some modules but not the full Certificate

Vocational Education and Training helps Year 10, 11 and 12 students in their transition from school to work. It contributes to young people’s chances of obtaining employment upon leaving school and offers other benefits. Recognised vocational education and training programs allow school students to reinforce and consolidate general learning in more applied contexts. In this way, recognised VET programs also cater for a broader range of students’ learning styles. *The VET courses offered here are subject to teacher availability with the correct qualifications*
(courses may not run if a teacher does not have the correct qualifications) and the competencies listed are accurate as of the date of publication of this booklet.

VET in schools potentially opens up a range of post-school further education, training and employment possibilities. Many students are able to link their study in a SAS (Study Area Specification) with a school-based apprenticeship or traineeship. In this way, students are able to undertake a traineeship or apprenticeship whilst completing Years 11 and 12. In some cases, students finish the traineeship or apprenticeship after completing Year 12.

Gladstone State High School is a Registered Training Organisation (RTO) and as such is required to develop a Code of Practice. As an RTO (with RTO Number: 30285), Gladstone State High School has agreed to operate within the Principles and Standards of the Australia Skills Quality Authority. This includes a commitment to recognise the training qualifications issued by other RTOs. If you would like to know any further details regarding the Code of Practice that Gladstone State High operates under, please contact the Head of School – Senior for more details.
Year 10 Subject Selection Process

Students are required to undertake mandatory subjects in year 10 in order to fulfill the requirements of the National Curriculum. As a result of this, students are unable to select these subjects but will be automatically enrolled into them for year 10.

Some of the mandatory subjects have extension classes but again students cannot select these extension classes, they will be automatically enrolled into them based on their year 9 exit results. Any questions regarding the extension classes should be directed to the Head of Department or Deputy Principal.

The mandatory subjects are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Maths</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>History/Geography</td>
<td>2</td>
</tr>
<tr>
<td>HPE</td>
<td></td>
</tr>
<tr>
<td>Career Pathways</td>
<td>1</td>
</tr>
<tr>
<td>Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>Elective 2</td>
<td>3</td>
</tr>
</tbody>
</table>

These subjects are further detailed throughout this booklet to provide information about what the subject covers and why this subject is important to study.

Careers Pathways subject is slightly different. This subject is studied for only 1 lesson per week but covers some very important topics that will assist the students in making future career and subject choices. The course requires students to complete assessment (assignments, exams and folios of work) that will be formally marked and recorded on the student’s report card. The topics covered in this course are:

- Career Development
- Resume writing
- Subject Selection
- Employability skills
- Work experience (this will incur a cost of $40 (2015 cost – subject to change), should students choose to attend work experience)
- Interview skills
- Job searching and application skills

This is a very important subject and is highly valued as part of the year 10 course of study. If you would like any further information about this subject, feel free to contact the Head of School – Senior.

The elective subjects are equally important and are designed to provide the students with a solid understanding of what is involved in this subject in year 11 and 12. Students will gain very valued skills and knowledge as a result of studying these subjects. It is important that students have investigated the recommended Year 11 and 12 pre-requisite page of this booklet (see page 7 and 8) so that they are selecting the subjects in year 10 that will put them into the best position when they enter year 11. It is also important for the students to read the section on each subject page titled ‘Recommended compatible senior subject’, as this an overview of what year 11 and 12 subjects this year 10 subject relates to. Students will select 2 elective subjects per semester.

Once students have commenced their subjects in Year 10, subject changes are not desirable. Therefore students need to think carefully about the subjects they are choosing.

If help is required to make decisions about subject selections students should consult relevant Heads of Department and the Guidance Officer.
THE GUIDANCE OFFICER CAN HELP

All students need assistance of some kind during their school years. The Guidance Officer is one of the people in the school who is available to talk with students about any concerns or problems the student may be having. It doesn’t matter how large or how small the issue is, if it is a concern for the student, then it is a concern for the Guidance Officer too.

The following is an example of ways the Guidance Officer can help you.

**Educational**

* Help you to choose appropriate subjects.
* Help organise assistance with any learning difficulties.
* Help with study techniques/timetables.

**Career**

* Discuss career options with you
* Discuss appropriate subjects to assist you in achieving your career.
* Explain how to obtain accurate information about various careers.

**Personal**

* Help you to understand yourself and your friends.
* Assist you with any hassles or concerns you are having.
* Help you to cope with personal concerns that are affecting your progress at school.
* Help you to improve your ability to make decisions and solve problems.

**Choosing Year 10 Subjects**

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Year 10, and later the selection of subjects for Years 11 and 12.

These are important decisions since they may affect the type of occupation or career you can follow when you leave school.

Your course selections also directly affect your happiness and success while at school.

**Overall Plan**

As an overall plan, it is suggested that you choose subjects

- you enjoy
- in which you have already had some success
- which will help you reach your chosen career/s, or at least keep many careers open to you
- that will develop skills, attitudes and knowledge useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.
Guidelines

Keeping your options open

Many students in Year 9 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished at school. It is wise, therefore, when looking at subject choice, to "keep your options open". This means choosing a range of subjects which makes it possible for you to continue thinking about career choice over the next year before making more definite choices as you approach the end of Year 10.

A suggested way of keeping options open is to study:

* English
* Mathematics
* Science; and
* Study of Society and Environment (History/Geography)

Thinking about Careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Year 10. The school has a range of programs to help you with further career exploration; talk to your guidance officer and check these sources of information on subjects, courses and careers:

* Queensland Job Guide and other careers information in your school library
* ‘My Future’ Website
* The booklet Queensland Tertiary Courses - for careers requiring university study.

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and careers that interest you. If details are still unclear, check with your guidance officer.

Find out about the list of subjects your school offers

It is important to find out as much as possible about the specific subjects offered in Years 10-12. Some of the subjects may be new to you.

To find out about our school's subjects:

* read the subject descriptions in booklets provided by our school
* ask the teachers and Heads of Department of particular subjects
* look at books and materials used by students in the subjects
* listen carefully at class talks and subject selection nights.

When investigating a subject to see if it is suitable for you, try to find out not only about the content (i.e. what topics are covered in the subject) but also how the subject is taught and assessed.

For example: does the subject mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work.

Remember too, that your choice of subjects now may affect your choice later in Years 11 and 12. For example:

* It will be difficult in the future to take Maths B and C without a background in Extension Maths.
* Chemistry and Physics will require a study of Science Extension and Extension Maths.
Music and Languages in the senior years require previous study at Year 10 level.

Subjects such as Art and Drama may be taken up for the first time in Year 11, although it is useful to have taken related subjects in Year 10.

Read carefully the Recommendations stated at the bottom of each subject outline in this Subject Selection booklet, as they will alert you to the recommended pre-requisites for Years 11 and 12.

**Make a decision about a combination of subjects that suits you**

(a) It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

* someone told you that you will like or dislike it
* your friends are or are not taking it
* you like or dislike the teacher
* "all the boys or girls take that subject" (All subjects have equal value for males and females).

(b) Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly if your career aims require the study of certain subjects; do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

**Be prepared to ask for help**

If you need more help then seek it - otherwise, you may regret it later. Talk to your parents, teachers, or guidance officer. Make use of the school subject selection program. Look at the resources suggested in this article.

