



Our Vision

Excellence in Education for All

Our Values

Learning, Respect & Safety

**YEAR 10
2026**

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



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Introduction



Maroochy 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.

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. 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 Level 2.
2. 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 Officers
- Deans of Students
- School Based Youth Health Nurse
- School Based Police Officer
- School Chaplain
- Youth support workers

Students can make an appointment to see any of the Student Services team via the Student Counter or visit them in G Block. Parent/Carers are welcome to make appointments via the office.

Subject Resources

Textbooks and Resources

Maroochydore SHS 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 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

Maroochydhore 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, Maroochydhore 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.

Participation in the BYOd scheme

Parents and families who choose to participate in the BYOd scheme need to:

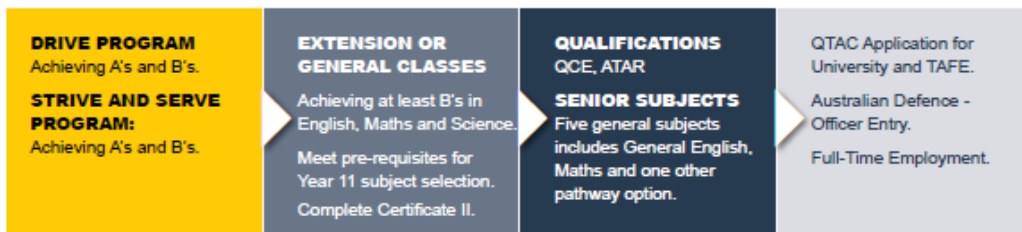
- Read and understand the policies and procedures outlined in this document.
- Sign the BYOd Student Participation and Connectivity Request Form
- Pay the connectivity and licensing fee upon invoice
- Read and understand the Acceptable Use Policy (AUP)

Pathways To Success

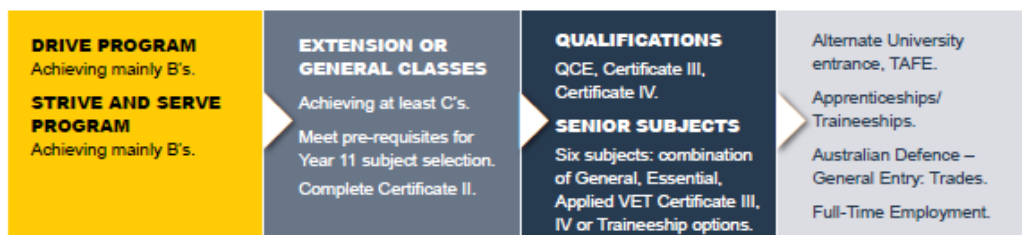
At Maroochydore State High School, we offer *Excellence in Education for All*. This means we value all pathways that lead students to not only achieve a senior qualification but to become responsible citizens who can work productively and/or make a contribution to their community. Students are encouraged 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.



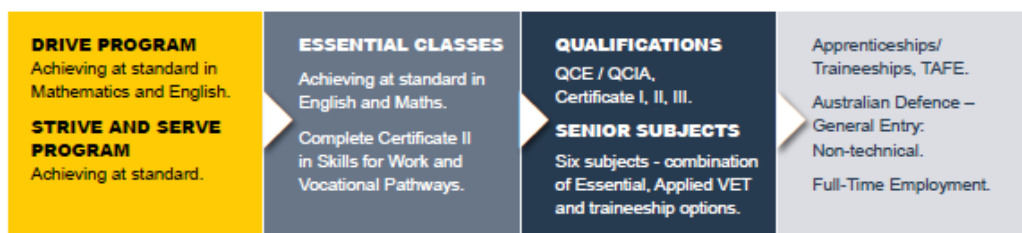
UNIVERSITY PATHWAY



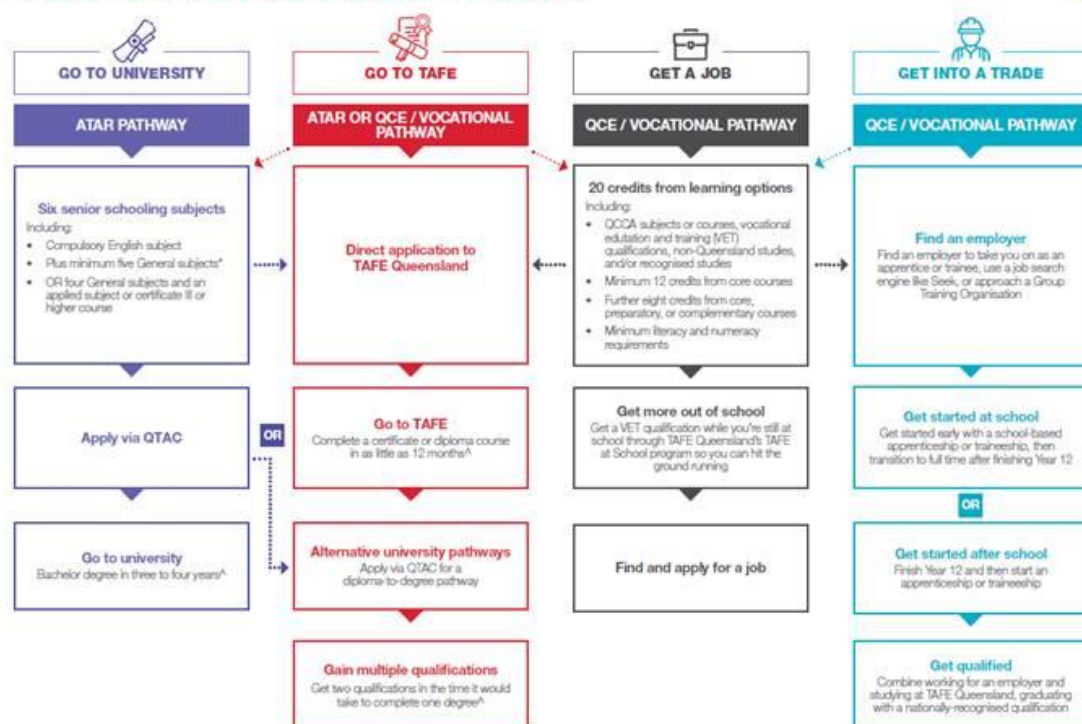
TERTIARY OPTIONS PATHWAY



EMPLOYMENT PATHWAY



FURTHER EDUCATION AND EMPLOYMENT PATHWAYS



FOR MORE INFORMATION
tafeqld.edu.au/schoolstudents

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

Year 10 and working towards the 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

QCIA – Queensland Certificate of Individual Achievement

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>.

Year 10 and working towards an ATAR (Australian Tertiary Admission Rank)

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 on page 19). To support this transition, Maroochy 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 Maroochy State High School's school policy that all students study at least one Maths course throughout their senior years.

Year 10 Exam Blocks – preparing for Yr 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

All Year 10 students are required to participate in Work Experience for one week, usually at the start of Term 3 as part of their Certificate II in Skills for Work and Vocational Pathways and/or pastoral care program. Students will need to source their own work experience and are encouraged to start looking at the commencement of the school year, as places fill quickly. A work experience agreement form will need to be completed both by school and the work experience employer (contact our school Vocational Education Liaison Officer for more information).

To also help students prepare for employment, they are required to participate in mock interviews. For mock interviews, Year 10 students will prepare a resume and employment cover letter and engage in an interview with volunteer employers who will offer supportive feedback. Mock interviews are an important part of the school pastoral care program as they give students interview experience and contributes to the successful completion of the Certificate II in Skills for Work & Vocational Pathways qualification.

