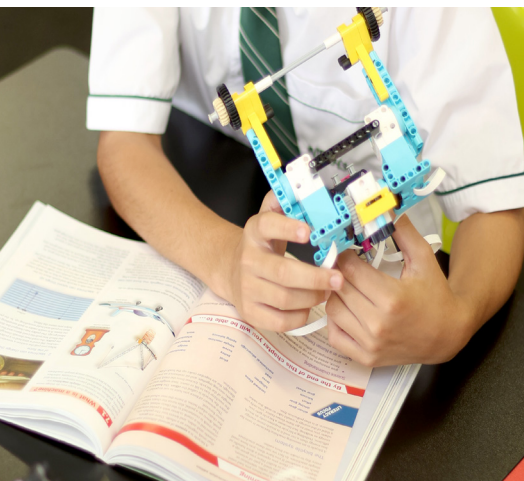
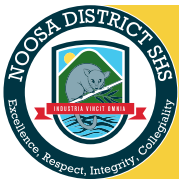


Year 10

Stepping Up into Senior Secondary Subject Suite



2026



Noosa District State High School

Curriculum Clarity

Year 10 at Noosa District SHS requires students to Step Up into Senior Secondary (Year 10-Effective subject selection and a deep commitment to maximising learning potential are essential for Senior Secondary studies to enable academic success. Students will study three core subjects of English, Mathematics and a Certificate II course in either Skills for Work and Vocational Pathways, Sampling and Measurement or Retail Services. Students will also choose 4 electives for the full year aligned to their current Senior Pathways.

12). Effective subject selection and a deep commitment to maximising learning potential are essential for Senior Secondary studies to enable academic success. Students will study their three compulsory core subjects of English, Mathematics and Certificate II in Skills for work and vocational pathways and will commit to choosing 4 electives for the full year to align with their Senior Pathways.

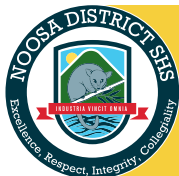
The Noosa philosophy for Year 10 is centred around students stepping up in to Senior Secondary wherein they will demonstrate high standards of effort, behaviour and attendance. Year 10 students will be actively engaged in their own learning and demonstrate respect and responsibility in their classes. These students will also contribute to our school and our community by being an active citizen.

The curriculum at Noosa District SHS is structured to take advantage of the expertise offered by specialist teachers. Throughout Junior Secondary students will have undertaken core and elective subjects covering the relevant Queensland Key Learning Areas and the Australian Curriculum. These included English, Maths, Science, Humanities, LOTE (Japanese), Health and Physical Education, as well as elective subjects from Technology, Business and The Arts. These subjects have formed the foundation to allow students to make the right choices heading into Senior Secondary.

We strongly encourage students in this phase of their learning to experience and study a balanced range of curriculum areas. It is important to remember that the core subject areas will provide the foundation for the majority of study over the next 3 years and consideration of future pathways is critical in determining subjects for Year 10.

Pathways Planning and Minimum Standards

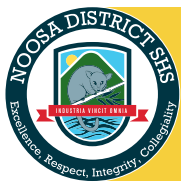
Year 10 subject choices will provide the foundation of Minimum Standards for Senior Secondary and this information needs to be considered when choosing subjects. Successful achievement in English and Mathematics is essential when selecting General Subjects for senior studies intended for a tertiary pathway. Students will also need to be mindful of the new tertiary entrance rankings - Australian Tertiary Admission Rank (ATAR).



Agricultural Science

3

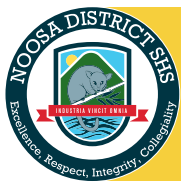
Faculty	Science	Elective
Head of Department	Ms Vanessa Quinlivan	
Senior Subjects	Agricultural Science, Biology, Chemistry, Marine Science, Physics, Cert II in Animal Care, Science in Practice	
Core Skills	Scientific inquiry and Design, Scientific Process Skills, Data Analysis, Experimental Investigation, Research Skills, Communication and extended writing	
Course Overview		
Year 10 Agricultural Science allows students to learn in a practical hands-on way. Students will complete a qualification of ACM20121 Certificate II in Animal Care The school farm is the ideal setting for investigations that focus on problem solving. Students explore science as they work with a range of animals including stud beef cattle, poultry, guinea pigs, sheep, bees and crayfish. Plant enterprises include field crops, hydroponics and nursery plants. Animal welfare and environmental sustainability are brought into sharp focus as students help to manage each.		
Course Outline		
Students work with animals and plants on the school farm as they investigate issues that affect Agricultural Production. <ul style="list-style-type: none">Animal Husbandry including reproductionAnimal Health including integrated pest managementRearing Calves including digestion and nutritionPlant production including growth and production Students will: <ul style="list-style-type: none">demonstrate appropriate handling techniques for different farm animalsresearch the diversity of animal types and breedsrelate animal types to production systemsrecord and analyse the growth of cattle, including fattened steersevaluate the welfare and husbandry requirements for successful rearing of animalsidentify and manage the components of an aquaculture systemmanage bee hives and process honeycombinvestigate the effect and management of pest and disease outbreaks in animal populationsinvestigate sustainability and environmental aspects of agricultural productioncarry out a variety of animal husbandry tasks with a focus on crayfish, poultry, bees and cattleinvestigate plant science including plant structure and function, growth and development, basic soil science, small crop production and weeds and pasturescarry out cattle and sheep handling and husbandry tasksexplore Integrated Pest Management and its application across a range of agricultural production systemsgrow and harvest a potato, sunflower or rosella cropinvestigate introductory farm management strategies		
Assessment		
Students will be assessed through the use of: <ul style="list-style-type: none">Research Assignment or Field TrialClass FoliosWritten TestsPractical Skills		
Additional Information		
Our highly successful Square Meater Cattle Show Team is an excellent extension activity for students wishing to further develop their skills and learning.		
Careers		
Veterinary Science, Equine Science, Agricultural Research, Environmental Management, Ecotourism, Farm Management,		



Dance

4

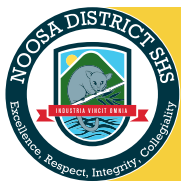
Faculty	Performing Arts & Creative Industries	Elective
Head of Department	Ms Carla Edgar	
Senior Subjects	Dance	
Core Skills	Perform, Dance Appreciation, Communication, Choreography	
Course Overview		
<p>Dance education provides another mode of learning and a means of identifying and developing special interests, needs and talents not emphasised in other educational areas. It also provides a basis for post-secondary involvement in dance and related arts for employment and leisure. Students' self-confidence and the necessary social skills to work effectively, individually and in teams are developed within dance education.</p> <p>Dance heightens awareness of, and develops respect for the body and increases the quality of a person's physical well-being. Creative and problem-solving abilities are fostered through research, synthesis and communication of ideas and feelings. The study of dance in its wider context promotes within students an understanding of their own culture, other cultures and the world at large.</p>		
Course Outline		
<p>The dance program offered at Noosa District is designed to give students the opportunity to develop their self-expression and increase their imagination and artistic awareness. Students will study various styles of dancing and will have the opportunity to create, present, reflect and respond to these styles. This subject provides students with an opportunity to learn to cooperate with others and above all, give personal fulfilment and enjoyment.</p> <p>Students studying Dance in Year 10 will participate in the following dance genres:</p> <ul style="list-style-type: none">• Popular Dance (Hip Hop/Jazz)• Musical Theatre• Contemporary Dance• Independent Study		
Assessment		
<p>Students will be working in the following dimensions:</p> <ul style="list-style-type: none">• Creating: Choreograph dances in the following styles: popular dance, cheer-leading, ballroom dance• Presenting: Learn, rehearse and perform teacher-devised dances in the following styles: popular dance, ballroom dance• Responding/Reflecting: Appreciate dance techniques in various styles in the form of a critique.		
Additional Information		
<p>Students may have the opportunity to work with guest artists in specialised areas, and perform in major school productions.</p>		
Careers		
<p>Performer, Entertainer, Director, Teacher</p>		



