



# YEAR 10

## Course and Subject Selection Information 2026



### VISION

Every student succeeding:  
Unconditional care, respect and excellence.

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## LEADERSHIP TEAM

<b>Principal</b>	Mr Troy Ascott		
<b>Deputy Principals</b>	Emma Curnow Lisa Fowler Bec McCann Terry Proctor	<b>Guidance Officers</b>	Liz Mortimer Pamela Hulsman

## HEADS OF DEPARTMENT

The Arts .....	Lauren Davis	Mathematics .....	Steven Griffin
Diverse Learning .....	Bec Gould	Science .....	Paul Olsen
English.....	Jeanette Samson	Student Services (7/8/12).....	Tracy Ford
Health and Physical Education .....	Tamika Megawatt	Student Services (Years 9/10/11) .....	Robbie Koch
Humanities .....	Kate Javernig	Teaching and Learning .....	Belinda Lohmann Ben Wooster
ICT and Senior Schooling.....	Sean Sweeney	Technology.....	Glenn Blair
Languages/International Studies ..	Ryan Stewart	Vocational Education and Training .....	Matt Winning

## 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 (General Science or Biology or Physics) and Humanities. They choose two electives from the learning areas of HPE, Science (Chemistry), Maths (Specialist), Technology, The Arts, or Languages other than English (LOTE).

### 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 must meet the Literacy and Numeracy requirements of the QCE through study of -

- English General or Essential English
- General Mathematics or Mathematics Methods or Essential Mathematics

*Please note – Considerable effort is made to facilitate subject choices for years 11 and 12 that align with year 10 preparatory subjects. It is important to note, however, that studying these subjects in year 10 is not a guarantee of selection in years 11 and 12.*

## 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 are pre-requisites for Senior Schooling
- which will help you reach your career and employment goals
- which you enjoy
- in which you have demonstrated some ability or aptitude 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.

## **JUNIOR EDUCATION AND TRAINING (SET) PLAN**

In Year 9, students will participate in a JET (Junior Education and Training) Plan interview in Term 3.

Students must have completed career pathways and intended learning on their OneSchool ‘My Education Plan’. They will have identified subject selection for Year 10 which will be discussed with their JET Plan interviewer.

## **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. Numbers of classes per subject in elective options may be restricted due to availability and resourcing staff.

### 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 or Student Services.

All subject changes must have parental permission as well as the permission of the Head of Department (HOD) and Deputy Principal (DP). 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 Coolum 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 term. 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 (draft or final) is an ongoing problem, cancellation of enrolment will be considered. A full and complete draft must be submitted as required by the teacher on or before the draft date.

## **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.

## Rationale

At Coolool 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

## Subject Recommendations

To study Biology in Year 10, it is recommended that students should have achieved no less than a C in Year 9 Science, English and Mathematics.

## Course Overview

Semester 1 Options/Unit Content/Topics	Semester 2 Options Content/Topics
<p><b>Biology (Unit 1)</b></p> <p>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.</p> <p><b>Topics Covered:</b> Biodiversity, Ecology, Heredity and Continuity of Life.</p>	<p><b>Biology (Unit 2)</b></p> <p>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.</p> <p><b>Topics Covered:</b> Homeostasis, Infectious Diseases, Biological Investigations, Cells and Multicellular Organisms.</p>

Note: Course structure and sequence may change depending on resource availability

**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 rigours 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 – Data tests, scientific report writing, modified 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.**



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

## Subject Recommendations

To study Chemistry in Year 10, it is strongly recommended that students should have achieved no less than a B in Year 9 Science, English and Mathematics.

## Course Overview

Semester 1 Options/Unit Content/Topics	Semester 2 Options Content/Topics
<p><b>Chemistry (Unit 1)</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.</p> <p><b>Topics Covered:</b> Atoms Structure, Isotopes, Periodic table and trends, Experimental and Analytical techniques, Introduction to Bonding, Compounds and Mixtures, Bonding and Properties, Measurement uncertainty and error, Chemical reactions.</p>	<p><b>Chemistry (Unit 2)</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.</p> <p><b>Topics Covered:</b> Organic chemistry and Electro-chemistry.</p>

Note: Course structure and sequence may change depending on resource availability

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**Any excursions will incur an additional fee.**

## Rationale

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live.

They understand the agency of humans in conceiving and imagining possible futures through design.

Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

## Links to Career Paths/Future Opportunities

Architecture

Fashion Design

Interior Design

Digital Media

Graphic Design

Landscape Architecture

Design

Industrial Design

## Course Outline

Semester 1	Semester 2
Design Concepts, Elements and Principles Design Brief and Evaluation Criteria Critical Thinking and Creative Designing Research Skills	Risk Assessments Product Analysis and Evaluation Material Categories, Classifications and Testing Drawing Techniques

Note: Course structure and sequence may change depending on resource availability

## Special Features of Course

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. Students will be required to have a CAD capable laptop readily available to them for this subject.

## Assessment

Assessment for Year 10 Design will be a mix of Examinations and Project Assignments.

**Expectations and Homework**

It is expected that students undertaking Design 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 – \$70.00**

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

For your child to be eligible to enrol in this subject, all outstanding fees must be paid.

In addition, this Course Fee must be paid by Week 10 of Term 1, 2025.

Students wanting to enrol in the course will be required to complete a Request to Join Subject form as the number of classes will be limited.

