



# Coolum

State High School

## YEAR 10

Course and Subject Information 2018

### VISION

Committed to excellence in learning, relationships, community and self; preparing students for life as local and global citizens.



# CONTENTS

Vision, Purpose, Values and Outcomes .....	1
Courses of Study in Senior School.....	2
Choosing Subjects .....	2
Australian Curriculum Implementation.....	3
Senior Education and Training (SET) Plan.....	3
Queensland Certificate of Education (QCE).....	3
Processes Operating in the Senior School.....	4

## SUBJECTS

Art.....	5
Drama .....	6
English .....	7
Food, Design and Technology .....	8
Graphics.....	9
Health and Physical Education (Core).....	10
Health and Physical Education Extension (Elective) .....	11
Humanities and Social Sciences .....	12
Industrial Technology and Design .....	13
Japanese.....	14
Mathematics and Mathematics Extension .....	15
Music.....	16
Science .....	17
Surfing Excellence.....	19

## VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS

Business Studies (including Certificate I Business).....	20
Information and Communication Technologies (including Certificate I Information, Digital Media and Technology) ...	21

---

**Principal** Mr Chris Dench

**Deputy Principals** Julie Weber  
Terry Proctor

**Guidance Officers** Liz Mortimer  
Alison Upton

### Heads of Department

The Arts and Creative Industries	Emma Clarke
English	Kath Weston
Health and Physical Education	Dean Whitson
Humanities and Social Sciences	Sally Vellar
ICT and Senior Schooling	Sean Sweeney
Junior Secondary/Languages	Bec McCann
Mathematics	Dean Hose
Science	Paul Olsen
Student Services	Robbie Koch
Technology	Wayne Batiste
Teaching and Learning	Brent Brown
Vocational Education and Training	Patrick Walden



# Vision Statement

---

Every student succeeding:  
unconditional care, respect and excellence

## PURPOSE

Our role is to instil in all students:

- An ongoing desire for knowledge, skills and learning
- A commitment to care for and respect ourselves, each other and the environment
- The courage to act as moral and responsible members of society
- The will to strive for individual success and fulfilment

## VALUES

We are committed to quality and excellence in:

### **Learning for a 21<sup>st</sup> century future**

- A curriculum that offers a challenging, rich and diverse range of learning experiences
- Academic, vocational, cultural and sporting success
- A positive and constructive work ethic

### **Constructive relationships**

- Care and respect
- Responsibility, tolerance and understanding
- Integrity, trustworthiness and self discipline

### **Contribution to the local and global community**

- Act as stewards for our environment and a sustainable future
- A supportive and encouraging school community
- Strong partnerships with the local and global community

### **Supporting individual development and success**

- Positive self esteem and a continual desire to improve
- Healthy and safe choices
- Multiple pathways for future careers

## OUTCOMES

- Effective teaching and learning in a calm and ordered environment
- The first choice of school for families in the Coolum community
- All students graduate with qualifications

# COURSES OF STUDY IN SENIOR SCHOOL

## Year 10

Year 10 is a transition year into Years 11 and 12 in the Senior School. Students complete a core of English, Maths, Science, Social Sciences and Health and Physical Education (HPE). They also choose two electives from the learning areas of Technology, The Arts, Languages Other Than English (LOTE) or HPE.

## Years 11 and 12

All students in Year 11 must enrol for six subjects in each of the four semesters which make up Years 11 and 12. Three subjects must be studied continuously from Semester 1 Year 11 until the end of Year 12 in order for students to receive a Queensland Certificate of Education (QCE).

## Compulsory Subjects

All Year 11 and 12 students are required to study -

- English or English Communications Studies
- Mathematics A, Mathematics B or Pre-Vocational Mathematics

# CHOOSING SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

## OVERALL PLAN

As an overall plan, you are advised to choose subjects -

- which you enjoy
- in which you have demonstrated some ability or aptitude
- which will help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life
- which you are prepared to satisfy the study/work requirements of the course (that is, 3 hours of study 5 times a week)

It is helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose subjects with an appointment with a Guidance Officer. The Guidance Officer will be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

## INAPPROPRIATE REASONS TO CHOOSE A SUBJECT...

- Looking for easy options .....
- Choosing a subject just to stay with a friend .....
- Choosing a subject just because its name sounds good without researching the content studied.....
- Choosing a subject just because someone else suggested doing it .....
- Choosing a subject because you like or dislike the teacher .....
- Choosing a subject because "All the boys or all the girls take the subject"

# AUSTRALIAN CURRICULUM IMPLEMENTATION

Coolum State High School, in line with all Education Queensland schools, implements the Australian Curriculum in Years 7, 8, 9 and 10 in the subject areas of English, Maths, Science and Social Science.

## SENIOR EDUCATION AND TRAINING (SET) PLAN

The Senior Education and Training Plan (SET Plan) is a confidential document, negotiated between Year 10 students, their parents/carers and Coolum High School during Term 3. It is required by all students in Year 10 to complete across the State. A SET Plan is designed to map individual learning pathways through the Senior Phase of Learning. The SET Plan helps students structure their learning around their abilities, interests and ambitions. Selection of Year 11 and 12 subjects should reflect the goals set out in your SET Plan. The school and students regularly review the SET Plan to monitor progress and it can be updated at any time. The SET Plan interviews for Year 10 students will take place in Term 3.

## QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

### What is the QCE?

The QCE is Queensland's senior schooling qualification. The Queensland Curriculum and Assessment Authority (QCAA) will award young people a QCE when they complete the senior phase of learning – usually the end of Year 12. To be awarded a QCE young people will need to achieve a significant amount of learning, including literacy and numeracy, at set standards.

### How does the QCE work?

The QCE recognises broad learning options and offers flexibility in what, where and when students learn. A wide range of learning, including academic subjects, vocational education, workplace learning and university subjects, can contribute towards the QCE.

Different types of learning attract different numbers of credits. Students must have at least 20 credits to be awarded a QCE.

### Awarding a QCE

If a student completes Year 12 without achieving a QCE, their learning account will remain open, until the person reaches the age of 25. After Year 12, any QCE-related learning and activities can still be reported to the QCAA and recorded in the learning account. When the student achieves 20 credits, the QCAA will award the QCE in the following June or December.

Every student will receive a Senior Statement at the end of Year 12. This statement will be a transcript of their learning account, recording all the learning undertaken and results achieved.

Find out more from the Queensland Curriculum and Assessment Authority.

**Visit:** [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

**Phone:** 3864 0299

**Email:** [qce@qcaa.qld.edu.au](mailto:qce@qcaa.qld.edu.au)

# PROCESSES OPERATING IN THE SENIOR SCHOOL

## Subject Offerings

The subjects in this handbook are offered subject to sufficient enrolments. Where too few students preference a subject in Year 10, that subject will not be offered.