Design & Technologies

5

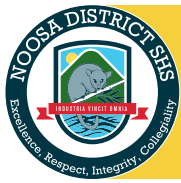
Faculty	Design & Technology	Elective
Head of Department	Mr Stefan Butler	
Senior Subjects	Design, Art, Engineering, Film Television and New Media, Cert II in Creative Industries	
Core Skills	Electronics, Extended Experimental Investigation, Design, Create, Appraise	
Course Overview		
<p>"Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies. It needs people who can independently and collaboratively develop innovative solutions to complex problems in a knowledge economy and contribute to sustainable patterns of living" (ACARA, 2013).</p> <p>Design and Technologies is about Problem Solving, and developing Higher Order Thinking skills</p>		
Course Outline		
<p>In Year 10 the course will provide opportunities for students to work to a 'Design Brief', researching, designing, making and evaluating to produce a "Product ".</p> <p>Students will:</p> <ul style="list-style-type: none">• To design products such as in Term 1: a multipurpose camping tent ; Term 2: a Sensory garden; Term 3: Bridge Design and Term 4: a Tiny House, using investigational research to develop ideas and construct a prototype using various materials and techniques.• Research, investigate and make judgements about information, materials, products, and processes related to their specialised area.• Identify, explore, design, human centered projects• Work both independently and collaboratively on their projects, using a range of skills and processes		
Assessment		
<p>The students will undertake a range of learning experiences during the course of their project, including their finished product. Written evaluations, exams, research and production will form the final mark.</p> <ul style="list-style-type: none">• Design tasks• Workbooks• Written assignments		
Additional Information		
Careers		
Cabinetmaker, Engineering, Mechanical Engineer, Furnishing, Industrial Designer, Architect, Draftsman, Textile Designer, Interior Designer, Graphic Designer		



Digital Technologies

6

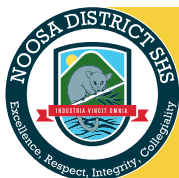
Faculty	Technologies	Elective
Head of Department	Mr Stefan Butler	
Senior Subjects	Cert III in Information Technology, Cert II in Electrotechnology	
Core Skills	Digital Literacy, Knowledge and understanding, Processes and production stalls	
Course Overview		
Digital Technologies should prove relevant to students as it prepares them to cope with, and harness to their advantage, the rapid changes and significant opportunities associated with IT, now and into their future. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, game development, website design and animation.		
Course Outline		
Students will: <ul style="list-style-type: none">Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital system.Use algorithms and an object orientated programming language to design and create a responsive game and program to solve an identified problem.Be exposed to basic programming constructs and four cornerstones of computational thinking (decomposition, pattern recognition, abstraction and writing algorithms)Programming using GoDot or Unity, Python, HTML, CSS, C#, C++		
Assessment		
<ul style="list-style-type: none">Written ExamsProgramming projectsPortfolio of work		
Additional Information		
Students MUST have a functional laptop that runs Windows 10 or 11. Minimum of 8GB RAM, 256GB HDD and be configured to connect to the school network. A USB and set of headphones are also required. This course leads directly into a Certificate III in Information Technology.		
Careers		
Web Designer, Computer Programmer, Game Developer, IT Technician, Help Desk Officer, Customer Service, Representative, Client Support Office, User Support Specialist		



Drama

7

Faculty	Performing Arts & Creative Industries	Elective
Head of Department	Ms Carla Edgar	
Senior Subjects	Drama, Drama in Practice, Certificate II in Creative Industries	
Core Skills	Critical and Creative Thinking, Collaboration and Teamwork, ICT Skills, Communication, Personal and Social Skills	
Course Overview		
<p>In Drama, students will develop the ability to understand and engage in an increasingly complex and challenging range of forms, styles and genres. As students use and integrate a range of arts technologies in creation/re-creation and presentation (performance), they examine the ways in which other art forms challenge, shape and influence each other.</p> <p>Increasing independence is sought for the learner alongside opportunities to work collaborative, managing the interpersonal and intra-personal skills required to work effectively as an artist in the creative process.</p> <p>Through Drama, students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.</p>		
Course Outline		
<p>This year long course contains 4 units that cover a diverse range of theatre styles and skills.</p> <p>Unit 1: Theatre For Young People</p> <p>Students will commence year 10 Drama by looking at scripted texts that relate to issues important to young people. They will explore how storytelling can ensure their voice is heard. Students will develop a good understanding of how drama is purposely created.</p> <p>Unit 2: Shakin’ up Shakespeare</p> <p>Shakespeare wrote plays to be performed. This unit is designed to complement and support the study of Romeo and Juliet in English.</p> <p>Students will explore Shakespeare’s work through a performance lens. Students look at re-designing Shakespeare’s work to suit contemporary audiences.</p> <p>Unit 3: Aussie, Aussie, Aussie</p> <p>This unit will explore exciting contemporary Australian theatre styles including Australian Gothic.</p> <p>Unit 4: The Dramatic Convention</p> <p>This study is a culmination of their learning journey. Students will explore a variety of forms and styles of theatre. They will experiment how to manipulate conventions of theatre to create powerful dramatic meaning.</p>		
Assessment		
<p>Students will work individually and in groups throughout each unit to design, perform and respond to theatre using the dramatic languages and a variety of styles and forms.</p> <p>Unit 1: Performance</p> <p>Unit 2: Production Folio of a recontextualised Shakespearian play.</p> <p>Unit 3: Director’s Storyboard and performance excerpt.</p> <p>Unit 4: Performance and reflection journal.</p>		
Additional Information		
<p>The Performing Arts faculty has a range of staging, lighting, audio and projection equipment. The use of cinematic and vision projection will be encouraged to complement the live presence and stage presentation of the actor. This subject leads on to Drama in years 11 and 12, and has links to senior VET pathways.</p>		
Careers		
<p>A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions including arts administration and management, communication, education, public relations, research and technology.</p>		



Economics and Business

8

Faculty	Humanities	Elective
Head of Department	Ms Rebecca FLynn	
Senior Subjects	Business, Certificate III in Business, Economics	
Core Skills	Questioning and research, gathering data (interpretation and analysis, decision making, justifying courses of action, predicting consequences of proposed action, economic reasoning, communication and reflection.	

Course Overview

Year 10 Business gives students the opportunity to develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions are explored. Students investigate the ways a business responds to changing economic conditions to improve productivity.

Course Outline

Topic 1 – The Economy and Standards of Living

Students investigate the links between economic performance and standards of living and how governments manage the economy and why standards of living differ between economies.

Topic 2 – Business Productivity

Through an in-depth study of a business of students' own choice, techniques to improve productivity will be explored.

Topic 3 – Influences on major consumer and financial decisions

Students analyse consumer financial decision making and the effects and consequences of financial choices.

Topic 4 - Real Life 101

Students investigate a topic of interest to present to teen audiences.

Assessment

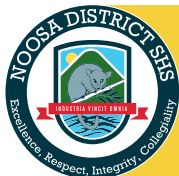
- Written reports
- Examination
- Oral presentation

Additional Information

Students must have a functional laptop in order to successfully complete this subject.

Careers

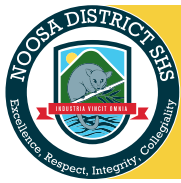
Economics, Business, Management, Accounting, Finance, Law, Business development.



