Our Values.

**Learning**
Seek to accomplish individual excellence, reach working and admirable goals through participation in academic, civic, cultural and sporting pursuits.

**Respect**
Treat self and others with consideration and regard, respect another person’s point of view, take care of the environment.

**Safety**
Be accountable for one’s own actions, resolve differences in constructive ways and contribute to society and civic life.

Our Vision.

We strive to achieve excellent outcomes for all learners by:

- Empowering high performance
- Fostering positive relationships
- Collaboratively nurturing well-being

2016

Excellence in Education for All
INTRODUCTION
Maroochydore State High School provides high quality schooling and every student with the opportunity to be well prepared for life success through learning and education. 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.

At Maroochydore State High School, our curriculum reflects an understanding and acknowledgement of the changing nature of young people as learners. We endeavour to respond to the challenges of the world around them and the demands that will continue to shape their learning in the future.

We also endeavour to help them develop a wide and adaptive set of knowledge, skills and understandings to meet the changing expectations of society and which provide them with every opportunity to develop as independent and productive citizens of the future.

For Year 10 students, the curriculum is a “bridge” between the junior secondary curriculum of Years 7, 8 and 9 and Years 11 and 12; it is the transition or first year of the senior curriculum.

Year 10 students study the Australian Curriculum in English, Mathematics, Science and History. In other subject areas the Queensland Curriculum Assessment Authority (QCAA) Year 10 Guidelines continue to be used.

The Australian Curriculum has been introduced in response to an agreement between all Australian Ministers for Education in which they commit ‘to supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens’ and to promoting equity and excellence in education.

The Year 10 curriculum builds on the foundations of junior secondary with the provision of a sound general education but there is also a focus on developing the skills needed for success in Year 11 and 12 and in developing the academic rigour needed for successful entry to some Year 11 and 12 subjects.

Competence in literacy and numeracy remain central to Year 10, while there is also a significant component of career and vocational education for all students. Semester 2 Year 10 has a very clear focus on the selection of pathways for Year 11 and 12.

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]
SENIOR SECONDARY LAPTOP PROGRAM 2016

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’s 1:1 Laptop program will continue in 2016 with both the Bring Your Own Device (BYOd) option and the School Rental option.

Note: If your student already has a school rental laptop, you can pay the yearly fee and keep the same device or return it and go BYOd.

Option 1 - BYOd Option
- Bring your own device to school next year.

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 connectivity and licensing fee of $35 is payable to connect devices to the school network.

Option 2 – School Rental Option
Students wish to rent a school laptop need to pay the fee of $170. This fee includes:
- Use of software required for school lessons
- Accidental Damage Policy
- On-Site repairs
- Hot Swap program while device is being repaired
- Internet is filtered even when searching internet at home
- Protective Case

CHOOSING YEAR 10 SUBJECTS

All students must participate in a core that consists of
- English
- Mathematics
- Science
- SOSE (History and Geography in alternate semesters)
- Certificate II Workplace Practices

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.

SUBJECTS
- Business Studies
- 30981QLD Certificate II in Workplace Practices
- Digital Technologies
- Drama
- English
- Graphics
- Health and Physical Education
- Health & Physical Education – Cricket class
- History/Geography
- Japanese
- Life Technologies - Fashion Design & Technology
- Life Technologies - Food Technology
- Mathematics
- Media Studies
- Music
- Science
- Shop A
- Shop B
- Visual Art
A brief overview of this program is as follows. All Year 10 students participate in a comprehensive career investigation program to assist them with senior subject selections for Year 11. A career investigation program is designed to help students make informed decisions about their future education and career pathways.

In Term 1, the focus is on discovering your strengths, interests, skills and abilities. Online computer surveys and activities are used to help students explore different career options.

In Term 2, the emphasis is on getting ready for work. Presentations by business organisations and speed careers – Ask industry experts about their careers are key activities. This helps students gain insights into potential career paths and the skills required.