You'll be doing yourself a favour.
Important information for Year 11 and 12
POLICIES AND PROCEDURES OF MINIMUM PREREQUISITE

Background
Students, when choosing a course of study for the Senior Phase of schooling, are expected to make a wise and considered decision. The choices they make are informed by their past academic performance, personal interest, prerequisites and standards for senior subjects and the requirements for their intended future pathway. Most students make appropriate choices according to these prerequisites and their ability, based on past academic performance, personal interest and intended pathway. Some students however, against all reasonable advice, information about past academic performance and required prerequisite subjects and standards, make inappropriate decisions. Some students also continue to remain in subjects when their academic performance is consistently below an acceptable standard and will not enable the student to successfully pursue any pathway or achieve a Queensland Certificate of Education (QCE).

Purpose
The purpose of this policy and set of procedures is to ensure that students make appropriate decisions regarding a course of study in the Senior Phase of Learning. It is also to ensure students maintain a reasonable standard of academic performance throughout the Senior Phase of Learning, which will effectively contribute to the student being able to attain their chosen future pathway and Queensland Certificate of Education (QCE).

Policy
Students wishing to enter senior subjects must complete and attain the required prerequisite subjects and minimum standards for their chosen senior subjects. If a student fails to meet the minimum standard, both the student and parent will have to sign a minimum standard contract for each subject that is chosen where minimum standard is not met. The student will be given until the end of first term year 11 to demonstrate that they have met and achieved the minimum standard requirements. If these requirements are not met, the students will be advised to select an alternative subject. All students must also maintain a reasonable standard of academic performance throughout the Senior Phase of Learning, which will effectively contribute to the student being able to attain their chosen pathway and achieve a Queensland Certificate of Education (QCE).

Procedure
- While in Year 10, all students will participate in a Subject Selection Program that will provide support for them to make an informed choice regarding their course of study in the Senior Phase of Learning.
- Required prerequisite subjects and standards will be indicated in the Senior Subject Information Book.
- Parents will be informed about the existence of this policy at subject selection evenings and in correspondence related to subject selection.
- Completion and attainment of the prerequisite subjects and standards will be checked at the subject selection interviews and students will be advised, if choices are inappropriate, that they should find an alternative subject to study. Where students do not accept this advice and make an inappropriate choice based on the information that is available, the advice will be recorded and a subject specific learning contract must signed by all parties (parent, student, teacher) and filed with the student’s enrolment form. This contract is designed to highlight to the student and parent what the subject requires the student to do in order to be successfully as a result of not meeting the minimum standard at the end of year 10.
- Where students insist that they be able to enter a subject even though they do not have the prerequisite subject and minimum standard, they are to be given one term to demonstrate they are capable of attaining a reasonable academic performance by fulfilling the subject minimum standard contract. The learning contract is a source of support for the student and should the fail to follow this support and not compile with the subject expectations, the student and parent will have a meeting regarding a change of subject.
- When the school is putting together the Timetable ‘Subject’ lines and decisions are being made to offer subjects, the school will take into consideration a student’s previous academic performance if it is necessary to select from a list of students who are all wishing to enrol in the same course of study, and there are too many students for the number of classes on offer.
- At the end of each term of study, Heads of Department will review students’ academic performance and review any student on minimum standard contracts. They will make contact with the students and parents about the continuation in that subject and make a student specific learning plan, as well as, informing the Principal, Deputy Principals or Head of School - Senior, about students underperforming in the subject and the measures that are in place for the student to be successful and whether a subject change is required.
- Reasonable academic performance or reasonable standard is defined as achieving a Sound (C) achievement or above. In some circumstances Heads of Department may deem that students, achieving at the top end of the limited band, be given another term to achieve a Sound level of achievement.
- Where a student does not meet a reasonable academic standard, they will be supported by advice from the Guidance Officer as to which is an appropriate alternative subject and/or alternative future pathway.
RECOMMENDATIONS FOR SENIOR SUBJECTS

To study authority subjects in year 11 and 12 at Gladstone State High School, it is highly recommended that subject selections are based on the information presented below.

<table>
<thead>
<tr>
<th>If I wish to study these subjects in year 11 and 12 ...</th>
<th>Any Authority subject</th>
<th>Engineering Technology</th>
<th>Biology Information Processing and Technology Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>... then it is highly recommended that I enrol in these subjects</td>
<td>English</td>
<td>Mathematics B</td>
<td>Mathematics A (minimum)</td>
</tr>
</tbody>
</table>

The following is additional subject specific recommendations for enrolling into year 11 and 12 authority subjects.

<table>
<thead>
<tr>
<th>Authority Subject</th>
<th>Year 10 Recommendation</th>
</tr>
</thead>
</table>
| Biology           | A in Biology Unit in Science  
                     C in Biology Unit in Science Extension |
| Chemistry         | A in Chemistry Unit in Science  
                     C in Chemistry Unit in Extension Science |
| Drama             | C in Drama (Year 9 or 10) |
| Engineering Technology | A in Physics Unit in Science  
                         C in Physics Unit in Extension Science |
| English           | C in English Extension  
                     C in English |
| Geography         | C in History or Geography |
| Graphics          | C in Graphics is recommended |
| Home Economics    | C in a Year 10 Home Economics is recommended |
| Languages Other Than English (Korean) | Studied Korean in Year 10 |
| Marine Science    | Be able to swim and participate in water activities. |
| Mathematics A     | C in Year 10 Mathematics |
| Mathematics B     | C in Year 10 Mathematics Extension  
                     A in Year 10 Mathematics |
| Mathematics C     | Must be enrolled in Mathematics B  
                     B in Year 10 Mathematics Extension |
| Modern History    | C in History |
| Music             | C in Music and be able to read and write music and play an instrument (including voice) |
| Music Extension (Performance) Yr 12 only | Must study Music in year 11 and 12  
                                           Beneficial to have reached 6th Grade AMEB |
| Physical Education| C in Health and Physical Education  
                     Be physically active to participate in the practical units |
| Physics           | A in Physics Unit in Science  
                     C in Physics Unit in Extension Science |
| Visual Art        | C in Visual Arts (Year 9 or 10) |
Why Study English?
English is the study of the language and its texts, such as novels, poems, short stories, and media programs and articles. Knowledge of, and competency in using, Standard Australian English is necessary for participation as an active citizen in local, national and global communities. English offers opportunities for students to use language and texts for enjoyment, and also asks students to analyse, evaluate and appreciate English language texts. In subject English, students learn about the language and its texts through listening and speaking, reading and viewing, and writing and designing. Students use their knowledge of language and texts to effectively, creatively, reflectively and critically:
- interpret and analyse texts composed for a range of purposes and audiences in a variety of contexts through listening, reading and viewing
- compose texts for a range of purposes and audiences in a variety of contexts through speaking, writing and designing.

Homework Requirements:
Students will be required to complete weekly homework which has spelling, grammar and punctuation as a focus. Assignments will be completed in class and at home.

Recommended Compatible Senior Subjects:
English or English Communication

Future Perspective:
In English, students learn to examine how language elements are used in combination to interpret and convey meaning in texts.

