



**YEAR 10**  
**2026**

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## A message from the Principal

The Year 10 Curriculum at Maleny High provides realistic opportunities for students to gain a broad education in a core subjects and to choose from elective subjects which can also be studied in depth in Year 11 and 12. The Year 10 curriculum provides rigor in a range of key learning areas: *English, Mathematics, The Arts, Health And Physical Education (HPE), Humanities and Social Sciences (HASS), Science and Technology*. Our subjects reflect these Key Learning Areas. The curriculum will offer new and challenging experiences that build on previous knowledge and ideas.

Threaded through key learning areas are the competencies of: *critical thinking, active investigation, problem solving, effective communication, teamwork, productive citizenship, environmental awareness, competence in information technology and other skills of lifelong learning*.

At Maleny High, quality teaching and engaging curriculum are at the forefront of how we support students to achieve their best.

Deborah Stewart  
PRINCIPAL

## CO-CURRICULAR PROGRAMS

Throughout Year 10, students will have the opportunity to participate in a range of wellbeing and leadership activities designed to support their transition from the Junior to Senior school. The students will also participate in a SET Planning Process that supports their course selection as they move into the senior school.

### Student Wellbeing

Student Wellbeing is a priority for all students at Maleny State High School. In Year 10, students are allocated to a House (Bunya, Mellum or Obi). Within each house, two care classes are formed and are the check-in peer groups each school day. House Leaders (teachers assigned to both House Care groups) are the year coordinators and the primary student wellbeing advocate for students within their House. House Leaders provide regular communication with each student, a centralised contact point for parents and regularly meet to discuss, plan and implement student wellbeing programs at an individual, class and year level cohort level.

The Student Wellbeing Team consist of the Guidance Officer, Youth Support Coordinator, Chaplain, School Based Youth Nurse, School Psychologist and external agencies such as "Reconnect".

The Guidance Officer role is to assist students and their families in the areas of personal, academic and tertiary study applications. They advocate, provide counselling, conduct psychoeducational assessments, and provide individual student support. Our Guidance Officer is able to deliver recommendations and advice to students, teachers and parents concerning educational, wellbeing and career development areas.

The Chaplain walks alongside students, staff and families to give pastoral care and support. Some of the ways this is done is by the weekly breakfast club, lunch time activities, one-on-one chats and food hampers, when needed. The Chaplain also works together with community groups.

Our Youth Support Coordinator identifies the barriers to young people achieving their outcomes and that subsequently impact student engagement. The YSC then implement early intervention strategies to support students to maximise educational results. Our YSC monitors daily attendance of students at risk of disengagement, conducting "check ins" to gauge emotional wellbeing along with assessing needs to support focus.

The School Based Youth Nurse supports students by talking to them about their well-being. The SBYN guides students on topics such as stress, sadness, coping socially with others, drugs, alcohol, abuse and health issues. The SBYN can discuss with students, parents and staff their concerns at home or at school.

The School Psychologist supports students through referral from our Guidance Officer and is here two days per week. The role is to support students with mild to moderate levels of mental health concerns and build a therapeutic relationship through counselling within the school environment.

## **Sport**

Sport is an important part of our extra-curricular program. It is highly beneficial for personal health, physical skills, teamwork and recreation. Opportunities are provided to students to participate in intra-school A Swimming, Cross-Country and Athletics Carnivals, as well as being selected to represent at a district and/or regional level.

Year 10 students are exposed to competitive sports through being offered the opportunity to nominate themselves to be part of our Maleny All Schools OzTag team with the school endeavouring to offer further team-based opportunities like this for sports such as; Netball, Volleyball and Rugby League.

Year 10 students are also encouraged to participate in lunchtime sport tournaments that are run throughout the year by House Captains. Throughout the year, different sports are offered at lunchtimes to provide students with a fun, friends-based activities to enjoy during their long lunch break.

## **DIVERSE LEARNERS SUPPORT**

At Maleny State High School, we are committed to supporting all students in their learning journey. For students who have a diagnosis or learning difficulty that significantly impacts their learning, we encourage you to reach out to our Diverse Learning Department.

Our dedicated team works closely with families and students to develop tailored adjustments to maximise individual learning. We aim to create an inclusive and supportive learning environment where every student can thrive. Please contact the Diverse Learning Department to discuss how we can best support your student's individual needs.

## SUBJECT INFORMATION

The Year 10 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. There is a focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds upon the concepts, skills and processes developed in earlier years.

Students will analyse, interpret, evaluate, discuss, create and perform a wide range of texts such as film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts.

Year 10 English prepares students for their studies in Senior English (Years 11 and 12), either English or Literature OR Essential English.