In Term 3, students continue to develop their career knowledge and skills. Work experience (1 week), Subject selection information evening for parents, SET Plan interviews (parents & students) are all important activities. Career pathway discussions with form teachers and Year 10 into 11 subject information day further support students in making informed subject choices.

When investigating a subject to see if it is suitable for you, find out about the content (i.e., what topics are covered in the subject) and how the subject is taught and assessed. Be prepared to ask for help from your parents, teachers, guidance officers, head of department, deputy principals, and principal.

Find out about the list of subjects your school offers. When investigating a subject, 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, or “All the boys or girls take that subject.”

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.
**BUSINESS STUDIES**

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th>Duration:</th>
<th>12 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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</tbody>
</table>

**Aims**

The aims of this course are to:
- Provide students with the knowledge and practical skills they need to be active, informed and successful in the world of business.
- Formally introduce students to Year 11 subjects to help them make informed subject choices and reduce the academic gap between Year 10 and 11.

**Content**

*Correct at time of publication, but subject to change*

The following topics of study will be covered:
- Introduction to Business
- Introduction to Economics
- Business Venture

**Prerequisites**

Students 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.

**Assessment**

Assessment techniques may include:
- Short and/or extended responses
- Research assignment or report
- Analysing case studies
- Investigating business issues
- Evaluating business decisions
- Multimodal presentations.

Business Studies requires students to engage in learning activities requiring higher-order cognition. Students will interpret and analyse business issues in order to evaluate proposed business solutions and make recommendations from the perspective of an employer, employee or self-employed individual across a range of business situations.

**Special subject requirements**

Students will be required to supply:
- Blue, black and red biros
- School laptop

A laptop is a mandatory requirement for this course.

**Fees (Additional to SRS charges):**

A subject fee applies to this course for a visit to a large 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).

**Careers**

Accountant, Office Manager, Clerical Worker, Teaching, Journalism, Events Management, Human Resources, Operations Management, Travel and Tourism, Real Estate, Medical Administration

**Course Accreditation**

N/A
# 30981QLD Certificate II in Workplace Practices (Year 10/11/12 – 2016)

Delivered by Maroochydore State High School (30397)

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>12 months Year 10 (may be extended into Year 11/12)</th>
</tr>
</thead>
</table>

## Qualification description:
Certificate II in Workplace Practices is an accredited course.

## Entry requirements:
There are no entry requirements for this qualification.

## Qualification Packaging Rules:
Certificate packaging rules: 7 units must be completed:
- 7 core units
- 4 units from 30981QLD consisting of:
  - GENENP201C: Undertake an individual or team enterprise project
  - GENJAS201C: Manage personal employment options
  - GENPCD201C: Manage career planning and further learning
- GENSWL201C: Participate in structured workplace learning
- 3 units from BSB07 Business Services Training Package:
  - BSBCCM201A: Communicate in the workplace
  - BSBIND201A: Work effectively in a business environment
  - BSBWHS201A: Contribute to health and safety of self and others

## Core and Electives

<table>
<thead>
<tr>
<th>Competencies covered:</th>
<th>Communicate in the workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCCM201</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Undertake an individual or team enterprise project</td>
</tr>
<tr>
<td>GENENP201C</td>
<td>Manage personal employment options</td>
</tr>
<tr>
<td>GENJAS201C</td>
<td>Manage career planning and further learning</td>
</tr>
<tr>
<td>GENPCD201C</td>
<td>Participate in structured workplace learning 2</td>
</tr>
</tbody>
</table>

### Learning experiences:
- RTO classroom
- Work experience component

### 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:
- 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 Student VET Handbook prior to enrolment.

### Service agreement:
This 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 30981QLD Certificate II in Workplace Practices 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 (20 March 2015).
**DIGITAL TECHNOLOGIES**

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th>Duration:</th>
<th>One year</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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</tbody>
</table>

**Aims**

The purpose of this subject is to:

1. **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.
2. Start students in **Year 11 foundational studies** in preparation for Senior ITS and IPT.

