2026

YEAR 10 SUBJECT GUIDE

For more information
caboolturesshs.eq.edu.au

Contents

Training Providers

Please refer to the http://training.gov.au website for specific information about the qualification. Students must achieve competency in each unit of competency to be issued with a full certificate at the completion of this course. If students do not achieve the full certificate, a statement of attainment will be issued detailing the competencies completed. Units of competency are correct at time of printing. In the event of changes to training packages, these will made by ASQA. Students will be notified, and Caboolture SHS will ensure students are transitioned to new units of competency as required by QCAA and ASQA.

Disclaimer: Caboolture SHS must have suitable teachers and equipment to run this course. 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 qualifications. The school retains the right to change or cancel the vocational component of the course if it is unable to meet requirements.

Prerequisites

The following prerequisites will be required for students entering Year 11 – the list of prerequisites below will assist in making decisions for future subjects and further education.

Subjects	Category	Prerequisite	Guidelines
Ancient History	General	B in 10ENG	
Biology	General	B in 10IBP or 10IPC B in 10ENG	*Biology should be studied with General English*
Chemistry	General	B in 10IPC B in 10ENG B in 10MAT	*Chemistry should be studied with General English and Math Methods*
Dance	General	B in 10ENG	
Drama	General	B in 10ENG	
General English	General	B in 10ENG	
Food and Nutrition	General	B in 10ENG	
Geography	General	B in 10ENG	
Health	General	B in 10ENG	
Legal Studies	General	B in 10HIS	
General Mathematics	General	B in 10MAT	*General Maths cannot be studied with Specialist Mathematics*
Mathematical Methods	General	B in 10ENG B in 10MAT	
Specialist Mathematics	General	B in 10ENG B in 10MAT	*Specialist Maths must be studied with Math Methods & General English*
Music	General	B in 10ENG	
Physical Education	General	B in 10ENG	
Physics	General	B in 10IPC B in 10ENG B in 10MAT	*Physics should be studied with General English and Math Methods*
Psychology	General	B in 10IBP or 10IPC B in 10ENG	
Certificate II Access Technology for Deaf & Hard of Hearing students	VET	Nil	
Certificate III Business	VET	C in 10ENG	
Certificate II Construction Pathways	VET	Nil	
Certificate II Engineering	VET	Nil	*Cert II Engineering cannot be studied with Engineering Skills*
Certificate III Fitness	VET	Nil	
Certificate II Health Support Services	VET	Nil	
Certificate III Health Services Assistance	VET	Nil	*Certificate II in Health Services Assistance leads into the Cert III in Health Services Assistance*
Certificate III Information Technology	VET	Nil	*Certificate II Applied Digital Technology can be chosen in Year 10*

Certificate III Music	VET	Audition	
Agricultural Practices	Applied	Nil	*Agricultural Practices cannot be studied with Cert II Rural Operations*
Business Studies	Applied	Nil	*Business Studies cannot be studied with Cert II Workplace Skills*
Dance in Practice	Applied	Nil	
Drama in Practice	Applied	Nil	
Early Childhood Studies	Applied	Nil	
Essential English	Applied	Nil	
Engineering Skills	Applied	Nil	*Engineering Skills cannot be studied with Cert II Engineering*
Furnishing Skills	Applied	Nil	
Hospitality Practices	Applied	Nil	
Industrial Graphic Skills	Applied	Nil	
Industrial Technology Skills	Applied	Nil	
Information and Communication Technology	Applied	Nil	*ICT cannot be studied with Cert II Applied Digital Technologies*
Essential Mathematics	Applied	Nil	*Essential Mathematics cannot be studied with Specialist Mathematics*
Music in Practice	Applied	Nil	
Science in Practice	Applied	Nil	
Sport and Recreation	Applied	Nil	
Tourism	Applied	Nil	
Visual Arts in Practice	Applied	Nil	
Short Course in Literacy	VET	Nil	*Certificate II Functional Literacy*
Short Course in Numeracy	VET	Nil	*Certificate II in Skills for Work and Vocational Pathways and Certificate I Workplace Skills*
Certificate II in Applied Digital Technologies	VET	Nil	
QCIA	Applied	Nil	*Alternative to QCAA*

English

COURSE CONTENT	
UNIT 1 - Making Waves: Protest Poetry	**ASSESSMENT**
Students kick off the year with a powerful exploration of protest poetry from around the world and throughout history. They dive deep into compelling themes like war, racism, and equality, and see how words have fuelled movements and sparked change. Students then choose a poem that speaks to them and they let their creativity soar and transform it into an engaging narrative. This is more than just a narrative unit; it's a chance for students to amplify voices, challenge perspectives, and craft stories that resonate.	Narrative – Assignment Short Response Exam
UNIT 2 - A Novel Idea – The Hate U Give	**ASSESSMENT**
In this unit, students engage in a thematic novel study of Angie Thomas' acclaimed text The Hate U Give. Through this unit, students explore how Thomas constructs representations of key themes such as racism, police brutality, and family. Delving deep into the narrative and its characters, students examine the complex social issues depicted in the novel and reflect on their relevance in today's world. As a culmination of their study, students create insightful online opinion articles to articulate their understandings and perspectives.	Online Opinion Article - Assignment
UNIT 3 - Keeping up with the Capulets	**ASSESSMENT**
Is Shakespeare still relevant today? Students will delve into this question by comparing the original text of "Romeo and Juliet" with various film adaptations. They'll also experience a live performance by Shake N Stir. Drawing from these experiences, students will create their own podcast episode transcript, discussing whether modern interpretations effectively bring Shakespeare's work to life for contemporary audiences.	Podcast – Assignment (spoken, or written)
UNIT 4 - Provoking Change	**ASSESSMENT**
Did you know that the average person spends up to 34 years of their life looking at a screen? In this unit, students will watch the Netflix documentary "The Social Dilemma." Afterwards, they will craft and deliver a persuasive speech expressing their perspective on an aspect of technology, whether highlighting its benefits or drawbacks.	Persuasive Speech – Assignment