## ASSESSMENT TECHNIQUES

**Short Response:** 100-300 words per item

**Extended Responses:** 600 – 800 words

**Spoken Responses:** 3-5 minutes

**Multimodal responses:** 4-6 minutes

**Examinations:** up to 90 minutes

## COURSE OVERVIEW

### SEMESTER 1

**Imagine That!** – visual literacy representations (written: exam/short-response)

**Seriously Shakespeare – *Romeo and Juliet***  
(written, imaginative: op-ed + spoken, persuasive: pair debate)

### SEMESTER 2

**Either: Introduction to Senior English (ISE) OR Introduction to Essential English (IEE)**

**A Novel Idea** – novel study (written, supervised examination: analytical essay)

**Anthems of a Generation** – persuasive (spoken: persuasive speech)

## YEAR 10 ENGLISH PATHWAYS

### Further study opportunities

- Leads to Year 11/12 English or Literature (General Subject) OR Essential English (Applied Subject)
- Senior English (Year 11/12) requires a result of 'B' or better at the end of the Introduction to Senior English course (ISE) in Semester Two of Year 10.
- Essential English (Year 11/12) requires that students are fully complete in the Year 10 Introduction to Essential English (IEE) course.

### Employment opportunities

- A Sound level of achievement ('C') in English is a prerequisite for almost all future study and/or training
- There are TWO main English subjects in the Senior School: Essential English and General English. Essential English provides practical English skills for work and community life. Senior English is a QCAA General subject that is required for many tertiary courses.

## SUBJECT INFORMATION

In Years 9 and 10, Japanese language learning builds on each student's prior learning and experiences. Students use Japanese to initiate and sustain interactions while sharing their own (and others') experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Japanese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

- Although recommended, the study of Year 9 Japanese is not a pre-requisite for Year 10 Japanese.

| COURSE OVERVIEW   |  |
|---|--|
| SEMESTER 1  | SEMESTER 2   |
| <p><b>Unit 5: Health and Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Talking about health, habits, and body</li> <li>• Giving advice using</li> <li>• Comparisons and expressing frequency</li> </ul> <p><b>Unit 6: School Life and Future Plans</b></p> <ul style="list-style-type: none"> <li>• Talking about school subjects, timetable, rules</li> <li>• Expressing intentions and future plans</li> <li>• Describing aspirations</li> </ul> | <p><b>Unit 7: Travel in Japan</b></p> <ul style="list-style-type: none"> <li>• Making travel arrangements</li> <li>• Transport, weather, seasons</li> <li>• Culturally appropriate behaviour while travelling</li> </ul> <p><b>Unit 8: Pop Culture and Identity</b></p> <ul style="list-style-type: none"> <li>• Anime, manga, music, hobbies</li> <li>• Expressing opinions and reasons using</li> <li>• Understanding perspectives and youth culture in Japan</li> </ul> |

| ASSESSMENT TECHNIQUES   |
|---|
| <p>Extended responses:</p> <ul style="list-style-type: none"> <li>• written responses: 100–200 characters</li> <li>• spoken/signed responses: 1–2 minutes</li> <li>• multimodal responses: 2–3 minutes</li> </ul> <p>Examinations: up to 90 minutes (including 10 minutes perusal)</p> <p>Reading/viewing and responding – short responses in English (100 words)</p> |

| JAPANESE PATHWAYS   |  |
|---|--|
| Further study opportunities   | Employment opportunities   |
| <ul style="list-style-type: none"> <li>• The study of Junior Japanese is recommended for entry into Senior Japanese.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic second language capabilities are advantageous in many careers and in some cases result in a language 'bonus' in pay.</li> </ul> |

## SUBJECT INFORMATION

Mathematics is a core subject in the Australian Curriculum. The study of Mathematics provides students with essential numeracy skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

There are 3 levels of Mathematics offered for year 10 students at MSHS.

## INTRODUCTION TO MATHEMATICAL METHODS:

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. It enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

| Introduction to Methods Course Overview   |   |
|---|---|
| SEMESTER 1  | SEMESTER 2  |
| <b>Algebra &amp; Index Notation</b><br><b>Statistics</b><br><b>Chance &amp; Probability</b> | <b>Geometry and Measurement</b><br><b>Pythagoras &amp; Trigonometry Applications</b><br><b>Linear &amp; Non-Linear Functions</b><br><b>Calculus</b> |

## INTRODUCTION TO GENERAL MATHEMATICS:

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices. Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. Students experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

| Introduction to General Course Overview   |  |
|---|--|
| SEMESTER 1  | SEMESTER 2   |
| <b>Index Notation</b><br><b>Statistics</b><br><b>Measurement</b><br><b>Geometry</b> | <b>Linear &amp; Non Linear Relationships</b><br><b>Financial Mathematics</b><br><b>Trigonometry and Pythagoras Applications</b><br><b>Matrices</b> |