Course Overview
In Year 10, students have the opportunity to study either English Extension or English. While the subjects have much in common (outlined above, and in the COURSE OVERVIEW below), English Extension is designed to cater for students who have a particular talent in English. Students are allocated to classes based on results. Any questions regarding this should be directed to the Head of Department or Deputy Principal.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Literary Leanings – Reading and responding to a novel (10 weeks)</td>
<td>• Written: imaginative narrative</td>
</tr>
<tr>
<td></td>
<td>Have I Got News For You! – Issues in news media texts (7 weeks)</td>
<td>• Oral: multimodal presentation</td>
</tr>
<tr>
<td>2</td>
<td>A Touch of Poetry – understanding poetry and its various forms (4 weeks)</td>
<td>Written: poem</td>
</tr>
<tr>
<td></td>
<td>Now is the Winter of Our Discontent – exploring a play by Shakespeare (8 weeks)</td>
<td>Written: feature article (Extension) Written: review (English)</td>
</tr>
<tr>
<td></td>
<td>Political cartoons – understanding visual texts (8 weeks)</td>
<td>Written: analytical essay</td>
</tr>
</tbody>
</table>
Why Study Mathematics?

Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics has its own value and beauty and Mathematics aims to instill in students an appreciation of the elegance and power of mathematical reasoning. Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

Students are not required to select the level of Mathematics they will study in year 10. Based on year 9 results and teacher recommendations, students will be placed in the most appropriate level of mathematics. It is advised that students will need to attain at least a “C” in Mathematics Extension to proceed successfully into Mathematics B in year 11. It is advised that students will need to attain at least a “B” in Mathematics Extension to proceed successfully in Mathematics C in year 11. Students who do not attain these levels need to consider Mathematics A.

Home Work Requirements:

Homework will be given each lesson (approx. 30 mins per night)

Recommended Compatible Senior Subjects (those subjects which this course leads to in senior):

Mathematics A, Prevocational Mathematics

Future Perspective:

Maths A will be of benefit for students wanting an apprenticeship or tertiary education in a non-mathematical or scientific field (Business and Tourism, Creative and Performing Arts, Education (not High School Science or Mathematics), Humanities and Social Sciences, and Law. Prevocational Mathematics (PVM) allows students to the numeracy requirements for their QCE through mostly assignment work. The course will help students to apply mathematics to their everyday and future lives. It is highly recommended for students looking to enter a trade (not electrical) or traineeship.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>During this semester students will cover the following topics: • Pythagoras and Trigonometry • Probability • Linear and non-linear relationships • Algebra</td>
<td>Exam – Term 1 Exam – Term 2</td>
</tr>
<tr>
<td>2</td>
<td>During this semester students will cover the following topics: • Statistics • Geometric reasoning • Measurement • Linear and non-linear relationships</td>
<td>Exam – Term 3 Assignment Exam - Term 4</td>
</tr>
</tbody>
</table>
MATHEMATICS EXTENSION

Why Study Mathematics Extension?

Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics has its own value and beauty and Mathematics aims to instill in students an appreciation of the elegance and power of mathematical reasoning. Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

Students are not required to select the level of Mathematics they will study in year 10. Based on year 9 results and teacher recommendations, students will be placed in the most appropriate level of mathematics. It is advised that students will need to attain at least a “C” in Mathematics Extension to proceed successfully into Mathematics B in year 11. It is advised that students will need to attain at least a “B” in Mathematics Extension to proceed successfully in Mathematics C in year 11. Students who do not attain these levels need to consider Mathematics A.

Home Work Requirements:

Homework will be given each lesson (approx. 30 mins per night)

Recommended Compatible Senior Subjects (those subjects which this course leads to in senior):

Mathematics B, Mathematics C

Future Perspective:

Maths B will be of benefit for students wanting an apprenticeship in electrical trades or tertiary education in mathematical or scientific fields (Education including Secondary Maths and Science, Engineering and Technology, Health and Recreation and Sciences). Maths C will be of benefit for students wanting to study tertiary education in Engineering, Pure Mathematics and the Sciences. Some universities allow students with lower OPs to enter courses if they have completed Maths C (see University websites for more information).

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1        | During this semester students will cover the following topics:  
- Pythagoras and Trigonometry  
- Probability  
- Linear and non-linear relationships  
- Algebra | Exam – Term 1  
Exam – Term 2 |
| 2        | During this semester students will cover the following topics:  
- Statistics  
- Geometric reasoning  
- Measurement  
- Linear and non-linear relationships | Exam – Term 3  
Assignment  
Exam - Term 4 |
SCIENCE AND SCIENCE EXTENSION

Why Study Science

Science is studied in Year 10 to ensure that students are scientifically literate in the scientific world around us. Year 10 Science allows a smooth transition into the study of subjects such as Physics, Chemistry, Biology and Engineering Technology in Years 11 and 12. A student who is looking at undertaking an apprenticeship at the end of school is strongly advised to do the subject Science in Practice for year 11.

At Gladstone State High school in year 10, science is taught at two different levels, Core Science and Extension Science. The curriculum for both levels of science in Year 10 is taken from the National Curriculum. Units of work in the year 10 science curriculum are centred around Biology, Chemistry and Physics and Earth Science.

Students are not required to select the level of Science they will study in year 10. Based on year 9 results and teacher recommendations, students will be placed in the most appropriate level of Science.

Assessment
Core and Extension Science assessment will mirror the formats being developed throughout the Senior Science Syllabuses. These include written tests, experimental investigations, short and extended response items and mini extended experimental investigations. Each unit is approximately 10 weeks long with assessment done throughout this time.

Home Work Requirements: Homework sheets, short response exercises, assignment, study for exam

Recommended Compatible Senior Subjects:

Core Science is designed to prepare students for Science in Practice.

Extension Science is designed to prepare students for Biology, Chemistry, Engineering Technology and Physics in years 11 and 12.

Future Perspective: Health & Environmental Sciences, Engineering, Apprenticeships

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chemistry, Biology</td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extended Response Task</td>
</tr>
<tr>
<td>2</td>
<td>Physics, Global Systems</td>
<td>Extended Experimental Investigation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam</td>
</tr>
</tbody>
</table>
Robotics

Why Study Robotics:

On offer as an elective to year 10 students is a Robotics course run in conjunction with Griffith Universities School of Games.

The course will use the Arduino programmable board and cover basic robotics design and creation. Students will use the Arduino to create projects such as, depth finders, a stud finder, the always fun line following robot but with a slight twist. Students will also be asked to not only program but demonstrate their knowledge through the manipulation of the variables to create the fastest, most agile and best possible version of their robot possible.

Students will also be asked to work with the Parrot Ar Drone, to help develop its capabilities for the school in different roles. Students will also be asked to program these drones for various applications within the school environment.

Students will be asked to join this program through invite only and will be expected to demonstrate only the very best qualities of Gladstone State High School. Students will also be expected to participate in local robotics competitions and can look forward to meeting with and gaining training from some of the best programmers and design engineers in Australian, with thanks to our partners Griffith University.