CAREER PATHWAYS

Mathematics

COURSE DURATION	One Year
COURSE REQUIREMENTS	Students require an approved scientific calculator in this subject.

COURSE CONTENT

UNIT 1 – Getting down with data	**ASSESSMENT**
Students use an understanding of probability and statistical techniques to describe datasets and investigate the relationship between real-world variables. Students also learn how to evaluate statistical reports and critically analyse statistical reports for bias and other issues.	Assignment
UNIT 2 – Thinking linearly	**ASSESSMENT**
Students will investigate simple and compound interest and apply their knowledge of these concepts to real-life situations such as investments and depreciation. Students will also develop their foundational algebra skills, such as substituting into formulas, solving linear equation and inequalities, and performing the four basic operations on algebraic fractions. Students will see how these algebra skills apply in everyday situations.	Exam
UNIT 3 – Thinking relationally	**ASSESSMENT**
Students will use the knowledge developed in Unit 2 to investigate the connections between equations and graphs. They will learn about the relationships between parallel and perpendicular lines, and how to solve simultaneous equations in real-life situations. They will learn about the equations for quadratics and circles and how these functions can be transformed and solved to model real-life situations. Students then use this knowledge to design an image that meets certain requirements.	Assignment Exam
UNIT 4 – Shaping up nicely	**ASSESSMENT**
Students will develop and use deductive reasoning skills to investigate the geometric properties of shapes and solids. They develop and apply rules to find the surface area and volume of irregular solids and use trigonometry to investigate triangles. Students apply their learning of geometry and trigonometry to real world problems involving navigation, construction, and physics.	Exam

CAREER PATHWAYS

Learning Mathematics creates opportunities for and enriches the lives of all Australians. Studying Mathematics ensures that students are confident, creative users and communicators of mathematics who can investigate, represent, and interpret situations in their personal and work lives and as active citizens. Exciting careers involving mathematics include:

Trade and construction; Software engineering; Data analyst/statistician; Government/public service; Academic/mathematician; Accounting/auditing; Mathematics teacher; Economist; Physicist/scientist; Banking and finance

Mathematics Extension

COURSE DURATION	One Year	PREREQUISITE SUBJECTS	Year 9 Mathematics – B Min

COURSE REQUIREMENTS

Students require an approved scientific calculator in this subject.

This option covers all the content from Year 10 Mathematics but explores subject matter in more detail and also draws on content from the 10A curriculum.

COURSE CONTENT

UNIT 1 – Getting down with data	ASSESSMENT
Students use an understanding of probability and statistical techniques to describe datasets and investigate the relationship between real-world variables. Students also learn how to evaluate statistical reports and critically analyse statistical reports for bias and other issues.	Assignment
UNIT 2 – Thinking linearly	**ASSESSMENT**
Students will investigate simple and compound interest and apply their knowledge of these concepts to real-life situations such as investments and depreciation. Students will also develop their foundational algebra skills, such as substituting into formulas, solving linear equation and inequalities, and performing the four basic operations on algebraic fractions. Students will see how these algebra skills apply in everyday situations.	Exam
UNIT 3 – Thinking relationally	**ASSESSMENT**
Students will use the knowledge developed in Unit 2 to investigate the connections between equations and graphs. They will learn about the relationships between parallel and perpendicular lines, and how to solve simultaneous equations in real-life situations. They will learn about the equations for quadratics, circles and other relations, and how these functions can be transformed and solved to model real-life situations. Students then use this knowledge to design an image that meets certain requirements.	Assignment Exam
UNIT 4 – Shaping up nicely	**ASSESSMENT**
Students will develop and use deductive reasoning skills to investigate the geometric properties of shapes and solids. They develop and apply rules to find the surface area and volume of irregular solids and use trigonometry to investigate triangles. Students apply their learning of geometry and trigonometry to real world problems involving navigation, construction, and physics.	Exam

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Learning Mathematics creates opportunities for and enriches the lives of all Australians. Studying Mathematics ensures that students are confident, creative users and communicators of mathematics who can investigate, represent, and interpret situations in their personal and work lives and as active citizens. Exciting careers involving mathematics include:

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Introduction to Biology & Psychology

COURSE DURATION	One Year

COURSE REQUIREMENTS

This subject is a pre-requisite for Year 11 Biology and Psychology.

