



Our Values

Learning, Respect & Safety

Our Vision

Excellence in Education for All

YEAR 10 CURRICULUM BOOKLET 2027

*This booklet was prepared with information that was correct at the time of print.
Updated information will be maintained on our website.*

Introduction

Maroochydore State High School provides every student with the opportunity to prepare for success in life through high quality education. Our pathways supported curriculum is built on strong traditional values of Learning Respect and Safety, which is enhanced by excellent teaching and learning experiences.

21st Century Skills

Acquiring a broad set of skills during senior schooling is critical to student success in further education and in life. The world is changing and research suggests that to meet the demands of the 21st Century, students need more than core subject knowledge.¹ In order to be successful, they need to become lifelong learners and global citizens who create opportunities and are confident in pursuing their passions.²

As a result, the Queensland Curriculum and Assessment Authority (QCAA) has identified and defined a set of 21st Century skills based on national and international research about the skills students need in the 21st Century. Our Year 10 curriculum is therefore derived from ACARA, transitions ATAR pathway students to senior subjects, includes VET (Vocational Education & Training) but is underpinned by 21st Century Skills to ensure all students are well prepared for both work and further study.

Curriculum Philosophy

The following principles are fundamental to our philosophy

1. Every graduating Year 12 student leaves with a QCE or QCIA and a VET qualification or ATAR of worth. Worth refers to pathways and qualifications that are in demand and lead to employment, particularly in growth industries in our local area. As a result, most students will complete a VET qualification by the end of Year 10.
2. Senior secondary curriculum provides three clear pathways (university, tertiary options and employment) to accommodate the different aspirations, orientations and capacities of our students.
3. To best prepare all students for further education, training, work and ultimately successful transition to adulthood, all seniors will study at least one English and Maths course and participate in the pastoral care program.
4. Monitoring of student academic progress (and wellbeing) will occur on a regular basis. Feedback is provided to students and caregivers so that collaboratively we can work towards positive outcomes for all students.
5. Teachers will utilise research based teaching strategies and use our clearly defined pedagogical framework to maximise learning outcomes. These strategies and learning experiences will reflect the developmental stages of our young people.

1 Bruniges, M 2012, 21st Century Skills for Australian Students, report from 21st Century Skills Forum, Tokyo, Japan, 14 November, NSW Education and Communities, Sydney NSW, www.dec.nsw.gov.au/documents/15060385/15385042/21C_skills_for_Australian_students_141112.pdf.

2 Department of Education and Training 2016, Advancing Education: An action plan for education in Queensland, www.advancingeducation.qld.gov.au.

3 Queensland Curriculum and Assessment Authority (QCAA) 2017 21st Century Skills for senior curriculum: A position paper. https://www.qcaa.qld.edu.au/downloads/senior/snr_syll_redev_21st_century_skills_position_paper.pdf

Senior Secondary Standards

All senior secondary students at Maroochydore State High School are required to demonstrate behaviours that are aligned with the school values of Learning, Respect and Safety, which are clearly outlined in the MSHS Student Code of Conduct. These behaviours are demonstrated through:

- Responsibility for personal progress, actions and choices.
- Punctuality.
- Preparedness.
- Following dress and grooming requirements.
- A positive attitude.

Transitioning to the Compulsory Participation Phase of Education

Students transition to the Compulsory Participation Phase of their education (and stop being of compulsory school age) when they turn 16 or complete Year 10 (whichever comes first). In this phase, young people have more options which can now include 'learning or earning' pathways.

Student might decide to:

- continue to attend school in Year 10, 11 and 12
- study at an institution like TAFE, University or Trade School
- start a traineeship or apprenticeship
- work full-time (at least 25 hours per week)
- a combination of these options

While the academic outcomes, attendance, effort and behaviour of all senior secondary students are closely monitored, students in Year 10 who are 16yrs or over will be monitored according to the Post-Compulsory Monitoring Process. If concerns arise because:

- attendance rate falls below 92%
- students demonstrate unsatisfactory Effort and/or Behaviour in two or more subjects on their end of term or mid-term progress reports
- and there is no evidence that students require support, then students will progress through the following monitoring levels.

Effort for Learning Process

1. **PC Level 1:** Support will be given to assist students to achieve an appropriate standard with parent and student contact made. If significant improvements in the areas of concern are not demonstrated, then the student moves to PC Level 2.
2. **PC Level 2:** An interview is held with the Deputy Principal and/or other support staff to determine if continued enrolment is a viable option. If improvements are still not demonstrated after a pre-determined time period, then the student will be given a Show Cause or Warning for Cancellation of Enrolment notice.
3. If **Cancellation of Enrolment** proceeds, the student will be offered support to move into other 'earning or learning' options.

Student Wellbeing

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success.

We know that a supportive environment that combines a focus on wellbeing and learning is optimal — without one, the other will not happen. Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive. To further support this, we provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

There will be times, however, when students may require extra support for various physical, social and/or emotional reasons. In these circumstances, we use a wrap-around approach which involves parents, carers, school support staff and services, health professionals and other agencies to best support our students.

In particular, our Student Services team includes:

- School Guidance Officer
- School Psychologist
- School Based Youth Health Nurse
- School Chaplain
- Youth Worker
- First Nations Community Education Councillor (CEC)

Students can make an appointment to see any of the Student Services team via the Student Counter. Parent/Carers are welcome to make appointments via the office.

Pastoral Care and Wellbeing Program

The Pastoral Care and Wellbeing program endeavours to develop certain skills and abilities in young people. These include:

- decision making, questioning, participating and reflecting, to ensure informed life choices
- the ability to determine modes of behaviour in different social/cultural settings
- the ability to adopt roles compatible with their values
- the ability to look ahead and plan for their future

These skills will be developed through topics such as:

- Health Issues
- Career Planning
- Study/Assessment Skills
- Community Spirit
- Understanding School Policies and Consequences
- Communication
- Self-Concept
- Bullying and Cyber Bullying
- Respectful relationships
- Drugs and alcohol education

The aim is to assist the overall development of the individual - physical, emotional, social and intellectual. It provides an opportunity for young people to have access to and acknowledge the need for accurate and current information about issues that affect them and their interaction with others.

Students in Years 7-12 engage in Pastoral Care activities on a regular basis via their weekly care class sessions and within subjects studied. The Pastoral Care program has been written to allow students to develop skills relevant at different stages through their secondary school years. The program also looks to address relevant school or community issues at points in time during the year when/if they arise. Care teachers, Dean of Students and Heads of Department deliver the pastoral care and wellbeing program with specialised input from our student services personnel and other guest presenters.

Subject Resources

Textbooks and Resources

Maroochydore State High School runs a Student Resource Scheme (SRS). Parents can voluntarily join the scheme or elect to purchase these same texts and learning resources (including publications, work sheets, diaries etc.) as listed on the Subject Resource List (available at the Office). The scheme purchases in bulk and has the buying power to significantly reduce the costs to parents. The SRS is approved by the MSHS P&C Association each year.

The additional user-pays subject levies for consumables (for example excursions) are a requirement for some subjects. If these levies cannot be met, it will be necessary for students to choose another subject that does not have the associated costs.

Computers: BYOd Program

Maroochydore State High School recognises the critical role that digital technologies play in enhancing student learning outcomes.

Digital Technologies:

- Enhance independence and self-initiated learning among students
- Promotes the development of 21st Century teaching and learning
- Facilitates the creation and sharing of knowledge
- Allows differentiation in learning

To facilitate this, Maroochydore State High School embraces a Bring Your Own Device (BYOd) program for all students.

What is a Bring Your Own Device (BYOd) scheme?

Students are required to provide their own laptop device for use at school. The school will provide access to the internet, printing services and shared network drives for these devices and allow students to use the devices in class to support teaching and learning. Students are also able to install the Adobe software suite onto their devices at no extra charge.

One of the rationales for the BYOd scheme is that students will be comfortable using a device that they own and manage themselves. They should be familiar with how it works and the software installed on the device.

A minimum specifications table is available on the school website or via the Office to assist in purchasing a suitable Windows or Apple device. There is an annual connectivity and licensing fee to cover the cost of participating in the BYOd program.

Pathways To Success

At Maroochydore State High School, we offer *Excellence in Education for All*. This means we value all pathways that lead students to not only achieve a senior qualification but to become responsible citizens who can work productively and/or make a contribution to their community. Students are encouraged to select subjects as part of their senior program based on their knowledge needs, interests/talents and aspirations to lead them on a University, Tertiary Options or Employment pathway.



Pathways TO SUCCESS



UNIVERSITY PATHWAY

DRIVE PROGRAM Achieving A's and B's. STRIVE AND SERVE PROGRAM: Achieving A's and B's.	EXTENSION OR GENERAL CLASSES Achieving at least B's in English, Maths and Science. Meet pre-requisites for Year 11 subject selection. Complete Certificate II.	QUALIFICATIONS QCE, ATAR SENIOR SUBJECTS Five general subjects includes General English, Maths and one other pathway option.	QTAC Application for University and TAFE. Australian Defence - Officer Entry. Full-Time Employment.
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TERTIARY OPTIONS PATHWAY

DRIVE PROGRAM Achieving mainly B's. STRIVE AND SERVE PROGRAM Achieving mainly B's.	EXTENSION OR GENERAL CLASSES Achieving at least C's. Meet pre-requisites for Year 11 subject selection. Complete Certificate II.	QUALIFICATIONS QCE, Certificate III, Certificate IV. SENIOR SUBJECTS Six subjects: combination of General, Essential, Applied VET Certificate III, IV or Traineeship options.	Alternate University entrance, TAFE. Apprenticeships/ Traineeships. Australian Defence – General Entry: Trades. Full-Time Employment.
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EMPLOYMENT PATHWAY

DRIVE PROGRAM Achieving at standard in Mathematics and English. STRIVE AND SERVE PROGRAM Achieving at standard.	ESSENTIAL CLASSES Achieving at standard in English and Maths. Complete Certificate II in Skills for Work and Vocational Pathways.	QUALIFICATIONS QCE / QCIA, Certificate I, II, III. SENIOR SUBJECTS Six subjects - combination of Essential, Applied VET and traineeship options.	Apprenticeships/ Traineeships, TAFE. Australian Defence – General Entry: Non-technical. Full-Time Employment.
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Year 10 and working towards:

Queensland Certificate of Education (QCE)

The QCE or Queensland Certificate of Education is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. To gain this qualification, students must achieve the set amount of learning, at the set standard, in a set pattern while meeting literacy and numeracy requirements to get to 20 QCE credits. During Year 10, all students will have a learning account opened to track QCE credits and will engage in Vocational Education and Training (VET) programs to begin their accumulation of credits towards this qualification.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. The certificate is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge that they can present to employers and training providers. The QCIA pathway usually commences in Year 11, however, information is distributed and discussed with students and parents/caregivers during Year 10 SET Plan interviews. More information can be found on the QCAA website <https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia>.

Australian Tertiary Admission Rank (ATAR)

What is an ATAR?

