



# GORDONVALE STATE HIGH SCHOOL

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SENIOR SECONDARY  
SUBJECT INFORMATION BOOKLET  
YEAR 10 ~ 2026



# ADMINISTRATION

## PRINCIPAL

Geoff Moore

## DEPUTY PRINCIPALS

Davida Laney - Years 7 & 8

Ellie Taylor - Years 9 & 10

Jacinta Evans - Years 11 & 12

## HEADS OF DEPARTMENT

English

Christopher Bowers

Humanities

Kristal Kinnane

Mathematics

Louise Barbour

Health and Physical Education

Matt Sperring

Sciences

Kylie Sheehan

Student Services 7 & 8

Joel Jerome

Student Services 9 & 10

Todd Chatterton

Student Services 11 & 12

Jean Richter

Diverse Learning Centre (Special Education)

Caroline Elliott

The Arts & Technologies

Tennille Farnsworth

## BUSINESS MANAGER

Sharlene Brosseuk

## SUPPORT STAFF

Guidance Officer

Kate Veronese

Community Education Councillor

Thecla Mathew & Allan Yeatman

Youth Support Coordinator

Tamara Sugden

School Based Youth Health Nurse

Shane Dustin

Clontarf

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Industry Liason Officer/Executive Assistant

Lyndal Jones

## SCHOOL CONTACT DETAILS

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Facebook

[www.facebook.com/gordonvaleshs](http://www.facebook.com/gordonvaleshs)

## OFFICE HOURS

The school office is open Monday to Friday from 8:00am until 4:00pm.

Payments for school fees, excursions or camps may be made by cash, cheque or EFTPOS during office hours.

# PRE-REQUISITE SUBJECTS AND RECOMMENDED MINIMUM STANDARDS FOR YEARS 11 & 12

- Mandatory pre-requisite subjects are identified by the QCAA as subjects that must be studied before or in conjunction with a particular subject.
- A recommended minimum standard is the minimum result that the school recommends a student has achieved to experience success in a particular subject.
- Not all subjects have pre-requisites or recommended minimum standards.
- Pre-requisite subjects and recommended minimum standards will be discussed at your Subject Selection Interview and parents and students will be provided with advice regarding subject selection choices.

SENIOR SUBJECT	PRE-REQUISITE SUBJECTS AND RECOMMENDED MINIMUM STANDARD
Ancient History	C in English and C in History
Biology	C in Science, Mathematics and English
Business	C in English
Chemistry	B in Science and Mathematics and C in English
Design	C in English, C in Design and Technology
Digital Solutions (eLearning)	A in Mathematics and B in English - Intermediate Programming skills highly recommended.
Drama	C in English
English	C in English
Film, Television and New Media	C in English, Media studies in Year 9 and 10 an advantage
General Mathematics	C in Mathematics
Health	B in English
Japanese (eLearning)	A in Japanese and B in English
Legal Studies	C in English
Literature	B in English
Mathematical Methods	A in Mathematics
Modern History	C in English and C in History
Music	C in English, C in Music or be able to play an instrument (including voice)
Physical Education	C in English and B HPE
Physics	B in Science; B in Mathematics; and C in English
Specialist Mathematics	A Mathematics; must also study Mathematical Methods
Visual Art	C in English; Year 10 Art recommended

## Pre-requisites (Vocational Education and Training subjects):

SENIOR SUBJECT	RECOMMENDED MINIMUM STANDARD FOR VOCATIONAL EDUCATION AND TRAINING SUBJECTS
Certificate II in Creative Industries	Completion of Year 9 or 10 Media is recommended

## Pre-requisites (Applied Subjects):

SENIOR SUBJECT	RECOMMENDED MINIMUM STANDARD FOR APPLIED SUBJECTS
Arts in Practice	Year 9 or 10 Art is recommended
Industrial Technology Skills	Year 9 and 10 TMT or DAT is recommended
Music in Practice	Must be able to play an instrument (including voice)
Sport and Recreation	Physical activity and excursions are mandatory aspect of this subject. Costs apply.
Visual Art In Practice	Year 9 or 10 Art is recommended

*\*This pre-requisite policy is intended as a guide only and is subject to change prior to the Year 10 Pathways Day and subject selection interviews.*

# FIVE STEPS TO CHOOSING YEAR 10 SUBJECTS

Choosing the right subjects in year 10 is important. These choices can directly affect your success at school and how you feel about your learning. Subjects in year 10 also lay the foundations for further choices in Senior and the student eventual career path. For this reason it is important to think carefully about your choices - to get yourself a plan.