Participation in the SCHOOL FEES provides students access to microscopes, Science Text (to be advised) and materials for classroom activities and photocopied class notes

- Glassware – beakers, test-tubes, stirring rods, measuring cylinders, watch glasses
- Bunsen burners, tripods, test racks, metal stands and clamps, spatulas, scalpels
- Electrical equipment – power packs, wiring, light boxes, probes, dissecting boards, tweezers
- Chemicals – copper sulphate, calcium carbonate, marble chips, hydrochloric acid, vinegar
- Metals – aluminium, copper, iron
- Geology materials – rock samples (igneous, metamorphic, sedimentary)

Safety equipment – aprons and safety goggles

COURSE CONTENT

UNIT 1 – Biology 1	ASSESSMENT
Students explore the ways biology is used to describe and explain how the structure and function of cells and their components are related to the need to exchange matter and energy with their immediate environment. Students investigate the structure and function of cells and multicellular organisms. They examine the structure and function of plant and animal systems at cell and tissue levels in order to analyse how they facilitate the efficient provision or removal of materials.	Data Test
UNIT 2 – Biology 2	**ASSESSMENT**
Students explore the ways biology is used to describe and explain the responses of homeostatic mechanisms to stimuli and the human immune system. Students develop scientific skills and conceptual understanding in homeostasis, the immune system and the relationships between global, community and individual immunity. They examine geographical and population data to analyse strategies that may have personal and communal consequences.	Student Experiment
UNIT 3 - Psychology 1	**ASSESSMENT**
In this unit students explore the scientific method as the process for producing contemporary research in psychology. An understanding of the original philosophical debates to inform psychology. Students investigate the structure and function of the human brain and how this affects individual development and behaviour. They examine factors within cognitive development, and explore changes that occur over the lifespan. Lastly, they explore different forms of consciousness and theories for the function of sleep.	Research Investigation
UNIT 4 - Psychology 2	**ASSESSMENT**
Students explore the ways Psychology explains the development of individual behaviour. An understanding of theories of intelligence is essential to appreciate the role of nature and nurture in the development of self. They develop scientific skills and conceptual understanding of the role that emotion plays in regulating and directing behaviour, and motivation in directing action.	Exam

CAREER PATHWAYS

A course of study in Biology and Psychology can establish a basis for further education and employment in the fields of science, medicine, psychology and technology.

Physics & Chemistry

COURSE DURATION	One Year	**INCOMPATIBLE SUBJECTS**	10 Science in Practice
PREREQUISITE SUBJECTS	B in Science, Math & English	**DEPENDENT SUBJECTS**	Core or Extension Maths

COURSE REQUIREMENTS

This subject is a pre-requisite for Year 11 Chemistry and Physics. Participation in the SRS provide students access to microscopes, Science Text (to be advised) and materials for classroom activities and photocopied class notes. Other resources include:

- Glassware – beakers, test-tubes, stirring rods, measuring cylinders, watch glasses, burettes, Bunsen burners, tripods, test racks, metal stands and clamps, spatulas, scalpels
- Electrical equipment – power packs, wiring, light boxes, probes, dissecting boards, tweezers
- Chemicals – copper sulphate, calcium carbonate, marble chips, hydrochloric acid, vinegar
- Metals – aluminium, copper, iron
- Safety equipment – aprons and safety goggles

COURSE CONTENT

UNIT 1 – Chemistry 1	SUMMATIVE ASSESSMENT
This unit develops core chemistry skills including measurement, uncertainty calculations, and the use of senior cognitive verbs. Students explore atomic structure and periodic table trends, focusing on properties such as atomic and ionic radii. They apply this understanding to chemical bonding and reactions, learning to write formulas, balance equations, and classify reaction types.	Exam
UNIT 2 – Physics 1	**SUMMATIVE ASSESSMENT**
In this unit, students strengthen their referencing and research skills while learning how to plan and modify practical investigations for a student experiment. They explore Newton's three laws of motion and apply them to analyse linear motion in real-world contexts. Throughout the unit, students use senior cognitive verbs such as *design*, *interpret*, and *evaluate* to demonstrate scientific reasoning and communicate findings effectively.	Student Experiment
UNIT 3 – Physics 2	**SUMMATIVE ASSESSMENT**
In this unit, students develop skills in referencing, researching, scientific writing, and data analysis by engaging with published scientific journals. They explore key concepts in space and global systems, including stars, the Big Bang Theory, biogeochemical cycles, and climate change patterns. Senior cognitive verbs such as *analyse*, *interpret*, and *evaluate* are used to critically examine scientific evidence and communicate understanding.	Research Investigation
UNIT 4 - Chemistry 2	**SUMMATIVE ASSESSMENT**
In this unit, students refine their analytical measurement and laboratory preparation skills while applying senior cognitive verbs such as *calculate*, *determine*, and *justify*. They explore the mole concept, including molar mass, conversions, concentrations, dilutions, and titration techniques. These skills are extended through stoichiometric calculations involving limiting and excess reagents, various states of matter, and the application of fundamental chemical laws.	Exam

CAREER PATHWAYS

Studying Year 10 Introduction to Chemistry and Physics lays the foundation for a wide range of future career pathways in science, engineering, medicine, and technology. This course can lead to opportunities in fields such as forensic, environmental, or polymer chemistry; medical, nuclear, or astrophysics; and various branches of

engineering including chemical, mechanical, and electrical. It also supports careers in medical research, pharmaceuticals, biotechnology, environmental management, mining, agriculture, and even roles in communications, product development, and defence industries.

