

MAROOCHYDORE STATE HIGH SCHOOL

STRIVE ~ SERVE ~ SUCCEED ~ SHINE



OUR VISION

EXCELLENCE IN EDUCATION FOR ALL

2018



Department of Education and Training
Trading Name: Education Queensland International
Cricos Provider Number 00608A

VERSION DATE 26 June 2017

This information is correct at time of publication but subject to change

*This booklet was prepared with information that was correct at time of print.
We are still awaiting further information from QCAA. Updated information will be maintained on our website.*

MAROOCHYDORE STATE HIGH SCHOOL

YEAR 10 SENIOR CURRICULUM

INTRODUCTION

Maroochydore State High School provides high quality schooling and every student with the opportunity to be well prepared for life success. We aim to lay the foundations that engage young people in life-long education and training and to enrich their lives. Our learning environment is based on strong traditional values with a very clear focus on Learning, Respect and Safety and it features an innovative and dynamic curriculum, rich digital learning experiences and it is enhanced by excellent teaching and resources. Our challenge is to address the intellectual, personal, social and economic development of our young adults at a time of great change in the world and at a time when ideas about the goals of education are undergoing considerable change.

The skills derived through senior education and needed in the 21st century are unique, and differ from those skills needed in the past. Societal shifts, including changes in employment and the way information and knowledge is accessed, used and created have influenced the changes in these skills. As a result, we are committed to preparing our young people for a very different future from that of their parents. As per the skills and capabilities that have been highlighted in the recent Queensland Government (Department of Education) White Paper, Advancing Education: An Action Plan for Education in Queensland we need to prepare our students to be;

- *lifelong learners who are knowledge creators, technology savvy, problem solvers, innovators and effective communicators who share ideas with others and respond positively to change*
 - *global citizens who have relationships based on fairness and tolerance, are culturally competent and able to connect locally and globally*
 - *successful people who set goals, are resilient, able to create opportunities and are confident in pursuing their passions.*
- (2015, p.3)

As Year 10 is the transition year to senior education, Year 10 curriculum gives students the opportunity to move towards specialisation in their chosen pathway; to either develop the academic rigour needed to be successful students in the new ATAR system or continue to progress knowledge and skills for employment or further tertiary training. Competence in literacy and numeracy remain a central focus while pastoral care programs focus on career education, health and wellbeing.

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. During Year 10, all students will be registered with the Queensland Curriculum and Assessment Authority (QCAA) and participate in the SET plan process. SET plan, or the Senior Education and Training Plan, is designed to help students structure their learning in senior years around their abilities, interests and ambitions. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education.

Introducing Queensland's new senior assessment system

Queensland's system of senior assessment is set to change, commencing with Year 11 students in 2019. There will be:

- new processes to strengthen the quality and comparability of school-based assessment
- an external assessment introduced in most subjects
- a move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR).

These changes will improve the validity and reliability of subject assessments and increase confidence in the Queensland Certificate of Education (QCE).

Key changes for students who are seeking an ATAR score

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

ATAR eligibility

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

Key Curriculum changes

In Year 12, students will complete a total of four assessments that count towards their final grade in each subject. Three school-based assessment instruments will be endorsed by QCAA before they are used in schools. Students' results in these assessments will be externally confirmed by independent teacher assessors trained and accredited by the QCAA. These results will be combined with one external assessment developed and marked by QCAA. The external assessment results will contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it will generally contribute 50%. The school-based assessments will not be scaled by the results of the external assessment when calculating a student's subject result. The Queensland Tertiary Admissions Centre (QTAC) will calculate tertiary entrance ranks by comparing student results through a process of inter-subject scaling.

Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR. For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III.

It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET certificate IV, which in turn will be higher than the scaled score for a completed VET certificate III.

Will students be subject to more assessment and high stakes exams in the new system?

Year 12 students typically complete up to seven assessments in each subject. Under the new model, students will be expected to complete four pieces of assessment per subject. Three will be school-based assessments and one will be externally set and graded. All four assessments will count towards a student's final result.

What will be different about the new tertiary entrance system?

The ATAR is a finer-grained rank order of students than the OP. It's a number between 99.95 and 0.00, whereas the OP consists of 25 bands.

ATARs will be calculated by comparing student results. But instead of the QCS Test there will be a process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared. The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs.

For more information please contact or refer to the QCAA website <https://www.qcaa.qld.edu.au/> and/or the QTAC website <http://www.qtac.edu.au/>

VET — Vocational education and training

Vocational education and training (VET) is "education and training for work" and part of a broader educational network in Australia that includes schools, universities and adult and community education. Maroochydore State High School values VET and is committed to providing quality VET pathways and programs. In Year 10, all students complete a Certificate II in Skills for Work and Vocational Pathways worth 4 QCE points. DRIVE students to complete Cert II Sampling. VET options for Year 11 are discussed during Year 10 SET Plan interviews so that students continue to pursue a package of subjects that meet their needs in the senior years.

QCIA – Queensland Certificate of Individual Achievement

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers. The QCIA pathway usually commences in Year 11 however information is distributed and discussed with students and parents/caregivers during Year 10 SET Plan interviews. More information can be found on the QCAA website <https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia>

TEXTBOOKS, RESOURCES AND ACTIVITY CHARGES

The school operates a Student Resource Scheme (SRS). Parents can voluntarily join the scheme or elect to purchase privately all texts and learning resources (including publications, work sheets, diaries, etc.) to access the resources through the school. The scheme purchases in bulk and has the buying power to significantly reduce the cost to parents of texts and learning resources compared to parents purchasing them privately. The SRS is approved by the P&C Association each year. As an example: SOSE for Year 10 books alone total \$434.74. In addition, User Pays Subject Fees (UPSF) apply to most subjects. These fees cover excursions that apply directly to the curriculum and to offset high costs of practical and computer subjects.

Available from the office, the 'Subject Resource List' contains the current SRS charge, a full schedule of UPSF and how they are applied; resources covered under the SRS; items to be supplied by the student; and optional/selective excursions and activities.

INSTRUMENTAL MUSIC

Students enrolled in Instrumental Music are required to pay a fee if hiring a school instrument. All students pay a fee which goes to photocopying / purchase of ensemble music, and part of the fee contributes to maintenance of school instruments. These fees do not cover any private tuition.

SPORT

The Year 10 School Sports Program involves students having the opportunity to participate in the annual interhouse swimming, cross country and athletics carnivals with the best performers selected in the school teams to compete at zone or regional carnivals. Elite athletes are provided with a pathway for selection over a range of sports in Sunshine Coast and Queensland teams.

COSTS (Additional to SRS charge):

There is a fee to cover transport to Sport and a fee for certain activities [charges per information sheet distributed via students to parents each term]



Pathways to success

UNIVERSITY PATHWAY

QTAC Application for University & TAFE
ADFA - Defence Force
Full-Time Employment

TERTIARY OPTIONS PATHWAY

QTAC Application for University & TAFE
Apprenticeships/Traineeships
General Entry - Defence Force Trades
Full-Time Employment

EMPLOYMENT PATHWAY

Apprenticeships/Traineeships
Full-Time Employment
TAFE
General Entry - Defence Force:
Non-technical



SENIOR SECONDARY BYOd PROGRAM

Maroochydore State High School recognizes the critical role that Digital Technologies play in enhancing student learning outcomes.

Digital Technologies:

- Enhance independence and self-initiated learning among students
- Promotes the development of 21st Century teaching and learning
- Facilitates the creation and sharing of knowledge
- Allows differentiation in learning

To facilitate this, Maroochydore State High School embraces a **Bring Your Own Device (BYOd)** program for all students.