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

ATAR eligibility and Year 10 subject selections

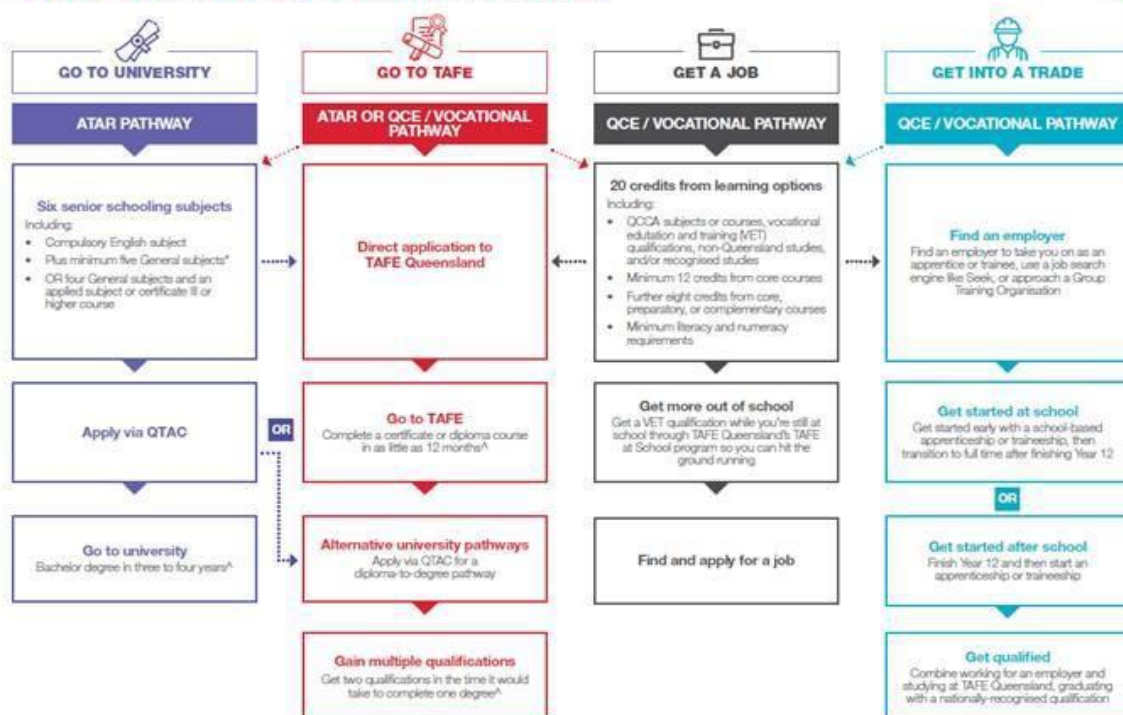
While formal ATAR preparations begin in Year 11, it is important that Year 10 students work towards achieving the necessary pre-requisite grades to be successful in senior subjects (refer to the information chart 'Year 10 Pre-requisites Guide for Year 11 Senior Subjects 2027'). To support this transition, Maroochydore State High School allows ATAR students to select ATAR transition subjects in the area of Science and Humanities during Semester 2. Students are encouraged to try these subjects in Year 10 as subject changes in Year 11 are discouraged as they can be disruptive to a student's senior program.

To be eligible for an ATAR by the end of Year 12, a student must have:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects. It is also Maroochydore State High School's school policy that all students study at least one Maths course throughout their senior years.

FURTHER EDUCATION AND EMPLOYMENT PATHWAYS



FOR MORE INFORMATION
tafeqld.edu.au/schoolstudents

^ATo also be eligible for a QCE you must satisfy both literacy and numeracy requirements.
^A Conditions apply. Confirm the duration of your course with your preferred education provider.

Maroochydore State High School Careers Website

For further comprehensive information on all things career related, visit our school careers page at; www.maroochydorecareers.com or investigate the following websites

Other Career Planning Resources

- **Job Outlook** is an Australian Government website providing information about Australian careers, labour market trends and employment projections, covering around 350 individual occupations. It includes an interactive **Career Quiz** that helps to identify work styles and suggests careers options.
- **myfuture** is a comprehensive career and education website that help students explore career options based on their skills and interests.
- **Open Colleges** contains career information, links and resources about career pathways and relevant online learning courses.
- **myPROFILER** is a career profiling tool developed by TAFE Queensland that uses visual responses to stimulus to suggest career choices that match talents, skills and interests.
- **The Good Universities Guide** is a course comparison website that helps students find courses, explore careers and search for scholarships at Australian universities, TAFEs and training colleges.
- **Study Assist** is an Australian Government website giving students information about assistance for financing tertiary study.
- **Apprenticeships Info** is a one-stop shop for information about apprenticeships and traineeships in Queensland. **Australian Apprenticeships** provides information about Australian apprenticeships for employers, job seekers, school leavers and career advisers. **Australian Apprenticeships Pathways** helps students find available apprenticeships and provides links to job pathways charts and job descriptions.
- The **Group Training Australia** website is a directory of organisations offering traineeships and apprenticeships across the country.
- **MySkills** provides information about vocational education and training and connects students with nationally accredited training providers. **Queensland Skills Gateway** contains everything students need to know about vocational education and training in Queensland, including courses, training providers, government funding and career pathways.
- **JobActive** includes job advertisements, information about training providers and tips on résumé writing and writing job applications. **JobAccess** contains information about disability employment services, including job advertisements, financial support for workplace modifications and support for finding or changing jobs.

Year 10 Exam Blocks – preparing for Year 11 and 12

In Year 12, ATAR students will complete a total of four assessments that count towards their final grade in each subject. Three assessment pieces will be prepared by school subject co-ordinators and delivered by teachers, however, all Queensland Year 12 students will sit a common External Assessment prepared and delivered by the QCAA. The external assessment results will contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it will generally contribute to 50% and assess 12 months worth of course work. To help prepare students to retain information and skills for longer and perform strongly under test conditions, all Year 10s will participate in an end of semester 1 and 2 exam block.

During exam blocks students are only required to attend school for their assessment sessions and normal scheduled classes are cancelled. Exams often run longer than a normal 70min lesson and may assess knowledge and skills based on the previous 6 or 12 months worth of work. While students may experience a slight decrease in their 'typical' academic results, this experience is important as it allows students to reflect on their preparations and develop strategies to strengthen both academic and personal skills, such as those to manage anxiety and stress. By normalising these experiences, students are well prepared for their External Assessment by the end of Year 12.

Work Experience and Mock Interviews

Students will have opportunities throughout Year 10 to explore career pathways and develop their employability skills through a range of career education and other learning experiences. This may include workplace learning, work experience opportunities, or other industry engagement activities. Further information about workplace learning programs and requirements will be provided during the year.

To further prepare students for employment, all Year 10 students participate in mock interviews. Students develop a resume and cover letter before taking part in a formal interview with volunteer employers who provide constructive feedback. This valuable experience helps students build confidence, strengthen their interview skills, and prepare for future employment, training and further education opportunities.

Choosing Year 10 Subjects

Choosing Year 10 subjects is an important activity as this is the beginning of a student's journey into senior pathways. Students are encouraged to try subjects they feel might be right for them during this time to ensure they are positioned well to stay in their Year 11 subject selections for the duration of the two-year course.

When selecting subjects, it is important for students to remember that they are individuals so their particular needs and requirements may be quite different from those of other students. This means it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like, or dislike the teacher
- "All the boys or girls take that subject" (all subjects have equal value for males and females).

It is, however, important to be honest about ability levels and realistic with career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

The Year 10 program

Semester 1	Semester 2
Required subjects	
General English (12 month program)	General English (12 month program)
Mathematics (12 month program. Choose 1 option). ➤ <i>General Mathematics</i> ➤ <i>Mathematical Methods</i> ➤ <i>Essential Mathematics</i>	Mathematics (12 month program. Choose 1 option). ➤ <i>General Mathematics</i> ➤ <i>Mathematical Methods</i> ➤ <i>Essential Mathematics</i>
Science (12 month program) ➤ <i>Extension Science</i> ➤ <i>General Science</i>	Science Must choose 1 option from the list below. Students can study 2 sciences if they drop a Humanities elective. Please note prerequisites may apply based on Sem 1 Science results. ➤ <i>Physical Science (Physics/Chemistry)</i> ➤ <i>Biological Science (Biology/Marine)</i> ➤ <i>General Science (Aquatics/Earth Space)</i>
Humanities (History) or Work Studies (12 month program) Students must be approved to study Work Studies and are required to complete the Certificate II in Skills for Work and Vocational Pathways (FSK20119) and participate in an external work-based pathway option as part of this course.	Humanities Students may choose 1 option from the list below. Please note prerequisites may apply based on Sem 1 Humanities results. ➤ <i>History</i> ➤ <i>Introduction to Tourism</i> ➤ <i>Legal Studies</i> ➤ <i>Business</i> Or Work Studies (12 month program)
FSK20119 Certificate II in Skills for Work & Vocational Pathways RTO 30397 (12 month program) Or MSL20122 Certificate II in Sampling & Measurement RTO 30397 (students must study Extension Science to participate in this course) (12 month program)	FSK20119 Certificate II in Skills for Work & Vocational Pathways RTO 30397 (12 month program) Or MSL20122 Certificate II in Sampling & Measurement RTO 30397 (students must study Extension Science to participate in this course) (12 month program)
Elective subjects – 12 month course Choose 2 options	
Specialist Mathematics	
Digital Solutions	
Engineering Pathways	
Furnishing Pathways	
Life Technologies – Food Studies	
Health & Physical Education	
Fitness Sport & Recreation	
Japanese	
Drama	
Media Studies	
Music	
Visual Art	

Instrumental Music

Maroochydore State High School offers an Instrumental Music program which runs separately to normally scheduled Music class lessons. These lessons are negotiated with Instrumental Music teachers who can be contacted via the Office, the Head of Department Creative Industries.

Students enrolled in Instrumental Music are required to pay a fee if hiring a school instrument. All students pay a fee which goes to photocopying / purchase of ensemble music and part of the fee contributes to maintenance of school instruments. These fees do not cover any private tuition.

Vocational Education and Training (VET)

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student achievement in subjects with vocational competencies receives credit towards qualifications recognised nationally within the Vocational Qualification Framework (VQF).

Participating in VET can:

- provide credit points towards the attainment of a Queensland Certificate of Education and/or the attainment of a nationally recognised VET qualification
- receive an industry specific Vocational Certificate or Statement of Attainment
- support students' transitions to employment, vocational and higher education pathways

Other benefits of participating in VET include (but are not limited to):

- obtaining practical experience from work
- gaining familiarity on how a workplace operates
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue

Students at Maroochydore State High School can access VET in a number of ways including:

- through Maroochydore State High School (RTO 30397) as a Registered Training Organisation
- through TAFE Queensland
- through another Registered Training Organisation
- through a School-Based Apprenticeship or Traineeship

Vocational Education and Training (VET) in Schools allows students to remain enrolled at school while completing vocational training delivered either by Maroochydore State High Schools' Registered Training Organisation (RTO30397) or by other external Registered Organisations. Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publications of the 2027 VETiS funded qualifications.

Enrolment Options Option 1

Choose a course that is delivered by qualified teachers at the School under our Registered Training Organisation (RTO30397).

Option 2

Choose a course that is delivered by qualified teachers at the School under an external RTO.

Option 3

There are many Registered Training Organisations that offer nationally recognised training; these organisations offer programs specially targeting students in the Senior Phase of Learning. These include:

- TAFE Queensland
- Coastal Cookery Trade Training Centre (CCTTC)

There are limited numbers in many of these courses, so it is important that you complete an expression of interest by given set date. Contact the Vocational Education Officer for further information.

Option 4

School Based Apprenticeships and Traineeships. Contact the Vocational Education Officer for further information

VET qualifications

To ensure the requirements for the amount and breadth of learning for a QCE are met, limitations are placed on the amount of QCE credit that can contribute to the QCE for some VET qualifications.