## INTRODUCTION TO ESSENTIAL MATHEMATICS

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

| Introduction to Essential Mathematics Course Overview  |  |
|--|--|
| SEMESTER 1   | SEMESTER 2   |
| <b>Statistics</b><br><b>Measurement and Geometry</b>   | <b>Linear Relationships</b><br><b>Financial Mathematics</b><br><b>Trigonometry and Pythagoras Applications</b> |
| <i>Please note:, that due to the restricted content covered across the Year 10 syllabus, the achievement result for the Introduction to Year 10 Essential Mathematics class is restricted to a C level. A-E academic ratings for individual assessment tasks are still provided and then converted to an appropriate (scaled) rating for the entire course of study.</i> |  |

| ASSESSMENT TECHNIQUES   |
|---|
| Examinations<br>Problem Solving and Modelling Tasks<br><i>N.B. There is 1 assessment item per term.</i> |

| YEAR 10 MATHEMATICS PATHWAYS   |  |
|--|--|
| Further study opportunities  | Employment opportunities   |
| <ul style="list-style-type: none"> <li>Year 10 Mathematics leads to the relevant senior subject</li> </ul> | <ul style="list-style-type: none"> <li>Mathematics is a prerequisite for many tertiary courses, TAFE courses, apprenticeships and general employment.</li> <li>Numeracy development is crucial as a life skill.</li> </ul> |

## SUBJECT INFORMATION

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table.

They understand that motion and forces are related by applying physical laws. Students learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

| COURSE OVERVIEW  |   |
|--|---|
| SEMESTER 1   | SEMESTER 2  |
| <b>Physical Science - Energy of motion</b><br><br><b>Chemical Science – Chemical reactions &amp; Equations</b> | <b>Biological Science – DNA, Genetics &amp; Evolution</b><br><br><b>Earth Science - The universe &amp; global systems</b><br><br>Students selecting a Senior Science in Year 11 & 12 will participate in an Introduction to Scientific Skills & Data Analysis rather than the Earth Science unit in Term 4. |
| ASSESSMENT TECHNIQUES  |   |
| Student Experiment<br>Student Investigation<br>Data Tests<br>Examinations<br>Collections of work               |   |

| YEAR 10 SCIENCE PATHWAYS  |   |
|---|---|
| Further study opportunities   | Employment opportunities  |
| <ul style="list-style-type: none"> <li>Final year of compulsory science</li> <li>Senior science subjects (Physics, Chemistry, Biology &amp; Psychology) require that students fully complete the Year 10 Science course.</li> <li>Senior science entry may depend on reaching a minimum level of achievement (LOA) in Year 10</li> </ul> Desirable LOAs for entry into the senior sciences: <ul style="list-style-type: none"> <li>Biology: minimum of Sound (C).</li> <li>Chemistry and Physics: minimum of a High Achievement (B) in both Year 10 Science and Mathematics.</li> </ul> | <ul style="list-style-type: none"> <li>Tertiary science-based courses usually require one or more science subjects as prerequisites. The senior sciences satisfy these requirements.</li> <li>Scientific literacy and inquiry skills are invaluable life skills.</li> </ul> |

## SUBJECT INFORMATION

Humanities and Social Sciences (HASS) is the study of people and their environment (physical and human) both past and present. It is one of the Key Learning Areas in the national curriculum and it incorporates the disciplines of History, Geography, Civics and Citizenship and Business and Economics.

Students also develop and apply literacy and numeracy skills by incorporating genre and techniques appropriate to each unit of study. The development of computer skills and knowledge of current events are also included as part of the Humanities program.

**Students in Year 10 will study one term of a compulsory History Unit (Core) and then choose from a range of introductory senior social science subjects to sample in the remaining terms.**

| COURSE OVERVIEW                                    |  |
|--|--|
| Core - History                                     | Electives  |
| Building Modern Australia<br>(Rights and Freedoms) | Students choose to sample two of the following: <ul style="list-style-type: none"> <li>• Introduction to Modern History</li> <li>• Introduction to Ancient History</li> <li>• Introduction to Geography</li> <li>• Introduction to Legal Studies</li> <li>• Introduction to Economics</li> <li>• Introduction to Enterprise</li> </ul> |

| ASSESSMENT TECHNIQUES  |
|--|
| Short Response Tests (SRT) – objective tests that assess knowledge, recall and understanding<br>Reports (REP) – assignments which are completed both at school and at home<br>Multimodal Presentations (MMP) – tasks that require a combination of written and oral elements |

| YEAR 10 HUMANITIES PATHWAYS   |   |
|---|---|
| Further study opportunities   | Employment opportunities  |
| Leads to Senior Social Science subjects in Years 11 and 12 such as Geography, Modern History, Ancient History, Legal Studies, Economics and Business Studies. | Humanities leads to a wide variety of employment fields and tertiary study e.g. business, commerce, law, journalism, teaching, public service positions, tourism and service industries.<br>Knowledge of the world, history and current affairs are important in becoming active and informed citizens of an increasingly globalised world. |