What is a Bring Your Own Device (BYOD) scheme?

Students are required to provide their own laptop device for usage at school. The school will provide access to the internet, printing services and shared network drives for these devices and allow students to use the devices in class to support teaching and learning.

One of the rationales for the BYOd scheme is that students will be comfortable using a device that they "own" and manage themselves. They should be familiar with how it works and the software installed on the device.

Parents will be provided with a minimum specifications table to assist in purchasing a suitable Windows or Apple device.

A fee of \$40 is payable to cover technical support and licensing.

CHOOSING YEAR 10 SUBJECTS

All students must participate in a core that consists of

- English
- Mathematics
- Science
- Humanities and Social Sciences (History and Geography in alternate semesters)
- Skills for work and Vocational Pathways

Students are then required to choose two other subjects from the Year 10 subject list. For students continuing at Maroochydore State High School, unless there are extenuating circumstances, it is expected that the subjects studied in Year 9 will be continued in Year 10.

For students new to Maroochydore State High School, there is the opportunity to select subjects different to those studied at a previous school, however, generally it would be expected that a student would continue study in subjects at Maroochydore State High School that were studied at a previous school. This enables students to build on the foundations from Year 9.

Please Note: Because the great majority of students are continuing their studies in subjects from Year 9 to Year 10, some subjects may be 'full' and due to safety and staffing limitations will be unable to take any more enrolments.

ELECTIVE SUBJECTS

- Design and Technologies
- Business Studies
- Digital Technologies
- Drama
- Health and Physical Education
- Japanese
- Life Technologies - Fashion Design & Technology
- Life Technologies - Food Studies
- Media Studies
- Music
- Shop A
- Shop B
- Visual Art

CHOOSING YEAR 11 & 12 SUBJECTS

Thinking about careers - MSHS Career Investigation Program

All Year 10 students participate in a comprehensive career investigation program to assist them with senior subject selections for Year 11. A brief overview of this program is as follows

Term 1	Discovering your strengths, interests, skills and abilities. Online computer surveys and activities
Term 2	Getting ready for work – Presentations by business organisations Speed careering – Ask industry experts questions about their careers
Term 3	<ul style="list-style-type: none"> • Work experience (1 week) • Careers Expo excursion • Senior qualifications information session – Guidance Officer • Career pathway discussions with form teachers • Year 10 into 11 subject information day • Subject selection information evening (for parents) • SET Plan interviews (parents & students)

Find out about the list of subjects your school offers.

When investigating a subject to see if it is suitable for you, find out about the content (ie - what topics are covered in the subject) and 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 Advanced Maths. (Students are selected for Advanced Maths in Year 10 from their Year 9 level of achievement). Chemistry and Physics will be much easier after effective study of Advanced Science and Advanced Maths in Year 10
- Music, Graphics and Languages in the Senior years require previous study in Years 9 and 10 [See pre-requisite section that follows]

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, Guidance Officers, Heads of Department, Deputy Principals and Principal.
- Make use of the school subject selection program.
- Look at the resources suggested in this booklet. You will be doing yourself a favour.

Pre Requisites for Certain Subjects in Year 11 & Year 12

The Year 10 Curriculum is designed to articulate with the Senior Curriculum. For specific advice about prerequisites for senior subjects see the relevant Head of Department or a Guidance Officer. The full list of prerequisites for current Year 11 offerings is listed following:

SUBJECT	PRE REQUISITE
Ancient History	ENG – SA & SOSE - SA
Aquatic Practices	SCI - SA
Biology	ADV. SCI – SA SCI - VHA
Business Management	ENG – SA SOSE - SA
HLT23215 Certificate II in Health Support Services CHC22015 Certificate II in Community Services HLT33115 Certificate III in Health Services Assistant	ENG – SA MATHS - SA
BSB20115 Certificate II in Business	None
BSB30115 Certificate III Business (Yr 12 only)	None
MEM20413 Certificate II in Engineering Pathways	None
SIS30313 Certificate III in Fitness	None
MSF20516 Certificate II in Furniture Making Pathways	None
SIT20316 Certificate II in Hospitality	None
SIT20416 Certificate II in Kitchen Operations	None
ICT20115 Certificate II in Information, Digital Media Technology	None
FSK20113 Certificate II in Skills for Work & Vocational Pathways	None
SIS20115 Certificate II in Sport and Recreation (Year 11)	None
SIT20116 Certificate II in Tourism / SIT30116 Certificate III in Tourism	None
Chemistry	ADV. SCI – SA & ADV. MATHS - SA
Drama	ENG - SA

SUBJECT	PRE REQUISITE
	ENG - SA
	ENG – SA SOSE - SA
Economics	ENG - SA
English	None
English Communication	ENG - SA
Film, Television & New Media	ENG - SA
Information Processing Technology (IPT)	ENG – SA ADV. MATHS - SA
Information Technology Systems	ENG - SA
Japanese	JAP - SA
Legal Studies [39292QLD Certificate IV Justice Studies] - optional	ENG – SA & SOSE - SA
Marine Science	ADV. SCI – SA SCI – VHA
Mathematics A	MATHS -SA
Mathematics B	ADV. MATHS - SA
Mathematics C	ADV. MATHS - HA
Modern History	ENG – SA & SOSE - SA
Music	Fluency Music Reading etc
Physical Education	ENG or PE - SA
Physics	ADV. SCI – SA & ADV. MATHS - SA
Prevocational Maths	None
Recreational Studies	None
Visual Art	ENG – SA or ART - SA
Visual Arts in Practice	None

DESIGN AND TECHNOLOGY

Subject type:	Year 10	Duration:	One year
Aims	ITD aims to provide learning experiences that draw on and develop “ High Order Thinking ” skills. Student will engage with both current and future technologies to meet design based challenges. It is a course which encourages knowledge and application of available resources, systems and practices through inquiry, design and problem-solving methodologies.		
Content	<p>This subject involves students in designing and producing innovative and creative products. Products may encompass artefacts, processes, systems or computer generated simulations. The study requires students to:</p> <ul style="list-style-type: none"> • Identify and analyse needs; • Respond to design tasks; • Devise and implement plans or strategies to solve design problems; • Evaluate outcomes. <p>Safety is incorporated into all activities associated with the design and development of a product. Students are encouraged to transfer the need for safety into real-life situations. Safety involves:</p> <ul style="list-style-type: none"> • current compliance standards • safe workshop practices • personal safety • safety standards <p>Students who are unable to comply with safety standards will be withdrawn from practical learning experiences.</p> <p>Manufacturing Resources Manufacturing Resources include:</p> <ul style="list-style-type: none"> • CAD • CNC Machinery i.e. CNC Laser Cutter, Milling Machine • Materials • Tools • Processes • Systems <p>Through these resources students have the opportunity to develop knowledge, skills, processes and understanding required in the workplace today and in the future.</p>		
Prerequisites	<p>This subject is offered to provide a design technology pathway for students who were successful in their study of Year 9 Design Technology - minimum “C” Level of Achievement.</p> <p>Students who successfully studied (minimum “C” Level of Achievement) Year 8 ITD Excellence - i.e Applies to students from 8C, 8E, 8S will be considered for entry into this course through application to the HOD – ITD.</p>		
Assessment	<ul style="list-style-type: none"> • Design Port Folios and Projects • Objective Tests 		
Special subject requirements	<ul style="list-style-type: none"> • A willingness to explore and develop self-directed responses and solutions. • Equipment - A4 display folder 		
Fees (Additional to SRS charges):	A subject fee applies to this subject in Year 10 to cover cost of incidental consumables in projects and to supplement print credit.		
Careers	<ul style="list-style-type: none"> • Prepares students for future study in ITD subjects such as Senior Graphics. • Develops High Order Thinking Skills transferable to a broad range of study areas and Queensland Core Skills (QCS) test. • Promotes interest and skill in vocational pursuits such as Architecture, Drafting, Engineering and many / any Design Based industries. 		
Course Accreditation			