**Content**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Visual Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to scripting languages and visual form design</td>
<td></td>
</tr>
</tbody>
</table>

**IT for Business**

Students create a business product for a large theme park (eg. Interactive Booking Form for website, conferences etc)

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Graphic design and Animation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Adobe Illustrator to create graphics for Apps and Websites. Creating interactive multimedia projects for a variety of customers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Special Effects for Screen</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Design/development</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &quot;idea&quot; and requires students to draw on the skills learnt in Term 1, 2 and 3.</td>
<td></td>
</tr>
</tbody>
</table>

Software used during this course includes (but is not limited to):

- 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**

Students will be assessed using a variety of techniques. These may include:

- Formal testing in the form of in-class assignments
- Teacher observation
- Class presentations and demonstrations
- Peer and self assessment

**Special subject requirements**

- Pens as required
- A4 notepaper or book
- 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
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.

It prepares students for further studies in Drama in Year 11 and 12 where Drama is a board subject.

Content
- Melodrama – Script Work to Film Responding
- Multi-Media – Script Writing Performance
- Australian Theatre – Script Work Magazine Article
- Children’s Theatre – Vive Voce Presenting

Prerequisites
What do we look for in a Drama student?
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.

Students who are prepared occasionally to appear foolish in order to learn through trying something new and different.

Assessment
Each of the three dimensions of forming, presenting and responding are assessed equally. Assessment tasks may include the following:

Forming: Analysis of text for performance, preparation of text, directing, designing, improvisation, play building, script writing.

Presentation: Performances of student devised or scripted drama.

Responding: Essays, assignments, writing in role, interviews.

Special subject requirements
Willingness to participate in all areas of the subject

Fees (Additional to SRS charges):
A subject Fee applies in each of Year 9 and Year 10 for
- Arts Council performances, and
- Workshop by visiting expert

Careers
Relevance for further study/careers in the following areas...
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.

Course Accreditation
An excellent grounding for Senior Drama
## Subject: 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
In developing active and informed citizenship, students should be able to use language to:
- 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
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.

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.

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.

### Prerequisites
Nil

### Assessment
All students are expected to complete assessment based on the units of work facilitated by your class teacher.
- 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

### Advanced Year 10 English
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.

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 and an interview with the student and caregivers.

**Learning support may be offered to students who need assistance with the literacy demands of the junior curriculum**

### 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
# GRAPHICS - a subject of Industrial Technology & Design

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th>Duration:</th>
<th>12 months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td></td>
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<tr>
<td>• To equip students with the necessary basic skills to study Graphics at a higher level</td>
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<tr>
<td>• To motivate students interested in a range of vocations involving Graphics</td>
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<tr>
<td>• To develop the ability to communicate graphically</td>
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<tr>
<td>• To expose students to a range of Graphical Communication including computer aided design (Auto CAD, Inventor and Revit)</td>
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<tr>
<td>• To develop spatial awareness in students</td>
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<tr>
<td>• To promote an appreciation for quality</td>
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<td></td>
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<tr>
<td><strong>Content</strong></td>
<td>The course of study consists of an Introductory Unit, Foundation Studies and three contextual units chosen from a) Product Design, b) Business Graphics, c) Built Environment</td>
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</tr>
<tr>
<td><strong>Areas of study that may be encountered</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pictorial Drawing</td>
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<tr>
<td>• Orthographic Projection</td>
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<tr>
<td>• Plane Geometry</td>
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<tr>
<td>• Computer Aided Drafting</td>
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<tr>
<td>• Development</td>
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<td></td>
<td></td>
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<tr>
<td>• Presentation</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Prerequisites</strong></td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Formal Exams</td>
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<tr>
<td>• Research Assignments</td>
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<tr>
<td>• Classwork / Homework Folios</td>
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<tr>
<td><strong>Special subject requirements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2H pencils or harder</td>
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<tr>
<td>• Quality plastic eraser</td>
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<tr>
<td>• Sharpener</td>
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<td></td>
<td></td>
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<tr>
<td>• Coloured pencils</td>
<td></td>
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<tr>
<td><strong>Fees (Additional to SRS charges):</strong></td>
<td>A subject fee applies in Year 10 to supplement student print credit.</td>
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<tr>
<td><strong>Early payment essential</strong></td>
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<tr>
<td><strong>Careers</strong></td>
<td>Students aspiring to virtually any trade gain valuable experience in reading and interpreting drawings.</td>
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<tr>
<td></td>
<td>Graphics introduces students to many disciplines in a range of tertiary study including architecture, surveying, engineering to traineeships in CAD and drafting</td>
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</tr>
<tr>
<td><strong>Course Accreditation</strong></td>
<td>N/A</td>
<td></td>
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</tbody>
</table>
## HEALTH & PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th>Duration:</th>
<th>12 months</th>
</tr>
</thead>
</table>

