



Caloundra State High School

Lighting the way to broad horizons and bright futures

2025



Middle Secondary Curriculum Handbook

Year 10

Great state. Great opportunity.





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This information and pricing is correct at date of publication and is subject to change.

Subjects listed may not be offered in 2025 due to student demand.

Last updated: 27th August 2024

MIDDLE SECONDARY SCHOOLING

We welcome you to our Middle Secondary School.

Our Middle Secondary School caters for our Year 9 and 10 students with a focus on promoting success through the development of positive relationships and experiences that deepen their understanding of their impact as citizens of the school and global community. We encourage students to consider their impact on society through the concept of the Middle Secondary footprint ethos. Whilst our Year 7 and 8 programs provide a smooth transition from primary school, our Years 9 and 10 prepare our students to enter the Senior School in Year 11.

Middle Secondary School prepares students for Senior School through targeted pathways and individualised school programs. Students are engaged in learning through differentiated curriculum, integration of technologies and innovation through an investment in STEM learning (Science, Technologies, Engineering and Maths). Contemporary learning opportunities enable students to develop essential social skills, which will prepare them for post-compulsory education. Students will form partnerships with local community groups, experience the world of work and vocational/tertiary options. This in turn will enable them to make informed decisions about their future pathways.

Middle Secondary School - Key Features:

- National Curriculum Core Programs in English, Maths, Science, HPE and Humanities;
- Pathways - Work Experience, SET Planning, University/Trade Training Centre Experiences;
- Community Involvement - Year 9 Community Learning Program, Year 10 History (ANZAC);
- Signature Programs (Dance, Music, Rugby League, Surfing and Volleyball);
- Opportunities to develop leadership skills through our Middle Secondary School leaders, Student Council and mentoring programs;
- Opportunities to be involved in a range of sporting, cultural and community projects (Year 9 Camp);
- Certificate II in Skills for Work and Vocational Pathways.

This Curriculum Handbook provides you with information about the range of subjects available to students during their time in our Middle Secondary School. These subjects provide them with the opportunity to be engaged, challenged and prepared for their Senior education and life beyond school.

We wish our students every success and we are confident that Caloundra State High School can provide students with every opportunity to achieve their potential.

Jeff Tennant

Deputy Principal – Middle Secondary



OUR MOTTO

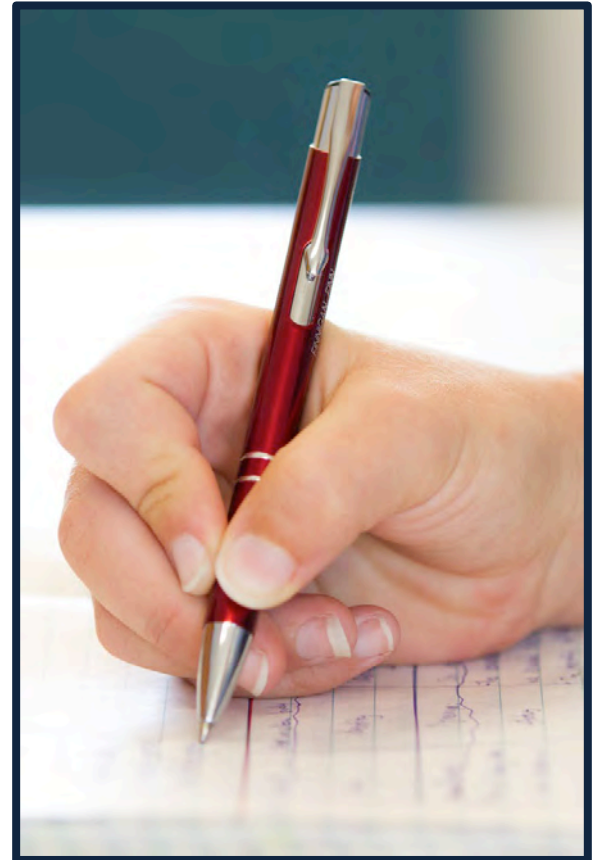
Lighting the way to broad horizons and bright futures.

OUR VISION

Encouraging our students to find their path in an ocean of possibilities and igniting their passion for learning in pursuit of excellence where everyone shines.

OUR VALUES

- Respect
- Integrity
- Kindness



YEAR 10 CURRICULUM

Year 10

Year 10 is considered a transition year into Senior Schooling, students study Maths, English, 4 Elective subjects and a Certificate II. In addition to academic studies, students are provided with numerous opportunities to learn about Senior Schooling and the variety of pathways on offer to them, in order to make educated decisions about their subject choices. Students participate in a Senior Preparatory program with subjects based on the subjects identified as their senior pathway. These preparatory subjects are designed to expose students to content, concepts and skills that will prepare them for their senior studies. Students will gain experience in senior assessment types and the academic rigor expected for each course. A pre-requisite guide is accessible to students and their families to provide a guide for students when aiming for particular pathways. It is highly recommended that the subjects completed in this program are the subjects that the student continues with into years 11 and 12.

HEADS OF DEPARTMENT

English/Languages	Ms Porter	english@caloundrashes.eq.edu.au
Maths	Mr White	mathematics@caloundrashes.eq.edu.au
Science	Ms Pointer	science@caloundrashes.eq.edu.au
Humanities	Mrs Irwin	humanities@caloundrashes.eq.edu.au
HPE	Mr Poole	physical_education@caloundrashes.eq.edu.au
The Arts	Mrs Hounslow	the_arts@caloundrashes.eq.edu.au
Technology	Mrs Schaschke	technology@caloundrashes.eq.edu.au
Inclusive Learning	Ms S. Williams	inclusive_learning@caloundrashes.eq.edu.au
Junior Secondary	Miss Dew	juniorsecondary@caloundrashes.eq.edu.au
Middle Secondary	Mr Cripps	middle_secondary@caloundrashes.eq.edu.au
Senior Secondary	Mrs Fry	senior-secondary@caloundrashes.eq.edu.au
Student Culture/International	Mrs Edwards	International@caloundrashes.eq.edu.au wellbeing@caloundrashes.eq.edu.au
Teaching and Learning	Miss Oram	teaching-learning@caloundrashes.eq.edu.au

GUIDANCE OFFICERS

Guidance Officers	Miss Perkins & Mr Gordon	guidance@caloundrashes.eq.edu.au
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THE ARTS

Dance Performance

By audition only

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

- \$350 Dance Performance uniform kit - Female (includes: shirt \$50*, leggings \$50*, bike shorts \$40*, jacket \$100*, dance bag \$65*, garment bag \$40* and tights \$25*).
- \$305 Dance Performance uniform kit - Male (includes: shirt \$50*, shorts \$50*, jacket \$100*, dance bag \$65*, garment bag \$40*).
- \$250 2 x dance costumes for eisteddfods (Jazz, Hip-Hop, Contemporary, Lyrical and Musical theatre)
- \$120 Eisteddfod registration costs (Sunshine Coast, BPAC, TFT, Dance X and Pinnacle)
- \$60 Transport expenses for eisteddfods
- \$20 Professional photo shoot
- \$20 Induction day

(Students are to provide their own safety dance footwear (Jazz shoes and contemporary footwear).

SUBJECT INFORMATION:

The Year 10 Dance Performance is a yearlong course that allows students to explore a range of dance styles and contexts.

Semester 1 comprises of two units and also eisteddfod preparation. Unit 1 – Evolution explores the evolution of commercial dance. In Unit 2 – Homegrown, there is a focus on the concept of home and contemporary dance. This unit explores influential artists and current trends within Australia. Students will be assessed on performance, choreography and responding skills.

Semester 2 focuses on skills that will transition into future Senior Dance studies. Unit 3 - iDance focuses on integrating Dance and technology including film, still images, lighting, site specific dance and researched based choreographic tasks.

