MOUNTAIN CREEK State High School

2026 - YEAR 10

SUBJECT SELECTION

HANDBOOK

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Details of Vocational Education and Training (VET) nationally recognised certificate courses offered at Mountain Creek State High School are found separately on the school website, see:

https://mountaincreekshs.eq.edu.au/curriculum/senior-secondary/vocational-education-and-training

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Subject Type	**CORE SUBJECT**
Faculty	**ENGLISH**
Subject name	**English**
Subject code	ENG
Recommended	This is a mandatory subject which will be studied by all Year 10 students
Course Length	1 YEAR
Course overview	All Year 10 students are required to complete English as part of the National Curriculum. At Mountain Creek State High School students will be placed in Extension English or English, based on academic results. Extension English and English are designed for students who intend to follow an academic pathway through Years 11 and 12. The course provides a logical progression to Senior English and ultimately university studies. The course aims to extend students in their thinking, in their written and oral expression, in their reading and in their technological skills. When they commence Senior English in Year 11, the transition will be easier and the opportunity to excel, while not guaranteed, will certainly be within their grasp. It introduces students to concepts covered in Senior English, and literature and texts that are more sophisticated than those studied in Junior English. In Semester 2, Year 10 English will begin to transition students to the language and organisation of Senior English.
Course outline	• News media • Shakespearean drama • Novel unit • Poetry and song
Assessment	• Students are assessed at the completion of each unit of work. A variety of test instruments is used, including in-class tests, written assignments and spoken tasks • Students will know at the beginning of each unit how it will be assessed, its purpose and conditions • Genres may include: analytical essay, short story, reflective writing, persuasive speech, and seminar

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Subject Type	**CORE SUBJECT**
Faculty	**MATHS**
Subject name	**Mathematics**
Subject code	MAT / MAX
Recommended	This is a mandatory subject which will be studied by all Year 10 students
Course Length	1 YEAR
Course overview	All Year 10 students are required to complete Mathematics as part of the National Curriculum. At Mountain Creek State High School students will be placed in Extension Mathematics or Core Mathematics, for semester 1, based on academic results in Year 9. Academic results at the end of Year 10 semester 1 will then inform class placements for semester 2. Semester 2 will offer Prep Mathematical Methods, Prep General Mathematics and Prep Essential Mathematics. Mathematics in the Australian Curriculum provides the clear links between the strands of mathematics and emphasises embedding the skills, or "how" of Mathematics (proficiency strands) with the knowledge and understanding (content strands), or "what", of Mathematics.
Course outline	CONTENT STRANDS are: Number and Algebra, Measurement and Geometry, and Statistics and Probability Number and Algebra are developed together. Sub-strands include: • Real numbers • Money and financial mathematics • Patterns and algebra • Linear and non-linear relationships • Performing operations with surds and fractional indices • Applying the law of logarithms • Describing and interpreting functions Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Sub-strands include: • Using units of measurement, Shape • Geometric reasoning • Location and transformation • Pythagoras and trigonometry • Using sine, cosine and area rules for triangles to solve problems Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Sub-strands include: • Determining probabilities of chance events • Measuring the spread of data in terms of quartiles and inter quartile range • Constructing and interpreting box plots, dot plots, histograms and scatter plots • Investigating how data are collected and used in a real world context • Calculating the mean and standard deviation PROFICIENCY STRANDS are: • Describing and applying mathematical concepts • Choosing appropriate strategies and procedures to generate solutions • Formulating, modelling, investigating and communicating • Analysing, interpreting, and evaluating • Making inferences, justifying and drawing conclusions
Assessment	Students will be assessed using traditional tests and investigative assignments/projects.

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Subject Type	**ELECTIVE SUBJECT**
Faculty	**BUSINESS**
Subject name	**Business Studies**
Subject code	BSS
Recommended	Student should have achieved at least a C level of achievement in Year 9 English
Course Length	1 SEMESTER
Course overview	Vocationally the study of Business Studies has a number of obvious advantages to the student who wishes to pursue a career in any business venture, be it as an employee or employer. This course promotes the development of numeracy, effective communication and logical reasoning (including analysis and interpretation, problem solving and decision making) in a business context. In developing these skills and abilities, students will study a range of theoretical and practical aspects of business. Current relevant technologies will also be an integral part of the study of this subject. Completion of this course should enable students to participate more effectively and responsibly in a changing business environment and will also provide information that is useful to individuals in the management of their personal financial affairs. Business Studies also provides a practical and theoretical basis for senior subjects such as Accounting, Business, Economics and Business Studies.
Course outline	• Business Basics • Influencing Consumers • Human Resource Management • Payroll and Excel • Business Operations and Production • Accounting Procedures • ABW Enterprise Education
Assessment	Students will be assessed by a variety of assessment techniques including: • Short answer exams • Practical bookkeeping • Practical computer applications • Written reports • Oral presentations • Group project assignments