## Change of Subject

Students are encouraged to carefully choose subjects that best suit their interests, abilities and career/life aspirations. However, we realise that some students will want to change subjects for variety of reasons. Subject Change Application Forms are available from the Head of Department Senior Secondary.

All subject changes must have parental permission as well as the permission of the Head of Department (HOD) and Deputy Principal (DP). **Subject changes will only be permitted during the first two (2) weeks of Term 1 and the first two (2) weeks of Term 3.** Students are encouraged to persevere with subjects they may find challenging initially rather than make unnecessary changes. Subject changes at other times will be at the discretion of the Principal/Deputy Principal.

## Attendance Requirements

**Senior schooling at Coolool High is a full-time occupation.** It is your work-place for Years 10, 11 and 12. If senior schooling is to prepare you for the world of work and its standards, the school has an obligation to apply these same standards in the senior years. When attendance is deemed to be unsatisfactory, the student will be monitored through the senior learning management process.

## Academic Support

Student performance is reviewed following the issue of Mid and End of Semester Progress Reports. It may be necessary to offer extra learning support such as English or Maths tutorials during the normal school day, or after school.

## Home Study

Being able to manage your time is a key study skill. As a general guide, students should program at least 5 blocks, each of 2-3 hours duration, to study at home each week. Many students do considerably more than this. Only YOU can do your own learning. No one else can learn for you. Excessive time commitments to outside school activities, such as work and sport may disadvantage a student.

## Assessment

Students must comply with the requirements of each subject as laid down in the assessment statement for that subject. The school assignment policy will apply. The policy has been developed to be fair to all students and to ensure that students meet their obligations regarding completion of a course of study. An assessment calendar is issued to students at the beginning of each semester. Continuous school based assessment requires students to prioritise tasks and manage their time effectively in order to submit all items of assessment, including oral, written or practical tasks, on the due date. If the non-submission of assessment tasks is an ongoing problem, cancellation of enrolment will be considered.

## Preparing for Success

Success in the senior school stems from -

- a proven work ethic
- motivation and commitment to study
- interest and ability in chosen subjects
- satisfactory completion of assignments
- a balanced selection of subjects.

Successful students -

- plan a work and study program
- manage their time
- organise themselves responsibly
- meet deadlines with assignments and assessment
- balance commitments to school, work, family and friends.

What commitment is needed?

- Attend every lesson, every day.
- Study 10-15 hours per week.
- Attend all field trips and excursions.
- Work at or above this level ensures success.
- Any effort below this level is wasted as students will find they are unable to meet course requirements.

# ART

## Rationale

The purpose of art education in the curriculum is to help students to develop an understanding and sensitivity towards art. Through studying art, students will become visually literate. Visual literacy enhances the student's ability to critically think, create and question, interpret and express ideas.

## Links to Career Paths/Future Opportunities

Animator	Artist	Occupational Therapist
Make-up Artist	Florist	Curator
Set Designer	Photographer	Fashion Designer
Art Critic	Illustrator	Jeweller
Sculptor	Interior Designer	Architect

## Course Outline

SEMESTER 1	SEMESTER 2
<b>Drawing</b> Realism – tonal work with experiments in collage, paint and colour	<b>Printmaking and Design</b> Looking at printmaking and design techniques, for example, screen printing, etching
<b>Painting</b> Exploring colour and painting techniques, for example, painting on canvas, Pop Art, Surrealism	

NB - The sequence of learning may vary due to availability of physical resources.

## Special Features of Course

- Extending and exploring own design concepts into works of art.
- Discovering the work of artists through gallery excursions and workshops.

## Assessment

- Practical work assessment
- Theoretical assessment – assignment/exams each term

## Expectations and Homework

Students are expected to complete homework in the form of drawing practice, collecting and sourcing specific items, research and assignment work.

## Course Fee - \$50.00

For the student's place in the class to be confirmed, all outstanding fees must be paid. In addition, Course Fees must be paid in full at the time of enrolment in the subject or agree to make payment instalments as follows – 50% of fee paid at the time of enrolment in the subject, balance paid by Friday 16 February 2018.

Any excursions will incur an additional fee.



# DRAMA

## Rationale

Drama in Year 10 follows the Queensland Studies Authority guidelines and focuses on students expressing and communicating understandings about human issues and experiences through the enactment of real and imagined events. While interacting in a range of roles, relationships, situations and contexts, students investigate feelings, actions and consequences. They develop confidence and self-awareness as they collaborate to prepare and present drama. Students develop understanding of the forms, styles and purposes of drama in various contexts.

## Links to Career Paths/Future Opportunities

Actor	Film, Stage and Television Director	Set Designer
Artistic Director	Playwright	Stage Manager
Casting Director	Program Director (radio or television)	Educator Prep-Secondary
Drama Teacher	Public Relations Officer	Theatre Critic
Entertainer	Scriptwriter	Theatrical Costume Maker and Designer
University Lecturer	Wardrobe Supervisor	Writer
Stagehand	Model	

## Course Outline

Semester 1	Semester 2
Students complete units of study from the genres of: <ul style="list-style-type: none"><li>• Realism – Community/Verbatim theatre</li><li>• Epic Theatre</li></ul>	Students complete units of study from the genres of: <ul style="list-style-type: none"><li>• Greek Theatre</li><li>• Comedy</li></ul>

NB - The sequence of learning may vary due to availability of physical resources.

## Special Features of Course

Documentary Drama - Students may explore a range of issues working in-role, play-building and performing scripted works. Students will also have the opportunity to develop cinematic theatre pieces using technology in the recently renovated theatre space

## Assessment

Tasks consist of pieces which assess the three objectives of Forming, Responding and Performing through script writing, polished practical group performance and a written review of theatre performances and consistent evaluation of the learning throughout the course via a drama journal.

## Expectations and Homework

Drama by nature is a practical subject. **ALL** students are required to participate in public performances. Students will also have the opportunity, where possible, to attend live theatre performances throughout the year, the cost of which varies from year to year and is dependent on the type of show. Students are also expected to purchase theatre blacks (long sleeved black tops without any logos and long comfortable black bottoms) for performances.

## Course Fee – Nil

Any excursions will incur an additional fee.

# ENGLISH

## Rationale

The Year 10 English program allows students to extend their skills and knowledge learned in Years 8 and 9 to further develop and refine these in this transition period of their education. As part of the Senior School, the Year 10 program prepares students for success and the units of work are sequenced to develop literacy skills with a clearly defined focus. In Semester One units all students complete the same coursework, before beginning their transition to the senior study and allowing choice of Literature, English or Essential English for the second Semester of their Year 10 studies, in line with their subject choices for Year 11 and 12. Students will study the same units, however, the focus of the studies will vary across classes. Literature focuses on an in-depth study of literary texts. English focuses on the study of both literary and non-literary texts, while Essential English develops and refines students' understanding of language, literature and literacy.