Students become more independent in their creativity and will allow for a variety of styles and ideas to be developed. Students will develop and create a project and will be assessed on Performance, Choreography and Responding.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p>Evolution (Term 1)</p> <ul style="list-style-type: none"> • Commercial Dance • Exploration of Jazz, Funk, Hip Hop • Making (Performance and Choreography) <p>Homegrown (Term 2)</p> <ul style="list-style-type: none"> • Contemporary Dance • Exploration of Australian Artists and dance work • Making (Performance and Choreography) and Responding 	<p>iDance (Term 3 & 4)</p> <ul style="list-style-type: none"> • Dance and Technology • Dance film: students create a class dance film • Analysis of a professional dance film
<p>Assessment Techniques</p> <ul style="list-style-type: none"> • Making – Performance (Teacher devised) • Making – Choreography (Student devised) with choreographic statement • Responding – Analysis exam 	
<p>Homework requirements</p> <p>Students will complete homework regularly, which aligns with unit work.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Rehearsals and polishing of routines for eisteddfods and class assessment • Written response drafting and editing 	

Drama

USER PAY FEES: Nil.

SUBJECT INFORMATION

Year 10 Drama is a whole year course which allows students to rehearse and perform scripted drama with a focus on Realism. Students will use their analytical skills to analyse the elements of drama in a professional performance.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p>Fusions – Absurd (Unit 1/Term 1)</p> <ul style="list-style-type: none"> • Making performing of play text (2-3 minutes) • Exploration of Epic and Absurd styles • Responding to live/recorded live theatre (500-600 words) <p>Fusions – Australian Drama (Unit 1/Term 2)</p> <ul style="list-style-type: none"> • Group performance of play text (2-3 minutes) • Production booklet for performance • Short Answer Responding – analysing elements of drama in a live performance (500-600 words) 	<p>Fusions – World Drama (Unit 2/Term 3)</p> <ul style="list-style-type: none"> • Making Practise Led Project – individual multimodal presentation <p>Fusions – Australian Drama (Unit 2/Term 4)</p> <ul style="list-style-type: none"> • Making Project – group drama performance • Responding written exam (600-800 words)
<p>Assessment Techniques</p> <ul style="list-style-type: none"> • Written short answer test analysis of live performance • Written examination of analysis of live performance • 2-3 minute group performance of a play text • Multimodal presentation (3-4 minutes) 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with unit work.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Memorise lines for play performance • Complete assessment if not completed in class • Work on multimodal presentation (3-4 minutes) including 7-10 slides PowerPoint 	



Film & Media Arts

USER PAY FEES: Nil.

SUBJECT INFORMATION

Year 10 Media Arts allows students to learn about film genres, techniques and technical codes as well as experiment with design film ideas, construct storyboards for films. Students will use their creative skills to create a short film production and a music video group production. Students will use their analytical skills to analyse a variety of films.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p>Advertising (Term 1)</p> <ul style="list-style-type: none"> Promotional or advertisement short film (45 seconds - 1 ½ minutes) Design treatment for short film (600-800 words) Storyboard of advertisement <p>Blockbusters (Term 2)</p> <ul style="list-style-type: none"> Movie Trailer short film (45 seconds - 1 ½ minutes) Storyboard of trailer Multi-modal presentation for Responding 	<p>Music Videos (Term 3)</p> <ul style="list-style-type: none"> Design treatment and storyboard for music video production Group music video film production • Music videos Group music video film production Written analysis of music video (600-800 words) <p>Reality TV (Term 4)</p> <ul style="list-style-type: none"> Multi – platform Television Pilot for reality TV show project (45 seconds – 2 minutes) Concept/Marketing Booklet completed for preproduction Written reflection
<p>Assessment Techniques</p> <ul style="list-style-type: none"> Design treatment for film (600-800 words) Storyboard (6-10 shots) Film productions (1 minute per person/entire song) Written analysis (600-800 words) 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with unit work.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> Production log book Study for written exam Complete filming for productions and editing film, if not completed in class Complete assessment, if not completed in class 	

Instrumental Music

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees: \$100 Cost of hiring school instrument, if required

SUBJECT INFORMATION

Instrumental Music is an optional subject where students study 1 x 35 minute lesson per week. Students also attend Instrumental Music rehearsals outside of school time on a Monday, 8-9am for Concert Band and 3-4pm for String Ensemble. If students are interested in joining Instrumental Music, please contact The Arts - Head of Department on the_arts@caloundrashes.eq.edu.au

Music Performance

By audition only

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

All students	\$25	How to Blitz! Grade 3 Theory (if not previously purchased)
	\$80-\$150	Workshop and excursion costs to be determined in 2025

Students MUST complete an Arts Signature Program application form and be successful at an audition session to be eligible for this program.

SUBJECT INFORMATION

Music Performance is a yearlong subject and is a foundation subject for Year 11/12 Music (ATAR Subject). Year 10 Music Performance is a unique subject that is designed to deepen students' knowledge and understanding of music. The course provides talented music students with an opportunity to extend their music ability in the areas of performance, composition and analysis of music. The course is designed to promote excellence in music, provide extension and enrichment opportunities, encourage leadership, and develop creativity and critical thinking skills. Students will develop skills in analysing repertoire, composing and performing. Students should choose music as a subject if they enjoy singing and playing musical instruments, creating their own music and working as a team as well as independently. Pre-requisite is a satisfactory achievement in Year 9 Music Performance. Students must read and write music notation, and play an instrument or sing to an intermediate standard. They will work with likeminded and talented students.

This subject is studied in Semester 1 and Term 3, students may elect to study Senior Music for Term 4.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p>Power and Excess (Term 1 & 2)</p> <ul style="list-style-type: none"> • Exploring how the ideas of power and excess are communicated in music • Examining powerful and excessive styles/genres • Blues, protest and folk rock, psychedelic and acid rock, hard rock, punk, aussie pub rock, heavy metal, riot grrrl, rap, EDM, musical theatre, and powerful classics • Analysing, composing and performing 	<p>Impermanence and Fragility (Term 3)</p> <ul style="list-style-type: none"> • Exploring how the ideas of impermanence and fragility are communicated using music elements • Embellishments, added-note and extended note chords, attack, decay, sustain and release, cadence points • Analysing, composing and performing <p>Alternate sequence: Designs (Unit 1) OR Innovations (Unit 3) - (Term 4)</p> <ul style="list-style-type: none"> • Through inquiry learning, the following is explored: <ul style="list-style-type: none"> - How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? - How do musicians incorporate innovative music practices to communicate meaning when performing and composing?
<p>Assessment Techniques</p> <p>Semester 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance <input type="checkbox"/> Composition and Composition Statement <input type="checkbox"/> Analytical exam <p>Semester 2:</p> <p>Term 3:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrated Project – Musicology and performance or composition <p>Term 4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formative internal (FA1) - Performance (20%) 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with unit work.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Weekly practice of voice/instrument work • Revision activities 	



Visual Art

USER PAY FEES: \$100 which enables students to produce/make/paint and take home (4 x A3 Mixed Media Expression Artworks, 1x Large ceramic pot, 1 x large canvas artwork, 1 x artist booklet)

SUBJECT INFORMATION

Year 10 Visual Art course allows students to experiment with a range of media and art styles including drawing; painting; mixed media in the styles of realism and abstraction. Students will use their analytical skills to analyse artworks from other artists.

In Semester 2, students will be prepared for senior visual art subjects of Year 11/12 Senior Visual Art (ATAR) and the Certificate II in Visual Arts.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p>Expressions (Term 1)</p> <ul style="list-style-type: none"> Mixed media folio of human expressive faces Student Booklet Power point presentation of research and development of artworks <p>Ceramics (Term 2)</p> <ul style="list-style-type: none"> Large ceramic pot influenced by Expressions unit Student booklet Power point documentation 	<p>Appropriation (Term 3)</p> <ul style="list-style-type: none"> A3 paper or canvas painting Student booklet Responding to essay <p>Artist Books (Term 4)</p> <ul style="list-style-type: none"> Artist book Analysis of artwork exam
<p>Assessment Techniques</p> <ul style="list-style-type: none"> Written analysis of artworks Mixed media folio of artworks 3D or time-based media artwork Digital power point presentation Examination of analysing artworks 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with unit work.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> Complete artworks if not done in class time 	

ENGLISH

English & English Foundation

USER PAY FEES: Nil.

SUBJECT INFORMATION

The Year 10 course is a foundation for both English and Essential English in Years 11 and 12. It adds a further layer for students in developing a range of literacy practices that help them become multi-literate, active and informed citizens able to participate as lifelong learners in a rapidly changing world. The Year 10 English & English Foundation courses have a focus on critical literacy as an analytical tool, the exploration of traditional literature and its influence on modern texts, and the importance of contextual understandings in the construction and deconstruction of texts.