DIGITAL TECHNOLOGIES

Subject type:	Year 10	Duration:	One year
	This is a multimedia computing subject where students create special effects for the screen, 2D and 3D animations, interactive games, programming and learn project management skills.		
Aims	<p>The purpose of this subject is to:</p> <ol style="list-style-type: none"> Simulate industry by focusing on project-based work. Students are required to respond to the needs of clients by thinking critically and purposefully through the applications of IT. Start students in Year 11 foundational studies in preparation for Senior ITS and IPT. 		
Content	<p>Term 1 Visual Basic Introduction to scripting languages and visual form design</p> <p>IT for Business Students create a business product for a large theme park (eg. Interactive Booking Form for website, conferences etc)</p> <p>Term 2 Graphic design and Animation Using Adobe Illustrator to create graphics for Apps and Websites. Creating interactive multimedia projects for a variety of customers.</p> <p>Term 3 Special Effects for Screen Creating cinematic visual effects and motion graphics for television and the big screen. After Effects allows users to animate, alter and composite media in 2D and 3D space.</p> <p>Term 4 Design/development Students are given the opportunity to either utilise their design or programming skills to create an idea for an App. The term focuses on the creation of an “idea” and requires students to draw on the skills learnt in Term 1, 2 and 3.</p> <p>Software used during this course includes (but is not limited to):</p> <ul style="list-style-type: none"> • Adobe Photoshop • Visual Basic • Adobe After Effects • Adobe Illustrator • Adobe Rome • Internet • Using Web Browsers and Email 		
Prerequisites	Students must have achieved at least a sound achievement (C) in Year 9 English in order to study this course. Students must be part of the laptop/tablet program to select this course.		
Assessment	<p>Students will be assessed using a variety of techniques. These may include:</p> <ul style="list-style-type: none"> • Formal testing in the form of in-class assignments • Teacher observation • Class presentations and demonstrations • Peer and self assessment 		
Special subject requirements	<ul style="list-style-type: none"> • Pens as required • 48 page notebook • 4GB USB (not for exclusive use in this course) (8GB recommended) 		
Fees (Additional to SRS charges):	Nil		
Careers	ITS provides links to a diverse range of careers in the IT industry and is useful preparation for a large number of tertiary courses		
Course Accreditation	N/A		

DRAMA

Subject type:	Year 10	Duration:	12 months
Aims	<p>The Drama course contributes to the development of creativity and self expression and fosters student involvement and appreciation of Drama as a performer and as an audience member.</p> <p>It prepares students for further studies in Drama in Year 11 and 12 where Drama is a board subject</p>		
Content	<ul style="list-style-type: none"> • Melodrama – Script Work to Film Responding • Multi-Media – Script Writing Performance • Australian Theatre – Script Work Magazine Article • Theatre in Education (TIE) 		
Prerequisites	<p><i>What do we look for in a Drama student?</i></p> <p>At least a Sound Achievement in Year 9 English. Students who are prepared to participate, to experiment in performance and to workshop in the classroom to overcome and use nervous energy effectively in performance work.</p> <p>Students who are prepared occasionally to appear foolish in order to learn through trying something new and different.</p>		
Assessment	<p>Each of the three dimensions of forming, presenting and responding are assessed equally. Assessment tasks may include the following:</p> <p>Forming: Analysis of text for performance, preparation of text, directing, designing, improvisation, play building, script writing.</p> <p>Presentation: Performances of student devised or scripted drama.</p> <p>Responding: Essays, assignments, writing in role, interviews.</p>		
Special subject requirements	Willingness to participate in all areas of the subject		
Fees (Additional to SRS charges):	<p>A subject Fee applies in each of Year 9 and Year 10 for</p> <ul style="list-style-type: none"> • Arts Council performances, and • Workshop by visiting expert 		
Careers	<p>Relevance for further study/careers in the following areas...</p> <p>which involve working with people e.g. hospitality and travel industries, public relations work, teaching, nursing, demonstrating, advertising, performing arts, radio, maybe even politics, public relations office, university lecturer, writer, graphic designer, journalist, recreation officer, theatre critic.</p>		
Course Accreditation	An excellent grounding for Senior Drama		

ECONOMICS AND BUSINESS STUDIES

Subject type:	Year 10	Duration:	12 months
	<p>Economics and Business Studies offers students opportunities to engage in and understand a range of business practices. The course is designed to provide a foundation in the study of business and to prepare students for Year 11 subjects, in particular Business Management and Economics.</p> <p>This course gives students the opportunity to 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.</p>		
Aims	<p>The aims of this course are to provide students with:</p> <ul style="list-style-type: none"> the understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians understandings that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens. an introduction to year 11 subjects to help them make informed subject choices and reduce the academic gap between year 11 and 12. 		
Content <i>(Correct at time of publication, but subject to change)</i>	<p>The following key enquiry questions will be addressed during this course:</p> <ul style="list-style-type: none"> How is the performance of an economy measured? Why do variations in economic performance in different economies exist? What strategies do governments use to manage economic performance? How do governments, businesses and individuals respond to changing economic conditions? 		
Prerequisites	<p>Student must have achieved at least a sound achievement (C) in Year 9 English in order to study this course. Students do not need to have studied year 9 Business subjects.</p>		
Assessment	<p>Assessment techniques may include:</p> <ul style="list-style-type: none"> Short and/or extended responses Research assignment or report Analysing case studies Investigating business issues Evaluating business decisions Business feasibility studies <p>Economics and Business Studies requires students to engage in learning activities requiring higher-order cognition. Students will interpret and analyse issues in order to evaluate proposed solutions and make recommendations from various perspectives across a range of economics and business situations.</p>		
Special subject requirements	<p>Students will be required to supply:</p> <ul style="list-style-type: none"> Blue, black and red biros USB Drive (8GB recommended) <p>Students MUST be part of the Laptop Program or have a BYO Laptop with appropriate software and internet access to take this subject (MANDATORY).</p>		
Fees (Additional to SRS charges):	<p>A subject fee applies to this course for a visit to an organisation and for materials required for a school based business venture or project. Each student is to also maintain a positive printing balance (approximately \$15 will be used throughout the year).</p>		
Careers	<p>Accountant, small business owner, Financial Banking personnel Business function areas including marketing, operations and financial management.</p>		
Course Accreditation	<p>N/A</p>		