Science in Practice

INCOMPATIBLE SUBJECTS	10IBP & 10 IPC	PREREQUISITES	C - 10MAT & C - 10 ENG	COURSE DURATION	One Year

COURSE REQUIREMENTS

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. It is a practical subject with experiments and hands-on investigations. These activities engage students as well as develop a deeper understanding of the nature of science and problem- solving skills. Participation in the SRS provide students access scientific equipment and materials for classroom activities and photocopied class notes.

UNIT 1 – TRANSPORT	ASSESSMENT
Students apply Newton's laws to predict motion of stopping distance in cars. They will plan and conduct an experiment to investigate: how does the road surface affect the stopping distance of a car? Students will present and analyse their findings in a scientific report.	Investigation
UNIT 2 – CHEMISTRY OF PHOTOGRAPHY	**ASSESSMENT**
Students study rates of reaction and the effect of changing reactant and reaction conditions. They capture and produce black and white photographs to display in a collection of work. Students evaluate each photograph and propose recommendations for future productions. Finally, they argue whether a knowledge of science will make them a better photographer.	Project
UNIT 3 – SIMPLE MACHINES	**SUMMATIVE ASSESSMENT**
Students apply scientific knowledge of simple machines to design and refine a catapult. They will plan and conduct an experiment to investigate: how does the catapult arm length effect the projectile distance? Students will present and analyse their findings in a scientific report.	Investigation
UNIT 4 – NATURAL SELECTION	**SUMMATIVE ASSESSMENT**
Students explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection. They will construct a timeline which shows the development of the Modern Theory of Evolution. Students present their research in a PowerPoint presentation.	Project

CAREER PATHWAYS

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g.- Animal Welfare, Food Technology, Forensics, Health and Medicine, Pharmaceutical Industry, Recreation and Tourism, Research, The Resources Sector

Dance

COURSE CONTENT

UNIT 1 – In the Spotlight	ASSESSMENT
In this unit, students will explore the history of Dance in films through practical and theory activities. Students will have the opportunity to learn short Jazz and Hip-Hop routines from various Dance films while learning about and developing dance concepts and skills.	Performance
UNIT 2 – Pioneering Spirits	**ASSESSMENT**
In this unit, students will explore the history of Ballet and Contemporary Dance through practical and theoretical activities. Students will have the opportunity to learn repertoire from Ballet and Contemporary works and analyse the use of dance concepts and skills.	Analytical Essay
UNIT 3 – Cultural Connections	**ASSESSMENT**
In this unit, students will learn to appreciate Traditional Dance from a variety of different cultures through practical and theory processes. Students will then view examples of how Traditional Dance can be fused with various Dance styles (including Hip-Hop, Jazz and Contemporary) to create dance work. Students will then select a culture to fuse with a genre of Dance explored in class and create 1 minute of choreography each.	Choreography
UNIT 4 – New Moves	**ASSESSMENT**
In this unit, students will explore Post Modern/ Contemporary Dance and have the opportunity to learn different methods of choreography. Students will have the opportunity to engage in practical workshops and develop technical and expressive skills through practical performance.	Performance

CAREER PATHWAYS

Studying dance develops creativity, teamwork, confidence, critical thinking, self-discipline, physical health and the ability to work collaboratively—all beneficial in any 21st century career path and quality of life. Studying Dance can lead to and benefit careers in fields such as:

- arts administration and management, e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, tour manager, venue manager, events and festivals manager/producer, arts and cultural advisor/administrator
- communication, e.g. writer, communication strategist, arts editor, blogger/vlogger
- creative industries, e.g. professional performer, choreographer, independent artist and practitioner, artistic director, costume designer, dance technologist, dance videographer, producer, rehearsal director, theatre technician, stage manager
- education, e.g. educator in schools, private studios, universities and professional dance company education programs
- public relations, e.g. campaign manager, publicist, creative director
- research, e.g. dance researcher and academic, dance journalist/critic
- Science and technology, e.g. dance health professional with further specialised training in areas of medicine, health, therapy.