Subject Type	**ELECTIVE SUBJECT**
Faculty	**BUSINESS**
Subject name	**Preparatory Economics**
Subject code	ECM
Recommended	Student should have achieved a C level of achievement in Year 9 English and a C level of achievement in Year 9 Maths
Course Length	1 SEMESTER
Course overview	Think Economics – think $ - the reality of this world we live in is that there is scarcity – both as individuals and as society, there are not enough resources to satisfy our needs and desires. As individuals, we don't have enough money to buy all the things we desire. As a world economy, there are some countries that thrive, while others remain underdeveloped with their people in poverty. Economics is thus the study of how 'we' as society choose to use our scarce resources to satisfy our unlimited wants. Students who choose Economics will gain an awareness of the inter-relationship of personal, national and international economics as well as enhancing their development as an active citizen in today`s globalised society.
Course outline	This is a SEMESTER course in Year 10. Topics include: Economics Basics • Basic Economic Concepts • Current Issues • Government Economic Objectives Personal Finance • Earning an Income, Wise Spending and Investing • Superannuation and Income Tax • ASX - Share Trading Game Australia's Trade • Who we export to and import from • Current possibilities for increased exports
Assessment	• Term 1: Written exam • Term 2: Report

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Subject Type	**ELECTIVE SUBJECT**
Faculty	**HUMANITIES**
Subject name	**Preparatory Modern History**
Subject code	PMH
Recommended	C level of achievement in both Year 9 English and Humanities.
Course Length	1 SEMESTER
Course overview	This course is designed to introduce students to the fundamental aspects of History including significant events and personalities who have shaped the modern world. It challenges students to question and critically evaluate the world around them. Content will focus on students gaining an understanding of skills required in the historical inquiry process. The course delivery and assessment will ensure students are engaged with the ATAR ideologies to ensure a smooth transition into senior. • Students will be required to complete all homework tasks and engage in the course`s reading requirements to maximise their learning potential.
Course outline	This is a ONE SEMESTER ONLY course in Year 10. Topics include: • World War Two (covers significant events, causes, the Australian experience and international relationships on the 20th century) • Flash Points of the 20th Century (the Australian experience and global perspective)
Assessment	A range of assessment techniques will be utilised throughout the course including: • Exams • Research booklets

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Subject Type	**ELECTIVE SUBJECT**
Faculty	**HUMANITIES**
Subject name	**Preparatory Ancient History**
Subject code	ANC
Recommended	C level of achievement in both Year 9 English and Humanities.
Course Length	1 SEMESTER
Course overview	This course provides a foundation to Ancient Times with a focus on gaining an understanding of basic skills in historical enquiry. The course will deal primarily with civilisations such as Ancient Cultures from Central and South America and the Ancient Greece. The course delivery and assessment will ensure students are engaged with the ATAR ideologies to ensure a smooth transition into senior.
Course outline	This is a six month course in Year 10. Topics to be covered include: • Introduction to Ancient Times • Historical Study: Ancient Greece • Historical Study: Ancient Rome
Assessment	A range of assessment techniques will be utilised throughout the course including: • Exams • Research booklets

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HUMANITIES**
Subject name	**Preparatory Geography**
Subject code	GEO
Recommended	Nil
Course Length	1 SEMESTER
Course overview	The study of ACARA Geography covers issues and problems arising from people's use of the earth's resources. Planet Earth is changing and people are responsible for many of the changes that have occurred. It is important as a world citizen to recognise the impact of change and plan for the future. The emphasis is to develop skills in mapping, data analysis, field report writing, and essay writing. All are pre requisites for senior geography studies. The course delivery and assessment will ensure students are engaged with the ATAR ideologies to ensure a smooth transition into senior. Students participate in Local Area field trip.
Course outline	Topics include: • Environment Change & Management Case Study: Beaches of the Sunshine Coast • Geography of Human Wellbeing
Assessment	A range of assessment techniques will be utilised throughout the course including: • Research Assignment • Field report

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HUMANITIES**
Subject name	**Preparatory Psychology**
Subject code	PPS
Recommended	Nil
Course Length	1 SEMESTER
Course overview	This is a PREPARATORY one semester subject for QCAA Psychology. Psychology is the study of behaviour and mental processes. Students will be introduced to fundamental aspects of psychology to develop an understanding of the influences on the thoughts and actions of • Themselves • Other individuals • Groups These essential understandings of the way we operate can help us to build strong relationships, communicate with others more effectively, adapt to different situations and have greater empathy for others. The course delivery and assessment will be focused on developing key skills in research and academic writing to ensure students a smooth transition into senior psychology.
Course outline	This is a ONE SEMESTER ONLY course in year 10. Topics include: • Abnormal psychology – mental illnesses and disorders • Positive psychology – improving wellbeing and finding our potential • Influences on Learning – how do people learn best?
Assessment	• Research Investigation • Portfolio of work • Assignment

Course Type	**ELECTIVE SUBJECT**
Faculty	**SCIENCE**
Subject name	**Science**
Subject code	SCI
Recommended	This is a one year general Science course studied by Year 10 students who do not wish to enrol in Preparatory Science subjects. If you choose this subject you may not study another science course at the same time. Students may however choose to change subjects mid-year to another science, provided their achievement level in Science is (B+) or greater.
Course Length	1 YEAR
Course overview	All Year 10 students are required to complete Science as part of the National Curriculum. Science is a year long subject and cannot be chosen in conjunction with Preparatory Science subjects. Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.
Course outline	Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three stands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes. The four areas that are studied throughout Year 10 include: • Biological Sciences - the biological sciences sub-strand is concerned with understanding living things. • Chemical Sciences - the chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances. • Physical Sciences - the physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. • Earth and Space Sciences - the earth and space sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos.
Assessment	A range of assessment techniques will be utilised throughout the course including: • Exams • Practical investigations • Assignments