## Links to Career Paths/Future Opportunities

Film and TV Producer	Scriptwriter	Counsellor
Actor	Author	Journalist
Youth Worker	Teacher	Lawyer
Marketing Officer	Speech Pathologist	Psychiatrist
Music Critic	Linguist	Advertising Manager

## Course Outline - Australian Curriculum Course Content

SEMESTER 1	SEMESTER 2
<p><b>Unit 1: Media Studies</b> Students investigate topical issues in the media and explore a range of medium including news, papers, internet and other sources. They demonstrate understanding through a collection and analysis on a particular media issues and present their findings to the class.</p> <p><b>Unit 2: Novel Study – Inter-Textual Connections</b> Students read a contemporary novel that explores a social, moral or ethical issue. They read, listen to and view a variety of other texts to further their understanding of the novel's features and the issue it explores. Students apply reading-comprehension skills to the novel and demonstrate their knowledge and understanding of plot, character development and authorial intent in a series of classroom activities, before constructing and submitting a Short Story for their assessment piece.</p> <p>In addition to the messages and ideologies presented in the novel, students find poetry which connects to these and explore the inter-textual connections between the texts.</p> <p>The above units will be rotated, to allow for maximum resource use.</p>	<p><b>Unit 3: Play Study</b> Students explore a play, either a Shakespearean classic: 'Hamlet' in Literature and 'Romeo and Juliet' in General English, or 'Snagged' in Essential English and examine characters, plot, setting and ideologies presented in the play. Students demonstrate their understanding through the completion of an essay exam, which prepares them for their senior studies. The second assessment is a spoken task and allows students to form groups and modernise the script for a contemporary audience and perform to their peers in General and Essential English, while Literature students will present a monologue.</p> <p><b>Unit 4: Understanding and Analysing Satire in Texts</b> In this unit students read, view and analyse the techniques used in satirical texts. Students write an analytical essay to demonstrate how an issue, event, individual, group or place is satirised in a text and complete a range of matrix activities to demonstrate their understanding across a variety of texts.</p>

## Special Features of Course

- Preparation for real world experiences
- Choice of texts studied
- Exposure to a range of genres
- Exposure to Senior classes of Literature, General English and Essential English

## Assessment

Written - A range of genres in both assignment form and supervised examinations, including Short Story and Analytical Essay.  
Spoken - Multi-Modal presentations, Imaginative Speech from a character's point of view, Group Performances.

## Expectations and Homework

The study of English will require regular revision of unit content, background and literature reading and homework tasks. Behaviour and industry are of the highest standards with students respecting peers and teachers. Drafts are required for assignment tasks and all assessment tasks are to be submitted by the due date unless negotiated with the Head of Department.

## Course Fee – Nil

Any excursions will incur an additional fee.

# FOOD, DESIGN AND TECHNOLOGY

## Rationale

The belief that today's actions and attitudes determine present and future wellbeing is central to Food, Design and Technology (FDT). As a field of study located in the human sciences, FDT effectively draws from a range of disciplines in order to achieve optimal and sustainable living for individuals, families and communities. FDT is a curriculum area concerned with offering students the opportunity to discover and further develop their own resources and capabilities.

## Links to Career Paths/Future Opportunities

Secondary Teacher	Fashion Designer	Speech Therapist	Chef
Costume Designer	Dietician/Nutritionist	Primary Teacher	Wait Person
Interior Decorator	Food Technologist	Textile Retailer	Bar Attendant/Manager
Graphic Designer	Youth Worker	Photographer	Concierge
Journalist	Social Worker	Childcare Worker	Food and Beverage Manager

## Course Outline

SEMESTER 1	SEMESTER 2
<p><b>Master Chef</b> Students participate in weekly 'Mystery Boxes'. Students will be given a range of ingredients each week to create their own choice in meal. We will also enhance our practical skills this term as we look at cakes and cake decorating.</p> <p><b>Wool4School</b> Students will use the design process to work through a design challenge set by the company Wool 4 Schools. Students will interact with different fabric and fibres to design their own clothing item suitable for the given design brief. Entries may be submitted and prizes won.</p>	<p><b>Fashion Frenzy</b> Fashion is ever growing and changing. Students will have the opportunity to develop practical skills using commercial patterns to create fashion pieces and accessories.</p> <p><b>Christmas Hamper</b> Students will create a Christmas Hamper using preservation methods. They will label and present their hamper using commercial marketing and advertising processes.</p>

## Special Features of Course

- Excursion: minimum of one per year.
- Guest presentations by industry representatives

## Assessment

- Written tasks – short response, multiple choice and paragraph response exams, reports and assignments
- Practical tasks – weekly cooking, textiles or early childcare activities

## Expectations and Homework

- The study of Food Design and Technology will require regular revision of unit content and completion of work plans and evaluations weekly. Drafts are required for assignment tasks.

## Course Fee – \$100.00

For the student's place in the class to be confirmed, all outstanding fees must be paid. In addition, Course Fees must be paid in full at the time of enrolment in the subject or agree to make payment instalments as follows – 50% of fee paid at the time of enrolment in the subject, balance paid by Friday 16 February 2018.

The course fee includes demonstrations and some smaller items such as spices and condiments. Students will be expected to purchase additional materials such as ingredients for weekly cooking, fabric and items for assessment tasks.

Any excursions will incur an additional fee.

# GRAPHICS

## Rationale

The ability to communicate effectively is an essential requirement in every field of endeavour and often speech and writing cannot adequately fulfil our communication needs. Graphical communication, the universal language, is seen as an efficient and effective means of supplementing or replacing the spoken or written words. Many students, regardless of their educational or vocational aspirations, will benefit from an insight into the principles of graphical communication.

## Links to Career Paths/Future Opportunities

Surveying	Architecture	Drafting
Sign Writer	Designers	Landscape Architecture
Graphic Artist	Commercial Artist	Engineering
Graphic Designer		

## Course Outline

SEMESTER 1	SEMESTER 2
<b>Sketching</b> <b>Logo and Symbol Design</b> <b>3D Modelling</b> <b>Interior Design</b> <b>Landscape Design and Presentation</b> <b>Fashion</b> <b>Packaging</b> <b>Surveying, Setting Out and Levelling</b>	<b>Drafting</b> <b>CAD</b> <b>Diagram and Charts</b> <b>Presentation Graphic</b> <b>Shading/Rendering</b> <b>Design Concepts</b> <b>Perspective and Pictorials</b> <b>Plan drawing</b> <b>Cartography</b>

## Special Features of Course

Graphics endeavours to deliver graphical communication in real world situations. The use of industry recognised CAD programmes enables the students to develop understanding and skills in areas that may assist them in future study or work situations. Realistic experiences prepare students for the use, interpretation, and generation of graphical representations in a variety of industry settings

## Assessment

The following forms of assessment are used each semester

- Class work
- Extension drawings
- Assignments

## Expectations and Homework

It is expected that students undertaking Graphics will complete a proportion of the work undertaken in both contextual folios and extended graphical responses outside normal class time. Access to CAD programs available for home use will be made wherever possible. During preparation for class tests, homework will be set so that students will gain a better understanding of the mandatory aspects that are to be assessed.