Prerequisite: A/B in Extension Science

- No negative behaviour incidents
- Demonstrated willingness to be involved in this program

Assessment
Students will have 3 assessment tasks that will build from each other and use all the skills they have been taught to build and programme their designs.

Home Work Requirements: Working on program designs

Recommended Compatible Senior Subjects: Engineering Technology, Physics, IPT

Future Perspective: Engineering, Computer Game designers/programmers

Course Overview

<table>
<thead>
<tr>
<th>Semester 1/2</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>Stud finding robot</td>
</tr>
<tr>
<td>Week 12</td>
<td>Line following robot</td>
</tr>
<tr>
<td>Week 18</td>
<td>Maze solving robot</td>
</tr>
</tbody>
</table>
HISTORY and GEOGRAPHY (Core and Extension)

Why Study History? History is a disciplined process of inquiry into the past that develops your curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding that societies, events, movements and developments that have shaped humanity from earliest times. It helps you appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History is a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

Why Study Geography? Geography is a key subject for students wishing to attend university. This course is a six month course completed in either semester one or semester two. This subject focuses on people in varied environments around the world. Environments are the surroundings we live in, including such things as land forms, climates, settlements, and our social organisation. Studies in Geography help us live our day to day lives by informing us about our local area and other parts of the world. Geography students develop many useful skills. An important skill is making decisions, for example, about where to locate things. This skill may be used to choose the site of a future home or business. Moreover, in pursuing inquiries in Geography, students undertake such activities as fieldwork, computing, working with maps, statistics, photographs and satellite images and presenting reports. If people are to participate effectively locally, nationally and internationally, they must come to terms with rapid technological and social changes. Geography offers students the opportunity to draw on a wide range of knowledge from the natural and social sciences. Students of Geography understand and appreciate human activity and rapidly changing environments.

Home Work Requirements: Students will be required to complete homework throughout this course. Homework will include working on assessment tasks, watching documentaries/current affair programs/news and so on, reading newspapers/magazine articles and occasionally web based tasks.

Recommended Compatible Senior Subjects (those subjects which this course leads to in senior): Geography, Modern History, Social and Community Studies and Tourism.

Future Perspective: Career opportunities after studying History and Geography include: studies in arts, law, commerce, economics, education, social sciences, Asian studies, languages/cultural studies, communications, journalism, government and politics.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1 History Focus | Unit 1: World War 2  
Unit 2: Popular Culture (1954 to Present)  
Unit 3: Unit Title: Rights and Freedoms (1954-present) | Short response to stimulus test.  
Multimodal Presentation  
Essay Test |
| 2 Geography Focus | Unit 4: Geographies of Human Wellbeing (civics and citizenship/economics focus)  
Unit 5: Environmental Change and Management | Test (knowledge and skill)  
Essay Response (Research task) |
ANCIENT HISTORY (Elective)

Students can select this as either a six month or 12 month elective.

Why Study Ancient History? History is about change. It looks at people over times past and present in different societies, noticing and explaining their attitudes, beliefs and behaviours, and interpreting their reactions to the various pressures, conditions and events that induce change. The ultimate purpose of studying history is to give meaning to our own lives – a personal statement of identity. We incorporate into our own experiences and understanding the examples and case studies of other peoples who have either hopes, endured conflicts, lived ordinary lives with their environment, and in their localities.

When studying history, as in everyday life, we ask meaningful questions, collect evidence, sift through it, analyse it and evaluate it, to produce satisfactory answers to problems of living.

History remembers the past, explains the present and gives hopes and interpretations for our future. History provides contexts, meanings and explanations for our lives.

Through studying Ancient History students will:

...understand that history is an interpretative, explanatory discipline
... become proficient in the processes of historical inquiry and explanation
... understand the forces and influences that have shaped the modern world
... critically evaluate heritages and traditions
...investigate the role of values in history, and refine their own values commitments
...value the study of history
...develop the knowledge, abilities and ethical commitment to participate as active citizens in shaping the future

Homework Requirements: Students will be required to complete homework throughout this course. Homework will include working on assessment tasks, watching documentaries/current affair programs/news and so on, reading newspapers/magazine articles and occasionally web based tasks.

Recommended Compatible Senior Subjects (those subjects which this course leads to in senior): Geography, Modern History, Social and Community Studies and Tourism.

Future Perspective: Career opportunities after studying History include: studies in arts, law, commerce, economics, education, social sciences, Asian studies, languages/cultural studies, communications, journalism, government and politics, and even divinity.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 1: Studies of Archaeology</td>
<td>Inquiry 1: Significant World archaeological sites – Pompeii, Knossos, Lake Mungo and York</td>
</tr>
<tr>
<td></td>
<td>Unit 2: Personalities in History</td>
<td>Inquiry 2: The ‘Femme Fatal - A study of Ancient Femal Leaders (Cleopatra, Hatshepsut, Boudicca etc)</td>
</tr>
<tr>
<td>2</td>
<td>Unit 3: Studies of Conflict</td>
<td>Inquiry 3: The Punic Wars</td>
</tr>
<tr>
<td></td>
<td>Unit 4: Studies of Power</td>
<td>Inquiry 4: A Selection of Case studies pertaining to Ancient Civilisations</td>
</tr>
</tbody>
</table>
TOURISM (ELECTIVE)

This elective is a semester elective.

Why study Tourism?
Tourism has become the world’s biggest industry and its potential impact on societies and their economic and ecological future is enormous. The tourism industry is one of Australia’s fastest growing industries, and has assumed increasing importance in Australian society as a source of expanding employment opportunities.

A program of study derived from this approach to the study area specification Tourism aims to help students:
- gain basic knowledge and understanding of tourism and the tourism industry
- develop confidence in a range of tourism contexts
- appreciate the contribution of tourism studies to personal and professional development and lifelong learning
- appreciate cultural and ecological sensitivities as they relate to sustainable tourism
- demonstrate attitudes such as personal flexibility and cooperation in work teams and with clients

Homework requirements: Students will be required to complete homework throughout this course. Homework will include working on assessment tasks, watching documentaries/current affair programs/news and so on, reading newspapers/magazine articles and occasionally web based tasks.

Recommended Compatible Senior Subjects (those subjects which this course leads to in senior): Geography, Modern History, Social and Community Studies and Tourism.

Future Perspectives: Bakers and Pastry cooks, Hotel Service Managers, Bakery Assistants, Hotel and Motel Managers, Bar Attendants and Baristas, Licensed Club Managers, Managers (Amusement, Fitness, and Sports Centre) Café and Restaurant Owners, Café and Restaurant Managers, Restaurant Managers, Caretakers, Tourism and Travel Advisers.

NOTE: This program of study is an indication of possible units only.

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 3</td>
<td>Australian Tourism</td>
<td>Task 1: Introduction to Tourism – short response tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 2: Folio of Annotated articles identifying aspects of Australia’s Tourism Market</td>
</tr>
<tr>
<td>2 and 4</td>
<td>Global Tourism</td>
<td>Task 3: Case Study – global destinations of the future</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 4: Role play – customer relations presentation</td>
</tr>
</tbody>
</table>
Why study Business Technology?