Subject Type	**ELECTIVE SUBJECT**
Faculty	**SCIENCE**
Subject name	**Preparatory Biology**
Subject code	BIO
Recommended	Students enrolling in Preparatory Biology should enjoy Science with a particular interest in living things. Completing Preparatory Biology also supports entry into other senior Science subjects offered at the school, depending on interest and academic performance.
Course Length	1 SEMESTER
Course overview	This is a PREPARATORY one semester subject for QCAA BIOLOGY. Biology is the study of living things in their living and non-living surroundings. Students will engage in a unit on Genetics to develop an understanding that the transmission of heritable characteristics from one generation to the next involves DNA and genes. Students will also complete a unit that explores the theory of evolution by natural selection and how it explains the diversity of living things. Students will investigate the mechanisms driving evolution and investigate the potential impact on bacterial resistance to antibiotics.
Course outline	Topics include Inheritance and Evolution.
Study Requirements	Students are expected to exhibit a high degree of self-motivation and to study at least 2 hours per week outside of class.
Assessment	Students will develop an understanding of Biology knowledge and related skills and will be assessed by techniques including: • Student experiment • Term test • Research Investigation • Semester test

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Subject Type	**ELECTIVE SUBJECT**
Faculty	**SCIENCE**
Subject name	**Preparatory Marine Science**
Subject code	MAS
Recommended	Completing Preparatory Marine Science also supports entry into other senior Science subjects offered at the school, depending on interest and academic performance.
Course Length	ONE SEMESTER
Course overview	This is a PREPARATORY one semester subject for QCAA MARINE SCIENCE. Marine Science is a practical science subject that lets students explore marine science concepts, systems and models in relevant contexts. Students will look at the marine issues and problems by investigating a range of marine environments. Through their investigations, student will come to see the importance of protecting marine environments and active stewardship of marine environments.
Course outline	This subject will be studied for 1 semester ONLY in Year 10. Topics include Marine Biology, Management and Conservation and Mariner Skills.
Study Requirements	Students are expected to exhibit a high degree of self-motivation and to study at least 2 hours per week outside of class.
Assessment	Students will develop an understanding of Marine knowledge and related skills and will be assessed by techniques including: • Student experiment • Term test • Research investigation Semester test

Subject Type	**ELECTIVE**
Faculty	**SCIENCE**
Subject name	**Preparatory Chemistry**
Subject code	CHY
Recommended	Completing Preparatory Chemistry also supports entry into other senior Science subjects offered at the school, depending on interest and academic performance.
Course Length	ONE SEMESTER
Course overview	This is a PREPARATORY one semester subject for QCAA CHEMISTRY. Chemistry is the study of matter, its properties, structure, and the changes it undergoes. Students will explore atomic structure, chemical bonding, reactions, and the periodic table, building foundational skills needed for senior Chemistry. This subject also introduces key concepts such as rates of reaction, organic chemistry, and quantitative analysis to prepare students for more advanced study.
Course outline	This subject will be studied for 1 semester ONLY in Year 10. Topics include atoms, molecules, ions, the periodic table, chemical bonding (intermolecular and intramolecular forces), chemical reactions, reaction rates, organic chemistry and quantitative chemistry.
Study Requirements	Students are expected to exhibit a high degree of self-motivation and to study at least 2 hours per week outside of class.
Assessment	Students will develop an understanding of Chemistry knowledge and related skills and will be assessed by techniques including: • Student experiment • Term test • Research investigation • Semester test

Course Type	**ELECTIVE SUBJECT**
Faculty	**SCIENCE**
Subject name	**Preparatory Physics**
Subject code	PYC
Recommended	B in Year 9 Science or better to enrol in this subject. Completing Preparatory Physics also supports entry into other senior Science subjects offered at the school, depending on interest and academic performance.
Course Length	ONE SEMESTER
Course overview	This is a PREPARATORY one semester subject for QCAA PHYSICS. Physics explores the laws and principles that govern the physical world, from the motion of everyday objects to the behaviour of waves and energy in the universe. Students will build foundational skills in analysis and problem-solving through practical and theoretical investigations.
Course outline	Topics include motion, momentum, collisions, energy, waves and astrophysics.
Study Requirements	Students are expected to exhibit a high degree of self-motivation and to study at least 2 hours per week outside of class.
Assessment	Students will develop an understanding of Physics knowledge and related skills and will be assessed by techniques including: • Student experiment • Term test • Research investigation • Semester test