English

9

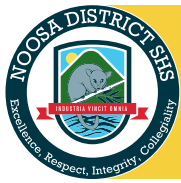
Faculty	English	Compulsory
Head of Department	Ms Alarna Priestley	
Senior Subjects	Essential English, English, Literature, English and Literature Extension	
Core Skills	Writing, Listening and Viewing, Reading, Interacting	
Course Overview		
<p>This course is suited to prepare students for General subjects in Senior. A satisfactory achievement in this subject is a recommended minimum standard for many senior subjects and will lead students into a university or TAFE pathway. It is a pre-requisite for subject English or Literature in Year 11 and 12. It focuses on critical thinking and analysis skills.</p>		
Course Outline		
<p>By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.</p> <p>They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.</p> <p>They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features.</p>		
Assessment		
<p>English</p> <ul style="list-style-type: none">• Narrative 700-800 words• View and comprehend a documentary 800 words• Persuasive speech 4-6 minutes• Analytical essay exam 700-800 words• Spoken multimodal 3-5 minute		
Additional Information		
<p>Opportunities to participate in:</p> <ul style="list-style-type: none">• Reader’s Cup• ICAS• Blogs• Poetry and Short Story competitions• Voices on the Coast• Brisbane Writer’s Festival• Shake and Stir Writers Toolbox		<p>Other opportunities to participate in:</p> <p>Writer’s Toolbox</p>
Careers		
<p>English</p> <p>University entrance subject, further study, Law, Education, Media, Communications, Professional Writer, Copy Editor, Screen Writer, Sales, Entrepreneur, Retail, Trades. Administration Assistant, Mechanic, Hairdressing, Personal Assistant, Sales, Entrepreneur, Retail, Trades</p>		



Health and Physical Education

10

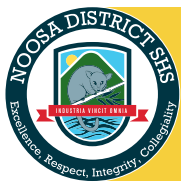
Faculty	Health & Physical Education	Elective		
Head of Department	Mr Murray Gordon			
Senior Subjects	Physical Education; Certificate III in Fitness and Health, Sports and Recreation (Outdoor Education)			
Core Skills	Physical coordination, Swimming, and Writing, Research			
Course Overview				
This course is designed to prepare students for the above selection of senior subjects. It will combine the skills at a mixture of levels to communicate the course requirements and expectations of each of these subjects.				
Course Outline				
<table><tr><td>TERM 1<ul style="list-style-type: none">Aquatics fitness & stroke correctionFirst AidTERM 2<ul style="list-style-type: none">Strength and ConditioningTennis / Badminton / Volleyball</td><td>TERM 3<ul style="list-style-type: none">Touch / Basketball / Soccer/ Ultimate FrisbeeHealth - HomelessnessTERM 4<ul style="list-style-type: none">AquathonExercise Science</td></tr></table>			TERM 1 <ul style="list-style-type: none">Aquatics fitness & stroke correctionFirst Aid TERM 2 <ul style="list-style-type: none">Strength and ConditioningTennis / Badminton / Volleyball	TERM 3 <ul style="list-style-type: none">Touch / Basketball / Soccer/ Ultimate FrisbeeHealth - Homelessness TERM 4 <ul style="list-style-type: none">AquathonExercise Science
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Assessment				
Is a combination of continuous practical assessment and written tasks including exams and assignments.				
Additional Information				
Swimming is an essential requirement of the course for 2 units (Aquatics and Aquathon)				
Careers				
Physiotherapy, Fitness industry (Gym), Allied health industries, Coaching, Exercise Physiologist, Nursing and Teaching.				



History

11

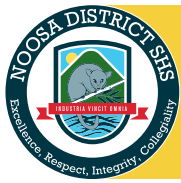
Faculty	Humanities	Elective
Head of Department	Ms Rebecca Flynn	
Senior Subjects	Ancient & Modern History, Economics, Tourism	
Core Skills	Literacy, Research, Analysis, Evaluation, Communication	
Course Overview		
<p>“You have to know the past to understand the present.” Doctor Carl Sagan</p> <p>History is an essential part of the Junior School experience. It gives students a better understanding of the world in which they live. This subject provides students with a strong framework to interpret, analyse and make judgements about our past, our current society and the government of our nation.</p> <p>Students will develop strong research, written and spoken skills, which are invaluable for Senior studies and for creating individuals who wish to participate fully in all facets of life. There is a strong emphasis on reading comprehension and viewing of films and documentaries to bring history to life. Above all, this subject is designed to promote the idea of learning as a life-long skill and responsible citizenship, both globally and nationally.</p>		
Course Outline		
<div><div>1.</div><div>World War II Impacts</div></div> <div><div>2.</div><div>Rights and Freedoms</div></div> <div><div>3.</div><div>Pop Culture</div></div> <div><div>4.</div><div>Cold War</div></div>		
Assessment		
<div><div>•</div><div>Short Response Tests</div></div> <div><div>•</div><div>Essays</div></div> <div><div>•</div><div>Research Assignments – spoken, written and/or multi-modal presentations</div></div>		
Additional Information		
<p>This subject offers students the opportunity to learn by going on excursions, listening to guest speakers and being involved in local community projects. Some of these excursions may come at an extra cost, but we endeavour to keep costs to a minimum.</p> <p>Students may also have the chance to enter prestigious competitions such as The Australian History Competition and The Simpson Prize.</p>		
Careers		
Archaeologist, Sociologist, Teacher, Historian, Researcher, Librarian, Law, Politics, Journalism		



Individual Learning Project

12

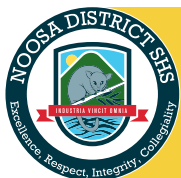
Faculty	Support Services	Elective
Head of Department	Mr Tony Leigh-Sheriden	
Senior Subjects	Individual Learning Plans	
Core Skills	Reading, Writing and Comprehension	
Course Overview		
<p>This is a specific pathway for students not participating in an ATAR, QCE or VET Exit Pathway at the end of Year 12.</p> <p>Access to this course is by invitation from the Head of Special Education Services. Students generally start in Year 9 and continue to Year 12.</p>		
Course Outline		
<p>(Individualised for each student)</p> <p>It can be a combination of:</p> <ul style="list-style-type: none">• Individualised Literacy and Numeracy program• Access to Certificate I courses eg Access to Vocational Pathways• Personal Development course• Bridge Duke of Edinburgh course• Therapy programs• Human Relationship Education• Transition to Work program• Access to community programs eg Riding for the Disabled• Networking with community job providers• Enterprise Activities eg Markets, Coffee Shop• Some access to mainstream subjects		
Assessment		
<p>Students are assessed and recorded on their own individual achievements in each target area.</p> <p>Work experience opportunities assist in developing a CV and pathway to relevant post school options.</p>		
Additional Information		
<p>Students must be verified to access this curriculum.</p>		
Careers		



Japanese

13

Faculty	Humanities and Languages	Elective
Head of Department	Ms Rebecca Flynn	
Senior Subjects	Japanese	
Core Skills	Speaking, Listening, Reading and Writing (Minimum requirements Year 9 Japanese -ideally)	
Course Overview		
<p>Noosa District State High School is very proud to offer Japanese as an Asian language choice, with strong connections to Japan. Huge opportunities to explore the Japanese culture await students with sister schools, exchange programs, international trips and school study tour visits. Japan continues to be Australia's second biggest trading partner, providing diverse employment opportunities in science and technology, business and marketing, diplomacy and national security, education and in the tourism industry. The study of Japanese will develop in our students a greater understanding, broader knowledge and increased confidence, which will enable them to interact more effectively in the region.</p> <p>Generally, the study of another language is especially relevant today if our students are to flourish in our ever changing multicultural society. Studies show students are advantaged academically by studying another language and receive more job opportunities. It is important that students continue the study of a language in successive years to develop and refine their skills.</p>		
Course Outline		
<p>Our course covers the four core skills of language learning; listening, speaking, reading and writing, as well as cultural components that as a whole should enable students to become confident language learners. Lessons and activities for each skill area are made as enjoyable and motivational as possible. While Japanese writing can be seen as something difficult because of the different scripts to English, we like our students to embrace the difficulty and enjoy the challenge. Rewards to success in acquiring another language such as Japanese are enormous.</p>		
Assessment		
<ul style="list-style-type: none">• Listening tasks/ tests• Speaking tasks/ tests• Reading tasks/ tests• Writing tasks/ tests		
Additional Information		
<ul style="list-style-type: none">• Sister School in Japan• International trip to Japan is offered• Immersion Days• Regional Speech Contests• International Proficiency tests• Every year, we are able to host a visit from our sister school in Japan and every second year an international trip to Japan is offered. Each year, selected Year 10 students from our school visit our sister school for up to three months on an exchange program to gain first-hand experience of school life in Japan.		
<p>Most universities in Queensland offer language students an advantage of 1-2 points on their ATAR scores as students who study a language are preferred learners. It is strongly recommended for students to study Japanese throughout Junior level if they hope to continue with it into the Senior level.</p>		
Careers		
Translator/Interpreter, Tourism, Flight Attendant, Teacher, Travel Agent		