ENGLISH

Subject type:	Year 10	Duration:	Two Semesters
	By the end of Year 10 students will be expected to show maturity in both written and oral expression		
Aims	<p>In developing active and informed citizenship, students should be able to use language to:</p> <ul style="list-style-type: none"> • participate as active and confident members of family /community life • undertake further formal/informal study • obtain employment or participating in unpaid work • be involved in satisfying recreational activities, particularly those involving literature, drama and mass / written media 		
Content	<p>The units of work continue to follow the expectation of the Middle Phase of Learning and implement The National Curriculum. Students engage with a variety of texts for enjoyment. They deconstruct, interpret, create, evaluate, discuss and perform using a wide range of texts. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction and higher order reasoning. Students develop critical understanding of contemporary media and communication styles and formats.</p> <p>The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups and classic and contemporary world literature, including texts from and about Asia.</p> <p>Texts that support and extend students as independent readers are drawn from a range of themes which explore human experience and cultural significance, interpersonal relationships and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Students create a range of imaginative, informative and persuasive types. Class learning tasks/research and assessment work will benefit for personal computer access.</p>		
Prerequisites	Nil		
Assessment	<p>All students are expected to complete assessment based on the units of work facilitated by your class teacher.</p> <ul style="list-style-type: none"> • Demonstrate Essential Learning Skills established in Year 8 and 9 • Three-four written pieces and comprehension tasks • Two-three speaking tasks • The result of Year 10 will be based on a folio work from Year 10, with emphasis on global information. • A Year 11 Transition Program in Semester 2 contains an oral and an in-class written assessment task which completes the Year 10 folio reflects the learning expectations of Year 11 • Written work is to be desktop published where requested. DO NOT submit a USB and back up all work regularly during publishing to avoid technological hurdles when it is time to submit work (refer Homework Planner) <p>Advanced Year 10 English is offered, in consultation with the class teacher and HOD, to students who consistently demonstrate Very High Achievement and Learning Habits in Year 9. Term 3 Reporting Data, National Literacy Standards and student folio inform this recommendation. Recommendations are subject to timetable availability and student subject choices. Semester 1 results are reviewed and letters of recommendation for Senior English suitabilities is forwarded prior to SET Plan interviews.</p> <p>Inclusion in English extension class is reviewed by the Head of Department progressively each term, with recommendations, if warranted. Recommendations to change arrangements are made through the Head of Department.</p> <p><i>Learning support may be offered to students who need assistance with the literacy demands of the junior curriculum</i></p>		
Special subject requirements	You will be required to purchase an exercise book for daily work		
Fees (Additional to SRS charges):	A subject fee applies for one Shake and Stir performance which supports Term 2/3 learning		
Careers	English is undoubtedly an important subject for both further study and career selection. It is a prerequisite for every Tertiary and Apprenticeship course. It is the first subject most employers look at in the portfolio of a job seeker.		
Course Accreditation	N/A		

HEALTH & PHYSICAL EDUCATION

Subject type:	Year 10	Duration:	12 months
Aims	<ul style="list-style-type: none"> • To encourage participation in regular physical activity • To acquire motor skills and apply movement concepts • To promote the health of individuals, groups and communities • To enhance personal identity and development • To maintain positive interactions and relationships with others 		
Content	<p>Physical Activity Units</p> <p>Following is an example of the Physical activity units studied:</p> <ul style="list-style-type: none"> • Tennis and Volleyball • Touch / Oztag • Badminton and Netball • Softball and Golf <p>Unit 1: Looking after myself and others Unit 2: Cultural connections Unit 3: I can influence others Unit 4: Excellence in Health</p>		
Prerequisites	C – English, C – HPE or HOD interview		
Assessment	<p>Profiles are constructed for each student which rate students according to:</p> <p>Acquiring</p> <ul style="list-style-type: none"> • Knowledge and understanding of subject matter, skills and procedures for physical activities <p>Applying</p> <ul style="list-style-type: none"> • Selection, analysis and interpretation, categorisation and manipulation of information. Application of basic physical skills to game play situations <p>Evaluation</p> <ul style="list-style-type: none"> • Problem-solving, decision-making to produce a wide range of credible and convincingly justified evaluations of information 		
Special subject requirements	Computer required		
Fees (Additional to SRS charges):	A subject fee applies to Year 10 for school-produced work books		
Careers	<p>Possible careers include:</p> <ul style="list-style-type: none"> • Teaching • Defence Services • Physiotherapy • Medical Sciences • Sports Sciences • Nursing • Health & Fitness Industry • Chiropractic 		
Course Accreditation	N/A		

HISTORY / GEOGRAPHY

Subject type:	Year 10	Duration:	12 months															
Aims	<p>WHAT IS HISTORY? The Australian Curriculum History Rationale states that “History is a disciplined process of inquiry into the past that develops students’ 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 of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.</p> <p>History, as 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.</p> <p>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.” <i>The Australian Curriculum v3.0 History: Rationale</i></p> <p>History is essential.</p> <ul style="list-style-type: none"> • History is about the present. It helps students understand their world. • History helps students to understand their origins. • History helps students develop valuable life skills. • History makes students aware of how the past is used in society today. <p>Taken together they constitute the unique contribution history makes to the curriculum. The Year 10 curriculum provides a study of the history of the modern world and Australia from 1819 to the present, with an emphasis on Australia in its global context.</p> <p>WHAT IS GEOGRAPHY? Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.</p> <p>The key inquiry questions for Year 10 are articulated below:</p> <ul style="list-style-type: none"> • How can the spatial variation between places and changes in environments be explained? • What management options exist for sustaining human and natural systems into the future? • How do worldviews influence decisions on how to manage environmental and social change? 																	
Content History	<p>Topics studied may include a selection from the following:</p> <ul style="list-style-type: none"> • Unit 1: World War II • Unit 2: Rights and Freedoms – 1945-present 																	
Geography	<p>Topics:</p> <ul style="list-style-type: none"> • Unit 1: Environmental change and management • Unit 2: Geographies of human wellbeing <p>Year 10 Advanced Classes may be involved in:</p> <ul style="list-style-type: none"> • Asia Wise • Geography competition • History Competition 																	
Prerequisites	Nil																	
Assessment	Assessment instruments include a range of tasks to develop key historical and geographical skills. Such tasks include research assignments, response to stimulus tests, multi-modal presentations, report writing, essays.																	
Special subject requirements	Nil																	
Fees (Additional to SRS charges):	A subject fee will apply for Year 10.																	
Careers	<p>The processes and skills taught in History/Geography (for example, researching and processing information and presenting information) can be transferred to a wide range of Senior Subject offerings, particularly Ancient and Modern History, Geography and Legal Studies. On leaving school, these skills form the basis of most tertiary courses and can support/lead to various career options. Such courses/careers include:</p> <table border="0"> <tr> <td>- Journalism- Law</td> <td>- Counsellor- Tour Guide</td> <td>- Business- Defence Forces</td> </tr> <tr> <td>- Teaching- Administration</td> <td>- Town Planning- Tourism and Recreation</td> <td>- Landscape architect</td> </tr> <tr> <td>- Business- Politics</td> <td>- Meteorology- National Parks</td> <td>- Landscaper</td> </tr> <tr> <td>- Travel Agent- Police work</td> <td>- Ranger</td> <td>- Pilot - Flight Steward</td> </tr> <tr> <td>- Nursing - Cartography (Map Making)</td> <td>- Advertising- Law</td> <td>- Child Care Worker</td> </tr> </table>			- Journalism- Law	- Counsellor- Tour Guide	- Business- Defence Forces	- Teaching- Administration	- Town Planning- Tourism and Recreation	- Landscape architect	- Business- Politics	- Meteorology- National Parks	- Landscaper	- Travel Agent- Police work	- Ranger	- Pilot - Flight Steward	- Nursing - Cartography (Map Making)	- Advertising- Law	- Child Care Worker
- Journalism- Law	- Counsellor- Tour Guide	- Business- Defence Forces																
- Teaching- Administration	- Town Planning- Tourism and Recreation	- Landscape architect																
- Business- Politics	- Meteorology- National Parks	- Landscaper																
- Travel Agent- Police work	- Ranger	- Pilot - Flight Steward																
- Nursing - Cartography (Map Making)	- Advertising- Law	- Child Care Worker																
Course Accreditation	N/A																	