## Course Fee – \$30.00

For the student's place in the class to be confirmed, all outstanding fees must be paid. In addition, Course Fees must be paid in full at the time of enrolment in the subject or agree to make payment instalments as follows – 50% of fee paid at the time of enrolment in the subject, balance paid by Friday 16 February 2018.

The Course Fee covers the costs of graphics presentation materials, folders and folio materials, modelling materials and A3 colour printing costs.

Any excursions will incur an additional fee.

# HEALTH AND PHYSICAL EDUCATION (Core)

## Rationale

This is a compulsory course for all students in Year 10. It provides the foundation skills and knowledge to enable students to make healthy lifestyle choices.

## Links to Career Paths/Future Opportunities

Sports Administrator, Educator or Psychologist  
Gym Instructor

Medical and Therapeutic Professions  
Personal Trainer

## Course Outline

SEMESTER 1	SEMESTER 2
<p><b>Individual / Team Sport</b> Students engage in a variety of sports and gain an introduction to the basic skills and strategies.</p> <p><b>Community Health Campaigns</b> Students investigate the impacts of various issues in the community and develop strategies to address the problem. Students create a campaign within the school community.</p>	<p><b>Athletics</b> Students aim to achieve personal best performances in preparation for the school Athletics Carnival.</p> <p><b>Individual / Team Sport</b> Students engage in a variety of sports and gain an introduction to the basic skills and strategies.</p> <p><b>Sport and Society</b> An investigation is undertaken into how different groups in society are impacted by sociological factors.</p>

## Assessment

- Practical assessment
- Examination
- Assignment

## Expectations and Homework

Students are expected to be actively involved in all aspects of the program. If unable to do so a medical certificate/ note from parent/guardian is to be provided. Students who have a high level of motivation and enjoyment of physical education should choose Year 10 HPE Extension as an elective.

## Course Fee – Nil

Any excursions will incur an additional fee.

# HEALTH AND PHYSICAL EDUCATION EXTENSION (Elective)

## Rationale

The Health and Physical Education (HPE) Extension option is intended to prepare students for senior Physical Education, Health Education, Certificate III Sport and Recreation or Certificate II Outdoor Recreation. Students who select HPE Extension as an elective will have 3 x 70 minute lessons per week.

## Links to Career Paths/Future Opportunities

Sports Administrator - Educator	Sports Administrator - Psychologist	Leisure and Recreation Industry
Sports Journalist or Editor	Medical Professional	Therapeutic Professional
Health and Physical Education	Personal Trainer	Nutritionist
Naturopathy	Dietician	Health and Fitness Industries

## Prerequisites

For students to be eligible for this extension course, students must have achieved no less than a C for achievement in Year 9 Health and Physical Education. Students must also have achieved no less than a C for behaviour and no less than a B for effort in Year 9 Health and Physical Education.

## Course Outline

TERM 1	TERM 2	TERM 3	TERM 4
<p><b>Badminton and Biomechanics</b></p> <p>Students cover the basic strokes of drop shot, serve and smash. As part of this unit students will gain an understanding of the principles of movement analysis by applying stages of learning to Badminton. This knowledge can also be applied to other sports/activities</p>	<p><b>Orienteering and Exercise Physiology</b></p> <p>Students understand the changes that happen to the human body when exercise is undertaken. They also look at nutrition and energy supply to enhance performance. Students also learn navigation and mapping skills.</p>	<p><b>Touch and Training Programs</b></p> <p>Students will gain an understanding of the fitness components and training principles. This will enable them to design training programs to help improve the performance of athletes in their required areas. Students will use their training programs to help improve their performance in touch.</p>	<p><b>Aquatics and Sociology</b></p> <p>Students will explore the various social factors that influence choice of, and participation in sport as well as the history of sport and recreation in Australia. Students also engage in some lifesaving activities.</p>

## Special Features of Course

This course is designed for students who have a real interest and would like to specialise in the career path opportunities listed above. Students may also do units of study in athletics, gym work, Oztag / touch football and tennis.

## Assessment

- Competency based assessment
- Practical performance tasks
- Written assignments

## Expectations and Homework

Students will be required to actively reflect upon their performances in practical sessions. Students will be required to assist in conducting recreational sessions. This may involve some lunchtime work.

## Course Fee - \*\$69.00

For the student's place in the class to be confirmed, all outstanding fees must be paid. In addition, Course Fees must be paid in full at the time of enrolment in the subject or agree to make payment instalments as follows – 50% of fee paid at the time of enrolment in the subject, balance paid by Friday 16 February 2018.

\*Course Fee correct at the time of printing.

The Course Fee covers entry to the pool for aquatic sessions and the RLSS swim and survive award.

Any excursions will incur an additional fee.

# HUMANITIES AND SOCIAL SCIENCES

## Rationale

The Year 10 Humanities and Social Science curriculum covers history and electives throughout the course. History is an essential part of society and serves to guide the future of humanity through analysis of the past. Through the study of history students become detectives, gaining discipline and inspiring imagination. Students are also able to choose elective units twice throughout the year from Legal Studies, Psychology, Ancient History, Modern History (advanced) or Geography. By choosing elective units, students can experience our senior subjects prior to subject selection in term 3, enabling them to make choices based on knowledge of the demands of each subject. At Coolumb State High School the Humanities and Social Science program aims to challenge our students whilst providing them with valuable skills for senior studies and also their future as global citizens.

Successful completion of the courses in Year 10 enables students to choose from Geography, Psychology, Modern History, Ancient History (dependent on sufficient class size), Legal Studies, and Tourism in Year 11 as well as providing students with vital literacy skills that will be an asset for their studies in Year 11 English.

## Links to Career Paths/Future Opportunities

<b>HISTORY</b>	Journalist / Editor	<b>GEOGRAPHY</b>	Environmental Monitoring
Archivist	Publicist	Environmental Restoration	Environmental Protection Agency
Broadcaster	Diplomacy	Conservation of Biodiversity	Town Planning - Urban Planning
Campaigner	Politics	University Lecturer	Tourism and Eco-tourism
Consultant	Museum Curator	World Wildlife Fund	Population Planning
Documentary Editor	Historical Preservation	CSIRO	Disease Control
Archaeologist	Cultural Resources Management	Department of Primary Industries	Cartography and GIS
Librarian	Advertising Executive	Defence Forces	Wildlife Park Ranger

