



Year 10

Subject Information Book

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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” of subjects and to eventually choose from certain “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.

To provide students with a sound, general education and to leave open future options, students at Year 10 level will study the core subjects of English, Health & Physical Education (HPE), Maths, Science, and Humanities and Social Sciences (HASS), as well as two elective subjects, for the whole year.

If you would like more information on this program please contact the school on 54998111.

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

Personal Development, Life Skills, Ethics, Values

Throughout Year 10, students will have the opportunity to participate in a range of activities designed to assist them with decision making, peer influence, future planning, self-esteem and values. There are also opportunities to engage in recreational and leadership activities. The fostering of desirable values is inevitably part of all aspects of school life. It is fundamental to “Learning For Living” (Our Motto). All Australian school communities foster shared values - tolerance and understanding, respect, responsibility, social justice, excellence, care, trust, honesty, freedom, inclusion and integrity.

STUDENT SERVICES

Student Services are provided by a team consisting of the Guidance Counsellor, Chaplain, Behaviour Support Co-ordinator, School Based Health Nurse, Year Level Co-ordinators and external agencies such as “Reconnect”.

The Guidance Officer assists and supports students in educational, vocational and personal decision making. She is a counsellor and careers advisor, and works one-on-one, with small groups and in classrooms.

The Chaplain will co-ordinate a range of activities from breakfast clubs to other in-school programs. The Chaplain is available three days a week.

The School-based Health Nurse also assists students with personal and group issues, and assists with programs in areas such as drug and alcohol education, domestic violence issues and immunization.

Sport

Sport is an important part of our extra-curricular program. It is highly beneficial for personal health, physical skills, teamwork and recreation. Opportunities will be given to students to participate in Interschool Athletics, Swimming and Cross Country Carnivals and be selected to represent the Zone and Region at higher levels.

English

SUBJECT INFORMATION

English is the study of the interrelated strands of language, literature and literacy, and is one of the Key Learning Areas of both the Queensland and Australian curricula. Students will experience a wide variety of language-based activities and develop their skills in reading, writing, speaking, listening, viewing and performing. They will encounter language used for print, sound, stage and screen. Year 10 English prepares students for their studies in Senior English (Years 11 and 12), either English and/or Literature OR Essential English.

In Year 10 English, students will also:

- study the rules of grammar and spelling
- learn how to write in different styles and genres
- practise speaking to an audience
- discuss the social importance and effect of language
- analyse a variety of texts
- utilise digital media for research, planning, presentation and submission.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
	Either: Introduction to Senior English (ISE) OR Introduction to Essential English (IEE)
Tongue in Cheek – satire, parody and irony (Figurative Language Devices) Novel-tea – novel study	Shakespeare in Shorts – Romeo and Juliet drama study Media Mischief – contemporary media study (ISE) OR Reality Bytes – reality TV (IEE)
ASSESSMENT TECHNIQUES	
Assessment Techniques used include: Spoken and/or multi-modal presentations (4 - 6 minutes) Assignments (600 – 1000 words) Class Exams (60 – 70 minutes)	

YEAR 10 ENGLISH PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> • Leads to Year 11/12 English and/or Literature (QCAA General Subjects) OR Essential English (QCAA Applied Subject) • Senior English (Year 11/12) requires a result of ‘C’ or better at the end of the Introduction to Senior English course (ISE) in Year 10. A ‘B’ or higher is strongly recommended • Essential English (Year 11/12) requires that students fully complete the Year 10 Introduction to Essential English (IEE) course <p>Students must study an English subject in Years 11 and 12 to be eligible for an ATAR/QCE</p>	<p><input type="checkbox"/> A Sound level of achievement (‘C’) in English is a prerequisite for almost all future study and/or training</p> <p><input type="checkbox"/> There are TWO main English subjects in the Senior School: Essential English and 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.</p>

Japanese

SUBJECT INFORMATION

Languages is one of the Key Learning Areas in both the Australian and Queensland curricula. In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s).

At this level, students bring to their learning existing knowledge of Japanese language and culture and a range of learning strategies. They are considering future pathways and options, including the possible role of Japanese in these.

