

2027 - YEAR 10 SUBJECT SELECTION HANDBOOK

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Excellence

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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 Selection Structure for Year 10

Core 1 Year
<ul style="list-style-type: none"> • English • Mathematics

Core Electives – 1 Semester	
Students will select 4 with minimum of one Science and one Humanities	
Preparatory History (PHI)	Preparatory Biology (BIO)
Preparatory Economics (ECM)	Preparatory Chemistry (CHY)
Preparatory Geography (GEO)	Preparatory Marine Science (PMR)
Preparatory Psychology (PPS)	Preparatory Physics (PYC)
Preparatory Legal Studies (PLG)	Preparatory Psychology (PPS)
	Science (SCI)
Certificate II in Skills for Work and Vocational Pathways (VWP)	
Introduction To Sport, Fitness & Recreation (VSF)	
Certificate I in Basic Financial Literacy (VFL)	
Pathways to Healthcare (PTH)	

Electives will only run if there is enough students selecting the subject

Electives – 1 Semester Students will select 4	Excellence Program Whole Year by application
Business (BSS)	Rugby League Development Program [Sem]
Dance (DAN)	RLP/RLX)
Design Concepts (DES)	Physical Education – AFL [2 Sem] (AFL/AFX)
Digital Tech -Programming (DTP)	
Digital Tech -Robotics /Drones & Immersive Reality (DTR)	
Drama (DRA)	
Engineering Concepts (EGC)	
Fashion and Design (FAD)	
Film, Television & New Media (FTN)	
Food Specialisations (TFD)	
Industrial Skills Wood (ISW)	
Industrial Skills Metal (ISM)	
Materials and Technologies Specifications (TMT)	
Japanese [2 Sem] (JPS/JPX)	
Music [2 Sem] (MUS/XMU)	
Physical Education – Basketball (BAL)	
Physical Education – Volleyball (VOL)	
Preparatory Health (HEL)	
Spanish [2 Sem] (SPN/SPX)	
Sports Specialisation (SSP)	
Stem (STM)	
Visual Arts (ART)	
	SKILLS CENTRE SUBJECTS
	Work Skills (WKS)
	Work Skills - Semester 2 (XWS10)
	Skills Centre (SEU)
	Skill Centre - Semester 2 (XSK)

Subject Type	CORE SUBJECT (COMPULSORY)
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	<p>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.</p> <p>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.</p> <p>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.</p>
Course outline	<ul style="list-style-type: none"> • News media • Shakespearean drama • Novel unit • Poetry and song
Assessment	<ul style="list-style-type: none"> • 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

Subject Type	CORE SUBJECT (COMPULSORY)
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	<p>All Year 10 students are required to complete Mathematics as part of the National Curriculum.</p> <p>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.</p> <p>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.</p>
Course outline	<p>CONTENT STRANDS are: Number and Algebra, Measurement and Geometry, and Statistics and Probability</p> <p>Number and Algebra are developed together. Sub-strands include:</p> <ul style="list-style-type: none"> • 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 <p>Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Sub-strands include:</p> <ul style="list-style-type: none"> • Using units of measurement, Shape • Geometric reasoning • Location and transformation • Pythagoras and trigonometry • Using sine, cosine and area rules for triangles to solve problems <p>Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Sub-strands include:</p> <ul style="list-style-type: none"> • 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 <p>PROFICIENCY STRANDS are:</p> <ul style="list-style-type: none"> • 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.

Subject Type	CORE 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	<p>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.</p> <p>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.</p>
Course outline	<p>This is a SEMESTER course in Year 10. Topics include:</p> <p>Economics Basics</p> <ul style="list-style-type: none"> • Basic Economic Concepts • Current Issues • Government Economic Objectives <p>Personal Finance</p> <ul style="list-style-type: none"> • Earning an Income, Wise Spending and Investing • Superannuation and Income Tax • ASX - Share Trading Game <p>Australia's Trade</p> <ul style="list-style-type: none"> • Who we export to and import from • Current possibilities for increased exports
Assessment	<ul style="list-style-type: none"> • Term 1: Written exam • Term 2: Report

Subject Type	CORE ELECTIVE SUBJECT
Faculty	BUSINESS
Subject name	Preparatory Legal Studies
Subject code	PLG
Recommended	Student should have achieved at least a C level of achievement in Year 9 English
Course Length	1 SEMESTER
Course overview	<p>This semester course introduces students to foundational legal concepts, the Australian legal system, democracy, civic participation and contemporary legal issues relevant to young Australians. Students develop knowledge and skills in criminal and civil law, democratic processes, voting systems and law reform, while building active citizenship capabilities aligned with Civics and Citizenship learning outcomes.</p> <p>Students investigate the purpose of laws, the role of legal institutions and the differences between criminal and civil law. Students examine rights, responsibilities and civic participation while developing an understanding of how laws maintain social order and protect individuals within society.</p> <p>Students investigate how democracy operates in Australia and how laws are created and reformed. Students analyse voting systems, political participation and differing perspectives regarding a group in Queensland. Students evaluate how citizens, governments and the media influence legal reform.</p>
Course outline	<p>Topics Include</p> <ul style="list-style-type: none"> • Foundations of Civil and Criminal Law + Civic Engagement • Voting, Democracy and Law Reform: Domestic legal issues
Assessment	<ul style="list-style-type: none"> • Summative Assessment – multimodal presentation/booklet and • Summative Assessment – inquiry report