**Any excursions will incur an additional fee.**

## Rationale

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

## Links to Career Paths/Future Opportunities

Year 11 and 12: Information & Communication Technology

Digital Solutions

## Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>• Game Design</li><li>• Algorithms/</li><li>• Pseudocode</li><li>• Programming techniques using Python and Pygame</li><li>• Zero</li></ul>	<ul style="list-style-type: none"><li>• Controlled Environments</li><li>• Collecting, transmitting, storing and displaying data using databases.</li></ul>	<ul style="list-style-type: none"><li>• Autonomous and remote-controlled robotic vehicles</li></ul>	<ul style="list-style-type: none"><li>• Web Game/ Animation</li><li>• Coding for the web - HTML, CSS and Javascript</li></ul>

Note: Course structure and sequence may change depending on resource availability

## Special Features of Course

Students develop skills in creating code using Python, CircuitPython, HTML/CSS, Javascript that have real-world applications. Students will create user-interfaces and games (Pygame and Web), and program microcontrollers (Circuit Playground Express). They will use sensors to collect, store information in non-relational (MongoDB) and relational (MySQL) databases, analyse the information and display results.

## Assessment

Assessment in this subject is based on project work, assignments and exams.

**Expectations and Homework**

Students will be expected to work on projects and other tasks at home.

**Requirements**

**Suitable laptop required (MacBook or Windows).** Free download of Microsoft Office required (available from the Learning Place); Python, Mu IDE and Microsoft Visual Studio Code (free downloads).

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

## Rationale

Drama in Year 10 follows the QCAA 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
<b>True Reflections</b> Students will refine and extend their understanding and use of role, character, relationships and situation, whilst maintaining focus and manipulating space and time, language, ideas and dramatic action in Realism and contemporary theatre genres.	<b>Fractured Reflections</b> Students develop and perform devised and scripted drama from Australian Gothic Theatre and Epic Theatre. Students will refine and convey dramatic action by directing, acting and engaging with audiences through a live and devised performances.

Note: Course structure and sequence may change depending on resource availability

## Special Features of Course

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

- Performing
- Dramatic Concept (directing and devising)
- Structured Response (multimodal presentation)

**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 will have the opportunity to engage with Artist in Residence workshops and performance outcome sessions. 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.**



# Economics and Business

Elective

## Rationale

Economics and Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Economics and Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of Economics and Business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Economics and Business, students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed in Economics and Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

## Links to Career Paths/Future Opportunities

Year 11/12 Business	Certificate III in Business	Year 11/12 Economics
Marketing Manager	Advertising Creative	Stockbroker/Stock Analyst
Entrepreneur	Investor	Public Relations
Small Business Owner	Product Development	Sales Director
Office Manager	Salesperson	Customer Service

## Course Outline

Semester 1	Semester 2
Fundamentals of Business Financial Decisions and their consequences Reading the consumer market Types of Businesses Business environment – government, regulation, law and rights Business growth Creation and documentation of business ideas and plans	Establishing a Business Entering markets and managing change Competitiveness and the competitive edge Managing the Workforce Competition and strategic development Measuring Success Corporate Social Responsibility Sustainability Creation of strategic business documentation Transforming businesses

Note: Course structure and sequence may change depending on resource availability

## Special Features of Course

Students learn the realities and opportunities in starting their own businesses

## Assessment

Assessment for this subject will be based on projects, exams and assignments. Homework will include the preparation of assignments and work for class.

## 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**

**Suitable laptop required (MacBook or Windows).** Free download of Microsoft Office required (available from the Learning Place). Free installation of Adobe Creative Suite required (available from school technician).

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

## 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. Students will choose either Literature, English or Essential English to help prepare them for their Year 11/12 studies. 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

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: Film Study</b> Students analyse the way the film positions its audience to see characters and events. They look at characters language and narrative structure. Students are also invited to write a narrative using the film as stimulus. They will focus on the gaps and silences created in the film and fill them in using the imaginative genre.</p>	<p><b>Unit 3: Play Study</b> Students explore a play, either a Shakespearean classic: 'Hamlet' in Preparatory Literature, 'Romeo and Juliet' in Preparatory General English, and 'Snagged' in Preparatory Essential English. Students examine the characters, plot, setting and central themes of the play. They demonstrate their understanding through the completion of a seen Analytical Essay exam in order to prepare them for their senior studies.</p> <p><b>Unit 4: Novel Study</b> This unit is all about reading a novel and persuading an audience why it might be a suitable story to option for a movie. Students must persuade an audience why the novel would effectively translate into the visual medium of a film and what aspects of the novel would be interesting to see in visual form.</p>

Note: Course structure and sequence may change depending on resource availability

## 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 Spoken - Multi-Modal presentations, Imaginative Speech from a character's point of view, Group Performances
- Analytical Essay

**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 Specialisation

Elective

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

## Course Outline

Semester 1	Semester 2
<b>Sustainability of Food and Fibre</b> Students will investigate and make judgments on the ethical and sustainable production and marketing of food and fibre. They will consider social, ethical and sustainability impacts on designed solutions.	<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.
<b>Too Market, Too Market!</b> Students will explore the use of fibres and foods in the production of saleable products. They will make design decisions using sustainable and ethical principles.	<b>Gourmet Hamper</b> Students will create a Christmas Hamper using preservation methods. They will label and present their hamper using commercial marketing and advertising processes.

Note: Course structure and sequence may change depending on resource availability

## Special Features of Course

Guest presentations by industry and local representatives

## Assessment

- Practical tasks: 'invention tests', weekly cooking, production of fibre and food-based products
- Project – Folios: these consist of written reports that document processes relevant to the course of study.

## Expectations and Homework

The study of Food Studies will require regular revision of unit content and completion of weekly work plans and evaluations. Drafts are required for written assessment tasks.

**Course Fee – \$140.00**

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.

For your child to be eligible to enrol in this subject, all outstanding fees must be paid.

In addition, this Course Fee must be paid by Week 10 of Term 1, 2025.