Computer technology has changed the structure of the workforce and society in general. This subject aims to introduce and develop efficient and effective use of computer software applications in a business environment. It seeks to provide students with varied learning experiences, which will allow them to excel within the computer technology environment.

The importance of having knowledge of business technology is made even more vital with the advent of modern communication systems provided by computers. By studying Business Technology students will access a variety of software packages including: Word (word processing), Excel (spread sheeting), Publisher (templates), and PowerPoint (presentations). The Internet will also be used as an educational resource.

Home Work Requirements:

Students will be required to complete set tasks, work on assessment tasks and revise for examinations.

Recommended Compatible Senior Subjects: Business Communication Technology; Business Management; Accounting; Certificates I & II in Business.

Future Perspective:

It is envisaged that students who study this program will be able to progress to Certificate I in Business and Certificate II in Business to achieve VET competencies.

It is also possible that students who study this program will be able to use these practical skills in business subjects in Year 11, including Accounting, Business Communication and Technologies and Business Management.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Let’s Word Process</td>
<td>A variety of assessment techniques could be used to assess a student’s progress:</td>
</tr>
<tr>
<td>To be</td>
<td></td>
<td>➢ Folio of work</td>
</tr>
<tr>
<td>studied in</td>
<td></td>
<td>➢ Speed and accuracy testing</td>
</tr>
<tr>
<td>either</td>
<td></td>
<td>➢ Assignments</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Spread Sheetting &amp; Creative Word Process</td>
<td>➢ In-class examinations</td>
</tr>
<tr>
<td>or 2 of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 10.</td>
<td>Visual Technologies</td>
<td></td>
</tr>
</tbody>
</table>
## BUSINESS STUDIES

### Why study Business Studies?

This subject aims to take students on an exciting journey into the world of business. It asks students to ‘think outside the square’ and be involved in many activity based learning experiences. It gives an introduction to and an awareness of business activities and the business world.

The purpose of ‘Business Studies’ in the curriculum is to help young people understand their role as consumers and participants in the world of business and how businesses operate. Everyone will either work in or own their business – therefore ‘Business Studies’ is a necessary part of life.

### Homework Requirements:

Students will be required to complete set tasks, work on assessment tasks and revise for examinations.

**Recommended Compatible Senior Subjects:** Accounting, Business Communication and Technologies, Business Management, Certificates I & II in Business.

### Future Perspective:

It is envisaged that students who study this program will be able to progress into any business subject in Year 11: Accounting, Business Communication and Technologies, Business Management, Certificate I in Business and Certificate II in Business.

### Course Overview:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business Decision Making</td>
<td>A variety of assessment techniques may be used to assess a student’s progress in Business Studies:</td>
</tr>
<tr>
<td></td>
<td>Consumer Financial Decisions</td>
<td>➢ Short / Extended Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Folio of Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Multimodal Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Research Assignment</td>
</tr>
</tbody>
</table>

The subject may be either studied in Semester 1 or Semester 2.
**LANGUAGES OTHER THAN ENGLISH: KOREAN**

**Why Study Korean?**

The potential to use a language other than English (LOTE) and shift between cultures is important for full participation in the modern world, particularly in the situation of increased globalisation and Australia's cultural diversity.

The course aims to improve students’ communicative skills and literacy in the LOTE, and to encourage deeper understanding about different culture. It allows students to open up a wider social and intellectual environment, and to meet different ways of looking at the world.

**Home Work Requirements:** Completion of language sheets and written tasks.

**Recommended Compatible Senior Subjects** (those subjects which this course leads to in senior): Korean

**Future Perspective:** It is envisaged that students who study this program will be able to progress into LOTE: Korean in Year 11 and from thence into Year 12. This course can lead to higher education language studies.

**Course Overview**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Term 1.</td>
<td><strong>Topic 1. First introductions (S+R assessment)</strong>&lt;br&gt;  - Introducing yourself/others&lt;br&gt;  - I would like to___, etc.&lt;br&gt;  - Topic markers, subject markers and object markers&lt;br&gt;  - Nationality&lt;br&gt;<strong>Topic 2. Life in Australia (R assessment)</strong>&lt;br&gt;  - Description of my town&lt;br&gt;<strong>Term 2.</strong>&lt;br&gt;<strong>Topic 3. Food and Life (W+ S assessment)</strong>&lt;br&gt;  - Writing a recipe in Korean&lt;br&gt;  - Cooking show in Korean</td>
<td>A variety of assessment techniques are used to assess a student’s progress in Korean:&lt;br&gt;  ➢ Listening&lt;br&gt;  ➢ Reading&lt;br&gt;  ➢ Writing&lt;br&gt;  ➢ Speaking</td>
</tr>
<tr>
<td>2 Term 3.</td>
<td><strong>Topic 4. Travel &amp; My Experience (S+L assessment)</strong>&lt;br&gt;  - Talking about travel-experience&lt;br&gt;  - Past, present and future tense</td>
<td></td>
</tr>
<tr>
<td>- Time duration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Questioning, comparison</td>
<td></td>
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</tr>
</tbody>
</table>

**Term 4.**

**Topic 5. Shopping (R assessment)**
- Giving reasons, offering choices
- Optional questions
- Compound sentences, auxiliary verbs, verb phrases, special questions, conjunctions, verb phrases

**Topic 6. Health (W assessment)**
- Describing extreme conditions and aspects
- Past tense, present perfect tense
# APPLIED DESIGN

Why Study Applied Design?

- Students will investigate designs for a variety of situations and apply them in a range of 2D and 3D media.
- The subject allows students to develop a visual design language and to communicate ideas through graphic design, product, packaging and interior design.

Home Work Requirements:

- Students will be required to complete some journal work at home as preparation for class work.

Recommended Compatible Senior Subjects:

- Visual Art Studies (Non-Authority Subject - appreciation of Art and development of artistic skills).

Future Perspective:

- Visual Art is a powerful means of communication. Students can continue in many career options after high school. Examples include – artist, animator, fashion designer, interior decorator, game designer, commercial artist, art teacher, gallery assistant, curator, web designer. etc.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Term 1** | **PRODUCT DESIGN** (bakery items and confectionery)  
2D Design - Design essentials, logo and label design, poster design. Media: drawing, Graphic design, digital imaging, lino/screen printing.  
3D Design - Product design and packaging, prototypes. Media: clay sculpture, construction in card, acrylic paint, collage. | **Practical Work** - 1 Folio or major work per term.  
**Design Journal** - Documentation of information and planning for design tasks.  
**Reflection Statement**: 300–400 words. |
| **Term 2** | **GRAPHIC DESIGN** (skateboard, t-shirt or bag)  
2D Design 2 - Lettering, advertising layout, stencilling, colour scheme making, skateboard design. Media: Acrylic paint, collage, digital imaging  
3D Design 2 – Resolved advertising artwork. Media: skateboard, t-shirt or bag product, spray paint and screen printing. | **Practical Work** - 1 Folio or major work per term.  
**Design Journal** - Documentation of information and planning for design tasks.  
**Reflection Statement**: 300–400 words. |
Why Study VISUAL ART?