Credit for the QCE is accrued when a student completes new learning. When students complete multiple VET qualifications, an RTO may transfer credit from completed units of competencies from one qualification toward completion of another qualification. New learning in VET is identified as units of competency that recorded as competent, rather than credit transfer. Credit transfer relates to learning in VET qualifications, which is different from credit contributing to a QCE.

QCE credit and qualifications from the same VET training package

When a student completes or partially completes multiple qualifications from the same VET training package, the highest level qualification in the Core category of learning will contribute credit to a QCE. A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes a Diploma or Advanced Diploma accrues credit in the Complementary category of learning.

To ensure the breadth of learning, a maximum of eight credits from the same training package can contribute to a QCE. All completed qualifications are recorded on the statement of results.

VET Credit transfer and QCE credit

Credit accrues to the QCE when a student completes new learning.

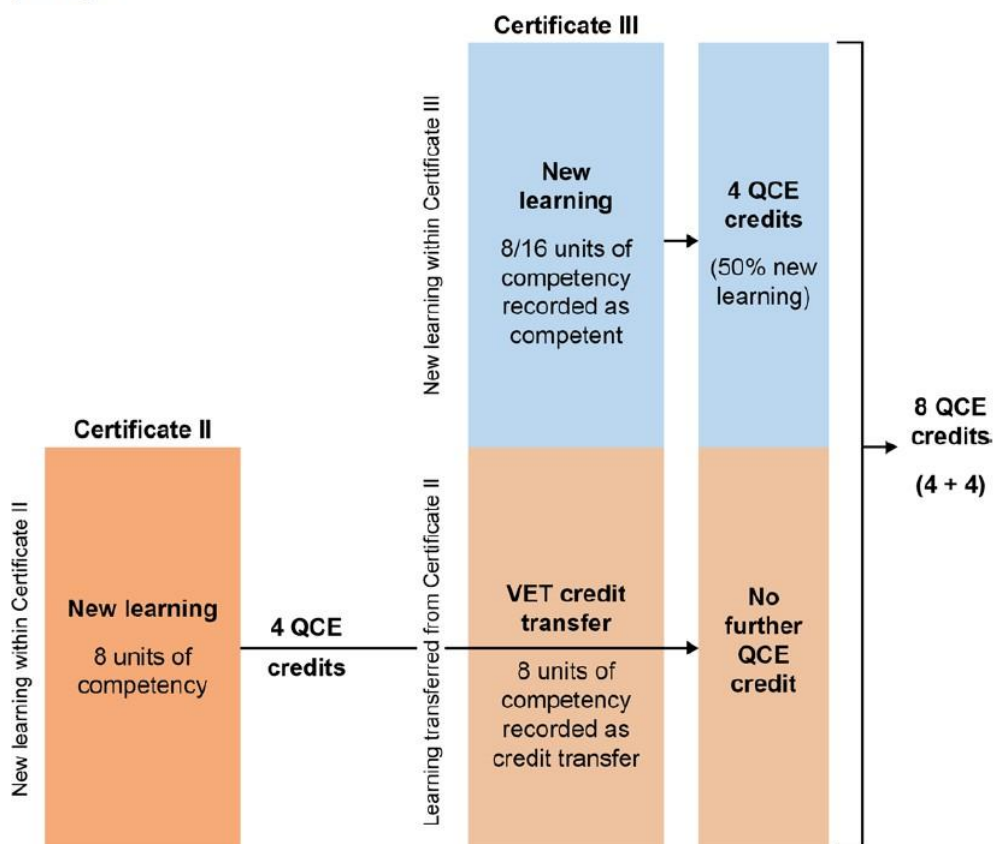
For certification, when competencies within a qualification are reported as credit transfer, this is not considered to be new learning. All completed VET qualifications are recorded on the statement of results.

The following table outlines the credit that contributes to a QCE when a VET qualification is completed or partially completed and units of competency are recorded as VET credit transfer.

QCE credit contribution with VET qualifications completed with a combination of new learning and VET credit transfer.

QCE credit	Amount of new learning completed
Full QCE credit	≥ 90%
75%	≥ 75%
50%	≥ 50%
25%	≥ 25%
0%	< 25%

Example of QCE credit for Certificates II and III with VET credit transfer from any training packages



VET Student Information

Maroochydore State High School will, prior to course commencement, give students all relevant information about the course curriculum, program of study, availability of learning resources and appropriate support services. Students will also be given access to a current copy of the curriculum associated with the qualification.

Roles And Responsibilities

Maroochydore State High School;

- recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training
- will provide the teachers and equipment to run courses. If the school loses access to these resources, it will provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel the course if it is unable to meet requirements. If a student enrolls late into a Vocational Education and Training course, that student may not complete all competencies to enable them to attain the full qualification. If this is the case, the student will receive a Statement of Attainment outlining the competencies they have completed.
- has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies (refer to the VET Student handbook for further information)
- has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advice and guidance about the vocational education program.

Maroochydore State High School has a complaints and appeals policy specific to the RTO operations:

A complaint can be made to the school Registered Training Organisation (RTO) regarding the conduct of Maroochydore State High School, its trainers, assessors or other school RTO staff; students of Maroochydore State High School; any third parties providing services on behalf of Maroochydore State High School (if relevant)

An appeal can be made to Maroochydore State High School to request a review of a decision, including assessment decisions.

Maroochydore State High School will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If Maroochydore State High School considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter. If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested. Complaints or appeals should be directed to the principal as CEO of Maroochydore State High School admin@maroochydoreshs.eq.edu.au. Refer to complaints and appeals policy and procedure document for further information.

Students are asked to:

- refer to the Curriculum booklet / website and
- partake in VET induction sessions.

Enrolment and Admission

Access to VET Certificates is open to all students, regardless of race, gender and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with VQF standards.

Fees

Subject charges vary according to individual Certificate requirements – refer to individual course information outline in this booklet, VET Offerings and VETiS Funding forms. If a student withdraws from a course where Maroochydore State High School is the registered training provider, a pro-rata refund policy applies. Where students are undertaking a course provided by an external registered training provider, students and parents should carefully read their refund policy as outlined in each course description.

Refer to the VET documentation located on the School Website: www.maroochydoreshs.eq.edu.au

School-Based Apprenticeship and Traineeships (SAT)

School-based apprentices and trainees, typically in Years 10, 11 and 12, are trained in the workplace and with a training organisation, in their chosen apprenticeship or traineeship while continuing to study towards their QCE or QCIA.

To commence a SAT, a student must have the support of the employer, the school, supervising registered training organisation and their parent/guardian.

The employer, student and parent/guardian will be required to sign a training contract with the assistance of an Australian Apprenticeship Support Network (AASN) provider agreeing to work together for the length of the apprenticeship or traineeship.

It is anticipated that, prior to lodging the training contract for registration, the AASN provider will ensure that the parties to the contract work together and with the parent or guardian and the school, to negotiate a schedule of education, training and employment (ETES). There must be some impact on the student's school timetable for the program to be considered school-based and this schedule will show that impact.

Contact the Vocational Liaison Officer for further information or go to the website <http://apprenticeshipsinfo.qld.gov.au>

Getting ready for life after Year 10

Senior Education and Training Plans (SET)

To support students to make informed decisions for pathways after Year 10, all students are required to prepare a Senior Education and Training or SET Plan (similar to a JET Plan in year 9). A SET Plan will help students to:

- structure learning around their abilities, interests and ambitions
- think about education, training and career options after Year 12
- set and achieve learning goals in Years 11 and 12 and beyond
- include flexible and coordinated pathway options in a course of senior study

All Year 10 students and their parents/carers are required to attend a SET Plan interview during Term 3 to discuss either continuing into Year 11, or other learning and earning options. There are many activities that students will participate in during the year to help them make decisions about their future. These may include:

- Discovering your strengths, interests, skills and abilities.
- Getting ready for work – Presentations by business organisations
- Speed careering – Ask industry experts questions about their careers
- Careers Expo excursion
- Senior qualifications information session – Guidance Officer
- Career pathway discussions with Care teachers
- Year 10 into 11 subject information day
- Subject selection information evening (for parents)
- SET Plan interviews (parents and students)
- Pastoral Care activities to explore career options
- Online computer surveys and activities.

Colour legend for subject pages

	English
	Mathematics
	Science
	Humanities and Social Studies
	Industrial Technology and Design
	Creative Industries
	Health and Physical Education
	Languages
	VET

Year 10 into 11 Pathway Information for Science and Humanities

Year 10 students are able to select the following courses in Semester 2, if they have met required pre-requisites.

	Year 10 Semester 1		Year 10 subject options for Year 10 Semester 2 and their pre-requisites		Year 11 subject options and their pre-requisites		Pathways to Success
Science	Science	➡	Science Term 3: Aquatics Term 4: Earth & Space ☑ Achieve at least a 'C' or working towards a 'C' on Term 2 report card	➡	Year 11 Aquatics ☑ Achieve at least a 'C' in any Year 10 Science on Term 2/4 report card	➡	Employment Pathway
	Science or Extension Science	➡	Biological Science Term 3: Biology Term 4: Marine ☑ Achieve at least a 'C' on Term 2 report card Physical Science Term 3: Chemistry Term 4: Physics ☑ Achieve at least a 'B' on Term 2 report card	➡	Year 11 Biology Year 11 Marine Science ☑ Achieve at least a 'B' in Biological/Physical Sciences on Term 2/4 report card Year 11 Chemistry Year 11 Physics ☑ Achieve at least a 'B' in Physical/Biological Sciences on Term 2/4 report card	➡	Tertiary Options or University Pathway
						➡	University Pathway
Global Studies	Humanities or Extension Humanities (History)	➡	Ancient History Term 3: Beliefs & Rituals of the Ancient World Term 4: Pompeii & Herculaneum ☑ Achieve at least a 'C' on Term 2 report card Modern History Term 3: Cold War Term 4: Women's Movement ☑ Achieve at least a 'C' on Term 2 report card Legal Studies Term 3: Introduction to the Law Term 4: Human Rights ☑ Achieve at least a 'C' on Term 2 report card Economics and Business Term 3: Pitching for Gold - Brisbane 2032 Olympics Opportunity Term 4: Wheels and Wallets – Buying a car & smart financial decisions ☑ Achieve at least a 'C' on Semester 2 report card	➡	Ancient History ☑ Achieve at least a 'C' in either Year 10 History (Term 2) or English (Term 2/4) report card Modern History ☑ Achieve at least a 'C' in either Year 10 History (Term 2) or English (Term 2/4) report card Legal Studies ☑ Achieve at least a 'C' in either Year 10 History (Term 2) or English (Term 2/4) report card Certificate III in Business ☑ Achieve at least a 'C' in Year 10 English Diploma of Business ☑ Achieve at least a 'C' in Year 10 English	➡	Tertiary Options or University Pathway
	Humanities or Work Studies	➡	Introduction to Tourism Term 3: Brisbane Olympics 2032 Term 4: The Dream Holiday ☑ Achieve at least a 'C' or working towards a 'C' on Term 2 report card	➡	Certificate II/III Tourism ☑ No pre-requisite	➡	Employment Pathway