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

Grade 10 Curriculum Proposal – 2026

Semester 1	Semester 2
Required subjects	
General English (12 month program)	General English (12 month program)
Mathematics (12month program. Choose 1 option). <ul style="list-style-type: none"> ➤ <i>General Mathematics</i> ➤ <i>Mathematical Methods</i> ➤ <i>Essential Mathematics</i> 	Mathematics (12month program. Choose 1 option). <ul style="list-style-type: none"> ➤ <i>General Mathematics</i> ➤ <i>Mathematical Methods</i> ➤ <i>Essential Mathematics</i>
Science <ul style="list-style-type: none"> ➤ <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. <ul style="list-style-type: none"> ➤ <i>Physical Science (Physics/Chemistry)</i> ➤ <i>Biological Science (Biology/Marine)</i> ➤ <i>General Science (Aquatics/Earth Space)</i>
Humanities (History) <i>or</i> Work Studies (12month program) Students must be approved to study Work Studies and are required to 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. <ul style="list-style-type: none"> ➤ <i>Ancient History</i> ➤ <i>Modern History</i> ➤ <i>Legal Studies</i> <i>Or</i> Work Studies (12 month program)
FSK20119 Certificate II in Skills for Work & Vocational Pathways RTO 30397 MSHS (12 month program) <i>Or</i> 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 MSHS (12 month program) <i>Or</i> 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 - Music or visit M Block to speak with one of our Instrumental Music specialist teachers.

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 (RTO30397) as a Registered Training Organisation
- at 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 2026 Career Ready VETiS funded qualifications. Maroochydore State High School will finalise its delivery arrangements with SAS before confirming Career Ready VET enrolments for 2026.

Enrolment Options

Option 1

Choose a course that is delivered by qualified teachers at the School under our Registered Training Organisation 30397.

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.

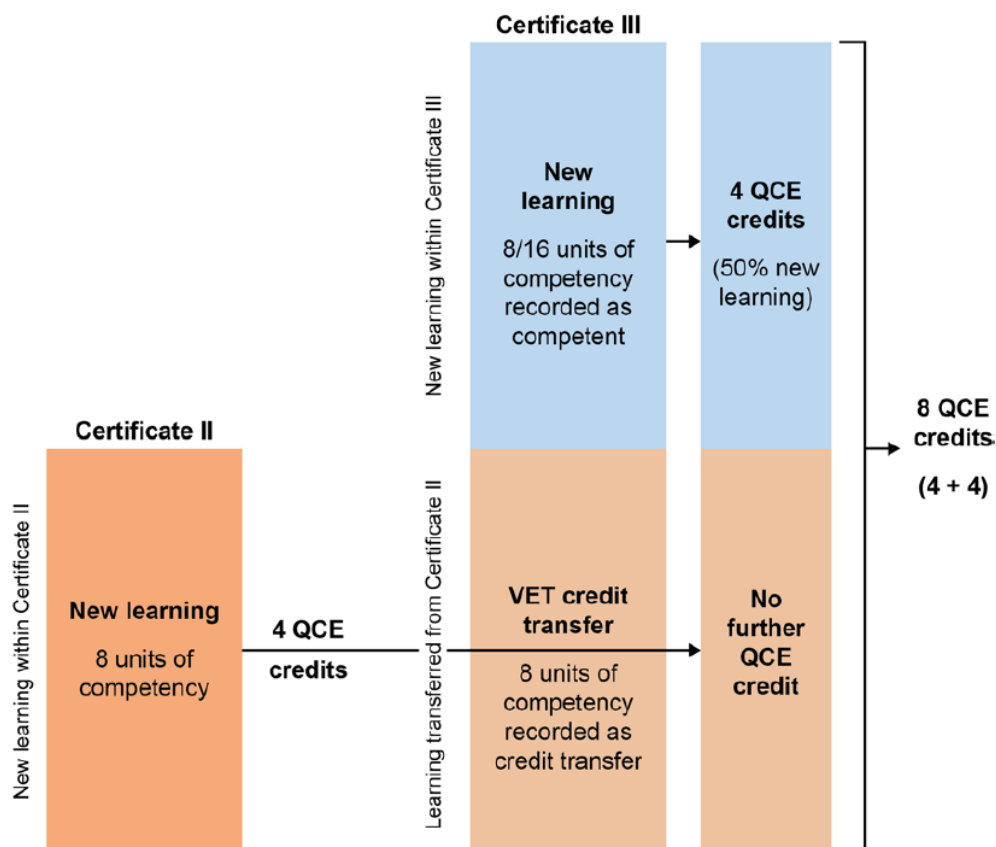
For certification, when competencies within a qualification are reported as credit transfer, this is not considered to be new learning. All completed VET qualifications are recorded on the statement of results.

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 Handbook

Maroochydhore 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

Maroochydhore 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.

Maroochydhore 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 Maroochydhore State High School, its trainers, assessors or other school RTO staff;
 students of Maroochydhore State High School;
 any third parties providing services on behalf of Maroochydhore State High School (if relevant)

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

Maroochydhore 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 Maroochydhore 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 Maroochydhore State High School admin@maroochydhoreshs.eq.edu.au. Refer to complaints and appeals policy and procedure document for further information.

Students are asked to:

- refer to the Curriculum handbook / 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 Maroochydhore 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.maroochydhoreshs.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.

Please contact the Vocational Liaison Officer on 5409 7353 for further information or go to the website <http://apprenticeshipinfo.qld.gov.au>

Getting ready for life after Year 10

SET Plans – Senior Education and Training Plans

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). 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. Online computer surveys and activities.
- Getting ready for work – Presentations by business organisations.
- Speed careering – Ask industry experts questions about their careers
- Work experience (Term 2)
- 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

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	➡	<ul style="list-style-type: none"> Science Term 3: Aquatics Term 4: Earth & Space ☑ Achieve at least a 'C' or working towards a 'C' on Term 2 report card 	➡	<ul style="list-style-type: none"> 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	➡	<ul style="list-style-type: none"> Biological Science Term 3: Biology Term 4: Marine ☑ Achieve at least a 'C' on Term 2 report card 	➡	<ul style="list-style-type: none"> Year 11 Biology Year 11 Marine Science ☑ Achieve at least a 'B' in Biological/Physical Sciences on Term 2/4 report card 	➡	Tertiary Options or University Pathway
		➡	<ul style="list-style-type: none"> Physical Science Term 3: Chemistry Term 4: Physics ☑ Achieve at least a 'B' on Term 2 report card 	➡	<ul style="list-style-type: none"> Year 11 Chemistry Year 11 Physics ☑ Achieve at least a 'B' in Physical/Biological Sciences on Term 2/4 report card 	➡	University Pathway
Global Studies	Humanities or Extension Humanities (History)	➡	<ul style="list-style-type: none"> Ancient History Term 3: Beliefs & Rituals of the Ancient World Term 4: Pompeii & Herculaneum ☑ Achieve at least a 'C' on Term 2 report card 	➡	<ul style="list-style-type: none"> Ancient History ☑ Achieve at least a 'C' in either Year 10 History (Term 2) or English (Term 2/4) report card 	➡	Tertiary Options or University Pathway
			<ul style="list-style-type: none"> Modern History Term 3: Cold War Term 4: Women's Movement ☑ Achieve at least a 'C' on Term 2 report card 		<ul style="list-style-type: none"> Modern History (to be confirmed) ☑ Achieve at least a 'C' in either Year 10 History (Term 2) or English (Term 2/4) report card 		
			<ul style="list-style-type: none"> Legal Studies Term 3: Introduction to the Law Term 4: Human Rights ☑ Achieve at least a 'C' on Term 2 report card 		<ul style="list-style-type: none"> Legal Studies ☑ Achieve at least a 'C' in either Year 10 History (Term 2) or English (Term 2/4) report card 		
			<ul style="list-style-type: none"> Economics and Business Term 3: Business Start-up Term 4: The World of Business ☑ Achieve at least a 'C' on Term 2 report card 		<ul style="list-style-type: none"> Business ☑ Achieve at least a 'C' in either Year 10 History (Term 2) or English (Term 2/4) report card 		
	Humanities or Work Studies	➡	<ul style="list-style-type: none"> Introduction to Tourism Term 3: Ideal Holidays Term 4: Theme Parks and Attractions ☑ Achieve at least a 'C' or working towards a 'C' on Term 2 report card 	➡	<ul style="list-style-type: none"> Certificate II/III Tourism ☑ No pre-requisite 	➡	Employment Pathway