Subject Type	**ELECTIVE SUBJECT**
Faculty	**CREATIVE INDUSTRIES**
Subject name	**Visual Arts**
Subject code	ART
Recommended	C level of achievement in Year 9 Art or English
Course Length	1 YEAR
Course overview	There are two areas of study in Art: Making - is the production of artworks. Students will engage in a variety of experiences that will allow them to conceptualise and apply creative ideas and select and manipulate art materials, techniques and processes through researching, developing, resolving and displaying. Responding - is the appreciation of artworks. Students will evaluate artworks they make and view, and analyse viewpoints and practices in visual arts from different cultures, times and places. The making (practical) and responding (theoretical) components of the Art Course can be very demanding and at times will require students to work at school out of hours to complete art works requiring school equipment and school facilities. Subject fees will cover the costs of expensive consumable art media. Students will have the opportunity to attend workshops organised by the Creative Industries Faculty. These additional activities will attract a user pays fee. Students will be required to follow very clearly prescribed safety procedures when using art materials.
Course outline	Students will make and respond to art, exploring art elements and principles, and the various contexts that inform art works. Unit One: The Collector Students study the media areas of printmaking and drawing to create an artist book. Unit Two: The Dreamer Students study the media area of ceramics to create a large ceramic bust of a future human. Unit Three: The Interpreter Students study the media area of paintings to create an experimental folio about their surrounding environment. Unit Four: The Utopian Students study the media areas of painting (traditional methods and spray painting) and collage to create an artwork with a message about a contemporary issue.
Assessment	Students will be assessed in the interrelated strands of Making and Responding: • Making -knowledge, understanding and skills in creating two dimensional (2D), three dimensional (3D) and Digital artworks. • Respondingview, reflect, analyse and evaluate their own and other's visual artworks.

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Subject Type	**ELECTIVE SUBJECT**
Faculty	**CREATIVE INDUSTRIES**
Subject name	**Dance**
Subject code	DAN
Recommended	C level of achievement in Year 9 Dance or English
Course Length	1 YEAR
Course overview	This program involves the study of Dance as an art form and aims to: • Give students competence in choreography, and an ability to communicate through dance. • Allow students to develop performance skills and rhythmic awareness to use their body to communicate with an audience. • Establish an appreciation of the skills essential to dance as an art form. Practicing performance and choreographic work is essential. Theoretical work will require researching and analysing dance works. Therefore students must be prepared to attend rehearsals and perform outside normal school hours. Students must have suitable clothing for all dance classes. Participation in practical activities will not be permitted without the appropriate clothing. Students will have the opportunity to attend workshops and live dance performance organised by the Creative Industries Faculty. These additional activities will attract a user pays fee.
Course outline	Students will make and respond to dance, exploring dance elements and the various contexts that inform dance works. Unit One: Out Of The Box Students study the genre of contemporary dance. Unit Two: Into The Industry Students explore the variety of career options for dancers, creating their own audition tape. Unit Three: Tell me a story Students explore making and responding to dance for children's entertainment. Unit Four: Australiana Students will explore the historical and contemporary influences on how dance has been shaped in Australia.
Assessment	Students will be assessed in the interrelated strands of Making and Responding: • Making Choreographing, rehearsing and performing dance. • Responding Appreciation of their own and other's dance works.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**CREATIVE INDUSTRIES**
Subject name	**Drama**
Subject code	DRA
Recommended	C level of achievement in Year 9 Drama or English
Course Length	1 YEAR
Course overview	This program is: DYNAMIC, ENGAGING, CONTEMPORARY and PRACTICAL. Student will develop skills in: Negotiating, directing, acting, group work, evaluation, movement, communication, planning, writing, self-discipline, critical thinking, improvisation, voice and performance. Students will develop an understanding of: • Forms and styles of Drama • Australian and World Drama • Performance demands • Evaluation practices • Various artists roles: writer, director, performer, critic • Employment directions within the Creative Industries Due to the demanding nature of this course all practical and written aspects require students to use their own time both individually and in groups. Student will have the opportunity to attend workshops and live performance organised by the Creative Industries Faculty. These additional activities will attract a user pays fee.
Course outline	Students will make and respond to drama, exploring drama elements and the various contexts that inform drama works. Unit One: The Artist's Lived Experience Students respond to, form and perform drama, while exploring the styles of realism, hybrid theatre and visual theatre. Unit Two: The Artist As Advocate Students respond to, form and perform drama, while exploring the styles of physical theatre, the suzuki method, butoh theatre, ritual theatre and visual theatre.
Assessment	Students be assessed in the interrelated strands of Making and Responding: • Making, improvising, devising, scripting, rehearsing, presenting and performing drama. • Responding, reflecting, analysing, appreciating and evaluating own and others drama works.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**CREATIVE INDUSTRIES**
Subject name	**Music**
Subject code	MUS
Recommended	C level of achievement in Year 9 Music and English
Course Length	1 YEAR
Course overview	Year 10 Music is designed to cater for all students interested in music, from beginners to more experienced musicians. You do not have to be considering a career in music to do this course however this subject will provide a foundation of knowledge required in order to successfully enter all of our senior music subjects. Senior music includes three main aspects of music: Composing, Performing and Responding. Student as Performer Students will be supported at their level of development and skill, performing on their chosen instrument/s, learning how to effectively rehearse as soloists and in groups to perform a refined, finished product in front of an audience. Student as musicologist Students will explore a range of music genres and styles analysing and evaluating how musicians use the music elements to convey meaning in their music. They will use their analysis to write extended written responses to musical questions. Student as Composer Students will develop as composers and songwriters building on their theoretical knowledge of how music is created, learning how to manipulate the elements of music and exploring a range of musical software using acoustic and electric instruments to compose, record and produce their own music. Students will have the opportunity to attend workshops and live music performance organised by the Creative Industries faculty. These additional activities will attract a user pays fee.
Course outline	Students will make and respond to music, exploring meaning and interpretation, forms and elements and various contexts of musical works. **Unit One**: Stagecraft Students will perform music, exploring how it can communicate identity. **Unit Two**: Song writing Student's musicianship will be developed through a study of song writing techniques and styles. Students perform, compose and respond. **Unit Three**: An Australian Story Students will explore a range of repertoire that explores the Australian identity across different styles and genres. Students perform, compose and respond. **Unit Four**: Tell Me A Story Students will explore a range of repertoire from different styles and genres with tell a story. Students perform, compose and respond.
Assessment	Students will be assessed in the interrelated strands of Making and Responding: • Making Composing, arranging, rehearsing, performing music