## SUBJECT INFORMATION

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

| COURSE OVERVIEW |  |
|-----------------|--|
| Sem             | Topic  |
| 1               | Stakeholder Centred Design<br>Spin Off – Inventor Design and 3D printing |
| 2               | Get Outside - Outdoor Classroom<br>Sustainable Redesign                  |

## ASSESSMENT TECHNIQUES

Projects – Visual documentation of the design process, including a written design criteria

## YEAR 10 DESIGN PATHWAYS

| Further study opportunities  | Employment opportunities  |
|--|---|
| Year 10 Design Technology provides a distinct advantage for students intending to study Year 11 Design | Design can lead to a career in advertising, architectural drafting, building design, cartography, engineering, graphic design, industrial design, landscape architecture, regional and town planning and surveying, support (technician or help desk), technical writing, webmaster or web/app designer |

## SUBJECT INFORMATION

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options. Content in Health and Physical Education is organised under two strands: Personal, social and community health, and Movement and physical activity.

Throughout Semester One of Year 10, Health and Physical Education builds on learning taught throughout Years 7-9 of the following 12 focus areas; alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, active play and minor games, challenge and adventure activities, fundamental movement skills, games and sports, lifelong physical activities, as well as rhythmic and expressive activities. In Semester Two, students choose to enter one of three introductory courses to Senior study in this faculty.

| COURSE OVERVIEW   |  |
|---|--|
| SEMESTER 1  | SEMESTER 2   |
| <b>Cultural Connections</b><br><b>Strike Out</b><br><b>I Can Influence Others</b><br><b>Shoots and Scores</b> | <b>Introduction to Health</b> <ul style="list-style-type: none"> <li>• Personal Health Resources</li> <li>• Community as a Resource for Healthy Living</li> </ul> <b>Introduction to Physical Education</b> <ul style="list-style-type: none"> <li>• Sport Psychology and Volleyball</li> <li>• Energy Systems, Fitness and Training</li> </ul> <b>Introduction to Sport and Recreation</b> <ul style="list-style-type: none"> <li>• Touch Football Performance Enhancement</li> <li>• First Aid and Modified Games</li> </ul> |

| ASSESSMENT TECHNIQUES  |
|--|
| <b>Performance</b> – practical responses observed by the teacher during class time over a series of lessons<br><b>Investigation</b> - Written response and/or spoken/signed or multimodal responses<br><b>Project</b> - Written responses (short response), spoken/signed or multimodal responses<br><b>Examination</b> - Short response/extended response |

| HEALTH AND PHYSICAL EDUCATION PATHWAYS   |   |
|--|---|
| Further study opportunities  | Employment opportunities  |
| <ul style="list-style-type: none"> <li>• HPE is compulsory for Years 7-10</li> <li>• Students may then choose to study QCAA subjects, Senior Health, Senior Physical Education and/or Sport and Recreation in Years 11 and 12</li> </ul> | <ul style="list-style-type: none"> <li>• Lifelong physical activity participation</li> <li>• Administration – sports administrator</li> <li>• Primary/secondary/Outdoor ED teacher</li> <li>• Fitness Industry – personal trainer, professional athlete, sports coach</li> <li>• Health – counsellor, first responder, general practitioner, nutritionist, occupational therapist,</li> </ul> |

|  |  |
|--|--|
|  | physiotherapist, psychologist, sports scientist<br>• Media – advertising, marketing, sports journalist |
|--|--|

# Food Specialisation

(Food and Fabric Technology)

## SUBJECT INFORMATION

Food Specialisation (Food and Fabric Technology) is a component of the Design Technology Curriculum. It provides students with the opportunity to use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students will focus on food production, & food specialisations. They will identify the steps involved in planning the production of designed solutions. Students develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They learn to transfer theoretical knowledge to practical activities across a range of projects.

\*There is a requirement for students to provide their own ingredients on a weekly basis.

## COURSE OVERVIEW

| Semester | Topic  | Semester | Topic   |
|----------|--|----------|---|
| 1        | <b>Unit 1 - Dyeing to Do It</b><br>Students manipulate textiles to design an artefact<br><br><b>Unit 2 - Airy baked goods</b><br>Students investigate and experiment in the use of air in foods. | 2        | <b>Unit 3- RRR – Reduce, reuse, recycle</b><br>Upcycling an existing textile item to extend its lifestyle<br><br><b>Unit 4- Hospitality Taster</b><br>Prep for Senior Hospitality Practices |

## ASSESSMENT TECHNIQUES

Continuous Practical Cookery  
 Theory Exam  
 Design Activity with written component

## YEAR 10 FOOD TECHNOLOGY PATHWAYS

| Further study opportunities   | Employment opportunities  |
|---|---|
| This subject leads to Year 11 and 12 Hospitality. Students may find skills and knowledge in this course useful when applying for SAT's in Hospitality | Leads to future employment as a catering manager, conference centre manager, event organiser, fast food restaurant manager, hotel manager, public house manager, restaurant manager |