Subject Type	CORE ELECTIVE SUBJECT
Faculty	HUMANITIES
Subject name	Preparatory History
Subject code	PHI
Recommended	C level of achievement in both Year 9 English and Humanities.
Course Length	1 SEMESTER
Course overview	<p>This course is designed to introduce students to the fundamental concepts and skills of History while exploring significant events, societies and individuals that have shaped the modern and ancient worlds. Students are encouraged to think critically, analyse evidence and question perspectives in order to develop a deeper understanding of the world around them.</p> <p>The course provides a strong foundation for senior History subjects and introduces students to the expectations and academic rigour associated with ATAR pathways. Students will develop key historical inquiry skills including source analysis, research, interpretation, essay writing and evidence-based argument.</p> <p>Students are expected to complete homework tasks and engage with course reading requirements to maximise their learning potential and prepare for the demands of senior study.</p>
Course outline	<p><i>Modern History Unit (One Term)</i> Students investigate significant global events and conflicts of the twentieth century, examining their causes, impacts and ongoing significance. Topics include:</p> <ul style="list-style-type: none"> • World War II (including causes, significant events, the Australian experience and international relationships in the twentieth century) • Flashpoints of the Twentieth Century (exploring key global conflicts and tensions from both Australian and international perspectives) <p>Through these studies, students develop an understanding of how conflict, ideology and international relations have shaped the modern world.</p> <p><i>Ancient History Unit (One Term)</i> Students are introduced to the ancient world and the foundations of historical investigation through the study of influential ancient societies and cultures. Topics include:</p> <ul style="list-style-type: none"> • Introduction to Ancient Times • Ancient Greece • Ancient Rome <p>Students explore ancient civilisations, belief systems, warfare, leadership, daily life and cultural achievements while developing foundational skills in historical inquiry and source analysis.</p>
Assessment	<p>A range of assessment techniques will be utilised throughout the course, including:</p> <ul style="list-style-type: none"> • Examinations • Research assignments and inquiry tasks • Source analysis activities • Research booklets and written responses <p>This course is ideal for students interested in developing strong analytical, research and communication skills while gaining a deeper understanding of the ancient and modern world</p>

Subject Type	CORE ELECTIVE SUBJECT
Faculty	HUMANITIES
Subject name	Preparatory Geography
Subject code	GEO
Recommended	Nil
Course Length	1 SEMESTER
Course overview	<p>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.</p> <p>The emphasis is to develop skills in mapping, data analysis, field report writing, and essay writing. All are pre-requisites for senior geography studies.</p> <p>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.</p>
Course outline	<p>Topics include:</p> <ul style="list-style-type: none"> • <i>Environment Change & Management</i> • <i>Case Study: Beaches of the Sunshine Coast</i> • <i>Geography of Human Wellbeing</i>
Assessment	<p>A range of assessment techniques will be utilised throughout the course including:</p> <ul style="list-style-type: none"> • Research Assignment • Field report

Course Type	CORE ELECTIVE SUBJECT
Faculty	SCIENCE
Subject name	Science
Subject code	SCI
Recommended	This is a 6 month general Science course studied by Year 10 students who do not wish to enrol in Preparatory Science subjects. Students may however choose a Preparatory science, provided their achievement level in Science is (B+) or greater.
Course Length	1 SEMESTER
Course overview	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	The two units that are studied in Year 10 include: <ul style="list-style-type: none"> • Forensic Science – Students will investigate a crime scene through examination of heredity and blood typing, DNA inheritance, fingerprint analysis, chromatography and reaction chemistry. • Physics on the Road - Students will analyse road safety data, apply physics concepts to real-world driving scenarios, and conduct a practical investigation to evaluate how distractions impact reaction time
Assessment	A range of assessment techniques will be utilised throughout the course including: <ul style="list-style-type: none"> • Exams • Portfolio of work • Practical investigations • Assignments

Subject Type	CORE ELECTIVE SUBJECT
Faculty	SCIENCE
Subject name	Preparatory Biology
Subject code	BIO
Recommended	B in Year 9 Science or better to enrol in this subject 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: <ul style="list-style-type: none"> • Student experiment • Term test • Research Investigation • Semester test