Drama

COURSE CONTENT

UNIT 1 - Through the Lens	ASSESSMENT
This unit is based around the dramatic form of realism, focusing on the medium of film, widely popular with audiences and actors alike. Students will participate in workshops based on the acting techniques for realism that were made famous through the director and founder of 'The Method', Constantin Stanislavski. Students will gain an understanding of these techniques and will perform a short excerpt of a realism text for a film performance in pairs or a small group.	Performance (screen acting)
UNIT 2 - A Barrel of Laughs	**ASSESSMENT**
This unit allows students to hone their improvisational skills by embarking on a journey to find their 'inner clown'. Students will polish their work to create clowning and/or Commedia Del Arte performances for an audience. The journey will be shaped by a workshop approach to the unit that builds on status, focus and physical skills through the study of Commedia Del Arte, slapstick humour and traditional clowning techniques. The assessment for this unit will culminate in a live Clowning production to be performed in front of an audience of young children.	Responding - Exam Forming and Performing (clowning routine)
UNIT 3 - The Director's Cut	**ASSESSMENT**
Students will study the play 'Juice', by Stephen Davis and engage in an in-depth analysis of the script to explore the many teen issues relevant to a year 10 audience. Students will consider the role of the director in the theatre as they prepare to direct a short excerpt from the script. Each director will run a practical workshop with their peers, culminating in the performance of the selected scene. These performances will become the basis of an analytical essay.	Forming – Director's Workshop Responding – Analytical Essay

CAREER PATHWAYS

- arts administration and management, e.g., artist manager, arts administrator, booking agent, copyright/royalties' manager, tour manager, venue manager, events and festivals manager/producer, arts and cultural advisor/administrator
- communication, e.g., writer, communication strategist, arts editor, blogger/vlogger
- creative industries, e.g., professional performer, actor, director, dramaturge, independent artist, artistic director, costume designer, producer, rehearsal director, theatre technician, stage manager, dialect coach, radio presenter
- education, e.g., educator in schools, corporate, private studios, community, and drama company education programs
- public relations, e.g., campaign manager, publicist, creative director
- research, e.g., researcher and academic, journalist/critic
- Science and technology, e.g., drama health professional with further specialised training in areas of medicine, health, therapy.

Music

COURSE DURATION	One Year

COURSE REQUIREMENTS

In Year 10 Music, students will have the opportunity to sing, play instruments, listen, improvise and compose, by experimenting with the music elements to express ideas through sound. It is recommended that students have basic skills on an instrument and a genuine interest in music. Experience in studying Years 7-9 Music is beneficial.

COURSE CONTENT

Studying music will help students gain the confidence to be creative, innovative, thoughtful, skillful and informed musicians. Students will build skills to compose, perform, improvise, respond and listen, and will gain knowledge and respect for music and music practices across global communities, cultures and musical traditions. Studying Music can sharpen memory, teach discipline, allow for creativity, and fosters teamwork and collaboration. Students who study music will develop problem solving skills, time management skills and communication skills.

Music involves singing, playing instruments, listening, moving, improvising and composing by manipulating the music elements to express ideas through sound. This subject has been designed for students to specialise in the areas of playing and singing, learning to write their own music using computer software, listening to and analysing a variety of styles of music. Theory and practical aspects of the course are integrated together.

UNIT 1 - Music with a Voice (Terms 1-2)	ASSESSMENT
This unit looks at how music communicates messages, emotions and images through the manipulation of music elements. Students will explore the way music has been used throughout history to build awareness around community issues and its ability to evoke emotions within the listener. Over the semester, students will study a range of musical styles including Protest Music and Blues and Jazz.	Responding Making: Composing
UNIT 2 - Discover the Classics (Terms 3-4)	**ASSESSMENT**
Music is always evolving. This unit will explore the repertoire of key composers from the Baroque era through to today. The first half of the unit will focus on the various music eras, while the second half of the unit focuses on the development of music technology and electronic music.	Making: Performing Project: Responding and Composing/Performing

CAREER PATHWAYS

Copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager

- communication, e.g. music copyist, music editor, music librarian, print music manager, sound archivist
- education, e.g. arts educator, instrumental teacher, studio teacher, university music academic
- creative industries, e.g. backing musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, repetiteur, stage manager
- public relations, e.g. creative director, music lawyer, music merchandiser
- Science and technology, e.g. music therapist, music video director, new media artist, producer, programmer, sound designer.

Visual Arts

COURSE DURATION	One Year

COURSE CONTENT

UNIT 1 – Ancient Echoes	ASSESSMENT
Throughout this unit, you will study the classical forms, techniques and narratives of ancient Greek pottery. You will continue to develop your knowledge of clay, by learning new techniques and glazing processes, to create coil vessels, inspired by classical Greek forms and decorated with reinterpreted and contemporary narratives.	Making - 3D Clay pot
UNIT 2 – Me, Myself and I	**ASSESSMENT**
In this unit, you will investigate the principles of Design and the Still Life genre, as inspiration for a Still Life Painting. You will apply learned knowledge to select, compose and photograph a range of symbolic objects, as stimulus for a still-life painting, which communicates an idea about your identity.	Making – still life portrait painting
UNIT 3 – Prints of Impact	**ASSESSMENT**
This unit will encourage you to consider art as a tool for social activism. You will study public art, symbolism and the expressive qualities of German expressionism, as inspiration for a suit of Lino prints that comment on local, national or global issues.	Making – suit of lino prints Responding – artist statement/evaluative short response
UNIT 4 - Earth and Land	**ASSESSMENT**
In this unit, you will undertake a series of experimental workshops, in order to build a portfolio of work. You will apply this knowledge in a self-led investigation that focuses on Australian natural landscape and geology. You will use precious stones and tactile interaction to investigate representations of the natural world.	Mixed media artist book

CAREER PATHWAYS

- advertising, e.g. art director, brand specialist, content marketer, photographer, graphic artist
- arts administration and management, e.g. art project manager, agent, events and festivals manager
- communication, e.g. writer, journalist, sign writer, art editor, blogger/vlogger, web content producer
- creative industries, e.g. visual artist, illustrator, photographer, screenwriter
- design, e.g. architect, fashion designer, environmental designer, graphic designer, industrial designer, interior designer
- education, e.g. specialist classroom teacher, lecturer, private teacher
- galleries and museums, e.g. curator, registrar, exhibition designer, director, public programs officer, conservator
- film and television, e.g. animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer
- public relations, e.g. campaign manager, publicist, creative director
- science and technology, e.g. visual translator, medical illustrator, computer game developer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeller, forensic photographer.

