

Year 10 Course Guide



**Spinifex
State
College
Mount Isa**



Sharing Knowledge - Creating Our Future

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OUR VISION

To develop Clever,
Skilled and Creative
Spinifex State College
Graduates



OUR MOTTO

Sharing Knowledge, Creating our Future

OUR PURPOSE

We inspire each other to be productive local and global citizens who shape our futures through the pursuit of excellence.

OUR VALUES



Inspire success



Create opportunities



Build resilience



Empower community

Introduction

Spinifex State College aims to develop clever, skilled and creative learners. To achieve this aim, we provide students with access to quality learning opportunities and inspire students to explore their passions, harness their unique talents and fulfil their potential.

The Year 10 Course Guide is designed to inform students and parents of the curriculum offerings for students entering the senior phase of learning (Years 10 to 12). We offer a diverse curriculum as approved by the Australian Curriculum, Assessment and Reporting Authority (ACARA). A key focus is preparing students for their senior curriculum and post-school pathways.

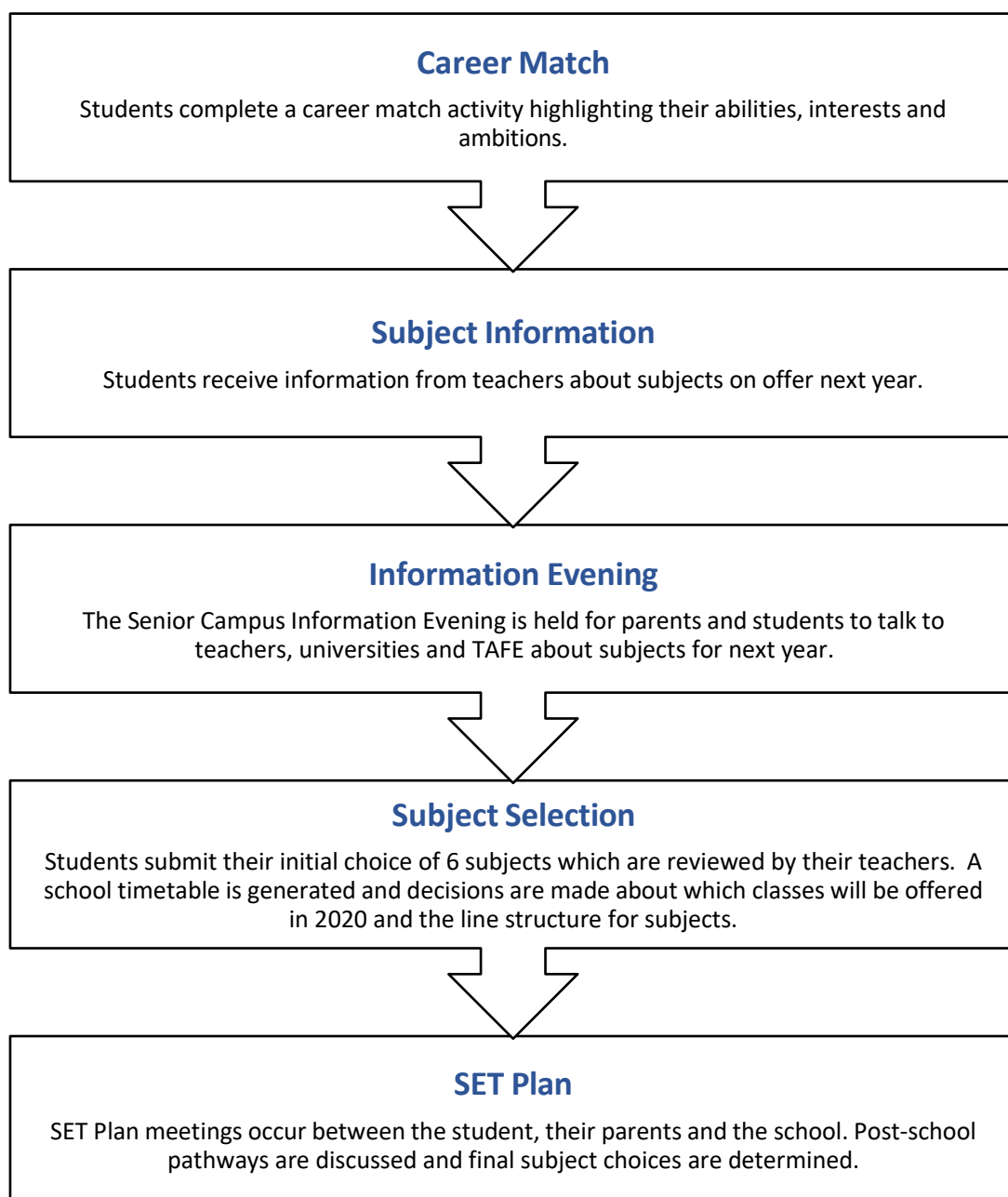
Spinifex State College is committed to enhancing student literacy and numeracy skills: a key to students' success. In addition, the Course Guide provides you with information about some of the extra curricula activities on offer and the additional support provided to enhance students' learning experience.



SET Plans

The Senior Education and Training (SET) Plan is a formal process to help your child choose their personalised pathway, taking into account their abilities, interests and ambitions. The SET Plan is completed as a partnership between the child, school and parents/caregivers. It is not a static plan but one which may change and is reviewed periodically.

At Spinifex State College, the creation of a SET Plan occurs in the second half of Year 10. The process for this is outlined below. All students will complete a SET Plan before they finish Year 10.



Curriculum

Spinifex State College offers a diverse range of educational opportunities in Year 10. Our school aims to provide students with the opportunity to access learning experiences across key learning areas and elective subjects.

All students study core subjects from the Australian Curriculum. To make informed decisions about their future pathways they also trial a variety of elective subjects during Year 10.

Provided in the table below is an outline of the curriculum program for Year 10 students. The number in brackets (#) indicates the number of 70-minute lessons provided for each learning area.

The English, Mathematics, and Health and Physical Education units for Years 7 to 10 are currently undergoing revisions in light of the implementation of Version 9 of the Australian Curriculum. As a result, these units and assessment are subject to change.

| Year 10 | | | | | |
|---------|---|-----------------|-------------|--|---------|
| Core | English (4) | Mathematics (3) | Science (3) | History (2)* Cert I Workplace Skills (2)* <small>*Semester length subjects</small> | HPE (2) |
| E – | Business Drama Early Childhood Studies Extension Mathematics Food and Nutrition Geography Hospitality Industrial Metal Work Industrial Wood Work Legal Studies Literacy Enrichment Program Media Music Numeracy Enrichment Program Physical Education Extension Robotics Sport and Recreation Visual Art Visual Art Extension | | | | |
| | Students participate in 3 electives (2 lessons each for the whole year) | | | | |

Literacy Support

Literacy underpins the delivery of all ACARA curriculum at Spinifex State College. Every teacher is a teacher of reading and writing.