Year 10 Pre-requisites Guide for Year 11 Senior Subjects 2026

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	C-D
	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	-
		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	English and Humanities	C
	VET	10971NAT Certificate IV in Justice Studies	English and Humanities	C
Business	VET	BSB50120 Diploma in Business	General English	
	VET	BSB30120 Certificate III in Business	Nil	-
	VET	BSB20120 Certificate II in Workplace Skills	Nil	-
Languages	General	Japanese	Japanese	C
Creative Industries	General	Music	Year 10 Music	C
		Instrumental Music	Conversation with IM Coordinator	
	General	Drama	General English	Recommended
	General	Film, Television & New Media	General English	C
	General	Visual Art	General 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	-
		Sport and Recreation (Surfing)	Offered to EQI students only	HOD approval
	VET	SIS30321 Certificate III in Fitness	General English and Mathematics	C
	Offline VET	HLT23221 Certificate II in Health Support Services HLT33115 Certificate III in Health Services Assistant	General English and Mathematics	C
Life Technologies	VET	SIT20116 Certificate II SIT30116 III in Tourism	Nil	-
	VET	SIT20322 Certificate II SIT30622 III in Hospitality	Nil	-
	VET	SIT20421 Certificate II in Cookery	Nil	HOD approval
Industrial Technology & Design	General	Digital Solutions	General English and Dig Tech	C
	Applied	Engineering Skills	Nil	-
	Applied	Furnishing Skills	Nil	-

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.

Colour Legend for subject pages

	English
	Mathematics
	Science
	Humanities and Social Studies
	Technologies
	The Arts
	Health and Physical Education
	Languages
	VET

English

	Year 10	Duration:	12 months												
Aims	In developing active and informed citizenship, students should be able to use language to: <ul style="list-style-type: none">• 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	<p>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.</p> <p>English: 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.</p> <p>Essential English is most suitable for students entering the Tertiary and Employment Pathways.</p>														
Assessment	<p>Semester 1: Persuasive Speech Short story and peer discussion</p> <p>Semester 2: Analytical essay exam Multimodal presentation</p>														
Special subject requirements	Exercise book and laptop required														
Careers	<p>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.</p> <table><tr><td>• Teacher</td><td>• Actor</td><td>• Entrepreneur</td></tr><tr><td>• Lawyer</td><td>• Social worker</td><td>• Researcher</td></tr><tr><td>• Journalist</td><td>• Politician</td><td>• Blogger</td></tr><tr><td>• Writer</td><td></td><td></td></tr></table>			• Teacher	• Actor	• Entrepreneur	• Lawyer	• Social worker	• Researcher	• Journalist	• Politician	• Blogger	• Writer		
• Teacher	• Actor	• Entrepreneur													
• Lawyer	• Social worker	• Researcher													
• Journalist	• Politician	• Blogger													
• Writer															

Essential Mathematics

	Year 10	Duration:	12 months
Aims	<p>Essential Mathematics aims to ensure that students are prepared for Essential Mathematics in year 11 and that they:</p> <ul style="list-style-type: none"> • 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	<p>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.</p>		
Prerequisites	<p>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 not achieved a satisfactory result.</p>		
Assessment	<p>Students will be assessed in two criteria using a variety of techniques including formal tests and Problem-Solving and Modelling Tasks (PSMT).</p> <p>Understanding and Fluency: e.g. Calculate surface area and volume of 3D objects, including composite solids. Apply deductive reasoning to proofs.</p> <p>Problem solving and Reasoning: e.g. Solve volume and surface area of composite solids. Determine the probability of an event.</p>		
Special subject requirements	<p>Students will require the following:</p> <ul style="list-style-type: none"> • 96 page exercise book –two per semester • Casio Fx-82AU II Plus scientific calculator • Stationery, including protractor, ruler and eraser • BYO Laptop and internet access • It is recommended students use their laptop to complete assignments. 		
Careers	<p>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.</p>		

General Mathematics

	Year 10	Duration:	12 months
Aims	<p>General Mathematics prepares students for the QCE General Mathematics subject which is a pre-requisite subject for university study. General Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> 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	<p>The General Mathematics course:</p> <p>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.</p>		
Prerequisites	<p>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.</p>		
Assessment	<p>Students will be assessed in two criteria using formal tests and a Problem-Solving and Modelling Tasks (PSMT).</p> <p>Understanding and Fluency: e.g. Calculate surface area and volume of 3D objects, including composite solids. Apply deductive reasoning to proofs.</p> <p>Problem solving and Reasoning: e.g. Solve volume and surface area of composite solids. Apply logical reasoning to congruency and similarity.</p>		
Special subject requirements	<p>Students will require the following:</p> <ul style="list-style-type: none"> 2 x 96 page exercise book – per semester - One book will be a Summary Book of their notes in class Casio Fx-82AU II Plus scientific calculator 2nd edition. (Alternative brands may not meet subject requirements) Stationery, including protractor, ruler and eraser <p>It is recommended students use their laptop to access their online textbook and online maths programs.</p>		
Careers	<p>Mathematical skills are required in most jobs to some extent.</p> <p>Careers which will require this level of mathematics include business, commerce, education, finance, IT, social science and the arts.</p>		

Mathematical Methods

	Year 10	Duration:	12 months
Aims	<p>Mathematical Methods aims to ensure that students:</p> <ul style="list-style-type: none"> • 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	<p>The Mathematical Methods course:</p> <p>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.</p> <p>The course has a major focus on advanced algebra and trigonometry in preparation for Mathematical Methods and Specialist Mathematics in Senior.</p> <p>Entry into the Maths competition is a compulsory component of the Mathematical Methods program.</p>		
Prerequisites	<p>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.</p> <p><i>"It is recommended that the Specialist Mathematics elective is taken if you are intending on taking Mathematical Methods in year 11."</i></p>		
Assessment	<p>Students will be assessed in two criteria using formal tests and a Problem-Solving and Modelling Tasks (PSMT).</p> <p>Understanding and Fluency: e.g. Expand an expression. Solve a simultaneous equation.</p> <p>Problem solving and Reasoning: e.g. Model the data with an equation</p>		
Special subject requirements	<p>Students will require the following:</p> <ul style="list-style-type: none"> • 2 x 96 page exercise book – per semester One book will be a Summary Book of their notes in class • Casio Fx-82AU II Plus scientific calculator – 2nd edition • Stationery, including protractor, ruler and eraser • It is recommended students use their laptop to access their online textbook and online maths programs. 		
Careers	<p>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.</p>		