Mathematics

14

Faculty	Mathematics	Compulsory
Head of Department	Mr Stephen Pinel	
Senior Subjects	Essential or General Mathematics, Maths Methods, Specialist Maths	
Core Skills	Problem Solving, Fluency & Reasoning	

Course Overview

Mathematics is an integral part of a general education. It enhances both an understanding of the world and the quality of participation in a rapidly changing society. Mathematics is central to nearly all major scientific and technological advances. Many of the developments and decisions made in industry and commerce, in the provision of social and community services, and in government policy and planning, rely on the use of mathematics. The intent of junior mathematics is to encourage students to develop positive attitudes towards mathematics by an approach involving exploration, problem solving, and applications in different situations. It also aims to develop students' thinking skills, their ability to work systematically, logically and communicate with and about mathematics. It is hoped that students will develop an appreciation of the power and diversity of mathematics, and provide a very strong basis for further mathematics study.

Course Outline

Throughout year students will study:

Number and Algebra, Measurement, Chance, Data Representation and Interpretation, Money and Financial Mathematics, Geometric Reasoning, Patterns and Algebra, Pythagoras and Trigonometry, Linear and non-linear relationships.

Students will also have the choice of selecting Mathematics and Mathematics with Extension. By choosing Mathematics students are preparing themselves to study Essential and General Maths in Year 11. Mathematics with Extension is design for students who have gained a C, B or A in Year 9 maths and will prepare students for Maths Methods and Specialist Maths.

Assessment

There will be several pieces of assessment per semester which will comprise of:

- Supervised Assessments
- Take home assignments

Additional Information

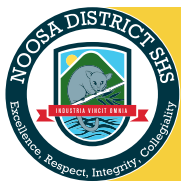
When students are considering their subject selections in year 10 for year 11, they need to be mindful that 3 General subjects offer advantages over other General subjects.

Specialist Maths and Languages

By studying Specialist Maths or a Language (eg French or Japanese) and gaining a Sound or better, Queensland Universities may award those students a bonus rank points. These bonus ranking points translate in the movement of ATAR score upwards.

Careers

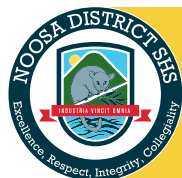
Aviation, Engineering, Teacher, Pilot, Mathematician, Scientist



Mathematics Extension

15

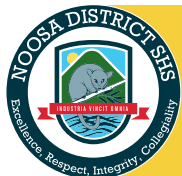
Faculty	Mathematics	Student Selected
Head of Department	Mr Steve Pinel	
Senior Subjects	General Maths, Mathematical Methods, Specialist Maths	
Core Skills	Problem Solving, Fluency & Reasoning	
Course Overview		
<p>Maths extension is designed to give students who have a positive disposition toward mathematics the opportunity to extend a deepen their knowledge and skills in Mathematics. Mathematics is central to nearly all major scientific and technological advances. The intent of junior mathematics is to encourage students to develop positive attitudes towards mathematics by an approach involving exploration, problem solving, and applications in different situations. It also aims to develop students' thinking skills, their ability to work systematically, logically and communicate with and about mathematics. It is hoped that students will develop an appreciation of the power and diversity of mathematics, and provide a very strong basis for further mathematics study</p>		
Course Outline		
<p>Throughout year students will study:</p> <p>Number and Algebra, Measurement, Chance, Data Representation and Interpretation, Money and Financial Mathematics, Geometric Reasoning, Patterns and Algebra, Pythagoras and Trigonometry, Linear and non-linear relationships.</p> <p>Students have the choice of selecting Mathematics with Extension. Mathematics with Extension is design for students who have gained a C, B or A in Year 9 maths.</p>		
Assessment		
<p>There will be two pieces of assessment per term which will comprise of:</p> <ul style="list-style-type: none">• Supervised Assessment• Take home assignments		
Additional Information		
<p>When students are considering their subject selections in year 10 for year 11, they need to be mindful that 3 General subjects offer advantages over other General subjects.</p> <p>Specialist Maths and Languages</p> <p>By studying Specialist Maths or a Language (eg French or Japanese) and gaining a Sound or better, some Queensland Universities will award those students a bonus rank points. These bonus ranking points translate in the movement of ATAR score upwards.</p>		
Careers		
<p>Aviation, Engineering, Teacher, Pilot, Mathematician</p>		



Media Arts

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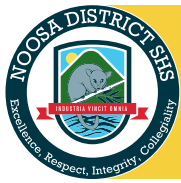
Faculty	Performing Arts & Creative Industries	Elective
Head of Department	Ms Carla Edgar	
Senior Subjects	Film, Television and New Media	
Core Skills	Critical Literacy, Technology	
Course Overview		
<p>By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.</p> <p>Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style.</p> <p>They collaboratively apply design, production and distribution processes.</p>		
Course Outline		
<p>Introduction to Media Studies – Students are exposed to the visual language of film and media texts. They explore the fundamental concepts associated with the moving image and become familiar with the variety of technologies utilised to make media texts. Students gain their camera license, allowing them access to the equipment available at Noosa District State High.</p> <p>Are You For Real? – Students examine the evolution of television media from the 1950s to the 21st century. They explore the wide variety formats and production methods, from sitcom to reality TV. They critique representations of particular social and cultural groups, as well as examining issues of truthfulness and reality in the media.</p> <p>Social Media – Students examine the impact of social media on both individual users and society as a whole. They explore the development of social media in the 21st century, from p2p messaging to more interactive social media platforms such as Facebook and snapchat. Students have the option of designing or producing their own social media app, targeted at teenage users and suitable for their needs.</p> <p>Promotional Video - Students will build on the fundamentals of visual communication through exposure to a variety of promotional videos aimed at raising public awareness. Students will storyboard a concept for their own promotional video which they will then film and edit.</p>		
Assessment		
<p>Critiquing</p> <ul style="list-style-type: none"> Students critique fundamental visual language in an animated short film Students critique a form of social media and analyse its impact on society (optional) <p>Designing</p> <ul style="list-style-type: none"> Students design and storyboard a short animated stop-motion sequence Students design their own reality TV concept Students design a social media app or interface for teenage users (optional) <p>Producing</p> <ul style="list-style-type: none"> Students produce their own animated stop-motion sequence Students produce an advertisement for their own Reality TV series Students produce a social media app or interface for teenage users (optional) 		
Additional Information		
<p>The Performing Arts faculty has a range of equipment suitable for the design and production of media texts, including high quality DSLR cameras, GoPros, drones, tripods, tracking tripods, lighting, and audio equipment, green screens and projectors. Students are encouraged to familiarise themselves with this equipment in preparation for senior Film, Television and New Media.</p>		
Careers		
<p>Director, cinematographer, audio engineer, journalist, production assistant, screenwriter, editor.</p>		