Spinifex State College offers students a range of targeted programs to enhance their essential literacy skills. These include:

Year 10 Embedded Literacy

- Providing students with additional support to acquire the skills needed to be successful in English assessment, by giving all students four lessons of English per week.

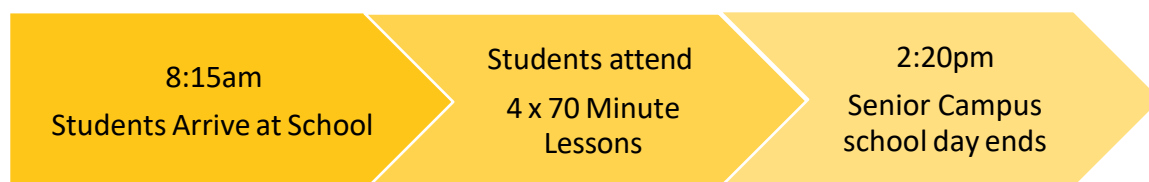
Year 10 - Literacy Enrichment Classes

- These classes focus explicitly on teaching the literacy demands aligned to the assessment students are completing in their core subjects.
- The Year 10 subject also offers the opportunity for students to complete the Short Course in Literacy, as approved by QCAA. This course also contributes to a student's QCE (Queensland Certificate of Education)

Extra Curricula Activities/ Additional Support

- Instrumental Music
- QMEA Activities
- Supervised lunch time activities
- Tutorial – Homework Classes
- University Experience
- Work Experience

School Day Structure



Choosing Electives – Year 10 Students

Elective subjects offer students the opportunity to engage in a range of learning that they may not have experienced before. The benefit of engaging in elective subjects is that they offer students a window into possible future career paths and continued study in Year 11 and 12.

As a general rule, students should choose electives that:

1. they enjoy;
2. they find interesting;
3. they are able to be successful at;
4. contribute to their future career goals; and
5. they have met the prerequisites for (where applicable).

DO NOT choose subjects for the following reasons:

1. **My friend is taking that subject.** You have to do the work and you may not be allocated the same class as your friend.
2. **I do/do not like the teacher.** There is no guarantee who will be teaching elective classes next year.
3. **Someone told me the subject is fun (or easy, or interesting or boring).** This may be the case for someone else but you need to make up your mind about what you enjoy.



English & Humanities



English

Purpose

The study of English is central to the learning and development of all young Australians. It is important for them to be confident communicators, imaginative thinkers and informed citizens. The study of English plays a key role in the development of reading and literacy skills, which help young people to develop the knowledge and skills needed for education, training and the workplace.

Year 10 follows the Australian Curriculum for English, which develops the three interrelated strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning Experiences

| Term 1 | Term 3 |
|--|---|
| Unit 1: Australian representations in culture Assessment Details: Spoken/digital multimodal media Length: 5 minutes | Unit 1: Literary transformation Assessment Details: Written imaginative short story Length: 600-800 words |
| Term 2 | Term 4 |
| Unit 2: World Novels Assessment Details: Exam - Written literary critique Length: 500-800 words | Unit 4: Responding to Shakespearean drama Assessment Details: Written analytical essay Length: 500-800 words |

Key Skills

By the conclusion of this course of study, students will be able to:

- develop their skills in listening, reading, viewing, speaking, writing and creating by interacting with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments
- interpret, create, evaluate, discuss and perform a wide range of literary texts, for aesthetic/enjoyment, informative, and persuasive purposes
- develop critical understandings of newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances, and multimodal texts
- appreciate Australian literature, including Aboriginal and/or Torres Strait Islander narratives, as well as texts from other parts of the world

| Subject Type | Equipment |
|--------------|---|
| Core | General Stationery USB 4 A4 exercise books Display folder Dictionary /Thesaurus |

Pathways

Students will progress from Year 10 English to choosing either General or Applied English in Year 11. The deep knowledge and skills developed from studying this course will prepare students for further development in their senior years.

Legal Studies

Purpose

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and investigate Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions and/or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Learning Experiences

| Term 1 & 2 | |
|---|--|
| Unit 1: The Legal System and Civil Wrongs Topic 1: Legal Foundations Assessment: Exam | Unit 1: The Legal System and Civil Wrongs Topic 2: Civil Law Foundations Assessment: Assignment |
| Term 3 & 4 | |
| Unit 2: Criminal Law and Human Rights in Legal Contexts Topic 3: Criminal Law Foundations Topic 4: Human Rights Assessment: Assignment | |

Key Skills

By the conclusion of this course of study, students will be able to:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning

| Subject Type | Pre-requisite | Recommendation | Equipment |
|--------------|---|---------------------------|--|
| Elective | Achieved a B Standard in Year 9 English | Success in Year 9 History | General Stationery 2 A4 exercise books Clip board 2 x glue sticks |

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes Legal Studies students gain are transferable to all discipline areas and post-schooling tertiary pathways. This subject is recommended if you are considering studying Legal Studies as a general subject in Years 11 and 12.

History

Purpose

The study of History is central to the development of students' curiosity, particularly to help them understand themselves and others. History promotes students' understanding of societies, events, movements and developments that have shaped humanity, as well as developing their skills in researching, critically analysing evidence, making interpretations, and explaining different perspectives.

Year 10 follows the Australian Curriculum for History, which focuses on the modern world and Australia from 1918 to the present so that students learn about this critical period in Australia's social, cultural, economic and political development. This enables them to understand Australia's distinctive development, including the past and present experiences of Aboriginal and/or Torres Strait Islander Peoples, as well as Australia's geo-social position in the Asia and Pacific regions.

This subject is studied in either Semester 1 OR Semester 2.

Learning Experiences

| Unit 1 |
|--|
| Topic: Unit 1: World War II – The Holocaust (1939-present) Assessment 1 Details: Research investigation Length: 400-600 words |
| Unit 2 |
| Topic: The Migration Experience (1945-present) Assessment Details: Short response exam Length: 90 minutes |

Key Skills

By the conclusion of this course of study, students will be able to:

- sequence events and developments within chronological frameworks, and identify relationships between events across different places and time periods
- develop, evaluate and modify questions to frame an historical inquiry
- process, analyse and synthesise information from primary and secondary sources, to answer inquiry questions and identify motivations, values and attitudes
- evaluate sources to reach conclusions by considering their usefulness
- develop and justify their own interpretations about the past by writing explanations and discussions, as well as referencing their evidence

| Subject Type | Equipment |
|--------------|---|
| | General Stationery 2 A4 exercise books Display folder |

Pathways

Students will progress from Year 10 History to choosing either General Modern History or Applied Social and Community Studies in Year 11. The deep knowledge and skills developed studying this course will prepare students for further Humanities development in their senior years.