Students will be expected to engage in a substantial amount of homework and drafting to improve their writing and analytical skills. Spoken presentations are a mandatory part of this course.

COURSE OVERVIEW	
ENGLISH (ENG)	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> I Am Not What I Am <ul style="list-style-type: none"> Novel and film study Past Voices <ul style="list-style-type: none"> Poetry study 	<ul style="list-style-type: none"> The World Around Us <ul style="list-style-type: none"> Media study Star Cross'd Lovers <ul style="list-style-type: none"> Drama study (Shakespeare)
Assessment Techniques <ul style="list-style-type: none"> Literary essay Short story (supervised writing) Persuasive speech Analytical essay (supervised writing) 	
ENGLISH FOUNDATION (ENF)	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> Power of the Media <ul style="list-style-type: none"> Media study Aussie, Aussie, Aussie <ul style="list-style-type: none"> Novel study 	<ul style="list-style-type: none"> Other Voices <ul style="list-style-type: none"> Film study Looking Forward <ul style="list-style-type: none"> Short story
Assessment Techniques <ul style="list-style-type: none"> Persuasive speech Short response (seen and unseen task) Multimodal presentation Short story 	
Homework Requirements – English & English Foundation <p>Students will complete homework regularly, which aligns with unit work, as well as explicitly developing literacy skills.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> Weekly spelling and grammar activities General/class novel reading Assignment work including drafting and rehearsing 	



HEALTH & PHYSICAL EDUCATION

Fitness, Sport and Recreation

USER PAY FEES: Nil.

SUBJECT INFORMATION

The Year 10 course is a foundation course for three (3) Certificate Courses offered in Years 11 and 12 by the Health and Physical Education Department. This course has been specifically designed to balance a solid foundation of knowledge and skills for Year 11 and 12 to complete any of the following certifications; **Certificate III in Fitness, Certificate II in Sport and Recreation, Certificate III in Sport, Aquatics and Recreation.**

This course places an equal value on both industry focuses (Fitness or Recreation) with a semester specifically designated to each area of the industry to provide a real-life opportunity to explore these fields as potential study or career options. During both courses of study, you will be required to both participate in physical activity from a large spectrum, as well as the leader (coach, trainer, manager/planner). The course will provide you with a taste of what it is like to be a participant and the person in charge within the Fitness and/or Sport and Recreation industry.

This subject is designed to suit any student who has an interest in any sport or is passionate about having the tools to improve your performances or would like to have the skills to be able to teach and develop other people.

Students will be expected to engage evenly in both the Theoretical and Practical aspects in this subject. This subject is suitable for any student who has a genuine interest in sport and would provide you with a great understanding of key concepts for further study in any of the Sport, Health, Fitness or Recreation industries moving forward with your career.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p style="text-align: center;"><u>Fitness Industry Focus</u></p> <ul style="list-style-type: none"> • How to make the body more explosive and what allows this development (Term 1) • How to make the body more resilient and resistant to injury or fatigue (Term 2) <ul style="list-style-type: none"> - Specific exploration of the training methods, training principals and fitness components that contribute to this physiological development. - Learn, design, implement and then review the process specific design to achieve desired training outcomes. 	<p style="text-align: center;"><u>Sport and Recreation Industry Focus</u></p> <ul style="list-style-type: none"> • Explore unfamiliar sports/recreations to Australian Culture (Term 3) <ul style="list-style-type: none"> - Sof-Croze - Flag Footy (NFL) - Gaelic Football - Yoga/Pilates - Frisbee Golf • How to begin my coaching career (Term 4) <ul style="list-style-type: none"> - Understand the role of a coach - What makes you an effective coach? - Begin to play, conduct and evaluate coaching sessions starting with small groups and working towards medium sized groups - Ways to manage students/children and reduce risk elements to harm/issues.
<p>Assessment Techniques</p> <ul style="list-style-type: none"> • Semester 1: <ul style="list-style-type: none"> - Investigation report - Exam - Practical skill development • Semester 2: <ul style="list-style-type: none"> - Practical skill development - Planning workbooks - Sportsmanship and Fair Play evaluations 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with unit work.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Homework sheets and assignment related work, as required 	

Health

USER PAY FEES: Nil.

SUBJECT INFORMATION

The Year 10 course is a foundation for Health in years 11 and 12. This course has been specifically designed to provide students with an understanding of theoretical content and frameworks that will prepare them for Year 11 and 12 Health. In this subject, you will investigate a range of health issues relevant to yourself and those people around you. You will learn how to investigate sustainable health change at personal, peer, family and community levels. Ultimately aiming to promote lifelong health and learning. The health industry is currently experiencing strong growth and in need of individuals who can solve problems and contribute to improved health outcomes for themselves and those around them.

This subject is designed to suit and would benefit a large range of students and career paths. This may include any student who is interested in investigating health matters related to them and are interested in any Health related pathways or careers beyond school. These types of pathways could possibly lead to careers like nursing, social work, child/aged care or paramedicine as examples. This subject provides you with a safe and enjoyable space to talk about issues relevant to you and your peers during your transition period from high school into the workforce.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> ● Health issue of your choice (Term 1 & 2) In this unit, students will explore a variety of health issues affecting teens and Australians including; <ul style="list-style-type: none"> - Body image - Domestic violence / relationship abuse - Mental health (Anxiety/depression/suicide) - Racism - Road Trauma - Gambling - Bullying - Homelessness - Physical inactivity/poor nutrition - Pornography - Discrimination (gender) Students will investigate a range of issues and subject specific frameworks during the first term of the subject before narrowing their investigation to their favourite issue of their choice during term 2 to create an action research project. 	<ul style="list-style-type: none"> ● Teens and Screens (Term 3) In this unit, students will investigate health issues like screen time and social media use amongst themselves and their peers. They will investigate the possible effects of too much screen time or social media intake and learn to develop a personal health action strategy in relation to possible health issues on themselves and the health and wellbeing of students in years 7, 8 and 9. ● D.A.V.E (Drugs, alcohol, vaping & energy drinks) (Term 4) In this unit, students investigate the health topics above and how they relate to themselves and their peers. Students will be taking a more peer-based approach investigating and evaluating current implemented strategies in other areas in relation to their own context at CSHS.
<p>Assessment Techniques</p> <ul style="list-style-type: none"> ● Semester 1: <ul style="list-style-type: none"> - Folio - Action research project 	<ul style="list-style-type: none"> ● Semester 2: <ul style="list-style-type: none"> - Action research project (Term 3) - Exam (Term 4)
<p>Homework Requirements Students will complete homework regularly, which aligns with unit work. Tasks may include:</p> <ul style="list-style-type: none"> ● Homework sheets ● Assignment related work, as required ● Skills practice 	



High Performing Athletes Signature Program

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

\$90	New student	Uniform kit \$70 (includes: Polo shirt \$35*, Training shorts \$35*), Transport to QAS/ USC facilities \$20
\$20	Continuing student	Transport to QAS/ USC facilities \$20

Additional information:

Students may wish to purchase additional Polo shirt or training shorts for \$35 each. Items marked ‘*’ are items that can be purchased individually if needed.

ENTRY REQUIREMENTS:

Entry based on application. Students who are eligible for selection into the program are competing at a high level (regional, state and/or national) in their individual sport.

Suggested Pre-Requisite

Students must have a passion for and/or interest in pursuing a career in the sport or fitness industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

COURSE OVERVIEW

SEMESTER 1 & 2

The High Performing Student Athletes Program is designed to provide school-based support to student athletes at Caloundra Sate High School to manage the demands of being both a high performing athlete and a highly successful student. If accepted into the program, students will have access to elite coaches, training program specialists, sports psychologists, physiotherapists and nutritionists while receiving academic monitoring and mentoring during normal schooling hours.

Subject Information

- HPA Program students will have two high performance coaching sessions each week.
- Activities consist of:
 - Visit from University of the Sunshine Coast (USC) student athletes
 - Nutritional guidance and cooking session
 - Visit to the Queensland Academy of Sport facility
 - Visit to the Sunshine Coast Sports Hub and access to train at O2 Performance
 - USC Information day

Linking with and use of TeamBuildr (programming and calendar application)

Physical Education

USER PAY FEES: Nil.