Health and Physical Education

COURSE DURATION	One Year

COUSRSE REQUIREMENTS

Year 10 Health & Physical Education requires enthusiastic students who are willing to explore a range of physical activities including volleyball, orienteering, yoga, touch football, and badminton. Students will be assessed on a range of written and practical tasks.

COURSE CONTENT

UNIT 1 - Alcohol & Other Drugs	ASSESSMENT
Throughout this unit, students will develop an understanding of the different types of drugs and the effects on the body. Students will analyse the impact of attitudes and beliefs on risk-taking behaviours and the impact drugs can have on individuals, families and communities.	Combination Response Exam
UNIT 2 - Health Benefits of Physical Activity/Challenge & Adventure Activities	**ASSESSMENT**
Throughout this unit, students will analyse the influence and impact regular physical activity participation has on individual and community health and wellbeing. The content supports students to develop knowledge, understanding and skills to make active choices and to explore the range of influences on physical activity participation and choices.	Presentation – Health Campaign
UNIT 3 - Mental Health & Wellbeing / Rhythmic & Expressive Activities	**ASSESSMENT**
Throughout this unit, students will explore how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content supports students to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.	Project Folio
UNIT 4 - Food & Nutrition/Lifelong Physical Activity	**ASSESSMENT**
Throughout this unit, students will investigate the role of food and nutrition in enhancing health and wellbeing. The content supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices.	Exam – Response to Stimulus

CAREER PATHWAYS

Health & Physical Education can provide students with opportunities in the following pathways:

Physical Education Teacher (Primary/Secondary); Personal Trainer/Fitness Instructor; Nurse; Dietitian; Therapist; Sports Management; Exercise Therapist; Occupational.

Business in Technology

COURSE DURATION	One Year	POTENTIAL QCE POINTS	2

COURSE REQUIREMENTS

Students need to have access to a laptop and internet.

COURSE CONTENT

SEMESTER 1 - Certificate I in Workplace Skills		ASSESSMENT
This qualification provides a range of introductory skills and knowledge to provide individuals with an understanding of the business environment.		
BSBOPS101	Use business resources	Core
BSBPEF101	Plan and prepare for work readiness	Core
BSBOPS201	Work effectively in business environments	Elective
FSKDIG002	Use digital technology for routine and simple workplace tasks	Elective
FSKOCM006	Use oral communication skills to participate in workplace teams	Elective
BSBPEF202	Plan and apply time management	Elective

SEMESTER 2 - Shark Tank / Living the Dream	ASSESSMENT
Think creatively and develop solutions to real-world problems, while prototyping your ideas and pitching and presenting your business idea. You will be equipped with the skills, knowledge, understanding and personal capabilities to participate and successfully compete in a fast-paced global society, the students of today can build their own futures for tomorrow. This unit will examine different economic indicators and how the government intervenes to improve economic performance and living standards.	Project (multimodal assignment)

CAREER PATHWAYS

Jobs and careers in business are found everywhere. Examples include:

Word processing operator; Receptionist; Manager; Bookkeeper; Secretary; Journalist; Law Clerk; Real Estate Salesperson; Accountant; Sports Administrator

TRAINING PROVIDER | CABOOLTURE STATE HIGH SCHOOL NATIONAL PROVIDER NUMBER 7061

Certificate II in Applied Digital Technologies

PRE-REQUISITE SUBJECTS	'C' LEVEL IN YEAR 9 ENGLISH	POTENTIAL QCE POINTS	4
COURSE DURATION	Two Years		

COURSE REQUIREMENTS

This program is delivered by Caboolture State High School, through class-based tasks that will simulate a workplace environment. A range of teaching/learning strategies will be used to deliver the competencies. Students must have a USI (Unique Student Identifier) number.

COURSE CONTENT

A Certificate II in Applied Digital Technologies is a basic qualification that introduces people to essential skills in various applied technology areas. It covers basic technical skills, safety practices, and industry-specific knowledge. The program focuses on hands-on training and developing problem-solving and communication skills, preparing individuals for entry-level positions or further studies in applied technology fields.