Literacy Enrichment Program

Purpose

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening, and critical thinking with reading and writing. Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

The study of Literacy Enrichment is a program for students who need additional support to further develop their literacy knowledge and skills. This school-based course is equivalent to the Short Course in Literacy to meet specific curriculum needs, and is informed by the Australian Core Skills Framework (ACSF) Level 3.

Learning Experiences

| Term 1 | Term 3 |
|---|---|
| Unit 1: Personal identity and education Assessment Details: Student learning journal Length: 300-500 words | Unit 2: The work environment Assessment Details: Extended response - spoken/signed Length: 4-6 minutes |
| Term 2 | Term 4 |
| Unit 1: Personal Identity and Education Assessment Details: Blog post Length: 500-800 words | Unit 2: The work environment Assessment Details: Reading Comprehension Length: short response answers |

Key Skills

By the conclusion of this course of study, students will be able to:

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply appropriate reading strategies
- communicate in ways appropriate to their audience and purpose
- select appropriate vocabulary and grammatical structures
- select and use appropriate strategies for speaking
- apply their literacy learning strategies

| Subject Type | Recommendations | Equipment |
|--------------|---|--|
| Elective | Student's reading levels and attendance will account for acceptance into this subject | General Stationery USB 4 A4 exercise books Display folder |

Pathways

Students will progress from Year 10 Literacy Enrichment Program (Short Course in Literacy) to choosing Applied English in Year 11. The deep knowledge and skills developed from studying this course will prepare students for further development in their senior years. Successful completion of this course means that the minimum literacy component for the QCE has been met and you will receive one credit.

Mathematics & Science



Mathematics

Purpose

At Spinifex State College, students study the Year 10 ACARA Mathematics curriculum.

Mathematics

In Mathematics, students will follow the course of study guided by the National Curriculum. Students in this course are encouraged to study General or Essential Mathematics in Year 11 and 12. Students who achieve at a B+ or higher standard in this course may choose to study Mathematical Methods and Specialist Maths in Year 11 and 12. Achieving at least a C in Mathematics is required for many apprenticeships upon leaving school.

Learning Experiences

| Term 1 | Term 3 |
|--|--|
| Unit 1: Topic 1: Space Assessment Details: Exam Length: 70 minutes Topic 2: Statistics Assessment Details: Investigation Length: 3 weeks in class | Unit 3: Number and Measurements Assessment Details: Problem solving assignment Length: 5 weeks in class |
| Term 2 | Term 4 |
| Unit 2: Algebra and Measurement Assessment Details: Mathematical Modelling exam Length: 70 minutes | Unit 4: Probability Assessment Details: Probability experiment Length: 4 weeks in class |

Key Skills

By the conclusion of this course of study, students will have the following proficiencies:

- **Understanding:** students will build conceptual understanding and procedural fluency when they connect related ideas, represent concepts in different ways and interpret mathematical information
- **Fluency:** students will choose and practice skills, and readily apply knowledge and understanding of concepts
- **Problem-solving:** students will solve mathematical and real-world problems by applying and reviewing strategies, and making decisions based on previously learnt concepts and skills
- **Reasoning:** students will develop analytical skills and will deduce, justify and explain their thinking using mathematical reasoning.

| Subject Type | Equipment |
|--------------|--|
| Core | General Stationery A4 Exercise Book |

Pathways

A pass in Mathematics is essential in many trades and careers and is a prerequisite for studying many senior subjects.

Extension Mathematics

Purpose

At Spinifex State College, students are given the opportunity to study Extension Maths with a focus on the preparation and the foundation skills for Mathematical Methods and Specialist Mathematics in their senior years of schooling.

The selection of Extension Mathematics will also give students exposure to the assessment types used within the senior levels of learning including technology active and technology free exams and problem solving and modelling tasks. This class is highly recommended for students with a desire to study the higher-level mathematics subjects of Mathematics Methods and Specialist Maths in Year 11 and 12.

Learning Experiences

| Term 1 | Term 3 |
|--|---|
| Topic: Trigonometry, vectors, probability, combinations and permutations Assessment Details: Exam Length: 60 minutes – Technology active and technology free components | Topic: Algebra Assessment Details: Problem solving and modelling task Length: 5 weeks |
| Term 2 | Term 4 |
| Topic: Functions Assessment Details: Exam Length: 90 minutes - Technology active and technology free components | Topic: Calculus Assessment Details: Exam Length: 90 minutes - Technology active and technology free components |

Key Skills

By the conclusion of this course of study, students will be able to:

- select and interpret mathematical information
- select from and use a variety of mathematical and problem-solving strategies
- use oral or written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies
- select, recall and use facts, rules, definitions and procedures
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning

| Subject Type | Fees/Equipment |
|--------------|---|
| Elective | General Stationery Graphics Calculator |

Pathways

A course of study in Extension Mathematics can establish a foundation for further education in STEM (Science, Technologies, Engineering and Mathematics) with a direct connection to Mathematical Methods, Specialist Maths and Physics.

Numeracy Enrichment Program

Purpose

Numeracy is integral to a person's ability to function effectively in society. Being numerate requires more than being able to operate with numbers: it requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information, apply mathematical processes and strategies to solve problems, and to reflect on the outcomes and appropriateness of mathematical processes used.

The study of Numeracy Enrichment is a program for students who need additional support to further develop their numeracy knowledge and skills. This school-based course is equivalent to the Short Course in Numeracy to meet specific curriculum needs, and is informed by the Australian Core Skills Framework (ACSF) Level 3.

Learning Experiences

| Term 1 | Term 3 |
|---|---|
| Unit 1: Personal Identity and Education Assessment Details: Extended response - oral mathematical presentation Length: Term 1 and Term 2 (consists of 2 parts) | Unit 3: The Work Environment Assessment Details: Short response - exam Length: Term 3 and Term 4 (consists of 2 parts) |
| Term 2 | Term 4 |
| Unit 2: Personal Identity and Education Assessment Details: Student learning journal | Unit 4: The Work Environment Assessment Details: Student learning journal |

Key Skills

By the conclusion of this course of study, students will be able to:

- select and interpret mathematical information
- select from and use a variety of mathematical and problem-solving strategies
- use oral or written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

| Subject Type | Recommendations | Equipment |
|--------------|---|--|
| Elective | Student's previous mathematics results and attendance will account for acceptance into this subject | General Stationery A4 Exercise Book Scientific Calculator (CASIO FX82 AU Plus) |

Pathways

Students will progress from Year 10 Numeracy Enrichment Program (Short Course in Numeracy) to choosing Essential Maths in Year 11. The deep knowledge and skills developed from studying this course will prepare students for further development in their senior years. Successful completion of this course means that the minimum numeracy component for a QCE has been met and you will receive one credit.