In Year 10 Japanese, students will:

- Learn a range of Japanese kanji characters and use them in their writing
- Use Japanese to communicate ideas in both written and spoken texts
- Be introduced to complex sentence structures
- Use the language to communicate in a variety of different ways, including both rehearsed and spontaneous language

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
Occupations – using language to communicate ideas relating to careers & working in Japan Advertising – using language to communicate ideas relating to advertisements & social issues	Art – using language to communicate ideas relating to expression in artworks Film – using language to communicate ideas relating to film, film reviews & film festivals

ASSESSMENT TECHNIQUES
Assessment Techniques used include Spoken presentations (up to 3 min/person) Writing tasks (using Japanese script, simple, compound & complex sentence patterns) Reading & Listening comprehension tests

YEAR 10 JAPANESE PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> • A 'C' in Junior Japanese is recommended for entry into Senior Japanese 	<ul style="list-style-type: none"> • A Sound Level of Achievement ('C') or better in Senior Japanese earns students additional ranking points on the QCE • Basic second language capabilities are advantageous in many careers

Mathematics

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.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills in the final year of junior schooling. Students studying Year 10 Mathematics at the general level are more suited to General Mathematics and Essential Maths in Years 11/12.

COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Index Notation Statistics Trigonometry Financial Maths Chance & Probability	Geometry Linear & Non Linear Relationships Measurement Financial Maths Pythagoras Applications

ASSESSMENT TECHNIQUES

Examinations
 Problem Solving and Modelling Tasks
 N.B. There is 1 assessment item per term.

YEAR 10 MATHEMATICS PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> Year 10 Mathematics leads to Essential Mathematics and General Mathematics in Year 11. Students are given an opportunity to select introductory courses to senior mathematics subjects in Semester 2, Year 10. 	<ul style="list-style-type: none"> Mathematics is a prerequisite for many tertiary courses, TAFE courses, apprenticeships and general employment. Numeracy development is crucial as a life skill. Students will need to think about their pathways in the Senior School.

10A Mathematics

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.

The Year 10A course is an extension to the general Year 10 Mathematics course. It aims to develop a higher level of understanding of advanced mathematics concepts. It is the pathway of choice for students wanting to choose higher level Mathematics subjects in Year 11/12. Students will be exposed to the necessary prerequisite knowledge for these subjects. Students will choose a Year 11 Mathematics subject which is in keeping with their ability and aspirations at the end of Year 10.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> Algebra & Index Notation Statistics Chance & Probability 	<ul style="list-style-type: none"> Geometry and Measurement Pythagoras & Trigonometry Applications Linear & Non Linear Relationships Algebra

ASSESSMENT TECHNIQUES
Examinations Problem Solving and Modelling Tasks N.B. There is 1 assessment item per term.

YEAR 10 MATHEMATICS PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> Year 10A Mathematics leads to Mathematical Methods and Specialist Mathematics in Year 11. Students are given an opportunity to select introductory courses to senior mathematics subjects in Semester 2, Year 10. 	<ul style="list-style-type: none"> Mathematics is a prerequisite for many tertiary courses, TAFE courses, apprenticeships and general employment. Numeracy development is crucial as a life skill. Students will need to think about their pathways in the Senior School.

Science

SUBJECT INFORMATION

Science is one of the seven Key Learning Areas in the Queensland curriculum. It is also a core subject in the Australian Curriculum. Science is a core subject and covers three strands – Science Understanding (Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Science), Science as a Human Endeavour (Nature and Development of Science and Use and Influence of Science) and Science inquiry Skills (Questioning and Predicting, Planning and Conducting, Processing and analysing data, Evaluating and Communicating).

During the course students will study eight topics including genetics and evolution, the structure of the periodic table, factors that influence the rate of chemical reactions, energy conservation, transfer and transformation, force, mass and acceleration as applied to everyday situations including driving a car. Origins of the universe and human impact on the planet's equilibrium and biodiversity are discussed and analysed. Scientific literacy and inquiry skills will continue to be developed throughout the course of study.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> Biological Science – DNA, Genetics & Evolution Chemical Science – Chemical reactions & Equations 	<ul style="list-style-type: none"> Physical Science - Energy of motion Earth Science - The universe & global systems
ASSESSMENT TECHNIQUES	
Assessment Techniques used include: Student Experiment Student Investigation Data Tests Examinations Collections of work	

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

Humanities

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 semester of History and then choose from a range of introductory senior social science subjects to sample in term 3 and term 4.

COURSE	
OVERVIEW	
Semester 1 - History	Semester 2 - Electives
Australia & WWII Immigration Nation Environmental Movements	Students choose to sample two of the following: <ul style="list-style-type: none"> • Introduction to History (Modern and Ancient) • Introduction to Geography • Introduction to Legal Studies • Introduction to Economics • Introduction to Enterprise

ASSESSMENT TECHNIQUES
There are generally 3 - 4 assessment tasks per semester. These include a selection of the following Short Response Tests (SRT) – objective tests that assess knowledge, recall and understanding Reports (REP) – assignments which are completed both at school and at home 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. Knowledge of the world, history and current affairs are important in becoming active and informed citizens of an increasingly globalised world.