JAPANESE

Subject type:	Year 10	Duration:	12 months
Aims	<p>The Year 10 Japanese Course progresses the learner through the Key Learning Program to upper secondary language established in Year 9.</p> <ul style="list-style-type: none"> • Students refine their communication skills in Japanese in composing (writing and speaking) and comprehension (reading and listening) • Attention is given to making a smooth transition to Senior Language learning. • Year 10 learners should be able to hold a simple conversation in Japanese, read magazines articles, write letters and participate in simple conversation with native speakers. 		
Content	<p>Semester 2</p> <ul style="list-style-type: none"> • Fashion and shopping • Homestays <p>Semester 3</p> <ul style="list-style-type: none"> • Healthy Lifestyles • Employment 		
Prerequisites	A satisfactory result at the completion of Year 9 Japanese, or like course.		
Assessment	<ul style="list-style-type: none"> ▪ To receive a semester rating, students will be progressively assessed on all 4 macroskills of reading, writing, listening & speaking. ▪ Assessment takes place predominantly towards the end of each term to establish “Fullest and Latest” achievement. ▪ Presentation of student’s workbooks is a platform to establish an attitude, industry and organisational comment. 		
Special subject requirements	<ul style="list-style-type: none"> • Students are encouraged to be involved in a range co-curricular activities: <ul style="list-style-type: none"> - International Student Exchanges - Language Competitions - Biennial school Japan Study Tour - Visits to restaurants, theatres, Language Expos - Listening to ethnic radio, foreign language TV programs • Excursions are offered as available. Transport and entry fees are extra to SRS Scheme. • Computer access is recommended as it will assist with script, sentence construction, learning tasks and class research 		
Fees (Additional to SRS charges):	Nil		
Careers	<p>Studying a language and developing an appreciation of another culture is a valuable and useful experience and skill for students who wish to pursue careers involving trade, tourism, science, finance and education as well as enriching their personal interest.</p> <p style="text-align: center;"><i>“A man with two languages is worth two men”</i> <i>Napoleon</i></p>		
Course Accreditation	N/A		

LIFE TECHNOLOGIES - FASHION DESIGN & TECHNOLOGY

Subject type:	Year 10	Duration:	12 months
Aims	<p>Fashion Design and Technology in Year 10 is developed to:</p> <ul style="list-style-type: none"> • Provide students with a specific understanding of textile techniques both as an industry and as an activity • Develop knowledge of standards and requirements which underpin employment in the fashion and textile industry • To develop an understanding of sustainability practices • Provide students with life skills for a variety of applications • Develop students' creative abilities through fashion designing, creative bra designs and revamping recycling products to create new ones. 		
Content Semester 1	<p>The course comprises 'hands-on' learning activities, implementing creative ideas and provides understanding and knowledge of the fashion and clothing industry, as well as providing understanding and knowledge which can be implemented for life. Students will learn a variety of embellishment techniques, fashion design and drawing, as well as revamping/recycling old clothing items into modern pieces.</p> <p>Term 1 – Logos and Labels:</p> <ul style="list-style-type: none"> • Knowledge, understanding of logos and labels • Laws relating to garment labelling • Consumer rights and responsibilities in regard to garment labelling/purchasing • Sew components • Costing <p>Term 2: Creative 'Moi'</p> <ul style="list-style-type: none"> • Study of body image, media and impact on teens • Study of current fashion trends, colours and designs • Students use of creative flair and skills to revamp/recycle 'op shop' or old clothes to develop an entirely new article or create a wearable art item • Understanding of sustainability and impact of fashion on local and global environment 		
Semester 2	<p>Term 3 - Bravo Bras</p> <ul style="list-style-type: none"> • Using creative design process to create ideas for bras • Creating artistic, embellished bras • Using a variety of embellishments • Develop a process journal • Study Breast Cancer and its impacts <p>Term 4 - Fashion Design:</p> <ul style="list-style-type: none"> • Fashion drawing • Designing • Colour understanding • Fabric suitability • Creating own fashion label • Creating a storyboard 		
Prerequisites	Students will need to be aware of the costs involved in purchasing own fabrics, embellishments, pins etc each term		
Assessment	<p>Term 1 – Logos and Labels Assessment:</p> <ul style="list-style-type: none"> • Garment of own choice <p>Term 2: Creative 'Moi' Assessment:</p> <ul style="list-style-type: none"> • Garment creation and written assignment <p>Term 3 - Bravo Bras Assessment:</p> <ul style="list-style-type: none"> • Embellished Bra • Written assignment • Process journal <p>Term 4 - Fashion Design Assessment:</p> <ul style="list-style-type: none"> • Presentation of fashion story board • Short written evaluation and justification of story board designs 		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	<ul style="list-style-type: none"> • A subject fee applies for resources and a guest speaker • Students are required to purchase class materials (cotton, material, pattern paper, canvas board and decorative accessories) <p>Knowledge and skills gained from this course can be utilised in a variety of fields, such as interior design, pattern making, retail as well as fashion design and production.</p>		
Careers	Future career options: Fashion Designer, Interior Designer, Retail Fashion Industry, Textiles teaching, Clothing manufacturing		
Course Accreditation	N/A		

LIFE TECHNOLOGIES – FOOD STUDIES

Subject type:	Year 10	Duration:	12 months
Aims	<ul style="list-style-type: none"> • Students will be introduced to practical skills that will be with them for life • Students will be immersed in food and nutrition language and skills, whether they seek employment in the Hospitality Industry or gain simple culinary skills in food preparation • Students' skills in time management, organisation and budgeting will be developed • Studies are integrated with other areas of the curriculum - eg Maths → measuring, weighing and time; SOSE → multi-cultural foods and terms; Food - literacy, spelling → writing, ICT's – computing. HPE – health and nutrition • Students will gain understanding of appropriate work methods and use of equipment and utensils • Students will recognise the importance of good nutrition throughout life • Students will develop skills in basic and advanced principles of cookery, safety and hygiene through weekly practical cooking classes and regular cooking demonstrations • Students will gain knowledge, understanding and practical experience about the development of the Australian Cuisine, changes in Australian Eating patterns, modern life style diseases and industry expectations. 		
Content	<p>Term 1 Our Kitchen Rules</p> <p>Term 2 Tantalising Takeaways</p> <p>Term 3 Aussies Eating Out</p> <p>Term 4 Eating for Life</p>		
Prerequisites	Nil		
Assessment	<p>Assessment will be continuous throughout the semester. Assessment will consist of:</p> <ul style="list-style-type: none"> • Continuous practical assessment • Assignments and practical exams related to the assignment • Design challenges incorporating practical production 		
Special subject requirements	Students need to be aware of the costs involved in providing ingredients. They will be given notice of ingredients prior to the task		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 10 for materials/resources for recipe testing, evaluating and demonstration work.</p> <p>Students are required to purchase ingredients for practical work and assessment practicals</p>		
Careers	<p>Food Studies is a lead into the senior Certificate subjects – Certificate II in Hospitality, Certificate II in Kitchen Operations, Certificate II/III in Tourism.</p> <p>This subject has particular relevance for students who wish to enter any professions related to food or where good 'people skills' are required. Students will benefit in many ways by developing a broad range of skills.</p> <p>Food Studies is particularly relevant to students wishing to gain entry into Coastal Cookery Trade Training Centre courses - Certificate II in Hospitality and Certificate II in Kitchen Operations.</p>		
Course Accreditation	N/A		