BSBTEC202	Use digital technologies to communicate in a work environment	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBWHS211	Contribute to the health and safety of self and others	Core
ICTICT213	Use computer operating systems and hardware	Core
ICTICT214	Operate application software packages	Core
ICTICT215	Operate digital media technology packages	Core
ICTSAS212	Record the requirements of client support requests	Elective
BSBTEC101	Operate digital devices	Elective
BSBTEC203	Research using the internet	Elective
ICTICT216	Design and create basic organisational documents	Elective
ICTICT224	Integrated commercial computing packages	Elective
BSBTEC303	Create electronic presentations	Elective

ASSESSMENTS

Assessment will be competency-based where students must demonstrate competency in all the stated performance criteria. This may be through demonstrations and observations, practical or written tests, simulations, work-based projects, or assignments. Student profiles are maintained to record the competency levels achieved by the students for each of the self-paced units studied.

CAREER PATHWAYS

This qualification will give employers a degree of confidence in an individual's abilities in the workplace. It could lead to employment in basic personal computer (PC) support, basic network/system administration, first level help desk roles, ICT retailing or vendor

product support. Possible job titles include help desk officer, help desk assistant, ICT operations support, ICT user support, PC support, and technical support.

Introduction to Agricultural Practices

COURSE DURATION	One Year	POTENTIAL QCE POINTS CONTRIBUTES TO ATAR	2 Yes

COURSE REQUIREMENTS

The program will be delivered by Caboolture State High School, through class-based tasks that will simulate a workplace environment. A range of teaching and learning strategies will be used to deliver the competencies. Students must have a USI (Unique Student Identifier).

COURSE CONTENT

UNIT 1 – Lamb Feedlotting	ASSESSMENT
Sheep Production is explored through the feedlot trial of lambs to examine the growth and development for a specified market. Practically students will undertake the feeding, cleaning and weighing of animals throughout the trial.	Collection of Work via QLearn
UNIT 2 – Certificate 1 Agriculture	**ASSESSMENT**
AHC10222 Certificate 1 Agriculture competency booklets are self-paced completion under the guidance of the teacher. The practical performance components are focused on general farm production tasks and activities such as the feeding and care of livestock and plants. Competency - AHCWHS102 Work Safely (C); AHCWRK102 Maintain the Workplace (C); AHCCHM101 Follow Basic Chemical Safety Rules (E)	Competency Booklets via QLearn
UNIT 3 – Certificate 1 Agriculture	**ASSESSMENT**
AHC10222 Certificate 1 Agriculture competency booklets are self-paced completion under the guidance of the teacher. The practical performance components are focused on general farm production tasks and activities such as the feeding and care of livestock and plants. Competency - AHCLSK101 Support Extensive Livestock Work (E); AHCPGD102 Support Gardening Work (E); AHCNSY102 Support Nursery Work (E)	Competency Booklets via QLearn
UNIT 4 – Cows Create Careers	**ASSESSMENT**
Dairy Cow Production is explored through the feeding and care of young dairy calves throughout the term production. Students will gain an understanding of the requirements for care of animals and the factors that affect growth and development of the animals.	Project via QLearn

ASSESSMENT

In Year 10, students complete six competencies to achieve the AHC10216 Certificate I Agriculture. Each project is designed around core knowledge and skills in theory and practical applications. Competencies are teacher guided for self-paced completion by students. Students will also complete two assessment items similar in structure to what would be experienced in Senior Agricultural Practices. These assessment items include a Collection of Work and a Project.

Term 1	Terms 2 & 3	Term 4
Collection of Work – Recording the care and feeding of lambs to be able to judge their carcass attributes.	VET certificate competencies – Competency work booklets and practical activities to achieve a AHC10216 Certificate 1 Agriculture.	Project – Recording the care and feeding of dairy calves as well as deciding the best way to care for the welfare and housing of the calves.

CAREER PATHWAYS

There are a range of jobs related to plant and animal industries within the southeast Queensland region – including vegetables and fruit production as well as animal industries including cattle, poultry, and aquaculture. Agricultural careers have a huge array of authentic STEM (Science, Technology, Engineering and Mathematics) opportunities. The future of agricultural production is centred around technology adoption and innovation. Problem solving and creative thinking skills: observing farm situations using problem solving skills to find solutions to challenges

21ST CENTURY SKILLS in the management of daily farm tasks. PEOPLE SKILLS: teamwork and organisational skills to work safely in a farm situation. COMMUNICATION AND ICT SKILLS: using communication and the latest ICT skills to manage real farm production tasks.

Geography

COURSE DURATION	One Year

COURSE REQUIREMENTS

Students are required to complete an excursion that is linked to their assessment - Excursion – Mt. Coolum and Mary Cairncross Scenic Reserve