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	• Responding Listening, reflecting, analysing and evaluating their own and others musical works.
Subject Type	**ELECTIVE SUBJECT**
Faculty	**ENGLISH**
Subject name	**Film, Television and New Media**
Subject code	FTN
Recommended	C level of achievement in Year 9 English
Course Length	1 YEAR
Course overview	There are three key objectives that relate to the study of Film, Television and New Media: Design: Students apply the key concepts to create proposals for video products using production formats. Proposals take the form of a coherent outline for a product such as a television show, advertisement, animation or video game. Production: This is the creation of a video production (film, TV program, advertisement) animation (traditional or computer generated, soundtrack (with accompanying images) or video game. Students apply the key concepts to create products using production practices. Critique: Students analyse and evaluate a product (film, TV program, video game etc.) in a variety of formats including written, spoken or image-based. They may take the form of a written essay, a debate, presentation, interview, video essay and voiceover commentary.
Course outline	• Practical beginnings – Film language and production processes • Exploration of short film • News and journalism in a multiplatform format • Critical analysis of feature films
Assessment	• Information is gathered through a process of continuous assessment • The three general objectives will be assessed equally over the two year course • Assessment will consist of a folio including a variety of tasks or individual tasks • Assessment may include the creation/design or critique of a film script, soundtrack design, storyboard, character outlines etc

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Preparatory Health**
Subject code	HEL
Recommended	Nil
Course Length	1 YEAR
Course overview	The Preparatory Health course involves students in the study of concepts and principles of health and applying these in the investigation of health-related issues. Learning how health policy, community action, personal skills and health services impact on the individual and society as a whole. Students will be involved in activities that promote healthy outcomes through inquiry and study of personal and community health issues. The course should provide students with the skills necessary to make informed decisions, plan strategies and evaluate actions that promote health in our society.
Course outline	Topics may include: • Introductory Health Module (Term 1) Possible topics - Homeless Youth / Remote Rural Health / Immunization • Personal Health (Term 2) Possible topics – Nutrition / Childhood Obesity / Stress Management • Peer & Family Health (Term 3) Possible topics – Sexual Health / Risk Taking Behaviours • Community & Environmental Health (Term 4) Possible topics – Men's Health / Women's Health / Health of Specific Populations
Assessment	A range of assessment techniques will be utilised throughout the course including: Formal Examinations & Extended Written Essays • Personal Action Plans • Response to Stimulus • Research Reports • Multi-media Presentations

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Preparatory Physical Education**
Subject code	PHE
Recommended	Nil
Course Length	1 YEAR
Course overview	Through a focus on the role of physical activity in Australian society, this subject provides experiences that enable students as self-directed learners to: • Develop skills and capacities, knowledge and understanding, attitudes and values in physical activity through the thoughtful manipulation of information in, about and through physical activity. • Develop an understanding and appreciation of the intellectual, physical, social, cultural and emotional factors that influence participation in physical activity. • Accept increasing responsibility for their intellectual, physical, social and emotional development. The Year 10 Preparatory Senior Physical Education program prepares students for the following courses of study: • Year 11 & 12 – Senior Physical Education • Year 11 & 12 – Certificate lll in Fitness
Course outline	Topics include: • Skill Acquisition – Basketball/Volleyball • Training and Performance – Touch / Oz Tag / Netball • Biomechanics - Touch / Oz Tag / Netball • Sports Ethics - Aerobics / Dance
Assessment	Students will be assessed continuously through both practical and written tasks. A range of assessment techniques will be utilised throughout the course including: • physical tasks • research & written tasks • project folios • video analysis of physical activities • multimodal presentations

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Preparatory Physical Education Volleyball**
Subject code	VOL
Recommended	• Played at a school or representative level in the chosen sport or be invited by the coach / HOD HPE to participate
Course Length	1 YEAR
Course overview	The subject provides experiences for students to specialise in their chosen sport. It is designed to complement and further enhance the skills of the extra-curricular sporting programs that students already participate in. The Year 10 Volleyball program prepares students for the following courses of study: • Year 11 & 12 – Senior Physical Education • Year 11 & 12 – Senior Sport and Recreation • Year 11 & 12 – Certificate lll in Fitness
Course outline	Topics include: • Skill Acquisition • Training and Performance • Biomechanics • Sports Ethics
Assessment	Students will be assessed continuously through practical recreations tasks, written and oral tasks. A range of assessment techniques will be utilised throughout the course including: • physical tasks • research & written tasks • project folios • video analysis of physical activities • multimodal presentations