SUBJECT INFORMATION

The Year 10 course is a foundation for Physical Education in Years 11 and 12. This course has been specifically designed to balance a solid foundation of knowledge and skills for Year 11 and 12 Physical Education, while providing you with the understanding and skills required to improve your quality of life and/or the tools to improve your athletic performance in any activity and sport you enjoy. This course places an equal value on your ability to show the understanding of the key concepts (theory), while testing your ability to use the knowledge to improve your performance as an athlete in a variety of sports (practical). This subject is designed to suit any student who has an interest in any sport or is passionate about having the tools to improve your performances in any sport outside of the classroom.

Students will be expected to engage evenly in both the Theoretical and Practical aspects in this subject that provides a vibrant, safe and enjoyable classroom for you to enjoy your education. This subject is suitable for any student who has a genuine interest in sport and would provide you with a great understanding of key concepts for further study in any of the Sport, Health, Fitness or Recreation industries moving forward with your career.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p>Term 1</p> <ul style="list-style-type: none"> • Motor Learning and the process of the body learning, developing and refining physical skills through the Dynamic Systems approach (Theoretical component – 50%) • Using Motor Learning to learn, develop and refine the unique skills to perform in Badminton (Practical component – 50%) <p>Term 2</p> <ul style="list-style-type: none"> • Biomechanics and Human Anatomy with the focus of how to improve athletic performance through understanding how to make your body move more effectively to produce optimal performance (Theoretical component – 50%) • Using your skills and understanding of Biomechanics to apply to multiple Athletics events to gain a clear understanding of how your body can produce improved performance (Practical component – 50%) 	<p>Term 3</p> <ul style="list-style-type: none"> • Explore how the body utilizes three (3) different Energy Systems interchangeably to provide the body with the correct response and implementation to produce movement in all sporting circumstances (Theoretical component – 50%) • Engage in the fast-moving sport Touch Football to clearly understand and experience how all three (3) energy systems can clearly be felt and utilized in your individual performance (Practical component – 50%) <p>Term 4</p> <ul style="list-style-type: none"> • Combining the knowledge and skills learnt in Terms 1-3 to understand how to build targeted Training Programs to improve person Health and specifically targeted training to improve athletic performance (Theoretical component – 50%) • Understand the skills and physical requirements to play Netball positions, then use your new knowledge to design, implement and review your person Training Programs to improve your on-court ability and performance (Practical component – 50%)
<p>Assessment Techniques</p> <ul style="list-style-type: none"> • Semester 1: <ul style="list-style-type: none"> - Investigation report - Exam - Practical skill development 	<ul style="list-style-type: none"> • Semester 2: <ul style="list-style-type: none"> - Multimodal folio - Practical highlights package - Exam - Practical skill development
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with unit work.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Homework sheets • Assignment related work, as required • Skills practice 	



Rugby League Signature Program

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

- \$134 Uniform kit \$79 (includes: training shirt \$32*, training shorts \$35*, socks \$12*), Elite provider sessions (external providers) \$40, Induction Day \$15
- \$203 Additional Cost: Sports medicine \$20, transport to competitions \$183 approx. (costs will depend upon the number of competitions teams attend)

Students are to provide their own safety equipment (mouth guard, headgear, body armour etc.).

Additional information: Each student must have all Rugby League Signature apparel; if not individual items can be purchased to complete your students’ kit – refer to items marked with an *.

SUBJECT INFORMATION

Entry to the Year 10 Rugby League Signature Program is by **trial only**. Trials are held in Term 3 and application packs are available from the HPE faculty.

The main focus of the Rugby League Signature Program is to provide students with access to specialist Rugby League Coaching to develop the required skills of Rugby League. A strong focus is placed on teamwork, leadership, respect and responsibility to all people through Rugby League. Through the medium of Rugby League, students are encouraged to participate in all school events, have a positive attitude and display school pride within the school and the local community.

The Rugby League Signature program adheres to the Australian Health and Physical Education Curriculum where students will learn to enhance their own and others’ health, safety, wellbeing and physical activity. This course is designed for students who have an interest and some skill in Rugby League.

SPECIAL FEATURES OF THE COURSE

This course reflects the ideals of providing students with greater options in allowing for their specific interests and needs. The Rugby League Signature Program will provide a strong foundation for students intending to choose Senior Health and Physical Education Subjects.

COURSE OVERVIEW	
SEMESTER 1 & 2	
<p>Content covered to assist with athletic development</p> <ul style="list-style-type: none"> • Strength development • How to program your strength sessions • Nutrition for building and maintaining a performance body • Injury prevention (Pre-hab) • Management and processes for rehabilitation • Social media training • Social media skills and protection for athletes 	
<p>Assessment Techniques</p> <ul style="list-style-type: none"> - Multimodal folio - Practical highlights of package - Practical skill development 	<p>Assessable Tasks</p> <ul style="list-style-type: none"> - Skills development and application (each term) - Term 3: Nutrition to fuel your body - Term 4: Strength and conditioning planning and assessment
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with topic content.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Homework sheets and assignment related work, as required 	



Surfing Signature Program

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

- \$350 **New student** CSHS rashie – mandatory \$45*, Surf Survival Certification - External provider \$70, Advanced coaching - \$230, Pool Hire \$5
- \$235 **Continuing student** Advanced coaching - \$230, Pool Hire \$5

Additional information: Each student must have Surf Signature Program apparel; if not this can be purchased individually - refer to items marked with an *.

SUBJECT INFORMATION

The Surf Signature Program consists of one Semester of study, which will be broken up over two split terms. Entry to the Surfing Program is by application and successful **trial**. The program will give you access to high-level performance coaches in surfing to give you the best chance of success. This subject is capped at 16 places, and trials will be conducted **ONLY** if required. However, a basic level of surfing is essential for entry. Participants must display at a minimum, the ability to paddle out through the break, take off on an unbroken wave and traverse left and right.

The course is designed for students with an interest in developing expertise in Surfing Skills.

All students **must** attain the Surf Survival Certificate within the course or hold a SLSC certification of the same or higher level.

All participants require their own surfboard with leg rope, as well as a wetsuit for the winter terms.

SPECIAL FEATURES OF THE COURSE

This course advocates the importance of healthy lifestyles, nutrition and physical activity, while understanding the ocean and factors that play a role affecting our waters. In practical activities, students must wear the correct sun safety equipment, including rash vest and sunscreen.

Students have the opportunity to participate in local, regional and state competitions.

COURSE OVERVIEW
<ul style="list-style-type: none"> Surf Survival Certificate (test at end of program) Surfing skills at the beach in a practical setting
<p>Assessment Techniques</p> <ul style="list-style-type: none"> Physical performance assessment, fitness testing, in all units (participation is mandatory) involving testing of specific physical skills, use of strategies and knowledge of rules. For Surf Survival component: <ul style="list-style-type: none"> - Examination - Practical testing surf rescue, CPR and run-swim-run.



Volleyball Signature Program

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

\$250	New student	Uniform kit \$175 (includes: Polo shirt \$35*, 2 x Niro playing shirts \$70*, shorts/bike pants \$35*, Training T-shirt \$35*), Level 1 Coaching Course \$60, Program equipment \$15
\$145	Continuing student	Polo shirt \$35*, Training T-shirt \$35*, Level 1 Coaching Course \$60, Program equipment \$15

Please note: Students will be charged a participation levy for other tournaments

Additional information: If your student participated in this subject in 2024, your subject fee will be \$145 as opposed to \$250 for a first-year entrant. Each student must have Volleyball Signature program apparel; if not this can be purchased individually - refer to items marked with an *.

SUBJECT INFORMATION

Entry into the Volleyball Signature Program is by **trial only**. Trials are held in Term 3 and application packages are available from the HPE Department.

The aim of the Volleyball Signature Program is not only to strive for excellence on the court, but also to develop strong values in our athletes. The overall program goal is to promote skills behaviours, attitudes and knowledge that will benefit students in their performance of volleyball, academic and vocation pursuits and personal development.