## Course Outline

SEMESTER 1	SEMESTER 2
<p><b>World War 2 – The Pacific Theatre - History</b> Students will examine different forms of government including dictatorship and democracy. Students will examine the impact that the war had on Australia and the Pacific region.</p> <p><b>Elective Unit 1:</b> Students choose from either Legal Studies, Psychology, Ancient History, Modern History (advanced) or Geography.</p> <p><b>Civil Rights and Freedom - History</b> Through their own research students will investigate the global phenomena of civil resistance during the 1960s that resulted in global change of the legal rights of oppressed groups.</p>	<p><b>Elective Unit 2:</b> Students choose from either Legal Studies, Psychology, Ancient History, Modern History (advanced) or Geography. Students must select from a different subject area from their Elective unit 1 choice.</p> <p><b>One step at a time: The road to multiculturalism - History</b> In this unit students will discuss the 'untold' stories of Australia's identity through exploring the history of immigration in Australia and the migrant experience. Students will analyse sources to identify dominant ideologies in society from the past and evaluate the impact of immigration on Australia's identity.</p>

## Special Features of Course

- The opportunity to participate in the National Geographic Geography Competition or the NHTA History Competition.
- Students will learn how to utilise spatial technologies such as GIS and GPS systems.
- Specialist speakers from the community will be invited into the classroom during the year.
- Exposure to a wide range of tasks that develop their numeracy, literacy and spatial skills.
- Elective units enable students to experience possible future senior subjects.

## Assessment

- Multi-Modal Presentation (comprising an oral component as well as the creation of an artifact)
- Research Report Writing
- Stimulus Response Essay
- Practical Exam (including mapping, graphing, analysis of data)
- Content /Sources Test (displaying knowledge of subject specific content, definitions and interpretation of sources)
- Response to Sources Essay

## Expectations and Homework

Students are required to review course work continually, complete background reading and homework tasks as preparation for content, short response and sources tests. Students are expected to have drafts checked by their teacher prior to assessment due dates for research tasks and multi modal presentations.

## Course Fee – Nil

Any excursions will incur an additional fee.

# INDUSTRIAL TECHNOLOGY AND DESIGN

## Rationale

To actively engage our students in design and enable them to develop a deep understanding of the processes and practices involved in everyday problem solving and product design, development and manufacture.

To develop students' knowledge and skills related to the manufacturing industries

## Links to Career Paths/Future Opportunities

Certificate I in Furnishing	Certificate I in Engineering	Soft Furnishings
Cabinet Making	Furniture Finishing	Mattress and Base Making
Furniture Making	Wood Machining	Upholstery
Furniture Design	Glass and Glazing	Flooring Technology
Stained Glass and Lead Lighting	Picture Framing	General Engineering
Fitter and Turner	Aviation Industries	Industrial Design
Boiler Maker	Mechanics	Panel Beating
Sheet Metal Fabrication	Auto Finishing	Plumbing

## Course Outline

This subject offers students two semesters of work with skills developing over the duration of the course.

TERM 1	TERM 2	TERM 3	TERM 4
<b>Furniture Manufacture</b>	<b>Fabrication Basics</b>	<b>Furniture Manufacture</b>	<b>Electronics – Design &amp; Manufacture</b>
Trinket Box	Tool Box	Folding Table	Speaker Design

NB - The sequence of learning may vary due to availability of physical resources.

## Special Features of Course

In all practical activities, skills from industry will be integrated. Projects are to reflect the development of industry standards in quality and workmanship. A range of industry equipment and processes are used throughout the course. Second Semester will provide an opportunity for students to prepare for vocational pathways.

## Assessment

The following forms of assessment are used each semester -

- Class work
- Practical Projects
- Assignments

## Expectations and Homework

It is expected that students undertaking Industrial Technology and Design will complete a proportion of the work undertaken in contextual folios outside normal class time. Access to CAD programs available for home use will be made wherever possible. During preparation for class tests, homework will be set so that students will gain a better understanding of the mandatory aspects that are to be assessed.

## Course Fee – \$120.00

For the student's place in the class to be confirmed, all outstanding fees must be paid. In addition, Course Fees must be paid in full at the time of enrolment in the subject or agree to make payment instalments as follows – 50% of fee paid at the time of enrolment in the subject, balance paid by Friday 16 February 2018.

The Course Fee covers all materials, finishes and hardware items for class work and assessment of practical projects.

Any excursions will incur an additional fee.



# JAPANESE

## Rationale

Learning Japanese is intellectually challenging and contributes to a students' personal, educational, intellectual and cultural development. This subject increases self-esteem through the acquisition of new and different communication skills and through learning to interact with people of other cultures, enhancing a deep cross-cultural understanding and respect for other cultures. The study of Japanese promotes clear and critical thinking, clarity of expression and problem solving, all of which have important applications for other learning areas. The study of Japanese will develop communication skills with meaningful use of computer and other digital technology.

## Preparing for a global future!

Communication in, and knowledge of a foreign language is viewed most favourably by employers across various sectors of the corporate community. Japanese is particularly relevant to our state and local community in areas such as tourism and hospitality, business, agriculture, manufacturing and trade. A large number of businesses, service providers and government departments have links with Japan and have a growing need for employees with some Japanese language background.

Coolum State High School currently offers Japanese classes from Years 7 through to Year 10. Students will study Japanese all year with 3 x 70min lessons per week and build upon learned language skills and improve proficiency throughout Year 9 and 10. This will prepare students for senior phase learning in Japanese.

We also support students who require a more flexible timetable or wish to continue their studies into Year 11 and 12 by offering Japanese through Brisbane School of Distance Education. We hope to offer a senior Year 11 and 12 class at Coolum High in the near future with growing student numbers.

## Links to Senior School Pathways and Careers

It is assumed that students have studied Japanese from primary school or Year 8.

Year 10 Japanese	Senior Japanese	Diplomat
Tourism Industry	Translator	Airlines
Teacher	International Trade/Business	Animation

## Course Outline

TERM 1	TERM 2	TERM 3	TERM 4
<b>Have a Good Read</b> A foundation unit focusing on grammar and sentences construction – through the reading and construction of Japanese children's fairy-tale and adventure stories.	<b>Caring For Our Planet</b> Investigate key environmental issues that face Japan and Australia: from recycling through to energy use and conservation.	<b>Overseas Visitors to Australia</b> Students investigate tourism data and statistics in Australia and tailor an itinerary for a Japanese visitor.	<b>Exporting Japan to the World</b> From robots to Anime students focus and explore one aspect of Japan's exports to the world.

## Assessment

A spoken or written assignment piece is set each term along with a test item to assess students' reading or listening comprehension skills. Assessment encompasses:

- students' knowledge and understanding of Japanese through comprehending (listening and reading) and composing (speaking and writing) texts
- intercultural competence in discerning comparisons of aspects of language, culture and identity
- reflection on language choices and learning
- both formal and informal communication contexts based on the units selected

## Special Features of Course

Small classes ensure students' learning needs are met on an individual basis. A communicative language approach is used to develop students' language skills. This course is delivered as a composite class of Year 9 and Year 10 students.

## Expectations and Homework

Students are required to complete regular small homework tasks to develop skills, particularly in reading and writing the language. Some assignment work will also be completed at home.