MATHEMATICS

Subject type:	Year 10	Duration:	37 weeks
Aims	<p>The Australian Curriculum: Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study. <p>The Maroochydore State High School Middle School Junior School Mathematics program develops these skills through the three strands of the Australian Mathematics Curriculum</p> <ul style="list-style-type: none"> Algebra and Number Measurement and Geometry Statistics and Probability 		
Content	<p>The Mathematics Faculty offer two courses in Year 10 Mainstream and Advanced stream.</p> <p>The Mainstream Course By the end of Year 10, students expand and factorise quadratic expressions and find unknown values after substitution into formulas. They represent relations on the Cartesian plane and solve linear and quadratic equations. They make connections between simple and compound interest. Students list outcomes, assign and determine probabilities for chance experiments. They construct box plots and compare data sets. Students investigate and describe relationships in statistical reports. Students solve problems involving volume and surface area of a range of prisms and apply reasoning to proofs and numerical exercises.</p> <p>The Advanced Course covers all aspects of the mainstream course with a major focus on advanced algebra and trigonometry in preparation for Mathematics B and C.</p> <p>Students aiming to study the Advanced Mathematics stream in Year 10 will require a B minimum in their Year 9 Semester 2 report.</p> <p>Entry into the Maths competition is a compulsory component of the Advanced Maths program.</p>		
Prerequisites	Nil		
Assessment	<p>Students will be assessed in two criteria using a variety of techniques including formal tests, assignments and mathematical investigations.</p> <p>Criteria 1 Understanding and Fluency: e.g. Calculate surface area and volume of 3D objects, including composite solids. Apply deductive reasoning to proofs.</p> <p>Criteria 2 Problem solving and Reasoning: e.g. Solve volume and surface area of composite solids. Apply logical reasoning to congruency, similarity and circle relationships in plane shapes.</p>		
Special subject requirements	<ul style="list-style-type: none"> 96 page exercise book – one per semester Casio Fx-82ES Plus scientific calculator Stationery, including compass, protractor, ruler and eraser 5mm grid book <p>All students have the option of entering the Australian Mathematics Trust Mathematics competitions.</p> <p>Movement between mainstream and advanced classes can take place at the end of Term 1 and Term 2.</p> <p>Learning support may be offered to students who need assistance with numeracy demands of the Year 10 curriculum. A Head of Department, teacher or parent may refer students to the support staff.</p>		
Fees (Additional to SRS charges):	<ul style="list-style-type: none"> Entry to Mathematics Competition <p>All students will have access to MangaHigh, as well as the Maths online program. The school has negotiated a special price per student per year at \$11.00 per student.</p>		
Careers	<p>Mathematical skills are required in most jobs to some extent. The advanced course is recommended to students who wish to continue their studies at university after Year 12 in the fields of Business, Science, Mathematics, Engineering or Medicine.</p>		
Course Accreditation	N/A		

MEDIA STUDIES

Subject type:	Year 10	Duration:	12 months
Aims	<p>Year 10 Media Studies aims to introduce students to the in-depth study of a variety of Audio and Visual media.</p> <p>Understanding media is a cornerstone of a modern student's life, and helps students gain meaning from the digital world around them.</p> <p>In the course, students design and produce a range of media, making decisions about the design, selection and manipulation of media technologies to produce meanings.</p> <p>Students learn to understand the role audience plays in the creation of different forms of audio and visual media</p>		
Content	<p>The course covers four areas of study:</p> <ul style="list-style-type: none"> • Film TV and New Media-(Learning the art of creating modern moving media) • Digital Journalism- (practical Photographic journalism) • Documentary sound and vision • Special effects 		
Prerequisites	<p>The course is offered as a course of study beginning in Year 10 as an extension of the Encore Program established in Year 8 and 9, linking Middle School studies with the Senior Subject of Film TV and New Media (a QSA subject).</p> <p>Students entering this subject must have a minimum Sound Achievement in Yr 9 English, have an interest in this area of study, and be motivated to participate in all areas of activity.</p>		
Assessment	<p>Assessment is devised around two dimensions, Responding and Making, each considered equally important.</p> <ul style="list-style-type: none"> • Responding to Media; assignment writing and responding to media that challenges how students see society and their place in the world. • Making Media: Production; developing practical skills and processes required to create, construct and produce media. Proficiencies in camera operation/editing/post production • Making Media: Design; manipulating media for audiences. Preparing designs, scripts, visual to print meanings, scripting for production. 		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	A subject fee applies in Year 10 for Equipment and Consumables (eg leads, cords, batteries), Excursions, Workshops		
Careers	<p>The course is desirable for students wishing to undertake FTV and New Media in Senior School, and has companion application to English, IT Studies, Drama, Music subjects.</p> <p>Careers in Media, Journalism, Advertising, Marketing, Travel, Information Technology, Performing Arts, Design can all lead from studies in this subject.</p>		
Course Accreditation	Year 10 Media Studies is an excellent foundation course and is the pre-requisite for further study in Senior Art		

MUSIC

Subject type:	Year 10	Duration:	12 months
Aims	<p>Year 10 Music aims to continue giving students a well-rounded study of music. It builds on ideas studied in Year 9 music, making students smart listeners and appreciators of music, which like the other arts is an important part of our way of life.</p> <p>In the course, students encounter music in a variety of ways. They have the opportunity to play and sing music of all types, to create their own music (incorporating the use of technology, including a visit to a recording studio) and to learn to listen to music, gaining an appreciation and understanding of a number of different musical genres.</p>		
Content	<p>The course is organized into four units of work:</p> <ul style="list-style-type: none"> • Homegrown Heroes • It's all about Song Writing • Stage and Screen • And all that Jazz 		
Prerequisites	<p>It is recommended that only students who have studied Year 9 Music take this course. Any exceptions to this would need to be approved by the HOD and classroom teacher of the subject.</p> <p>Students need to have an interest in learning about a wide range of music styles, and be prepared to listen to and compose different music genres. Students are expected to actively engage in performance opportunities (solo / small ensemble / large ensemble).</p>		
Assessment	<ul style="list-style-type: none"> • Musicology: One Written Test, One Assignment • Composition: Two Compositions (incorporating use of Technology) • Performance: Three Performances (Solo/Small ensemble) 		
Special subject requirements	<p>This course is considered mandatory for students wishing to study Year 11 and 12 Music. It is suitable for students who want to become good listeners and appreciators of music.</p> <p>It is very appropriate for students wishing to make a career out of music and those who have a recreational pursuit which may be continued after they leave school or revived later in life.</p>		
Fees (Additional to SRS charges):	<p>A subject fee applies for consumables – eg adaptors, headphones, leads, strings, disks, concert admission and transport</p>		
Careers	<p>This course is desirable for those wishing to study Senior Music unless an instrument / voice is studied in the school instrumental program or through a private studio.</p>		
Course Accreditation	<p>Year 10 Music is an excellent foundation course and is the pre-requisite for further study in Senior Art</p>		