Subject Type	CORE ELECTIVE SUBJECT
Faculty	SCIENCE
Subject name	Preparatory Marine Science
Subject code	PMR
Recommended	B in Year 9 Science or better to enrol in this subject Completing Preparatory Marine Science 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 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	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: <ul style="list-style-type: none"> • Student experiment • Term test • Research investigation • Semester test

Subject Type	CORE ELECTIVE SUBJECT
Faculty	SCIENCE
Subject name	Preparatory Chemistry
Subject code	CHY
Recommended	B in Year 9 Science or better to enrol in this subject. Completing Preparatory Chemistry 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 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	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: <ul style="list-style-type: none"> • Student experiment • Term test • Research investigation • Semester test

Course Type	CORE 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	1 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: <ul style="list-style-type: none"> • Student experiment • Term test • Research investigation • Semester test

Subject Type	CORE ELECTIVE SUBJECT
Faculty	SCIENCE
Subject name	Preparatory Psychology
Subject code	PPS
Recommended	B in Year 9 Science or better to enrol in this subject. Completing Preparatory Psychology also supports entry into other senior Science subjects offered at the school, depending on interest and academic performance.
Course Length	1 SEMESTER
Course overview	<p>This is a PREPARATORY one semester subject for QCAA Psychology.</p> <p>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</p> <ul style="list-style-type: none"> • Themselves • Other individuals • Groups <p>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.</p> <p>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.</p>
Course outline	<p>Topics include:</p> <ul style="list-style-type: none"> • Abnormal psychology – mental illnesses and disorders • Positive psychology – improving wellbeing and finding our potential • Influences on Learning – how do people learn best?
Assessment	<ul style="list-style-type: none"> • Research Investigation • Semester Exam

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 SEMESTER
Course overview	<p>There are two areas of study in Art:</p> <p>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.</p> <p>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.</p> <p>The making (practical) and responding (theoretical) components of the Art Course can be demanding and at times will require students to work at school out of hours to complete art works requiring school equipment and school facilities.</p> <p>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.</p> <p>Students will be required to follow very clearly prescribed safety procedures when using art materials.</p>
Course outline	<p>Students will make and respond to art, exploring art elements and principles, and the various contexts that inform art works.</p> <p>Unit One: The Collector Students study the media areas of printmaking, drawing and painting to create an artist book.</p> <p>Unit Two: The Dreamer Students study the media area of ceramics to create a large ceramic bust of a future human.</p>
Assessment	<p>Students will be assessed in the interrelated strands of Making and Responding:</p> <ul style="list-style-type: none"> • Making -knowledge, understanding and skills in creating two dimensional (2D), three dimensional (3D) and Digital artworks. • Responding view, reflect, analyse and evaluate their own and other's visual artworks.