## Your Plan

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

- Enjoy
- Have already had some success in
- Find relevant to your ideas of future careers and/or pathways
- Can develop skills and knowledge that will be useful in your future

This may sound complicated but by working through the following guidelines you should come up with a list of subjects which meet your needs.

## Guidelines

### 1. Keep your options open:

It is common to have thought a bit about your future when in Year 8 & 9, but there are still a lot of uncertainties. That's why it's wise to keep all options open. Choosing a wide selection of subjects is the best plan. That's the reason why our school prescribes exposure to all KLAs in Year 10 (except LOTE).

### 2. Find out about what careers are out there:

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans later on (that's normal). If you want more ideas about possible careers visit [www.myfuture.edu.au](http://www.myfuture.edu.au) This excellent site contains a great deal of information about possible career pathways. When checking through this information, come up with a list of subjects which are needed for the careers or courses or courses that interest you.

### 3. Find out about the subjects our school offers:

Even though you have studied a wide range of subjects in Year 9, it is important to read the subject selection book carefully. You may also wish to:

- Ask the Heads of Departments and/or teachers of specific subjects about what is involved
- Look at textbooks and materials used by current students in those subjects
- Listen carefully to class talks and subject selection sessions
- Talk to older students already doing subjects
- Investigate extra details (like excursions, homework and assessment requirements etc.)

### 4. Make a decision about a combination of subjects that suit you. Think about what you want, avoid choosing a subject because:

- Your friends are choosing it
- It's considered a 'boy' or 'girl' subject
- You dislike or like a teacher

Be honest with yourself about your own interests and abilities. Generally, you will do better at a subject you enjoy than one you don't. We all have unique abilities - use them to your advantage.

### 5. Always ask for help

If you need more help then seek it. Talk to the people who know you best - parents and relatives. Seek expert advice too, such as your current teachers, Heads of Departments, your Head of Senior School, and the Guidance Officer.

Take this process seriously, think carefully, and ask lots of questions. You'll be doing yourself a favour.

# Gordonvale State High School Senior Pathway

## What is your plan after Year 10?

LEARNING

... OR ...

EARNING  
25 hours + per Week

At GSHS

With Another Organisation

**QCIA**

- Students with disability
- Individual Learning Plan

**QCE**

- 20 Credits
- 12 Credits Core
- Satisfactory Completion
- Literacy & Numeracy

**TAFE**

Department of Education

- School Tech
- Marine College
- Other SHS

Other Training Organisation

Head of Special Education Services

**Are you looking for a School Based Apprenticeship/ Traineeship?**  
Combination of study at school and work and work based training

Check application and enrolment requirements and date

**GSHS Transition Pathways Officer**

- Transition assistance and support

No

Yes

You need an employer willing to support you with part time paid employment and training

- DP - Timetable

Yes

No

Do you plan to go to university after Year 12?