- Extends students’ visual language for expressing ideas.
- Skill development in a range of 2D and 3D media including drawing, painting, sculpture and printmaking.
- Students will develop skills in appraising and writing about the work of other artists.
- Students will document their research and development of ideas.

Home Work Requirements:

- Students will be required to complete journal work, written response tasks and some extension work at home.

Recommended Compatible Senior Subjects:

- Visual Art (Authority Subject – further tertiary study eg. University, TAFE)
- Visual Art Studies (Non-Authority Subject – appreciation of Art and development of artistic skills).

Future Perspective:

- Visual Art is a powerful means of communication. Students can continue in many career options after high school. Examples include – artist, animator, fashion designer, interior decorator, game designer, commercial artist, art teacher, gallery assistant, curator, web designer. Etc.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td><strong>Emotive Colour</strong> - students express a particular mood or emotion through the use of colour, shape and the treatment of the subject matter using acrylic and mixed media.</td>
<td>Visual Journal: All in-class activities and homework tasks to be evident in the journal. <strong>Minor Folio</strong>: Experimental folio Colour mixing and portrait composition drawings. <strong>Major Task</strong>: Emotional Portraits <strong>Feature Article</strong>: Comparative analysis of two works.</td>
</tr>
<tr>
<td>Term 2</td>
<td><strong>3D Bust</strong> – (People in 3D) students explore 3D media to construct a bust sculpture which communicates an emotion. Possible media areas include: clay, card construction, and integrated artist book.</td>
<td>Visual Journal: All in-class activities and homework tasks to be evident in the journal. <strong>Major Task</strong>: 3D Bust - small scale clay bust that communicates emotion. <strong>Short Response Task</strong>: analyse and evaluate own work in the form of an artist statement.</td>
</tr>
</tbody>
</table>
Why Study Drama?

Drama provides a learning environment that challenges and extends students whilst promoting imagination, critical thinking skills, communication, creativity and problem solving. Students develop social skills such as self-discipline, self-confidence and teamwork. Students build specific dramatic skills of script writing, stage performance and performance analysis. Students develop an understanding of design in drama and its application. Promotion of cross-curricula skills i.e. the confidence gained in working with others and performing has benefits in all subjects where orals are required for assessment. In a world where humans are becoming isolated due to their use of technology and busy lifestyles, Drama offers a world beyond one’s own, where there expectation is to engage with others and strive for personal excellence.

Home Work Requirements:

Preparation for performances – learning lines, organising costumes, set and props. Researching and work on assessment tasks.

Recommended Compatible Senior Subjects:

Drama (Authority Subject – further tertiary study eg. University, TAFE)

Future Perspective:

Further study in year 11 and 12 Drama, tertiary study (university or TAFE). Some potential careers include Performer, Artist, Actor, Designer, Teacher, Director, Theatre Critic, Journalist, Child Care Worker, Costume Maker, Publicity Officer, Event management, Set designer, Playwright, the list is endless.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2</td>
<td><strong>Classical Drama (Comedy)</strong> – With a focus on heritage styles of performance,</td>
<td>Over the semester: <strong>4 tasks total</strong></td>
</tr>
<tr>
<td></td>
<td>students are expected to immerse themselves in world of comedy. Styles may</td>
<td>• 2 performances,</td>
</tr>
<tr>
<td></td>
<td>include: Commedia del’Arte, William Shakespeare’s comedies, stand up,</td>
<td>• 1 extended analytical writing,</td>
</tr>
<tr>
<td></td>
<td>improvisation, Comedy of Manners, etc.</td>
<td>• 1 directing task (forming practical)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td><strong>Contemporary Drama (Performance based)</strong> – With a focus on contemporary styles</td>
<td>• 1 scriptwriting task (forming written)</td>
</tr>
<tr>
<td></td>
<td>of performance, students are expected to present a polished performance to an</td>
<td></td>
</tr>
<tr>
<td></td>
<td>audience. Styles may include: whole class play, musical number, music video etc.</td>
<td></td>
</tr>
</tbody>
</table>
MUSIC

Why Study Music?
To develop students’ skills and understanding in various styles of music. This will include knowledge of styles, compositional skills, performance skills and aural perception skills.

Home Work Requirements:
Instrumental Practice and Assignment preparation

Recommended Compatible Senior Subjects:
Music (Authority Subject – further tertiary study)
Music Extension (Authority Subject year 12 only – further tertiary study).

Future Perspective:
This course will lead to further study in Year 11 and 12. Some potential careers include Musician, Entertainer, music critic, music publisher, orchestra conductor, singer, teacher, Composer, Conductor, Sound technician, Musical instrument maker, piano tuner, stagehand, busker – the list is endless.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1 or 2   | **Music Matters** – Using musical elements to create student own compositions and performances through today’s music. | • 1 Performance  
• 1 Composition |
|          | **Song writing** – Creating a music video from scratch. Composing and recording their song, storyboarding, performing and videoing. | • 1 Composition  
• 1 Performance  
• 1 Musicology (written analysis) |
**INFORMATION & COMMUNICATION TECHNOLOGY**

**Why Study Information & Communication Technology?**

Computers are an integral part of today's work, study and leisure and students must know how to use them effectively, efficiently and ethically. Most social environments involve the use of information and communications technology in some form for entertainment, educational and recreational purposes.

This subject is concerned with using information and communication technologies (ICTs) to provide practical solutions to real life or simulated real life problems. Its student-centred approach promotes confident, competent and self-motivated users and consumers of ICTs.

**Home Work Requirements:** Some work on assessment items may need to be done at home.

**Recommended Compatible Senior Subjects** (those subjects which this course leads to in senior): Information Processing & Technology (IPT) and Information and Communications Technology (ICT).

**Future Perspective:** ICT gives students an insight into the Design-Develop-Evaluate Cycle that is used in creating ICT Products. It is a valuable introduction to both Senior IPT and ICT.

**Course Overview**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2</td>
<td><strong>Gamemaker</strong> – students plan and create their own games using the Gamemaker software. Students also create an evaluation of their game.</td>
<td>Gamemaker assignment.</td>
</tr>
<tr>
<td></td>
<td><strong>Flash</strong> – students plan and create an animation using the Flash software. Students also create an evaluation of their animation.</td>
<td>Flash assignment.</td>
</tr>
</tbody>
</table>
PHYSICAL EDUCATION CORE

Why Study Physical Education Core?
Physical Education focuses on physical activity in Australian society and involves learning about, through and in physical activity. It emphasises the developmental nature of learning, viewing learners as decision-makers engaged in the active construction of meaning through the processing of information relating to physical activity.
This is a compulsory subject in Year 10. All students will study two lessons a week for the year.

Home Work Requirements:  Homework sheets, short response exercises, assignment, study for exam

Recommended Compatible Senior Subjects  Physical Education Studies and Recreation Studies (RST).

Future Perspective:  Areas such as Human Movement Studies, Sports Management and Administration, PE teaching, Applied Science, Physiotherapy, Sports Medicine, Nursing, Health & Recreation fields are common career paths in this area.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1        | **Body Systems + Sports**  
  - Skeletal System  
  - Muscular  
  - Digestive system  
  **Drugs in sport + sports**  
  - Drugs- types, categories, functions  
  Drug testing- Drug testing procedures. | Exam |
| 2        | **Fit 4 Life + Fitness**  
  - Personal training  
  - Influence of nutrition  
  - Setting goals  
  **Sports First Aid + sport**  
  - Soft tissue injuries, RICER.  
  - Concussion, head injuries | Training Portfolio |
|          |                  | Multi-modal Presentation |
PHYSICAL EDUCATION ELECTIVE

Why Study Physical Education Elective?