Students wanting to enrol in the course will be required to complete a Request to Join Subject form as the number of classes will be limited.

**Any excursions will incur an additional fee.**

## Rationale

The Year 10 French course is designed to teach students to initiate and sustain interactions and to exchange ideas, experiences and opinions about their own and others' personal worlds. Students apply features of spoken French to discuss, plan and reflect on activities events and experiences with peers. Students focus on all aspects of language, spoken and written to demonstrate understanding and knowledge. By the end of Year 10 students apply strategies to interpret and create spoken and written interactions to convey meaning and intercultural understanding in familiar and unfamiliar settings.

## Preparing for a Global Future!

French is a major world language, spoken as the first language in more than two dozen countries on five continents and as an official language in 33 countries. France has a population of 65 million people; those living in the territorial communities of New Caledonia, French Polynesia, and the Wallis and Futuna Islands, as well as in French overseas departments such as French Guiana, Martinique, Guadeloupe and the island of Réunion; 80 percent of the inhabitants of Québec; and significant communities in Luxembourg, Belgium, Monaco, Switzerland and the Democratic Republic of the Congo.

There are also many French-based creole languages, such as Haitian, developed through French colonial contact. French is a language of diplomacy, used by many international organisations, and is the dominant working language at the European Court of Justice. French culture has contributed to the shaping of global movements and traditions associated with domains such as the arts, cinema, philosophy and cultural theory, as well as fashion, design, food and wine.

Students will study French 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 French.

## Links to Senior School Pathways and Careers

Foreign Aid	Senior French	Diplomat
Tourism Industry	Translator	Airlines
Teacher	International Trade/Business	Animation
Immigration		

Term 1	Term 2	Term 3	Term 4
<b>Sur le départ – En plein air – Holidays / Camping</b> Holidays, agreeing and disagreeing, what you want to do, clothes to wear, weather, outdoor activities and past tense	<b>Santé et Cuisine Health and Food</b> Explain illnesses and injuries, talk about food and ordering food, talk about past tense	<b>Vous payez comment? Transport and shopping</b> Discuss transport methods, options, asking how much, buying tickets, visiting tourist sites	<b>Meilleurs Copains Paris landmarks &amp; History -</b> Describing yourself and others personal traits, discuss activities you do, how you get along with others and your ideal friend/family

Note: Course structure and sequence may change depending on resource availability

**Assessment**

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

1. students' knowledge and understanding of French through comprehending (listening and reading) and composing (speaking and writing) texts
2. 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.

**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**



## Rationale

The Health Education option is intended to prepare students for senior courses including Health, Physical Education, Certificate III Sport and Recreation, Certificate II in Health and Community Services and Certificate III in Health Services Assistance. Students who select Health Education as an elective will have 3 x 70 minute lessons per week.

## Links to Career Paths/Future Opportunities

Health Promotion- Educator	Sports Administrator – Psychologist	Paramedical science
Health services	Medical Professional	Therapeutic Professional
Health and Physical Education	Personal Trainer	Nutritionist
Naturopathy	Dietician	Health and Fitness Industries
Social Worker - Educator	Occupational Therapist	Occupational health and safety

## Subject Recommendations

To study Health in Year 10, it is strongly recommended that students should have achieved no less than a C in Year 9 Health and Physical Education. Students also require a Laptop (BYO Device for this subject).

## Course Outline

Term 1	Term 2	Term 3	Term 4
<b>Anatomy &amp; Physiology</b> In exercise and physiology, students learn about the role that the respiratory and circulatory system play in the transportation of oxygen. Students will also practise first aid and resuscitation skills.	<b>Youth Without a Roof</b> Students develop their skills to plan, implement, evaluate and reflect on an action strategy to advocate, mediate and/or enable change in relation to homelessness, in a community health context.	<b>Cycle of Violence</b> Students develop their skills to plan, implement and evaluate an action strategy to advocate, mediate and enable change in relation to domestic violence in a peer and family health context.	<b>Drugs and Alcohol</b> Students develop their skills to plan, implement, evaluate and reflect on an action strategy to advocate, mediate and/or enable change in relation to drug and alcohol education.

Note: Course structure and sequence may change depending on resource availability

## 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.

## Assessment

- Analytical expositions
- Action research
- Examination

**Expectations and Homework**

Students will be expected to fully engage with all aspects of the course.

Students will be required to actively reflect upon their lessons to ensure all concepts are learnt and reviewed.

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

## Rationale

Horticulture focusses on the practices and processes to grow food in a sustainable fashion for a variety of agricultural industries. Students will understand industry practices, including creating and refining design ideas, processing solution and justifying their decisions against developed design criteria. They will communicate their ideas to a range of audiences using digital tools and will independently and collaboratively develop and apply project management plans to skilfully and safely produce their designed solutions. Students develop transferable skills by engaging in horticulture tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Links to Career Paths/Future Opportunities

Agriculture	Ecologist	Landscape Gardener
Arborist	Farming	Nursery Worker
Biology Horticultural Inspector		

## Course Outline

Term 1	Term 2	Term 3	Term 4
<b>The Productive Garden</b> High yield gardening, crop rotation, organic methods, and seasonal planning.	<b>The Sustainable Garden</b> Water-wise practices, native planting, biodiversity, and reducing environmental impact.	<b>The Garden Business</b> Turning produce into profit – farmers markets, small-scale agribusiness, packaging, and branding.	<b>The Experimental Garden</b> Testing soil amendments, hydroponics, vertical gardening, or controlled growing trials.

Note: Course structure and sequence may change depending on resource availability

## 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.

## Assessment

Assessment for Horticulture will be a mix of Class Work, Practical Projects and Assignments. Expectations and Homework It is expected that students undertaking Design will complete a proportion of the work 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 – Nil

## Any excursions will incur an addition fee.

Students wanting to enrol in the course may be required to complete a Request to Join Subject form as the number of classes will be limited.