## SUBJECT INFORMATION

Material Specialisation Technology is a component of the Design Technology Curriculum. It provides students with the opportunity to use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, incorporating elements such as sequenced time, cost and action plans, to manage design tasks safely. Students apply management plans, making adjustments, when necessary, to successfully complete design tasks. They identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success.

| COURSE OVERVIEW |  |          |   |
|-----------------|--|----------|---|
| Semester        | Topic  | Semester | Topic   |
| 1               | <b>Unit 1 – Carry me bro</b><br>Students design and construct a Carry All out of a limited amount of materials<br><br><b>Unit 2 – Be there of be square</b><br>Students construct a sheet metal container and an Engineer's square | 2        | <b>Unit 3- Furnishing Taster</b><br>Students will design and construct a bedside table out of MDF<br><br><b>Unit 4- Mass Production</b><br>Students will mass produce an artefact as a class. Students will focus on the construction of several components and assist in assembly. |

| ASSESSMENT TECHNIQUES                                       |
|---|
| Design Folio<br>Practical Projects<br>Productional Journals |

| YEAR 10 FOOD TECHNOLOGY PATHWAYS   |  |
|--|--|
| Further study opportunities  | Employment opportunities                                 |
| This subject leads to Year 11 and 12 Furnishing and Engineering. Students may find skills and knowledge in this course useful when applying for SAT's in Hospitality | Leads to future employment in most trade qualifications. |



## SUBJECT INFORMATION

The major aims of this course are to develop creativity, acquire knowledge of the visual arts and the skills necessary for the production of art works, and to develop discrimination and appreciation of the visual art world. This course is structured so that students experience art in both 2D and 3D areas, and develop skills using a variety of media. Over the year, at least four major art areas are studied. The selection of art areas depends upon interest, facilities and resources, but may be as diverse as drawing, design, sculpture, ceramics, fibre arts and multimedia. This course is the foundation for the senior Visual Art (QCAA General Subject) and/or Certificate II course.

| COURSE OVERVIEW  |   |
|--|---|
| SEMESTER 1   | SEMESTER 2  |
| Year 10 students are exposed to a range of media, techniques and processes including; still life prints, street art paste-ups, stencils and character development, mask making and public art.<br><br><b>Faced with Spaces:</b><br><b>Do you Seem me? 2D</b> | Explore the elements of art: line, shape, colour, tone and texture through activities such as drawing, design, sculpture, ceramics, fibre arts and multimedia<br><br><b>Do you see me? 3D</b><br><b>Public Art:</b> |

| ASSESSMENT TECHNIQUES   |
|---|
| Drawing<br>Printmaking<br>Painting<br>Sculpture<br>Aesthetic awareness and art appreciation |

| YEAR 10 ART PATHWAYS  |  |
|---|--|
| Further study opportunities   | Employment opportunities   |
| Year 11 and 12 Visual Art (QCAA General subject) and/or Certificate II in Visual Art (Nationally Recognised Training Certificate) | The study of Art and an understanding of the contributions made to society helps to develop individuals into people who are skilled in communication and creative in their outlook |

## SUBJECT INFORMATION

The Year 10 Drama course provides students with a great variety of special interest areas. It allows a full year of study in order to consolidate skills and knowledge. The Year 10 course will include some of the following: exploring adolescent issues through realism, non-realistic theatre and experimental forms, documentary drama, script work, performance and Commedia del'Arte.

Assessment will include individual, small and large group tasks. Assessment pieces may include student- devised group-collage, physical theatre sequences, paired comedy routines, group-scripted performances and written analytical responses to text or performance. It is not necessary to have studied Drama in Year 9 to choose this course in Year 10.

| COURSE OVERVIEW  |   |
|--|---|
| SEMESTER 1   | SEMESTER 2  |
| <b>Commedia del'Arte</b><br><br><b>Exploring adolescent issues through documentary drama</b><br><br><b>Script work and performance of text</b> | <b>Documentary drama / Verbatim theatre</b><br><br><b>Conventions of theatre fusion</b><br><br><b>Non-realistic theatre / Experimental theatre</b><br><b>Physical theatre</b> |

| ASSESSMENT TECHNIQUES  |
|--|
| Individual, small and large group tasks<br>Student-devised group-collage sequences<br>Paired and solo Commedia routines<br>Group-scripted performances<br>Written analytical responses/reviews<br>Oral presentations |

| YEAR 10 DRAMA PATHWAYS  |  |
|---|--|
| Further study opportunities   | Employment opportunities   |
| Year 11 and Year 12 Drama (QCAA General Subject)<br><br>or<br><br>Year 11 and 12 Drama in Practice (QCAA Applied Subject) | The study of Drama engenders many of the skills used to gain employment and across curriculum areas; confidence in public speaking, flexibility and teamwork. It allows for the development of creative writing and design and encourages insight into human behaviour and psychology. |

## SUBJECT INFORMATION

The Year 10 Dance course will explore Musical Theatre Dance, Contemporary Dance and Dance for Music Videos including the production of a short music video using digital video technology. Students also have an opportunity for extension work and public performances and may be required to participate in rehearsals and performances outside school hours.