Year 10 Pre-requisites Guide for Year 11 Senior Subjects 2027

Key Learning Area	Type of Subject	Year 11 Subject	Assumed knowledge	
			By the end of Year 10 students should have met the following pre-requisites	Achievement Level
English	General	English	English Oral and Written Skills	C
	Applied	Essential English	English Oral and Written Skills	
	Short Course	Literacy	Nil	
Mathematics	General	Specialist Mathematics	Mathematical Methods Specialist Mathematics Preferred	B
	General	Mathematical Methods	Mathematical Methods	B
	General	General Mathematics	General Mathematics	B or HOD approval
	Applied	Essential Mathematics	Nil	
	Short Course	Numeracy	Nil	
Science	General	Physics	Physical Sciences	B or HOD approval
	General	Chemistry	Physical Sciences	B or HOD approval
	General	Biology	Biological Sciences or Physical Sciences	B or HOD approval
	General	Marine Science	Biological Sciences or Physical Sciences	B or HOD approval
	Applied	Aquatic Practices	Any Science	C
Humanities	General	Ancient History	General English and Humanities	C
	General	Modern History	General English and Humanities	C
	General	Legal Studies (can include 10971NAT Certificate IV in Justice Studies)	English and Humanities	C
Business	VET	BSB50120 Diploma of Business (Business Development)	General English	C
	VET	BSB30120 Certificate III in Business	English	C
Languages	General	Japanese	Japanese and English	C
Life Technologies	VET	SIT20122 Certificate II in Tourism SIT30122 Certificate III in Tourism	Nil	
	VET	SIT20322 Certificate II in Hospitality SIT30622 Certificate III in Hospitality	Nil	
	VET	SIT20421 Certificate II in Cookery	Nil	HOD approval
	VET	10971NAT Certificate IV in Justice Studies	English	C
Creative Industries	General	Music	Year 10 Music	C
		Instrumental Music	Conversation with IM Coordinator	
	General	Drama	English	Recommended
	General	Film, Television & New Media	English	C
	General	Visual Art	English and Art	C
	Applied	Visual Arts in Practice	Year 9 or Year 10 Art	Recommended
Health & Physical Education	General	Physical Education	General English and HPE	C or HOD approval
	Applied	Sport and Recreation	Nil	
	Applied	Sport and Recreation (Surfing)	Offered to EQI students only	HOD approval
	VET	SIS30321 Certificate III in Fitness	Nil	
	VET	HLT23221 Certificate II in Health Support Services HLT33115 Certificate III in Health Services Assistant	Nil	
Industrial Technology & Design	General	Digital Solutions	English and Digi Tech	C
	General	General Engineering	Nil	HOD Approval
	Applied	Engineering Skills	Nil	
	Applied	Furnishing Skills	Nil	
	VET	CPC20220 Certificate II in Construction	Nil	
	VET	MEM20422 Certificate II in Engineering Pathways	Nil	
	VET	Certificate II in Autonomous Technologies	Nil	–

English

	Year 10	Duration:	12 months			
Aims	In developing active and informed citizenship, students should be able to use language to: • communicate effectively with others • collaborate and discuss ideas • participate as active and confident members of family/community life • undertake further formal/informal study • obtain employment					
Content	Meeting the demands of the Australian Curriculum English, students engage with, deconstruct, interpret, create, evaluate, discuss and perform using a wide range of texts. These include various types of media texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction and higher order reasoning. Students develop critical understanding of contemporary media and communication styles and formats. English is a prerequisite for students wishing to obtain an ATAR and a QCE. Students study a range of texts and are exposed to texts and assessment styles required for them to be successful when studying the General English Syllabus.					
Assessment	Semester 1: Persuasive Speech Short story Semester 2: Analytical essay and Peer Interaction Multimodal presentation					
Special subject requirements	Exercise book and laptop required					
Careers	The English course promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for 21st Century and lifelong learning across different context. English is undoubtedly an important subject for both further study and career selection. It is a prerequisite for every Tertiary and Apprenticeship course. <table><tr><td> • Teacher • Lawyer • Journalist • Writer </td><td> • Actor • Social worker • Politician </td><td> • Entrepreneur • Researcher • Blogger </td></tr></table>			• Teacher • Lawyer • Journalist • Writer	• Actor • Social worker • Politician	• Entrepreneur • Researcher • Blogger
• Teacher • Lawyer • Journalist • Writer	• Actor • Social worker • Politician	• Entrepreneur • Researcher • Blogger				

Essential Mathematics

	Year 10	Duration:	12 months
Aims	Essential Mathematics aims to ensure that students are prepared for Essential Mathematics in year 11 and that they: • Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens • Develop an understanding of core mathematical concepts and fluency with processes. • Have strong numeracy skills to apply to their daily life.		
Content	The Essential Mathematics course is aligned to the Australian Curriculum Mathematics which all year 10 students will complete. The Essential Mathematics course focuses on the achievement standards as well as builds numeracy skills. By the end of Year 10, students represent relations on the Cartesian plane and solve linear equations. They make connections between simple and compound interest. Students list outcomes, assign and determine probabilities for chance experiments. They construct box plots and compare data sets. Students investigate and describe relationships in statistical reports. Students solve problems involving volume and surface area of a range of prisms. They will use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students will interpret ratio and scale factors in similar figures.		
Prerequisites	Students who complete Essential Mathematics in year 10 will continue with Essential Mathematics in year 11. Students should only select this subject if they have experienced significant difficulty with mathematics in Year 9 and have consistently not achieved a satisfactory result.		
Assessment	Students will be assessed in two criteria using a variety of techniques including formal tests and Problem-Solving and Modelling Tasks (PSMT). Understanding and Fluency: e.g. Calculate surface area and volume of 3D objects, including composite solids. Apply deductive reasoning to proofs. Problem solving and Reasoning: e.g. Solve volume and surface area of composite solids. Determine the probability of an event.		
Special subject requirements	Students will require the following: • 4 x 96 page exercise book – two per semester • Casio Fx-82AU II Plus scientific calculator • Stationery, including black and blue pens, highlighter, whiteboard marker, ruler and eraser		
Careers	Mathematical skills are required in most jobs to some extent. Essential Mathematics is designed to help students improve their numeracy by building confidence and success in making meaning of mathematics.		

General Mathematics

	Year 10	Duration:	12 months
Aims	General Mathematics prepares students for the QCE General Mathematics subject in year 11 and 12 which is a pre-requisite subject for university study. General Mathematics aims to ensure that students: - are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens - develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and are able to pose and solve problems and reason in number and algebra, measurement and geometry and statistics and probability		
Content	The General Mathematics course: By the end of Year 10, determine and find unknown values after substitution into formulas. They represent relations on the Cartesian plane and solve linear and simple quadratic equations. They make connections between simple and compound interest. Students list outcomes, assign and determine probabilities for chance experiments. They construct box plots and compare data sets. Students investigate and describe relationships in statistical reports. Students solve problems involving volume and surface area of a range of prisms.		
Prerequisites	Students aiming to study General Mathematics in year 10 will require a satisfactory report or better throughout year 9. A result of a B or better is required at the end of year 10 to continue with General Mathematics in year 11.		
Assessment	Students will be assessed in two criteria using formal tests and a Problem-Solving and Modelling Tasks (PSMT). Understanding and Fluency: e.g. Calculate surface area and volume of 3D objects, including composite solids. Apply deductive reasoning to proofs. Problem solving and Reasoning: e.g. Solve volume and surface area of composite solids. Apply logical reasoning to congruency and similarity.		
Special subject requirements	Students will require the following: 4 x 96 page exercise book – two per semester - Casio Fx-82AU II Plus scientific calculator - Stationery, including black and blue pens, highlighter, whiteboard marker, ruler and eraser		
Careers	Mathematical skills are required in most jobs to some extent. Careers which will require this level of mathematics include business, commerce, education, finance, IT, social science and the arts.		

Mathematical Methods

	Year 10	Duration:	12 months
Aims	Mathematical Methods aims to ensure that students: • have a deep understanding of algebraic and graphical concepts to prepare them for Mathematical Methods in Year 11. • are creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens • are able to confidently develop mathematical models to solve practical problems.		
Content	The Mathematical Methods course: By the end of Year 10, students expand and factorise quadratic expressions and find unknown values after substitution into formulas. They represent relations on the Cartesian plane and solve linear and quadratic equations. They make connections between simple and compound interest. Students list outcomes, assign and determine probabilities for chance experiments. They construct box plots and compare data sets. Students investigate and describe relationships in statistical reports. Students solve problems involving volume and surface area of a range of prisms and apply reasoning to proofs and numerical exercises. The course has a major focus on advanced algebra and trigonometry in preparation for Mathematical Methods and Specialist Mathematics in Senior. Entry into the Maths competition is a compulsory component of the Mathematical Methods program.		
Prerequisites	Students aiming to study Mathematical Methods in year 10 will require a minimum B result throughout year 9. Students will be placed into the course upon recommendation of their teacher. “It is recommended that the Specialist Mathematics elective is taken if you are intending on taking Mathematical Methods in year 11.”		
Assessment	Students will be assessed in two criteria using formal tests and a Problem-Solving and Modelling Task (PSMT). Understanding and Fluency: e.g. Expand an expression. Solve a simultaneous equation. Problem solving and Reasoning: e.g. Model the data with an equation		
Special subject requirements	Students will require the following: • 4 x 96 page exercise book – two per semester • Casio Fx-82AU II Plus scientific calculator • Stationery, including black and blue pens, highlighter, whiteboard marker, ruler and eraser		
Careers	The Mathematical Methods course is recommended to students who wish to continue their studies at university after Year 12 in the fields of Business, Science, Mathematics, Engineering or Medicine.		

Specialist Mathematics (Elective)

	Year 10	Duration:	12 months
Aims	Specialist Mathematics in year 10 aims to ensure that students: • are prepared for Unit 1 and 2 Mathematical Methods and Unit 1 Specialist Mathematics. • have the opportunity to explore their interest in mathematics and recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study • are creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens • have a sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems • expand mathematical knowledge in preparation for mathematical methods		
Content	By the end of year 10, students will have studied topics including statistical analysis, number theory, polynomials, combinatorics, sequences, matrices, advanced trigonometry and mathematical proof. These are preparatory units for year 11 Specialist Mathematics and Mathematical Methods.		
Prerequisites	Students aiming to study Specialist Mathematics in year 10 are required to be achieving a B or better throughout year 9. To study this subject, students are also required to study Mathematical Methods as a partner course. “It is recommended that the Specialist Mathematics elective is taken if you are intending on taking Mathematical Methods in year 11.”		
Assessment	Students will be assessed in two criteria using formal tests and nine Problem-Solving and Modelling Tasks (PSMT). Understanding and Fluency: e.g. Determine the outcome of a combination of numbers. Apply deductive reasoning to proofs. Solve to find an unknown angle. Problem solving and Reasoning: e.g. Model the tide heights in a local area. Evaluate the statistical basis for an argument.		
Special subject requirements	Students will require the following: • 4 x 96 page exercise book – two per semester • Casio Fx-82AU II Plus scientific calculator • Stationery, including black and blue pens, highlighter, whiteboard marker, ruler and eraser		
Careers	The Specialist Mathematics course is recommended to students who wish to continue their studies at university after Year 12 in the fields of Business, Science, Mathematics, Engineering or Medicine.		