SPECIAL FEATURES OF THE COURSE

This course reflects the ideals of providing students with greater options in allowing for their specific interests and needs. The Volleyball Signature Program will provide a strong foundation for students intending to choose Senior Health & Physical Education Subjects.

COURSE OVERVIEW	
SEMESTER 1 & 2	
<p>Content covered to assist with athletic development</p> <ul style="list-style-type: none"> Strength development How to program your strength sessions Nutrition for building and maintaining a performance body Injury prevention (Pre-hab) Management and processes for rehabilitation Social media training Social media skills and protection for athletes 	
<p>Assessment Techniques</p> <ul style="list-style-type: none"> - Multimodal folio - Practical highlights of package - Practical skill development 	<p>Assessable Tasks</p> <ul style="list-style-type: none"> - Skills development and application (each term) - Term 3: Nutrition to fuel your body - Term 4: Strength and conditioning planning and assessment
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with topic content.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> Homework sheets and assignment related work, as required 	

HUMANITIES

Ancient History

USER PAY FEES: Nil.

SUBJECT INFORMATION

The study of Year 10 Ancient History requires students to investigate some dramatic and influential historical events and explore the connections between these events and their own lives. This study will provide students with a key to understanding the ancient world, its cultures, beliefs and peoples.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p>Term 1</p> <ul style="list-style-type: none"> Myths and Legends of the Ancient World <p>Term 2</p> <ul style="list-style-type: none"> Truths of the Viking World 	<p>Term 3</p> <ul style="list-style-type: none"> Mad Roman Emperors <p>Term 4</p> <ul style="list-style-type: none"> Weapons and war craft
<p>Assessment Techniques</p> <ul style="list-style-type: none"> Response to stimulus exam Essay exam Independent source investigation Short response exam 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with topic content.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> Homework sheets and assignment work, as required. 	



Business

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees: Students may require extra print balance.

SUBJECT INFORMATION

This subject gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. They then explain how businesses respond to changing economic conditions and improve productivity.

Students will study Tourism to understand the impact of this industry on the Sunshine Coast community and the Event Planning unit will provide them with a practical component of the course.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p>Term 1</p> <ul style="list-style-type: none"> Business Planning <p>Term 2</p> <ul style="list-style-type: none"> International Business 	<p>Term 3</p> <ul style="list-style-type: none"> Tourism <p>Term 4</p> <ul style="list-style-type: none"> Events Planning
<p>Assessment Techniques</p> <ul style="list-style-type: none"> Research inquiry Exam Analytical essay Research project 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with topic content.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> Homework sheets and assignment work, as required. 	

Geography

USER PAY FEES: Nil.

SUBJECT INFORMATION

The study of Year 10 Geography will allow students to gain a deep understanding of the natural environment and the challenges that it faces. Students will gain an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p>Term 1</p> <ul style="list-style-type: none"> Geographies of Human Wellbeing <p>Term 2</p> <ul style="list-style-type: none"> Environmental Change and Management 	<p>Term 3</p> <ul style="list-style-type: none"> Natural Disasters and Hazard Management <p>Term 4</p> <ul style="list-style-type: none"> The Geography of Conflict
<p>Assessment Techniques</p> <p>Semester 1:</p> <ul style="list-style-type: none"> Response to stimulus exam (70 minutes) Essay exam (600 words) <p>Semester 2:</p> <ul style="list-style-type: none"> Field report Data exam 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with topic content.</p> <p>Tasks may include the following, as required:</p> <ul style="list-style-type: none"> Homework sheets Assignment work Research 	



Legal Studies/Justice Studies

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees: Excursion to Caloundra Magistrates Court

SUBJECT INFORMATION

This course is designed for students who have an interest in our legal system and issues relating to it. Students who undertake this course will acquire a general understanding of Legal Principles and our Legal System. Students will gain insight into the legal system and have the opportunity to attend the Caloundra Magistrates Court.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p>Term 1</p> <ul style="list-style-type: none"> • Law & Order <p>Term 2</p> <ul style="list-style-type: none"> • Evidence is Power 	<p>Term 3</p> <ul style="list-style-type: none"> • An insight into Law Reform <p>Term 4</p> <ul style="list-style-type: none"> • Protecting the vulnerable
<p>Assessment Techniques</p> <ul style="list-style-type: none"> • Case portfolio • DV letter, Role play • Report • Crime scenario and complete brief of evidence 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with topic content.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Homework sheets and assignment work, as required 	

Modern History

USER PAY FEES: Nil.

SUBJECT INFORMATION

The study of Year 10 Modern History requires students to investigate some dramatic and influential historical events and explore the connections between these events and their own lives. This study will provide students with a key to understanding the modern world, its cultures, beliefs and peoples and encourages an active interest in current events and politics that are happening locally, nationally and internationally.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
Term 1 <ul style="list-style-type: none"> Genocide Term 2 <ul style="list-style-type: none"> Hollywood vs History 	Term 3 <ul style="list-style-type: none"> Saints and Sinners Term 4 <ul style="list-style-type: none"> Terrorism in the Modern World
Assessment Techniques <ul style="list-style-type: none"> Response to stimulus exam Essay exam Independent source investigation Short response exam 	
Homework Requirements <p>Students will complete homework regularly, which aligns with topic content.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> Homework sheets and assignment work, as required. 	



MATHEMATICS

Foundation, Mathematics & Extension

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

\$8.50 approx. (Entry cost) – Australian Math’s Competition (Optional)

SUBJECT INFORMATION

The Mathematics program in year 10 is a preparatory course for years 11 and 12. Students will be allocated to a level of Mathematics based on their year 9 final results. An A or B in year 9 Maths will be a student enrolled in the Mathematics Extension course. A result of C or a D in year 9 would equate to Mathematics and if a student has struggled in year 9 then they will do Mathematics Foundation. The very top students will be offered a Specialist Mathematics preparation course for Terms 2 and 3. This is to allow students the chance to experience the highest level of Maths before choosing their subjects for Year 11.

COURSE OVERVIEW		
SEMESTER 1 & 2		
Mathematics Foundations	Mathematics	Mathematics Extension
<p>Term 1</p> <ul style="list-style-type: none"> • Number Operations • Percentages • Rates and Ratios • Read and Use Graphs <p>Term 2</p> <ul style="list-style-type: none"> • Probability • Data Representation • Perimeter, Area and Volume <p>Term 3</p> <ul style="list-style-type: none"> • Money and its uses • Read and use scales • Data collection • Simple interest <p>Term 4</p> <ul style="list-style-type: none"> • Time • Budgeting • Directions 	<p>Term 1</p> <ul style="list-style-type: none"> • Percentages • Ratio and Rates • Surface Area and Volume • Pythagoras • Trigonometric Ratios <p>Term 2</p> <ul style="list-style-type: none"> • Simultaneous Equations • Solving Linear Equations • Numerical and Categorical Data • Substituting Values into Equations <p>Term 3</p> <ul style="list-style-type: none"> • Mean, Median, Mode • Range and standard deviation • Quartiles and Inter-quartile range • Box plots, histogram, dot plots • Scatter plots and Stem plots <p>Term 4</p> <ul style="list-style-type: none"> • Bivariate data • Simple and compound interest • Matrix operations • Construct straight line graphs 	<p>Term 1</p> <ul style="list-style-type: none"> • Linear algebra and graphs • Indices • Solving equations and inequations • Solving simultaneous equations • Coordinate geometry <p>Term 2</p> <ul style="list-style-type: none"> • Pythagoras theorem • Trigonometric ratios • Arithmetic progressions • Conditional probability • Algebraic expressions <p>Term 3</p> <ul style="list-style-type: none"> • Quadratics • Graphing non-linear equations • Functions and relations • Surds <p>Term 4</p> <ul style="list-style-type: none"> • Quadratics • Logarithms • Unit circle • Trigonometry • Solving non-linear equations
<p>Assessment Techniques</p> <ul style="list-style-type: none"> • Exams • Problem solving and modelling task 		
<p>Homework Requirements</p> <p>Students will complete homework regularly, on an average of 30 minutes for Mathematics, three nights per week in the form of worksheets or LearnOn.</p>		

SCIENCE

Biology

USER PAY FEES: Nil.

