

# Mareeba State High School



## 2026 Year 10 Curriculum Information





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Information in the booklet correct at time of printing and subject to change.

Source: G:\Coredata\Office\\_Students\Subject Pathways\2026\Year 10\Source Documents\Year 10 Curriculum Information 2026.doc

# Introduction

The Year 10 Curriculum Information Booklet is a guide to planning your senior education pathway. It will provide you with information regarding this next phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Students currently in year 9 will be entering senior education in terms of curriculum, assessment and University entrance. Year 10 is a year designed to prepare you in terms of subject offerings and assessment types so that you make informed choices when choosing subjects in 2025 for Year 11 and 12.

Contained in this guide are outlines of all units of study offered at Mareeba State High School for students undertaking year 10 in 2025. Please note that subjects will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.

Please use this guide to assist you in planning your pathway for 2025 and beyond.

## Subject Selections in Year 10

### Selecting your subjects

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and do well at. It is a good idea to keep your options open for senior and exploring a range of subjects to experience the curriculum and assessment types that will be in both General and Applied subjects on offer in 2025.

#### **Year 10 students:**

- **MUST** study English
- **MUST** study Mathematics
- **MUST** study Science
- **MUST** study Cert II Workplace Skills
- **MUST** study 3 elective subjects
- On the 3 elective lines choose 2 subjects on each line in order of preference.

**NOTE:** Some elective subjects are not compatible with others.

***Every effort will be made to ensure that student preferences are accommodated, but will be subject to student numbers and timetable constraints.***

### How do I choose?

Choose your subjects according to the following:

- Subjects you enjoy
- Subjects you perform well in

**DO NOT** choose your subjects for the following reasons:

- **“My friend is taking that subject”.** *There are usually multiple classes in a subject, so even if you are doing the same subjects, you won’t necessarily be in the same class.*
- **“I do/don’t really like the teacher”.** *There is no guarantee that you will have any particular teacher.*
- **“Someone told me that the subject is fun (or easy, or interesting)”.** *It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.*
- **“Someone told me that the subject is boring”.** *See above points.*
- **“Someone told me that I do/don’t need that subject for the course I want to take at university”.** *Check tertiary prerequisites or see the Guidance Officer.*

### Choose very carefully

If a change of subject is considered appropriate or required for a student, the change will generally occur only within the first two weeks of Semester 1 or 2.



# Distance Education

Mareeba State High School can offer students the option of studying Distance Education subjects through Brisbane, Charters Towers and Cairns. Distance Education is only on offer for students wishing to study a subject that the school does not offer, such as a language, where there are insufficient numbers for the subject to run, or when there is a timetable clash.

If interested in studying a subject through Distance Education, you need to ensure that you are self-motivated and able to study by yourself, as well as ensure continual access to the internet and phone for lessons. An interview with the Curriculum Extension Facilitator and Deputy Principal Education Services will need to occur before approval is granted to study a Distance Education Subject.

There is a separate enrolment form and subject charge for these subjects and students will need to pay these before enrolment occurs.

Successful students will have alternate lessons allocated to use in the Distance Education facility in the Library.

Online lessons are compulsory and may need to be attended three times a week. Online lessons may not occur during the allocated alternate lessons (timetables for online lessons are generated through the School of Distance Education). <https://education.qld.gov.au/schools-educators/distance-education>

More information is available at the following websites:

- |  |                       |
|--|-----------------------|
| ○ <a href="#">Brisbane School of Distance Education</a>        | Phone: (07) 3727 2444 |
| ○ <a href="#">Cairns School of Distance Education</a>          | Phone: (07) 4080 9111 |
| ○ <a href="#">Capricornia School of Distance Education</a>     |                       |
| ▪ Rockhampton Campus -   | Phone (07) 4931 4800  |
| ▪ Emerald Campus -   | Phone: (07) 4987 9100 |
| ○ <a href="#">Charters Towers School of Distance Education</a> | Phone: (07) 4754 6888 |

## Senior School Glossary of Acronyms and Terms

**Australian Tertiary Admission Rank (ATAR)** – is a percentile awarded to students by application for undergraduate entry to university on completion of Year 12 for students in all states from 2020 onwards. It has replaced the OP score in Queensland.

**General Subjects** are approved by the Queensland Curriculum & Assessment Authority (QCAA). Achievements in these subjects are recorded on the Year 12 Senior Statement and are used in the calculation of ATAR score. General subjects are academic in nature.

**Applied Subjects** are approved by the Queensland Curriculum & Assessment Authority (QCAA). Achievements in these subjects are recorded on the Year 12 Senior Statement and are used in the calculation of an ATAR score. They are more practical than a General subject and you can use a result in one (1) applied subject for the calculation of an ATAR score.

**Queensland Certificate of Education (QCE)** is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12. It confirms a student's achievement of:

- A significant amount of learning
- A set standard of achievement
- Meeting literacy and numeracy requirements.

**Queensland Certificate of Individual Achievement (QCIA)** recognises the achievements of students who are on highly individualised learning programs. To be eligible, students must have a disability as outlined by the Disability Discrimination Action (DDA). The QCIA is an official record that students have completed at least twelve years of education, and provides students with a summary of their knowledge and skills that they can present to employers and training providers.

**Queensland Tertiary Admissions Centre (QTAC)** acts on behalf of universities, TAFE institutes and some private institutions to publish course information and to receive and process applications.

**Australian Qualifications Framework (AQF)** shows all the qualifications issued in post-compulsory education in Australia and how these qualifications relate to each other.

### **Vocational education and training (VET)**

VET provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills.

**School-based Apprenticeships and Traineeships (SAT)** represent an opportunity to complete Year 12 and begin an apprenticeship or traineeship while students are still at school. Apprenticeships and traineeships are legally binding formal agreements between students and their employer where they both commit to specific work and training requirements. Students interested in a school-based traineeship or apprenticeship need to see the Head of Senior Schooling or the Senior Schooling Administrative Officer.