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 SEMESTER							
Course overview	<p>This program involves the study of Dance as an art form and aims to:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>							
Course outline	<p>Students will make and respond to dance, exploring dance elements and the various contexts that inform dance works.</p> <table border="1"> <thead> <tr> <th>Unit 1</th> <th>Unit 2</th> <th>Unit 3</th> </tr> </thead> <tbody> <tr> <td> <p>Out Of the Box</p> <ul style="list-style-type: none"> • Students study the genre of post-modern dance • Choreography inspired by post-modern dance pioneers • Analysis of 21st century dancers inspired by post-modern dance </td> <td> <p>Dancing with Intentions</p> <ul style="list-style-type: none"> • Students explore performance qualities associated with dance • Refinement of technique across two genres • Performance opportunities </td> <td> <p>Australiana</p> <ul style="list-style-type: none"> • Students explore Australian dance through the works of Bangarra Dance Theatre • Analysis of contemporary dance • Performance and choreography of contemporary dance </td> </tr> </tbody> </table>		Unit 1	Unit 2	Unit 3	<p>Out Of the Box</p> <ul style="list-style-type: none"> • Students study the genre of post-modern dance • Choreography inspired by post-modern dance pioneers • Analysis of 21st century dancers inspired by post-modern dance 	<p>Dancing with Intentions</p> <ul style="list-style-type: none"> • Students explore performance qualities associated with dance • Refinement of technique across two genres • Performance opportunities 	<p>Australiana</p> <ul style="list-style-type: none"> • Students explore Australian dance through the works of Bangarra Dance Theatre • Analysis of contemporary dance • Performance and choreography of contemporary dance
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Assessment	<p>Students will be assessed in the interrelated strands of Making and Responding:</p> <ul style="list-style-type: none"> • 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 SEMESTER
Course overview	<p>This program is: DYNAMIC, ENGAGING, CONTEMPORARY and PRACTICAL. Student will develop skills in:</p> <p>Negotiating, directing, acting, group work, evaluation, movement, communication, planning, writing, self-discipline, critical thinking, improvisation, voice and performance.</p> <p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Students will have the opportunity to attend workshops and live performances organised by the Creative Industries Faculty. These additional activities will attract a user pays fee.</p>
Course outline	<p>Students will make and respond to drama, exploring drama elements and the various contexts that inform drama works.</p> <p>Unit One: The Artist's Lived Experience</p> <p>Students make, perform and respond to drama by exploring the stylistic characteristics of contemporary realism and devising, rehearsing and performing authentic scenes that reflect lived experiences, relationships and contemporary social issues for a peer audience.</p>
Assessment	<p>Students will be assessed in the interrelated strands of Making and Responding:</p> <ul style="list-style-type: none"> • 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 SEMESTER										
Course overview	<p>Love music? Year 10 Music is open to all students, from beginners to experienced musicians. Whether you dream of a career in music or simply enjoy making and listening to music, this subject is challenging, creative and practical, building 21st Century skills which will help you across many senior subjects.</p> <p>The course focuses on three areas:</p> <table border="1"> <thead> <tr> <th>Performing</th> <th>Musicology</th> <th>Song Writing</th> </tr> </thead> <tbody> <tr> <td>Develop your skills on your chosen instrument or voice, rehearse as soloist and ensemble member, and perform for an audience.</td> <td>Explore a range of musical styles and genres, analysing how musicians use music to communicate ideas and meaning.</td> <td>Create original music using music technology, develop songwriting and composition skills, and learn how to record and produce your own work.</td> </tr> </tbody> </table> <p>Beyond the Classroom Students can also take part in concerts, workshops, and music performances organised by the Creative Industries Faculty.</p>			Performing	Musicology	Song Writing	Develop your skills on your chosen instrument or voice, rehearse as soloist and ensemble member, and perform for an audience.	Explore a range of musical styles and genres, analysing how musicians use music to communicate ideas and meaning.	Create original music using music technology, develop songwriting and composition skills, and learn how to record and produce your own work.		
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Assessment	<p>Students will be assessed in the interrelated strands of Making and Responding:</p> <ul style="list-style-type: none"> • Performance- Students work in groups and solo on an instrument of their choice. • Song Writing- Students write, record and produce original music. • Musicology – assignment and exam “How does the composer use the music to make meaning?” 										

Subject Type	ELECTIVE SUBJECT
Faculty	CREATIVE INDUSTRY
Subject name	Film, Television and New Media
Subject code	FTN
Recommended	C level of achievement in Year 9 English or Media
Course Length	1 SEMESTER
Course overview	<p>There are three key objectives that relate to the study of Film, Television and New Media:</p> <p>Design:</p> <p>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 or animation.</p> <p>Production:</p> <p>This is the creation of a video production (film, TV program, advertisement) animation (traditional or computer generated, soundtrack (with accompanying images). Students apply the key concepts to create products using production practices.</p> <p>Critique:</p> <p>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.</p>
Course outline	<p>Unit One: Practical beginnings – Film language and production processes Throughout the unit students are introduced to the</p> <p>This course introduces students to the creative and critical processes involved in film production and analysis. Students will develop knowledge and skills in film language, design, production and evaluation as they explore how media texts communicate meaning to audiences.</p> <p>Throughout the unit, students will:</p> <ul style="list-style-type: none"> • Learn and apply key film terminology. • Develop design skills to plan and create an original short film. • Explore camera, lighting and sound techniques used in film production. • Use industry-standard production processes to produce a film. • Analyse and evaluate a range of film texts, considering how technical and stylistic choices shape audience responses. • Critique their own work and the work of others using appropriate media language and evaluative frameworks.
Assessment	<ul style="list-style-type: none"> • 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 SEMESTER
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	<p>Topics may include:</p> <ul style="list-style-type: none"> • Personal Health – Body Image / Mental health/ Stress Management • Respectful relationships- Sexual Health / Risk Taking Behaviours
Assessment	<p>A range of assessment techniques will be utilised throughout the course including:</p> <p>Formal Examinations & Extended Written Essays</p> <ul style="list-style-type: none"> • Personal Action Plans • Response to Stimulus • Research Reports • Multi-media Presentations