Specialist Mathematics (Elective)

	Year 10	Duration:	12 months
Aims	Specialist Mathematics in year 10 aims to ensure that students: <ul style="list-style-type: none"> • 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. <i>"It is recommended that the Specialist Mathematics elective is taken if you are intending on taking Mathematical Methods in year 11."</i>		
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: <ul style="list-style-type: none"> • 2 x 96 page exercise book – per semester One book will be a Summary Book of their notes in class • Casio Fx-82AU II Plus scientific calculator – 2nd edition • Stationery, including protractor, ruler and eraser. It is recommended students use their laptop to access their online maths programs.		
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	<p>In Semester 1 2026, Maroochydore State High School will continue to plan, teach, assess and report Science in Year 10 using the Australian Curriculum.</p> <p>The Australian Curriculum: Science aims to ensure that students develop:</p> <ul style="list-style-type: none"> • 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 intercultural 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. <p>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.</p>		
Content	<p>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:</p> <p>Biological Sciences</p> <ul style="list-style-type: none"> • 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 <p>Chemical Sciences</p> <ul style="list-style-type: none"> • 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 <p>Physical Sciences</p> <ul style="list-style-type: none"> • investigate Newton's law of motion and quantitatively analyse the relationship between force, mass and acceleration of objects <p>Science:</p> <p>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.</p> <p>Science Extension:</p> <p>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.</p> <p>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.</p>		
Prerequisites	Science Extension requires achievement level in Year 9 to be \geq B		
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	<p>In Semester 2 2026, there are three Science subjects on offer, all of which aim to prepare students for the Senior Assessment Tertiary Entrance (SATE) system.</p> <ol style="list-style-type: none"> 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 2025 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	<p>Science (SCG) <i>Aquatics</i> (Term 3)</p> <ul style="list-style-type: none"> - Aquatic environment, ecosystems, equipment. <p><i>Earth and Space Sciences</i> (Term 4)</p> <ul style="list-style-type: none"> - 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 <p>Biological Sciences (BLS) <i>Biology</i> (Term 3)</p> <ul style="list-style-type: none"> - Cell Biology and Plant Physiology <p><i>Marine Science</i> (Term 4)</p> <ul style="list-style-type: none"> - Features of the ocean floor, properties of water, cycling of matter, adaptations of organisms in a marine environment. <p>Physical Sciences (PCS) <i>Chemistry</i> (Term 3)</p> <ul style="list-style-type: none"> - Moles, aqueous solutions, measurement, uncertainty and error. <p><i>Physics</i> (Term 4)</p> <ul style="list-style-type: none"> - Energy, data analysis. 		
Prerequisites	<p>Biological Sciences \geq C in Semester 1 Physical Sciences \geq B in Semester 1</p>		
Assessment	<p>Science – test, project/investigation. Biological and Physical Sciences – data test, student experiment, research investigation.</p>		
Special subject requirements	Nil		
Careers	Astronomy, Biotechnology, Conservation, Education, Health, Medical, Mining, Sport, Research.		

Ancient History – Semester 2

	Year 10	Duration:	6 months			
Aims	<p>Students will study people, societies and civilisations from the distant past and more recent times so they may form their own views about the world we live in today.</p> <p>Students will learn that the past is contestable and will discover that it consists of various perspectives and interpretations. History enables students to empathise with others and make meaningful connections between the past, present and possible futures. History highlights how the world has changed, as well as the significant legacies that exist into the present, such as social organisation, politics, religion, leadership and human behaviour. Studying history benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world and ensures they gain a range of transferable skills that will help them forge their own pathways into the 21st century.</p> <p>History is taught with an inquiry-based learning model, where students investigate evidence, pose complex questions, and inquire, analyse, interpret and respond within a range of written formats. They construct arguments, challenge assumptions and think both creatively and critically.</p> <p>Learning history empowers students with multi-disciplinary skills; to be critically literate, empathic, discerning users of technology and information and open-minded global citizens.</p>					
Content	<p>Term 3 – <i>Rituals, Beliefs, and Funerary Practices of Ancient Civilisations</i></p> <p>Students will learn about and explore the rituals, beliefs, and funerary practices of diverse ancient civilisations. They will compare, contrast, and make judgements about how rituals, beliefs, and funerary practices of these ancient societies set them apart and gave them unique differences that still pervade cultures today.</p> <p>Term 4 – <i>Pompeii & Herculaneum</i></p> <p>The eruption of Mount Vesuvius in 79 C.E. destroyed and largely buried the cities of Pompeii and Herculaneum and other sites in southern Italy under ash and rock. Students will explore how the rediscovery of these sites in the modern era is as fascinating as the cities themselves and provides a window onto the history of both art history and archaeology. Students will learn that through these archaeological sites, sources of information about many aspects of social, economic, religious, and political life of the ancient world become clear.</p>					
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	<p>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.</p> <p>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.</p> <p>On leaving school, these skills form the basis of most tertiary courses and can support/lead to various career options. Such courses/careers include:</p> <table><tr><td><ul style="list-style-type: none">• Journalism• Education• Business• Sociology• Economics</td><td><ul style="list-style-type: none">• Counsellor• Advertising• Law• Politics• Psychology</td><td><ul style="list-style-type: none">• Archaeology• Administration• Social Sciences• Research & Writing</td></tr></table>			<ul style="list-style-type: none">• Journalism• Education• Business• Sociology• Economics	<ul style="list-style-type: none">• Counsellor• Advertising• Law• Politics• Psychology	<ul style="list-style-type: none">• Archaeology• Administration• Social Sciences• Research & Writing
<ul style="list-style-type: none">• Journalism• Education• Business• Sociology• Economics	<ul style="list-style-type: none">• Counsellor• Advertising• Law• Politics• Psychology	<ul style="list-style-type: none">• Archaeology• Administration• Social Sciences• Research & Writing				