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Preparatory Physical Education Basketball**
Subject code	BAL
Recommended	• Played at a school or representative level in the chosen sport or be invited by the coach / HOD of HPE to participate
Course Length	1 YEAR
Course overview	The subject provides experiences for students to specialise in their chosen sport. It is designed to complement and further enhance the skills of the extra-curricular sporting programs that students already participate in. The Year 10 Basketball program prepares students for the following courses of study: • Year 11 & 12 – Senior Physical Education • Year 11 & 12 – Certificate lll in Fitness
Course outline	Topics include: Skill Acquisition • Training and Performance • Biomechanics • Sports Ethics
Assessment	Students will be assessed continuously through practical recreations tasks, written and oral tasks. A range of assessment techniques will be utilised throughout the course including: • physical tasks • research & written tasks • project folios • video analysis of physical activities • multimodal presentations

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Preparatory Physical Education AFL**
Subject code	AFL
Recommended	• Played at a school or representative level in the chosen sport or be invited by the coach / HOD HPE to participate
Course Length	1 YEAR
Course overview	The subject provides experiences for students to specialise in their chosen sport. It is designed to complement and further enhance the skills of the extra-curricular sporting programs that students already participate in. The Year 10 AFL program prepares students for the following courses of study: • Year 11 & 12 – Senior Physical Education • Year 11 & 12 – Certificate lll in Fitness
Course outline	Topics include: • Skill Acquisition • Training and Performance • Biomechanics • Sports Ethics
Assessment	Students will be assessed continuously through practical recreations tasks, written and oral tasks. A range of assessment techniques will be utilised throughout the course including: • physical tasks • research & written tasks • project folios • video analysis of physical activities • multimodal presentations

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Rugby League Development Program**
Subject code	RLP
Recommended	• Played at a school or representative level in the chosen sport or be invited by the coach / HOD HPE to participate
Course Length	1 YEAR
Course overview	The subject provides experiences for students to specialise in their chosen sport. It is designed to complement and further enhance the skills of the extra-curricular sporting programs that students already participate in. The Year 10 Rugby League Development program prepares students for the following courses of study: • Year 11 & 12 – Senior Sport and Recreation - Rugby League Development Program • Year 11 & 12 - Senior Physical Education • Year 11 & 12 - Senior Physical Recreation • Year 11 & 12 - Certificate lll in Fitness
Course outline	Topics include: • Skill Acquisition • Training and Performance • Biomechanics • Sports Ethics
Assessment	Students will be assessed continuously through practical recreations tasks, written and oral tasks. A range of assessment techniques will be utilised throughout the course including: • physical tasks • research & written tasks • project folios • video analysis of physical activities • multimodal presentations

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DIGITAL INNOVATION**
Subject name	**Digital Technologies - Programming**
Subject code	DTP
Recommended	Nil
Course Length	1 YEAR
Course overview	Welcome to Year 10's Programming course using Python! This comprehensive class is perfect for students interested in learning a valuable skill that extends beyond IT careers. Python is a versatile and widely-used programming language that is increasingly relevant in various professional fields, from business and healthcare to engineering and the arts. This course assumes no prior knowledge of Python, making it accessible to all students who are eager to dive into the world of coding. Throughout the course, students will explore the fundamentals of Python programming, focusing on how it can be applied to solve problems and enhance efficiency in diverse careers. You'll learn about variables, data structures, loops, and functions, progressing to more advanced topics like cybersecurity, where you'll understand how to protect data and secure systems. Additionally, the course includes a strong emphasis on the design aspects of User Interface (UI) and User Experience (UX), teaching you how to create intuitive and user-friendly applications. These skills are highly sought after in many professions, ensuring that your Python knowledge will be relevant and valuable no matter your career path. Our experienced instructors are committed to providing a supportive and engaging learning environment. They will guide you through each concept with practical examples and hands-on projects, helping you build confidence and competence in your coding abilities. By the end of the course, students will have a solid foundation in Python programming, cybersecurity principles, and UI/UX design. You'll be well-prepared to apply these skills in various professional contexts, opening up a world of opportunities. Join us in Year 10 for an exciting journey into the versatile world of Python programming, and discover how coding can enhance your future career!
Course outline	Topics completed during Semester 1 and Semester 2 may include: • Introduction to Python • Introduction to SQL • User Interface and User Experience Development • Cyber Security • Interactive Content Development • Current and future career opportunities and pathways
Assessment	A range of assessment techniques may be utilised throughout the course including a folio of work, projects, and exams.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DIGITAL INNOVATION**
Subject name	**Digital Technologies – Robotics / Drones and Immersive Reality**
Subject code	DTR
Recommended	Nil
Course Length	1 YEAR
Course overview	Welcome to Year 10's Robotics/Drones and Immersive Reality course! This innovative and comprehensive class is perfect for students eager to explore cutting-edge technologies and their practical applications. Designed for beginners with no prior knowledge, this course covers four main units: Robotics, 3D Creation, Digital Creation Tools, and a Capstone Project, providing a well-rounded foundation in these exciting fields. In the Robotics unit, students will learn the basics of building and programming robots. You'll engage in hands-on projects focused on designing solutions to address real-world problems in the wider community. Whether it's developing robots to assist in environmental conservation or healthcare, this unit emphasizes practical applications and fosters critical problem-solving and engineering skills. The 3D Creation unit will introduce you to the world of 3D modeling and printing, allowing you to bring your ideas to life and create tangible solutions. The Digital Creation Tools unit will equip you with essential skills in using software and digital tools to enhance your projects. From creating immersive VR and AR experiences to utilizing advanced design software, you'll learn how to leverage technology to solve complex problems. By the end of the course, you'll have a robust understanding of robotics, 3D creation, and digital tools, ready to tackle advanced challenges and make a positive impact. Join us in Year 10 for an exciting journey into the world of technology and innovation!
Course outline	Topics completed during Semester 1 and Semester 2 will include: • Robotics • Drones Immersive Reality (Virtual and Augmented Reality)
Assessment	A range of assessment techniques may be utilised throughout the course including a folio of work, projects, and exams.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**LIFESTYLE INDUSTRIES**
Subject name	**Food Specilisations**
Subject code	TFD
Recommended	NIL
Course Length	1 YEAR
Course overview	Food is an important component in many special occasions. In Food and Hospitality students will be exposed to the contribution and impact of innovation and technologies now and in the future. They will begin to understand and appreciate the significant role of food in society and how food is used to develop solutions to personal, social and global issues. We will examine the finite nature of some resources and the impact their use on the environment and society. Participants will value the development of skills and gain satisfaction from their use to solve problems and create quality and nutritious food products.
Course outline	Topics completed during Semester 1 and Semester 2 include: • **T1. Food Service and Catering** – Students examine food service and catering venues and their ethical operations across a variety of settings and investigate employment opportunities; • **T2. Food for Specific Needs** – Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances; • **T3. Food for Special Occasions** – Food is an important component in many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments; and • **T4. Food Trends** - Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability.
Assessment	A range of assessment techniques including: • **Product** = Design folio, (students develop skills in designing, producing and evaluating solutions for specific food purposes); • **Project** = Practical cookery, producing a variety of menu items for a specific purpose; and • **OnGuard Mandatory Training**, (upon completion of each training module students receive a formal training accreditation certificate).