## **Where Do I Find More Information?**

### **Queensland Curriculum & Assessment Authority (QCAA)**

Web <https://www.qcaa.qld.edu.au/> Ph: 07 3864 0299

Email: [office@qcaa.qld.gov.au](mailto:office@qcaa.qld.gov.au)



### **My Future – Career Development**

<https://myfuture.edu.au/home>

### **MyQCE – Information on Senior School- student tracking of QCE pathway**

<https://myqce.qcaa.qld.edu.au/>



### **Queensland Tertiary Admissions Centre (QTAC)**

Web: <https://www.qtac.edu.au/>

Ph: 1300 GO QTAC (1300 467 822)

Facebook: <https://www.facebook.com/qtacinfo> - Insta: <https://www.instagram.com/qtacinfo/>

### **Good Career Guide**

<https://www.goodcareersguide.com.au/>



### **Defence Jobs**

<https://www.defencejobs.gov.au/>

### **Seek Career Resources**

<https://www.seek.com.au/career-advice/>



### **Queensland Apprenticeships**

<https://apprenticeshipsqld.com.au/>

### **Career Bullseye posters**

<https://www.dese.gov.au/school-work-transitions/career-education-resources#toc-career-bullseye-posters>



### **Career bullseyes**

Start exploring career pathways by selecting a learning area you enjoy.



# About the QCE

## About the QCE

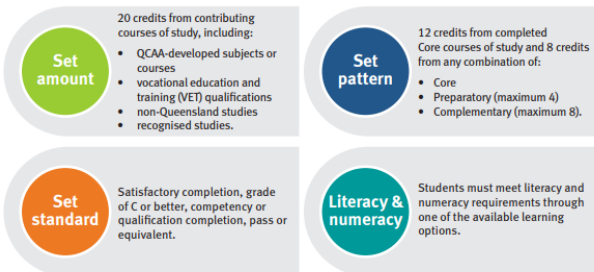
The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

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. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

## QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



## More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au):

- QCE credit and duplication of learning
- QCE credits: completed Core requirement
- QCE literacy and numeracy requirement.

### Set pattern

Within the set pattern requirement, there are three categories of learning – Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● **Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	
• QCAA Short Course in Literacy	1
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	1
• QCAA Short Course in Career Education	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

### Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

#### Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

#### Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

November 2019

Queensland Curriculum & Assessment Authority

# Work Experience Program

As part of the Year 10 program at Mareeba State High School, we include a week-long Work Experience component. During 'Work Experience Week', scheduled in Term 2, Year 10 students will be required to be placed in work situations in Mareeba and surrounding districts.

Work Experience is an important part of the curriculum. Students are encouraged to find their own placement in a workplace they are interested in working in. It is important that the students get the "real life" experience of approaching employers in the hope of finding work – in this case, work experience. During this week, students will experience the routine and discipline of work. They will come to appreciate that personal appearance, appropriate work wear, speech and manner are all important aspects of working life.

Some prerequisite may apply for those students interested in completing their work experience at workshops and construction sites. (Eg. Industry White Card for Workplace Health and Safety compliance).



# The Learning Curve Wellbeing Program (WAM)

The Wellbeing Program mission is to transform wellbeing science by enabling students to develop their agency in the world by doing the program themselves, to remove their self-limiting beliefs about wellbeing and learning and to see challenges as opportunities for growth in both. The evidence-based lessons and activities are growth orientated mindset movers that arouse students' interest and curiosity to want to learn more about themselves socially, emotionally and academically.



These include:

- Identifying and then using their personal character strengths in their daily lives.
- Practising the skills that they need to become resilient to respond well to and learn from challenges.
- Becoming self-aware and self-regulated to accept struggle and effort as the drivers of their growth.
- Learning how to show empathy for others and build respectful relationships with them.
- Unlocking their problem-solving thinking through Habits of Mind to be flexible.

## **Developing Skills and Competencies:**

Positive Education involves intentionally and explicitly teaching young people how to develop the skills and competencies to grow their brain's abilities, called the cognitive domain while at the same time teaching them how to acquire the skills of social-emotional resilience, called the non-cognitive domain so that they can live a fulfilling and meaningful life.

### **Positive Emotion + gratitude**

Being in charge of your emotions through your strengths. Developing the aspects of emotional literacy and making a positive difference using your signature character strengths.

### **Engagement + mindfulness**

Connecting mindfully with yourself and the present moment. Developing the capacity to pay attention to what you need to pay attention to.

### **Relationships + empathy**

Showing others matter by doing good to feel good, feeling good to do good and being respectful. Looking to the future with optimism and hope.

### **Meaning + purpose**

Being passionate about something larger than yourself, doing the right thing and doing the thing right to make a positive difference in your world.

### **Accomplishment + optimism**

Adopting growth mindsets to deliberately practise more difficult approaches to grow your brain's abilities so that you can achieve what you set out to do.

### **Health + strengths**

Having a healthy body and healthy mind by being regularly active, eating fresh whole foods and looking for what's good in your life.





## BSB20120 Certificate II in Workplace Skills

- No pre-entry level requirements
- Year Level - 10
- QCE credits - 4
- Duration – 1 year



This course is designed to provide vocational education and training necessary to gain a nationally recognised accreditation whilst developing basic knowledge and skills across a number of business roles. This course encompasses the development of skills and knowledge for effective communication, planning and applying time management and competent use of business technology. Furthermore, workplace health and safety, environmentally sustainable practices and working effectively in business environments. This course will benefit Year 10 students who would like to seek post school employment as a clerical or administrative worker across all industries, but all skills will be transferable to a workplace. To successfully complete this qualification, students must demonstrate competency of the skills and knowledge required for each of the ten units in this course. Students will be assessed through written short answer responses, verbal questioning, projects, observations and work experience carried out whilst participating in simulated and work activities. Work experience placement for this course must be completed by Year 10 students to be able to achieve this qualification.

### 1. Term Unit Plan

<b>Term 1</b>	• Planning my Certificate II in Workplace Skills; Workplace Safety Induction
<b>Term 2</b>	• Customer Service and Communication in the Workplace
<b>Term 3</b>	• Communication skills and working effectively in a business environment; Personal wellbeing in the workplace
<b>Term 4</b>	• Personal wellbeing in the workplace; Researching and Organising Electronic Information

Total number of units = 10

Core units	Elective units
<ul style="list-style-type: none"><li>• BSBCMM211 Apply communication skills</li><li>• BSBOPS201 Work effectively in business environments</li><li>• BSBPEF202 Plan and apply time management</li><li>• BSBSUS211 Participate in sustainable work practices</li><li>• BSBWHS211 Contribute to the health and safety of self and others</li></ul>	<ul style="list-style-type: none"><li>• BSBPEF201 Support personal wellbeing in the workplace</li><li>• BSBTEC201 Use business software applications</li><li>• BSBTEC202 Use digital technologies to communicate in a work environment</li><li>• BSBTEC203 Research using the internet</li><li>• BSBOPS202 Engage with customers</li></ul>

### 2. Possible Career Pathways

This course has been designed to suit the needs of those who wish to complete Business skills for the following occupations:

- Receptionist • Administration Officer (Local Government) • Government Roles
- Office Assistant • Clerical Assistant • Administrative Assistant • Call Centre Operator and other similar roles.