# Humanities – Semester 1 Electives

Compulsory

## Rationale

To allow students the opportunity to experience the senior curriculum in Humanities, Semester 1 is an elective where students can choose from **one** of the subjects below to study for Semester 1 only. All the electives will allow students to gain skills necessary to be successful in any senior humanities subject such as research and analysis skills, critical thinking and interpretation of sources as well as the ability to read and synthesise data.

## Links to Senior School Pathways and Careers

Successful completion of any of the electives in Year 10 enables students to choose from Geography, Psychology, Modern History, Ancient History, Legal Studies, Social and Community Studies and Tourism in Year 11.

## Electives Offered

Ancient History	<p><b>Unit 1: Investigating the Ancient World</b> Students analyse a variety of sources to study the features of Viking Age society such as slavery, weapons and warfare, raiding and trading, domestic life, expansion, ship technology and culture.</p> <p><b>Unit 2: Digging up the past</b> Students explore the archaeology of Viking Age burials to learn about the beliefs, rituals and funerary practices of this fascinating culture.</p>
Psychology	<p><b>Unit 1: Psychology as a Science</b> Students apply the scientific method to investigate trends, patterns and relationships found in psychological research. They will understand the importance of research methods and explore issues of ethics in recruiting humans as participants.</p> <p><b>Unit 2: Clinical Psychology</b> Students investigate psychological disorders and treatments within the specialisation scope of clinical psychology. Through revisiting psychological treatments of the past, students will understand the development and continuation of stigma's impact in reducing help-seeking behaviours in the present.</p> <p><b>Unit 3: Forensic Psychology</b> Students explore the role of a forensic psychologist investigating criminal profiling, courtroom expert-evidence and the psychology of eye-witness testimony.</p>
Geography	<p><b>Unit 1: Geographies of Human Wellbeing</b> Analyses the indicators that measure human wellbeing and investigate the spatial variations between countries. Students will investigate the issues facing the development of places and the impacts on human wellbeing for regions such as Africa, South America and the Pacific islands.</p> <p><b>Unit 2: Climate Change</b> Focuses on issues related to variations in living conditions around the world and the factors that underlie these differences. Global issues such as the geography of disease and food inequalities are investigated.</p>

Economics	<p><b>Unit 1: Personal Finance:</b> Learn the basics of personal financial literacy and the fundamentals of consumer investment options within the wider economy. Investigate banking, shares, housing, superannuation and investment options as a means to understand the wider economy in Australia</p> <p><b>Unit 2: International Economic Development</b> Students will study the United Nation’s Sustainable Development Goals aimed at eliminating global poverty then select a developing nation to track progress of a selected goal in an independent inquiry.</p>
Modern History	<p><b>Unit 1: World War 2</b> The European Theatre Students will examine different forms of government including dictatorship and democracy. Students will examine the impact that the war had on European region.</p> <p><b>Unit 2: Civil Rights and Freedom</b> 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>

Note: Course structure and sequence may change depending on resource availability

**Assessment includes either:**

- Short Responses
- Independent source investigation
- Essay in response to sources (Exam)
- Essay based on research
- Data reports/exams

**Expectations and Homework**

Students are required to review course work continually and to complete background reading and homework tasks as preparation for assessment. Students are expected to have full drafts checked by their teacher prior to assessment due dates for research tasks and multimodal presentations.

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

# Humanities – Semester 2

Compulsory

## Rationale

History is an essential part of society and serves to guide the future of humanity through analysis of the past. History provides a platform through which complex issues such as identity and morality can be interrogated.

Through the study of history students become detectives, gaining discipline and using their imagination. The Australian Curriculum History Program aims to challenge our students whilst providing them with valuable skills for senior studies and their future as citizens in the world. History provides students with skills to help them in a range of employment situations which require problem solving skills, analytical ability, decision making skills, written and oral communication skills, reading comprehension, judgement and creativity.

## Links to Senior School Pathways and Careers

Successful completion of Modern History in Year 10 enables students to choose from Geography, Psychology, Modern History, Legal Studies, Social and Community Studies and Tourism in Year 11.

## Links to Career Paths/Future Opportunities

Analyst	Journalist	Researcher
Archivist	Publicist	Author
Broadcaster	Diplomacy	Teacher
Campaigner	Politics	University Lecturer
Consultant	Museum Curator	Tour Guide/Education Officer
Documentary Editor	Historical Preservation	Advertising Executive
Records Manager	Cultural Resources Management	Librarian
Editor	Archaeologist	Policy Writer

## Course Outline

Unit 1	Unit 2
<b>Unit 1: Pop Culture</b> Students will independently research the rise of popular culture following World War 2 through the analysis of film, music, television sport and fashion.	<b>Unit 2: World War 2 – The Pacific Theatre</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.

Note: Course structure and sequence may change depending on resource availability

## Special Features of Course

Due to the nature of assessment and inquiry, history is an excellent companion subject for students studying any course type from Science through to the Arts. It enables students to hone their essay writing, investigation and analysis skills that can then be applied to enhance their study in most other subjects

**Assessment**

- Independent source investigation
- Short Responses to historical sources

**Expectations and Homework**

Students are required to review course work continually, complete background reading and homework tasks as preparation for assessment. Students are expected to have full drafts checked by their teacher prior to assessment due dates for research tasks and multimodal presentations.

**Course Fee - Nil**

**Any excursions will incur an additional fee.**

# Industrial Technology Studies

Elective

## Rationale

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Students in Year 10 Industrial Technology Skills will be well prepared to study Year 11 and 12 Industrial Technology Skills, Building and Construction and Certificate II in Engineering.