Modern History – Semester 2

	Year 10	Duration:	6 months
Aims	<p>Students will study people, societies and civilisations from the distant past and more recent times so they may form their own views about the world we live in today.</p> <p>Students will learn that the past is contestable and will discover that it consists of various perspectives and interpretations. History enables students to empathise with others and make meaningful connections between the past, present and possible futures. History highlights how the world has changed, as well as the significant legacies that exist into the present, such as social organisation, politics, religion, leadership and human behaviour. Studying history benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world and ensures they gain a range of transferable skills that will help them forge their own pathways into the 21st century.</p> <p>History is taught with an inquiry-based learning model, where students investigate evidence, pose complex questions, and inquire, analyse, interpret and respond within a range of written formats. They construct arguments, challenge assumptions and think both creatively and critically.</p> <p>Learning history empowers students with multi-disciplinary skills; to be critically literate, empathic, discerning users of technology and information and open-minded global citizens.</p>		
Content	<p>Term 3 – <i>The Cold War</i> The Cold War was a period of geopolitical tension between the United States and the Soviet Union and their respective allies, the Western Bloc and the Eastern Bloc, which began following World War II. Students will learn that the concrete legacy of the Cold War rotates around three elements: nuclear weapons and the related arms control and non-proliferation treaties; local conflicts with long-lasting consequences; and international institutions that continue to play a key role today.</p> <p>Term 4 – <i>Feminist Movements</i> Throughout history, movements of concerned women, and the people who support them, have been incredibly crucial in moving the world toward gender equality. Students will come to know that vibrant and supported women's movements are critical to making change toward gender equality.</p>		
Prerequisites	"C" in Humanities – Year 10		
Assessment	<p>Term 3 – Investigation Task</p> <p>Term 4 - Examination - Short Response</p>		
Special subject requirements	<p>Laptop</p> <p>Membership to State Library of Queensland (free – online)</p>		
Careers	<p>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.</p> <p>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.</p> <p>On leaving school, these skills form the basis of most tertiary courses and can support/lead to various career options. Such courses/careers include:</p> <ul style="list-style-type: none"> • 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	<p>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, or both strands of the Humanities (History and Geospatial Science) as electives in Semester 2.</p> <p>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.</p> <p>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.</p>		
Content	<p>Topics studied will be:</p> <div><div><ul style="list-style-type: none">Unit 1: Genocides & Ethnic Cleansings<ul style="list-style-type: none">-The Holocaust, Cambodia, Rwanda, contemporary examplesUnit 2: Power & Protest<ul style="list-style-type: none">-Ancient Sparta, US & Australian Civil Rights Movement, 21st century protests</div><div>Students will have opportunities to participate in:<ul style="list-style-type: none">Australian History CompetitionNational History Challenge Competition</div></div>		
Prerequisites	Nil		
Assessment	Unit 1: Investigation Task Unit 2: Response to Stimulus Exam		
Special subject requirements	Laptop		
Careers	<p>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.</p> <p>On leaving school, these skills form the basis of most tertiary courses and can support/lead to various career options.</p> <p>Such courses/careers include:</p> <div><div><ul style="list-style-type: none">JournalismLawEducationAdministrationBusinessPoliticsSociology</div><div><ul style="list-style-type: none">JournalismLawEducationAdministrationBusinessPoliticsSociology</div><div><ul style="list-style-type: none">JournalismLawEducationAdministrationBusinessPoliticsSociology</div></div>		

Digital Solutions

	Year 10	Duration:	12 months
Aims	<p>Digital Technologies focuses on further developing understanding and skills in computational thinking, project management and problem solving. Students are engaged in projects involving multimedia, programming and design</p> <p>The purpose of this subject is to:</p> <ul style="list-style-type: none"> • simulate industry by focusing on project-based work. Students are required to respond to the needs of clients by thinking critically to design, develop and evaluate solutions through the applications of Digital Technologies. • prepare students for Senior Digital Solutions subject in Year 11 		
Content	<p>Unit 1 Game Design and Development in Unity: Students will learn to design and develop 3D games.</p> <p>Unit 2 Data Analysis: Students delve into data collection methods like surveys and tracking, master data analysis for trend identification, utilize data to personalize guest experiences, and optimize park operations through informed decision-making. Cyber Security: Students will explore vital concepts such as data security, basic data compression techniques, cyber threat models, application of privacy principles, and ethical hacking.</p> <p>Unit 3 ESTEAM: Robotics: Students will explore the intersection of Engineering, Science, Technology, Arts, and Mathematics (ESTEAM) through the lens of robotics. This unit aims to provide hands-on experience in designing, programming, and testing robotic systems and autonomous vehicles.</p> <p>Unit 4 Blender and Animation: Students will acquire skills in Blender for modeling and animation, design user experiences, iterate through diverse design options, develop interactive content, and utilize project management tools for effective planning and collaboration.</p> <p>Software includes (but is not limited to):</p> <ul style="list-style-type: none"> • Visual Basic • Microsoft Access • Adobe Illustrator • Blender • Unity • Arduino 		
Prerequisites	Students must have achieved at least a sound achievement (C) in Year 9 English in order to study this course.		
Assessment	<p>Students will be assessed using a variety of techniques. These may include:</p> <ul style="list-style-type: none"> • Formal testing in the form of in-class assignments • Exams • Teacher observation • Class presentations and demonstrations • Peer and self-assessment 		
Special subject requirements	<ul style="list-style-type: none"> • Pens as required • 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	<p>Engineering Pathways aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:</p> <ul style="list-style-type: none"> Investigate, design, plan, manage, create and evaluate solutions. Engage confidently with and responsibly select and manipulate appropriate technologies, materials, data, systems, components, tools and equipment - when designing and creating solutions. Critique, analyse and evaluate problems, needs or opportunities to identify and create solutions. 		
Content	<p>By the end of Year 10, students explain how people working in design and occupations consider factors that impact on design decisions and the use to produce products, services and environments.</p> <ul style="list-style-type: none"> Students identify the changes necessary to designed solutions to realise faults and amendments necessary. Students evaluate design solutions and the need for these products, as well as elaborating on areas of improvement. Students create and connect design ideas and processes of increasing complexity and justify decisions. Students independently and collaboratively apply sequenced production and management plans with designed solutions, making adjustments to plans when necessary. Students select and use appropriate, skilful and safe practices to produce high quality designed solutions suitable for the intended purpose. 		
Prerequisites	Completion of Onguard Safety training and Site induction.		
Assessment	<p>Classwork:</p> <ul style="list-style-type: none"> Essay- The impact of Metal in Australia (persuasive argument for or against) Design portfolio with completed Graphical Drawings Work Booklet. <p>Indicative Projects:</p> <ul style="list-style-type: none"> Sheet Metal Tool Box Bottle Opener Individually designed Portable (off the grid) Charger Box. Folding Camp Shovel 		
Special subject requirements	<p>The following safety requirements apply to all practical areas of Industrial Technology and Design subjects:</p> <ul style="list-style-type: none"> Students are required to wear sturdy, closed in leather shoes that are in a good state of repair (no thongs, sandals, runners, canvas shoes, etc) Any loose clothing must be restrained or removed - this includes coats and jumpers. Long hair is required to be restrained at all times (tied up, or use of a hair net may be implemented). Students who do not comply with safety standards will be withdrawn from practical learning experiences. 		
Careers	<p>Engineering Pathways has relevance for students wishing to pursue a career in manufacturing, engineering industry or applicable Construction. Possible trades may include, Fitter and Turner, Boiler Maker, Diesel fitter, Fabricator, Roofer, Panel Beater</p>		

Furnishing Pathways

	Year 10	Duration:	12 months
Aims	<p>Furnishing Pathways focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.</p> <p>Students will develop the knowledge, understanding and skills to ensure that, individually and collaboratively, they can:</p> <ul style="list-style-type: none"> Investigate, design, plan, manage, create and evaluate solutions. Engage confidently with and responsibly select and manipulate appropriate technologies, materials, data, systems, components, tools and equipment when designing and creating solutions. Critique, analyse and evaluate problems, needs or opportunities to identify and create solutions. 		
Content	<p>By the end of Year 10, students explain how people working in the furnishing sector consider factors that impact on design decisions to produce products, services and environments.</p> <ul style="list-style-type: none"> Students create and connect design ideas and processes of increasing complexity and justify their decisions. Students independently and collaboratively apply sequenced production and management plans to designed solutions, making adjustments when necessary. Students select and use appropriate, skilful and safe practices to produce high quality designed solutions suitable for the intended purpose. Students evaluate and identify possible improvements to designed solutions and make amendments as necessary. 		
Prerequisites	Nil		
Assessment	<p>Classwork:</p> <ul style="list-style-type: none"> Projects Project work booklets <p>Indicative Projects:</p> <ul style="list-style-type: none"> Beach Chair, Serving Tray, Mobile Phone Speaker <p>Exams:</p> <ul style="list-style-type: none"> Theory 		
Special subject requirements	<p>The following safety requirements apply to all practical areas of Industrial Technology and Design subjects:</p> <ul style="list-style-type: none"> Students are required to wear sturdy, closed in leather shoes that are in a good state of repair (no thongs, sandals, runners, canvas shoes, etc) Any loose clothing must be restrained or removed - this includes coats and jumpers. Long hair is required to be restrained at all times (tied up, or use of a hair net may be implemented). Students who do not comply with safety standards will be withdrawn from practical learning experiences. 		
Careers	<p>The furnishing industry comprises a wide range of fields, including soft furnishing, commercial and household furniture-making, cabinet-making and upholstery. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.</p>		