# Dance (DAN)

Elective  
Subject

In Dance students study a variety of dance styles such as popular dance and musical theatre. Students learn through a range of practical and theoretical activities, whilst developing physical and creative skills. Students will learn about how to perform, choreograph dance (create a dance) and respond to dance works.

## COURSE OUTLINE:

In Dance students will:

- Work with other students to choreograph or create a dance
- Develop physical skills
- Develop problem solving skills
- Research about dance styles
- Reflect on dance works

Units	Assessment type
<ul style="list-style-type: none"><li>• All That Jazz</li></ul>	Performance
<ul style="list-style-type: none"><li>• Make It Dance</li></ul>	Choreography and Multimodal
<ul style="list-style-type: none"><li>• Indigenous Perspectives</li></ul>	Choreography and performance
<ul style="list-style-type: none"><li>• Your Say – Make a statement</li></ul>	Choreography, performance and production booklet

## ASSESSMENT:

Students will undertake a variety of assessment tasks that are reflective of the types of assessment instruments used in senior subjects such as practical tasks, written tasks, oral tasks and examinations.

## Future Subject Choices in Year 11

In year 11, students may select the General subject **Dance** or the Applied subject **Dance in Practice**.



# Drama (DRA)

Elective  
Subject

In Drama, students will investigate the elements of drama through practical and theory-based activities. They will investigate historical and modern forms of drama and develop skills in basic stagecraft and effective group work. Students are expected to be involved in the annual school production (either a Variety concert or Musical) as part of their assessment. This is an excellent opportunity for students to demonstrate and develop skills associated with a live production in either an onstage or backstage role. Students may be required to attend rehearsals outside of school time and attend the performances.

## COURSE OUTLINE:

In Drama students will:

- Make (create & perform) drama
- Respond to drama

Units		Assessment type
Unit 1	Australian Theatre	Live Theatre Performance (Group)
Unit 2	Showtime! (Part 3)	Production Journal and Reflection (Individual & Group)
Unit 3	Collage Drama	Devised Theatre (Individual)
Unit 4	Theatre Critic	Multimodal Theatre Review (Individual)

## ASSESSMENT:

The assessment tasks used throughout the year will be assessed according to the Australian Curriculum Standards. Students undertake a variety of assessment tasks that are reflective of the types of assessment instruments used in senior subjects such as practical, written and multimodal tasks.

## Future Subject Choices in Year 11

Students who are achieving in Drama may select, in future, from the Applied subject of **Drama in Practice** and the General subject of **Drama** in Year 11.



# Media Arts (MED) Elective Subject

**Elective  
Subject**

In Media students learn about digital media applications and how to manipulate them. Students extensively use a wide range of technology to effectively edit, manipulate and present digital images and film. Media gives students the opportunity to learn skills such as audio, graphic design, curating, interactive media, moving images and still image. Students will learn how to communicate ideas and information.

### COURSE OUTLINE:

In Media Arts students will:

- Analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute.
- Evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning.
- Evaluate how social, institutional and ethical issues influence the making and use of media artworks.
- Produce representations that communicate alternative points of view in media artworks for different community and institutional contexts.
- Manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style.
- Collaboratively apply design, production and distribution processes.

	Units	Assessment type
1	<ul style="list-style-type: none"> <li>Generator: film and tv genres</li> </ul>	<b>Making:</b> Netflix series title sequence (folio) <b>Responding:</b> Analysis of a short film (written)
2	<ul style="list-style-type: none"> <li>Open World</li> </ul>	<b>Making:</b> designing a Role-Playing Game Character and World and creating a trailer for the game
3	<ul style="list-style-type: none"> <li>Australian stories</li> </ul>	<b>Making:</b> Film Character Posters <b>Responding:</b> Media analysis – representations of Australia (Multimodal)

**ASSESSMENT:**

Students undertake a variety of assessment tasks in a range of conditions: individual and group work, written and practical elements. These tasks are reflective of the type of assessment instruments used in senior subjects.

### Future Subject Choices in Year 11

Students who are interested in the film making elements of the subject may choose the General subject of **Film, Television and New Media**. Students who have interests and abilities in desktop publishing elements as well as film making, may choose the Applied subject of **Media Arts in Practice**.





# Music (MUS)

Elective  
Subject

In Music students learn how to listen to music with purpose and they also learn how to analyse, perform and compose music. Students learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Learning in Music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity. Participation in music offers students life-long skills as music-makers, audiences, and listeners.

## COURSE OUTLINE:

In Music students will:

- Develop their Literacy and Numeracy
- Use class practical time to further their instrument-playing or singing skills
- Appreciate other musical cultures including Australian Indigenous culture
- Become aware of the relationship of music to historical events
- Expand their technological skills with music software for recording and composing
- Develop teamwork and problem-solving abilities

Units	Assessment type
• Voice as First Instrument – The Blues	Performance and short test
• Electronic Music	Composition using digital software and written response
• Rock, Pop and Soul	Performance and short test
• Music – My Memento	Performance and production of an Audio Recording of a Performance

## ASSESSMENT:

Students may undertake a variety of assessment tasks that are reflective of the types of assessment instruments used in senior subjects such as performing by playing an instrument or singing; responding and analysing music through written, multimodal tasks or examinations and composing in the traditional notation method or through the use of digital software.

## Future Subject Choices in Year 11

Students who are achieving in Music may select from the Applied subject of **Music in Practice** or the General subject of **Music**.



# Visual Arts (ART)

Elective  
Subject

In Visual Art students learn about the elements and principles that underpin art making processes. Students have the opportunity to experiment with a wide range of media. Experiences may include: drawing, painting, printmaking, and sculpting. Students will learn through making art works, reflect on the processes used, analyse art works and communicate meaning to particular audiences.