Robotics

Purpose

At Spinifex State College, students study the Year 10 Digital Technologies curriculum with a focus on Robotics and Coding. This subject is designed for students with an interest in STEM with a focus on robotics and coding.

In today's technology driven world, it's important now more than ever, to prepare students for the future. The year in robotics will provide students the foundation knowledge in robotics and coding while learning how science, engineering, math and technology work together and interact. Students will develop skills in creativity, problem solving, practical and future applications of robots within society. Robotics teaches students to investigate, question and define the world of technology and robotics, generate and design robots for specific or future purposes, produce and implement a robot and finally evaluate the effectiveness of their robotic solution.

Learning Experiences

| Term 1 | Term 3 |
|--|---|
| Unit 1: The world of robotics Assessment Details: Research assignment Length: 200-800 words | Unit 3: Sumo Bots Assessment Details: Research Assignment Length: 5 weeks, written 200 – 400 words |
| Term 2 | Term 4 |
| Unit 2: Follow the Line Assessment Details: Design project Length: 5 weeks | Unit 4: Rob Golf Assessment Details: Design project Length: 5 weeks |

Key Skills

In addition to the overarching aims for the Australian Curriculum: Technologies, Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to digital solutions
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- Apply systems thinking to monitor, analyse, predict and share the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

| Subject Type | Pre-requisite | Fees/Equipment |
|--------------|--|--|
| Elective | C in Year 9 Robotics or recommendation from previous maths/science teacher/s | General Stationery A4 Exercise Book Scientific Calculator (CASIO FX82 AU Plus) |

Pathways

A course of study in robotics can establish a basis for further education in STEM (Science, Technologies, Engineering and Mathematics) and employment in the fields of digital and design technologies.

Science

Purpose

Humans are intimately curious about the world. Science – as a ‘way of knowing’ – is one framework people use to explore and explain their experiences of the phenomena of the universe. Science is part of the human quest for understanding and wisdom, and reflects human wonder of the world.

Science education involves students and teachers working together to develop new understandings with those in the scientific community. This provides students with challenge, passion and a sense of personal success on their journey of lifelong learning.

At Spinifex State College we offer classes which seek to look at many of the everyday applications of science and its effects upon students, the community and the world. Students perform investigations, research and develop skills within the laboratory and classroom. This subject is based upon the ACARA guidelines.

Learning Experiences

| Term 1 | Term 3 |
|---|--|
| Unit 1: Chemical reactions and reaction rates Assessment Details: Exam Length: 2 x 70 minutes | Unit 3: Genetics and evolution Assessment Details: Research investigation Length: 600-800 words Assessment Details: Exam Length: 70 minutes |
| Term 2 | Term 4 |
| Unit 2: Force, energy and motion Assessment Detail: Student experiment Length: 500-800 words Assessment Details: Exam Length: 70 minutes | Unit 4: Earth and space Assessment Details: Exam Length: 70 minutes |

Key Skills

- By the conclusion of this course of study, students will be able to: analyse how the periodic table organises elements and use it to make predictions about the properties of elements
- explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions
- explain the concept of energy conservation and represent energy transfer and transformation within systems
- apply relationships between force, mass and acceleration to predict changes in the motion of objects
- describe and analyse interactions and cycles within and between Earth's spheres
- evaluate the evidence of scientific theories that explain the origin of the universe and the diversity of life on Earth
- explain the processes that underpin heredity and evolution
- analyse how the models and theories they use have developed over time and discuss the factors that prompted their review

Subject Type

Core

Fees/Equipment

General Stationery
2 A4 exercise books
Display folder

Scientific Calculator (CASIO FX82 AU Plus)

Pathways

A minimum B standard in Year 10 Science will allow students to progress towards the Senior Sciences of Biology, Chemistry, Earth and Environmental Science and Physics.

Health & Physical Education and The Arts



Health & Physical Education

Purpose

The study of Health and Physical Education (HPE) is central to the learning and development of all Young Australians. HPE provides a foundation for students to enhance their own and others' health, wellbeing and safety, and adopt lifelong healthy and active habits. Students gain the knowledge and skills required to critically analyse factors that influence their identities, relationships, decisions and behaviours. Students will acquire movement skills and strategies that enable them to confidently and competently participate in a range of physical activities. They will learn to apply and transfer the movement skills and concepts to a variety of physical activities. They apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.

Learning Experiences

These units are representative of the 2024 content and assessment throughout the two-year sequence of learning across year 9 – 10; however, the units, sequence and conditions are subject to change due to the release of the new ACARA 2024 applied curriculum.

| Term 1 | Term 3 |
|--|---|
| Unit 1: Collaborative Minor Games Assessment Details: Practical and written evaluation - Minor Games Length: 600-800 words and practical | Unit 3: Personal Health and Fitness Assessment Details: Investigation into health and fitness - circuit training Length: 400-600 words and practical |
| Term 2 | Term 4 |
| Unit 2: Biomechanics and athletic performance Assessment Details: Volleyball Practical evaluation (Multimodal) Length: 3 – 4 mins multimodal presentation | Unit 4: Respectful Relationships Assessment Details: <ul style="list-style-type: none"> Influences on identity Exam: 90 minutes - short responses Length: 600 – 800 words. <ul style="list-style-type: none"> Ethics and Fair play on the court Assessment details: Practical. |

Key Skills

- research, analyse and evaluate data, information and evidence
- draw conclusions, make decisions and construct arguments
- synthesise information from a variety of sources and perspectives
- propose, justify, implement and monitor plans or actions to achieve goals
- create and perform movement sequences and apply movement concepts
- reflect on learning, apply new understandings and justify future applications
- Apply and evaluate leadership and collaboration approaches as well as ethical behaviors.
- set personal goals and develop strategies to improve their own and others safety, wellbeing, inclusion and relationships.

- work effectively within a group or term
- solve problems in a variety of contexts

| Subject Type | Equipment |
|--------------|---|
| Core | General Stationery A4 Exercise book School Bucket Hat Sports Shoes |

Pathways

The knowledge and skills developed as a result of studying this course will provide access into Senior Physical Education or Sport and Recreation.