Students are assessed in three criteria: Choreography (creating/devising dance), Performance (polished presentation of dance) and Appreciation (oral or written interpretation of dance related topics). Assessment tasks may be of an individual, small group or whole group nature and include both performance-based items and choreography, as well as theory or written tasks such as exams and research reports.

| COURSE OVERVIEW         |                    |
|-------------------------|--------------------|
| SEMESTER 1              | SEMESTER 2         |
| Commercial Jazz/Hip Hop | World Dance        |
| Musical Theatre         | Contemporary Dance |

| ASSESSMENT TECHNIQUES                     |
|---|
| Performance<br>Choreography<br>Responding |

| YEAR 10 DANCE PATHWAYS   |   |
|--|---|
| Further study opportunities  | Employment opportunities  |
| Dance Extension (D.E.X) – an extra-curricular program from Grades 7 – 12<br><br>and/or<br><br>Certificate II or III in Dance (Nationally Recognise Training Certificate) | Careers in dance, film, stage and theatre, as well as for leisure, fun and fitness. Experiences in Dance develop positive self-esteem, confidence and general health and well-being. The development of skills in the areas of teamwork, self-discipline and motivation are important in all areas of work. |

## SUBJECT INFORMATION

The Year 10 Music subject is an elective course and offered for the year. This course takes students through the development of Movie and Computer Game music, along with exploring popular classical music and Jazz and Blues. Students will listen to a variety of popular songs from each genre and analyse the musical elements. Students will explore compositional software to create melodies, compositions and re-mix songs. Additionally, students will continue to develop their individual and group performance skills on a variety of instruments including the guitar, keyboard and drums.

| COURSE OVERVIEW  |   |
|--|---|
| SEMESTER 1   | SEMESTER 2  |
| <b>Experimental Music</b><br>Composition<br>Musicology<br><br><b>Hooked on Classics!</b><br>Performance<br>Composition | <b>Like a Version</b><br>Performance<br>Musicology<br><br><b>Film Music</b><br>Composition<br>Performance |

| ASSESSMENT TECHNIQUES   |
|---|
| Composition<br>Performance<br>Musicianship<br>Analysing Music |

| YEAR 10 MUSIC PATHWAYS  |   |
|---|---|
| Further study opportunities   | Employment opportunities  |
| Yr 11 and 12 Music<br>Year 12 Music Extension<br>Instrumental Music<br>Certificate II in Music (Nationally Recognised Training Certificate) | There are numerous vibrant career opportunities in the music industry. These not only include performance, but also behind the scene careers such as sound mixing/production and digital composition. |

## SUBJECT INFORMATION

Maleny State High School offers a wind, brass and percussion instrumental music program for both continuing students and any who would like to learn an instrument (including those with no previous experience). Lessons are free of charge, however there is a user-pays charge each year, per student, and an additional fee for each year if the student needs the use of a school instrument.

This fee covers service and maintenance of those school instruments. The school has a limited number of instruments available for beginning students. A concert/stage band is a feature of many of our Maleny SHS public performances.

The school also fosters the development of small ensemble, vocal and rock band groups throughout the year.

| COURSE OVERVIEW                          |  |
|--|--|
| SEMESTER 1                               | SEMESTER 2                               |
| Individual course based on student needs | Individual course based on student needs |

| ASSESSMENT TECHNIQUES        |
|------------------------------|
| Performance based assessment |

| YEAR 10 INSTRUMENTAL MUSIC PATHWAYS                             |   |
|---|---|
| Further study opportunities                                     | Employment opportunities                                  |
| Students can continue Instrumental Music throughout high school | Performance, festivals, orchestras, teaching, composition |

## SUBJECT INFORMATION

The Year 7 - 12 Dance Extension program provides an opportunity for students to extend their Dance tuition throughout the year. This is in addition to the Dance subject rotation included in Year 7. With a focus on solo and ensemble performance, the course also includes a range of different dance styles in a range of different settings (Performances, Eisteddfods, etc). Students will engage with a variety of professional dance artists to broaden their dance horizons. This extension program is delivered before school twice a week.