## COURSE OUTLINE:

In Art students will:

- Experiment and work with a range of media areas
- Develop solutions to art making problems
- Research about artists and their artworks
- Explore how meaning is communicated
- Reflect on art works and art making practices

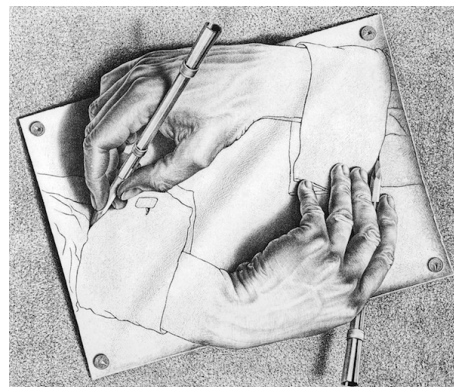
Units	Assessment type
• Larger than Life	Media Area: Drawing
• Assemblage	Media Area: Sculpting and Painting
• Metamorphosis	Media Area: Painting
• Moments in Time	Media Area: Lino Printing or Mosaic

## ASSESSMENT:

Students may undertake a variety of assessment tasks that are reflective of the types of assessment instruments used in senior subjects such as practical tasks, written tasks and multimodal tasks.

## Future Subject Choices in Year 11

Students who are achieving well in Art may select from the Applied subject of **Visual Arts in Practice** and the General subject of **Visual Art**



**CORE  
Subject**

**COURSE OUTLINE:**

- read and respond to a range of text in a variety of genres, including poetry, novels and graphic novels.
- evaluate how text structures can be used in innovative ways by different authors.
- develop and justify their own interpretations of texts.
- create a range of text for different purposes, such as to entertain, explain, analyse or persuade.
- show how the selection of language features can achieve precision and stylistic effect.
- develop their own style by experimenting with language features, stylistic devices, text structures and images.
- make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.
- demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Units	Assessment type
<ul style="list-style-type: none"> <li>Examining Issues</li> </ul>	Persuasive presentation
<ul style="list-style-type: none"> <li>Understanding and explaining social commentary in texts</li> </ul>	Examining social commentary: Poetry tutorial
<ul style="list-style-type: none"> <li>Responding to a Shakespearean text</li> </ul>	Discussion Essay
<ul style="list-style-type: none"> <li>Reading and comprehending a novel</li> </ul>	Analytical essay in response to literature
<ul style="list-style-type: none"> <li>Human rights in texts</li> </ul>	Imaginative short story

### Future Subject Choices in Year 11

[illegible]

# Literature Studies (LTS)

**ELECTIVE  
Subject**

Literature Studies is an elective subject available to all students in Year 10. It may be selected as an additional study from English by students who have a keen interest or passion for analysing and creating a wide range of texts from the literary world. The subject aims to provide opportunity for students who are avid readers and writers in their own time, and provide them with a forum to extend their skills in this area.

## **COURSE OUTLINE:**

The course will be divided into four units of work that will be offered each term. Generally, the subject matter, learning experiences, types of texts and assessment increase in complexity and depth as the year progresses. After an initial introduction to literary studies, students will be engaged with literature that explores the ideas of intertextuality, language, identity and culture.

In Literature Studies, students will read and engage with texts such as:

- a novel or play from the historical canon
- literature from a particular era or a particular genre (eg. Gothic or dystopian, historical or detective)
- film and graphic novel transformations or adaptations of literary texts
- a selection of poetry and short stories, essays and literary critiques

Units	Assessment type
• Texts and Intertextuality	Imaginative spoken response
• Literature and identity	Extended response – Multimodal presentation
• Creative responses to literary texts	Imaginative written response
• Critical responses to literary texts	Exam - Analytical written response

## **ASSESSMENT:**

Students undertake a variety of assessment tasks in a range of conditions: examination, prepared, open condition, written and spoken/multimodal. These tasks are reflective of the type of assessment instruments used in senior subjects

## **Future Subject Choices in Year 11**

Students who are achieving well in Literature Studies and English, and have tertiary aspirations, may select the General subject of **English or Literature**.



# Health and Physical Education (HPE)

Elective  
Subject

Health and Physical Education is an elective subject available to all students in year 10. The subject includes units that relate to subjects offered in Year 11 and 12. Students will study physical activity and its impacts on the body, current issues that impact on health and performance in sport, practical skills development and game awareness in a range of sports in both individual and team situations as well as development of events and activities that promote the benefits of physical activity. This includes investigation and application of movement concepts and selecting strategies to achieve movement and fitness outcomes. Students will also learn how to structure assessments in preparation for senior subject such as General Physical Education, Cert III in Fitness, Applied Sports and Recreation and Applied Early Childhood Studies.

## COURSE OUTLINE:

Units	Assessment type
<ul style="list-style-type: none"><li>• Aquatic Recreation and physical activity</li></ul>	<ul style="list-style-type: none"><li>- Multimodal</li><li>- Performance</li></ul>
<ul style="list-style-type: none"><li>• Tactical Awareness and physical activity</li></ul>	<ul style="list-style-type: none"><li>- Project-folio</li><li>- Performance</li></ul>
<ul style="list-style-type: none"><li>• Keeping our youth active</li></ul>	<ul style="list-style-type: none"><li>- Multimodal</li><li>- Performance</li></ul>
<ul style="list-style-type: none"><li>• Fitness for sport and recreation</li></ul>	<ul style="list-style-type: none"><li>- Collection of Work</li><li>- Performance</li></ul>

## ASSESSMENT:

Students undertake a variety of assessment tasks in a range of conditions: written, spoken and/or visual (multimodal), Project-folios, collections of work and performance. These tasks are reflective of the type of assessment instruments used in senior subjects.

Teachers will be using a wide range of teaching strategies including hands-on learning experiences to assist students in developing their skills. These skills are important for participating successfully in senior subjects.

## Future Subject Choices in Year 11

This HPE subject is ideal for students selecting the General subject of **Physical Education**, the VET subject of **Certificate III in Fitness** or Applied subjects of **Sports and Recreational Studies** and **Early Childhood Studies**.



# Geography (GEG)

Elective  
Subject

Geography is an elective subject available to all students in Year 10. The program for this subject extends students' knowledge and skills from their previous study of Geography at high school. The subject aims to focus students on some of the more advanced concepts, processes and skills associated with this field of study.

## COURSE OUTLINE:

The course will be divided into four units of work that will be offered each term. Generally, the subject matter, learning experiences, concepts, skills and assessment tasks increase in complexity and depth as the year progresses.

In Geography, students will:

- describe geographical processes that influence the characteristics of places and how places are perceived and valued differently.
- explain interconnections between people, places and environments and describe how they change places and environments.
- analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions.
- identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences.
- evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.
- present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms.