Physical Education focuses on physical activity in Australian society and involves learning about, through and in physical activity. It emphasises the developmental nature of learning, viewing learners as decision-makers engaged in the active construction of meaning through the processing of information relating to physical activity.

Using sport and physical activity as the medium, the subject focuses on psychology of sport, skill learning, biomechanical principles and the physiological and sociological factors which influence individual and team performance.

This is a semester subject that students elected to take either Semester 1 or repeated semester 2. It is the bases of subject requirement for Senior Physical Education

Home Work Requirements: Homework sheets, short response exercises, assignment, study for exam

Recommended Compatible Senior Subjects  Physical Education Studies and Recreation Studies (RST).

Future Perspective: Areas such as Human Movement Studies, Sports Management and Administration, PE teaching, Applied Science, Physiotherapy, Sports Medicine, Nursing, Health & Recreation fields are common career paths in this area.

Course Overview

<table>
<thead>
<tr>
<th>unit</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1    | **Exercise Physiology and Netball or basketball**  
  - Relationship between Cardiorespiratory system  
  - Positive and Negative effects on heart and lungs during exercise/physical activity.  
  - Improving heart and lung efficiency.  
  - Energy systems.  
  - Training programs  
  - Training principles | **Training program & Justification**- Design of a training program for touch football and justification on how the performance of their players would be enhanced from participation in the program.  
  600-800 words |
| 2    | **Sociology and Tennis**  
  - Media in sport.  
  - Sexploitation  
  - Sponsorship  
  - Sponsorship cycle | **Analytical essay exam**-Responding to a statement, with the development of a thesis and supporting arguments.  
  800-1000 words |
MARINE STUDIES

Why Study Marine Studies?

Marine Studies is concerned with researching marine environments to determine their biological and oceanographic features, and devising conservation strategies that may lead to a sustainable future. Marine environments are central to the Australian way of life, contributing to our nation’s food supply, mineral resources and trade, and to the recreation, tourism and transport industries.

Home Work Requirements:

Homework sheets, short response exercises, assignment, study for exam

Recommended Compatible Senior Subjects

Marine Science and Marine Aquatic Practices

Future Perspective:

A course of study in Marine Studies can establish a basis for further education and employment in the fields of marine science, marine biology, nautical science, fisheries and aquaculture, conservation and resource management, and tourism, seafood and maritime industries

Course Overview

<table>
<thead>
<tr>
<th>Units</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 or 2</td>
<td>Water Skills, Snorkelling, and Life Saving *6 weeks</td>
<td>In Water Skill Test &amp; Written Exam</td>
</tr>
<tr>
<td></td>
<td>Navigation &amp; Communication *7 weeks</td>
<td>Written Exam (modify Navigation &amp; Radio Exams)</td>
</tr>
<tr>
<td></td>
<td>Recreational Fishing &amp; Seafood Handling *7 weeks</td>
<td>Skill Test (either fishing, cooking or combination)</td>
</tr>
</tbody>
</table>
Why Study Food Focus?

Our Year 10 curriculum is responsive to preparing students for Senior Home Economics. Students will use investigatory methods of study necessary for successful outcomes in Senior Schooling. Students should become proficient in a range of practical cookery skills as a result of studying this subject, as well as, having a knowledge of nutrition and be able to make informed, dietary and lifestyle decisions. Students should develop management and organisational skills.

Home Work Requirements:

Practical cookery is a compulsory element of this course.

Students must provide ingredients from home on a regular basis for the semester. All effort is made to consider economy in setting practical tasks.

Recommended Compatible Senior Subjects

This subject is recommended for students wishing to study Senior Home Economics. Students wishing to study Senior Home Economics are recommended to also study Science.

Future Perspective: This subject is suitable for the Health and Hospitality industry

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2</td>
<td>Study of Food for a Healthy Lifestyle</td>
<td>70 min Lesson Presentation in groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Web page design for Nutrition</td>
</tr>
</tbody>
</table>
Why Study Fashion?

Our Year 10 curriculum is responsive to preparing students for Senior Home Economics. Students will use investigatory methods of study necessary for successful outcomes in Senior Schooling. Students should become proficient in basic sewing machine applications and related skills. Students should develop management and organisational skills.

Home Work Requirements:

Practical sewing is a compulsory element of this course.

Students must provide fabric and dressmaking materials in the semester.

All effort is made to consider economy in setting practical tasks.

Recommended Compatible Senior Subjects

This subject is recommended for students wishing to study Senior Home Economics. Students wishing to study Senior Home Economics are recommended to also study Science.

Future Perspective: This subject is a great introduction to the design and textile industries.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2</td>
<td>Design and Fashion</td>
<td>Design Book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accessory Practical and writeup</td>
</tr>
</tbody>
</table>
Why Study Hospitality?

Hospitality is the ideal preparatory subject for students intending to study Hospitality Practices in senior school. It introduces students to all of the practical skills of the food service industry.

- Students should be able to become proficient in a range of practical cookery skills.
- Students should be able to become proficient in a range of practical restaurant skills including team work.
- Students should be able to become proficient in planning and organisation of functions.
- Students should be able to develop management and organisational skills.
- Students should be able to attain knowledge of the theory of cooking
- Students are prepared for entry into senior hospitality

Home Work Requirements:

Practical cookery is a **compulsory** element of the course. Ingredients must be provided from home, so will incur expense each week.

Recommended Compatible Senior Subjects

Students wishing to study Senior Hospitality are advised to study Year 10 Hospitality and first preference is given to these students when enrolling for Year 11.

**Future Perspective:** This subject is an important base for the hospitality industry

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Hospitality</td>
<td>Restaurant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soup Assignment and Practical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Cookery</td>
</tr>
<tr>
<td>2</td>
<td>International Taste Sensations</td>
<td>Restaurant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International Cookery Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Cookery</td>
</tr>
</tbody>
</table>
EARLY CHILDHOOD

Why Study Early Childhood?

Early Childhood is the ideal preparatory subject for students intending to study Early Childhood in senior school. It introduces students to practical skills of the industry.

- Students should be able to become proficient in a range of interpersonal skills relating to children.
- Students should be able to become proficient in a range of skills including team work.
- Students should be able to become proficient in planning and organisation of educational activities.
- Students should be able to develop management and organisational skills.
- Students should be able to attain knowledge of early childhood
- Students are prepared for entry into Senior Early Childhood

Home Work Requirements:

Student assessment is mainly assignments that will be completed at home after working with the teacher in class.

Recommended Compatible Senior Subjects

Students wishing to study Senior Early Childhood are advised to study Year 10 Early Childhood and first preference is given to these students when enrolling for Year 11.