## Links to Career Paths/Future Opportunities

Manufacturing Industries  
Automotive

Engineering  
Furnishing

Building and Construction  
Industrial Graphics and Plastics

## Course Outline

Semester 1	Semester 2
Furniture manufacture Metal Fabrication	Electronics design and manufacture

Note: Course structure and sequence may change depending on resource availability

## 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

Assessment for Industrial Technology Skills will be a mix of Class Work, Practical Projects and Assignments.

## Expectations and Homework

It is expected that students undertaking Design 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 – \$170.00**

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

For your child to be eligible to enrol in this subject, all outstanding fees must be paid.

In addition, this Course Fee must be paid by Week 10 of Term 1, 2025.

Students wanting to enrol in the course will be required to complete a Request to Join Subject form as the number of classes will be limited.

**Any excursions will incur an additional fee.**

## 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.

## Preparing for a global future

Learning a language is far more than memorising vocabulary — it is the key to becoming culturally competent, adaptable, and open-minded. It allows students to step into another worldview, building empathy and the ability to navigate diverse cultural settings with confidence.

Learning Japanese in particular offers a unique intellectual challenge. As a script-based language vastly different from English, it strengthens cognitive flexibility, memory, and problem-solving skills at a level that research shows benefits academic performance across all subjects. Students develop resilience and creative thinking as they master new characters, structures, and ways of expression — skills highly valued in any career.

With more Australians than ever travelling to Japan — and Japan being one of our closest neighbours — opportunities to use Japanese, whether for personal travel or work, are growing rapidly. From tourism and hospitality to business, agriculture, manufacturing, and trade, many Australian organisations increasingly value employees who can understand the culture and Language of Japan.

At Coolum State High School, Japanese is offered from Years 7 to 10, with three 70-minute lessons per week across the school year. Students progressively build their skills and proficiency, setting a strong foundation for Senior Japanese and opening the door to valuable future opportunities — both locally and globally.

**Links to Senior School Pathways and Careers** - It is assumed that students have studied Japanese from primary school or Year 8 but not compulsory.

Military	Senior Japanese	Diplomat
Aviation	Tourism Hospitality Industries	Media / Communications
Events management	Foreign Aid	Teacher
International Trade/Business	Animation	Agriculture Industries

## Course Outline

Term 1	Term 2	Term 3	Term 4
<b>Rituals and Traditions</b> Students explore the cultural traditions and rituals practiced throughout Japan, learning to build comparisons to their own culture and investigate what it takes for a country to maintain its traditions or modernise its practices. They simultaneously learn language to discuss ideas and actions.	<b>Health and Wellness</b> Students investigate the cultural ways of staying fit and healthy in Japan and how to navigate the health systems. They also learn language needed to discuss their personal health and wellness should they study or travel abroad.	<b>Dream Trip to Japan</b> Students explore the geography of Japan and plan their dream trip. By assuming the position of a competition winner who gets to travel their way, students will have to use language to justify their choices.	<b>My World</b> Commencing their first term of year 11 Japanese, students will investigate ways of communicating deeply about their own worlds and identity.

Note: Course structure and sequence may change depending on resource availability

## 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.

## 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 (Essential, General, Methods Senior Preparatory)

Compulsory

## Rationale

Mathematics must be studied in Year 10. Students are placed into a mathematics preparatory course based on their Year 9 exit grade.

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 General or Methods preparatory classes when they have not mastered the skills taught in the years before. Decisions regarding placement of students into Year 10 Maths courses are made by the HOD Mathematics in consultation from teachers. Parents are encouraged to contact the HOD of Mathematics if they have concerns with placements as soon as possible.

## Year 9 Exit Standard

- A or B ® Year 10 Methods Preparatory class
- C in Year ® 10 General Preparatory class
- D or E ® Year 10 Essential Preparatory class

## 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 Methods Preparatory class who choose to progress on to Mathematical Methods in Year 11 will be required to purchase the TI-Nspire CX-II graphics calculator for Year 11 (\$200). Parents may purchase this calculator for Year 10 Mathematics Extension if they wish to maximise the use and student familiarity of the calculator.

## Course Outline

Subject	Term 1	Term 2	Term 3	Term 4
<b>General Preparatory</b>	Trigonometry Chance	Algebra & Polynomials Linear Equations	Data Geometry and Measurement	Financial Maths
<b>Methods Preparatory</b>	Trigonometry Chance	Patterns and Algebra Linear and Non-Linear Functions	Data Geometry and Measurement	Financial Maths, Real Numbers, Functions and Relations
<b>Essential Preparatory</b>	Probability Percentage	Measurement	Numeracy Short Course (1 QCE Point)	Numeracy Short Course (1 QCE Point)
<b>Specialist Preparatory</b>	Radicals & Surds Functions and Relations Trigonometry Relationships	Transformations of graphs, Vectors	Matrices and Counting	Advanced Trigonometry, Matrix Transformations

Note: Course structure and sequence may change depending on resource availability

### **Year 10 Methods and Specialist Preparatory Course**

Student must have achieved a minimum B standard in Year 9 in order to be considered for inclusion. Method students will study additional materials in class to prepare them for a future pathway in Senior Mathematical Methods or Specialist Mathematics. Students cannot choose Mathematical Methods or Specialist Mathematics in Year 11 without having done the Year 10 Methods Preparatory Class.