Music

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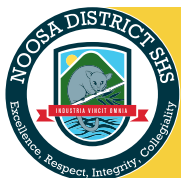
Faculty	Performing Arts & Creative Industries	Elective
Head of Department	Ms Carla Edgar	
Senior Subjects	Music, Drama, Dance, Film, TV and New Media, Certificate II in Creative Industries	
Core Skills	Critical and Creative Thinking, Collaboration and Teamwork, ICT Skills, Communication, Personal and Social Skills	
Course Overview		
By the end of Year 10, Students interpret, rehearse and perform solo and ensemble repertoires in a range of forms, styles and cultures. Students will learn the skills of technical control, expression and stylistic understanding. They will recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They will analyse a variety of scores and performances aurally and visually. Students will use their knowledge of the elements of music, style and notation to compose, document and share their music. They will use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.		
Course Outline		
<p>Unit 1 World Music: Students will study a brief history of music and its culture, including different indigenous and traditional songs. Drawing on music theory, audio production, musicology, composition and performance skills. Students will develop skills in technological devices, instrumental techniques and independent thinking to play and produce different types of music. Students will perform a variety of music excerpts.</p> <p>Unit 2 Fusion of World Music and other styles: Students will study many excerpts around the globe that have elements of traditional/indigenous sounds. Students will investigate, analyse and evaluate musical elements by comparing world music infused with other styles and genres. Drawing on music theory, audio production, musicology, composition and performance skills. Students will develop skills in technological devices, instrumental techniques and independent thinking to play and produce different types of music. Students will perform a variety of music excerpts.</p> <p>Unit 3 Senior Preparation Course – Performance, Music Theory, Musicology and Composition skills: Students will develop a stronger depth of skills in the following areas: performance, composition, sound and stage production, technological devices, musicology and music theory, such as recognising symbols, reading and playing notation and analysing and depicting scores. Students will draw on their knowledge of musical elements and its terminologies to analyse, evaluate, discuss and interpret songs. They will work independently, drawing on their own talents, strengths, ambition and innovation. Students will be performing frequently in front of an audience, developing confidence and independence.</p> <p>Unit 4 Senior Preparation Course – Performance, Analytical Essay skills: Students will continue to develop a stronger depth of skills in the following areas: performance, composition, sound and stage production, technological devices, musicology, music theory and writing formal analytical essays. Students will continue to work independently, drawing on their own talents, strengths, ambition and innovation. They will continue to perform frequently in front of an audience, producing original works.</p>		
Assessment		
<p>Unit 1 Assessment: Performance & supporting musicology essay & ongoing instrument techniques</p> <p>To play in front of an audience and for recording purposes. In addition to their composition, students will complete a Musicology essay analysing and detailing a chosen song and how they have arranged it for performance purposes and how it is discerning to the style/genre.</p> <p>Unit 2 Assessment: Composition & supporting musicology essay & Music Theory Test</p> <p>To create a piece with cultural representation on an instrument of their choice. In addition to their composition, students will complete a Musicology essay analysing and detailing their creative progress and how it is discerning to its style.</p> <p>Unit 3 Assessment: Performance, Written Test & Ongoing Melodic Practice</p> <p>Students are to perform as a solo act on an instrument of their choice. Students will complete a short answers written test including music theory, composition and musicology components. Students are to learn a melody on a pitched instrument for assessment.</p> <p>Unit 4 Assessment: Performance, Analytical Essay & Ongoing Melody Practice</p> <p>Students are to perform an original piece in a band or as a solo act on an instrument of their choice. Students are to study a song from an artist or band of their choice and analyse the musical elements, genre, style and mood.</p> <p>Students are to learn a melody on a pitched instrument for assessment</p>		
Additional Information		
The Performing Arts faculty has a range of staging, lighting, audio and projection equipment. Students will learn how to work with amplification, PA's, mics and recording their own songs. Students have the opportunity to work with other students who are studying sound engineering. These skills will provide pathways to the senior syllabus, VET and beyond.		
Careers		
A course of study in Music can establish a basis for further education and employment in the field of music, and to broader areas in creative industries and cultural institutions. For example instrumental maker, musician, composer, arts administration and management, communication, education, public relations and research and technology.		



Sports & Recreation (Outdoor Education)

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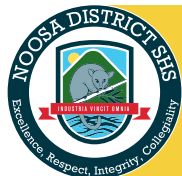
Faculty	HPE	Elective
Head of Department	Mr Murray Gordon	
Senior Subjects	Certificate II in Sport and Recreation	
Core Skills	Leadership, Self-Reliance, Communication, Risk Identification, Overnight Expedition Planning, Snorkelling	
Course Overview		
<p>Outdoor Education engages students in learning experiences in natural environments typically beyond the classroom setting. The course provides unique and specific opportunities to develop positive relationships with the environment, others and ourselves through personal interaction with the natural world.</p> <p>Outdoor Education utilises a variety of activities and experiences to foster positive relationships and self-reliance. It provides opportunities in leadership, communication, risk identification and management, resilience and healthy connections to community and nature.</p>		
Course Outline		
Term 1 - Group Facilitation / Leadership <ul style="list-style-type: none">Through a series of initiative activities, students focus on working together to attain common goals and develop aspects of effective communication, leadership qualities, trust and problem solving. Students then prepare and facilitate their own activity session for the class.		
Term 2 - Orienteering <ul style="list-style-type: none">Students study navigation and orienteering skills through a sequence of theoretical and practical experiences. This includes elements of topographical map reading and compass work culminating in off-site orienteering experiences at Mimburi Campus and Noosa Botanical Gardens.		
Term 3 - Expedition Skills <ul style="list-style-type: none">Students plan for and participate in a 3 day bushwalk on the Cooloola Wilderness Trail. Learnings areas include route planning, camp nutrition, menu development, risk identification and management, hygiene, campcraft skills, navigation presented within an expedition preparation folio.		
Term 4 – Risk in the Outdoors <ul style="list-style-type: none">Through a series of activities such as archery, flat water canoeing and mountain biking, students explore the nature of risk in an outdoor context. Students then investigate a case study fatality in outdoor recreation that is summarised and presented to the class as a multi modal presentation.		
Assessment		
Leadership / Group Facilitation <ul style="list-style-type: none">Lesson Plan – Written ReportFacilitation Practical – Observation Checklist		
Orienteering <ul style="list-style-type: none">Orienteering Practicals – Observation ChecklistNavigation Exam – Written Responses		
Expedition Skills <ul style="list-style-type: none">Expedition Planning Folio – Written Folio3 day Bushwalking Expedition – Observation Checklist		
Risk in the Outdoors <ul style="list-style-type: none">Activity Performance – Observation ChecklistCase Study presentation – Multi modal		
Additional Information		
<p>Class sizes are capped at 23 students only. This allows specialist activities to be accessed through our schooling resources and allows for safe working ratios for such activities. As such, there are limited places available for this subject.</p> <p>There is an annual costing of \$35 to attend this subject – this covers all off-site practical experiences and our 3-day bushwalking expedition.</p>		
Careers		
Teacher, Outdoor Instructor / Facilitator, Parks and Wildlife, Tour Guide, Personal Trainer, Healing.		