Science – Semester 1

	Year 10	Duration:	6 months
Aims	In Semester 1, Maroochydore State High School will continue to plan, teach, assess and report Science in Year 10 using the Australian Curriculum. The Australian Curriculum: Science aims to ensure that students develop: • an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in • a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events • an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and interculturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions • an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments • an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions • an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers. This approach to Year 10 Science is supported by the Science Ways series of textbooks, the Stile on-line Science program and other materials used in class.		
Content	All Year 10 Science students will study one of two courses Science or Science Extension explained below. All courses will cover the following Science Understandings: Biological Sciences • explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance • use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory Chemical Sciences • explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table • identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates Physical Sciences • investigate Newton's law of motion and quantitatively analyse the relationship between force, mass and acceleration of objects Science This course will offer a more practical and less theoretical approach. Individual teachers will be given more flexibility to follow areas of student interest and be able to modify the curriculum and assessment as required. Science Extension This course will offer advanced practical work and challenge students to develop a higher level of skills and knowledge than could previously be offered. This will not only benefit a student's academic performance, but also prepare the students more effectively should they choose Biological and/or Physical Science subjects in Semester 2 and in Year 11. At the end of Year 9, students will be allocated to a Year 10 Science course. That decision will primarily be based on students' work ethic and grades achieved in Year 9. Depending on individual progress through the year, students may be moved between Science and Science Extension classes. The primary reason for doing this would be to provide a better outcome for students.		
Prerequisites	Science Extension requires achievement level in Year 9 to be a B or above.		
Assessment	Assessment will be of a standard type (exam/assignment) but there will be more structure within this course and assessment to aid students in the Science course.		
Special subject requirements	Nil		
Careers	Astronomy, Biotechnology, Conservation, Education, Health, Medical, Mining, Sport, Research		

Science – Semester 2

	Year 10	Duration:	6 months
Aims	In Semester 2, there are three Science subjects on offer, all of which aim to prepare students for the Senior Assessment Tertiary Entrance (SATE) system. Science – units are derived from the Australian Curriculum: Science (Year 10) and Aquatic Practices 2024 Applied syllabus. This subject is more suited for students on an Employment pathway. Biological Sciences - units are derived from Biology and Marine Science 2026 General Syllabuses. Physical Sciences – units are derived from Chemistry and Physics 2025 General Syllabuses. Both the Biological Sciences and the Physical Sciences subjects are more suited for students that are on a University or Tertiary Options pathway and are highly recommended if considering taking these subjects in Year 11.		
Content	Science (SCG) Aquatics (Term 3) - Aquatic environment, ecosystems, equipment. Earth and Space Sciences (Term 4) - describe how the big bang theory models the origin and evolution of the universe and analyse the supporting evidence for the theory - use models of energy flow between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change Biological Sciences (BLS) Biology (Term 3) - Cell Biology and Plant Physiology Marine Science (Term 4) - Features of the ocean floor, properties of water, cycling of matter, adaptations of organisms in a marine environment. Physical Sciences (PCS) Chemistry (Term 3) - Moles, aqueous solutions, measurement, uncertainty and error. Physics (Term 4) - Energy, data analysis.		
Prerequisites	Biological Sciences $\geq$ C in Semester 1 Physical Sciences $\geq$ B in Semester 1		
Assessment	Science – test, project/investigation Biological and Physical Sciences – data test, student experiment, research investigation		
Special subject requirements	Nil		
Careers	Astronomy, Biotechnology, Conservation, Education, Health, Medical, Mining, Sport, Research.		

Ancient and Modern History – Semester 2

	Year 10	Duration:	6 months
Aims	History is taught through an inquiry-based learning model where students investigate evidence, develop questions, analyse, evaluate and synthesise sources to communicate a historical argument. Students will strengthen their critical thinking, research, source analysis and communication skills, preparing them to become informed and reflective global citizens. The Semester 2 program connects Ancient and Modern History through the exploration of continuity and change in human beliefs, cultural practices and social values. In Ancient History, students examine funerary practices and burial rituals to understand how civilisations expressed beliefs about identity, status, religion and remembrance. In Modern History, students investigate how popular culture shapes contemporary identities, values and collective beliefs through media, architecture, technology and social influence. Together, these units encourage students to examine how societies preserve, adapt and transform systems of meaning over time.		
Content	Funerary Practices and Burials Students will investigate the rituals, beliefs and funerary practices of ancient civilisations. They will explore how burial customs reflected beliefs about the afterlife, religion, social hierarchy and power. Students will compare and contrast the practices of different societies and evaluate how ancient belief systems continue to influence modern traditions, values and understandings of remembrance and identity. Popular Culture Students will investigate the influence of popular culture on modern society. They will explore how media, entertainment, technology and social movements shape beliefs, identity, behaviour and social values. Students will analyse how popular culture can reinforce or challenge social norms and examine the influence of individuals, groups and global trends on contemporary society.		
Prerequisites	“C” in Humanities – Year 10		
Assessment	Term 3 – Investigation Task Term 4 - Examination - Short Response		
Special subject requirements	Laptop Membership to State Library of Queensland (free – online)		
Careers	The processes and skills taught in History (for example, researching and processing information and presenting information) can be transferred to a wide range of Senior Subject offerings, particularly Ancient History, Legal Studies, Business and Modern History. The skills developed in History can be used in students’ everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions. On leaving school, these skills form the basis of most tertiary courses and can support/lead to various career options. Such courses/careers include: • Journalism • Education • Business • Sociology • Economics • Counsellor • Advertising • Law • Politics • Psychology • Archaeology • Administration • Social Sciences • Research & Writing		

Humanities (History) - Semester 1

	Year 10	Duration:	6 months
Aims	This course is designed to give students a continuation of their Humanities education by offering one semester of History. Students are then able to elect to continue with either, Ancient and Modern History or Legal Studies as electives in Semester 2. History is taught as a process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of people, societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. A study of History incorporates knowledge and understanding, as well as inquiry and skills. In history, these include questioning and research, analysis, interpretation and evaluation of sources as well as the ability to understand perspectives and attitudes. All of these skills are multi-disciplinary and will assist the student in other subjects, as well as into their Senior subjects and their life beyond school.		
Content	Topics studied will be: Unit 1: Genocides & Ethnic Cleansings -The Holocaust, Cambodia, Rwanda, contemporary examples Unit 2: Power & Protest -Ancient Sparta, US & Australian Civil Rights Movement, 21st century protests Students will have opportunities to participate in: - Australian History Competition - National History Challenge Competition		
Prerequisites	Nil		
Assessment	Unit 1: Investigation Task Unit 2: Response to Stimulus Exam		
Special subject requirements	Laptop		
Careers	The processes and skills taught in History and Geography (for example, researching, analysing, interpreting, evaluating and presenting information) can be transferred to a wide range of Senior Subject offerings, particularly Ancient History and Legal Studies. On leaving school, these skills form the basis of most tertiary courses and can support/lead to various career options. Such courses/careers include: - Journalism - Law - Education - Administration - Business - Politics - Sociology - Journalism - Law - Education - Administration - Business - Politics - Sociology - Journalism - Law - Education - Administration - Business - Politics - Sociology		

Digital Solutions

	Year 10	Duration:	12 months
Aims	Digital Technologies focuses on further developing students' understanding and skills in computational thinking, project management, problem solving, programming, data analysis and digital design. Students engage in practical, project-based learning that reflects real-world digital industries, including game development, cyber security, esports analytics and machine learning. The purpose of this subject is to simulate industry practice by requiring students to respond to design challenges, analyse problems, develop digital solutions and evaluate their effectiveness. Students will use modern software and development tools, including Unity, to create interactive digital products and explore how emerging technologies are shaping future careers. This subject also prepares students for Senior Digital Solutions in Year 11 by strengthening their skills in algorithm design, coding, data handling, user experience, testing and evaluation.		
Content	Unit 1: Game Development using Unity Students will design and develop a 3D game using Unity. They will explore game mechanics, level design, player movement, user interaction and basic scripting. Students will analyse existing games, plan their own game world, create interactive environments and test their solution to improve gameplay and user experience. Unit 2: Cyber Security and Ciphers Students will investigate cyber security concepts including data protection, privacy, cyber threats, encryption and ethical digital behaviour. They will explore how ciphers are used to protect information, including techniques such as Caesar cipher, substitution ciphers and one-time pad encryption. Students will apply problem-solving and algorithmic thinking to encode, decode and evaluate secure communication methods. Unit 3: Esports and Data Analysis Students will explore the growing esports industry through the collection and analysis of gameplay and performance data. They will investigate player statistics, match results, rankings, response times and performance trends. Students will use spreadsheets, databases or data visualisation tools to organise data, identify patterns and make evidence-based recommendations for improving performance. Unit 4: Machine Learning using Unity Students will explore the fundamentals of artificial intelligence and machine learning through interactive simulations and Unity-based environments. They will investigate how digital systems can be trained to respond to data, make decisions and improve performance over time. Students will experiment with machine learning concepts such as training data, rewards, testing, accuracy and iteration while developing an understanding of how AI is used in games, robotics, automation and emerging technologies.		
Prerequisites	Students must have achieved at least a sound achievement (C) in Year 9 English in order to study this course.		
Assessment	Students will be assessed using a variety of techniques. These may include: • Formal testing in the form of in-class assignments • Exams • Teacher observation • Class presentations and demonstrations • Peer and self-assessment		
Special subject requirements	48 page notebook 8GB USB (not for exclusive use in this course)		
Careers	Digital Technologies provides links to a diverse range of careers in the IT industry and is useful preparation for a large number of tertiary courses		

Engineering Pathways

	Year 10	Duration:	12 months
Aims	Engineering Pathways develops practical skills and understanding in engineering design, manufacturing and workshop practice. Students investigate needs and opportunities, develop and communicate ideas, plan production, manufacture engineered products, and test and evaluate their work.		
Content	Students learn through classroom, design and workshop activities. They investigate how materials, force, motion and energy work together in engineered products and systems. Learning may include engineering design processes, technical drawing and computer-aided design (CAD), properties and selection of metals and other materials, measuring and marking out, sheet-metal and fabrication processes, fastening and mechanical systems, safe use of hand tools, machinery and workshop equipment, sustainable production, and emerging manufacturing technologies. Students respond to design briefs, generate and communicate ideas, justify material and process choices, and develop project plans that consider time, cost, safety and production steps. They manufacture practical projects, test their performance and quality, and evaluate improvements against design criteria that include sustainability.		
Prerequisites	Students must demonstrate responsible behaviour and a commitment to safe workshop practice. Required workshop induction and OnGuard safety training must be completed before students use relevant tools, machinery or equipment. Students with an established pattern of unsafe behaviour may be required to meet with the Head of Department to determine their suitability for the subject.		
Assessment	Assessment may include design and project folios, technical drawings and CAD, practical projects, workshop knowledge, production planning, and testing and evaluation of completed solutions. Indicative practical projects may include a tool or tackle box, battery-charger enclosure, folding camp shovel and barbecue spatula. Projects may change according to available equipment, materials and class needs.		
Special subject requirements	Students must complete the required workshop consent, induction and safety processes, follow Safe Operating Procedures and teacher instructions, demonstrate safe use of tools, machinery and equipment under supervision, and wear fully enclosed leather-upper footwear and required personal protective equipment. Long hair, loose clothing and jewellery must be secured. Students who do not meet safety requirements will not participate in practical activities until the requirements are met.		
Careers	Engineering Pathways provides useful preparation for Years 11–12 Engineering Skills, General Engineering where offered, and MEM20422 Certificate II in Engineering Pathways. These options can support entry to apprenticeships, traineeships or further training in fabrication, welding, fitting and turning, machining, mechanical trades and related manufacturing fields. Further study can lead to technician and professional engineering careers, including mechanical, civil, electrical, automation, defence, mining and renewable-energy fields.		