### Aims
- 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

#### Physical Activity Units
Following is an example of the Physical activity units studied:
- Field Games – Selection from T-Ball, Softball, Baseball and Cricket
- Indigenous Games – a selection of traditional Games
- Athletics – A range of Track (e.g., Sprints, Middle distance, long distance and hurdles) and Field events (e.g., High, Long and Triple jump, Shot-put, Discus, Javelin)
- Net Games – Selection from Volleyball, Tennis, Team Tennis and Table Tennis
- Invasion Games – A selection from Soccer, Basketball, Touch, Hockey, Netball, AFL, Gaelic Football and Ultimate Frisbee
- Gymnastics – Floor and Rhythmic routines
- Badminton

#### Health and Development Units
Following is an example of the Health and Development Units studied:
- Decision making
- Drugs - in Sport
- Building a better Lifestyle
- Growth and Development
- Personal Fitness
- Body Systems I & II – Muscular, Skeletal, Respiratory and Circulatory systems and how they can be linked to exercise
- Sun Safety
- Smoking
- Resuscitation
- Sports injuries
- Binge Drinking

### Prerequisites
C – English, C – HPE or HOD interview

### Assessment
Profiles are constructed for each student which rate students according to:

- **Acquiring**
  - Knowledge and understanding of subject matter, skills and procedures for physical activities

- **Applying**
  - Selection, analysis and interpretation, categorisation and manipulation of information. Application of basic physical skills to game play situations

- **Evaluation**
  - 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
Possible careers include:
- Teaching
- Defence Services
- Physiotherapy
- Medical Sciences
- Sports Sciences
- Nursing
- Health & Fitness Industry
- Chiropractic

### Course Accreditation
N/A
### 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.

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.

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.”

*The Australian Curriculum v3.0 History: Rationale*

History is essential.
- History is about the present. It helps students understand their world.
- History helps students understand their origins.
- History helps students develop valuable life skills.
- History makes students aware of how the past is used in society today.

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.

### 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.

The key inquiry questions for Year 10 are articulated below:
- 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

Topics studied may include a selection from the following:
- **Unit 1**: World War II
- **Unit 2**: Rights and Freedoms – 1945-present
- **Unit 3**: Migration Experiences.

#### Geography

Topics could include:
- Environmental change and management
- Geographies of human wellbeing.

#### Year 10 Advanced Classes may be involved in:
- Asia Wise
- Geography competition
- National History Competition
- Field Trip

### 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

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.

- Journalism- Law
- Business- Politics
- Travel Agent- Police work
- Nursing - Cartography (Map Making)
- Teaching- Administration
- Business- Tour Guide
- Town Planning- Tourism and Recreation
- Meteorology- National Parks
- Nursing - Advertising- Law
- Business- Defence Forces
- Landscape architect - Scancerper
- Pilot - Flight Steward
- Child Care Worker

### Course Accreditation

N/A
The Year 10 Japanese Course progresses the learner through the Key Learning Program to upper secondary language established in Year 9.

- 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.

Semester 2
- Friends
- Family Ties
- Neighbours
- Entertainment and Leisure

Semester 3
- Healthy Lifestyles
- Get Away

A satisfactory result at the completion of Year 9 Japanese, or like course.

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.

Students are encouraged to be involved in a range co-curricular activities:
- International Student Exchanges
- Language Competitions
- Biennial Overseas Asian Studies 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.