#### **Extra inclusions to Core Units Studied**

<b>Pythagoras and Trigonometry</b> Trigonometric applications <b>Probability</b> Multi step experiments	<b>Advanced Algebra and Polynomials</b> Quadratic formula Graphing quadratics <b>Data Representation</b> Assessing and analysing data Lines of best fit <b>Geometry and Measurement</b> Formal proofs for similar angles congruent triangles Study circles, parabolas and hyperbolas	<b>Financial Maths</b> Solving problems of growth Using logarithms <b>Advanced Algebraic</b> Algebraic patterns and groups Quadratic expressions Other expressions and functions Inequalities
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#### **Assessment**

Semester 1 – Exam and Assignment

Semester 2 – Two Exams

#### **Expectations and Homework**

Regular study and weekly homework are essential for success in all preparatory classes.

#### **Course Fee – Nil**

**Any excursions will incur an additional fee.**

## 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.

## 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	

## Suggested Course Outline

Semester 1 - Icons	Semester 2 - Covers
<p><b>Songs for Social Commentary</b></p> <p>Students interpret rehearse and perform and compose repertoire that demonstrates the range of musical elements evidenced through music from a social commentary, influenced by political and social identity. Students use their aural skills to analyse and evaluate songs from a social and political genre through a response to stimulus examination. In this task students will apply their knowledge of the musical elements through an unheard and unseen piece of music.</p>	<p><b>Soundscapes</b></p> <p>Students analyse and evaluate the use of musical elements in an extended Response to unstudied Soundscape stimulus which will inform an original composition and performance. Students use knowledge of the elements of music, style and notation to compose, document and share their music through the lens of soundscape and graphic score genres that demonstrate a sense of an acoustic environment or utilises the found sounds of an acoustic environment either exclusively or in conjunction with musical performances.</p>

Note: Course structure and sequence may change depending on resource availability

## 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
- Integrated Project – Composing or Performing

## Expectations and Homework

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

## Course Fee – Nil

Any excursions will incur an additional fee.

# Physical Education Preparatory

Elective

## Rationale

The Physical Education Preparatory (PEP) option is intended to prepare students for Physical Education in Year 11 and 12 with an introduction to a range of units covered in the two-year program. Students will be introduced to key concepts, vocabulary and assessment styles. Students will be learning about physical education through integrated activities. Students who select PEP as an elective will have 3 x 70 minute lessons per week.

## Links to Career Paths/Future Opportunities

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

## Subject Recommendations

To study Physical Education in Year 10, it is strongly recommended that students should have achieved no less than a C in Year 9 Health and Physical Education.

## Course Outline

Term 1	Term 2	Term 3	Term 4
<b>Exercise Physiology and Touch/AFL:</b> Students evaluate physical activities demands to establish appropriate training to justify improvements of performance of athletes.	<b>Track and Field and Psychology:</b> Students investigate sports psychology techniques to enhance their personal performance in sport. While understanding the effects of access and equity in sport.	<b>Badminton, Tennis and Biomechanics:</b> Students investigate the basic badminton and tennis strokes of drop shot, clear, serve and smash, to implement biomechanical correction to enhance personal performance.	<b>Motor Learning and Netball/Volleyball:</b> Students gain an understanding of the principles of movement by applying stages of learning in Netball and Volleyball, improving performance using appropriate training strategies.

Note: Course structure and sequence may change depending on resource availability

## 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. The Senior Physical Education subject allows flexible choices of the physical activities studied throughout the course to allow for integrated study of practical and theoretical components.

## Assessment

- Written assignments and exams
- Practical performance tasks

## Expectations and Homework

Students will be required to actively reflect upon their lessons to ensure all concepts are learnt and reviewed.

## Course Fee – Nil

**Any excursions will incur an additional fee.**

## 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 with 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

## Subject Recommendations

To study Physics in Year 10, it is strongly recommended that students should have achieved no less than a B in Year 9 Science, English and Mathematics.

## Course Overview

Semester 1 Options/Unit Content/Topics	Semester 2 Options/Content/Topics
<p><b>Physics (Unit 1)</b></p> <p>Human beings have always attempted to understand and explain the behaviour of the universe.</p> <p>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.</p> <p><b>Topics Covered:</b></p> <p>Measurement uncertainty and error, Kinetic Particle model and Heat flow, Energy in Systems</p> <ul style="list-style-type: none"> <li>Mechanical work and efficiency, Laws of nature</li> <li>Kinematics, Newton's laws.</li> </ul>	<p><b>Physics (Unit 2)</b></p> <p>Human beings have always attempted to understand and explain the behaviour of the universe.</p> <p>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.</p> <p><b>Topics Covered:</b></p> <p>Atomic and Nuclear science, Energy, Electrical systems,</p>

Note: Course structure and sequence may change depending on resource availability



**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 rigours 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 that knowledge. Assessment may include any of the following – exams, written reports, response to stimulus – Data tests, scientific report writing, modified 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.**

# Science – General Core

Compulsory

## Rationale

At Cooloom 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. Students who do not elect Biology or Physics must undertake Core Science in Year 10.

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

No pre-requisites required.

## Course Overview

Semester 1 Options/Unit Content/Topics	Semester 2 Options/Content/Topics
<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).	<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>Term 4: 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.

Note: Course structure and sequence may change depending on resource availability

**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 rigours 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 that knowledge.

Assessment may include any of the following – exams, written reports, response to stimulus, scientific report writing or modified 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.**

# Sport and Recreation

Elective

## Rationale

The Sport and Recreation Preparatory option is intended to prepare students for either Sport and Recreation Applied or Certificate III in Sport and Recreation in Year 11 and 12 with an introduction to a range of units covered in the senior program. Term 1 & 2 are designed to lead students through similar aspects of the applied subject. During Term 3 and 4 students will complete an Introduction to sport, fitness and recreation prepared by an external RTO Binnacle who provides the Certificate III Course in Year 11 and 12. Students who select this subject as an elective will have 3 x 70 minute lessons per week.