Furnishing Pathways

	Year 10	Duration:	12 months
Aims	Furnishing Pathways develops practical skills and understanding in furniture design, timber construction and workshop practice. Students investigate needs and opportunities, develop and communicate ideas, plan production, manufacture furnishing products, and evaluate the quality of their work.		
Content	Students learn through classroom, design and workshop activities. Learning may include furniture design, technical drawing and computer-aided design (CAD), properties and selection of timber, manufactured boards and other materials, measuring and marking out, joinery and construction techniques, safe use of hand tools, power tools, machinery and workshop equipment, surface preparation and finishing, product quality, sustainable timber use, and contemporary manufacturing technologies. Students respond to design briefs, generate and communicate ideas, justify material and process choices, and develop project plans that consider time, cost, safety and production steps. They manufacture practical projects, test function and quality, and evaluate improvements against design criteria that include sustainability.		
Prerequisites	Students must demonstrate responsible behaviour and a commitment to safe workshop practice. Required workshop induction and OnGuard safety training must be completed before students use relevant tools, machinery or equipment. Students with an established pattern of unsafe behaviour may be required to meet with the Head of Department to determine their suitability for the subject.		
Assessment	Assessment may include design and project folios, technical drawings and CAD, practical projects, workshop knowledge, production planning, and evaluation of completed solutions. Indicative practical projects may include a folding beach chair and folding games table. Projects may change according to available equipment, materials and class needs.		
Special subject requirements	Students must complete the required workshop consent, induction and safety processes, follow Safe Operating Procedures and teacher instructions, demonstrate safe use of tools, machinery and equipment under supervision, and wear fully enclosed leather-upper footwear and required personal protective equipment. Long hair, loose clothing and jewellery must be secured. Students who do not meet safety requirements will not participate in practical activities until the requirements are met.		
Careers	Furnishing Pathways provides useful preparation for Years 11–12 Furnishing Skills and CPC20220 Certificate II in Construction Pathways. These options can support entry to apprenticeships, traineeships or further training in cabinet making, furniture making, carpentry, joinery, shopfitting, construction and timber manufacturing. Further study can lead to careers in building design, interior design, construction management and related fields.		

Legal Studies – Semester 2

	Year 10	Duration:	6 months
Aims	This course is designed to prepare students for Year 11 and 12 Legal Studies. 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.		
Content	Term 3: The Law and You – Understanding the Law Students will gain an understanding of the basics of the Australian Legal System. The study focuses on the structure of the Legal system, the origins of our laws and the examination of selected case studies in criminal law. Term 4: The Law and You – Human Rights in Australia Australia has a strong and proud record on human rights. However, that record is not perfect. Students will examine human rights law in Australia, including legislation, international obligations, disputes, case studies, and areas of international concern. Students will complete an exam response, answering short response questions and investigating one area of Human Rights in Australia in depth.		
Prerequisites	“C” in Humanities and English		
Assessment	Term 3 – Investigation Task involving historically important cases that have set a precedent Term 4 – Combination Response Exam		
Special subject requirements	Laptop		
Careers	The processes and skills taught in Legal Studies (for example, researching and processing information and presenting information) can be transferred to a wide range of Senior Subject offerings, particularly Legal Studies, Ancient History, and Business. On leaving school, these skills form the basis of most tertiary courses and can support/lead to various career options. Such courses/careers include: • Journalism • Law • Economist • Teaching • Business Owner in any area • Data Analyst • Politics • Accountant • Stock Broker • Office Manager • Membership of Boards of corporations		

Drama

	Year 10	Duration:	12 months
Aims	The Arts, drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop: • confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama • knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning • a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences • knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.		
Content	• Realism on Stage - Dramatic Concept/Performance • Multi-Model Hybridity Greek / Shakespeare Performance – Responding/Performance • Physical Theatre – Performance/Exam • Theatre in Education(TIE) Performance/Response		
Prerequisites	What do we look for in a Drama student? • Achieve at least a Sound level in Year 9 English. • Enjoy expressing ideas in creative and imaginative ways. • Are willing to participate, collaborate, and support others. • Embrace challenges and see mistakes as opportunities to learn. • Want to build confidence, resilience, and communication skills. • Are interested in creating, performing, directing, designing, and exploring stories that connect with audiences. If you enjoy being creative, working with others, and challenging yourself in new ways, Drama could be the subject for you.		
Assessment	Each of the three dimensions of forming, presenting and responding are assessed equally. Assessment tasks may include the following: Forming: Analysis of text for performance, preparation of text, directing, designing, improvisation, play building, scriptwriting. Presentation: Performances of student devised or scripted drama. Responding: Essays, assignments, writing in role, interviews, exam.		
Special subject requirements	Willingness to participate in all areas of the subject		
Careers	Relevance for further study/careers in the following areas... Involve working with people e.g. Marketing and communications , public relations work, teaching, nursing, events managing, advertising, performing arts, radio, politics, public relations office, university lecturer, writer, graphic designer, journalist, recreation officer, theatre critic, hospitality and travel industry		

Media Studies

	Year 10	Duration:	12 months
Aims	Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty- first century, media arts enable students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices. In addition to the overarching aims for the Australian Curriculum The Arts, students develop: • enjoyment and confidence to participate in, experiment with and interpret the media- rich culture and communications practices that surround them • creative and critical thinking, and exploring perspectives in media as producers and consumers • aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences • knowledge and understanding of their active participation in existing and evolving local and global media cultures.		
Content	The course covers four areas of study: • Print Advertising and Photography (Term 1) • Digital Advertising (Term 2) • Special Effects (Term 3) • Film Reviews (Term 4)		
Prerequisites	The course is offered as a course of study beginning in Year 10 as an extension of the Media Arts offering in Year 8 and 9, linking Middle School studies with the Senior Subject of Film TV and New Media (a QSA subject). Students entering this subject must have a minimum Sound Achievement in Year 9 English, have an interest in this area of study, and be motivated to participate in all areas of activity.		
Assessment	Assessment is devised around two dimensions, Responding and Making, each considered equally important. • 10.1: Print Advertisement Portfolio (Making and Responding) • 10.2: Digital Advertisement (Making) • 10.3: Advertising Short Response Examination (Responding) • 10.4: Special Effects Trailer (Making and Responding) • 10.5: Film Review (Responding and Making)		
Special subject requirements	Nil		
Careers	The course is desirable for students wishing to undertake FTV and New Media in Senior School and has companion application to English, IT Studies, Drama, Music subjects. Careers in Media, Journalism, Advertising, Marketing, Travel, Information Technology, Performing Arts, Design can all lead from studies in this subject. Students may also use all production work in this subject to form a portfolio for employment or tertiary study.		

Music

	Year 10	Duration:	12 months
Aims	In addition to the overarching aims of the Australian Curriculum: The Arts, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop: - the confidence to be creative, innovative, thoughtful, skillful and informed musicians - skills to compose, perform, improvise, respond and listen with intent and purpose - aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions - an understanding of music as an aural art form as they acquire skills to become independent music learners.		
Content	Unit 1: Video and Gaming Music – Video gaming music has exploded into the twenty-first century. Students will develop skills behind writing for games - specifically for particular moods/action sequences. Unit 2: Hooked On Classics – An exploration of songs that have stood the test of time. Unit 3: Musical Madness – An exploration of musical theatre and how music is used to reinforce characterization, on stage action, setting, plot, transitions in mood/atmosphere. Unit 4: All That Jazz – Students will explore the skills of improvisation and use of jazz harmonies to stylize music of different genres.		
Prerequisites	Previous experience in Music is preferable.		
Assessment	- Composition and Performance - Performance and Musicology Test - Composition (arrangement) and Performance - Performance and Assignment		
Special subject requirements	Laptop ownership is essential		
Careers	Performer, Media Composer, Sound Designer, Music Journalist, Songwriter, Music Supervisor in Media Industry, Video Game Composer, Music Therapist, Audio/Sound Engineer		

Instrumental Music – (Additional Elective)

	Year 10	Duration:	12 months
Aims	The overarching purpose of Instrumental Music as a curriculum subject is to provide students with the opportunity to become musicians and experience the expressive qualities of music through learning to play a band or orchestral instrument and to participate in performance ensembles. Instrumental Music is a QCAA approved program of study, aligned with the National Curriculum framework. Continued participation in the Instrumental Music Program facilitates ongoing development of ACARA identified general capabilities; literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding. Students that have progressed to Levels of 7-10 of the Instrumental Music Curriculum by Year 11/12 are also eligible for QCE points.		
Content	Technical Development Small Ensemble performance Solo performance Large Ensemble performance		
Prerequisites	Instrumental Music students: - Should already be enrolled in the Instrumental Music Program from previous years OR be learning a brass, woodwind, percussion or orchestral string instrument privately. - Are required to attend weekly lessons, Core Ensemble rehearsals and culminating performances, alongside workshop opportunities offered throughout the year. - Extension Ensemble and nomination for external excellence programs are also offered to students enrolled in Instrumental Music. - Are able to work both independently and as a member of a team or who would like to develop their skills in these areas. - Will be offered the opportunity to represent Maroochydore SHS through performances at school events and in the local community, as well as working with visiting artists.		
Assessment	Each of the three dimensions of literacy, technique and performance are assessed equally. All tasks are performance based, across each semester students are assessed on the following objectives: Literacy: Instrument care, Symbols and Terms, Rhythm and Melody, Sightreading Technique: Posture, Tuning and Intonation, Tone, Articulation, Pitch Performance: Solo and ensemble performance and contribution		
Special subject requirements	Prior enrolment in the Instrumental Music Willingness to participate in all areas of the subject Access to instrument (school instruments are available for hire)		
Careers	Relevance for further study/careers in the following areas: A course of study in Music can establish a basis for further education and employment in the fields of music performance, arts administration, communication, education, creative industries, public relations and science and technology. The skills, concepts and attitudes that students acquire as a result of music education benefit them not only during their schooling but also in the years beyond, whatever their chosen career path. Musician, Music Educator, Music Therapist, Events Coordinator, Audio Engineer, Composer, Music Journalist, Songwriter, Music Librarian		

Visual Art

	Year 10	Duration:	12 months
Aims	In addition to the overarching aims of the Australian Curriculum: The Arts, Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop: • their ability to develop concepts, ideas and representations through design and inquiry processes. • their ability with Visual Arts techniques through using materials, processes and technologies. • creative, critical and analytical skills, using visual language, theories and practices to develop aesthetic judgement. • respect for, and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers. • an understanding of the Visual Arts as social and cultural practices; and industry skills as artists and audience. • a personal aesthetic through engagement with Visual Arts making, ways of representing and communicating. • confidence and self-knowledge through exploring pathways of curiosity and imagination.		
Content	Unit 1 – Pop Art Students will have opportunities to participate in both Making and Responding experiences relating to: Drawing Painting Silk-screen printing Unit 2 – Text Deconstructed Students will have opportunities to participate in both Making and Responding experiences relating to: Drawing Mixed Media Unit 3 – Text Constructed Students will have opportunities to participate in both Making and Responding experiences relating to: Sculpture Mixed Media		
Prerequisites	Prior experience in Art preferable		
Assessment	Each of the three dimensions of Exploring and Responding, Creating and Making and Presenting and Performing will be assessed in each Unit. Assessment tasks will include the following: • Artwork or folio of artwork • Visual diary research, planning and experimentation • Evaluations and/or artist statements • Exam		
Special subject requirements	Nil		
Careers	Photographer, graphic artist, sign writer, art editor, blogger/vlogger, web content producer, illustrator, screenwriter, interior designer, textiles designer, specialist classroom teacher, curator, exhibition designer, concept artist, creative director, digital content producer, multimedia designer. Highly desirable for those considering Visual Art at Senior (Years 11 & 12) level.		