**ATAR**

- 6 Subjects
- At least 4 General and 1 Applied or Certificate III

**Non ATAR**

- 6 Subjects
- General, Applied or Certificate II or III



# Queensland Certificate of Education (QCE)

For students completing Year 12 from 2020

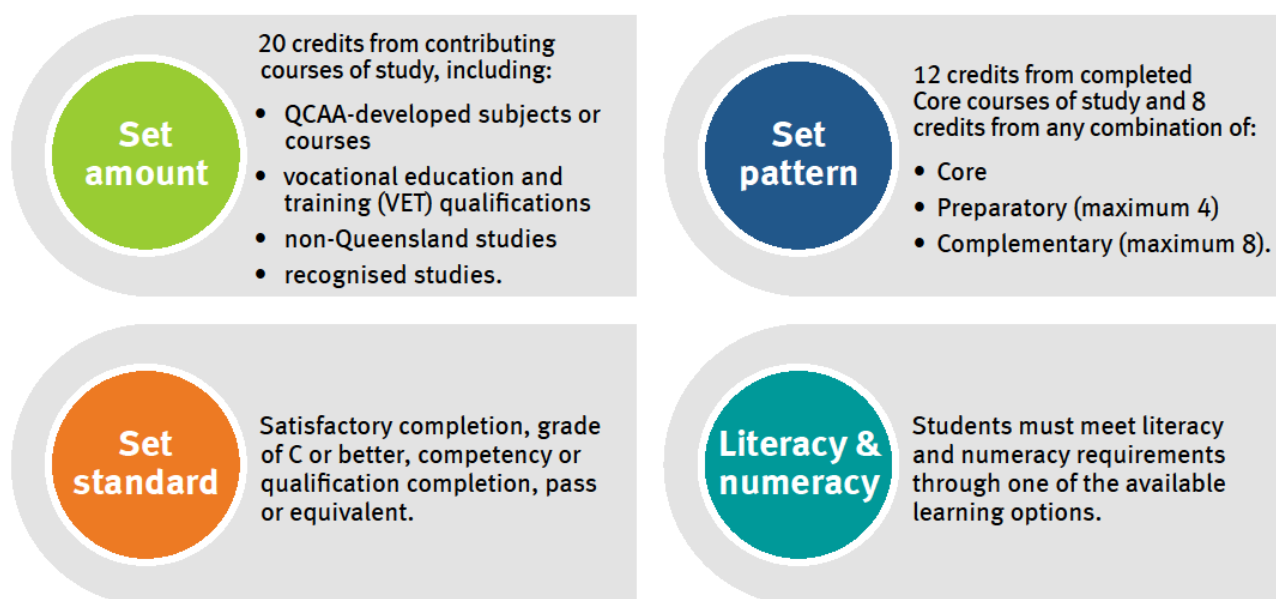


## About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.



## QCE requirements



## More information

For more information about the QCE requirements, visit the QCAA website at [www.qcaa.qld.edu.au/senior/new-snr-assessment-te](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te).

# STUDENT RESOURCE SCHEME

The school operates a Student Resource Scheme (SRS) under Education Queensland guidelines. The scheme aims to provide all students with the necessary textbooks and associated learning materials at considerable savings to parents. Parents have a choice of either joining the scheme or privately purchasing all the various textbooks, novels and other materials as well as paying for all other items included in the scheme. Stationery items are provided to Year 7, 8, 9 & 10 students as part of the scheme. Year 11 & 12 students are required to purchase what is listed on the booklist on the Gordonvale State High School Website. For further information regarding the Student Resource Scheme (SRS) please see the school website. During mid 2026 the Student Resource Scheme (SRS) charges will be reviewed by the school and endorsed by our Parents & Citizens' Association. Excursions and Camp fees are not included in the Student Resource Scheme.

What are the costs involved? These are yearly fees and are correct as at 1 March 2026.

## YEAR 10

A single annual fee applies for all subjects studied - \$271 less \$164 (TRA) = \$107

**Plus** Elective Subjects charged per year

Aquatics (AQT) - \$8

Design and Technologies (DAT) - \$24

Digital Technologies (DIG) - \$8

Food and Fibre Production (TFF) - \$6

Food Specialisation (Certificate I in Hospitality) (VHP) - \$127

Geography (GEG) - \$27

Health Education (YHE) - \$3

Health and Physical Education (HPE) - \$3

History (HIS) - \$27

Materials and Technologies (TMT)- \$123

Media Arts (MED)- \$2

Music (MUS) - \$4

Recreation and Fitness (FIT) - \$5

Visual Arts (ART) - \$78

A full breakdown of individual subject costings can be found on our Gordonvale State High School Website at <https://gordonvalehigh.eq.edu.au/enrolments/resource-scheme>

TRA = Government Textbook & Resource Allowance

# CORE SUBJECTS

ALL YEAR 10 STUDENTS ARE REQUIRED  
TO STUDY ENGLISH, MATHS AND  
SCIENCE ALL YEAR AND HISTORY AND  
HPE FOR 1 SEMESTER.

# ENGLISH

Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

The English curriculum is presented in year levels from Foundation to Year 10. Content is organised under 3 interrelated strands:

- Language
- Literature
- Literacy

In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings.

Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews and critical responses for a range of audiences.

**Assessment:** Short response, Extended response, Examination (written, spoken/signed, multimodal)

# ENGLISH EXTENSION

In second Semester students are given the option of selecting English Extension instead of English. English Extension focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Students should be aware that some of the texts studied in this subject may contain sensitivities in relation to certain issues and topics.