## Course Fee – Nil

Any excursions will incur an additional fee.

# MATHEMATICS AND MATHEMATICS EXTENSION

## Rationale

Mathematics must be studied in year 10. Students are placed into courses based on their previous grades with reference to diagnostic testing. Due to the spiralling nature of the Australian Curriculum for Mathematics (where content is built upon each year), it is not possible for students to progress into Core or Extension Mathematics while lacking basic skills taught in the years before. Decisions regarding placement of students into Year 10 Maths courses are made by the HOD Mathematics with consultation from teachers, diagnostic testing and the Senior Schooling Deputy. Parents are encouraged to contact the HOD of Mathematics if they have concerns with placements before the start of the schooling year.

## Links to Career Paths/Future Opportunities

Accountant	Architect	Auditor	Analyst (Information Technology)
Economist	Electrical Engineer	Financial Planner	Market Researcher
Physicist	Purchasing Officer	Statistician	University Lecturer

## Requirements

Students are required to have a scientific calculator.

Students in the Year 10 Extension class who choose Mathematical Methods in Year 11 will be required to purchase the TI-84 graphics calculator for Year 11 (approximate cost \$90.00 second hand; \$190.00 new). Parents may purchase this calculator for Year 10 Mathematics Extension if they wish to maximise the use of the TI-84.

Year 10 Short Course in Numeracy →	Essential Mathematics
Year 10 Core Mathematics →	General Mathematics or Essential Mathematics
Year 10 Extension Mathematics →	General Mathematics or Mathematical Methods. Students choosing Mathematical Methods are also eligible for Specialist Mathematics

## Short Course in Numeracy

The Short Course in Numeracy is suited for students who struggle with basic Mathematics or who may be disengaged with their schooling. Students may be placed in the Short Course only at the discretion of the HOD Mathematics, HOD Diverse Learners or the Senior Schooling Deputy with reference to diagnostic data (including year 9 results). The units studied are tailored to each group but cover the general subject matter of Number and calculation, shape and space, data and statistics, measurement, location and direction and formulas and algebra.

## Core Mathematics Course Outline

<b>Unit 1 Pythagoras and Trigonometry</b> <b>Unit 2 Probability</b> <b>Unit 3 Coordinate Geometry</b>	<b>Unit 4 Advanced Algebra and Polynomials</b> <b>Unit 5 Data Representation</b> <b>Unit 6 Geometry and Measurement</b>	<b>Unit 7 Financial Maths</b> <b>Unit 8 Linear Equations</b>
---	---	---

## Mathematics Extension Course Outline

Student must have achieved a B standard in Year 9 in order to be considered for inclusion. Mathematics Extension will study additional materials in class to prepare them for a future pathway in Senior Mathematical Methods or Specialist Mathematics. You cannot choose Mathematical Methods or Specialist Mathematics unless you have studied Mathematics Extension in Year 10.

## Extra inclusions to Core Units Studied

<b>Unit 1 Pythagoras and Trigonometry</b> Trigonometric applications  <b>Unit 2 Probability</b> Multi step experiments  <b>Unit 3 Coordinate Geometry</b> Parallel and perpendicular lines	<b>Unit 4 Advanced Algebra and Polynomials</b> Quadratic formula Graphing quadratics  <b>Unit 5 Data Representation</b> Assessing and analysing data Lines of best fit  <b>Unit 6 Geometry and Measurement</b> Formal proofs for similar angles congruent triangles Study circles, parabolas and hyperbolas	<b>Unit 7 Financial Maths</b> Solving problems of growth Using logarithms  <b>Unit 8 Advanced Algebraic</b> Algebraic patterns and groups Quadratic expressions Other expressions and functions Inequalities
---	---	--

## Assessment

Semester 1 – two in-class tests and one written assignment  
 Semester 2 – two in-class tests and one written assignment

## Expectations and Homework

Success in the subject is measured by your ability to apply your knowledge – homework / home study is essential to this.

## Course Fee – Nil

Any excursions will incur an additional fee.

# MUSIC

## Rationale

Studying music fosters students' expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas. Because music is a unique means of expression, of knowing and communicating experience, it makes a profound contribution to personal, social and cultural identities. **It is a prerequisite** for students intending to study Music in Years 11 and 12 select Music in Year 10.

## Links to Career Paths/Future Opportunities

Sound Engineer	Sales Assistant – Music Shop	Youth Worker
Early Childhood Teacher	Sound Designer	Music Critic
Secondary Teacher	Secondary Music Teacher	Sound Editor
Electronics Engineer	Instrumental Music Teacher	Performer
Primary Teacher	Film and Television Producer	Music Producer
Lyric / Songwriter	Disc Jockey	Booking Agent
Composer	Music Therapist	

## Course Outline

SEMESTER 1 AND SEMESTER 2		
<p><b>The Power of Music</b> (13 weeks)</p> <p>This unit focuses on music for social comment including the music of the Peace and Protest movements of the 60's and 70's. Students understand the links between social context and purpose in the development of music with a message.</p>	<p><b>Covers</b> (13 weeks)</p> <p>In this rock based unit, students will investigate why and how contemporary artists record cover versions of existing songs and make decisions about which version is the most successful and why.</p>	<p><b>And All that Jazz</b> (13 weeks)</p> <p>This unit traces the development of jazz from the pre-jazz styles of Blues and Ragtime through New Orleans Jazz, Swing, Cool Jazz and Free Jazz and conclude with a look at the more contemporary jazz-rock style, Fusion.</p>

NB – The sequence of learning may vary due to availability of physical resources.

## Special Features of Course

- Students will have an opportunity to use computer software to assist in musical composition and performance.
- Performing opportunities will be available to all students at various concerts during the year.
- Opportunities to attend performances and workshops in support of unit content.

## Assessment

- Performing
- Composing
- Musicology

## Expectations and Homework

Students are expected to practice their musical instruments on a regular basis. Homework tasks are set on a regular basis.

## Course Fee – Nil

Any excursions will incur an additional fee.

# SCIENCE

## Rationale

At Coolum State High School, all Year 10 students will study a course in Science. Year 10 is a foundation year which supplies students with direct and clear pathways through their study choices into the Science subjects which are offered in Years 11 and 12 (Biology, Chemistry, Physics). For those unsure about studying senior science the course still offers students the general science knowledge that is needed to be informed citizens in the community and for those who are considering a senior science they can choose a Senior preparatory course.

Year 10 provides students an opportunity to engage themselves in the new frontiers of Science, and at the same time provide direction over their interests and future pathways in Science and other careers.

## Links to Career Paths/Future Opportunities

Biologist	Lab Technician	Pilot
Veterinarian	Medical Technician	Nurse
Electrician	Veterinarian	Environmental Scientist
Chemist	Marine Biologist	Pharmacist
Engineer	Doctor	Nurse

## Prerequisites

To study Physics and Chemistry in Year 10, students must have achieved no less than a B in Year 9 Science and no less than a C+ in Year 9 English and Mathematics Extension.