Subject Type	ELECTIVE SUBJECT
Faculty	HEALTH AND PHYSICAL EDUCATION
Subject name	Sports Excellence- Basketball/Netball /Volleyball
Subject code	BAL/NET/VOL
Recommended	1 Semester (in Semester one)
Course Length	<p>These classes are Sports Excellence classes that sit within our specific Sports Excellence Programs e.g. Basketball/Netball/Volleyball. Students gain entry to this class by application and are subject to numbers.</p> <p>This program aims to enhance specific sport skills in a highly engaging and supportive environment. It allows students the opportunity to participate in a specific sporting experiences, while best preparing them for their senior studies.</p> <p>This course embeds the Australian Curriculum where these specific sports take the central focus in the learning experiences, acting as both a source of content and a medium for learning.</p> <p>Benefits include personal and social growth through an emphasis on participation, co-operation and goal setting in a physically active environment.</p> <p>This program prepares students for the following courses of study:</p> <ul style="list-style-type: none"> • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course overview	<p>This class runs for one semester only. This will occur in Semester 1 of the school year. Students can only choose one of the specific Sports Excellence classes.</p> <ul style="list-style-type: none"> • Basic Skill Development Theory (Term 1) • Skills for Game Play and Competition (Term 2)
Course outline	<ul style="list-style-type: none"> • Assessment will include practical assessment in addition to a range of formal written assignments and exams
Assessment	<ul style="list-style-type: none"> • Sports Excellence- Basketball/Netball /Volleyball

Subject Type	ELECTIVE SUBJECT
Faculty	HEALTH AND PHYSICAL EDUCATION
Subject name	Sports Specialisation
Subject code	SSP
Recommended	Nil
Course Length	1 SEMESTER
Course overview	<p>Health & Physical Education reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups within the Australian Society.</p> <p>Benefits include personal and social growth through an emphasis on participation, co-operation and goal setting in a physically active environment.</p> <p>The Year 10 Health & Physical Education Program prepares students for the following courses of study:</p> <ul style="list-style-type: none"> • Year 11 & 12 – Senior Physical Education • Year 11 & 12 – Senior Recreation • Year 11 & 12 – Certificate III in Fitness <p>The Health & Physical Education program encourages young people to:</p> <ul style="list-style-type: none"> • lead an active and healthy life • gain knowledge and skills that will allow them to make informed health choices • make appropriate use of their leisure time • develop their intellectual, social and physical well-being
Course outline	<p>In HPE students complete both theory and practical activities in the health and sporting field. They study a number of different topics related to health and physical activity that aim at improving their knowledge of how to stay fit and healthy throughout their life.</p> <p>This course is divided into six sub strands. These are:</p> <ol style="list-style-type: none"> 1) Identities and change 2) Interacting with others 3) Making healthy and safe choices 4) Moving our bodies 5) Making active choices 6) Learning through movement <p>Students will participate in a variety of sports throughout this course such as: touch football, oztag, pickleball, basketball, netball, volleyball</p>
Assessment	<p>Students in General HPE strands will be assessed on their skill learning and execution along with the use of tactics and strategies in authentic performance environments. Written aspects of the course will include assessment through folios, written reports and assignments, examinations, completion of class work and multimodal tasks derived from the Australian Curriculum.</p>

Subject Type	ELECTIVE SUBJECT
Faculty	HEALTH AND PHYSICAL EDUCATION
Subject name	Preparatory Physical Education AFL
Subject code	AFB
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 Entry	BY TRIAL and INVITATION ONLY
Course overview	<p>This is a specialist AFL class that sits within the AFL Excellence Program. Students gain entry to this class by invitation.</p> <p>This program aims to enhance AFL skills in a highly engaging and supportive environment. It allows students the opportunity to participate in a vast array of AFL experiences, while best preparing them for their senior studies.</p> <p>This course embeds the Australian Curriculum where AFL takes the central focus in the learning experiences, acting as both a source of content and a medium for learning.</p> <p>Benefits include personal and social growth through an emphasis on participation, co-operation and goal setting in a physically active environment.</p> <p>The Year 10 AFL Program prepares students for the following courses of study:</p> <ul style="list-style-type: none"> • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course outline	<p>This is a full year course. It replaces TWO of the ONE SEMESTER electives.</p> <p>The ACARA subject matter is integrated into the AFL practical components and organised around the following specific focus areas:</p> <ul style="list-style-type: none"> • Pre-season Preparation (Term 1/2) • Fitness Principles & Skill Development (Term 1/2) • AFLQ Competition Preparation (Term 1) • AFLQ Competition (Term 1/2) • AFLQ Finals Preparation (Term 3) • Off Season Training (Term 3/4) • Weight Training & Nutrition (Term 3/4)
Assessment	<ul style="list-style-type: none"> • Assessment will include practical assessment in addition to the preparation of a Sports Folio. The Sports Folio will include a variety of written tasks for each unit.