Units	Assessment type
• Sustainability and the Future	Exam: Combination Response to Stimulus
• Planning sustainable places	Investigation: Research Report
• Environmental change and management	Investigation: Practical Inquiry or Field Study
• Geography of conflict and human wellbeing	Examination: Response to Stimulus Essay

## ASSESSMENT:

The assessment tasks that students undertake in this course increase in complexity across the year, and reflect the types of tasks that would appear in the senior subject Geography. The assessment tasks used throughout the year will be assessed on an A to E Scale for reporting.

## Future Subject Choices in Year 11

Students who enjoy and perform well in this subject will be able to choose **Geography** as a General subject at Year 11 and 12 level or might like to choose from Ancient History, Modern History, Legal Studies or Tourism.

# History (HIS)

**CORE  
Subject**

History is an elective subject available to all students in Year 10. History encourages students to examine traces of humanity's recent past so they may form their own views about the modern world. Through History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

## **COURSE OUTLINE:**

The course will be divided into four units of work that will be offered each term. Generally, the subject matter, learning experiences, and assessment tasks increase in complexity and depth as the year progresses.

In History, students will:

- comprehend terms, issues and concepts such as causation, chronologies and continuity and change
- devise historical questions and conduct research; framing a key inquiry question and sub-questions and developing a research plan to guide an investigation.
- understand the issues and complexities within the research that is generated from these questions.
- locate and organise information from primary and secondary sources.
- analyse historical sources and evidence.
- synthesise information from historical sources and evidence.
- evaluate historical interpretations, assessing usefulness and reliability to develop judgments.
- create responses that communicate meaning, integrating evidence from sources to explain the past and to develop arguments.

Units	Assessment type
<ul style="list-style-type: none"><li>• Depth Study 1: Rights and Freedoms (1945 – the present)</li></ul>	Short response to stimulus exam
<ul style="list-style-type: none"><li>• International Experiences in the Modern World</li><li>• Depth Study 2: The Cold War</li></ul>	Independent source investigation
<ul style="list-style-type: none"><li>• Conflict and Conquest</li><li>• Depth Study 3: Aztecs, Incas and Mayans meet the Spanish</li></ul>	Exam: Essay in response to historical sources
<ul style="list-style-type: none"><li>• History in Film</li></ul>	Historical essay based on research

## **ASSESSMENT:**

The assessment tasks that students undertake in this course increase in complexity across the year, and reflect the types of tasks that would appear in senior history subjects. The assessment tasks used throughout the year will be assessed on an A to E Scale for reporting.

## **Future Subject Choices in Year 11**

Students who complete History and enjoy the content and concepts might like to choose from Ancient History, Modern History or Legal Studies – all **General** subjects suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.

# Politics, the Law and Geography (GEG)

Elective  
Subject

Politics, the Law and Geography is an elective subject available to all students in Year 10. The subject aims to provide opportunity for students who are interested in geography, legal studies, civics and politics.

## **COURSE OUTLINE:**

The course will be divided into four units of work that will be offered each term. Each unit will shift the focus of the topic and the assessment to the nature of the learning area. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. In Politics and the Law, students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Learning Area	Units	Assessment type
Civics & Citizenship	Australian Political and Legal Systems	Examination: Short response
Civics & Citizenship	Politics of change	Investigation: Research assignment
Geography	Environmental change and Management	Field Report (Excursion)
Geography	Geographies of Human Well-being	Examination: Response to Stimulus Essay

## **ASSESSMENT:**

The course will be divided into four units of work that will be offered each term. Generally, the subject matter, learning experiences, and assessment tasks increase in complexity and depth as the year progresses. The assessment tasks used throughout the course will be assessed on an A to E Scale for reporting.

## **Future Subject Choices in Year 11**

Students who complete Politics, the Law and Geography and enjoy the content and concepts might like to choose the Applied subject of **Social & Community Studies** in Senior, or the General subject of **Geography**.



# Tourism Studies (TOS)

Elective  
Subject

Tourism is an elective subject available to all students in Year 10. Tourism as an industry has undergone great challenges in the past few years which has threatened its place as a prominent world employer. The subject of Tourism Studies is aimed to offer insights in the travel and tourism industry as well as employment opportunities in the field. It will provide opportunities for students to investigate threats, challenges and opportunities encountered by the industry, and the people and places that rely heavily on the industry.

## COURSE OUTLINE:

In Tourism Studies, students will:

- examine the socio-cultural, environmental and economic aspects of tourism.
- identify tourism opportunities, problems and issues across global, national and local contexts.
- develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal and Torres Strait Islander communities.
- investigate tourism options, research destinations and prepare travel itineraries.

Units	Assessment type
<ul style="list-style-type: none"><li>• Tourism as an industry</li></ul>	Examination: Short Response Test
<ul style="list-style-type: none"><li>• Tourist destinations and attractions</li></ul>	Project: Research and report
<ul style="list-style-type: none"><li>• The travel experience</li></ul>	Project: Planning an Itinerary
<ul style="list-style-type: none"><li>• Sustainable tourism</li></ul>	Investigation: Impacts of tourism

## ASSESSMENT:

The course will be divided into four units of work that will be offered each term. Generally, the subject matter, learning experiences, and assessment tasks increase in complexity and depth as the year progresses. The assessment tasks used throughout the course will be assessed on an A to E Scale for reporting.

## Future Subject Choices in Year 11

Students who complete Tourism and enjoy the content and concepts might like to choose the Applied subject of **Tourism** in Senior, or the General subject of **Geography**.



# Mathematics (MAT) / Mathematics Extension (MAX) / Mathematics Foundation (MAF)

CORE  
Subject

Mathematics is a core subject required by all students in Year 10. The three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability are delivered according to the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. Students will continue to be supported in ability grouped classes throughout year 10.

## COURSE OUTLINE:

Term/Unit	Topic	Assessment Task
1	<ul style="list-style-type: none"><li>• Surface Area and Volume</li><li>• Trigonometry</li></ul>	End-Term Exam
2	<ul style="list-style-type: none"><li>• Probability</li><li>• Geometry and Networks</li></ul>	End-Term Exam
3	<ul style="list-style-type: none"><li>• Statistics</li><li>• Algebra, Equations and Linear Equations</li></ul>	Problem Solving and Modelling Task End-Term Exam
4	<ul style="list-style-type: none"><li>• Functions and Modelling</li></ul>	End-Term Exam

## ASSESSMENT:

No matter which subject is chosen, all students are assessed against the Year 10 Mathematics Australian Curriculum. The assessment tasks used throughout the year, will be assessed on a 1 to 100 number scale which is converted to an A to E Scale for reporting. Each assessment task will be allocated a percentage including written reports.