Digital Technologies

SUBJECT INFORMATION

Junior Information Technology is a component of the Digital Technology Curriculum. It provides students with the opportunity to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations. Students focus on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. Students will also focus on engaging with specialised learning in preparation for vocational training or learning in the senior secondary years.

COURSE OVERVIEW	
Semester 1	Semester 2
Website Design This unit builds on students' existing web skills. They explore areas such as complex searching, the structure of the Web and data compression. Students build and maintain a small website.	Animation Students will develop skills to use animation software in creating animation projects with creative flare
TV Advertising & Video Editing Students will explore what advertising is and then design, film and edit their own commercial.	Robotics EV3 Lego Mindstorm will be used to design and develop robotic machine to solve real-world problems.

ASSESSMENT TECHNIQUES
Assessment Techniques used include: Folios of written elements Digital projects

YEAR 10 JUNIOR INFORMATION TECHNOLOGY PATHWAYS	
Further study opportunities	Employment opportunities
This cutting edge subject leads to many Year 11 and 12 subjects such as Certificate II in Digital Media, Information and Technology and Digital Solutions.	Leads to careers in 3D animation or graphic design, customer service, data entry, database, electronics technician or engineer, networking or system administrator, programmer or software developer, technical support (technician or help desk), technical writing, webmaster or web designer

Design Technologies

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	
Semester	Topic
1	Design in practice: Experiencing design, Design process, Design styles Holiday House (Built environment based) Students research and develop solutions for a situation themed around a holiday house. Carry my stuff (Inventor based) Students research and develop solutions for a carpenter in need of assistance
2	Commercial design: Explore — client needs and wants, Develop — collaborative design Maleny Jewellers (Inventor based or Revit Based) Students research and develop solutions for a situation themed around Maleny Jewellers Young Designers Students research and develop solutions for a situation themed around their age bracket

ASSESSMENT TECHNIQUES

Assessment Techniques used include:
Folios of designed and drawn elements
Written evaluations and reflections
Virtual Presentations

YEAR 10 DESIGN PATHWAYS

Further study opportunities	Employment opportunities
Year 10 Design has 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

Health & Physical Education

SUBJECT INFORMATION

This core subject builds on the knowledge and skills acquired in Years 7, 8 and 9. It aims to equip students to make informed decisions about their health. Life skills covered include the importance of exercise, healthy food choices, personal safety (including drug education and harm- minimisation techniques), coping skills and building positive relationships. The development of resilience skills are central to all aspects of the course. The physical activity component of the course is significant and participation by all students is essential. In Semester 2, students choose to enter one of three introductory courses to Senior study in this faculty.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
Harm Minimization – Abuse of Alcohol Healthy Relationships - Wellbeing Lifelong Physical Activities	Students choose to sample ONE of the following: Introduction to Physical Education: Unit 1: Ethics Unit 2: Biomechanics Introduction to Health: Unit: Understanding Personal Health Introduction to Sport and Recreation: Unit: Sports Unit Performance

ASSESSMENT TECHNIQUES
Assessment Techniques used include: Practical sports performance Examinations Projects

YEAR 10 HPE PATHWAYS	
Further study opportunities	Employment opportunities
Students may choose to study QCAA subjects Senior Physical Education and Recreation Studies in Years 11 & 12	Fitness and Sports offers wide ranging careers from professional athletes through marketing, management, research and communication.

Food and Fibre Production

SUBJECT INFORMATION

Food 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. Students will 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 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	Kitchen Knowhow 2.0 Development of hospitality skills and principles Airy baked goods Students investigate and experiment in the use of air in foods.	2	How convenient Examination of food products developed to assist in time poor lifestyles Hospitality Taster Prep for Senior Hospitality Practices

ASSESSMENT TECHNIQUES
Assessment Techniques used include: 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

Visual Art

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
<p>Explore the application of the elements of art: line, shape, colour, tone and texture through activities such as drawing, design, sculpture, ceramics, fibre arts and multimedia</p> <p>The Arty Folio: a folio of experimental multimedia pieces to be complemented by a major work.</p> <p>Faced with Spaces: an exploration and appreciation of places and spaces through a printmaking experience</p>	<p>Explore the elements of art: line, shape, colour, tone and texture through activities such as drawing, design, sculpture, ceramics, fibre arts and multimedia</p> <p>Metaphoric Thoughts: a sculptural experience in ceramic delights</p> <p>Public Art: exploring the purpose of public art</p>