| COURSE OVERVIEW                        |                                    |
|--|------------------------------------|
| SEMESTER 1                             | SEMESTER 2                         |
| <b>Jazz</b>                            | <b>Technique</b>                   |
| <b>Contemporary</b>                    | <b>Hip Hop</b>                     |
| <b>Sunshine Coast Dance Eisteddfod</b> | <b>School Show and Dance Night</b> |

| ASSESSMENT TECHNIQUES |
|-----------------------|
| Performance           |

| Dance EXTENSION PATHWAYS  |  |
|---|--|
| Further study opportunities   | Employment opportunities   |
| Certificate II/III in Dance (Nationally Recognised Training Certificate). | Careers in dance, film, stage and theatre as well as for leisure, fun and fitness. Experiences in Dance develop positive self-esteem, confidence and general health and well-being. The development of skills in the areas of teamwork, self-discipline and motivation are important in all areas of work. |

**STUDENTS SHOULD CONSULT THE VET STUDENT HAND BOOK BEFORE SELECTION OF A VET COURSE. These books are available on the Maleny State High School Website**

Vocational Education at Maleny State High School can occur within a VET Certificate or through a school based traineeship/apprenticeship. Both forms of Vocational Education can contribute to the QCE. VET Certificates are designed to enhance literacy and numeracy skills for work, or to provide learning experiences similar to those within a particular industry. A Certificate III Vocation qualification can contribute towards an ATAR.

Courses marked with the National Recognised Training logo  are certificate courses and contain nationally accredited vocational, educational and training competencies. These competencies are authorised under the Australian Qualifications Framework (AQF).

Maleny State High School is a Registered Training Organization: RTO number 30395. All qualifications at Maleny State High School are of a Certificate I or Certificate II level. All certificates have a strong industry training component. At present our scope of registration includes qualifications from the following training package areas:

- Agriculture, Horticulture and Conservation and Land Management
- Creative Arts and Culture
- Foundation Skills
- Furnishing
- Business

| TRAINING PACKAGE   | VET QUALIFICATION TITLE and CODE                            |
|--|---|
| Agriculture, Horticulture and Conservation and Land Management | ACH10222 Cert I in Agriculture                              |
| Creative Arts and Culture                                      | CUA20620 Cert II in Music Industry                          |
| Furnishing   | MSF10122 Certificate I Furnishing                           |
| Foundation Skills  | FSK20119 Cert II in Skills for Work and Vocational Pathways |
| Business   | BSB20120 Cert II in Workplace Skills                        |

Assessment in the certificates above is competency based. This means that students do not receive a level of achievement from VHA to VLA at exit or A-E on reports. Instead, progress is indicated as “WTC – Working Towards Competency, with successful students exiting with the appropriate certificate(s) listed on their Statement of Attainment (Partial Completion) or Qualification Certificate (Full Completion).

Disclaimer – Unfortunately all Vocational courses require specialist trainers and equipment to facilitate the course. The school retains the right to cancel/suspend a vocational course if it is unable to meet the human or physical resource requirements and the school is unable to provide an alternative arrangement. In addition, all VET Certificate courses and VET strand courses are offered, subject to approval from the Queensland Curriculum Assessment Authority or the Australian Skills Quality Authority

## SCHOOL BASED TRAINEESHIPS AND APPRENTICESHIPS

1. Maleny State High School has a very high success rate with traineeships. Students participating in traineeships must have a modification to their timetable. This enables students to complete traineeships with minimal impact on their subject load.
2. Traineeships are available in a wide range of industry areas.
3. Traineeships usually involve Certificate II but can incorporate Certificate III. An apprenticeship usually involves study at Certificate III level.
4. In some cases, Certificate III level can be used to supplement tertiary entrance. See the Guidance Counsellor for details.
5. Traineeships and Apprenticeships can be found either by the school or by the student/family but all are registered through the school.
6. All require some study through a TAFE or other Registered Training Organization (RTO). Most students will complete a traineeship in 18 months when combining it with school work. It is not possible to complete an apprenticeship while at school and so apprentices will transfer to full or part time work after leaving school.
7. Most trainees are engaged in paid work for about eight hours per week, totalling 240 hours by the conclusion of the year. This work day can occur any day during the week, timetable pending.

Maleny State High School encourages students to undertake traineeships or apprenticeships in Years 10 - 12. Under exceptional circumstances, permission can be granted for students to begin before Year 10. Please contact Tania Mundt (Apprentice/Traineeship Coordinator) for additional information on traineeships/apprenticeships, or pick up a School based Traineeship/Apprenticeship information package from the school.



## VETiS (VET in Schools)

### **What is VETiS**

A core element of the Queensland Government's Working Queensland jobs plan is ensuring students have access to quality training programs that deliver effective skills to meet employment and business demands.

Vocational Education and Training in Schools (VETiS) supports this aim by the delivery of nationally recognised qualifications to school students, providing them with the skills and knowledge required for specific industries. VETiS qualifications can be undertaken in years 10, 11 and 12, and can count towards the Queensland Certificate of Education.