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 Entry	BY TRIAL and INVITATION ONLY
Course overview	<p>This is a specialist rugby league class that sits within the Rugby League Excellence Program. Students gain entry to this class by trial process and invitation.</p> <p>This program aims to enhance rugby league skills in a highly engaging and supportive environment. It allows students the opportunity to participate in a vast array of rugby league experiences, while best preparing them for their senior studies.</p> <p>This course embeds the Australian Curriculum where Rugby League takes the central focus in the learning experiences, acting as both a source of content and a medium for learning.</p> <p>Benefits include personal and social growth through an emphasis on participation, co-operation and goal setting in a physically active environment.</p> <p>The Year 10 Rugby League Program prepares students for the following courses of study:</p> <ul style="list-style-type: none"> • Year 11 & 12 - Rugby League Excellence Program • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course outline	<p>This is a full year course. It replaces TWO of the ONE SEMESTER electives.</p> <p>The ACARA subject matter is integrated into the Rugby League practical components and organised around the following specific focus areas:</p> <ul style="list-style-type: none"> • Pre-season Preparation (Term 1/2) • Fitness Principles & Skill Development (Term 1/2) • Trial Games Competition Preparation (Term 1/2) • Broncos Cup Competition (Term 1/2) • Competition Preparation (Term 3/4) • Broncos Cup Competition Off Season Training (Term 3/4) • Weight Training & Nutrition (Term 3/4)
Assessment	<ul style="list-style-type: none"> • Assessment will include practical assessment in addition to a range of written tasks

Subject Type	ELECTIVE SUBJECT
Faculty	DIGITAL INNOVATION
Subject name	STEM
Subject code	STM
Course Length	1 SEMESTER
Course overview	<p>Students will explore the science, mathematics, and engineering principles behind modern digital technologies. Through hands-on learning, students will investigate computer hardware, networking, cybersecurity, and cryptography while developing practical skills in building, troubleshooting, and securing digital systems. They will apply mathematical concepts such as binary, IP addressing, number theory, and algorithmic thinking to understand how data is transmitted, protected, and managed in real-world environments.</p> <p>The course also introduces students to the growing field of esports, exploring the data analytics, statistics, teamwork, and strategic thinking involved in competitive gaming. Throughout the course, students will strengthen their problem-solving, collaboration, and systems analysis skills while gaining insight into future career pathways including cybersecurity, network engineering, software development, game design, and data science. By connecting STEM theory with real-world applications, students will build the confidence and adaptability needed for an increasingly technology-driven future.</p>
Course outline	<p>Units may include:</p> <ul style="list-style-type: none"> • Explore the science, mathematics, and engineering principles behind digital technologies, including computer hardware, networking, cybersecurity, and cryptography. • Develop practical skills through hands-on activities such as building, troubleshooting, and securing digital systems. • Apply mathematical concepts including binary numbers, IP addressing, number theory, and algorithms to understand data transmission and security. • Investigate esports through data analytics, statistics, teamwork, and strategic decision-making in competitive gaming environments. • Build problem-solving, collaboration, and systems analysis skills while exploring career pathways in cybersecurity, network engineering, software development, game design, and data science.
Assessment	For each unit, students will produce a folio of work which contributes towards the project using different digital tools.

Subject Type	ELECTIVE SUBJECT
Faculty	DIGITAL INNOVATION
Subject name	Digital Technologies - Programming
Subject code	DTP
Course Length	1 Semester
Course overview	<p>Students will design and build real-world digital products through practical, project-based learning. Students will develop industry-relevant skills in software development, database design, user experience, and physical computing while creating functional user interfaces, secure login systems, and data-driven applications. Through testing, refinement, and user feedback, students will gain a strong understanding of how modern digital systems operate and how effective design shapes the way people interact with technology.</p> <p>The course also explores robotics and automation, with students designing control dashboards for robots, drones, and robotic systems using real-time sensor data. Throughout the course, students will strengthen their skills in computational thinking, prototyping, systems integration, collaboration, and professional communication while building a portfolio of authentic digital projects. Students will gain insight into future-focused careers including software development, UX/UI design, robotics engineering, automation, game development, and the wider technology industry.</p>
Course outline	<p>Units may include:</p> <ul style="list-style-type: none"> • Investigate how sensors, inputs, and automated systems collect and respond to data • Develop programming and computational thinking skills through robotics and automation challenges • Design, build, and test robotic and automated system dashboards • Develop communication and media production skills through video creation and digital content • Investigate the role of artificial intelligence, automation, and emerging technologies in shaping the future • Collaborate, test, evaluate, and present technology-based projects and solutions
Assessment	For each unit, students will produce a folio of work which contributes towards the project using different digital tools.