## Future Subject Choices in Year 11

Our curriculum in Year 10 Mathematics prepares students for their future pathways when they can choose senior courses for Year 11 and 12 in the General subjects: **General Mathematics**, **Mathematical Methods** and **Specialist Mathematics**, or the Applied subject **Essential Mathematics** depending on their abilities and future needs.

## Future Pathways

**Mathematics Extension** is suitable for high-achieving students looking at doing Maths Methods and/or Specialist Mathematics in Years 11 & 12. These are useful subjects that lead to careers in engineering, technologies, science, data analysis and more.

**Mathematics** is suitable for students looking at completing General Mathematics in Years 11 & 12. General Mathematics consists of topics around statistics and finance, as well as project management and can be useful in a range of careers as well as everyday life.

**Mathematics Foundations** is suitable for students who are looking at consolidating basic maths skills in Essential Mathematics in Years 11 & 12. Essential Mathematics focusses on basic statistics, everyday finances and budgeting as well as measurement.

# Mathematics Pathways

Year 7,8 & 9					Year 10			Year 11 & 12		
<ul style="list-style-type: none"><li>All students assessed to the Australian Curriculum V9</li><li>Students grouped into flexible ability levels</li></ul>					<ul style="list-style-type: none"><li>All students assessed to the Year 10 Australian Curriculum V9</li><li>Prep-courses for Senior Mathematics</li></ul>			<ul style="list-style-type: none"><li>Students assessed against QCAA standards.</li><li>Students will choose Senior Subjects based on results as well as student, parent and teacher feedback.</li></ul>		
Junior		Achievement Level			Year 10		Achievement Level		Senior	
Extension Classes	A				MAX Prep-Maths Methods	A	Mathematic Methods (General)	Specialist Maths		
						B				
						C				
						D	General Mathematics (General)			
						E				
Mixed Ability Classes		B	C	D		MAT Prep-General Maths	A	Essential Mathematics (Applied)		
							B			
							C			
							D			
							E			
Support Classes				D	E	MAF Prep-Essential Maths	A			
							B			
							C			
							D			
							E			

# Science (SCI)

CORE  
Subject

Science is a compulsory subject for all students in year 10. This subject aims to develop the core concepts and skills across the range of Sciences; Biology, Chemistry, Physics and Earth Science. A key aspect of the science program is to develop the skills required to work safely in a laboratory and develop investigative skills in a range of science areas. Students will perform science investigations regularly over the year on a range of topics.

All students will use one Science textbook, *ScienceWorld 3*, with the teacher also using extra resources from a range of texts and websites for class tasks and homework.

## COURSE OUTLINE:

The course will be divided into four units of work that will be offered each term. These units are based on the Australian Curriculum and focus around the Science disciplines of Physics, Chemistry, Biology and Earth Science.

Units	Assessment type
• Road Science (Physics)	Written Exam
• Periodic Table and Reactions (Chemistry)	Student Experiment
• Genetics and Evolution (Biology)	Extended Response
• Global Systems (Earth Science)	Written Exam

## ASSESSMENT:

The assessment tasks used throughout the year will be assessed on an A to E Scale for reporting and assessed against the Australian Curriculum Achievement Standards in science.

Teachers will be using a wide range of teaching strategies including hands-on learning experiences to assist students in developing their skills which are important to participating successfully in senior subjects. Skills and processes include; designing experiments, collecting and recording data, analysing and interpreting a range of data/information, problem solving and communicating results in a variety of formats.

## Future Subject Choices in Year 11

This subject allows students to choose the General subjects of either **Biology, Physics, Psychology** and/or **Chemistry** in Year 11 or the Applied subjects of **Science in Practice and Aquatic Practices**.

These subjects are often pre-requisites for university courses such as; Engineering, Medicine, Technology, Sports Science, Pharmacy and a variety of other Science degrees.



A pass in a Science subject is also a requirement for students who wish to become primary school teachers, electricians or enter the Defence Forces.



# Design and Technology (DAT)

Elective  
Subject

Design and Technology is an elective subject available to all students in year 10. Students will develop skills and techniques in design drawing as well as extending skills and knowledge in the use of computer aided drafting software (CAD) and 3D printing. Reading and interpreting working drawings, model production and practical design are also part of this course.

**Completion of Year 9 DAT would be an advantage.**

## COURSE OUTLINE:

The Design and Technology course will be divided into units of work that are based on the applied senior syllabus Industrial Graphic Skills but assessed using the Australian Curriculum achievement standards. The following outline is intended as a guide of what may typically be covered in the subject and there may be some variation in the final implementation.

Topic-theory	Practical	Assessment
Eco Lifestyle	House (Spatial) Design <ul style="list-style-type: none"><li>• Design process</li><li>• Industry software</li><li>• (AutoCAD, Inventor, Revit)</li><li>• Real life problem solving/real life situations based on industry</li></ul>	Folio <ul style="list-style-type: none"><li>• Written task</li><li>• Practical drawings</li></ul>
Addicted to Audio	Speaker Design <ul style="list-style-type: none"><li>• Design process</li><li>• Industry software</li><li>• (AutoCAD, Inventor, Revit)</li><li>• Real life problem solving/real life situations based on industry</li><li>• 3D model printing</li></ul>	Project <ul style="list-style-type: none"><li>• Written task</li><li>• Practical drawings</li><li>• Product</li></ul>

## ASSESSMENT:

Teachers will be using a wide range of teaching strategies including hands-on learning experiences to assist students in developing skills that are important to participating successfully in senior subjects

## Future Subject Choices in Year 11/12

In Year 11, students may select the Applied subjects **Industrial Graphics Skills, Building and Construction Skills, Engineering Skills and Furnishing Skills.**



# Digital Technologies (DIG)

Elective  
Subject

Digital Technologies is an elective subject for students in year 10. The emphasis on this subject is the use of digital technology to solve problems. Students will develop knowledge and understanding of the technical aspects and social implications of digital technology and processes and production skills required to develop digital solutions for problems.