Fitness, Sport & Recreation

	Year 10	Duration:	12 months
Aims	Fitness, Sport and Recreation provides students with opportunities to learn in, through and about fitness, sport and active recreation activities, examining their role in the lives of individuals and communities. Students examine the relevance of fitness, sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in fitness, sport and recreation, and how physical skills can enhance participation and performance in fitness, sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in fitness, sport and recreation activities. They examine technology in fitness, sport and recreation activities, and how the fitness, sport and recreation industry contributes to individual and community outcomes. Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through fitness, sport and recreation activities. They examine the effects of fitness, sport and recreation on individuals and communities, investigate the role of fitness, sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.		
Content	By the conclusion of the course of study, students should: • demonstrate physical responses and interpersonal strategies in individual and group situations in fitness, sport and recreation activities • describe concepts and ideas about fitness, sport and recreation using terminology and examples • explain procedures and strategies in, about and through fitness, sport and recreation activities for individuals and communities • apply concepts and adapt procedures, strategies and physical responses in individual and group fitness, sport and recreation activities • manage individual and group fitness, sport and recreation activities • apply strategies in fitness, sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities • use language conventions and textual features to achieve particular purposes • evaluate individual and group physical responses and interpersonal strategies to improve outcomes in fitness, sport and recreation activities • evaluate the effects of fitness, sport and recreation on individuals and communities • evaluate strategies that seek to enhance health, wellbeing, and participation in fitness, sport and recreation activities and provide recommendations • create communications that convey meaning for particular audiences and purposes Structure: • Unit 1: Fun in the Sun • Unit 2: Fit As • Unit 3: Sport if Life • Unit 4: You're Up		
Assessment	Throughout the course of the subject, students will undertake the following range of assessment genres. Unit 1: Multimodel Participate in a range of recreational activities and identify the differences between Sport, Fitness and Recreation Industries. Students are required to create a power point of local recreational activities. Students will participate in Surf Awareness Activities with reflections and an online exam. Unit 2: Assignment Students design an aerobic game that has the objective of increasing aerobic capacity in a fun and engaging way. Students are to record the game, explaining the rules and objectives and then lead the class to participate in the game. Reflections and improvements recommended from this. Unit 3: Event Management Students will design and implement a Tournament on OzTag or Soccer. Students will implement at Coastal District Primary School Gala Days. Students will evaluate individual performance in officiating at these events. Unit 4: Performance A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent. Practical applications to skipping and orienteering.		
Special subject requirements	Hat, water, sunscreen, laptop. If students are unable to participate due to illness or injury a note from home is essential.		
Careers	A course of study in Fitness, Sport and 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.		

Health & Physical Education

	Year 10	Duration:	12 months
Aims	- To encourage participation in regular physical activity - To acquire motor skills and apply movement concepts - To equip students with the necessary knowledge and skills for senior physical education		
Content	Topics covered: - Body Image - Functional Anatomy - Tactical awareness - Energy, fitness and training Following are examples of the Physical activity units studied, but not restricted to: - A range of invasion sports such as: Basketball, Futsal, Soccer, Touch and Oztag - A range of net and court sports such as: Badminton, Tennis, Volleyball and Speedminton		
Prerequisites	C – English, C – HPE or HOD interview		
Assessment	Recognise and explain - Students recognise and explain concepts and principles about movement Demonstrate - Students demonstrate specialised movement sequences and movement strategies in authentic performance environments Analyse and apply - Student apply concepts to specialised movement sequences and strategies and analyse and synthesise data Evaluate and justify - Students evaluate and justify strategies about and in movement Communication - Students make decisions about and use language for a particular audience		
Special subject requirements	Hat, water, sunscreen, laptop. If students are unable to participate due to illness or injury a note from home is essential.		
Careers	Possible careers include: - Teaching - Sport Sciences - Nursing - Health & Fitness - Medical Sciences - Physiotherapy - Sports Coaching - Chiropractic		

Economics and Business – Semester 2

	Year 10	Duration:	6 months
Aims	Year 10 Economics & Business develops students' understanding of how individuals, businesses, and governments make decisions in a changing economic world. Students learn to apply economic reasoning and business knowledge to real-life situations, develop financial literacy, and build skills in inquiry, analysis, and decision-making. By studying this subject, students will: • understand how economic conditions influence personal, business, and government decisions • explore how businesses operate, innovate, and respond to opportunities • develop skills to make informed consumer and financial choices • evaluate the impact of economic decisions on individuals and society • communicate ideas using evidence, data, and economic terminology.		
Content	Unit 1: Pitching for Gold – Brisbane 2032 Olympic Opportunity Students investigate how major events such as the Olympic Games create economic opportunities for Australia. They develop a business idea and pitch it as a potential supplier or service provider for the Brisbane 2032 Olympics. Key learning focuses: • economic indicators and how they influence decision-making • government intervention and infrastructure investment • entrepreneurship and business idea development • workforce planning and productivity • cost-benefit analysis of business opportunities • Students apply their knowledge to create and present a business pitch for a real-world Olympic tender opportunity. Unit 2: Wheels & Wallets – Buying a Car & Smart Financial Decisions Students explore consumer and financial decision-making through the real-world scenario of purchasing a car. They analyse costs, financial influences, and long-term consequences of borrowing and ownership. Key learning focuses: • factors influencing consumer choices (income, interest rates, lifestyle, marketing) • budgeting and financial planning • loans, repayments, insurance, and running costs • superannuation and long-term financial wellbeing • evaluating short- and long-term consequences of financial decisions Students complete a consumer inquiry recommending a car purchase based on evidence and financial analysis.		
Prerequisites	While not essential, a minimum C grade in Year 9 English is recommended, as the course involves interpreting information, analysing case studies, and presenting written arguments. There is no requirement to have studied Year 9 Economics and Business.		
Assessment	Students complete two major pieces of assessment: Unit 1 Assessment – Business Pitch (Olympics Inquiry) Students design and present a business proposal that: • responds to an Olympic-related opportunity • explains relevant economic conditions and government support • evaluates costs, benefits, and risks • includes workforce and productivity planning • is delivered as a pitch presentation Unit 2 Assessment – Consumer Financial Inquiry (Car Purchase Decision) Students complete an inquiry report that: • compares car options within a set budget • analyses financial data (loans, interest, running costs, depreciation) • evaluates short- and long-term consequences • considers superannuation and financial wellbeing • makes a justified recommendation		
Special subject requirements	To succeed in this subject, students should: • bring a device (laptop) for research and class activities • be prepared to use spreadsheets and online tools for financial analysis • participate in group discussions, research tasks, and presentations • manage time effectively for inquiry-based assessment tasks • be willing to apply mathematical and analytical thinking to real-world problems		
Careers	This subject provides a strong foundation for a wide range of future study and career options, including: Business and Entrepreneurship, Accounting and Finance, Economics and Data Analysis, Marketing and Advertising, Human Resource Management, Project Management, Government and Public Policy, Real Estate and Property, Law and International Business and Small Business Ownership. It also supports life skills for personal financial independence and informed decision-making in adulthood.		

Japanese

	Year 10	Duration:	12 months
Aims	The Year 10 Japanese Course progresses the learner through the Key Learning Program to upper secondary language established in Year 9. - Students refine their communication skills in Japanese in composing (writing and speaking) and comprehension (reading and listening) - Attention is given to making a smooth transition to Senior Language learning. - Year 10 learners should be able to hold a simple conversation in Japanese, read magazines articles, write letters and participate in simple conversation with native speakers. - Students are encouraged to be involved in a range co-curricular activities: - Language Competitions - Japan Study Tour - International Student Exchanges - Online Japanese exchange		
Content	Semester 1 - Homestays – Term 1 - Fashion and shopping – Term 2 Semester 2 - Healthy Lifestyles – Term 3 - Employment – Term 4		
Prerequisites	A satisfactory result at the completion of Year 9 Japanese, or like course.		
Assessment	This course is one semester and is designed to give students a sample of language learning. During this time, communication skills will be determined by - In class work - Homework tasks - Formal reading/writing/listening tasks - Oral Presentations – ie Individual/Group		
Special subject requirements	Laptop required. Incursions/Excursions are offered as available. Transport and entry fees are extra to SRS Scheme.		
Careers	A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.		

Life Technologies – Food Studies

	Year 10	Duration:	12 months
Aims	• Develop practical cookery, food safety and kitchen management skills. • Explore nutrition, sensory analysis and the relationship between food and health. • Design, produce and evaluate food solutions using the Design Process. • Build organisation, teamwork, time management and problem-solving skills. • Apply literacy, numeracy and digital technologies in authentic food and hospitality contexts.		
Content	Term 1: Behind the Bite Behind the Bite explores the science behind why food looks, smells, tastes and feels the way it does. Through practical cooking, sensory analysis and food investigations, students evaluate ingredients and cooking techniques to understand how they influence the eating experience and the design of successful food products. Term 2: Eat Well Eat Well explores the relationship between food, nutrition and long-term health. Through practical cooking and investigations, students examine lifestyle-related diseases, food allergies and intolerances, and discover how dietary choices can support overall wellbeing. Each practical lesson focuses on a different nutritional theme, allowing students to prepare and evaluate meals designed to meet a variety of health needs and lifestyles. Term 3: Intro to Hosp 1 – Morning Teas Intro to Hosp 1 – Morning Teas gives students a taste of the hospitality industry as they plan, prepare and present a professional morning tea. Through practical cooking lessons featuring sweet and savoury baked items, students develop their culinary skills while exploring catering, event planning, food presentation and the skills needed to deliver a successful hospitality experience. Term 4: Intro to Hosp 2 - Takeaways Intro to Hosp 2 - Takeaways provides students with an authentic hospitality experience as they work together to design and operate a themed takeaway service. Students explore menu planning, budgeting, target markets, food production and service logistics while preparing meals to order for real customers. This hands-on unit develops the planning, teamwork and organisational skills required in the hospitality industry.		
Prerequisites	Junior cooking at least 1 unit		
Assessment	Assessment will be continuous throughout the semester. Assessment will consist of: • Project Folios – Design Challenges, incorporating practical food production • Multi modal assignment and presentation		
Special subject requirements	Students need to be aware of the costs involved in providing own ingredients each week. They will be given notice of ingredients prior to the task		
Careers	This subject has particular relevance for students who wish to enter any professions related to food or where good ‘people skills’ are required. Students will benefit in many ways by developing a broad range of skills. Food Studies is particularly relevant to students wishing to gain entry into Coastal Cookery Trade Training Centre courses - Certificate II/III in Hospitality and Certificate II in Cookery.		