To study Biology in Year 10, students must have achieved no less than a C in Year 9 Science, English and Mathematics.

**Figure 1: Students choose one subject per semester**

SEMESTER 1 Options/Unit Content/Topics	SEMESTER 2 Options Content/Topics
<p><b>Physics</b> Human beings have always attempted to understand and explain the behaviour of the universe. Physics is concerned with the discovery, understanding and application of the laws of nature. Physics has many real world contexts and applications, especially in Engineering. <b>Topics Covered:</b> Heating, Nuclear physics, Measurement, Motion and Force, Gravity, Electricity, Electromagnetism, Relativity and Quantum Theory.</p>	<p><b>Chemistry</b> Senior Chemistry provides a fundamental understanding of the materials around us and why they behave as they do. It involves the study of why and how different materials react as well as the properties of different groups of chemicals. It also provides a sound basis for further studies in Chemistry/Science and Medical areas. <b>Topics Covered:</b> Atoms, molecules, property structures, intermolecular forces and formula units, Chemical reactions, Acids and bases, balancing chemical equations, Periodic table, Oxidation and reduction, Experimental design, Experimental techniques, Organic chemistry, Mathematics for chemists, Writing skills for chemists</p>
<p><b>Biology</b> To prepare the students for Senior Biology which is the study of the natural systems of the living world. Biologists study the many different kinds of plants and animals and their interactions with their environment. They also study the internal working of animals and plants. Biology provides students with an understanding of the ways scientists approach the problems of the living world, and the processes of science which lead to the discovery of new knowledge. <b>Topics Covered:</b> Biodiversity, Ecology, Cells and Multicellular Organisms, Heredity and Continuity of Life, Homeostasis, Infectious Diseases, Biological Investigations.</p>	<p><b>Biology</b> To prepare the students for Senior Biology which is the study of the natural systems of the living world. Biologists study the many different kinds of plants and animals and their interactions with their environment. They also study the internal working of animals and plants. Biology provides students with an understanding of the ways scientists approach the problems of the living world, and the processes of science which lead to the discovery of new knowledge. <b>Topics Covered:</b> Biodiversity, Cells and multicellular organisms, Heredity and continuity of life, Homeostasis, Biological investigation skills</p>
<p><b>Core Science (Australian Curriculum)</b> <b>Term 1: Biology – Genetics/Evolution:</b> Students will investigate the importance of DNA and genes in controlling characteristics of organisms. They will also explore the theory of Evolution (Natural Selection) and examine associated ethical issues surrounding genetic technologies and inheritance. <b>Term 2: Physics – Energy in motion</b> Students explore the motion of different objects. They collect quantitative data, investigate the actions of these forces and apply the laws of physics to describe motion. They will investigate the actions of forces and the consequence on motion (eg car crashes).</p>	<p><b>Core Science (Australian Curriculum)</b> <b>Term 3: Chemistry – Atomic Structure/Chemical reactions</b> Students will identify patterns in atomic structure that allow prediction of the products of chemical reactions which are reflected in the Periodic Table. Students will also examine chemical reactions including rates of reactions. <b>Term4: Global Systems:</b> Students examine the Big Bang theory and features of the universe. They compare features of galaxies, stars and solar systems by combining observations and secondary data. Students also students examine the cause and effect of changes in global systems and recognise the effects of human activity on the environment.</p>

**Special Features of the Course**

This course is designed to prepare students for the choices and demands of senior Science subjects which are offered in Years 11 and 12. Students will immerse themselves in a variety of Science strands so that they are prepared to make informed decisions when choosing senior biology, physics or chemistry. The investigative and interpretative skills learnt will also help with the rigors of any senior subject as well as develop informed opinions on many pressing issues in society.

**Assessment**

Students will be engaged in assessment which will be conducted both during the term and in exam week. Students will have the opportunity to be engaged in assessment of different genres to help extend and solidify their content knowledge and application of the knowledge. Assessment may include any of the following – exams, written reports, response to stimulus, scientific report writing, Extended experimental Investigations.

**Expectations and Homework**

Students are required to revise unit content weekly, as well as complete weekly homework tasks as a part of their study regime. Students will be given some class time to work on assessment pieces, however, they will need to develop a study plan which involves research and assignment writing outside the structured time of the class.

**Course Fee – Nil**

Any excursions will incur an additional fee.

# SURFING EXCELLENCE

## Rationale

Sport plays an important role within the framework of the Australian way of life. Surfing is now very much a part of mainstream Australian sporting culture. At present a multimillion dollar worldwide professional surfing circuit exists for both women and men.

Supporting this circuit is a large, diverse and financially viable range of ancillary industries that provide many vocational opportunities.

Through the medium of this course it is expected that many benefits will accrue to prospective students. It is feasible that a career in competitive surfing, surf media, surf wholesaling, retailing, manufacturing or surf administration is within reach of many of our students.

The geographical location of Coolum State High School and the long standing tradition of very high levels of performance of previous students makes it an ideal centre to make available a course for students to prepare themselves, by attaining the skills required to enter into these career paths.

## Links to Senior School Pathways and Careers

Students will develop skills to allow them to source employment in retail, manufacturing and administration areas.

Certificate II Outdoor Recreation

Bachelor of Recreation and Outdoor Environmental Studies

Mooloolaba TAFE offers a Diploma course in Event Management concentrating on surfing as a main component. On completion of this diploma students will receive entry into a Bachelor Course in Business Marketing at The University of The Sunshine Coast.

## Course Outline

TERM 1	TERM 2	TERM 3	TERM 4
<b>Surf Judging and Administration</b>	<b>Collaborative Unit - Sustainable Futures</b>  <b>Surfing and the Environment</b>	<b>Advanced Surfing Manoeuvres and Surfing Biomechanics</b>	<b>Collaborative Unit - Powerful People Powerful Choices</b>  <b>Surfing Industry and the Surfing Circuit</b>

## Special Features of Course

Entry into this course for Year 9 is limited. The course is available to students who can demonstrate:

- the ability or potential to perform at a high standard in their surfing; or
- demonstrate the ability or potential to commit to coaching or administrating within the sport of surfing
- a satisfactory behaviour standard is also a requirement.

## Assessment

Students will be assessed on the practical component through a series of check lists (performance related). In theory there will be varied assessment tasks, written assignments, PowerPoint presentations, examinations and multi-media presentations.

## Expectations and Homework

- Practice for skill development
- Assignment development when required
- Students who fall below attendance target guidelines may be asked to 'show cause' why their enrolment in the surfing excellence program should be continued.
- Students must wear their provided rash shirt to ALL practical lessons

## Course Fee - \*\$440.00

For the student's place in the class to be confirmed, all outstanding fees must be paid. In addition, Course Fees must be paid in full at the time of enrolment in the subject or agree to make payment instalments as follows – 50% of fee paid at the time of enrolment in the subject, balance paid by Friday 16 February 2018.