Physical Education Extension

Purpose

Physical Education Extension provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. It provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Learning Experiences

| Term 1 | Term 3 |
|--|--|
| Unit 1: Motor learning in physical activity Assessment Details: Combination Exam Length: 90 minutes | Unit 3: Ethics and integrity in sport Assessment Details: Investigation - report Length: 800-1000 words |
| Term 2 | Term 4 |
| Unit 2: Tactical awareness Assessment Details: Project - folio Length: 5-7 minutes | Unit 4: Energy, fitness and training Assessment Details: Exam Length: 90 minutes |

Key Skills

By the conclusion of this course of study, students will be able to:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

| Subject Type | Pre-requisite | Equipment |
|--------------|--|---|
| Elective | B Standard – Year 9 HPE B Standard – Year 9 English | General Stationery 1 x 96-page A4 exercise book Sun Smart Hat Sports Shoes |

Pathways

A course of study in Physical Education Extension can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Sport and Recreation

Purpose

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and recreation activities. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development throughout their adult life.

Participation in sport and recreational activities can contribute to enhancing students' experiences and opportunities regarding employment, enterprise, further study, leisure, and lifelong learning. The Sport and Recreation course provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational, life and physical skills.

Students are advised that this is a practical based subject and participation in physical activities is required at all times.

Learning Experiences

These units align with the 2024 content and assessment throughout the sequence of learning; however, the units, sequence and conditions are subject to change due to the release of the new ACARA 2024 applied curriculum.

| Term 1 | Term 3 |
|---|---|
| Unit 1: Coaching and officiating Assessment Details: Project - Invasion Sports Length: 400 – 600 words planning and evaluation. | Unit 3: Personal and interpersonal skills in sport and recreation Assessment Details: Performance – street hockey Length: 400 – 600 words planning and evaluation. |
| Term 2 | Term 4 |
| Unit 2: Challenge in the outdoors Assessment Details: Investigation - golf Length: 2-3 mins (video evidence), 400 – 600 words investigation multimodal presentation. | Unit 4: Trends in health and fitness Sport, recreation and healthy Assessment Details: Investigation – trends in sport Length: 400 – 600 words Written and Performance |

Key Skills

By the conclusion of this course of study, students will be able to:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities

- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- create communications that convey meaning for particular audiences and purposes.

| Subject Type | Recommendation | Equipment |
|--------------|---------------------------|---|
| Elective | C or higher in year 9 HPE | General Stationery 1 x 96-page A4 exercise book School Bucket Hat Sports Shoes |

Pathways

A course of study in Physical Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance. It is also a lead into the applied subject Sport and Recreation in Years 11 and 12

Drama

Purpose

Drama is the expression and exploration of personal, cultural, and social worlds through role and situation that engages, entertains, and challenges. Students create meaning as drama makers, performers, and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination, and encourage students to reach their creative and expressive potential. Students actively use body, gesture, movement, voice, and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform, and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak, and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places, and cultures.

Learning Experiences

| Term 1 | Term 3 |
|--|---|
| Unit 1: Performance – Australian Theatre Assessment Detail: Group performance and annotated script. Length: 2-3-minutes | Unit 3: Story telling – Verbatim Theatre Details: Group devised performance Length: 2-3-minutes |
| Term 2 | Term 4 |
| Unit 3: Theatre as a director - Epic Theatre Assessment Details: Directorial concept Length: Multimodal, 400-600 words and 8 – 10 images. | Unit 4: Analysing Performance - Contemporary Theatre Assessment Details: Exam Length: 90 minutes, 400-600 words |

Key Skills

By the conclusion of this course of study, students will be able to:

- analyse and evaluate the elements of drama, forms, and performance styles
- develop and sustain different roles and characters as they perform devised and scripted drama
- collaborate with others to plan, direct, produce, rehearse, and refine performances
- use expressive skills including voice and movement to convey dramatic action

| Subject Type | Recommendation | Equipment |
|--------------|---|---|
| Elective | C Standard – Year 9 Drama Students need to be confident with public speaking and performance | General Stationery USB Display folder |

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Media

Purpose

Media studies foster creative and expressive communication. Students learn about film, television, and new media as our primary sources of information and entertainment. They understand that film, television, and new media are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities. Students creatively apply film, television, and new media key concepts to make moving-image media products and investigate and respond to moving-image media content and production contexts individually and collaboratively. Students develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Please be aware that this subject is time-consuming and requires students to film footage outside of class time to be successful.

Learning Experiences

| Term 1 | Term 3 |
|---|---|
| Unit 1: Personal viewpoints (Music video design pitch) Assessment Details: Project (design pitch) Length: 3-minute multimodal pitch + storyboard | Unit 3: Representations in the film industry Assessment Details: Media Artwork (Film trailer). Length: written treatment (200-300 words) + Shot list 10-12 shots + 1–2-minute production |
| Term 2 | Term 4 |
| Unit 2: Personal Viewpoints (Music video production) Assessment Details: Media Artwork (Music video). Length: 1-2 minute Music video | Unit 4: Persuasion in the film industry Assessment Details: Project (design Pitch) Length: Multimodal Pitch presentation + design sketches + design product (A3 film poster) |

Key Skills

By the conclusion of this course of study, students will be able to:

- experiment with ideas and stories that manipulate media
- manipulate media representations to identify and explain social and cultural values and beliefs
- develop and refine media production skills to integrate and shape the technical and symbolic elements
- plan and design media artworks for a range of purposes that challenge the expectations
- produce and distribute media artworks for a range of community and institutional contexts
- evaluate how technical and symbolic elements are manipulated and analyse a range of media artworks from contemporary and past times

| Subject Type | Pre-requisite | Recommendations | Equipment |
|--------------|-----------------------------|---------------------------|--|
| Elective | C Standard – Year 9 English | C Standard – Year 9 Media | General Stationery exercise book 1 x A4 display folder |

Pathways

A course of study in media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Music

Purpose

Music fosters creative and expressive communication. It allows students to develop musicianship through making and responding in performance and composition. Students will learn a broad set of skills including practicing performances, digital music production, and fundamental aural skills. Students will engage with peers to develop their skills and discover how to express meaning through style in music they compose and perform.

Please be aware that students must perform on their chosen instrument for an audience during this course of study.

Learning Experiences

| Term 1 | Term 3 |
|--|--|
| Unit 1: On-Stage Basics Assessment Details: Project Length: 1-3 performances (2 minutes total) Presentation up to 4 slides | Unit 3: Evolutions & Revolutions Assessment Details: Project Length: 30-60 Seconds composition Presentation up to 4 slides |
| Term 2 | Term 4 |
| Unit 2: In the Booth Assessment Details: Composition Length: 30-60 Seconds Digital Composition | Unit 3: Evolutions & Revolutions Assessment Details: Performance Length: 2-3 Minutes |

Key Skills

By the conclusion of this course of study, students will be able to:

- Use technical skills in different styles to perform music
- Use music elements, concepts and compositional devices in original compositions
- Communicate ideas to audiences through compositions and performances
- Plan performances and compositions for specific purposes
- Evaluate their own and others' music to find relationships between music and its context

| Subject Type | Pre-requisite | Recommendations | Equipment |
|--------------|--|--|---|
| Elective | C Standard – Year 9 English Must play an instrument / sing | C Standard – Year 9 Music Can read sheet music or guitar tabs | General Stationery Display folder USB |

Pathways

A course of study in Music can establish a basis for further education and employment in creative industries, communication, event management, sound tech and advertising, as well as teach the fundamental communication, skills development and teamwork skills required for employment in the modern world.