Science Core

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Faculty	Science	Core
Head of Department	Ms Vanessa Quinlivan	
Senior Subjects	Agricultural Science, Aquatic Practices, Biology, Chemistry, Marine Science, Physics	
Core Skills	Scientific Inquiry and Design, Scientific Process Skills, Experimental Investigation, Communication and Extended Writing	
Course Overview		
<p>An understanding of science helps to develop a curiosity and willingness to explore and ask questions and to speculate on the changing world in which students live. People who understand the scientific process are more likely to make thoughtful and critical decisions about issues which may influence their own lifestyle, health and the environment and to comprehend the social implication of their decisions.</p>		
Course Outline		
<p>General Biology</p> <ul style="list-style-type: none">• Life Blue Print – genetics• Evolution• Global systems- Environmental factors and habitats <p>General Physics</p> <ul style="list-style-type: none">• Forces• Moving Along - Linear Motion, and car safety <p>General Chemistry</p> <ul style="list-style-type: none">• Chemistry isn't magic- investigating the periodic table, Atomic structure, Types and balancing of reactions• Reactions Matter- Investigating the factors that influence the rates of reaction and how these can be controlled.		
Assessment		
<p>Students are assessed against the Australian Curriculum Year 10 Content Descriptions, Elaborations and Achievement Standards.</p> <p>Students are exposed to senior syllabus assessment types, including Data Tests, Research Investigations, Student Experiments and Exams.</p>		
Additional Information		
<p>It is highly recommended that one year 10 science course is chosen by students intending to study Science in year 11 and 12.</p> <p>This subject offers students the opportunity to learn through the process of inquiry and these skills are transferable to any of the Senior Sciences.</p> <p>This course is designed to be stand alone. Students can choose an additional Science - Agricultural, but NOT Science Biology or Science Chemistry & Physics.</p> <p>Pathways to Senior subjects include: Biology, Marine Science, Physics, Chemistry, Agricultural Science, Aquatic Practices, Science in Practice, Agricultural Practices</p>		
Careers		
Medicine, Dentist, Marine Biologist, Environmental Scientist, Veterinary Science, Nursing, Engineer, Physicist, Industrial Chemist, Scientist, Teaching.		



Science Biology

20

Faculty	Science	Elective
Head of Department	Mrs Vanessa Quinlivan	
Senior Subjects	Biology, Marine Science, Physics, Chemistry, Agricultural Science, Certificate III in Agriculture, Aquatic Practices, Science in Practice	
Core Skills	Scientific inquiry and Design, Scientific Process Skills, Extended Experimental Investigation, Communication and extended writing	

Course Overview

An understanding of science helps to develop a curiosity and willingness to explore and ask questions and to speculate on the changing world in which students live. People who understand the scientific process are more likely to make thoughtful and critical decisions about issues which may influence their own lifestyle, health and the environment and to comprehend the social implication of their decisions.

Biology is the study of living things. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems.

Marine Science studies marine biology and how different organisms that live in marine environments relate and interact.

Course Outline

Biology

- Life Blue Print - genetics
- Evolution
- Global systems - Environmental factors and habitats
- Investigating the effects of changing habitats on insect species and possible human implications.

Marine Science

- Marine ecology – Corals, Mangroves and estuaries and Oceanography
- Investigating marine habitat their threats and possible sustainable practices

Assessment

Students are assessed against the Australian Curriculum Year 10 Content Descriptions, Elaborations and Achievement Standards.

Students are exposed to senior syllabus assessment types including Data Tests, Research Investigations, Student Experiments and Exams.

Additional Information

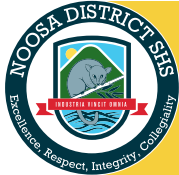
It is highly recommended that one year 10 science course is chosen by students intending to study Science in year 11 and 12.

This course is designed to be taken WITH Science Chemistry & Physics, but can be taken as a stand alone course. It can be completed with Agricultural Science.

This subject offers students the opportunity to learn through the process of inquiry and these skills are transferable to any of the Senior Sciences.

Careers

Medicine, Dentist, Marine Biologist, Environmental Scientist, Veterinary Science, Nursing, Engineer, Physicist, Industrial Chemist, Scientist, Teaching.



Science Chemistry and Physics

21

Faculty	Science	Elective
Head of Department	Mrs Vanessa Quinlivan	
Senior Subjects	Biology, Marine Science, Physics, Chemistry, Agricultural Science, Certificate III in Agriculture, Science in Practice	
Core Skills	Scientific inquiry and Design, Scientific Process Skills, Extended Experimental Investigation, Communication and extended writing	

Course Overview

An understanding of science helps to develop a curiosity and willingness to explore and ask questions and to speculate on the changing world in which students live. People who understand the scientific process are more likely to make thoughtful and critical decisions about issues which may influence their own lifestyle, health and the environment and to comprehend the social implication of their decisions.

Chemistry is the study of materials, their properties and structure. Physics is the understanding of matter, energy and the universe.

Course Outline

Physics

- Moving Along - Linear Motion, Forces and car safety
- Electricity and Magnetism
- Waves

Chemistry

- Chemistry isn't magic- investigating the periodic table, Atomic structure, Types and balancing of reactions
- Reactions Matter- Investigating the factors that influence the rates of reaction and how these can be controlled.
- Electrochemistry

Assessment

Students are assessed against the Australian Curriculum Year 10 Content Descriptions, Elaborations and Achievement Standards.

Students are exposed to senior syllabus assessment types including Data Tests, Research Investigations, Student Experiments and Exams.

Additional Information

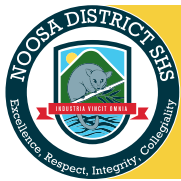
It is highly recommended that one year 10 science course is chosen by students intending to study Science in year 11 and 12.

This course is designed to be taken WITH Science Biology, but can be taken as a stand alone course. It can be completed with Agricultural Science.

This subject offers students the opportunity to learn through the process of inquiry and these skills are transferable to any of the Senior Sciences.

Careers

Medicine, Dentist, Marine Biologist, Environmental Scientist, Veterinary Science, Nursing, Engineer, Physicist, Industrial Chemist, Scientist, Teaching.



Visual Art

22

Faculty	Creative Industries	Elective
Head of Department	Ms Carla Edgar	
Senior Subjects	Visual Art, Visual Design, Fashion	
Core Skills	Create, Design, Literacy	
Course Overview		
<p>Creativity plays a vital role in the wellbeing and advancement of all societies. Technology has led to an increasingly visual world, it is essential that society in the 21st Century is visually literate and able to construct, deconstruct, reconstruct images and their meaning. Visual Art offers a unique way for students to communicate and connect with their world using critical and creative thinking. Cognitive Learning (the process of knowing) in Visual Art develops students' abilities to think and solve complex problems with intuition, creativity, and imagination through problem-solving and research skills. Visual Arts focus is teaching Visual Literacy an essential skill in an increasingly visual work place, . Year 10 gives an introduction to Drawing, Painting, Printmaking, Textiles, Ceramics, Sculpture, New Medias and Mixed Medias. Visual Art is about communication and creative problem solving. Students are encouraged to develop skills and knowledge in variety of media areas, and using these to create , develop and reflect on new ideas and make original artworks.</p>		
Course Outline		
<p>Year 10 Art includes the exploration and reponse to art practices from other cultures, times and places in diverse contexts , including artworks created by First Nations Australians. Students in 10, through the course of their study will create a "Body of Work" centered around a chosen theme. A Body of Work includes research of relevant artists, art works, research and reflection of the topic. Each unit of work involves experimental and development work; the learning and use of a variety of art techniques and medias, culminating in a finished Art work, aiming for an exhibition standard.</p> <p>Year 10 Visual Art students can choose to study Art for one semester or alternatively a full year.</p> <p>Semester 1</p> <ul style="list-style-type: none"> Term 1: "It's Contained"; focus is on developing art skills , including tonal drawing, caricature, perspective, mixed media and paint applications Term 2: "It's Personal"; students will make a 'Saleable ' product, exploring areas of personal interest. <p>Semester 2</p> <ul style="list-style-type: none"> Term 3: 'It's Coded"; focus is on students learning and understanding the use of 'code' (symbols and metaphors) in visual images. Term 4: 'It's Contemporary", students work in a contemporary context, taking their artwork to the community'.The second semester will focus on students developing and using their art skills to produce a 'Body of Work' where the subject matter and media choice is determined by the students. <p>The course has a focus on skill development, and can include areas such as drawing, painting, cartooning, printmaking, and sculptural works. Sculptural work can provide an opportunity for students to work collaboratively, with work displayed within the school.</p>		
Assessment		
<ul style="list-style-type: none"> Making Task: Body of Work (Practical art work), 70% Practical folio-based Responding Task, can include Oral, or Written, 30% Appraising Tests, can include Short Response, or Essay 		
Additional Information		
Visual Literacy is a key element of communication in the 21st Century and promotes higher order thinking as well as complex problem solving.		
Careers		
Advertising, Fashion, Education, Interior/ Landscape Design, Photography, architecture, design industries		
Transferable 21st century skills allow for varied career directions, which may not be directly related to Visual Arts		