Legal Studies – Semester 2

	Year 10	Duration:	6 months
Aims	<p>This course is designed to prepare students for Year 11 and 12 Legal Studies.</p> <p>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.</p>		
Content	<p>Term 3: <i>The Law and You – Understanding the Law</i> 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.</p> <p>Term 4: <i>The Law and You – Human Rights in Australia</i> 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.</p>		
Prerequisites	"C" in Humanities and English		
Assessment	<p>Term 3 – Investigation Task involving historically important cases that have set a precedent</p> <p>Term 4 – Combination Response Exam</p>		
Special subject requirements	Laptop		
Careers	<p>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.</p> <p>On leaving school, these skills form the basis of most tertiary courses and can support/lead to various career options. Such courses/careers include:</p> <ul style="list-style-type: none"> • 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	<p>The Arts, drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Realism through Film - Dramatic Concept/Performance • Multi-Model Hybridity Performance – Script Writing/Performance • Physical Theatre – Performance/Exam • Theatre in Education(TIE) Performance/Response 		
Prerequisites	<p><i>What do we look for in a Drama student?</i></p> <p>At least a Sound Achievement in Year 9 English. Students who are prepared to participate, to experiment in performance and to workshop in the classroom to overcome and use nervous energy effectively in performance work.</p> <p>Students who want to explore the Creative Arts.</p> <p>Students who are prepared to learn through different platforms by trying something new and different.</p>		
Assessment	<p>Each of the three dimensions of forming, presenting and responding are assessed equally. Assessment tasks may include the following:</p> <p>Forming: Analysis of text for performance, preparation of text, directing, designing, improvisation, play building, scriptwriting.</p> <p>Presentation: Performances of student devised or scripted drama.</p> <p>Responding: Essays, assignments, writing in role, interviews, exam.</p>		
Special subject requirements	<p>Willingness to participate in all areas of the subject</p>		
Careers	<p>Relevance for further study/careers in the following areas...</p> <p>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</p>		

	Year 10	Duration:	12 months
Aims	<p>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.</p> <p>In addition to the overarching aims for the Australian Curriculum: The Arts, students develop:</p> <ul style="list-style-type: none"> • 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	<p>The course covers four areas of study:</p> <ul style="list-style-type: none"> • Experimental Photography (Term 1) • Social Media Advertising (Term 2) • Special Effects (Term 3) • Film Reviews (Term 4) 		
Prerequisites	<p>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).</p> <p>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.</p>		
Assessment	<p>Assessment is devised around two dimensions, Responding and Making, each considered equally important.</p> <ul style="list-style-type: none"> • 10.1: Photographic Portfolio (Making and Responding) • 10.2: Individual Advertising (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	<p>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.</p> <p>Careers in Media, Journalism, Advertising, Marketing, Travel, Information Technology, Performing Arts, Design can all lead from studies in this subject.</p> <p>Students may also use all production work in this subject to form a portfolio for employment or tertiary study.</p>		

Music

	Year 10	Duration:	12 months
Aims	<p>In addition to the overarching aims of the Australian Curriculum: The Arts, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:</p> <ul style="list-style-type: none"> • the confidence to be creative, innovative, thoughtful, skilful 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	<p>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.</p> <p>Unit 2: Hooked On Classics – An exploration of songs that have stood the test of time.</p> <p>Unit 3: Musical Madness – An exploration of musical theatre and how music is used to reinforce characterisation, on stage action, setting, plot, transitions in mood/atmosphere.</p> <p>Unit 4: All That Jazz – Students will explore the skills of improvisation and use of jazz harmonies to stylize music of different genres.</p>		
Prerequisites	Previous experience in Music is preferable.		
Assessment	<ul style="list-style-type: none"> • 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	<p>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.</p> <p>Instrumental Music is a QCAA approved program of study, aligned with the National Curriculum framework.</p> <p>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.</p> <p>Students that have progressed to Levels of 7-10 of the Instrumental Music Curriculum by Year 11/12 are also eligible for QCE points.</p>		
Content	<p>Technical Development</p> <p>Small Ensemble performance</p> <p>Solo performance</p> <p>Large Ensemble performance</p>		
Prerequisites	<p>Instrumental Music students:</p> <p>Should already be enrolled in the Instrumental Music Program from previous years OR be learning a brass, woodwind, percussion or orchestral string instrument privately.</p> <p>Are required to attend weekly lessons, Core Ensemble rehearsals and culminating performances, alongside workshop opportunities offered throughout the year.</p> <p>Extension Ensemble and nomination for external excellence programs are also offered to students enrolled in Instrumental Music.</p> <p>Are able to work both independently and as a member of a team or who would like to develop their skills in these areas.</p> <p>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.</p>		
Assessment	<p>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:</p> <p>Literacy: Instrument care, Symbols and Terms, Rhythm and Melody, Sightreading</p> <p>Technique: Posture, Tuning and Intonation, Tone, Articulation, Pitch</p> <p>Performance: Solo and ensemble performance and contribution</p>		
Special subject requirements	<p>Prior enrolment in the Instrumental Music</p> <p>Willingness to participate in all areas of the subject</p> <p>Access to instrument (school instruments are available for hire)</p>		
Careers	<p>Relevance for further study/careers in the following areas:</p> <p>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.</p> <p>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.</p> <p>Musician, Music Educator, Music Therapist, Events Coordinator, Audio Engineer, Composer, Music Journalist, Songwriter, Music Librarian</p>		

Visual Art

	Year 10	Duration:	12 months
Aims	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>Semester 1: Term 1/2- Making- 'Pop Art' folio of drawings + resolved artwork</p> <ul style="list-style-type: none"> • Drawing techniques + choice of- • Painting on canvas • Silk-screen printing • Ceramic sculpture <p>Responding – Visual diary and evaluation Responding- Exam – Short Responses (100-200 words each)</p> <p>Semester 2: Term 3 - Making- Text Deconstructed- 2D Experimental Folio</p> <ul style="list-style-type: none"> • Mixed media folio inspired by poetry, songs and other texts • Responding – Visual diary and evaluation <p>Term 4 – Making- 'Text Constructed' Sculpture Mixed media sculpture – three dimensional</p>		
Prerequisites	Prior experience in Art preferable		
Assessment	<p>Each term will contain these items:</p> <ul style="list-style-type: none"> • A completed major artwork or folio of artworks. • Worksheets and media experiments. • Research, planning and experimentation documented in Visual Diary. • Written evaluations (Reflections) • Term 2 exam 		
Special subject requirements	Nil		
Careers	<p>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.</p> <p>Highly desirable for those considering Visual Art at Senior (Years 11 & 12) level.</p>		