ASSESSMENT TECHNIQUES
<p>Assessment Techniques used include:</p> <ul style="list-style-type: none"> Drawing Printmaking Painting Sculpture Aesthetic awareness and art appreciation

YEAR 10 ART PATHWAYS	
Further study opportunities	Employment opportunities
<p>Visual Art (General subject) and/or the Certificate Course (Creative Arts) in the Senior School</p>	<p>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</p>

Drama

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
Commedia del'Arte. Exploring adolescent issues through documentary drama Script work and performance of text	Documentary drama / Verbatim theatre Conventions of theatre fusion. Non-realistic theatre / Experimental theatre Physical theatre

ASSESSMENT TECHNIQUES
Assessment Techniques used include: Individual, small and large group tasks Student-devised group-collage sequences Paired and solo Commedia routines Group-scripted performances Written analytical responses/reviews Oral presentations

YEAR 10 DRAMA PATHWAYS	
Further study opportunities	Employment opportunities
Year 11 and Year 12 Drama (QCAA General 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.

Dance

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
Dance Skills Musical Theatre Dance Contemporary Dance	Contemporary Dance Choreographic Skills Dance for Music Videos

ASSESSMENT TECHNIQUES
Assessment Techniques used include: Performance Choreography Appreciation Production of a short music video

YEAR 10 DANCE PATHWAYS	
Further study opportunities	Employment opportunities
Dance Extension (D.E.X) – an extra-curricular program from Grades 7 - 12 Senior Dance in Years 11 and 12 (if offered) Certificate III in Dance (if offered)	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.

Music

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 remix 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
Movie Music Musicology Solo performance ICT – AudioSauna Computer Game Music Musicology Group performance ICT – FL Studio	Hooked on Classics! Musicology Solo performance ICT – NoteFlight Blues ‘n’ Jazz Musicology Group performance ICT – Mixcraft

ASSESSMENT TECHNIQUES
Assessment Techniques used include: Composition Performance Musicianship Analysing Music

YEAR 10 MUSIC PATHWAYS	
Further study opportunities	Employment opportunities
Music Extension Years 11 - 12 Music Instrumental Music Cert. II Music Industry and/or Music in Practice (Applied subject)	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.

Music Excellence

SUBJECT INFORMATION

The Year 7 - 10 Music Excellence program provides the opportunity for students to extend their music tuition throughout the year. With a focus on solo and ensemble performance, the course also includes the development of music appreciation, listening and analysis skills. Students will engage with a variety of ICT programs to extend their music creating abilities.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
OZ Music ICT – FL Studio Performance	Dance Music ICT – Mixcraft Performance

ASSESSMENT TECHNIQUES
Musicology Performance

MUSIC EXTENSION PATHWAYS	
Further study opportunities	Employment opportunities
Years 9 - 12 Music Instrumental Music Cert. II Music Industry	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.

Instrumental Music

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

Dance Extension

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.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
Jazz Contemporary Sunshine Coast Dance Eisteddfod	Technique Hip Hop School Show and Dance Night

ASSESSMENT TECHNIQUES
Performance

Dance EXTENSION PATHWAYS	
Further study opportunities	Employment opportunities
Year 9 - 12 Dance Cert. III in Dance (if offered)	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.

STEAM

The STEAM program is by application and is delivered as an accelerated Science and Maths curriculum, the principles of science and the analysis of mathematics are combined with the design process of technology and engineering in the classroom. The completion of Australian Curriculum in Maths and Science subjects is complimented by Project Based learning to promote an inquiry approach.

STEAM education benefits students by providing them with:

- a deeper understanding of the STEAM disciplines
- skills to be competitive in the workplace. There is a growing gap between high-demand occupations and the skills required to fill them in fields like information technology □ 21st century skills, e.g. collaboration, critical thinking, creativity and problem-solving
- STEAM literacy for everyday use
- knowledge and confidence to learn

COURSE OVERVIEW

Possible topics delivered within the STEAM elective course – units will be an amalgamation of topics delivered through Project Based Learning.

Semester 1

Entrepreneurial Skills – these are an important engine of growth in the economy, students will enhance their Entrepreneurial & Project Management Skills through collaboration on tasks that develop insight and initiative. The 21st Century Skills that students are expected to exit school with will be a focus during classroom learning.