SUBJECT INFORMATION

The Year 10 course is a foundation for Biology in Years 11 and 12 where the students will be introduced to senior science assessment techniques. Students will learn about ‘genetics’ to understand the basic workings and connections between living things.

In semester one the topics will include the structure of DNA, the applications of DNA profiling and DNA extraction experiments. This leads into cell division, patterns of inheritance and solving inheritance problems. The students will complete a student experiment on DNA extraction and an exam.

In semester two the topics will include genetic mutations and disorders and introduces students to biotechnology. We finish the year on the topic of population genetics, natural selection and evolution. The students will complete a research investigation on genetic disorders and modern technology and a data test.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> DNA structure, DNA profiling, mutations in DNA, gene expression and data collection and analysis on DNA extraction experiments Cell division, chromosomes and patterns of inheritance, pedigrees and performing Punnett squares 	<ul style="list-style-type: none"> Genetic disorders, genetic testing and modern technology including CRISPR and stem cell therapy Genetic variation in populations, natural selection, artificial selection and evidence for evolution
<p>Assessment Techniques</p> <ul style="list-style-type: none"> Student experiment - 3 weeks in class time Exam - 90 minutes in exam block Research investigation - 3 weeks in class time Data test - 60 minutes in class time 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with topic content, as well as explicitly developing literacy, numeracy and assessment skills. Tasks may include:</p> <ul style="list-style-type: none"> Weekly homework sheets Research tasks. 	



Chemistry

USER PAY FEES: Nil.

SUBJECT INFORMATION

The Year 10 course is a foundation for chemistry in Years 11 and 12. It is a yearlong course that will provide a solid foundation for topics covered in senior chemistry.

In semester one students will be developing their knowledge and understanding of atomic structure and isotopes. This course will provide many practical experiences with a focus on correct chemical scientific equipment use and accuracy as well as specific chemical techniques. Writing chemical formulas and balancing equations will also be an integral part of this unit. Assessment in semester one will include a research investigation and an examination.

Semester two will focus on titrations of acid/base chemicals, including their chemical concentrations and the process of dilutions. The practical components require precision and detail. Assessment in semester two will be a data test and a student experiment.

Students will be expected to engage in a substantial amount of homework for this course.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none">• Atomic Structure• Measurement & Uncertainty• Chemical Formula• Balancing Equations	<ul style="list-style-type: none">• Concentration & Dilution• Acid-Base Titrations
Assessment Techniques Students will be assessed using the techniques common to the Senior Science syllabus: <ul style="list-style-type: none">• Data tests• Student experiments• Research Investigation, and• Formal examination	
Homework Requirements Students will complete homework regularly, which aligns with unit work, as well as explicitly developing chemistry skills. Tasks may include: <ul style="list-style-type: none">• Usually, weekly homework in non-assessment times• Occasional extra homework as set by teacher• Assignment related work when required	



Marine

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

Excursion: \$50 approx. Sea Life Tour (Optional)

SUBJECT INFORMATION

The year 10 course is a foundation for Marine Science in Years 11 and 12. This course will provide an introduction to topics covered in senior Marine Science.

In Semester 1, students will learn basic navigation, tides and weather with regard to boating safety. Students will develop their understanding of how the ocean regulates climate, drives weather systems and international implication of managing this resource. Assessment in semester one will be content test and a Research Investigation.

Semester 2 includes a focus on ecosystems, biodiversity and organism tolerance limits. Students will be required to collect laboratory-based data for their student experiment. Assessment in Semester 2 will include a Student Experiment and Data Test.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> Navigation, weather and tides Ocean currents and circulation patterns Economic zones in the ocean 	<ul style="list-style-type: none"> Biodiversity and abiotic factors Organism tolerance limits and adaptations Coral reefs – distribution, feeding and formation
<p>Assessment Techniques</p> <p>Students will be assessed using the techniques common to the Senior Science syllabus:</p> <ul style="list-style-type: none"> Research Investigation Student Experiment Data test, and Formal examination 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with unit work, as well as explicitly developing science literacy and report writing skills. Tasks may include:</p> <ul style="list-style-type: none"> Usually, weekly homework in non-assessment times Occasional extra homework as set by teacher Assignment related work when required 	



Physics

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

Excursions: Aussie World or IFLY – cost TBC (optional)

SUBJECT INFORMATION

The Year 10 Physics course is a foundation for Senior Physics in Years 11 and 12. The course aims to develop students' understanding of the natural world alongside fundamental questions related to energy, matter, forces and the visible universe.

In Semester 1, students will focus on building their basic physics skills. They will learn how to measure and understand everyday events by conducting experiments that explore how objects move. Students will develop skills to allow them to evaluate claims, refine experiments and formulate and test hypotheses.

In Semester 2, the focus shifts to understanding how electrical circuits work and how heat is transferred and used in different situations. Students will explain their real-world experiences through the use of mathematical modelling and problem solving.

This will successfully prepare students for undertaking Year 11 and 12 Physics.

PRE-REQUISITE

Students should be studying Mathematics or Mathematics Extension.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Physics Tool Kit <ul style="list-style-type: none"> - Exploring measuring • Kinematics <ul style="list-style-type: none"> - Motion experiments 	<ul style="list-style-type: none"> • Electrical Circuits <ul style="list-style-type: none"> - Circuit analysis and design • Heating processes <ul style="list-style-type: none"> - Thermal applications
Assessment Techniques <ul style="list-style-type: none"> • Student experiments • Research Investigation • Examination 	
Homework Requirements <p>Students will complete homework regularly, which aligns with unit work, as well as explicitly developing science literacy and report writing skills.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Pre-reading concepts • Weekly review questions • Assignment work including research and drafting. 	

Psychology

USER PAY FEES: Nil.

SUBJECT INFORMATION

The Year 10 Psychology course introduces students to the basics of psychology, preparing them for further study in Years 11 and 12. This yearlong course focuses on understanding human behaviour through psychological theories, research, and practical applications.

Semester 1 covers the biological basis of behaviour, including brain structures, the nervous system, and the role of nature vs. nurture. Students will also explore developmental psychology, the effects of different environments on brain development, and an introduction to psychological disorders such as anxiety, mood, and personality disorders. The semester includes learning about how to diagnose and treat these disorders.

Semester 2 focuses on memory, emotions, learning, and motivation. Students will conduct a research investigation to apply what they've learned and further explore areas like personality, forensic psychology, and ethical considerations in diagnosis and treatment. The course concludes with a Final Exam.

Students are expected to engage in consistent homework and revision, including research tasks, project work, and regular assessments.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Introduction to Psychology • Nervous system • Memory and Emotions • Learning Theories: Classical and Operant • Psychological disorders • Diagnosis and ethical considerations • Treatment approaches 	<ul style="list-style-type: none"> • Emotion • Motivation • Persuasion • Developing a treatment plant • Personality and disorders • Careers in Psychology • Forensic Psychology
<p>Assessment Techniques</p> <p>Students will be assessed using the techniques common to the Senior Science syllabus:</p> <ul style="list-style-type: none"> • Research Investigation • Student Experiment • Practical project • Formal examination 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with unit work.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Weekly homework tasks such as reading and summarising key theories • Occasional additional work as assigned by the teacher • Completing assessments and preparing for exams, as needed 	



TECHNOLOGY

Design

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

Excursion: Bus cost to venues - cost TBC (optional)

SUBJECT INFORMATION

The Year 10 course is a foundation for Senior Design (General) and Industrial Graphics (Applied) with Certificate II in Manufacturing in Years 11 and 12. This course provides an opportunity for students to gain an understanding of graphical design communication across a broad spectrum of applications including sketching of designs and 3D prototyping. It develops real-life problem-solving skills for visualising, investigating, analysing, synthesizing and evaluating technical problems.

Students apply techniques to generate and test ideas through freehand sketching, prototyping and technical drawings. Design focuses on the application of design thinking to envisage and prototype creative products, services and environments in response to human needs, wants and opportunities using plastics including 3D Printing.