## Links to Career Paths/Future Opportunities

Sports Administrator	Personal Trainer	Leisure and Recreation Industry
Community Health	Sports Performance	Therapeutic Professional
Dietician	Health and Fitness Industry	Nutritionist

## Prerequisites

Students will require a Laptop (BYO Device) for this subject.

## Course Outline

Term 1 and Term 2	Term 3	Term 4
<b>Tournament Organisation and Oztag/Tennis</b> Student develop an understanding of refereeing and officiating principals to allow them to demonstrate and refine skills to organise and evaluate successful sporting tournaments.	<b>Short Course: Introduction to Sport, Fitness and Recreation:</b> <ul style="list-style-type: none"><li>• Introduction</li><li>• Community Fitness Programs</li><li>• Introduction to Anatomy</li></ul>	<b>Short Course: Introduction to Sport, Fitness and Recreation:</b> <ul style="list-style-type: none"><li>• Sports Programs</li><li>• Introduction to Healthy Eating</li><li>• Provide CPR certificate</li></ul>

Note: Course structure and sequence may change depending on resource availability

## 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. The Senior Physical Education allows flexible choices of the physical activities studied throughout the course to allow for integrated study of practical and theoretical components.

## Assessment

- Written assignments and exams
- Practical performance tasks
- Competency based assessment
- Online competency-based activities

## Expectations and Homework

Students will be required to actively reflect upon their lessons to ensure all concepts are learnt and reviewed. Students will be required to assist in conducting recreational sessions. This may involve some lunchtime work.

## Course Fee – \$100.00

For your child to be eligible to enrol in this subject, all outstanding fees must be paid.

In addition, this Course Fee must be paid by Week 10 of Term 1, 2025.

**Any excursions will incur an additional fee.**

## 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
<p><b>Art as Portrait: Emotional Me, Collector Me</b></p> <p>Students investigate through a <b>formal and personal Context</b> the concept of the emotional self. Students <b>manipulate</b> materials and techniques to create a body of work inspired by sentimentality, emotions and collections.</p>	<p><b>Art as Social Comment</b></p> <p>Students investigate through the <b>cultural and contemporary contexts</b> the concept of art as social comment. Students will <b>manipulate</b> materials in the printmaking, drawing, painting and mixed media work in a 2D and 3D to convey meaning and social messages.</p>

Note: Course structure and sequence may change depending on resource availability

## 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

- Body of Work individual folio and visual diary
- Artist Statements and response as an artist

## 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 - \$60.00

For your child to be eligible to enrol in this subject, all outstanding fees must be paid.

In addition, this Course Fee must be paid by Week 10 of Term 1, 2025.

**Any excursions will incur an additional fee.**

## 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.

For your child to be eligible to enrol in this subject, all outstanding fees must be paid.

In addition, the Course Fee must be paid by Week 10 of Term 1, 2025.

Families who would like to discuss financial support are encouraged to work with the school's business manager, at the earliest convenience.

VETiS funding may be available to help cover the cost of your chosen VET course. To discuss this please email Matt Winning [mxwin2@eq.edu.au](mailto:mxwin2@eq.edu.au) or speak to class teacher.

### 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. The USI number must be given to the school. Please email to Matt Winning [mxwin2@eq.edu.au](mailto:mxwin2@eq.edu.au) or Katie Hickey [khick101@eq.edu.au](mailto:khick101@eq.edu.au).

# Certificate II in Health Support Services (HLT23221)

VET

Delivered in Partnership with Connect 'n' Grow®

RTO number: 40518



## HLT23221 Certificate II in Health Support Services

### Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. This program prepares students with the basic skills for a career in the health sector as well as providing a pathway to further study. Skills acquired in this course include communication, workplace health and safety, conducting basic health checks, relevant health administration tasks, infection control, personal time management and working with diverse people.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator or Connect 'n' Grow for further information.

### Duration and location

This is a 1-2 year course, delivered on site in partnership with Connect 'n' Grow® to senior school students.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

### Fees

The cost of this course is \$599.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

### QCE Credits

Maximum 4

Course units		Assessment
Unit code	Title	<p>Assessment is competency based. Assessment techniques include:</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• folios of work</li> <li>• questionnaires</li> <li>• written and practical tasks</li> </ul> <p><b>Work experience</b> Students are encouraged to complete work experience in a health or community service facility to strengthen their skills, knowledge and understanding of the sector.</p>
CHCCOM005	Communicate and work in health or community services	
BSBPEF202	Plan and apply time management	
BSBINS201	Process and maintain workplace information	
HLTWHS001	Participate in workplace health and safety	
CHCDIV001	Work with diverse people	
HLTINF006	Apply basic principles and practices of infection prevention and control	
HLTHSS009	Perform general cleaning tasks in a clinical setting	
HLTWHS005	Conduct manual tasks safely	
HLTHSS011	Maintain stock inventory	
BSBOPS203	Deliver a service to customers	
CHCCCS010	Maintain a high standard of Service	
CHCPRP005	Engage with health professionals and the health system	
<p><b>Obligation</b> Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students who are deemed competent in all 12 units of competency will be awarded this qualification and a record of results by Connect 'n' Grow®, RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.</p>		<p><b>Pathways</b> This qualification may credit toward various Certificate III's including:</p> <ul style="list-style-type: none"> <li>• Certificate III Health Services Assistance</li> <li>• Certificate III Community Services</li> <li>• Certificate III Individual Support (Disability and Aged Care)</li> </ul>

### Assessment

This is a competency-based course with most of the units using online theory and practical components covered through practical projects, activities or student demonstration. The students are assessed as either competent or not yet competent. Students may gain eight (4) credit points towards their QCE.