Subject Type	ELECTIVE SUBJECT
Faculty	DIGITAL INNOVATION
Subject name	Digital Technologies – Robotics/Drones & Immersive Reality
Subject code	DTR
Course Length	1 SEMESTER
Course overview	<p>Students will explore the exciting intersection of digital design, engineering, robotics, and automation technologies. Through hands-on, project-based learning, students will develop practical skills in 3D modelling using Blender, 3D scanning, mesh repair, and digital asset creation while learning how modern industries design, prototype, and manufacture products. Students will investigate how 3D systems are used in areas such as game design, engineering, manufacturing, and product development, applying creative problem-solving and technical precision to produce high-quality digital and physical solutions.</p> <p>The course also introduces students to the rapidly growing field of workplace automation and robotics. Using VEX V5 robotics systems, students will design, build, and program automated systems that use sensors, robotic movement, and conveyor belt production lines to simulate real-world industrial processes. Through collaborative design challenges and practical assessments, students will strengthen their skills in coding, systems thinking, engineering design, and automation while gaining insight into career pathways including robotics engineering, industrial design, mechatronics, automation, manufacturing, and digital technologies.</p>
Course outline	<p>Units may include:</p> <ul style="list-style-type: none"> • Learn 3D design, modelling, and digital creation using industry-standard tools. • Explore robotics, automation, and engineering through hands-on projects. • Develop skills in problem-solving, coding, design thinking, and teamwork. • Explore career pathways in engineering, robotics, manufacturing, and digital technologies.
Assessment	For each unit, students will produce a folio of work which contributes towards the project using different digital tools.

Subject Type	ELECTIVE SUBJECT
Faculty	LIFESTYLE INDUSTRIES
Subject name	Food Specialisations
Subject code	TFD
Recommended	NIL
Course Length	1 SEMESTER
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	<ul style="list-style-type: none"> • 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 • 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	<p>A range of assessment techniques including:</p> <ul style="list-style-type: none"> • 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	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	<p>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.</p> <p>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.</p> <p>Business Studies also provides a practical and theoretical basis for senior subjects such as Business, Economics and Business Studies.</p>
Course outline	<ul style="list-style-type: none"> • Business Basics • Influencing Consumers • Human Resource Management • Business Operations and Production • ABW Enterprise Education
Assessment	<p>Students will be assessed by a variety of assessment techniques including:</p> <ul style="list-style-type: none"> • Short answer exams • Practical computer applications • Written reports • Oral presentations • Group project assignments

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 SEMESTER
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	<p>This subject is studied for TWO SEMESTERS (Full Year) in Year 10. Topics completed during Semester 1 and Semester 2 include:</p> <ul style="list-style-type: none"> • 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	<p>A range of assessment techniques including:</p> <ul style="list-style-type: none"> • 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 build listening, speaking, reading, and writing skills in Spanish to develop confidence and fluency. Grammar and vocabulary are taught in meaningful contexts to support effective communication. Cultural understanding is enhanced through exploration of the history, geography, and contemporary cultures of Spanish-speaking countries, encouraging reflection on links between language, culture, and identity. Learning is practised through role plays, presentations, and writing tasks, alongside authentic materials such as articles, songs, and videos. Structured, collaborative activities further support linguistic and intercultural development.
Course outline	Term 1: Spanish Basics: Friends, Family and School Term 2: My Pastimes: Leisure, Daily Routines and Technology Term 3: Destinations and travel Term 4: Celebrations and Traditions
Assessment	<ul style="list-style-type: none"> • 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

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	<p>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.</p> <p>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.</p>
Course outline	<ul style="list-style-type: none"> • Family (<i>Term 1</i>) • Out and About (<i>Term 2</i>) • Travel (<i>Term 2</i>) • Shopping (<i>Term 3</i>) • Leisure (<i>Term 4</i>)
Assessment	<ul style="list-style-type: none"> • 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 SEMESTER
Course overview	By the end of Year 10 students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. Students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.
Course outline	<p>Topics include:</p> <ul style="list-style-type: none"> • Stakeholder-Centred Design (Graphic Design Project) • Stakeholder-Centred Design (Product Design Project) • Sustainable Design (Built Environment Project) <p>Students will engage with a range of techniques used to express designs including hand sketching, rendering, digital illustration, Computer Aided Design and model making.</p>
Assessment	<p>A range of assessment techniques will be utilised throughout the course including:</p> <ul style="list-style-type: none"> • Class work activities • Homework activities • Design folios

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 SEMESTER
Course overview	<p>Engineering Concepts introduces students to the core principles of engineering, exploring hydraulics, forces, friction, vectors and simple machines. This academically challenging course integrates key concepts from science and mathematics, applying them to practical engineering problems. Students will develop skills in using hand tools, machinery, and digital tools such as 3D modelling software, while learning to safely and effectively apply these tools to real-world engineering challenges.</p> <p>By the end of this unit, students will understand the fundamental concepts of hydraulics, forces, friction, vectors and simple machines, recognise and safely use basic hand tools, machinery, and digital tools such as 3D modelling software, apply knowledge and manufacturing skills to solve complex mechanical problems, and use the problem solving process to explore, develop, generate and evaluate and refine a solution for a defined engineering project.</p> <p>This subject provides a strong foundation for senior engineering studies and pathways into higher education courses in engineering, mechanical systems, and related fields.</p>
Course outline	<p>Topics include:</p> <ul style="list-style-type: none"> • Introduction to Engineering • Engineering mechanics • Motion & forces • Vectors • Friction • Moments & Levers • Hydraulics • Gears • Computer Aided Drafting (3d modelling) • Rapid Prototyping (Laser cutting & 3d printing) <p>Students will demonstrate their knowledge through an examination, and an engineered solution folio of work, allowing them to communicate using sketching, technical communication, 3D modelling and physical prototyping.</p>
Assessment	<p>A range of assessment techniques will be utilised throughout the course including:</p> <ul style="list-style-type: none"> • Examination • Engineered Solution Folio • Physical Prototyping