SCIENCE

Subject type:	Year 10	Duration:	12 months
Aims	<p>In 2018, Maroochydore State High School will continue to plan, teach, assess and report Science in Year 10 using the Australian Curriculum. The Australian Curriculum: Science aims to ensure that students develop:</p> <ul style="list-style-type: none"> • an interest in Science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live • an understanding of the vision that Science provides of the nature of living things, of the earth and its place in the cosmos and of the physical and chemical processes that explain the behaviour of all material things • an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results and drawing critical, evidence-based conclusions • an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims • an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions • an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science • a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge. <p>This approach to Year 10 Science is supported by the Science Ways series of textbooks and other materials used in class. All Year 10 Science students will study one of two courses, Advanced Science or Core Science explained below. Both courses will cover the following Science Understandings:</p>		
Content	<p>Biological Sciences</p> <ul style="list-style-type: none"> • Transmission of heritable characteristics from one generation to the next involves DNA and genes • The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence <p>Chemical Sciences</p> <ul style="list-style-type: none"> • The atomic structure and properties of elements are used to organise them in the Periodic Table • Different types of chemical reactions are used to produce a range of products and can occur at different rates <p>Earth and Space Sciences</p> <ul style="list-style-type: none"> • The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe • Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere <p>Physical Sciences</p> <ul style="list-style-type: none"> • Energy conservation in a system can be explained by describing energy transfers and transformations • The motion of objects can be described and predicted using the laws of physics <p>Core Science: This will offer a more practical and less theoretical approach. Individual teachers will be given more flexibility to follow areas of student interest.</p> <p>Advanced Science: This course will offer advanced practical work and challenge students to develop a higher level of skills and knowledge than could previously be offered. This will not only benefit a student's academic performance, but also prepare the students more effectively should they choose a senior Science option in Year 11. Obtaining a SA+ in this subject will be a prerequisite for Physics and Chemistry in Year 11. A grade of SA in this subject would be a prerequisite for Biology and Marine Science.</p> <p>At the end of Year 9, students will be allocated to a Year 10 Science course. That decision will primarily be based on students' work ethic and grades achieved in Year 9. Depending on individual progress through the year, students may be moved between Advanced and Core Science. The primary reason for doing this would be to provide a better outcome for students.</p>		
Prerequisites	Advanced Science requires achievement level in Year 9 to be \geq B		
Assessment Core Science	Assessment will be of a standard type (exam, assignment, folio) but there will be more structure within this course and assessment to aid students. Students will not be able to use this subject as a prerequisite for Physics and Chemistry in Year 11, unless the student appeals with a strong case to the Head of Department, Science. Students may be able to use a VHA in this subject as a prerequisite for Biology and Marine Science and an SA in this subject as a prerequisite for Aquatic Practices.		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	A subject fee applies to Core Science for specialised laboratory materials and activities. A subject fee applies to Advanced Science for the Science Competition and extra laboratory materials and equipment.		
Careers	Astronomy, Biotechnology, Conservation, Education, Health, Medical, Mining, Sport, Research		
Course Accreditation	N/A		

SHOP A - a subject of Industrial Technology & Design

Subject type:	Year 10	Duration:	12 months
Aims	<ul style="list-style-type: none"> • Develop an understanding of materials and processes applying to a range of woodwork and plastic processes • Promote an appreciation for quality • Develop problem solving skills through the Design Process • Introduce students to vocational education • Develop hand skills • Develop awareness of tradition and technology behind many every day products 		
Content	<p>Plastics: A modern material in common usage in many areas. Students will have an opportunity to study plastics in theory and produce articles in several types of plastic.</p> <p>Woodworking: The study of timber in various types of construction including woodwork, carcass and framing constructions.</p> <p>Project Design, Workshop, Safety: In the production of projects, students will be exposed to plan reading, solving problems through design and applying safe work practices.</p>		
Prerequisites	Successful completion of Year 9 Shop A		
Assessment	<p>Classwork:</p> <ul style="list-style-type: none"> • Projects • Project work booklets <p>Indicative Projects</p> <ul style="list-style-type: none"> • Table, Jewel Box, Blow Moulding, Mantle Clock <p>Exams:</p> <ul style="list-style-type: none"> • Practical • Theory 		
Special subject requirements	<p>The following are safety requirements in all practical areas of Industrial Technology and Design:</p> <ul style="list-style-type: none"> • Students are required to wear sturdy shoes that are in a good state of repair (no thongs, sandals etc.) • Any loose clothing is required to be restrained (tucked in) or removed. (This includes coats and jumpers etc.) • Long hair is required to be restrained at all times. (Where required, student will provide their own hair net – hygiene consideration.) • Students who are unable to comply with safety standards will be withdrawn from practical learning experiences. 		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 10 to cover cost of consumables and project materials. Early Payment is Essential</p>		
Careers	<ul style="list-style-type: none"> • Industrial Technology and Design courses provide the basics for skills required in the Senior Industrial Technology and Design course – ie Cert. II Furniture Making Pathways. • Shop A provides some basis for Technology Studies and Furnishings in the senior school. • Shop A has particular relevance for students wishing to pursue a career in construction, furnishings or process manufacturing industry 		
Course Accreditation	N/A		

SHOP B - a subject of Industrial Technology & Design

Subject type:	Year 10	Duration:	12 months
Aims	<ul style="list-style-type: none"> • Develop an understanding of materials and processes applying to a range of metal work processes • Promote an appreciation for quality • Develop problem solving skills through the Design Process • Introduce students to vocational education • Develop hand skills • Develop awareness of tradition and technology behind many every day products 		
Content	<p>Metalwork: The study of sheet metal in various forms, fitting and fabrication (introduction), metal turning and art metal form. Students will have an opportunity to produce articles in the above areas and be exposed to theory in each area.</p> <p>Electrical/Electronics: Students will be exposed to Basic Electrics Theory and will make projects using electronic components.</p> <p>Mechanics: Students may encounter units involving theory of Internal Combustion Engines.</p> <p>Project Design, Workshop Graphics, Safety in the Production of Projects: Students will be exposed to plan reading, solving problems through design and safe working practices</p>		
Prerequisites	Successful completion of Year 9 Shop B		
Assessment	<p>Classwork:</p> <ul style="list-style-type: none"> • Projects • Project work booklets <p>Indicative Projects: Barbecue Slice, Wine Rack, Copper Bowl, Electronic "Dice", Litre Measure, Screwdriver, Carry All</p> <p>Exams:</p> <ul style="list-style-type: none"> • Practical • Theory 		
Special subject requirements	<p>The following are safety requirements in all practical areas of Industrial Technology and Design:</p> <ul style="list-style-type: none"> • Students are required to wear sturdy shoes that are in a good state of repair (no thongs, sandals etc.) • Any loose clothing is required to be restrained (tucked in) or removed. (This includes coats and jumpers etc.) • Long hair is required to be restrained at all times. (Where required, student will provide their own hair net – hygiene consideration.) • Students who are unable to comply with safety standards will be withdrawn from practical learning experiences. 		
Fees (Additional to SRS charges):	<p>A subject fee in Year 10 applies to cover cost of consumables and project materials.</p> <p>Early Payment is Essential</p>		
Careers	<ul style="list-style-type: none"> • Industrial Technology and Design courses provide the basics for skills required in the Senior Industrial Technology and Design course – ie Cert. II Engineering Pathways. • Shop B provides some basis for Technology Studies in the senior school and engineering <p>Shop B has particular relevance for students wishing to pursue a career in the manufacturing and engineering industry</p>		
Course Accreditation	N/A		

MSI20116 – CERTIFICATE II IN SAMPLING AND MEASUREMENT – YEAR 10 DRIVE STUDENTS – TBC (2018)

RTO TAFE (0418) - For further information on services, training and assessment refer to TAFE enrolment package.
Delivered and assessed by Maroochydhore State High School (30397) staff.