Visual Art

Purpose

The study of Visual Art is central to the learning and development of all Young Australians. Students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople, and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Year 10 will follow the Australian Curriculum for Art, through making and responding, developing students' knowledge of practices (as artist and audience), representations, visual conventions, viewpoints and use of skills, techniques, processes, and materials.

Learning Experiences

| Term 1 | Term 3 |
|---|---|
| Unit 1: Art for community Assessment Details: Product – print making Length: Resolved artwork and artist statement and evaluation 200-400 words | Unit 3: Wearable Art Assessment Details: product – jewelry design with polymer clay Length: Resolved artwork and artist statement and evaluation 200-400 words. |
| Term 2 | Term 4 |
| Unit 2: Portraits Assessment Details: portfolio Length: up to 4 experimental artworks and written evaluation 200 – 400 words | Unit 4: Working with Clients - Tattoo Assessment Details: portfolio Length: Up to 4 experimental artworks , 200 – 400 written evaluations. |

Key Skills

By the conclusion of this course of study, students will be able to:

- evaluate how artistic representations communicate artistic intentions in artworks they make and view
- evaluate artworks and displays from different cultures, times, and places
- analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas
- identify influences of other artists on their own artworks
- manipulate materials, techniques, and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks

| Subject Type | Recommendation | Equipment |
|--------------|--|---|
| Elective | C Standard – Year 9 Art C standard – year 9 English | General Stationery Visual Arts Sketch Kit A4 visual Art Diary Fine point black pen 0.4mm |

Pathways

Student will progress from Year 10 Art to either Year 11 Visual Arts in Practice or Visual Art. The deep knowledge and skills developed, as a result of the study of this course will prepare students for further development in Year 11.

Visual Art Extension

Purpose

The study of Visual Art is central to the learning and development of all Young Australians. Students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople, and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Year 10 Art Extension will follow the Australian Curriculum for Art, through making and responding, developing students' knowledge of practices (as artist and audience), representations, visual conventions, viewpoints and use of skills, techniques, processes, and materials in a way that mimics the Senior General Art Syllabus. This subject is a more focused learning experience for students contemplating Arts as a tertiary pathway.

Learning Experiences

| Term 1 | Term 3 |
|---|---|
| Topic: Representation - People and Place Assessment Details: Portfolio Length: up to 8 experimental artworks, written evaluation (500-800 words) | Topic: Art and Inquiry, Phase 1 Assessment Details: investigation report Length: written (500 – 800 words) with up to annotated 8 experimental works |
| Term 2 | Term 4 |
| Topic: Visual Language Assessment Details: Exam Length: 2 x 70 min lessons 500 – 800 words. | Topic: Art and Inquiry, Phase 2 Assessment Details: Product Length: up to 8 annotated resolved artworks with written artist statements. (800 – 1000 words) |

Key Skills

By the conclusion of this course of study, students will be able to:

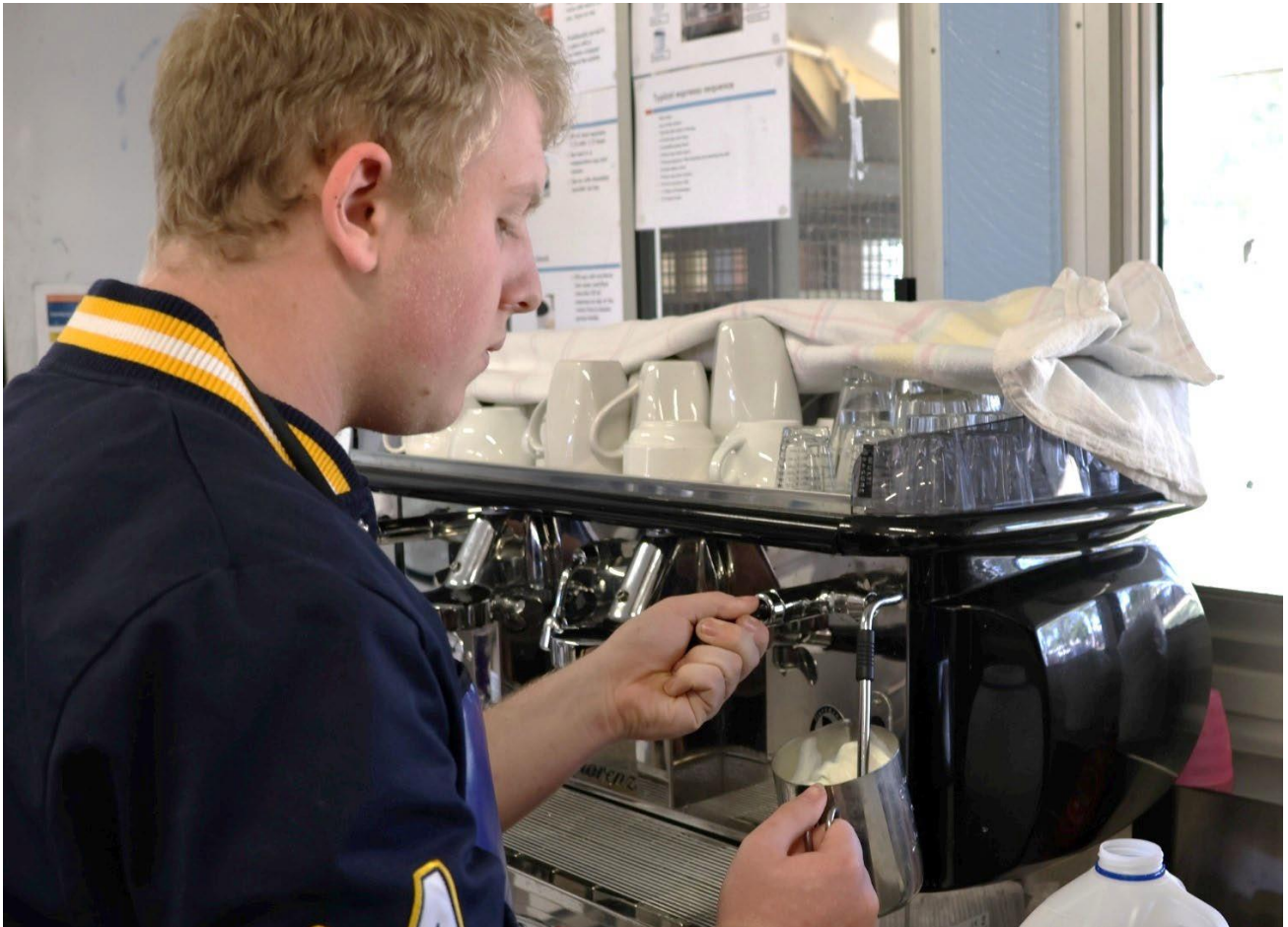
- evaluate how artistic representations communicate artistic intentions in artworks they make and view
- evaluate artworks and displays from different cultures, times, and places
- analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas
- identify influences of other artists on their own artworks
- manipulate materials, techniques, and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks

| Subject Type | Pre-requisite | Recommendations | Equipment |
|--------------|-----------------------------|--|---|
| Elective | B Standard - Year 9 English | B Standard - Year 9 Art Have studied Year 9 Art Extension | General Stationery Visual Arts Sketch Kit A4 Visual Art Diary USB A4 Display folder |

Pathways

Student will progress from Year 10 Visual Art Extension to Year 11 Visual Art, if they have success in this subject. The deep knowledge and skills developed, as a result of the study of this course will prepare students for further development in Year 11.

Applied Technology



Business

Purpose

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

This subject is particularly valuable and strongly recommended for students wishing to study Business in Years 11 and 12.

Learning Experiences

| Term 1 | Term 3 |
|---|--|
| Unit 1: Economic Performance Indicators Assessment Details: Examination - combination response Length: 60 minutes + 10 minutes perusal time, Written: 400-600 words, unseen stimulus, closed book & word processor permitted | Unit 3: Consumer and Financial Decisions Assessment Details: Exam – combination response Length: 60 minutes + 10 minutes perusal time Written: 400-600 words, unseen stimulus, closed book & word processor permitted |
| Term 2 | Term 4 |
| Unit 2: Economic performance and living standards Assessment Details: Investigation - business report Length: 4 weeks duration, 600-800 words | Unit 4: Business and Economic Conditions Assessment Details: Investigation - feasibility report Length: 4 weeks duration, 600-800 words |

Key Skills

By the conclusion of this course of study, students will be able to:

- Explain why and how governments manage economic performance to improve living standards.
- Give explanations for variations in economic performance and standards of living within and between economies.
- Analyse factors that influence major consumer and financial decisions and explain effects of these decisions.
- explain how businesses respond to changing economic conditions and improve productivity.
- evaluate the effect of organizational and workforce management on business performance.
- Develop questions and formulate hypotheses to frame an investigation of a business issue or event.
- gather and analyze reliable data and information from different sources to identify trends, explain relationships and make predictions.
- apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems.

| Subject Type | Pre-requisite | Equipment |
|--------------|-----------------------------|--|
| Elective | B Standard – Year 9 English | General Stationery A4 Exercise book |

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of

business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Certificate I in Workplace Skills – BSB10120 (RTO Code: 30646)

Purpose

This program of study is compulsory for Year 10 students. It provides them with the opportunity to obtain a Certificate I in Workplace Skills. This is a nationally recognised certificate providing opportunities for students to develop a range of transferable skills in preparation for joining the workforce. It serves as a support subject for study in other disciplines.

Specific course Information:

- Entry Requirements – Nil
- Estimated Duration – One semester or 6 months
- Location of Training – Spinifex State College
- Modes of delivery – In classroom with simulated business. Face to face
- Fees – Nil
- Assessment Methods – Projects consisting of knowledge questions; practical tasks; observations and questioning of performance; portfolios
- Support Services - Guidance Officer, Youth Support Coordinator, Community Education Counsellor, Transition Pathways Officer

Learning Experiences

| Units of Competency: Completed over one semester during Year 10 | |
|---|--|
| BSBOPS101 | Use Business Resources |
| BSBPEF101 | Plan and Prepare for Work Readiness |
| BSBWHS211 | Contribute to the Health and Safety of Self and Others |
| BSBOPS202 | Engage with Customers |
| BSBPEF201 | Support Personal Wellbeing in the Workplace |
| BSBTEC101 | Operate Digital Devices |

Assessment Requirements

Projects consisting of folios, observations and theory questions.

Key Skills

By the conclusion of this course of study, students will be able to:

- Identify, use and maintain resources to complete work tasks
- Identify and document current skills to complete a resume
- Work in a manner that is safe and assist in responding to incidents
- Activate, use and deactivate a digital device
- Participate effectively in customer engagement
- Advocate for and feel empowered about personal wellbeing in the workplace

| Subject Type | QCE Credits | Equipment |
|---------------------------------|-------------|-----------|
| VET Stand Alone - Certificate I | 2 | 8GB USB |

Pathways

The subject provides students with the knowledge and skills to provide them with an understanding of the business environment.

*Elective units subject to change if required.

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Information is correct at time of publication but subject to change.



NATIONALLY RECOGNISED
TRAINING

Early Childhood Studies

Purpose

Early Childhood Studies focuses on learning about children aged from birth to 5 years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of co-concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities to the needs of children as well as evaluating contexts in early childhood learning.

This enables students to develop understanding of the multi-faceted, diverse and significant nature of early childhood learning.

Learning Experiences

| Term 1 | Term 2 |
|---|---|
| Unit 1: From Conception to Infancy (overview of child development) Assessment Details: Examination Length: 60 minutes + 10 minutes perusal | Unit 2: Caring for a Newborn Assessment Details: Investigation Length: 5 weeks duration, 400 – 700 words |
| Term 3 | Term 4 |
| Unit 3: Health Eating Assessment Details: Investigation Length: 6 weeks duration, 2-4 minutes | Unit 4: Indoor and Outdoor Learning environments Assessment Details: Extended response Length: 5 weeks duration, 600 - 800 words |

Key Skills

By the conclusion of this course of study, students will be able to:

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes

| Subject Type | Recommendation | Equipment |
|--------------|-----------------------------|--|
| Elective | C Standard – Year 9 English | General Stationery A4 Exercise book |

Pathways

A course in study of Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher aides or assistants in a range of early childhood contexts.