**Completion of Year 9 Digital Technology would be an advantage.**

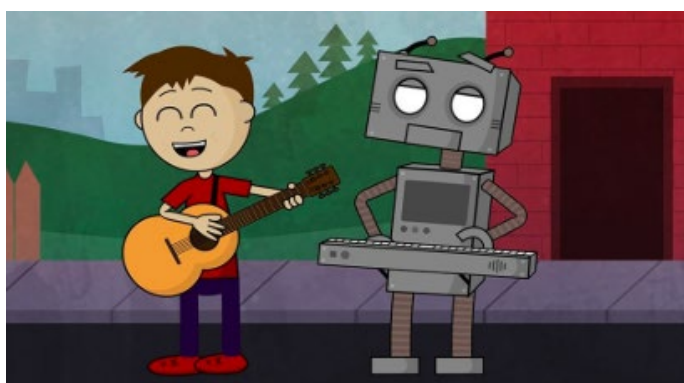
## COURSE OUTLINE:

The Digital Technologies course will be divided into units of work that are based on Australian Curriculum. The following outline is intended as a guide of what may typically be covered in the subject and there may be some variation in the final implementation

Topic-theory	Assessment type
• SQL Data Investigation	Project
• Animation	Project
• OOP Interactive Game	Project
• Webpage Design and HTML	Project
• Web Application Security	Online assignment
• Webpage Design with advanced features	Project
• Advanced Game Design	Project
• Vector Graphics	Project
• App Development	Project

## ASSESSMENT:

Teachers will be using a wide range of teaching strategies including hands-on learning experiences to assist students in developing their skills in digital environments.



## Future Subject Choices in Year 11

In Year 11, students may select the General subject **Digital Solutions through a Distance Education provider** or the Applied subject **Information and Communication Technology**.

# Business (ECB)

Elective  
Subject

Business is a broad subject taking in aspects of economics, small and large business, office procedures and management of finances, staff and products. The emphasis in this subject is real world business, specifically transferable skills that can be linked to industry. Students will develop knowledge and skills in a range of practical applications required to produce solutions to real life business problems.

## COURSE OUTLINE:

The Business course will be divided into units of work that are based on the applied senior syllabus Business Studies. The following outline is intended as a guide of what may typically be covered in the subject and there may be some variation in the final implementation.

Units	Assessment type
<ul style="list-style-type: none"><li>Managing Financial Risk and Reward</li></ul>	Project
<ul style="list-style-type: none"><li>You the Investor</li></ul>	Assignment
<ul style="list-style-type: none"><li>Planning a Market Stall</li></ul>	Project/Folio
<ul style="list-style-type: none"><li>Good to Great – Planning for the future</li></ul>	Multimodal Report

## ASSESSMENT:

Teachers will be using a wide range of teaching strategies including hands-on learning experiences to assist students in developing their skills in business.

## Future Subject Choices in Year 11

Students who enjoy this subject may select the Applied Subject of **Business Studies**.



# Food and Fibre Production (TFF)

Elective  
Subject

Food and Fibre Production is a program focusing on building an understanding of nutrition and textiles, and their role and impact within the community. The units of work are based on the design, development and production of food and textile projects in a range of situations. The subject includes a combination of theory and practical cooking and sewing lessons.



## COURSE OUTLINE:

Unit	Assessment type
<ul style="list-style-type: none"><li>• Making Food Last</li></ul>	Supervised written exam
<ul style="list-style-type: none"><li>• Family Food Favourites<ul style="list-style-type: none"><li>– Nutrition through the life cycle</li></ul></li></ul>	Design Project
<ul style="list-style-type: none"><li>• Technology and Fashion<ul style="list-style-type: none"><li>– T-shirt decoration and application</li></ul></li></ul>	Design Project
<ul style="list-style-type: none"><li>• Tying up loose end recycling<ul style="list-style-type: none"><li>– Products made from old clothes</li></ul></li></ul>	Report

## ASSESSMENT:

Students undertake assessment tasks developed to demonstrate knowledge and application of knowledge in given situations. These tasks are reflective of the type of assessment instruments used in senior subjects. Students will be awarded a level of achievement as A to E on their reports.

Teachers will use a wide range of teaching strategies, including hands-on learning experiences, to assist students in developing essential skills for successful participation in senior subjects.

## Future Subject Choices in Year 11

In Year 11, students may select the General subject **Food and Nutrition** or the Applied subjects; **Fashion or Hospitality Practices**.



# Technology Food Design (A) – Hospitality (TFD A)

Elective  
Subject

Technology Food Design (Hospitality) is an elective subject available to all students in Year 10. It may be selected by students who have a keen interest or passion for working within the food industry. It includes study related to the development of knowledge and skills required in the hospitality industry and involves a combination of both theory and practical cookery lessons.

## COURSE OUTLINE:

Units	Assessment type
<ul style="list-style-type: none"><li>Looking at Lunch<ul style="list-style-type: none"><li>– Suitable lunchbox foods for teenagers</li></ul></li></ul>	Research/Design Task
<ul style="list-style-type: none"><li>Influences on Australian Cuisine<ul style="list-style-type: none"><li>– Cultural Foods in Australia</li></ul></li></ul>	Investigation
<ul style="list-style-type: none"><li>Food Trends and Futures<ul style="list-style-type: none"><li>– Trends that have changed how we eat</li></ul></li></ul>	Written Exam
<ul style="list-style-type: none"><li>Developing Industry Skills<ul style="list-style-type: none"><li>– Skills and understanding of how the hospitality industry works</li></ul></li></ul>	Collection of Tasks

## ASSESSMENT:

Students undertake assessment tasks developed to demonstrate knowledge and application of knowledge in given situations. These tasks are reflective of the type of assessment instruments used in senior subjects.

Teachers will be using a wide range of teaching strategies including hands-on learning experiences to assist students in developing their skills which are important to participating successfully in senior subjects.

## Future Subject Choices in Year 11

Students who are achieving well in **Hospitality** may select the Applied subject of **Hospitality Practices**.





# Technology Food Design (B) – Food and Nutrition (TFD B)

Elective  
Subject

Technology Food Design (Food and Nutrition) is an elective subject available to all students in Year 10. It may be selected by students who have a keen interest or passion for working within the food industry. It includes study related to the understanding of nutrition, food technology, design, development and production of food items. Students will develop an understanding of the impact of food production and preparation through a combination of theory and practical cookery lessons.