Fitness, Sport & Recreation

	Year 10	Duration:	12 months																
Aims	<p>Foundation 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.</p> <p>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.</p> <p>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.</p>																		
Content	<p>By the conclusion of the course of study, students should:</p> <ul style="list-style-type: none"> • 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 <p>Structure</p> <table> <tr> <th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr> <tr> <td>Fun in the Sun</td><td>Fit As</td><td>Sport if life</td><td>You're Up</td></tr> </table>			Unit 1	Unit 2	Unit 3	Unit 4	Fun in the Sun	Fit As	Sport if life	You're Up								
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Fun in the Sun	Fit As	Sport if life	You're Up																
Assessment	<p>Throughout the course of the subject, students will undertake the following range of assessment genres.</p> <table> <tr> <th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr> <tr> <td>Multimodel</td><td>Assignment</td><td>Event Management</td><td>Performance</td></tr> <tr> <td>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 an online exam.</td><td>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 game. Reflections and improvements recommended from this.</td><td>Students will design and implement a Tournament on OzTag or Soccer. Students will implement at the Coastal District Primary School Gala Days. Students will evaluate individual performance in officiating at these events.</td><td>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.</td></tr> <tr> <td>Project Portfolio</td><td>750 – 800 words</td><td>600 – 800 words</td><td>1 – 2 Minutes</td></tr> </table> <p>For more information, contact Head of Department, Health and Physical Education</p>			Unit 1	Unit 2	Unit 3	Unit 4	Multimodel	Assignment	Event Management	Performance	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 an online exam.	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 game. Reflections and improvements recommended from this.	Students will design and implement a Tournament on OzTag or Soccer. Students will implement at the Coastal District Primary School Gala Days. Students will evaluate individual performance in officiating at these events.	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.	Project Portfolio	750 – 800 words	600 – 800 words	1 – 2 Minutes
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Project Portfolio	750 – 800 words	600 – 800 words	1 – 2 Minutes																
Special subject requirements	<p>Hat, water, sunscreen, laptop (Students cannot study both Foundation Fitness and HPE)</p>																		
Careers	<p>A course of study in Foundation 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.</p>																		

Health & Physical Education

	Year 10	Duration:	12 months
Aims	<ul style="list-style-type: none"> 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	<p>Topics covered:</p> <ul style="list-style-type: none"> Body Image Functional Anatomy Tactical awareness Energy, fitness and training <p>Following is an example of the Physical activity units studied:</p> <ul style="list-style-type: none"> 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	<p>Recognise and explain</p> <ul style="list-style-type: none"> Students recognise and explain concepts and principles about movement <p>Demonstrate</p> <ul style="list-style-type: none"> Students demonstrate specialised movement sequences and movement strategies in authentic performance environments <p>Analyse and apply</p> <ul style="list-style-type: none"> Student apply concepts to specialised movement sequences and strategies and analyse and synthesise data <p>Evaluate and justify</p> <ul style="list-style-type: none"> Students evaluate and justify strategies about and in movement <p>Communication</p> <ul style="list-style-type: none"> Students make decisions about and use language for a particular audience 		
Special subject requirements	Computer required, hat, water and sunscreen		
Careers	<p>Possible careers include:</p> <ul style="list-style-type: none"> Teaching Sport Sciences Nursing Health & Fitness Medical Sciences Physiotherapy Sports Coaching Chiropractic 		

Economics and Business

	Year 10	Duration:	6 months – Semester 2
Aims	<p>The Year 10 Economics and Business course is designed to develop students' understanding of how the economy functions and how businesses operate within it, while equipping students with the skills to make informed economic and financial decisions. The course specifically aims to develop students' ability to:</p> <ul style="list-style-type: none"> • Comprehend government economic decision-making processes and the rationale behind government intervention in markets. • Analyse the impact of government policies on economic performance and living standards. • Evaluate factors influencing workforce efficiency and business productivity in diverse business contexts. • Explore the role of superannuation in promoting individual wellbeing and broader economic prosperity. • Investigate decision-making processes in consumer and financial contexts, with practical applications such as purchasing major assets like vehicles. • Develop entrepreneurial and business planning skills through real-world projects aligned with significant economic events, such as the Brisbane 2032 Olympic and Paralympic Games. <p>These aims align with the Australian Curriculum: Economics and Business (Version 9) framework, fostering students' capabilities as informed, critical, and responsible participants in Australia's dynamic economy.</p>		
Content	<p>Unit 1: Pitching for Gold – Becoming a Preferred Supplier for Brisbane 2032 Students investigate the economic opportunities arising from the Brisbane 2032 Olympic and Paralympic Games. They will:</p> <ul style="list-style-type: none"> • Explore the Q2032 Procurement Strategy, focusing on sustainability, innovation, and inclusion. • Develop and refine a business idea that aligns with these principles. • Create a comprehensive business proposal, including a business plan, marketing strategy, and financial projections. • Conclude the unit by pitching their business idea to a panel in a simulated procurement process, showcasing their creativity, research, and entrepreneurial thinking. <p>This unit strengthens students' understanding of government economic decision-making, workforce efficiency, and the role of small to medium enterprises in local economic growth.</p> <p>Unit 2: Smart Consumer Decisions – Buying a Car, Superannuation & Market Day In this practical and engaging unit, students explore consumer and financial decision-making through the lens of buying their first car. They will:</p> <ul style="list-style-type: none"> • Research vehicle options, ownership costs, budgeting, and financing options. • Examine the role of superannuation in long-term financial wellbeing and economic prosperity. • Apply their business knowledge by planning and running a Market Day stall, building teamwork, marketing, and financial management skills. <p>This unit promotes financial literacy and encourages students to make responsible decisions as future consumers and contributors to the economy.</p>		
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	<p>Assessment tasks are designed to measure students' understanding of economic concepts, decision-making processes, and their ability to apply knowledge to real-world scenarios. Assessment instruments may include:</p> <ul style="list-style-type: none"> • Research Report or Inquiry Task • Portfolio • Case Study Analysis • Data Interpretation and Economic Analysis • Financial Literacy Task • Group Presentation • Tests or Quizzes • Reflective Journal • Market Day Stall Project <p>Assessments usually cover both knowledge and skills, including economic reasoning, ethical understanding, and decision-making capabilities.</p>		
Special subject requirements	<p>To succeed in this subject, students will need:</p> <ul style="list-style-type: none"> • laptop (charged and ready for each lesson) • basic stationery (exercise book, pens, ruler, calculator etc.) • access to the internet for research and digital tasks (at school through BYOd and at home) • an enthusiastic attitude and willingness to participate in discussions, problem-solving and group activities. 		
Careers	Studying Economics and Business opens the door to a wide range of exciting and dynamic career opportunities across various industries, including: Entrepreneur, Marketing Manager, Financial Analyst, Management Consultant, Human Resources (HR) Manager, Economist, Supply Chain Manager, Public Relations Specialist, Business Analyst, Investment Banker, Social Entrepreneur, Event Manager, Corporate Lawyer, Real Estate Developer, Retail Manager, E-Commerce Specialist, Accountant, Government Policy Advisor.		