Food and Nutrition

Purpose

Food and Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Learning Experiences

| Term 1 | Term 3 |
|--|---|
| Unit 1: Nutrients, Water and Fibre Assessment Details: Examination Time: 60 minutes Written: 500 – 600 words including <ul style="list-style-type: none">Short-paragraph responses 50 – 150 words200 words or more for the extended response Other: Unseen stimulus materials | Unit 3: Functional Properties and Line Extension Assessment Details: Project Folio Duration: 7 hours Length: 4-6 A3 Pages |
| Term 2 | Term 4 |
| Unit 2: Functional Properties of Food Assessment Details: Project - Folio Duration: 5hours Length: 4-6 A3 Pages | Unit 4: Labelling and food safety Assessment Details: Examination Time: 60 minutes Written: 500 – 600 words including <ul style="list-style-type: none">Short-paragraph responses 50 – 150 words200 words or more for the extended response Other: Unseen stimulus materials |

Key Skills

By the conclusion of this course of study, students will be able to:

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data, and generate solutions to provide data to determine the feasibility of the solution
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for purposes and contexts

| Subject Type | Pre-requisite | Recommendation | Equipment |
|--------------|-----------------------------|--|--|
| Elective | B Standard – Year 9 English | Studied Food Specialisations in Year 9 | General Stationery A4 Exercise book |

Pathways

A course of study in Food and Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health. Successful completion of this course is required to study the general subject of Food and Nutrition in Year 11.

Career opportunities include Clinical Dietetics, Food and Nutrition Management, Education and Research, International Food Organisations, Sports Science and Nutrition, Food Technology Industry, Agribusiness, Government Legislator, Nutritional Counselling and Consultancy.



Hospitality

Purpose

Hospitality develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Learning Experiences

| Term 1 | Term 3 |
|--|---|
| Unit 1: Savory Muffin Assessment Details: Practical Demonstration Duration: 6 weeks Written: Planning to produce item Practical: Annotated photographic evidence of product | Unit 3: Design Process Assessment Details: Practical Demonstration - Burger design Duration: 6 weeks Written: Planning to produce item Practical: Annotated photographic evidence of product |
| Term 2 | Term 4 |
| Unit 2: Project Lunch Box Assessment Details: Project Duration: 6 weeks Written: Project folio Practical Product: Lunch box ideas | Unit 4: Airline Catering Assessment Details: Project Duration: 6 weeks Written: Project folio Practical product: Snacks using indigenous ingredients |

Key Skills

By the conclusion of this course of study, students will be able to:

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and Ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector

| Subject Type | Recommendations | Equipment |
|--------------|-----------------------------|--|
| Elective | B Standard – Year 9 English | General Stationery A4 Exercise book |

Pathways

A course of study in Hospitality can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Industrial Metal Work

Purpose

This course of study focuses on metal materials, products, tools, machinery and appropriate safety. Students become aware of the tradition and technology behind many of the products that have become part of our everyday lives. This subject builds on the foundation of Year 9 Industrial Metal Work and it is expected that students will possess prior knowledge regarding basic metal work information.

Students work with a variety of materials and study appropriate processes and fastening methods. The use and names of tools and machinery are an integral part of this program. This is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials.

A strong emphasis will be placed on safe working practices throughout the course and as a result, continual safety breaches will result in potential removal from the practical component. Students must undertake a prior safety induction component to be eligible for being placed in the workshop. It needs to be stated that this is NOT a 'practical only' subject.

Learning Experiences

| Term 1 | Term 3 |
|---|--|
| Unit 1: Bottle Opener Assessment Details: Bottle Opener Practical Demonstration Written: Practical Demonstration Practical Product: Bottle opener | Unit 3: Mechanical Digger Assessment Details: Mechanical Digger Practical Demonstration Written: Practical Demonstration Practical Product: Mechanical Digger |
| Term 2 | Term 4 |
| Unit 2: Drill and thread gauge Assessment Details: DT gauge Practical Demonstration journal Written: Practical Demonstration Practical Product: Drill and Thread gauge | Unit 4: Mechanical Digger Assessment Details: Mechanical Digger Practical Demonstration Written: Practical Demonstration Practical Product: Mechanical Digger |

Key Skills

By the conclusion of this course of study, students will be able to:

- interpret drawings and technical information
- create products from specifications
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- demonstrate fundamental production skills
- safely operate machinery and plant as per industry standards

| Subject Type | Recommendations | Equipment |
|--------------|--|--|
| Elective | B Standard – Year 9 Industrial Metal Work C Standard – Year 9 Mathematics | General Stationery A4 Exercise book |

Pathways

A course of study in Industrial Metal Work can lead to further education in certain TAFE subjects/courses. With additional training and experience, potential employment opportunities may be found; for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Industrial Wood Work

Purpose

This course of study focuses on timber materials, products, tools, machinery, and appropriate safety. Students become aware of the tradition and technology behind many of the products that have become part of our everyday lives. This subject builds on the foundation of Year 9 Industrial Wood - Work and it is expected that students will possess prior knowledge regarding basic wood work information.

Students work with a variety of timber - based materials and study appropriate processes and fastening methods. The use and names of tools and machinery are an integral part of this program. This is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials.

A strong emphasis will be placed on safe working practices throughout the course and, as a result, continual safety breaches will result in potential removal from the practical component. Students must undertake a prior safety induction component to be eligible for being placed in the workshop. It needs to be stated that this is NOT a 'practical only' subject.

Learning Experiences

| Term 1 | Term 3 |
|---|--|
| Unit 1: Wine Glass Holder Assessment: Details: Wine Glass Holder Practical Demonstration Written: Practical Demonstration Practical Product: Wine Glass Holder | Unit 3: Occasional Table Assessment Details: Occasional Table Practical Demonstration Written: Practical Demonstration Practical Product: Occasional table |
| Term 2 | Term 4 |
| Unit 2: Spice Rack Assessment: Details: Spice Rack Practical Demonstration Written: Practical Demonstration Practical Product: Spice Rack | Unit 4: Occasional Table Assessment: Details: Occasional Table Practical Demonstration Written: Practical Demonstration Practical Product: Occasional Table |

Key Skills

By the conclusion of this course of study, students will be able to:

- interpret drawings and technical information
- create products from specifications
- select and apply production skills and procedures in manufacturing tasks
- use visual representations, and language conventions and features to communicate for particular purposes
- demonstrate fundamental construction skills
- safely operate machinery and plant as per industry standards

| Subject Type | Recommendations | Equipment |
|--------------|---|--|
| Elective | B Standard – Year 9 Industrial Wood Work B Standard – Year 9 Mathematics | General Stationery A4 Exercise book |

Pathways

A course of study in Industrial Wood Work, can lead to further education within the Industrial Design and Technology Fields. Successful completion of this subject is also a stepping stone to choosing Furnishing Skills, or to choose certain TAFE subjects/courses in Years 11 and 12. With additional training and experience, potential employment opportunities may be found within the civil, residential or commercial building and construction fields, which include roles such as cabinetmaker, architect, carpenter and joiner.



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