Script, sentence construction, learning tasks and class research will benefit with personal computer access.

A User Pays fee applies in Year 10 for a Language Immersion Day at USC.

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.

“A man with two languages is worth two men”

Napoleon

N/A
## LIFE TECHNOLOGIES - FASHION DESIGN & TECHNOLOGY

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th>Duration:</th>
<th>12 months</th>
</tr>
</thead>
</table>
| **Aims**     | Fashion Design and Technology in Year 10 is developed to:  
• 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**  | 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.  
**Term 1 – Logos and Labels:**  
• Knowledge, understanding of logos and labels  
• Laws relating to garment labelling  
• Consumer rights and responsibilities in regard to garment labelling/purchasing  
• Sew components  
• Costing  
**Term 2: Creative ‘Moi’**  
• 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 1** | **Semester 2** |
| **Term 3 - Bravo Bras** |  
• 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  
**Term 4 - Fashion Design:**  
• 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** |  
**Term 1 – Logos and Labels Assessment:**  
• Garment of own choice  
**Term 2: Creative ‘Moi’ Assessment:**  
• Garment creation and written assignment  
**Term 3 - Bravo Bras Assessment:**  
• Embellished Bra  
• Written assignment  
• Process journal  
**Term 4 - Fashion Design Assessment:**  
• Presentation of fashion story board  
• Short written evaluation and justification of story board designs |
| **Special subject requirements** | Nil |
| **Fees (Additional to SRS charges):** |  
• 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)  
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. |
| **Careers** | Future career options: Fashion Designer, Interior Designer, Retail Fashion Industry, Textiles teaching, Clothing manufacturing |
| **Course Accreditation** | N/A |
### LIFE TECHNOLOGIES – FOOD STUDIES

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th>Duration:</th>
<th>12 months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
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<td></td>
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<tr>
<td>• Students will be introduced to practical skills that will be with them for life</td>
<td></td>
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<tr>
<td>• 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</td>
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<tr>
<td>• Students’ skills in time management, organisation and budgeting will be developed</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• Students will gain understanding of appropriate work methods and use of equipment and utensils</td>
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<tr>
<td>• Students will recognise the importance of good nutrition throughout life</td>
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<tr>
<td>• Students will develop skills in basic and advanced principles of cookery, safety and hygiene through weekly practical cooking classes and regular cooking demonstrations</td>
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<tr>
<td>• Students will gain knowledge, understanding and practical experience about the development of the Australian Cuisine</td>
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</table>

| **Content** | **Term 1** | Creative Cuisine |
|            | **Term 2** | Aussies Eating Out |
|            | **Term 3** | Aussie Feasts and Flavours – a Cultural Melting Pot of Cuisines |
|            | **Term 4** | Let’s Celebrate |

| **Prerequisites** | Nil |

| **Assessment** | Assessment will be continuous throughout the semester. Assessment will consist of: |
|                | • Continuous practical assessment |
|                | • Assignments and practical exams related to the assignment |

| **Special subject requirements** | Students need to be aware of the costs involved in providing ingredients, on a weekly basis. They will be given notice of ingredients prior to the task |

| **Fees (Additional to SRS charges):** | A subject fee applies in Year 10 for materials/resources for recipe testing, evaluating and demonstration work. Students are required to purchase ingredients for practical work and assessment practicals |

| **Careers** | Food Studies is a lead into the senior Certificate subjects – Certificate II in Hospitality, Certificate II in Kitchen Operations, Certificate II/III in Tourism and Certificate III in Early Childhood Education and Care. |
|             | 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. |
|             | 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. |

| **Course Accreditation** | N/A |
# MATHEMATICS

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th>Duration:</th>
<th>37 weeks</th>
</tr>
</thead>
</table>

## Aims

Mathematics is a unique and powerful way of viewing the world. All people need the capacity to make sense of and to be critical about numerical information. To do this, students need to develop the capacity to think mathematically and have the confidence to apply what they have learned to explore and solve everyday mathematical situations they encounter.