Japanese

	Year 10	Duration:	12 months
Aims	<p>The Year 10 Japanese Course progresses the learner through the Key Learning Program to upper secondary language established in Year 9.</p> <ul style="list-style-type: none"> 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. 		
Content	<p>Semester 1</p> <ul style="list-style-type: none"> Homestays – Term 1 Fashion and shopping – Term 2 <p>Semester 2</p> <ul style="list-style-type: none"> Healthy Lifestyles – Term 3 Employment – Term 4 		
Prerequisites	A satisfactory result at the completion of Year 9 Japanese, or like course.		
Assessment	<ul style="list-style-type: none"> To receive a semester rating, students will be progressively assessed on all four macroskills of reading, writing, listening & speaking. Assessment takes place predominantly towards the end of each term to establish “Fullest and Latest” achievement. Presentation of student’s workbooks is a platform to establish an attitude, industry and organisational comment. 		
Special subject requirements	<ul style="list-style-type: none"> Computers are required. Incursions/Excursions are offered as available. Transport and entry fees are extra to SRS Scheme. Students are encouraged to be involved in a range co-curricular activities: Listening to ethnic radio, foreign language TV programs Language Competitions Visits to restaurants, theatres, Language Expos Biennial school Japan Study Tour International Student Exchanges Online Japanese exchange 		
Careers	<p>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.</p> <p style="text-align: center;"><i>“A man with two languages is worth two men”</i> <i>Napoleon</i></p>		

Life Technologies – Food Studies

	Year 10	Duration:	12 months
Aims	<ul style="list-style-type: none"> Students will be introduced to practical skills for life Students will be immersed in food and nutrition language and skills, whether they seek employment in the Hospitality Industry or gain culinary skills in food preparation Students' skills in time management and organisation will be developed Studies are integrated with other areas of the curriculum - e.g. Maths → measuring, weighing and time; Food - literacy, spelling → writing, ICT's – computing. HPE – health and nutrition, along with sustainability Students will gain understanding of appropriate work methods and use of equipment and utensils Students will recognise the importance of good nutrition throughout life Students will develop skills in basic and advanced principles of cookery, safety and hygiene through weekly practical cooking classes. Students will implement the Design Process to investigate, design and produce foods that reflect future food design solutions 		
Content	<p>Term 1 My Kitchen Rules</p> <p>Term 2 Eating for Life</p> <p>Term 3 Introduction to Hospitality 1 - Cafes</p> <p>Term 4 Introduction to Hospitality 2 – Take-aways</p>		
Prerequisites	Nil		
Assessment	<p>Assessment will be continuous throughout the semester. Assessment will consist of:</p> <ul style="list-style-type: none"> 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 ingredients. They will be given notice of ingredients prior to the task		
Careers	<p>Food Studies is a lead into the senior Certificate subjects – Certificate II in Cookery, Certificate II/III in Hospitality, Certificate II/III in Tourism.</p> <p>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.</p> <p>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.</p>		

Introduction to Tourism – Semester 2

	Year 10	Duration:	6 months
Aims	<ul style="list-style-type: none"> 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 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	<p>Term 3 The ideal holiday</p> <p>Term 4 Visit Australia</p>		
Prerequisites	N/A		
Assessment	<p>Assessment techniques <u>may</u> include:</p> <ul style="list-style-type: none"> Researching holiday destinations Investigating holiday options Analysing budgets Presentation of travel plans Creating new tourism business ideas Using digital media to create promotional material 		
Special subject requirements	<p>Students will be required to supply:</p> <ul style="list-style-type: none"> Laptop Blue, black and red biros USB Drive (8GB recommended) 		
Careers	<p>Tourism is a lead into the senior Certificate subjects – Certificate II/III in Tourism, Certificate II/III in Hospitality.</p> <p>Travel agent, flight attendant, pilot, event planner, tour guide, tour operator, hospitality worker, chef, marketing manager, social media specialist, business owner, IT specialist, accountant.</p>		

MSL20122 – Certificate II in Sampling and Measurement – Offered to extension Science Students



TAFE Queensland (RTO Code 0275) and Maroochydore State High School (RTO Code 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:	<p>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.</p> <p>Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers and many others.</p>		
Entry requirements:	Entry-level course. There are no entry requirements for this qualification.		
Qualification Packaging Rules:	<p>Certificate packaging rules: 8 units must be completed:</p> <ul style="list-style-type: none"> • 3 core units of competency • 5 elective units of competency 		
Core and Electives: MSL912002 MSL922002 MSL943004 MSMENV272 MSL952003 MSL972002 MSL973015 MSL973027	<p>Core:</p> <p>Work within a laboratory or field workplace Record and present data Participate in laboratory/field workplace safety</p> <p>Electives:</p> <p>Participate in environmentally sustainable work practices Collect routine site samples Conduct routine site measurements Prepare culture media Perform techniques that prevent cross-contamination</p>		
Learning experiences:	<ul style="list-style-type: none"> • 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:	<p>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:</p> <ul style="list-style-type: none"> • Observation and oral questioning • Written assessment <p>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.</p>		
Pathways:	Further training pathways from this qualification include: Certificate III in Laboratory Skills MSL30122		
Fees:	<p>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.</p>		
Further information:	<p>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.</p>		
Service agreement:	<p>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.</p> <p><i>This information is correct at time of publication but subject to change (June 2025).</i></p>		

FSK20119 – Certificate II in Skills For Work & Vocational Pathways

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 <ul style="list-style-type: none"> • 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:	<div> <div> Core: Use routine strategies for work-related learning </div> <div> Elective Calculate with whole numbers and familiar fractions, decimals and percentages for work Estimate, measure and calculate routine metric measurements for work Use familiar and routine maps and plans for work Use routine strategies for career planning Complete routine workplace formatted texts Use oral communication skills for effective workplace presentations Read and respond to information in routine visual and graphic texts Read and respond to routine workplace information Follow work health and safety procedures Maintain petty cash account Apply keyboard skills Read and respond to short and simple workplace signs and symbols Use digital technology for routine and simple workplace task </div> </div>		
Learning experiences:	<ul style="list-style-type: none"> • RTO classroom • Work experience component 		
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: <ul style="list-style-type: none"> • Observation with checklist • Written assessment/quiz/activities • Case studies • Project/portfolios • Role play • Log book • Reports from workplace supervisor 		
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 2025).</i>		

SIT20421 – Certificate II in Cookery

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:	<p>SIT20421 Certificate II in Cookery is a nationally recognised qualification that complies with the Australian Qualification Framework.</p> <p>This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills.</p>		
Entry requirements:	<p>There are no entry requirements for this qualification.</p> <p>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).</p> <p>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 run on Thursdays from 9 – 2:30pm (TBC).</p>		
Qualification Packaging Rules:	<p>Total units = 13 (8 core units + 5 elective units).</p> <p>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.</p>		
Core and Electives:	<p>SITXFSA005 Use hygienic practices for food safety</p> <p>SITXFSA006 Participate in safe food handling practices</p> <p>SITXWHS005 Participate in safe work practices</p> <p>SITHKOP009 Clean kitchen premises and equipment</p> <p>SITXINV006 Receive, store and maintain stock</p> <p>SITHCCC023 Use food preparation equipment</p> <p>SITHCCC034 Work effectively in a commercial kitchen</p> <p>SITHCCC024 Prepare and present simple dishes</p> <p>SITHCCC027 Prepare dishes using basic methods of cookery</p> <p>SITHCCC025 Prepare and present sandwiches</p> <p>SITHCCC028 Prepare appetisers and salads</p> <p>SITHCCC026 Package prepared foodstuffs</p> <p>SITHCOM007 Show social and cultural sensitivity</p>		
Learning experiences:	<ul style="list-style-type: none"> • RTO classroom • Activities in real/simulated training work environments • Face to face in a commercial kitchen – Coastal Cookery Trade Training Centre 		
Assessment:	<p>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.</p> <p>Evidence gathering methods include:</p> <ul style="list-style-type: none"> • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Reports from workplace supervisor 		
Pathways:	<p>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.</p>		
Fees (Additional to SRS charges):	<p>This VET course is VETiS funded. \$140.00 approx. for chef uniform. Knife kit optional.</p>		
Further information:	<p>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.</p>		
Service agreement:	<p>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.</p> <p><i>This information is correct at time of publication but subject to change (June 2025).</i></p>		