Subject Type	**ELECTIVE SUBJECT**
Faculty	**LIFESTYLE INDUSTRIES**
Subject name	**Fashion and Design**
Subject code	FAD
Recommended	NIL (excursion and subject specific materials)
Course Length	1 YEAR
Course overview	Fashion and Design develops a range of skills and knowledge in the areas of textiles and Fashion. Students work through the design process and produce products following industry standards.
Course outline	This subject is studied for TWO SEMESTERS (Full Year) in Year 10. Topics completed during Semester 1 and Semester 2 include: • Studying target markets and various fashion companies • Sustainability – Recycling and Remaking • Design process including specification sheets and fashion illustration • Simple pattern manipulation • Construction of a minimum of 2 fashion products
Assessment	A range of assessment techniques including: • Product = Design folio • Project = Producing a fashion item (product)

Course Type	**ELECTIVE SUBJECT**
Faculty	**LANGUAGES**
Subject name	**Spanish**
Subject code	SPN
Recommended	B level of achievement in Year 9 Spanish
Course Length	1 YEAR
Course overview	Students learn listening, speaking, reading and writing skills all aimed at equipping them with the ability to communicate confidently and fluently. Grammar and vocabulary are taught within the context of language learning. In Spanish, students learn both the language and culture of Spanish speaking countries. They learn this through practical application of the language in both formal classroom lessons and stimulated situations (i.e. role plays, presentations, songs, responding to taped conversations, reading magazine articles and comic strips). Students will also learn about the history, geography of the associated Spanish speaking countries through a variety of activities and interactions with both the teacher and peers within the classroom.
Course outline	Term 1 My World- family and friends Term 2 My life- Free time and Education Term 3 Discovering the world- travel and celebrations Term 4 Connections- technology and media
Assessment	• Students are assessed on the four macro skills: Listening, Speaking, Reading and Writing, with equal weighting • Two of the skills are tested each term and a semester result given on the results of the combined four skills • Cultural knowledge is either examined through assignments or as part of the term test

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https://qedu.sharepoint.com/sites/2190/Business Services/Office/Student Management/Subject Handbooks/2026/word doc/2026 Year 10 Subject Selection Handbook.docx