Telstra Innovation Awards

Technology – being able to adapt to new ways of doing things as technologies evolve will be a skill students will need to refine. Students will develop the knowledge and skills needed to make confident decisions in scenarios surrounded with technology to propose solutions to real life scenario

Engineering - covers many fields and, by extension, many skills. Engineers are scientists, inventors, designers, builders and great thinkers. Engineering has extensive areas of employment and typically relies on a strength in science and mathematics

Semester 2

Scientific Inquiry - process that involves generating hypotheses, collecting evidence, testing hypotheses, and reaching evidence- based conclusions to issues/questions. Investigating the interrelationship of sciences through scientific investigations to real world issues.

Biomedical Engineering - Biomedical engineers apply engineering analysis and techniques to problems in medicine and life sciences. They bridge the gap between clinical medicine and the increasingly complex world of medical technologies. Skills associated with biomedical engineering include designing body parts or tissues, developing artificial organs, improving robotic surgery and the ever evolving invention of health technologies

ASSESSMENT TECHNIQUES

Assessment Techniques used include:

Problem Solving and Modelling Tasks

Collections of work including multi-modal presentations

Project/Collaboration/Group Work

YEAR 10 STEAM

Further study opportunities

Further study opportunities are reflected in the Science, Maths and Technology areas.

Employment opportunities

Employment opportunities are reflected in the Science, Maths and Technology areas and area supported through acquired 21st Century skills

Vocational Education & Training Overview

STUDENTS SHOULD CONSULT THE VET STUDENT HANDBOOK 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
- Information and Communications Technology Furnishing

TRAINING PACKAGE	VET QUALIFICATION TITLE and CODE	YEAR LEVELS
Agriculture, Horticulture and Conservation and Land Management	ACH21216 Cert II in Rural Operations ACH10216 Cert I in AgriFood Operations	Years 11 & 12 Year 10
Creative Arts and Culture	CUA20720 Cert II in Visual Arts CUA20620 Cert II in Music	Year 11 & 12
Furnishing	MSF10113 Certificate I Furnishing	Year 10
Foundation Skills	FSK20119 Cert II in Skills for Work and Vocational Pathways	Year 10,11 &12

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 Australians 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, 11 and 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's VET investment budget.

Please contact the VETECH HOD Wade Jacobsen for additional information on VETiS.

CERTIFICATE I AGRIFOOD OPERATIONS

AHC10216



TRAINING PACKAGE NAME: AHC16

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	
Total units = 6 (2 core units + 4 elective units)	
UNIT OF COMPETENCY	DESCRIPTION
Core AHCWHS101 AHCWRK101 Elective AHCPTH101 AHCLSK101 AHCNSY101 AHCPGD101 AHCCHM101	Core Work safely Maintain the workplace Elective Support horticultural production Support extensive livestock work Support nursery work Support gardening work Follow basic chemical safety rules

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 VETECH, Mr Wade Jacobsen, 54998111.</p> <p>For more information regarding VET services and information see page 27 or 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: <input type="checkbox"/> Certificate II in Agriculture</p> <ul style="list-style-type: none"> • Certificate II in Horticulture • Certificate II in Production Horticulture • Certificate II in Rural Operations.
<p>OBLIGATION:</p>	
<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>	

CERTIFICATE I FURNISHING

MSF10113

TRAINING PACKAGE NAME: MSF

RTO NAME AND NUMBER: Maleny State High School: 30395

DURATION: One year

LOCATION: Maleny State High School

ENTRY REQUIREMENTS: A study of Year 9 Industrial Technology and Design is desirable.

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 PACKAGING RULES

This qualification describes the skills and knowledge required to perform basic furnishing 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.

UNIT OF COMPETENCY

DESCRIPTION

Core:

MSAPMOHS100

MSAPMOPS101

MSAPMSUP102

MSAPMSUP106

Elective:

MSFFM1001

MSFFM2001

MSFFM1002

MSAENV272

Follow OHS procedures

Make measurements

Communicate in the workplace

Work in teams

Construct a basic timber furnishing product

Use furniture making sector hand and power tools

Operate basic woodworking machines

Participate in environmentally sustainable work practices

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	PATHWAYS
<p>Contact the HOD VETECH, Mr Wade Jacobsen, 54998111.</p> <p>For more information regarding VET services and information see page 27 or consult the VET Student Handbook on Maleny State High School's website.</p>	<p>After achieving competence in Certificate I Furnishing students may undertake a Certificate II Furnishing.</p>
OBLIGATION:	
<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 qualification 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>	