The Maroochydore State High School Year 10 Mathematics program develops these skills through the three strands of the Australian Mathematics Curriculum:
- Algebra and Number
- Measurement and Geometry
- Statistics and Probability

## Content

The Mathematics Faculty offer two courses in Year 10 Mainstream and Advanced stream.

### 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.

### The Advanced Course

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.

Students aiming to study the Advanced Mathematics stream in Year 10 will require a B minimum in their Year 9 Semester 2 report.

Entry into the Maths competition is a compulsory component of the Advanced Maths program.

## Prerequisites

Nil

## Assessment

Students will be assessed in two criteria using a variety of techniques including formal tests, assignments and mathematical investigations.

**Criteria 1**
- Understanding and Fluency: e.g. Calculate surface area and volume of 3D objects, including composite solids. Apply deductive reasoning to proofs.

**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.

## Special subject requirements

- 96 page exercise book – one per semester
- Casio Fx-82ES Plus scientific calculator
- Stationery, including compass, protractor, ruler and eraser
- 5mm grid book

All students have the option of entering the Australian Mathematics Trust Mathematics competitions.

Movement between mainstream and advanced classes can take place at the end of Term 1 and Term 2.

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.

## Fees (Additional to SRS charges):

- Entry to Mathematics Competition
- In 2016, all students will have access to the Maths online program. The school has negotiated a special price per student per year of $8.00 per year.

## Careers

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.

## Course Accreditation

N/A
# MEDIA STUDIES

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th><strong>Duration:</strong></th>
<th>12 months</th>
</tr>
</thead>
</table>

## Aims

Year 10 Media Studies aims to introduce students to the in-depth study of a variety of Audio and Visual media.

Understanding media is a cornerstone of a modern student’s life, and helps students gain meaning from the digital world around them.

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.

Students learn to understand the role audience plays in the creation of different forms of audio and visual media.

## Content

The course covers four areas of study:

- Film TV and New Media-(Learning the art of creating modern moving media)
- Digital Journalism- (practical Photographic journalism)
- Studies in Responsible Media (responding to the impact of modern forms of media on youth in society)
- The Studio (producing a range of film / TV/New Media programs in studio conditions)

## Prerequisites

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).

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.

## Assessment

Assessment is devised around three dimensions, each considered equally important.

- **Constructing media;** developing practical skills and processes required to create, construct and produce media. Proficiencies in camera operation/editing/post production
- **Producing meaning;** manipulating media for audiences. Preparing designs, scripts, visual to print meanings, radio/audio scripting for production.
- **Responding to meaning;** assignment writing and preparing media that challenges how students see society and their place in the world.

## 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

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.

Careers in Media, Journalism, Advertising, Marketing, Travel, Information Technology, Performing Arts, Design can all lead from studies in this subject.

## Course Accreditation

Year 10 Media Studies is an excellent foundation course and is the pre-requisite for further study in Senior Art.
## MUSIC

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th>Duration:</th>
<th>12 months</th>
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</table>

### Aims
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.

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) and to learn to listen to music, gaining an appreciation and understanding of a number of different musical genres.

### Content
The course is organized into four units of work:
- Home Grown Heroes
- It’s all about Song Writing
- Musical feature
- And all that Jazz

### Prerequisites
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.

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).

### Assessment
- **Musicology:** One Written Test, One Assignment
- **Composition:** Two Compositions (incorporating use of Technology)
- **Performance:** Three Performances (Solo/Small ensemble)
- **Aural Skills:** One test

### Special subject requirements
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.

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.