Subject Type	**ELECTIVE SUBJECT**
Faculty	**LANGUAGES**
Subject name	**Japanese**
Subject code	JPS
Recommended	B level of achievement in Year 9 Japanese
Course Length	1 YEAR
Course overview	The program aims at equipping students with the ability to communicate confidently using Japanese speaking, listening, reading and writing skills. The students will learn through realistic, authentic situations. Cultural exchanges and interaction with international exchange students will enable the students to develop their language skills and strong intercultural relationships. Students of Japanese learn to master Hiragana, Katakana and some Kanji. Students also learn about the history, geography and culture of the country through various activities. To promote cultural understanding and language development, study tours to Japan will occur on a regular basis. Students in Years 10, 11 and 12 will be given the opportunity to participate in these exchange programs. The students will also be encouraged to interact with international exchange students at Mountain Creek.
Course outline	• Family *(Term 1)* • Out and About *(Term 2)* • Travel *(Term 2)* • Shopping *(Term 3)* • Leisure (Term 4)
Assessment	• The course is organised so that all skills will be tested over each semester. • Language is not an isolated study and students will be expected to show their development through the use of the language they have accumulated. • Students are expected to do speaking, writing, listening and reading activities and exercises. They will complete a number of assignments in Japanese.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DESIGN AND TECHNOLOGY**
Subject name	**Design Concepts**
Subject code	DES
Recommended	C in Design Concepts in Year 9.
Course Length	1 YEAR
Course overview	Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development use and impact of technologies. The Design Innovation course prepares students to be effective problem-solvers as they learn about work and with contemporary and emerging technologies. Using a design process grounded in the problem-based learning framework students will learn about and experience designing in the context of graphic design, human-centred design and sustainable design.
Course outline	Topics include: • Graphic Design (Design Style Project) • Human-Centred Design (Empathy: Child Schooling Aide Project) • Sustainable Design (Eco Lodge Project) Students will engage with a range of techniques used to express designs including hand sketching, rendering, digital illustration, Computer Aided Design and model making.
Assessment	A range of assessment techniques will be utilised throughout the course including: • Class work activities • Homework activities • Design folios • Knowledge/Skill tests
Special Safety Considerations	Throughout the year, students will be using tools and machines related to TMT that may be rated a high-risk level. All students receive instructions relating to the machine / tool before engaging in any activity. Practical demonstrations and theory information of these high-risk tools and machines are completed before beginning the activity. Students are not permitted to use this equipment until demonstrations have been observed. They must wear all required safety equipment (apron, safety glasses, hearing protection and leather shoes) and behave in a mature way. Students who conduct themselves in an intentionally unsafe manner may be removed from the course. While some clothing, jewellery, accessories or fingernails may be acceptable according to MCSHS School Uniform Policy, in a workshop environment, these same items may pose a risk of injury. As such, the Department of Education requires the removal of these items prior to entering the workshop. This includes the securing of long hair and removal of fingernails that present a hazard. Where any item is in dispute, the supervising teacher will make the judgement as to whether item requires removal due to the inherent risk. These items may include bracelets, necklaces, earrings, rings, acrylic or natural fingernails, unrestrained hair and other loose or unrestrained items.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DESIGN AND TECHNOLOGY**
Subject name	**Engineering Concepts**
Subject code	EGC
Recommended	B level of achievement in Year 9 Maths B level of achievement in Year 9 Science C level of achievement in Year 9 Engineering Concepts
Course Length	1 YEAR
Course overview	Engineering Concepts develops knowledge, understanding and skills in electronics, mechanics, robotics, control systems and structures. The course is an academically rigorous course and compliments aspects of science and maths through application to practical engineered outcomes. The subject leads toward senior engineering and higher education courses in avionics, engineering, the built environment and specialist science fields. Subject costs cover materials used in project work. The subject provides a good foundation for the senior subject Engineering.
Course outline	• Term 1 (Electronics & Engineering Communication) • Term 2 (Simple Machines, Friction & Forces) • Term 3 & 4 (Vector Forces, Moments & Hydraulics)
Assessment	A range of assessment techniques will be utilised throughout the course including: • Workbook • Design Folios/Assignments • Projects • Theory Tests

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DESIGN AND TECHNOLOGY**
Subject name	**Materials & Technologies Specialisations**
Subject code	TMT
Recommended	Advantaged by having participated in Year 9 Industrial Technology (Manufacturing).
Course Length	1 YEAR
Course overview	Materials & Technologies Production develops knowledge, understanding and skills in manufacturing and construction technologies. The course explores planning, analysis and evaluation of existing products, marking out and measuring, separating, combining, fabricating, finishing and modifying of a range of materials. The subject is useful for general skill development or preparation for the Vocational Education and Training (VET) courses offered in Year 11 and 12. Subject costs cover materials used in project work.
Course outline	This subject is studied for TWO SEMESTERS (Full Year) in Year 10. Units typically include: • Timber Presentation Box (Term 1) • BBQ Mate and Tongs (Term 2) • Vacuum Forming (Term 1-2) • Laminated Bowl (Term 2-4) • Coat Hanger (Term 3) • Nutcracker (Term 3) • PVC Box (Term 4) • Jiggle Syphon (Term 4)
Assessment	A range of assessment techniques will be utilised throughout the course including: • Workbooks • Quality of Project Work • Theory Tests

Subject Type	**ELECTIVE SUBJECT**
Faculty	**SKILLS**
Subject name	**SKILL CENTRE Work Skills**
Subject code	WSK
Recommended	Application to join subject made to the SKILLS Centre
Course Length	1 YEAR
Course overview	Students who take this subject will gain an understanding of the basic principles of cooking, gardening and project work which they can utilise in their everyday lives far beyond their school years. The class aims to: • Focus on pasture to plate principals using a lot of the fresh vegetables from our extensive Mountain Harvest Gardens. • An understanding of the basic principles of horticulture and fruit and vegetable garden maintenance. • Skills student might one day utilise in their own gardens.
Course outline	Student will learn: • Safe knife practises • Recipe reading and utilisation • Oven and hot plate safety • Food preparation budgeting (weekly online Coles shop) • Sales and money handling – Mountain Harvest Shop • Importance of health eating • Seed and plant propagation • Budget building – how to create cost friendly gardens • Importance of health eating • Natural pest control – companion planting • Importance of Insects and bees in propagation
Assessment	