### Expectations and Homework

Online user platform with resources and assessment online. Lessons are conducted face-to-face with both practical and written components.

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee: \$599.00**

**Students may be able to access funding to help subsidise the cost of their training.**



For your child to be eligible to enrol in this subject, all outstanding fees must be paid by Week 8 of Term 4, 2025.

In addition, this Course Fee must be paid by Week 10 of Term 1, 2026.

**Any excursions will incur an additional fee.**

# Certificate II in Skills for Work and Vocational Pathways (FSK20119)

VET

## Rationale

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.



## Links to Career Paths/Future Opportunities

The course prepares students:

- For further certificate course study
- To enter the workforce.

## Course Outline

National Code	Unit of Competency Title
BSBTEC101	Operate digital devices
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals, percentages for work
BSBWHS211	Contribute to the health and safety of self and others
BSBTEC203	Research using the internet
FSKLRG011	Use routine strategies for work-related learning
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKNUM019	Interpret routine tables, graphs and charts and use information and data work
FSKOCM007	Interact effectively with others at work
FSKNUM030	Use common functions of a scientific calculator for work
FSKLRG009	Use strategies to respond to routine workplace problems
FSKNUM023	Estimate, measure and calculate measurements for work
FSKRDG010	Read and response to workplace information
FSKWTG009	Write routine workplace texts

**Course Fee:** \$ NIL

## Assessment

Assessment for this subject will include practical tasks, written exams and assignments based around topics studied.

**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**

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

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

2026 EDITION

## SIS20321 CERTIFICATE II IN SPORT COACHING

Binnacle Training (RTO Code 31319)

### HOW DOES IT WORK

This qualification provides a pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry.

Individuals with this qualification use a range of basic coaching skills to engage participants in a specific sport. They work under the supervision of a coach.

Available with a 'General' or 'Sport Specialty' Coaching outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport!

### WHAT DO STUDENTS ACHIEVE?

- › SIS20321 Certificate II in Sport Coaching (max. 4 QCE Credits)
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › Direct pathway into SIS30321 Certificate III in Fitness or SIS30122 Certificate III in Sport, Aquatics and Recreation in Year 11 and 12.

### SKILLS ACQUIRED

- › Planning coaching sessions
- › Coaching foundation level participants
- › Officiating games and competitions
- › Work Safely in the Sport, Fitness and Recreation Industry

### CAREER PATHWAYS



FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED

### **Additional Information**

This Certificate is for students with a specialised interest in **Basketball** or **OzTag**.

### **Assessment**

This is a competency-based course with most of the units using online theory and practical components covered through practical projects, activities or student demonstration.

### **Expectations and Homework**

Online user platform with resources and assessment online. Lessons are conducted face-to-face with both practical and written components.

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

### **Course Fee: \$470.00**

For your child to be eligible to enrol in this subject, all outstanding fees must be paid by Week 8 of Term 4, 2025.

In addition, this Course Fee must be paid by Week 10 of Term 1, 2026.

**Any excursions will incur an additional fee.**

# IGNITE

## your Career

IGNITE is a course of study for students entering Year 10 who are wanting to gain real-world industry experiences alongside Vocational Educational and Training (VET) qualifications in the pursuit of obtaining an Apprenticeship, Traineeship, or Full-time employment.

Each week the course involves:

- 1 day off-campus Work Experience
- 1 day off-campus VET course
- 3 days on-campus Industry designed curriculum. This involves;
  - English
  - Mathematics
  - Science
  - Certificate II in Skills for Work and Vocational Pathways
  - Short Course - Introduction to Sport, Fitness & Recreation
  - Industry specific excursions and incursions

I - Intentionally  
G - Growing  
N - Networks  
I - In  
T - Trades &  
E - Employment



### Why Choose IGNITE?

#### Flexible timetable

- Off-campus days - Tuesday & Wednesday preferred
- On-campus days - Monday, Thursday, Friday

#### Career Support

- Industry visits
- Developing employment-ready skills
- Career & pathway planning

#### Contact details

Matt Winning  
(Head of VET)  
T: 54715333  
E: mxwin2@eq.edu.au

VET courses available: 

- <https://tafeqld.edu.au/>
- <http://cealtd.org.au/courses/burnside-site/>

### **Additional Information**

An opportunity exists for students entering Year 10 in 2026 who are interested in igniting their trade-based career. By Intentionally **G**rowing **N**etworks **I**n **T**rades & **E**mployment, Coolum SHS's **IGNITE** program supports:

- Students wanting to leave Coolum SHS at the end of Year 10, **and/or**
- Students wanting a Full-time or School-based Apprenticeship/Traineeship or Full-time Employment, **and/or**
- Students wanting to gain Work Experience in a pathway that interests them, **and/or**
- Students wanting to complete Nationally Recognised Qualifications through a Registered Training Organisation (RTO) VET course.

Students enrolled in the IGNITE Program will:

- Participate in 1 day off-campus Work Experience per week
- Participate in 1 day off-campus VET Course per week
- Attend 3 days on-campus classes on a Monday, Thursday and Friday per week
- On-campus classes include; English, Maths, Science, Short Course in Introduction to Sport, Fitness and Recreation, and Certificate II in Skills for Work and Vocational Pathways.

### **Course Fee: \$195.00 (Short Course – Introduction to Sport, Fitness and Recreation)**

For your child to be eligible to enrol in this subject, all outstanding fees must be paid by Week 8 of Term 4, 2025.

In addition, this Course Fee must be paid by Week 10 of Term 1, 2026.

**Any excursions will incur an additional fee.**



**CARE  
RESPECT  
EXCELLENCE**