Certificate in Sampling and Measurement

23

Subject Type	Nationally recognised VET qualification
Contributes	4 credits towards a QCE
Fees	\$20
Minimum Standards	<p>There are no formal qualification entry requirements.</p> <p>General entry requirements for this program include the student's agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> • Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level. • Attend and participate in scheduled training and assessment. • Participate in workplace tasks to employer expectations. • Be able to work in an industry environment and handle industry standard equipment. Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.

Job Roles

The qualification reflects the role of individuals working in the laboratory and field situations in roles typically found in the professional capacities of health and environment, environmental science, engineering and chemistry. Job roles include samplers, testers, plant operators, production operators, field assistants, drivers and sample couriers.

Qualification Description

This course offers entry level technical training in skills applied to scientific sampling and measurement in a field situation. It has been developed with the support of scientists and companies to suit the needs of the laboratory and field settings in health, the environment, engineering and infrastructure sector.

Packaging Rules

Total number of units = 8

- 3 core units plus
- 5 elective units

Core and Elective Units

This course is designed to walk participants through the accepted practices of taking unbiased field samples, and the scientific theory surrounding sampling. Courses are highly practical (60% practical work) and prepare samplers for fieldwork.

Term 1

Laboratory safety and design.
Working in a safely in a laboratory.
Chemical safety protocols.

Term 2

Introduction to site sampling and testing equipment.
Collecting routine site samples.
Testing routine site samples.
Collect, record and display and analyse data.

Term 3

Introduction to the microscope and sample collection.
Sample collection in the field.

Term 4

Examining samples and laboratory practices.

Assessment

Students will be assessed using a range of assessment methods, which may include but are not limited to:

- Observation checklist
- Question - written, online, direct verbal, checklist
- Review of Work - folios, workbooks
- Third party report
- Simulated workplace activities

Certification

If a student is assessed as meeting the requirements of the qualification, and a verified USI has been given to the school the:

- An AQF certificate and record of results will be issued if the qualification in which the student is enrolled is complete
- A statement of attainment will be issued if the qualification in which the student is enrolled is partially complete

Disclaimer: Due to future plans to offer cert III in Hospitality the listed electives may be subject to change on engagement with an external RTO.



SIT20322

Certificate II in Hospitality

RTO Number 30417

24

Subject Type	Nationally recognised VET qualification
Contributes	4 credits towards a QCE
Fees	Nil
Minimum Standards	<p>There are no formal qualification entry requirements.</p> <ul style="list-style-type: none">• Entry requirements for this program include the student's agreement and ability to undertake the following:<ul style="list-style-type: none">• Demonstrate evidence of language, literacy and numeracy skills at ACSF level 3.• Attend and participate in scheduled training and assessment.• Be able to work in an industry environment and handle industry standard equipment.• Comply with the School code of conduct requirements, directions on work, and health and safety matters.• Able to complete structured work placement

Job Roles

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Possible job titles include: bar attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, porter, room attendant.

It also provides a pathway to diploma level studies and university degrees in the areas of hospitality and event management.

Qualification Description

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Packaging Rules

12 units must be completed:

- 6 core units
- 6 elective units

Core and Elective Units

SITXWHS005 Participate in safe work practices	Core Unit
SITHIND007 Use hospitality skills effectively	Core Unit
SITXCOM007 Show social and cultural sensitivity	Core Unit
SITXCCS011 Interact with customers	Core Unit
SITHIND006 Source and use information on the hospitality industry	Core Unit
BSBTWK201 Work effectively with others	Core Unit
SITXFSA005 Use hygienic practices for food safety	Elective Unit
SITHFAB024 Prepare and serve non-alcoholic beverages	Elective Unit
SITHFAB021 Provide responsible service of alcohol	Elective Unit
SITHCCC026 Package Prepared food stuffs	Elective Unit
SITXCOM006 Source and present information	Elective Unit
SITHCCC025 Prepare and present sandwiches	Elective Unit

Disclaimer: Due to future plans to offer cert III in Hospitality the listed electives may be subject to change on engagement with an external RTO.

Delivery and Assessment

This certificate is delivered over one year.

Assessment includes questioning, folios, observation,. **Essential Requirement: 12 service periods in the hospitality industry.**

The following competency will be delivered by another RTO and a fee will be charged - SITHFAB021 Provide responsible service of alcohol.

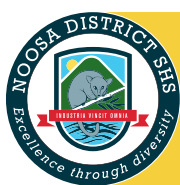
Certification

If a student is assessed as meeting the requirements of the qualification, and a verified USI has been given to the school, then:

- an AQF certificate and record of results will be issued if the qualification in which the student is enrolled is complete
- a statement of attainment will be issued if the qualification in which the student is enrolled is partially complete

Publication Date: 13 June 2025

Correct at time of publication 13 June 2025 but subject to change



MSM20216

Certificate II in Manufacturing Technology

RTO number 30417

26

Subject Type	Nationally recognised VET qualification
Contributes	4 credits towards a QCE
Fees	
Minimum Standards	<ul style="list-style-type: none">• There are no formal qualification entry requirements.• Entry requirements for this program include the student's agreement and ability to undertake the following:<ul style="list-style-type: none">• Demonstrate evidence of language, literacy and numeracy skills at ACSF level 3.• Attend and participate in scheduled training and assessment.• Be able to work in an industry environment and handle industry standard equipment.• Comply with the School code of conduct requirements, directions on work, and health and safety matters.• Prepared to participate safely in practical work.

Job Roles

Manufacturing Industries (Timber, Metal, Plastic and Composite)

Qualification Description

The MSM20216 Certificate II in Manufacturing Technology applies to a learning and assessment environment where access to normal production operations is not available ie. School delivery environment or other simulated or trial manufacturing environment where a high degree of supervision exists. The units are suitable for delivery in a school environment and for schools to contextualise the units to local manufacturing industry activities.

Packaging Rules

Ten (10) units of competency must be completed:

- five (5) core units of competency
- five (5) elective units of competency:

Core and Elective Units

	Core/Elective Units
MSMENV272 Participate in environmentally sustainable work practices	Core Unit
MSS402080 Undertake root cause analysis	Core Unit
MSMWHS200 Work safely	Core Unit
MSS402001 Apply competitive systems and practices	Core Unit
MSS402051 Apply quality standards	Core Unit
MSMPCII296 Make a small furniture item from timber	Group B
MSMPCII298 Make an object from metal	Group B
MSMPII299 Make an object from plastic	Group B
MSS402050 Monitor process capability	Group A

Disclaimer: Listed electives are subject to change due to other Vet Certifications. Students can still expect to learn skills relevant to multiple manufacturing industries.

Delivery and Assessment

This is a hands-on practical course where students can develop skills in three key Manufacturing areas. The course is structured around the completion of a series of projects which are produced within our extensive fully equipped workshops using industrial quality tools and equipment. Certificate II in Manufacturing Technology is a course developed to give students essential skills that relate directly to work and industry processes. The course draws upon the fundamental principles of occupational health and safety, work planning, timber industries, metal industries, plastic/composite industries and drawing interpretation. This course consists mainly of practical skill development with written tasks related to practical experiences.