Introduction to Tourism – Semester 2

	Year 10	Duration:	6 months
Aims	- Students will be introduced to current trends within the Tourism industry - Students will be introduced to the skills of researching and planning a holiday for a specific group of travellers - Students will explore the Tourism opportunities for the Brisbane 2032 Olympics - Students will explore different local, national and international destinations - Students will develop skills in time management, organisation and presentation will be developed - Students will develop customer service skills and marketing skills		
Content	Term 3 Brisbane Olympics 2032 Term 4 The Dream Holiday		
Prerequisites	Nil		
Assessment	Assessment techniques <u>may</u> include: - Researching holiday destinations - Researching effect of tourism on Olympics host cities - Investigating holiday options - Investigating opportunities for Tourism operators for Brisbane 2032 Olympics - Analysing budgets - Presentation of travel plans - Using digital media to create promotional material		
Special subject requirements	Students will be required to supply: - Laptop - Blue, black and red biros - USB Drive (8GB recommended)		
Careers	Tourism is a lead into the senior Certificate subjects – Certificate II/III in Tourism, Certificate II/III in Hospitality. Travel agent, flight attendant, pilot, event planner, tour guide, tour operator, hospitality worker, chef, marketing manager, social media specialist, business owner, IT specialist, accountant.		

MSL20122 – Certificate II in Sampling and Measurement

– Offered to extension Science Students

VET

TAFE Queensland (RTO 0275) and Maroochydore State High School (RTO 30397) will enter into a Third Party Agreement for delivery of this course. Under this agreement, TAFE Queensland is the Registered Training Organisation (RTO) and Maroochydore State High School will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for the quality of the training and assessment services and the issuing of the AQF certification documentation.

Subject type:	VET qualification	Duration:	12 months
Qualification description:	MSL20122 Certificate II in Sampling and Measurement is a nationally recognised qualification that covers the skills and knowledge required for students wanting to pursue a career in a laboratory. This course gives students basic practical skills required for sampling and laboratory work. This qualification covers the skills and knowledge required to perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors. Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers and many others.		
Entry requirements:	Entry-level course. There are no entry requirements for this qualification.		
Qualification Packaging Rules:	Certificate packaging rules: 8 units must be completed: • 3 core units of competency • 5 elective units of competency		
Core and Electives:	Core: MSL912002 Work within a laboratory or field workplace MSL922002 Record and present data MSL943004 Participate in laboratory/field workplace safety Electives: MSMENV272 Participate in environmentally sustainable work practices MSL952003 Collect routine site samples MSL972002 Conduct routine site measurements MSL973015 Prepare culture media MSL973027 Perform techniques that prevent cross-contamination		
Learning experiences:	• Maroochydore State High School - classroom and laboratory • Mode of Delivery – blended theory and practical • Materials or equipment that the learner must provide: a fine tip permanent marker for practical classes		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering methods for this qualification is continuous and units of competency have been clustered into groups and assessed this way. They include: • Observation and oral questioning • Written assessment Assessment for each unit of work is competency based; therefore students must demonstrate on various occasions the ability to consistently demonstrate knowledge and application of skill to the standard of performance required in the workplace. All assessment is conducted and submitted via the TAFE Queensland Connect learning management system.		
Pathways:	Further training pathways from this qualification include: Certificate III in Laboratory Skills MSL30122		
Fees:	This is a VETiS course funded by the Queensland Government, Department Education, Small Business & Training – all eligible Queensland Education students can access this course under VETiS funding. This means there is no training cost to the parent/guardian of the student. In accessing DESBT VETiS funding, the student will not be able to access this funding a second time whilst at school/home schooling. The VET investment budget provides funding for students to complete one VETiS qualification listed on the Queensland Training Subsidies List while at school/home schooling.		
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services including Language, Literacy and Numeracy, Assistive Technology, additional tutorials, other mechanisms e.g. assistance in using technology for online delivery components and other general VET information. Students will be provided with access to further information via TAFE Queensland's website; TAFE Queensland's Connect (Online) site or via the school's publication prior to enrolment.		
Service agreement:	This is a one year course. Maroochydore State High School will ensure that the students under this qualification will be provided with every opportunity to complete the course as per the rights and obligations outlined in the enrolment process and information provided. Students successfully achieving all course requirements will be issued with a nationally recognised Qualification by TAFE Queensland (RTO). Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. <i>This information is correct at time of publication but subject to change (June 2026).</i>		

FSK20119 – Certificate II in Skills For Work & Vocational Pathways

VET

Delivered by Maroochydore State High School (RTO 30397)

Subject type:	VET qualification	Duration:	12 months for Year 10 (*may be extended into Year 11/12)
Qualification description:	FSK20119 Certificate II in Skills for Work and Vocational Pathways.		
Entry requirements:	There are no entry requirements for this qualification.		
Qualification Packaging Rules:	Certificate packaging rules: 14 units must be completed • 1 core unit • 13 elective units Successful completion of the certificate may contribute a possible four (4) credits towards achieving the Queensland Certificate of Education.		
Core and Electives:	Core: FSKLRG011 Use routine strategies for work-related learning Elective FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 Estimate, measure and calculate routine metric measurements for work FSKNUM017 Use familiar and routine maps and plans for work FSKLRG010 Use routine strategies for career planning FSKWTG008 Complete routine workplace formatted texts FSKOCM005 Use oral communication skills for effective workplace presentations FSKRDG008 Read and respond to information in routine visual and graphic texts FSKRDG010 Read and respond to routine workplace information TLIF0025 Follow work health and safety procedures TLIP2032 Maintain petty cash account TLIK2003 Apply keyboard skills FSKRDG002 Read and respond to short and simple workplace signs and symbols FSKDIG002 Use digital technology for routine and simple workplace task		
Learning experiences:	• RTO classroom • Work experience or equivalent school provided work-related course		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Observation with checklist • Written assessment/quiz/activities • Case studies • Project/portfolios • Role play • Log book		
Pathways:	This qualification provides a pathway into casual, part time and full time employment		
Fees (Additional to SRS charges):	A subject fee applies to cover consumable materials such as photocopied booklets		
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.		
Service agreement:	For Year 10 students it is a 12 month course with the opportunity to extend over Year 11/12 depending on the individual student. The RTO guarantees that the student will be provided with every opportunity to complete the FSK20119 Certificate II in Skills for Work and Vocational Pathways as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. <i>This information is correct at time of publication but subject to change (June 2026).</i>		

SIT20421 – Certificate II in Cookery

VET

Offline Course: Year 10, 11 or 12

RTO TAFE Queensland (0275) For further information on services, training and assessment refer to TAFE Queensland.

Subject type:	VET qualification	Duration:	11 months
Qualification description:	SIT20421 Certificate II in Cookery is a nationally recognised qualification that complies with the Australian Qualification Framework. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills.		
Entry requirements:	There are no entry requirements for this qualification. Conducted on the grounds of Maroochydore State High School, the Coastal Cookery Centre was developed out of a partnership between Maroochydore SHS, local industry and organisations to train high quality students in the field of commercial cookery. The program is designed for those students who have the desire and work ethic to pursue an employment outcome in the Hospitality Industry (Back of House). Commitment to completing this Certificate course involves the completion of 12 service periods in the Trade Coastal Cookery Training Centre and workplace. The course will usually run on Thursdays from 9 – 2:30pm.		
Qualification Packaging Rules:	Total units = 13 (8 core units + 5 elective units). The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF levels of this qualification. Successful completion of the Certificate may contribute a possible four (4) credits (dependent on VET courses undertaken) towards achieving a Queensland Certificate of Education.		
Core and Electives:	SITXFSA005 Use hygienic practices for food safety SITXFSA006 Participate in safe food handling practices SITXWHS005 Participate in safe work practices SITHKOP009 Clean kitchen premises and equipment SITXINV006 Receive, store and maintain stock SITHCCC023 Use food preparation equipment SITHCCC034 Work effectively in a commercial kitchen SITHCCC024 Prepare and present simple dishes SITHCCC027 Prepare dishes using basic methods of cookery SITHCCC025 Prepare and present sandwiches SITHCCC028 Prepare appetizers and salads SITHCCC026 Package prepared foodstuffs SITHCOM007 Show social and cultural sensitivity		
Learning experiences:	• RTO classroom • Activities in real/simulated training work environments • Face to face in a commercial kitchen – Coastal Cookery Trade Training Centre		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Reports from workplace supervisor		
Pathways:	This qualification provides a pathway to work in cookery in organisation such as restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institution such as aged care facilities and hospitals.		
Fees (Additional to SRS charges):	This VET course is VETiS funded. \$140.00 approx. for chef uniform.		
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding the Coastal Cookery Trade Training program, support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.		
Service agreement:	This is an 11 month course. The RTO guarantees that the student will be provided with every opportunity to complete the SIT20421 Certificate II in Cookery as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. <i>This information is correct at time of publication but subject to change (June 2026).</i>		

10935NAT Certificate II in Autonomous Technologies

VET

Delivered by Maroochydore State High School (RTO 30397)

	Year 10	Duration:	Subject to confirmation
Qualification description:	10935NAT Certificate II in Autonomous Technologies. Students will investigate secure networks, introductory programming techniques, and the role of sensors, data, positioning technology, and embedded systems in autonomous environments. They will learn how autonomous systems receive information, make decisions, and control outputs.		
Entry requirements:	Students must demonstrate achieving a C in both English and Mathematics in their most recent school semester report. Students must have access to a reliable BYOD Windows laptop for programming, technical documentation and online learning. iPads are not suitable for this course.		
Qualification Packaging Rules:	Total units = 16 (14 core units + 2 elective units). The selection of elective units is determined in consultation with the RTO and is guided by the autonomous technologies training pathway and industry requirements. Successful completion of the Certificate may contribute credits towards achieving a Queensland Certificate of Education, dependent on QCAA requirements and other VET courses undertaken.		
Core and Electives:	Core: MSMWHS200 Work safely MSMSUP390 Use structured problem-solving tools NAT10935001 Work effectively in autonomous environments NAT10935002 Handle technical communication in autonomous environments NAT10935003 Design basic fluid power logic diagrams for autonomous systems NAT10935004 Design basic logic ladder diagrams for autonomous electrical control circuits NAT10935005 Produce a documentation suite for autonomous systems NAT10935006 Configure autonomous embedded systems NAT10935007 Prepare basic programs for programmable logic controllers (PLCs) for autonomous applications NAT10935008 Use basic positioning technology NAT10935009 Conduct a basic autonomous technology project ICTTEN205 Build and maintain a secure network VU22338 Configure and program a basic robotic system ICTPRG302 Apply introductory programming techniques Elective: ICTNWK308 Determine and action network problems MSMWHS201 Conduct Hazard Analysis		
Learning experiences:	• RTO classroom and practical workshops • Programming and robotic systems • Autonomous and embedded systems • Programmable logic controllers (PLCs)		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency may be clustered into groups and assessed this way.		
Pathways:	This qualification provides a pathway into further education, training and employment in autonomous technologies, robotics, aviation, engineering, digital technologies, advanced manufacturing and industrial automation.		
Fees (Additional to SRS charges):	Subject to confirmation.		
Further information:	Contact the Head of Department – Digital Technologies, e-Learning and Innovation, Mr Bradly Saunders, bxsau0@eq.edu.au, for course and subject information. Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au, for information regarding support services and other general VET information. Students will be provided with access to relevant VET and RTO information prior to enrolment.		
Service agreement:	The 10935NAT Certificate II in Autonomous Technologies is delivered in partnership with Aviation Australia, RTO 30770. Students will be provided with opportunities to complete the required units of competency as per the rights and obligations outlined in the enrolment process and information provided by the RTO. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit of competency but do not complete the full qualification may receive a Statement of Attainment. This information is correct at time of publication but subject to change (July 2026).		