Subject type:	VET qualification	Duration:	One year
Qualification description:	MSI20116 Certificate II in Sampling and Measurement is a nationally recognised qualification that covers the skills and knowledge required to perform a range of sampling and measurement as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors.		
Entry requirements:	There are no entry requirements for this qualification.		
Qualification Packaging Rules:	Certificate packaging rules: 8 units must be completed: <ul style="list-style-type: none"> • 4 core units of competency • 4 elective units of competency 		
Core and Electives:	<p>Core: Participate in environmental sustainable work practices Work within a laboratory/field workplace (induction) Record and present data Participate in laboratory/field workplace safety</p> <p>Electives: Collect routine site samples Handle and transport samples or equipment Conduct routine site measurements Communicate with other people Plan and conduct laboratory/field work Maintain the laboratory/field workplace fit for purpose Contribute to the achievement of quality objectives Apply critical control point requirements Perform calibration checks on equipment and assist with its maintenance Work safely with instruments that emit ionising radiation Receive and prepare samples for testing Operate a robotic sample preparation system Operate basic hand blowing equipment</p> <p>As of May 15, 2017 elective competency units had not been confirmed</p>		
Learning experiences:	<ul style="list-style-type: none"> • RTO classroom • Laboratory environment 		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: <ul style="list-style-type: none"> • Observation and checklist • Written assessment • Reports • Experiments 		
Pathways:	Further training pathways from this qualification include the MSL30109 Certificate III in Laboratory skills. STEM skills embedded in course – support future senior subjects.		
Fees:	VETiS funded course – all Queensland Education students can access the Department Education & Training under the VETiS funding. This means there is no training cost to the parent/guardian of the student. In accessing the DET VETiS funding the student will not be able to access this funding a second time. There is only one access to VETiS funded courses. If students enrol in this certificate course they will be unable to access VETiS in Year 11/12.		
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.		
Service agreement:	This is a one year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (28 May 2016.)		

FSK20113 - CERTIFICATE II IN SKILLS FOR WORK & VOCATIONAL PATHWAYS (Yr 10 2018)

Delivered by Maroochydore State High School(30397)

Subject type:	VET qualification	Duration:	12 months Year 10*, 11, 12 (*may be extended into Year 11/12)
Qualification description:	Certificate II in Skills for Work and Vocational Pathways.		
Entry requirements:	There are no entry requirements for this qualification.		
Qualification Packaging Rules:	Certificate packaging rules: 14 units must be completed: <ul style="list-style-type: none"> 8 core units 6 units from FSK20113 		
Core and Electives: Competencies covered:	<p>Core:</p> <ul style="list-style-type: none"> Use digital technology for routine workplace tasks Use strategies to respond to routine workplace problems Use routine strategies for work-related learning Calculate with whole numbers and familiar fractions, decimals and percentages for work Estimate, measure and calculate routine metric measurements for work Interact effectively with others at work Read and respond to routine workplace information Write routine workplace texts <p>Elective</p> <ul style="list-style-type: none"> Recognise highly familiar workplace signs and symbols Participate in work placement Use routine strategies for career planning Use strategies to identify job opportunities Contribute to health and safety of self and others Communicate electronically 		
Learning experiences:	<ul style="list-style-type: none"> RTO classroom Work experience component 		
Assessment:	<p>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include:</p> <ul style="list-style-type: none"> Observation with checklist Written assessment/quiz/activities Case studies Project/portfolios Role play Log book Reports from workplace supervisor 		
Pathways:	This qualification provides a pathway into casual, part time and full time employment		
Fees (Additional to SRS charges):	A subject fee applies to cover consumable materials such as photocopied booklets		
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.		
Service agreement:	<p>For Year 10 students it is a 12 month course with the opportunity to extend over Year 11/12 depending on the individual student. The RTO guarantees that the student will be provided with every opportunity to complete the FSK20113 Certificate II in Skills for Work and Vocational Pathways as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is correct at time of publication but subject to change (28 May 2016).</p>		

DEPARTMENT OF SPECIAL EDUCATION SERVICES – THE SPECIAL EDUCATION PROGRAM

Subject type:	Year 10	Duration:	12 months
	<p>The Special Education Program has been established and staffed especially to provide for the special educational needs of students with disabilities. Students with disabilities are supported through the Educational Adjustment Program, (EAP), Individual Curriculum Plans (ICP). These plans are developed in partnership with parents, students and specialist staff.</p>		
Aims	<p>The Special Education Program aims to prepare young people for a life after school which has independence, meaning and quality. Year 10 programs enable students to develop skills in preparation for Senior pathways.</p>		
Content	<p>Students in Year 10 participate in programs based on their individual needs. All students participate in two mainstream electives, some with support. Other programs combine SEP English and SEP Maths classes with mainstream subjects. A small group of students have highly modified programs which include SEP Lifeskills.</p>		
Prerequisites	Nil		
Assessment	<p>Students are assessed throughout courses by formal, informal and standardised testing as well as classwork and assignments.</p>		
Special subject requirements	<p>To find out more, phone or visit and see how we can support students who have special abilities.</p>		
Fees (Additional to SRS charges):	Nil		
Careers	<p>The Special Education program has strong links with outside agencies that support students with disabilities in Work Experience, Traineeships, Employment Skills and Work Placements.</p>		
Course Accreditation	<p>The Queensland Certificate of Individual Achievement (QCIA) is undertaken by some senior students in Year 11 and 12.</p>		

VISUAL ART

Subject type:	Year 10	Duration:	12 months
Aims	<p>The global or wider aims of the Junior Art Program reflect those of the P-10 Syllabus.</p> <ul style="list-style-type: none"> To develop creativity in the visual art process. To acquire knowledge of the visual arts. To acquire skills necessary for interpretation (to describe, analyse, interpret and evaluate/ make judgments about Art), communication and the production of art works. To develop discrimination and appreciation of the visual world (to value and be confident in 9one's own creative ability, to value the artistic contribution of others in and to our society). 		
Content	<p>Year 10</p> <p>Semester 1:</p> <p>Concept – Self Printmaking -</p> <ul style="list-style-type: none"> Silk Screen Printing. Printing stencils. Myself as a comic character. Written Assignment (500-700 words). <p>Painting –</p> <ul style="list-style-type: none"> Photo of self-computer manipulated semi-abstract / abstract image. Mixed media experiments. Acrylic Painting on canvas. <p>Semester 2:</p> <p>Concept – 3D Form and Text in Art Sculpture –</p> <ul style="list-style-type: none"> Small mixed media sculpture. Written Assignment – computer aided 500-700 words. <p>Drawing –</p> <ul style="list-style-type: none"> Transition Illustration song / poem. Mixed Media folio. 		
Prerequisites	Nil		
Assessment	<p>Each term will contain these items:</p> <ul style="list-style-type: none"> A completed major piece of artwork. Worksheets, media experiments. Research recorded in Visual Diary. Term 1 and 3 written assignments (500-700 words). 		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 10 for:</p> <ul style="list-style-type: none"> Painting frame. Printmaking stencil 3D materials and tools. Photoshop / Computer Art Programs. A1 Art Folio Visual Diary. Excursion. Use of digital cameras. Safety equipment. 		
Careers	Highly desirable for those considering Visual Art at Senior (Yrs 11 & 12) level.		
Course Accreditation	Year 10 Art is an excellent foundation course and is the pre-requisite for further study in Senior Art		



**MAROOCHYDORE
STATE HIGH SCHOOL**

STRIVE AND SERVE