Unit 1: Literacy Study		Unit 2: Intertextuality	
Analytical		Imaginative	
Extended response		Extended response	

Texts studied in this subject include, but are not limited to:

• <i>The Hate U Give</i> by Angie Thomas	• <i>Romeo &amp; Juliet</i> by William Shakespeare
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	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>ENGLISH</b>	English			English Extension English	English Literature
					<i>Essential English</i>
Core Subjects	Elective	General Subject		Applied/Essential Subject	

# MATHEMATICS

In Year 10 Mathematics, students consolidate and extend their mathematical understanding in preparation for senior studies. They work with algebraic manipulation, functions and linear modelling, and deepen their understanding of trigonometry, measurement and geometric reasoning. Students analyse statistical data, evaluate probability in complex situations and apply mathematical models to real-world contexts. A strong focus is placed on critical thinking and problem-solving, with students using mathematical reasoning to investigate problems, evaluate solutions and communicate their conclusions clearly.

Semester 1		Semester 2	
Unit 1	Unit 2	Unit 3	Unit 4
Statistics	Algebra	Probability	Trigonometry, Geometry and Measurement

## MATHEMATICS EXTENSION

In second Semester students are given the option of selecting Mathematics Extension instead of Mathematics.

It is recommended that students wishing to study higher mathematics in Year 11 (Mathematical Methods or Specialist Mathematics) should study Mathematics Extension.

While the Mathematics Extension course covers the same three strands as Mathematics, the topics that are covered and the assessment is more in depth.

## SHORT COURSE IN NUMERACY

In second Semester some students will be invited to participate in the Short Course in Numeracy. The purpose of this short course is to provide students with the opportunity to meet the Queensland Certificate of Education numeracy requirement while in Year 10.

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
MATHEMATICS	Mathematics			Mathematics	<b>General Maths</b> <b>Maths Methods</b> <b>Specialist Mathematics</b>
				Extension Maths Short Course in Mathematics	<i>Essential Maths</i>

# SCIENCES

Science is a dynamic, collaborative and creative human endeavor arising from our desire to make sense of our world.

Students are encouraged to engage and raise questions to inquire, explore through hands on activities, explain skills and concepts, elaborate by applying their knowledge to a new situation and evaluate by reviewing and reflecting on their learning. Many of the fastest growing occupations and emerging industries require Science expertise.

In Year 10 Science, students will cover:

- Biological Sciences (study of living things)
- Chemical Sciences (study of matter, its properties and reactions)
- Physical Sciences (study of the nature and properties of matter and energy)
- Earth & Space Sciences (study of the Earth's dynamic structure and its place in the cosmos).

Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
Physical Sciences: How Newton's laws describe motion and predicting motion of objects in a system	Biological Sciences: Processes that underpin heredity and genetic diversity, and the theory of natural selection	Chemical Sciences: Patterns and trends in the Periodic Table and predict products of reactions based on changing reactants and reaction conditions	Earth and Space Sciences: The Big Bang Theory and key events in the origin and evolution of the universe and

**Assessment:** Students in Science are assessed by examinations, investigations and experimental investigations.

## SCIENCE EXTENSION

Students can choose to study Science Extension for the year instead of Science. Science Extension will cover the same topics and assessment styles as the Year 10 Science subject, however the subject will extend the students in the content and skills they will need in preparation for senior schooling. It is recommended that students wishing to study General Science subjects in Years 11 and 12 (Biology, Chemistry, Physics) should study Science Extension in Year 10.

Science or Science Extension - Students will pick either Science or Science Extension to study over the course of Year 10. They cannot study both.

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>SCIENCE</b>	Science			Science Science Extension	<b>Biology</b> <b>Chemistry</b> <b>Physics</b>
				Aquatics	<i>Agricultural Practices</i> <i>Science in Practice</i> <i>Aquatic Practices</i>
Core Subjects	Elective		General Subject	Applied/Essential Subject	

# HISTORY

In Year 10 History students will investigate a range of topics covering key periods of time in the Ancient and Modern Eras. Students will focus on source analysis, and the role of perspective when considering these sources. Topics studied include:

- Australian Local History
- Rights and Freedoms
- The Celts
- The Russian Revolution