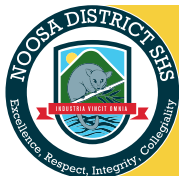
Assessment is carried out on completion of a project and is limited to a record of competency in the areas associated with that project. This course is to be complete in 12 months

Certification

If a student is assessed as meeting the requirements of the qualification, and a verified USI has been given to the school, then:

- an **AQF certificate and record of results** will be issued if the qualification in which the student is enrolled is complete
- a **statement of attainment** will be issued if the qualification in which the student is enrolled is partially complete

Publication Date: 13 June 2025 Correct at time of publication 13 June 2025 but subject to change



PUA20119 Certificate II in Public Safety (Aquatic Rescue)

Surf Life Saving Bronze Medallion

Registered Training Organisation – Surf Lifesaving Queensland

RTO number 2804

28

Faculty	Health & Physical Education	Elective
Head of Department	Mr Murray Gordon	
Subject Type	Vocational Education and Training (VET) Qualification	
Contributes	4 credits towards a QCE	
Fees	Cost for the course is approx \$360. If the student wishes to join the Noosa Surf Club and complete 8 patrols, approx half the cost would be refunded.	
Senior Subjects	Physical Education; Certificate III in Fitness and Sport & recreation.	
Core Skills	Swimming, Physical coordination, and Writing	

Course Overview

Students will complete the Cert II Public Safety. The aim of the Certificate II in Public Safety (Aquatic Rescue) - Bronze Medallion course is to develop skills and knowledge to perform the role of a patrolling lifesaver on the beach. Students will develop skills and knowledge to select appropriate equipment (tube, board, AED, radios) when responding to an aquatic rescue or during routine patrol duties. This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers.

Course Outline

UNIT 1 <ul style="list-style-type: none"> Aquatics fitness & stroke correction. Surf life Saving Certificate Bronze Medallion at Noosa Main Beach UNIT 2 <ul style="list-style-type: none"> Aquatics fitness & stroke correction. Surf life Saving Certificate Bronze Medallion at Noosa Main Beach 	UNIT 3 <ul style="list-style-type: none"> Introduction to Fitness instruction involving gym work, circuit training and fitness theory UNIT 4 <ul style="list-style-type: none"> Fitness training and theory involving the gym, pool and biathlon event Surf club and surf patrol orientation at Noosa Main Beach
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Packaging Rules

8 units of competency are required for this qualification including:
6 core units / 2 elective units

HLTAID010 - Provide basic emergency life support	Core
PUACOM001 - Communicate in the workplace	Core
PUASAR012 - Apply surf awareness and self-rescue skills	Core
PUASAR013 - Participate in an aquatic rescue operation	Core
PUATEA001 - Work in a team	Core
PUATEA004 - Work effectively in a public safety organisation	Core
PUAOPE013 - Operate communications systems and equipment	Elective
PUAWHS001 - Follow defined work, health and safety policies and procedures	Elective

Assessment

A combination of continuous practical assessment and a written task (Multiple choice questions and assignment).

Additional Information

Preparedness to swim in both a pool and surf environment is an essential requirement of the course. Students travel to the beach on the school bus approx. once per week in semester 1 of the course.

Careers

Physiotherapy, Fitness industry, Allied health industries and Teaching and Multiple Tourism industries.

Publication Date: 13 June 2025 **Correct at time of publication 13 June 2025 but subject to change**

Delivery and Assessment

Students will be assessed using a range of assessment methods, which may include but are not limited to:

- Observation checklist
- Question - written, online, direct verbal, checklist
- Review of Work - folios, workbooks
- Third party report
- Simulated workplace activities

Certification

If a student is assessed as meeting the requirements of the qualification, and a verified USI has been given to the school the:

- An AQF certificate and record of results will be issued if the qualification in which the student is enrolled is complete
- A statement of attainment will be issued if the qualification in which the student is enrolled is partially complete

Publication Date: 13 June 2025

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SIR20216

Certificate II in Retail Services

RTO number 30417

30

Subject Type	Nationally recognised VET qualification
Contributes	4 credits towards a QCE
Fees	Nil
Minimum Standards	<p>There are no formal qualification entry requirements.</p> <p>General entry requirements for this program include the student's agreement and ability to undertake the following:</p> <p>Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.</p> <p>Attend and participate in scheduled training and assessment.</p> <p>Participate in workplace tasks to employer expectations.</p> <p>Be able to work in an industry environment and handle industry standard equipment.</p> <p>Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.</p>

Job Roles

This qualification reflects the role of front-line retail team members who use a defined and limited range of operational skills to undertake workplace activities.

Qualification Description

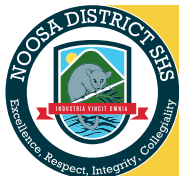
It provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants.

Packaging Rules

Total number of units = 12
7 core units plus
5 elective units

Core and Elective Units

	Core/Elective Units
SIRXCEG001 Engage the customer	Core Unit
SIRXCOM001 Communicate in the workplace to support team and customer outcomes	Core Unit
SIRXIND001 Work effectively in a service environment	Core Unit
SIRXIND003 Organise personal work requirements	Core Unit
SIRXPDK001 Advise on products and services	Core Unit
SIRXRSK001 Identify and respond to security risks	Group B
SIRXWHS002 Contribute to workplace health and safety	Group B
SIRRINV001 Receive and handle retail stock	Listed Elective
SIRXIND002 Organise and maintain store environment	Listed Elective
SIRXSLS002 Follow point-of-sale procedures	Listed Elective
SIRXCEG003 Build customer relationships and loyalty	Listed Elective
SIRXCOM002 Work effectively in a team	Listed Elective



FSK20119

Certificate II in Skills for Work & Vocational Pathways

RTO number 30417

31

Faculty	Humanities and languages	Elective
Head of Department	Ms Rebecca Flynn	
Subject Type	Vocational Education and Training (VET) Qualification	
Contributes	4 credits towards a QCE	
Fees	Nil	
Senior Subjects	Any VET qualification	
Core Skills		

Course Overview

This qualification is designed to prepare for workforce entry or vocational training pathways.
It is suitable for individuals who require:

- a pathway to employment or further vocational training
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Course Outline & Packaging Rules

Course Outline & packaging rules:

Total number of units = 14

1 Core unit plus

13 Elective units

Core and Elective Units

FSKLRG011 - Use routine strategies for work related learning	Core Unit
FSKNUM014 - Calculate with whole numbers and familiar fractions, decimals and percentages for work	Elective Unit
FSKNUM015 - Estimate, measure and calculate with routine metric measurements for work	Elective Unit
FSKLRG009 - Use strategies to respond to routine workplace problems	Elective Unit
FSKLRG010 - Use routine strategies for career planning	Elective Unit
FSKRDG009 - Read and respond to routine standard operating procedures	Elective Unit
FSKRDG010 - Read and respond to routine workplace information	Elective Unit
FSKWGT009 - Write Routine Workplace Texts	Elective Unit
FSKDIG002 - Use digital technology for routine and simple workplace tasks	Elective Unit
FSKRDG002 - Read and respond to short and simple workplace signs and symbols	Elective Unit
FSKLRG006 - Participate in work placement	Elective Unit
TLIK2003 - Apply Keyboard Skills	Elective Unit
SIRXHWB001 - Maintain personal health and wellbeing	Elective Unit
BSBPEF202 - Plan and Apply Time Management	Elective Unit

Assessment

Assessment includes questioning, folios, observation and participation in work experience

Additional Information

Work experience is compulsory for the competency FSKLRG006 Participate in work placement.

Certification

- an AQF certificate and record of results will be issued if the qualification in which the student is enrolled is complete
- a statement of attainment will be issued if the qualification in which the student is enrolled is partially complete

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