\*Course Fee correct at the time of printing.

The Course Fee provides for the cost of Surfing Australia Coaches, all course and associated materials.

Any excursions will incur an additional fee.

# VOCATIONAL AND EDUCATION TRAINING (VET)

## Disclaimer

The school must have certain teachers and equipment to run the following VET courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel a course if it is unable to meet requirements.

Students are not guaranteed a certificate. They are given opportunities and support throughout the course for successful completion.

Participation in a VET course, and for the student's place in the subject to be confirmed, fees are to be paid as follows:

- All outstanding fees must be paid
- Course Fee paid in full at the time of enrolment in the subject or
- 50% of fee paid at the time of enrolment in the subject, balance paid by Friday 16 February 2018.

Individual costs are stipulated for each course.

## Refund Policy

If a change of subject occurs or if the course is cancelled after commencement and full payment of course, a pro-rata refund will be applied. This policy applies to VET courses where Coolum High School is the RTO.

## UNIQUE STUDENT IDENTIFIER (USI Number)

### Who needs a USI?

School students participating in nationally recognised accredited training (VET certificates) will require a USI to enable each student's account to be linked to the National VET Data Collection.

### Why do students need a USI?

From 1 January 2015, an RTO is only able to issue a statement of attainment or certificate when a student has a USI. It allows students to easily access secure transcripts of their achievements, for example, to provide evidence when applying for a job or to undertake further study.

### How to apply for a USI?

A student can create a USI at the Australian Government USI Website at <http://www.usi.gov.au/Pages/default.aspx> . There is no cost to students.





**Rationale**

Business Studies aims to provide students with opportunities to attain Certificate I in Business by identifying, designing, developing, initiating and successfully managing personal, business, work and community opportunities.

Year 10 students at Coolum State High School will engage in business enterprises with a focus on production, marketing, sales, finance and administration. Students will identify market needs, research and develop a product fulfilling that need. Finally, the product will be launched to the target market for a limited time.

The net profits from all ventures are split into three equal shares; the class, Business Education Department of Coolum High (to fund future ventures) and a community organisation. One of our aims is for students to recognise that the community is very important to all business enterprises.

The benefits students gain from undertaking this course include obtaining a broad-based education comprising of general and vocational components, preparing them for citizenship, senior business subjects (Business Communication and Technologies, and Information Technology Systems) and life-long learning.

**Links to Career Paths/Future Opportunities**

Year 11/12 Information Technology Systems	Year 11/12 Certificate III in Business
Entry Level Business Environments	Receptionist
Data Records Manager	Public Relations
Administration Officer	
Junior Bookkeeper	
Data Entry Officer	
Marketing Manager	

**Course Outline**

SEMESTER 1	SEMESTER 2
<b>Consumer Choice and Awareness</b> <b>Promoting and Selling – Easter Venture</b> <b>Basic Business Accounting</b>	<b>Certificate I in Business (embedded)</b> <b>Travel</b> <b>Investing – The Share Market Game</b>

**Special Features of Course**

This BSB10115 Certificate I in Business structure is based on the packaging rules described in the Business Services Training Package (BSB). To achieve the qualification, students must achieve competency in **the core unit** and in **five elective units**.

National Code	Unit of Competency Title	National Code	Unit of Competency Title
BSBWHS201	Contribute to health and safety of self and others	BSBITU101	Operate a personal computer
BSBADM101	Use business equipment and resources	BSBITU102	Develop keyboard skills
BSBCMN101	Apply basic communication skills	BSBWOR202	Organise and complete daily work activities

**Assessment**

Assessment for this subject will be based on projects, assignments and the use of school equipment. Homework will include the preparation of assignments and work for class. To achieve BSB10115 Certificate I, students must be competent in the core unit and five elective units of competency as described in the table above.

**Expectations and Homework**

Students will be required to undertake additional tasks and assignment work at times during class and at home. Access to a home internet connection would be advantageous.

**Requirements**

**MacBook or other suitable laptop required.** Free download of Microsoft Office required (available from the Learning Place).

**Course Fee – Nil**

Any excursions will incur an additional fee.

### Rationale

Coolum State High School recognises the importance of young people receiving a broad-based education, comprising general and vocational components, to prepare them for citizenship, further education, training and employment. Students will develop an understanding of the businesses that utilise media and multimedia for daily business operations and promotion. The knowledge gained would be invaluable where a person needs good general knowledge of the popular productivity applications such as word processing, spreadsheet and multimedia presentations.

Technology education aims to provide students with the understandings and knowledge needed to actively and responsibly participate in an increasingly technological society. To maintain and improve Australia's international competitiveness, we need citizens who are technologically capable.

### Links to Career Paths/Future Opportunities

Year 11/12 Information Technology Systems

Entry Level Business Environments

Data Records Manager

Administration Officer

Junior Bookkeeper

Data Entry Officer

Marketing Manager

Year 11/12 Certificate III Business

Receptionist

Public Relations

### Course Outline

SEMESTER 1	SEMESTER 2
<b>MovieMaker</b> <b>Multimedia Presentations</b> <b>Animation using Flash</b> <b>Advanced Word</b> <b>Advanced Excel</b>	<b>Digital Image Manipulation – Fireworks/Photoshop</b> <b>Surfing and Phishing – Internet issues, web browsers and email</b> <b>Web Design – Dreamweaver</b> <b>ICT10115 Certificate I Information, Digital Media and Technology</b>

### Special Features of Course

The ICT10115 Certificate I Information, Digital Media and Technology is based on units of competency selected from the Communication Technology training package.

This qualification provides knowledge and skills required to work within the information technology industry. The course covers four core competencies and two elective competencies.

National Code	Unit of Competency Title	National Code	Unit of Competency Title
ICTICT101	Operate a personal computer	ICTICT105	Operate spreadsheet applications
ICTICT102	Operate a word processing application	ICTICT106	Operate presentation packages
ICTICT103	Use, communicate and search securely on the Internet		
ICTICT104	Use digital devices		

### Assessment

Assessment for this subject will be based on projects, assignments and the use of school equipment. Homework will include the preparation of assignments and work for class. To achieve ICT10115 Certificate I, students must be competent in all four core and two elective units of competency as described in the table above.

### Expectations and Homework

Students will be required to undertake additional tasks and assignment work at times during class and at home. Access to a home internet connection would be advantageous.

### Requirements

**MacBook or other suitable laptop required.** Free download of Microsoft Office required (available from the Learning Place).

Free installation of Adobe Creative Suite required (available from school technician).

Due to the requirement of completing ALL of the competencies to be awarded the certificate, this subject cannot be studied as a minor in conjunction with HPE Extension.

### Course Fee – Nil

Any excursions will incur an additional fee.

## NOTES



**CARE  
RESPECT  
EXCELLENCE**