**Assessment:** response to stimulus exam, historical essay, assignment

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>HUMANITIES</b>	History	History	History	History	<b>Ancient History</b> <b>Modern History</b> <b>Legal Studies</b> <b>Business</b> <b>Aboriginal &amp; Torres Strait Islander Studies</b>
	Geography	Geography	Geography	Civics & Citizenship	<i>Social &amp; Community Studies</i> <i>Business Studies</i>
	Civics & Citizenship	Civics & Citizenship	Civics & Citizenship	Geography	<i>Certificate II in Workplace Skills</i> <i>Certificate II in Tourism</i> <i>Certificate III in Conservation &amp; Ecosystem Management</i>
	Economics & Business	Economics & Business	Economics & Business	Economics & Business	
<b>Core Subjects</b>	<b>Elective</b>	<b>General Subject</b>	<b>Applied/Essential Subject</b>	<b>VET Certificate Course</b>	

# HEALTH & PHYSICAL EDUCATION

At Gordonvale State High School all Year 10 students are involved in our Health and Physical Education Program.

In this subject students participate in a variety of learning experiences that promote health, develop motor skills to enhance physical performance and develop skills to enhance relationships. They also develop an understanding of how our community influences attitudes towards health and physical activity and apply decision making strategies about physical activity and personal development.

Each of these subjects are elective based, designed at preparing students for their year 11 and 12 learning pathway.

Topics in Year 10 include:

Unit 1	Unit 2	Unit 3	Unit 4
Theory: Psychology Practical: Golf	Theory: Exercise Physiology Practical: Touch	Theory: Digital Highlights Practical: Various	Theory: Ethics Practical: Tournament competition

**Specific Subject Requirements:** Appropriate footwear for practical lessons (as per GSHS uniform policy) and a hat for outdoors practical lessons

**Assessment:** Students will complete a variety of theory and practical assessments including, but not limited to, research reports, in class exams, movement tasks, and projects.

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
HPE	HPE	HPE	HPE Fitness	Health Education Physical Education Recreation & Fitness	Health Physical Education Sport & Recreation Certificate III in Fitness
Core Subjects	Elective	General Subject	Applied/Essential Subject	VET Certificate Course	



# ELECTIVE SUBJECTS

# AQUATICS

Year 10 Aquatics is an exciting subject that introduces students to what Aquatic Practices in years 11 and 12 is like. In Unit 1 Students will study a variety of dangerous marine creatures as well as learn the appropriate first aid for each organism. In Unit 2 students will then investigate different designs of boats and develop their practical knotting and rope skills. Students will be required to complete formal theory lessons as well as a variety of hands-on practical tasks.

Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
Dangerous Creatures and First Aid	Marine Biology, marine ecosystems and dissection skills	Researching Boat Designs and Buoyancy	Rope Skills, Knot tying and mooring techniques

**Specific Subject Requirements:** Safe conduct during experiments in junior science subjects.

**Assessment:** Students in Science are assessed by examinations, investigations and experimental investigations.

# GEOGRAPHY

Students study two key areas:

‘Environmental change and management’ focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country

‘Geographies of human wellbeing’ focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives.

**Assessment:** Exam, assignment, fieldwork report

# CIVICS & CITIZENSHIP

The Year 10 curriculum develops student understanding of Australia’s system of government through comparison with another system of government in the Asian region. Students examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

**Assessment:** Exam and assignments

# CERTIFICATE I IN HOSPITALITY

Certificate I in Hospitality is an entry-level qualification designed to provide foundational skills and knowledge for individuals seeking to start a career in the hospitality industry. This qualification covers essential skills such as customer service, food safety, and workplace hygiene, which are crucial for various hospitality settings including restaurants, hotels, and cafes.

This subject is a pathway to the following Year 11/12 subject: Certificate II Hospitality

**Specific Subject Requirements:** Covered in shoes, hair tied back.

**Assessment:** Students will be assessed through their practical assessments and unit workbooks.

# ECONOMICS & BUSINESS

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

**Assessment:** Exam and assignments

# HEALTH EDUCATION

This Year 10 Health Education subject will see students engage in a range of learning experiences across levels of personal, peer, family and community health concerns and implications. Students will learn how to plan, implement, evaluate and reflect on action strategies to enable change through health promotion relevant to their local community. This course does not include sporting practical components.

This is an excellent subject for those who wish to pursue the General Syllabus senior Health subject or a career as a health professional in areas such as: Health Science, Nursing, Physiotherapy, Nutrition, Occupational Therapy and other medical professions.

# PHYSICAL EDUCATION

This Year 10 Physical Education subject will engage students in learning experiences where primary and secondary data is analysed to become physically educated and learn to see how the body and movement concepts are relevant to improve sporting performance. They will learn video editing skills to enable them to best highlight their demonstration and application of their physical performance. Physical activity is a mandatory aspect of the subject.