### **VETiS Options**

There are a variety of options available to students to undertake VETiS:

- as part of their school studies, delivered and resourced by a school registered training organisation (RTO)
- through fee-for-service arrangements where a parent/student pays for the qualification with an external RTO
- enrolling in a qualification with an external RTO which is funded by the Department of Education and

**TRAINING PACKAGE NAME:** AHC Agriculture, Horticulture and conservation and land management 10.0

**RTO NAME AND NUMBER:** Maleny State High School: 30395

**DURATION:** One year

**LOCATION:** Maleny State High School

**ENTRY REQUIREMENTS:** There are no entry requirements for this qualification.

**DELIVERY METHODS:** Face to Face instruction, guided learning



**This course description should be read in conjunction with the VET Student Handbook, on Maleny State High School's website.**

| COURSE OVERVIEW  |  |
|--|--|
| QUALIFICATION DESCRIPTION  |  |
| <p>This qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited. Refer to training.gov.au for additional qualification information.</p> |  |
| QUALIFICATION PACKAGING RULES  |  |
| <p>Total units = 6 (2 core units + 4 elective units)</p>   |  |
| UNIT OF COMPETENCY   |  |
| <p><b>Core</b><br/>           AHCWHS102 – Work safely<br/>           AHCWRK102 - Maintain the workplace</p> <p><b>Elective</b><br/>           AHCCHM101 - Follow basic chemical safety rules<br/>           AHCIRG102 - Support irrigation work<br/>           AHCLSK101 - Support extensive livestock work<br/>           AHCPGD102 - Support gardening work</p>  |  |

## ASSESSMENT TECHNIQUES (BASED ON TRAINING AND ASSESSMENT STRATEGIES)

- Practical tasks
- Group work
- Activities in work environments
- Theoretical tasks

Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Assessment includes observation, questioning, workbooks and logbooks.

## CERTIFICATE I AGRIFOOD OPERATIONS PATHWAYS AND OTHER INFORMATION

| FURTHER INFORMATION   | PATHWAYS  |
|---|---|
| <p>Contact the HOD VET, Mr Rodney Wodson 54998121.</p> <p>For more information regarding VET services and information consult the VET Student Handbook on Maleny State High School's website.</p>   | <p>Further training pathways from this qualification include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Certificate III in Agriculture</li> <li>• Certificate III in Horticulture</li> <li>• Certificate III in Production Horticulture</li> </ul> |
| <b>OBLIGATION:</b>  |   |
| <p>This is a one year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlines in the enrolment process and information handbooks provided.</p> <p>Students successfully achieving all qualifications requirements will be provided with a Qualification and record of results.</p> <p>Students who achieve at least one unit (but not the full qualification) will receive a statement of Attainment</p> |   |

**TRAINING PACKAGE:**

**RTO NAME AND NUMBER:** Maleny State High School: 30395

**DURATION:** One year

**LOCATION:** Maleny State High School

**ENTRY REQUIREMENTS:** A study of Year 9 Material Specialisation Technology

**DELIVERY METHODS:** Face to Face instruction, guided learning

**This course description should be read in conjunction with the VET Student Handbook, available on Maleny State High School's website.**

| COURSE OVERVIEW  |  |
|--|--|
| QUALIFICATION DESCRIPTION RULES  |  |
| This qualification describes the skills and knowledge required to perform basic <i>furnishing</i> industry tasks used in a range of industry job roles involving given routines and procedures and limited accountability for the quality of outcomes while supporting others. Refer to training.gov.au for additional qualification information.  |  |
| QUALIFICATION PACKAGING RULES  |  |
| Total units = 8 (5 core units + 3 elective units)  |  |
| UNIT OF COMPETENCY   |  |
| <p><b>Core:</b></p> <p>MSMENV272 - Participate in environmentally sustainable work practices</p> <p>MSMOPS101 - Make measurements</p> <p>MSMSUP102 - Communicate in the workplace</p> <p>MSMSUP106 - Work in a team</p> <p>MSMWHS100 - Follow WHS procedures</p> <p><b>Elective:</b></p> <p>MSFFP2011 - Use timber furnishing construction techniques</p> <p>MSFFP2014 - Use basic finishing techniques on timber surfaces</p> <p>MSFFM201 - Use furniture making hand and power tools</p> |  |

## ASSESSMENT TECHNIQUES (BASED ON TRAINING AND ASSESSMENT STRATEGIES)

Projects

Written responses

Observations with checklists and self assessment.

Assessment is competency based and therefore no levels of achievement are awarded. This will be achieved through class based projects in a simulated work environment. *Employability Skills* form part of the delivery process and students are provided with an opportunity to acquire and practise these skills in a working environment.

## CERTIFICATE I FURNISHING PATHWAYS AND OTHER INFORMATION

### FURTHER INFORMATION

Contact the HOD VET, Mr Rodney Wodson, 54998121.

For more information regarding VET services and information see the VET Student Handbook on Maleny State High School's website.

### PATHWAYS

After achieving competence in Certificate I Furnishing students may undertake a Furnishing skills in Year 11.

### OBLIGATION:

This is a one year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlines 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