Future Perspective: This subject is an important base for the growing Day Care industry.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Developmental Phases 0-5 years</td>
<td>Play Based Activity Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journal – Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Menu for Day Care Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan Day Care Program</td>
</tr>
</tbody>
</table>
Why Study Graphics

An understanding of Graphics (how to read and interpret drawings) is a very important skill for any student wishing to go into a manual trade or a more academic career in engineering, electronics, drafting or architecture.

Home Work Requirements:

Completion of various classwork drawings on CAD

Recommended Compatible Senior Subject:

This subject leads into Yr11/12 Industrial Graphics and OP Graphics.

Future Perspective:

This subject prepares students for a variety of manual trades as well as a career in Drafting or Architecture. It gives them a basic understanding of reading plans and drawings and producing relevant drawings for each of the main topics.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2</td>
<td>1. Orthographic projection</td>
<td>Students will prepare a folio of set drawings</td>
</tr>
<tr>
<td></td>
<td>2. Plane geometry</td>
<td>for each unit to demonstrate their knowledge</td>
</tr>
<tr>
<td></td>
<td>3. Pictorials/ 3D views</td>
<td>and understanding of the concepts for each.</td>
</tr>
<tr>
<td></td>
<td>4. Architecture (house plan design)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Mechanical Drawing (Machine Part)</td>
<td></td>
</tr>
</tbody>
</table>
INDUSTRIAL TECHNOLOGY and DESIGN (ITD)

Why Study Industrial Technology

This program offers students an introduction Construction/ Furniture Manufacture and metal fabrication.

The focus of this subject during the semester is:-

- Occupational Health and Safety
- workplace communications
- basic hand skills
- safe and effective use of basic portable power tools and elementary static power machines, as would be found when working as an operative in the furnishing and construction industry.

Home Work Requirements:

Occasional research tasks

Recommended Compatible Senior Subject:

This subject is an introduction for Yr11/12 Furnishing Studies, Construction Studies and Engineering Studies. These are two year SAS courses that, upon passing, students will gain 4 QCE points.

Future Perspective:

This subject prepares students for construction and cabinet making/furnishing trades. Students not looking for a trade will gain valuable skills with tools and be more self-sufficient in their future lives.

Course Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1 or 2   | Unit 1- Folding camp stool (basic frame construction), OHS and basic hand tool knowledge’s.  
Unit 2- Desk Plane (fitting exercise) OHS and basic hand tool knowledge’s. | Practical assessment and students will complete a booklet relating to the project. |
EQIP Doorways to Civil Construction Gladstone is a partnership initiative between local high schools, McCosker Contracting Pty Ltd and Education Queensland. The program aims to develop baseline skills for young people in school wanting to enter the industry. Students are exposed to the necessary pre-requisite qualifications needed to pursue further training and career pathways in a variety of civil construction fields.

Students are on-site one day per week from 7.30am to 3.00pm working with a variety of mentors at McCosker Contracting performing real tasks in real contracting situations.

Students in ED2CC are enrolled in a Certificate I in Resources & Infrastructure Operations (RII10113), which is an entry qualification for careers in civil construction and mining industries amongst others.

Year 10 students remain enrolled at their base school and attend the program 1 day/week. Students must commit to 2 weeks approved work experience with McCosker Contracting.

**Course Structure**
Training through the ED2CC program will develop a rigorous understanding of the following key areas:

- Basic Skills
- Safety
- Concrete
- Pipes
- Roads/Earthworks
- Employability Skills

**Course Outline**
Certificate I in Resources and Infrastructure Operations comprises:

- RIIICM201D Carry out Measurements and Calculations
- RIIICOM201D Communicate in the Workplace
- RIIWHS201D Work Safely and Follow WHS Policies and Procedures
- RIISAM203D Use Hand and Power Tools
- RIISAM204D Operate Small Plant and Equipment
- RIIEBF201D Plan and Organise Work
- BSBSUS201A Participate in environmentally sustainable work practices
- Structured Workplace Learning

**Costs**
COSTS (NOTE: all prices quoted are based on 2015 fees and exclude GST). Please note these fees are indicative and will be finalised and confirmed by 31st July, 2015.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student levy which covers the cost of materials, transport, training materials, etc</td>
<td>$220</td>
</tr>
<tr>
<td>School and Industry Network structured work placement fee</td>
<td>$60</td>
</tr>
<tr>
<td>Purchase of uniform pants, boots, belt and PPE as per ED2CC requirements</td>
<td>student</td>
</tr>
<tr>
<td>Completion of National White Card – CPCOHS1001A General Site Safety</td>
<td>student</td>
</tr>
<tr>
<td><strong>Students must obtain a Unique Student Identifier (USI) in order to be issued with a Statement of Attainment and/or Certificate.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Application Process:**
Applications open on 12th June 2015 and close 4th September, 2015. Offers made in Term 3, 2015 for 2016 intake. Applications are available online at [www.eqipgladstone.com.au](http://www.eqipgladstone.com.au). When submitting the application form, students must attach a current resume, teacher references and latest schools results. Acceptance into the program is on a competitive basis and once accepted into the program, students are required to comply with site security, safety and program rules. Any breeches will result in instant dismissal from the program.

**More Information**
For more information about ED2CC Program call 0437540717
Email: ed2cc@eqipgladstone.com.au
Have you thought about the future?

- Work?
- Traineeship?
- Apprenticeship?
- Uni?
- Would you like to develop some work skills?
- Would you like to do some pre-employment training on-site with industry?

EQIP Gladstone runs PREQIP for Year 10 Murri Kids every Friday during Semester I with some additional training and mentoring sessions occurring in Semester II.

You will have the opportunity to undertake training in EQIP Gladstone’s Centres of Excellence.

- EQIP Business & I.T. Skills Centre
- EQIP Engineering Skills Centre
- EQIP Technical College Gladstone Region

Work experience opportunities are available in one-week blocks during the June/July school holidays.

What will I do?
You will complete your Senior First Aid Certificate, Whitecard – workplace health & safety induction, work readiness skills (certificate qualifications to be confirmed for 2015 program) and Cultural Awareness Training.

Some of the activities that you will participate in include:

- Leadership and self-esteem activities
- Resume writing
- Mock interviews
- FOGS career expo

Costs: (NOTE: all prices quoted are based on 2015 fees and exclude GST),
Please note these fees are indicative and will be finalised and confirmed by 31st July, 2015.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student levy which covers the cost of administration, training materials, photocopying etc</td>
<td>$70.00</td>
</tr>
</tbody>
</table>

Materials / Other requirements:
Students are required to provide their own notebook, USB, etc. All Uniform and PPE requirements are supplied by EQIP upon acceptance into PREQIP.

Application Process:
Applications open on 12th June 2015 and close 4th September, 2015. Offers made in Term 3, 2015 for 2016 intake. Applications are available online at www.eqipgladstone.com.au. When submitting the application form, students must attach a current resume, teacher references and latest schools results. Acceptance into the program is on a competitive basis and once accepted into the program, students are required to comply with site security, safety and program rules. Any breeches will result in instant dismissal from the program.

For more information and applications:
Phone: 49766129
Website: www.eqipgladstone.com.au
Email: preqip@eqipgladstone.com.au
Or see your Head of Senior Schooling