This is an excellent subject for those who wish to pursue the General Syllabus Senior Physical Education subject or a career as a physical education professional in areas such as: HPE teaching, Physiotherapist, Sport Scientist, Exercise Physiologist, Nutritionist and other sport based professionals.

# RECREATION AND FITNESS PROGRAM

This Year 10 Recreation and Fitness Program subject encompasses aspects of the application of fitness programming and recreation activities to maintain and/or improve the fitness, health and wellbeing of themselves and others. They will engage in learning experiences which cover fitness and training principles aligned to strength and conditioning protocols for how to most effectively build and implement a program for themselves or their peers. Physical activity is a mandatory aspect of the subject.

This is an excellent subject for those who wish to pursue the Senior Recreation subject and Certificate III in Fitness course in years 11 and 12 or post-school careers such as: personal training, strength and conditioning coach, fitness/gym instructor, Sport scientist.

## DRAMA

Year 10 Drama is a dynamic and practical subject that extends students' performance, collaboration, and communication skills. Students explore a range of dramatic styles and conventions while developing stronger technique in voice, movement, characterisation, and stagecraft. They learn to devise, interpret, and present dramatic works with increased depth, creativity, and independence.

Students are encouraged to participate in school productions, workshops, excursions, and other cultural activities that enrich their understanding of the performing arts. Year 10 Drama prepares students for senior Drama pathways and builds confidence, creativity, and teamwork skills valuable in many future careers.

**Assessment:** Drama students will have a performing and written assessment in each unit.

## MEDIA

Year 10 Media is an engaging subject that explores how media and technology are used for effective visual communication. Students investigate films, television, genres, online media, and emerging technologies to understand how meaning is constructed and how audiences are influenced. Throughout the course, students develop practical production skills, problem solving strategies, and technical knowledge that support a variety of future pathways in media and creative industries.

Students have opportunities to view, analyse, and produce a range of media products.

Units of study include:

- Using film production technologies to create moving image artworks
- Editing with industry standard software such as Adobe Premiere Pro
- Analysing film genres and examining the impact of media on audiences

**Assessment:** Students will be assessed by a practical element (video/image production) and a written element (script, treatment, analysis).

# MUSIC

The study of Music supports the development of innovative thinking, concentration, coordination, memory, creativity, and self-expression. Students are encouraged to cultivate an ongoing interest in music, whether for leisure or as a future career pathway. Throughout the course, students analyse and evaluate a broad range of musical styles and apply their understanding through performance, composition, listening activities, and music knowledge tasks.

Students have access to a variety of instruments, allowing them to develop practical skills on their instrument of choice and strengthen their musicianship in a supportive environment. A key component of the program also includes the use of music technology, where students learn to compose, edit, and arrange music using Digital Audio Workstations (music software programs) and other contemporary digital tools, building industry-relevant creative skills.

Students are encouraged to engage with the wider musical life of the school, with opportunities such as instrumental lessons, community performances, stage band, school events, visiting live performances, and other extra-curricular experiences.

**Assessment:** Music students will have a performing, composing and written assessments.

# VISUAL ART

In Year 10, Art encourages students to deepen their creativity, refine technical skills, and develop a more personal and meaningful artistic style. They explore complex concepts through a variety of mediums, including printmaking, painting, drawing, ceramics, digital art, and mixed media. Students investigate how contemporary artists address themes such as identity, culture, and social issues, using this understanding to inform their own work. They learn to plan, experiment, and problem solve through a more independent design process, preparing them for senior visual art studies. Overall, Year 10 Art focuses on artistic intention, creative risk taking, and producing resolved, expressive artworks.

Areas studied in Year 10 include:

- Printmaking
- Symbolic portrait painting
- Functional ceramics
- Digital art

This subject is a pathway to the following Year 11/12 subjects:

- Visual Arts in Practice
- General Art

**Assessment:** Art students will have a making and written assessment in each unit.

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
<b>THE ARTS</b>	The Arts Rotations		Drama Media Music Visual Art		Drama Film & Television Music Visual Art
					Visual Arts in Practice Media Arts in Practice Music in Practice
Core Subjects	Elective	General Subject	Applied/Essential Subject		VET Certificate Course

## FOOD SPECIALISATION

Students studying this subject in Year 10 will develop knowledge and skills that will enable them to safely and hygienically, plan, prepare and serve a variety of products from a commercial kitchen.