OTHER INFORMATION

Please note this subject does not involve any workshop activities, it is the designing and drawing of plans and ideas to innovate.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> Graphic Design <ul style="list-style-type: none"> Industrial Graphics Read and interpret drawings Views of a 3D object projected onto 2D planes Visual displays of design concept Human-centred Design <ul style="list-style-type: none"> Exploring client's needs and wants Developing empathy for a client-based solution Drawing and low-fidelity prototyping 	<ul style="list-style-type: none"> Designing the built environment <ul style="list-style-type: none"> 3D drawing Creating floor plans Prototyping Project – Tiny house design Design in Practice <ul style="list-style-type: none"> Designing and communicating ideas using design process Innovation and Ideation
<p>Assessment Techniques</p> <ul style="list-style-type: none"> Research assignments Design folio Class exam with seem stimulus 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with unit work, as well as explicitly developing design skills.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> Sketching, prototyping and design task. 	



Digital Technologies

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

Excursion: Aussie World - cost TBC (optional)

SUBJECT INFORMATION

The Year 10 course is a foundation for Senior Digital (General), Certificate IV in IT and ICT (Applied) with Certificate II in Creative Arts in Years 11 and 12. This subject is designed to cover all levels and facets of computing. Students will study game and web design and enhance their coding skills. Animation and 3D imaging as well as sound manipulation and video creation.

Students apply techniques, data and software design skills to construct digital applications.

OTHER INFORMATION

Students will use a wide range of hardware and software from a text editor to complex 3D/AR modelling software and VR headsets, including manipulation of a range of photography skills and the use of Adobe products.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Interface Design <ul style="list-style-type: none"> - Using a range of hardware and software to create 3D images for Augmented and Virtual Reality. - Focusing on UX (user experiences) • Game Design <ul style="list-style-type: none"> - Exploring the 3D gaming environment - Prototyping interactive 3D or 2D game design 	<ul style="list-style-type: none"> • Interactive Web design <ul style="list-style-type: none"> - User Interface design - Programmed solution • Graphic Design <ul style="list-style-type: none"> - Produce and edit digital materials - Innovation and Ideation
<p>Assessment Techniques</p> <ul style="list-style-type: none"> • Design pitch with prototype • Practical folio • Projects 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with unit work, as well as explicitly developing digital skills. Tasks may include:</p> <ul style="list-style-type: none"> • Design tasks • Project development 	



Early Childhood

USER PAY FEES: \$20 Craft items supplied to students to complete practical activities.

COSTS in addition to User Pay Fees:

Excursions: Travel to various venues to participate in early childcare activities. Costs may be involved if transport is required. (optional)

SUBJECT INFORMATION

The Year 10 course is a foundation for Certificate III in Early Childhood and Care in Years 11 and 12. This course will provide students an opportunity to explore the world of Early Childhood education and child development. It will develop skills for students to work with children in a childcare setting.

Students will participate in practical sessions, discover needs and wants of caring for children while preparing them for future work opportunities.

OTHER INFORMATION

Students will be involved with local primary school children and local activities such as under 8s day.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Families and play <ul style="list-style-type: none"> - Understanding different types of families - Play and its role in educating young children • Communication skills <ul style="list-style-type: none"> - Child communication: Understanding how children communicate at different ages - Parent/Caregiver communication: Building positive relationships with families - Professional communication: Effective communication with colleagues and other professionals • Storytelling <ul style="list-style-type: none"> - Using stories and text to learn - Creating props and extension activities to assist text development 	<ul style="list-style-type: none"> • Children’s health and safety <ul style="list-style-type: none"> - Using play to promote child wellbeing - Understanding a child’s social, physical, emotional, physical and personal needs • Physical Environment and Community <ul style="list-style-type: none"> - Play equipment - Purpose of play - Environmental responsibility • Creative Development Encouraging creativity through arts and crafts <ul style="list-style-type: none"> - Music and movement: The role of music and physical activity in development - Drama and Role Play: Using imaginative play to support development • Students will practice how to approach and communicate with a childcare centre about starting their placement. Students will approach a childcare centre to initiate their placement and will prepare an "All About Me" welcome pack in anticipation of starting their placement at the childcare centre.
<p>Assessment Techniques</p> <ul style="list-style-type: none"> • Investigation • Project folio • Practical activities 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with the unit work.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Tasks related to classroom and assessment activities. 	

Food Technologies

USER PAY FEES: \$100 Cooking ingredients supplied for students to complete practical activities which equates to approximately \$3 per head per cooking session.

COSTS in addition to User Pay Fees:

Excursion: Travel to Hospitality - cost TBC (optional)
Possible work experience opportunity to Sea World and the Novotel on the Gold Coast.

SUBJECT INFORMATION

The Year 10 course is a foundation for Certificate II and III in Hospitality in Years 11 and 12. This course will provide students an opportunity to explore food, food processes and practical service of customers. It will develop an understanding of basic cookery techniques, skills, equipment as well as contemporary trends in food and hospitality.

Students will participate in practical sessions, discover local produce and business in the hospitality industry while preparing them for future work opportunities.

OTHER INFORMATION:

Students will produce and evaluate food goods for sale and pleasure.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Back to basics <ul style="list-style-type: none"> - Develop basic cookery skills and techniques - Experimentation with cooking styles and methods - Extend practical skillset to experiment with many different recipes which may include café style foods • Cooking for life <ul style="list-style-type: none"> - Lifestyle Cooking - Presentation and plating of foods - Cooking of items such as soups, fast food alternatives, international cuisine, gluten free 	<ul style="list-style-type: none"> • Function Frenzy <ul style="list-style-type: none"> - Food for enjoyment and sale - Recipe costings - Service styles and Functions - Creating and serving customers (cookery tasks will depend on client needs, including service periods) • Industry Insights <ul style="list-style-type: none"> - Careers in the food industry - Menu creation - Portion control - Avoiding waste
<p>Assessment Techniques</p> <ul style="list-style-type: none"> • Investigation • Project folio • Food service 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with the unit work, as well as explicitly developing hospitality food preparation and service skills.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Recipe planning • Tasks related to classroom and assessment activities. 	



Industrial Technologies (Wood Furnishing & Metal Engineering)

USER PAY FEES: \$160 Supply of materials for the construction of metal carry all, aluminium rod holders, yabby pump, stereo dock, beach table or bedside rack or similar)

SUBJECT INFORMATION

The Year 10 course is a foundation for Certificate II in Furnishing practices and Certificate II in Engineering practices in Years 11 and 12. This course provides students with opportunity to develop a knowledge and appreciation of wood construction and furnishing materials, metal materials, equipment, processes and work methods relating to an Industrial Technology workshop environment. The aim is to deliver a broad-based underpinning skills and knowledge in a range of furniture making, engineering and metal manufacturing tasks.

Design and problem-solving activities are integral components of the course.

OTHER INFORMATION:

Please note, Wood Furnishing and Metal Engineering is completed as a combined subject and students will alternate between the two (2) disciplines to gain basic experience in both contexts.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Metal Engineering <ul style="list-style-type: none"> - Project planning and investigation - Project design - Fitting and fabrication of design - Evaluation of works • Wood Furnishing <ul style="list-style-type: none"> - Woodworking - project construction - Wood machining - Plastics - Technology processes eg Laser cutter (optional) 	<ul style="list-style-type: none"> • Ready to fish <ul style="list-style-type: none"> - Fitting and fabrication - Machining calculations - Sheet metal work - Read and interpret drawings • Beach organisation <ul style="list-style-type: none"> - Wood machining - project construction - Plastics - project construction - Technology process – computer aided
<p>Assessment Techniques</p> <ul style="list-style-type: none"> • Design tasks • Reflection diary • Theory worksheets • Exam 	
<p>Homework Requirements</p> <p>Students will complete homework regularly, which aligns with the unit work and the design process.</p> <p>Tasks may include:</p> <ul style="list-style-type: none"> • Project design and planning • Related technology planning • Technical drawing tasks 	
<p>Workplace Health & Safety</p> <ul style="list-style-type: none"> • Due to workshop safety requirements, students must wear substantial footwear appropriate to the practical activity and use personal protective equipment in accordance with Workplace Health and Safety legislation • Students who continue to display unsafe behaviours or safety breaches may be removed from the course of study 	

VOCATIONAL EDUCATION & TRAINING

FSK20119 Certificate II in Skills for Work & Vocational Pathways

RTO – Caloundra State High School (RTO No: 30058)

Certificate

The successful completion of this course gives students 4 credits towards the QCE.