Subject Type	ELECTIVE SUBJECT
Faculty	DESIGN AND TECHNOLOGY
Subject name	Industrial Skills Wood
Subject code	ISW
Recommended	C level of achievement in Year 9 Industrial Technology Skills compliments this course. Compliance with safe conduct standards and instructions is essential.
Course Length	1 SEMESTER
Course overview	<i>Industrial Skills Wood</i> gives students the opportunity to engage with materials, systems, components, machinery, tools and equipment used in the furnishing industry. This course helps develop practices and production processes in students to transform raw materials into furnishing products wanted by society. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce.
Course outline	<ul style="list-style-type: none"> • Safety Working Practices and Inductions • Unit 1 – Beach Chair • Unit 2 – Laminated Timber Board
Assessment	<ul style="list-style-type: none"> • Practical – Completed Project • Theory Work - Online Quizzes/ Submissions
Special Safety Considerations	<p>Throughout the year, students will be using tools and machines related to this course 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.</p> <p>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.</p>

Subject Type	ELECTIVE SUBJECT
Faculty	DESIGN AND TECHNOLOGY
Subject name	Industrial Skills Metal
Subject code	ISM
Recommended	C level of achievement in Year 9 Industrial Technology Skills compliments this course. Compliance with safe conduct standards and instructions is essential.
Course Length	1 SEMESTER
Course overview	<i>Industrial Skills Metal</i> gives students the opportunity to engage with materials, systems, components, machinery, tools and equipment used in the metal trades industry. This course helps develop practices and production processes in students to transform raw materials into metal products wanted by society. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools, machinery and gas welding. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce.
Course outline	<ul style="list-style-type: none"> • Safety Working Practices and Inductions • Unit 1 – Sheet Metal Storage Unit • Unit 2 – Steel gas welded Nut Cracker
Assessment	<ul style="list-style-type: none"> • Practical – Completed Project • Theory Work - Online Quizzes/ Submissions
Special Safety Considerations	<p>Throughout the year, students will be using tools and machines related to this course 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.</p> <p>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.</p>

Subject Type	ELECTIVE SUBJECT
Faculty	DESIGN AND TECHNOLOGY
Subject name	Materials and Technologies Specifications
Subject code	TMT
Recommended	C level of achievement in Year 9 Industrial Technology Skills compliments this course. Compliance with safe conduct standards and instructions is essential.
Course Length	1 SEMESTER
Course overview	<i>Materials and Technologies Specifications</i> gives students the opportunity to engage with materials, systems, components, machinery, tools and equipment used in a range of trades and industries. This course helps develop practices and production processes in students to transform raw materials into multi-material products wanted by society. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce.
Course outline	<ul style="list-style-type: none"> • Safety Working Practices and Inductions • Unit 1 – BBQ Tools and Case • Unit 2 – Laminated Timber Board
Assessment	<ul style="list-style-type: none"> • Practical – Completed Project • Theory Work - Online Quizzes/ Submissions
Special Safety Considerations	<p>Throughout the year, students will be using tools and machines related to this course 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.</p> <p>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.</p>

Subject Type	ELECTIVE SUBJECT
Faculty	SKILL CENTRE
Subject name	Work Skills
Subject code	WSK
Recommended	Application to join this subject is made through the SKILL Centre.
Course Length	1 YEAR
Course overview	<p>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 the school years. The class aims to:</p> <ul style="list-style-type: none"> • Focus on pasture-to-plate principles using fresh produce from our extensive Mountain Harvest gardens. • Build a basic understanding of hospitality and kitchen skills. • Build a basic understanding of horticulture and garden maintenance.
Course outline	<p>Student will learn:</p> <ul style="list-style-type: none"> • Safe knife practices • Recipe reading and utilisation • Oven and hot plate safety • Grocery budgeting (weekly online Coles shop) • Budget building – how to create cost-friendly gardens • Sales and money handling (Mountain Harvest stalls) • Healthy and balanced nutrition • Seed and plant propagation • Natural pest control and companion planting • Importance of Insects and bees in propagation
Assessment	This course does not include traditional assessment; instead, it focuses on evaluating students' ability to demonstrate practical skills and develop relevant workplace knowledge.