Students will create and adapt design ideas, processes and solutions, and justify their decisions against design criteria.

This subject is a pathway to the following Year 11/12 subject: *Hospitality Practices*

## FOOD AND FIBRE PRODUCTION

Year 10 Food & Fibre Production is an engaging subject that focuses on modern farming practices, sustainability, and biosecurity awareness. Students investigate real agricultural challenges and develop innovative, practical solutions to common farming problems. They apply the design process to evaluate, refine, and improve their own designs, demonstrating critical and creative thinking in response to authentic scenarios. The course includes formal lessons to build theoretical understanding, along with a variety of practical tasks completed both individually and in groups. This subject equips students with a deeper understanding of sustainable production systems and the skills needed to design effective solutions within the food and fibre industries.

**Specific Subject Requirements:** hat, sunscreen

**Assessment:** Students will be assessed by practical skills performed, investigations & written work (folios).

## DIGITAL TECHNOLOGIES

Year 10 Digital Technologies provides students with practical opportunities to apply design thinking and become innovative developers of digital solutions. The subject equips students to be creative creators of digital products, effective users of digital systems, and critical consumers of information communicated through technology. Throughout the course, students design and implement solutions to increasingly complex problems using an object-oriented programming language. They build skills in analysing problems, designing algorithms, and developing and evaluating digital solutions using programs such as Python. Assessment is based on a portfolio of evidence demonstrating students' understanding of digital systems and data representation, as well as their ability to analyse, design, implement, and evaluate a range of digital solutions.

**Assessment:** Students in Digital Technology will be assessed through their digital projects and folio work.



# DESIGN & TECHNOLOGY

Students in this subject develop the knowledge and skills needed to generate, communicate, and refine design ideas through graphical representations and functional prototypes. They will build competency in sketching, interpreting and producing technical drawings, and using CAD (computer-aided design) software to model and test solutions to design problems. The unit emphasises the iterative design process, enabling students to analyse needs, create digital 3D models, and produce physical prototypes through 3D printing. Learning experiences may include technical drawing, developing 3D virtual models, and manufacturing 3D printed or physical components as part of a complete design solution.

**Assessment:** Students in Technologies will be assessed through their practical assessment and written/digital work (folio).

# MATERIALS AND TECHNOLOGIES SPECIALISATION

This is a design-based practical technology subject involving the use of a variety of materials, such as timber and metal. Students engage with the full design process as they generate, develop, and produce solutions, contributing creatively to each stage while learning the practical skills needed to complete their projects. The main focus of the subject is the design and production of functional projects, using a range of hand and power tools safely and effectively in a workshop environment. Assessment includes students' practical projects, their design folios documenting the design process, workshop safety, and evaluations of their completed work. The skills developed in this subject provide valuable practical abilities, helping students solve everyday problems and preparing them for future vocational pathways or apprenticeships involving hands-on, practical work.

**Specific Subject Requirements:** Leather upper shoes, shirt tucked in, hair tied back. Safety glasses provided.

**Assessment:** Students will be assessed through their practical projects and design folio.

	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
TECHNOLOGY	Technology		Design & Technology		Cert II Engineering Cert II Hospitality Building and Construction
			Digital Technology		
			Materials & Technology Specialisation		
			Food & Fibre Production		
			Food Specialisation		
			Food Specialisation/Cert I Hospitality		

Core Subjects    Elective    General Subject    Applied/Essential Subject    eLearning    VET Certificate Course

# JAPANESE (ELEARNING)

The Year 10 Japanese Program focuses on engaging tasks within real-world topics that further develop Japanese proficiency and intercultural competence. Students will have multiple opportunities to develop and demonstrate processes and strategies to effectively and appropriately communicate. They will gain an appreciation of cultural diversity and the interconnecting relationship between language and cultural practices, values and beliefs.

Students will be assessed in the areas of knowledge and understanding, comprehending texts, composing texts, intercultural competence and reflection.

By studying a foreign language it is anticipated students will be able to:

- Engage effectively with the global community within the range of topics studied
- Widen their cultural understanding and experiences
- Develop new perspectives and opportunities
- Gain a competitive edge in the job market

This subject is a pathway to Year 11/12 Japanese.





## CONTACT INFORMATION

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