Qualification description:	This qualification is intended for individuals needing foundational skills for workforce entry or vocational training. It suits those seeking employment or training pathways and focuses on developing reading, writing, numeracy and oral communication. It also includes entry-level digital literacy and employability skills and provides a vocational training and employment plan.
Entry requirements:	There are no entry requirements for this qualification
Qualification packaging rules:	Total units = 14 (1 core unit + 13 elective units).
Core and electives: Competencies covered: FSKLRG011 (C) FSKLRG009 (E) FSKOCM007 (E) FSKNUM014 (E) FSKNUM015 (E) SIRXHWB001 (E) FSKLRG010 (E) BSBPEF101 (E) FSKLRG007 (E) BSBWHS211 (E) FSKDIG003 (E) FSKRDG010 (E) FSKWTG009 (E) FSKLRG006 (E)	Use routine strategies for work-related learning Use strategies to respond to routine workplace problems Interact effectively with others at work. Calculate with whole numbers and familiar fractions, decimals and percentages for work Estimate, measure and calculate routine metric measurements for work Maintain personal health and wellbeing Use routine strategies for career planning Plan and prepare for work readiness Use strategies to identify job opportunities Contribute to the health and safety of self and others Use digital technology for non-routine workplace tasks Read and respond to routine workplace information Write routine workplace texts Participate in work placement
Learning experiences:	Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.
Assessment:	The assessment for this certificate is competency-based, meaning that learners are evaluated on their ability to demonstrate specific skills and knowledge to a required standard. <ul style="list-style-type: none"> • Written folio questions • Work placement ▪ Quizzes ▪ Third Party reports ▪ Observations
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees:	Nil.
Further information:	Please contact Mr Cripps, Head of Department – Middle Secondary Middle_Secondary@caloundrashes.eq.edu.au

** This is based on approval of the training and assessment strategy.

RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details of RPL and the application process.

Disclaimer: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages. Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.

MSL20122 Certificate II in Sampling & Measuring RTO – Caloundra State High School (RTO No: 30058)

Certificate

The successful completion of this course gives students 4 credits towards the QCE.

Qualification description:	This qualification is intended for individuals needing laboratory skills for workforce entry or vocational training. It suits those seeking employment or training pathways in the scientific field and focuses on developing laboratory skills, microscope skills, testing & sampling of water & soil quality, reading, writing, numeracy and oral communication. It also includes entry-level digital literacy and employability skills and provides a vocational training and employment plan.
Entry requirements:	There are no entry requirements for this qualification
Qualification packaging rules:	Total units = 8 (3 core units + 5 elective units).
Core and electives: Competencies covered: MSL912002 (C) MSL922002 (C) MSL943004 (C) MSL952003 (E) MSL972002 (E) MSL973028 (E) MSL913004 (E) MSMENV272 (E)	Work within a laboratory or field workplace Record and present data Participate in laboratory or field workplace safety Collect routine site samples Take routine site measurements Perform microscopic examination Plan & conduct laboratory/field work Participate in environmentally sustainable work practices
Learning experiences:	Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.
Assessment:	The assessment for this certificate is competency-based, meaning that learners are evaluated on their ability to demonstrate specific skills and knowledge to a required standard. <ul style="list-style-type: none"> • Written Folio Questions • Observations
Pathways:	This certificate is designed to further develop foundational skills to prepare for a career in a science related field or vocational training pathways.
Fees:	Nil.
Further information:	Please contact Ms Pointer, Head of Department – Science Science@caloundrashs.eq.edu.au

RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details of RPL and the application process.

Disclaimer: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.

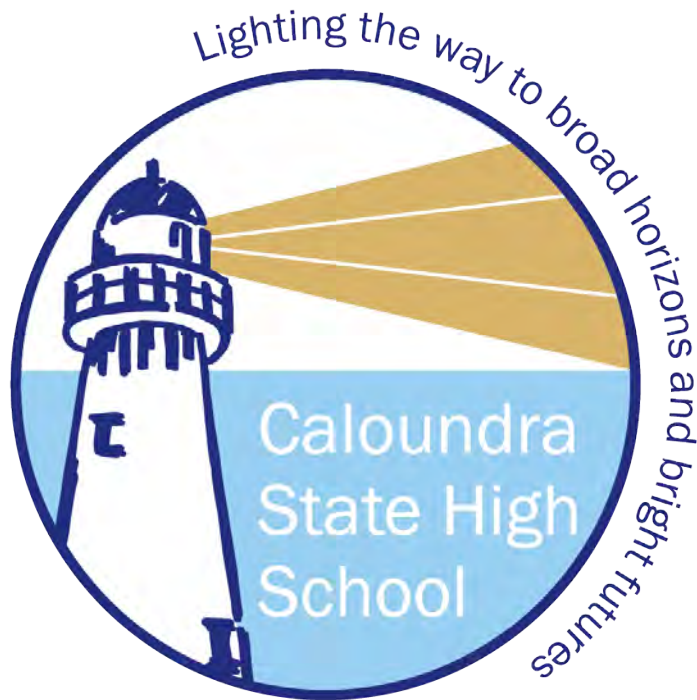
APPENDIX 1

PRE-REQUISITE POLICY FOR SENIOR SUBJECTS 2025

When our Year 10 students are considering their subjects for senior study we want to ensure that they experience success in their chosen subjects. To assist Year 10 students with making informed decisions, our Heads of Departments have recommended levels of achievement which they believe are necessary for success in senior courses.

Senior General Subjects (contribute to ATAR)	Minimum Year 10 Standard Required
General English	'C' in Year 10 General English and 'A' in Year 10 Essential English Students cannot move from Year 11 Essential English into Year 12 English
Health	'C' in Year 10 General English
Physical Education	'C' in Year 10 General English and 'B' in Physical Education
Ancient History	'C' in Year 10 General English
Business	'C' in Year 10 General English
Geography	'C' in Year 10 General English
Legal Studies	'C' in Year 10 General English
Modern History	'C' in Year 10 General English
General Mathematics	'C' in Year 10 General Mathematics Preparation Course Students cannot move from Year 11 Essential Mathematics into Year 12 General Mathematics
Mathematical Methods	'C' in Year 10 Mathematical Methods Preparation Course
Specialist Mathematics	'B' in Year 10 Mathematical Methods Preparation Course
Biology	'C' in Year 10 Biology and 'C' in Year 10 General Mathematics and 'C' in Year 10 General English
Chemistry	'B' in Year 10 Chemistry and 'B' in Year 10 Mathematical Methods and Year 10 General English
Marine Science	'B' in Year 10 Marine Science and 'C' in Year 10 General Mathematics and Year 10 General English
Physics	'C' in Year 10 Physics and 'C' in Year 10 Mathematical Methods and Year 10 General English
Psychology	'C' in Year 10 Psychology and 'C' in Year 10 General Mathematics and Year 10 General English
Design	'C' in Year 10 General English
Digital Solutions	'C' in Year 10 General English and 'C' in Year 10 General Mathematics
Dance	'C' in Year 10 General English and 'B' in Year 10 Dance
Drama	'C' in Year 10 General English 'B' in Year 10 Drama
Film, Television and New Media	'C' in Year 10 General English and 'B' in Year 10 Media
Music	'C' in Year 10 General English and 'B' in Year 10 Music, must be proficient in singing or playing an instrument; reading and writing music notation
Visual Art	'C' in Year 10 General English and 'B' in Year 10 Visual Art
Vocational Education (VET) subjects (Certificate III & IV)	Minimum Year 10 Standard Required
Certificate III in Early Childhood Education & Care	'C' in Year 10 General English
Certificate IV in Information Technology	'C' in Year 10 General English and General Mathematics
Certificate III in Health Services Assistance (through Kawana State College)	'C' in Year 10 General English
Certificate III in Fitness	'C' in Year 10 General English and 'C' in Physical Education
Certificate III in Sport & Recreation (Rugby League)	'C' in Year 10 General English and 'C' in Physical Education
Certificate III in Business	'C' in Year 10 General English
Certificate IV in Justice Studies	'C' in Year 10 General English

Please note: if a subject is not listed above, there are no pre-requisites. Information contained in this table is subject to change annually. Subjects listed may not be offered in 2025 due to student demand.



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