### Fees (Additional to SRS charges):
A subject fee applies for consumables – eg adaptors, headphones, leads, strings, disks, concert admission and transport

### Careers
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.

### Course Accreditation
Year 10 Music is an excellent foundation course and is the pre-requisite for further study in Senior Art

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## SCIENCE

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th>Duration:</th>
<th>12 months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td></td>
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</tr>
<tr>
<td>In 2016, 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:</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• 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.</td>
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<tr>
<td><strong>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:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Biological Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The transmission of heritable characteristics from one generation to the next involves DNA and genes</td>
<td></td>
</tr>
<tr>
<td>• The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence</td>
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</table>

<table>
<thead>
<tr>
<th>Chemical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The atomic structure and properties of elements are used to organise them in the Periodic Table</td>
</tr>
<tr>
<td>• Different types of chemical reactions are used to produce a range of products and can occur at different rates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earth and Space Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
</tr>
<tr>
<td>• Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Energy conservation in a system can be explained by describing energy transfers and transformations</td>
</tr>
<tr>
<td>• The motion of objects can be described and predicted using the laws of physics</td>
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</table>

<table>
<thead>
<tr>
<th>Core Science:</th>
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</thead>
<tbody>
<tr>
<td>This will offer a more practical and less theoretical approach. Individual teachers will be given more flexibility to follow areas of student interest.</td>
</tr>
</tbody>
</table>

**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.

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.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Advanced Science requires achievement level in Year 9 to be B</th>
</tr>
</thead>
</table>

**Assessment Core Science**

Assessment will be of a standard type (exam, assignment, folio) but there will be more structure within this 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 HA 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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th>Duration:</th>
<th>12 months</th>
</tr>
</thead>
</table>

#### Aims
- 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
**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.

**Woodworking:**
The study of timber in various types of construction including woodworking, carcase and framing constructions.

**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.

#### Prerequisites
Nil

#### Assessment
**Classwork:**
- Projects
- Project work booklets

**Indicative Projects**
- C02 Dragster, Table, Jewel Box, Blow Moulding

**Exams:**
- Practical
- Theory

#### Special subject requirements
The following are safety requirements in all practical areas of Industrial Technology and Design:
- 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):
A subject fee applies in Year 10 to cover cost of consumables and project materials. **Early Payment is Essential**

#### Careers
- Industrial Technology and Design courses provide the basics for skills required in the Senior Industrial Technology and Design course.
- 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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Year 10</th>
<th>Duration:</th>
<th>12 months</th>
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</thead>
</table>

### Aims
- 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

**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.

**Electrical/Electronics:**
Students will be exposed to Basic Electrics Theory and will make projects using electronic components.

**Mechanics:**
Students may encounter units involving theory of Internal Combustion Engines.

**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.

### Prerequisites
Nil

### Assessment
**Classwork:**
- Projects
- Project work booklets

**Indicative Projects:**
Barbecue Slice, Wine Rack, Copper Bowl, Electronic “Dice”, Litre Measure, Screwdriver, Carry All

**Exams:**
- Practical
- Theory

### Special subject requirements
The following are safety requirements in all practical areas of Industrial Technology and Design:
- 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):
A subject fee in Year 10 applies to cover cost of consumables and project materials.

**Early Payment is Essential**

### Careers
- Industrial Technology and Design courses provide the basics for skills required in the Senior Industrial Technology and Design course.
- Shop B provides some basis for Technology Studies in the senior school and engineering.
- Shop B has particular relevance for students wishing to pursue a career in the manufacturing and engineering industry.

### Course Accreditation
N/A
VISUAL ART

Subject type: Year 10  
Duration: 12 months

Aims
The global or wider aims of the Junior Art Program reflect those of the P-10 Syllabus.
• 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 one’s own creative ability, to value the artistic contribution of others in and to our society).

Content
Year 10

Semester 1:
Concept – Self
Printmaking -
• Silk Screen Printing.
• Printing stencils.
• Myself as a comic character.
• Written Assignment (500-700 words).

Painting –
• Photo of self-computer manipulated semi-abstract / abstract image.
• Mixed media experiments.
• Acrylic Painting on canvas.

Semester 2:
Concept – 3D Form and Text in Art
Sculpture –
• Small mixed media sculpture.
• Written Assignment – computer aided 500-700 words.

Drawing –
• Transition Illustration song / poem.
• Mixed Media folio.

Prerequisites
Nil

Assessment
Each term will contain these items:
• 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):
A subject fee applies in Year 10 for:
• Painting frame.
• Printmaking stencil
• 3D materials and tools.
• Photoshop / Computer Art Programs.
• Plastic Folder.
• 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