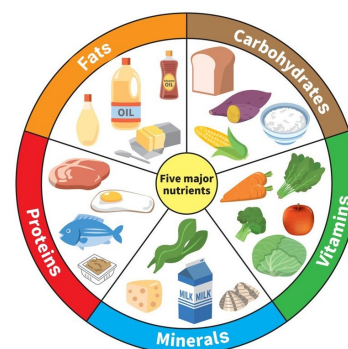
## COURSE OUTLINE:

Units	Assessment type
<ul style="list-style-type: none"> <li>Feed the World                             <ul style="list-style-type: none"> <li>- Food systems and supply in the community</li> </ul> </li> </ul>	Research Task (500 words)
<ul style="list-style-type: none"> <li>Nutrient Know How 1                             <ul style="list-style-type: none"> <li>- Vitamins, minerals and proteins</li> </ul> </li> </ul>	Design Task- written and practical work
<ul style="list-style-type: none"> <li>Nutrient Know How 2                             <ul style="list-style-type: none"> <li>- Carbohydrates and fats</li> </ul> </li> </ul>	Written Exam
<ul style="list-style-type: none"> <li>Creating New Food Products                             <ul style="list-style-type: none"> <li>- Factors that influence food product development</li> </ul> </li> </ul>	Design Task- written and practical work

## ASSESSMENT:

Students undertake assessment tasks developed to demonstrate knowledge and application of knowledge in given-situations. These tasks are reflective of the type of assessment instruments used in senior subjects.

Teachers will be using a wide range of teaching strategies including hands-on learning experiences to assist students in developing their skills. Important to participating successfully in senior subjects.



## Future Subject Choices in Year 11

Students who are achieving well in Food and Nutrition may select the General subjects of **Food and Nutrition** and **Physical Education**.



# Materials & Technologies Specialisations (A) - Construction Skills (TMT A)

Elective  
Subject

Construction Technologies is a subject for all students in year 10. This subject has an emphasis on the development of hand and machine skills used in the practical manufacturing of projects in the construction industry with a focus on wood products. Skills gained are valued in the trade and technical world.

## COURSE OUTLINE:

The Construction Technologies course will be divided into units of work that are based on the applied senior syllabuses; Furnishing Skills and Building and Construction Skills. The following outline is intended as a guide of what may typically be covered in the subject and there may be some variation in the final implementation.

Unit outline for each term

Topic-theory	Practical	Assessment
<ul style="list-style-type: none"><li>Timber Production Processes</li></ul>	Spice Rack	Manufacture of Product/Written Theory Component- Safety Induction
<ul style="list-style-type: none"><li>Timber Production Processes</li></ul>	Foot Stool	Manufacture of Product/Written Theory Component
<ul style="list-style-type: none"><li>Timber Production Processes</li></ul>	Ukulele	Manufacture of Product/Written Theory Component

## ASSESSMENT:

Teachers will be using a wide range of teaching strategies including hands-on learning experiences to assist students in developing their skills in manufacturing.

Skills and Processes include; developing solutions for real world problems, collecting and recording procedures and evaluations, analysing and interpreting a range of job plans, problem solving and communicating results in a variety of formats.

## Future Subject Choices in Year 11

Students who are achieving well in Construction Skills may select the Applied subjects of **Furnishing Skills** and **Building and Construction Skills**.



# Materials & Technologies Specialisations (B) - Industrial Skills (TMT B)

Elective  
Subject

Industry Technologies is a subject for all students in Year 10. This subject has an emphasis on the development of hand and machine skills used in the practical manufacturing of projects in wood, plastic, and metals. Skills gained are valued in the trade and technical world.

## COURSE OUTLINE:

The Industry Technologies course will be divided into units of work that are based on the applied senior syllabuses Engineering Skills and Industrial Technology Skills. The following outline is intended as a guide of what may typically be covered in the subject and there may be some variation in the final implementation.

Topic-theory	Practical Task	Assessment
<ul style="list-style-type: none"><li>Metal Fabrication Processes</li></ul>	Copper Bowl/Nut Cracker	Manufacture of Product/Written Theory Component – Safety Induction
<ul style="list-style-type: none"><li>Combined Fabrication</li></ul>	Wicked Problem	Investigation - Spoken
<ul style="list-style-type: none"><li>Plastic Fabrication Process</li></ul>	Utility Box	Design Folio- Practical Multimodal

## ASSESSMENT:

Teachers will be using a wide range of teaching strategies including hands-on learning experiences to assist students in developing their skills in manufacturing.

Skills and Processes include; developing solutions for real world problems, collecting and recording procedures and evaluations, analysing and interpreting a range of job plans, problem solving and communicating results in a variety of formats.

## Future Subject Choices in Year 11

Students who are achieving well in Industrial Skills may select the Applied subjects of **Engineering Skills** and **Industrial Technology Skills (Automotive)**.

# Inclusion Support Services at Mareeba State High School

At Mareeba State High School every student matters and it is imperative that, as part of the enrolment process into our school, we are made aware of any additional needs or support requirements your student may have. Here at Mareeba State High School our ultimate goal is to have every student, in every class everyday learning. This prepares each student to be as independent as they can be and ready for further study or employment at the end of the senior years. Through embedding an inclusive approach to learning, tiers of support are applied with consultation with parents and students to ensure that the learning environment is conducive to individual learning needs.

Through the Multi Learning Centre, known as the MLC, students with disabilities and their families are supported. The disability, or impairment areas are as follows:

- Intellectual Impairment
- Physical Impairment
- Autism Spectrum Disorder
- Visual Impairment
- Speech Language Impairment
- Hearing Impairment

Some students may have Multiple Impairments - a combination of these.

The MLC is staffed by Inclusion Support Staff and is managed by the Deputy Principal (Inclusion). Students with Disabilities may be supported in mainstream classes by these staff members.

Programs are developed to support students to access the curriculum through the Individual Support Plans (ISP) or Individual Curriculum Plans (ICP). These plans look at support required across the curriculum and individual support required in order for students to access the learning environment.

Both teaching and non-teaching staff provide support to curriculum teachers and students so that the curriculum can be accessed at an individual student level in an inclusive environment. Students access the curriculum in the broader school environment, in the MLC or in a combination of both.

Programs in the MLC include:

- Literacy
- Numeracy
- Technology
- Cert 1 in Information Technology
- AUSLAN
- Cooking and Life Skills
- Study Sessions

We also provide community-based programs designed to assist students in their transition from school to post compulsory schooling life. These may include:

- Fitness Programs
- Community Access
- Work Experience
- Linking in with Employment Services

MLC staff members liaise with other resource people and agencies to ensure quality programs for students. These include Advisory Teachers, Therapists, Autism Queensland, the Cerebral Palsy League, EPIC and MAX employment, Mareeba Flexi Respite, and Disability Support Queensland among others.