COURSE CONTENT

UNIT 1	ASSESSMENT
In Year 10 Geography, prepare for a trip of a lifetime as you create your own personal bucket list while exploring some of the world's most beautiful and unique tourist hotspots. But beware, not everything is as it seems. Investigate whether some places are being destroyed by the very visitors who love them and explore if we are loving parts of our world to death. Dive into the good, the bad, and the ugly sides of tourism, uncovering its impact on our planet.	Informative Report
UNIT 2	**ASSESSMENT**
Get ready to take a stand and advocate for those who cannot protect themselves. Delve into the shadows of the illegal wildlife trade and animal poaching in this immersive exploration. As a member of the World Wildlife Fund (WWF) with a fictional 5-million-dollar donation at your disposal, you'll prepare to make a compelling case for action. Get set to use your voice and resources to make a significant impact in the fight to save endangered species and protect our planet's biodiversity.	Portfolio of Practical Experiences
UNIT 3	**SUMMATIVE ASSESSMENT**
Prepare to become real geographers in the field as we tackle the Mt. Coolum Summit and Mary Cairncross Scenic Reserve. Explore the real-life challenges these areas face, from environmental threats to conservation issues. Students will analyse these problems and propose their own plans to protect and preserve these amazing local wonders. This hands-on experience will deepen your understanding of geography and environmental stewardship.	Informative Report
UNIT 4	**SUMMATIVE ASSESSMENT**
It's time to view the world through a different lens. Child marriages, witch burnings, and slave labour —these harsh realities are everyday experiences for some children worldwide. Prepare to take a stand against human rights violations and explore why Australia is often referred to as the "lucky country." Gain insight into global inequalities and empower yourself to advocate for justice and equality for all.	Written Exam

CAREER PATHWAYS

Urban and Regional Planner | Primary/Secondary Teacher | Architect | Environmental Scientist/Manager | Welfare Officer | Meteorologist/Climate Scientist | Town Planner | International Aid Worker | Emergency Response Coordinator | Environmental Engineer | Environmental Lawyer |Foreign Diplomat | Realtor | Community Health Officer | Agricultural Scientist

History

COURSE DURATION	One Year

COURSE CONTENT

UNIT 1 - Burning Down Democracy	ASSESSMENT
Dictatorships rise when democracy falls. Dive into the complex series of events that paved the way for the ascent of one of history's most notorious dictators – Adolf Hitler. Investigate the socio-political landscape of post-World War I Germany, examining economic hardships, political instability, and the aftermath of the Treaty of Versailles. Understand how these factors contributed to Hitler's rise to power, his totalitarian regime, and the devastating impact on Germany and the world.	Inquiry Task – Interactive Timeline
UNIT 2 - Cult of Personality: Rage Against the Romans	**ASSESSMENT**
Discover the remarkable story of leadership in the face of adversity as Celtic Queen Boudicca defiantly stands against Roman invaders. In this exploration, delve into Boudicca's her fierce determination to defend Celtic lands from imperial conquest. Uncover the enduring legacy of her rebellion against the Roman Empire, showcasing a pivotal moment of resistance and empowerment in ancient history.	Inquiry Task – Essay
UNIT 3 - Man of Steel: Stalin's Dictatorship	**ASSESSMENT**
Explore the profound resilience of a people confronted with unimaginable brutality in a study of Stalin's dictatorship. Investigate the consequences when progress and authority exact a devastating toll on human life and dignity.	Inquiry Task – Responding to Sources
UNIT 4 - To the Victors go the Spoils	**ASSESSMENT**
Delve into the intricate histories shaped by conquerors and empires where the victors sculpt the narrative. Explore the ascents and declines of war-driven civilizations such as the Greeks and Mongols. Investigate how these conflicts reshaped global landscapes, influencing political structures, cultural exchanges, and technological advancements.	Short Response Exam

CAREER PATHWAYS

Justice Studies

COURSE DURATION	One Year

COURSE CONTENT

UNIT 1 – Let's Party	ASSESSMENT
In the exciting first unit of Year 10 Justice Studies, students will unravel the dynamic forces that shape political choices—think media spins, economic factors, and deeply held beliefs. They'll dissect the strengths and pitfalls of current political landscapes through lively debates and real-world examples. To cap it off, students will team up to invent a cutting-edge political party, crafting bold policies to shake up the status quo and champion fairness, transparency, and inclusivity in governance.	Investigation Inquiry Report
UNIT 2 – Criminal Minds	**ASSESSMENT**
Dive into the foundational elements, distinctive features, and intricate processes of Australia's criminal justice system in this compelling introduction. Explore the inner workings of law enforcement, courts, and corrections through engaging discussions and hands-on activities. Gain insights into the challenges and innovations shaping modern approaches to justice, preparing to navigate its complexities with a critical eye and a passion for reform.	Investigative Inquiry Report
UNIT 3 – Show me the money	**ASSESSMENT**
Embark on an exploration of individuals' rights and responsibilities in navigating civil issues, delving into the pivotal role of the law in shaping outcomes. Investigate real-life scenarios and case studies to understand how legal principles and procedures influence decisions in civil disputes. Through critical analysis and interactive simulations, gain a deeper appreciation for the complexities of civil law and its impact on resolving conflicts and upholding justice.	Investigation - Argumentative essay- Response to Stimulus
UNIT 4 – Stand up for your rights	**ASSESSMENT**
Empower yourself with the knowledge of your rights and discover the impactful ways to defend them. Take a proactive stance against human rights abuses and play a crucial role in preventing injustices within Australia. Dive into the dynamic world of legal advocacy and explore effective strategies to uphold fairness, equality, and justice for all.	Examination - Extended Response to Stimulus

CAREER PATHWAYS

Justice Studies can lead to careers with great job opportunities including:

Foreign Aid Worker; Human Resources; Human Rights Advocate; Forensics Journalism; Defence Force; Paralegal; Customs; Police Force; Barrister/Solicitor; Psychology; Court Personnel; Real Estate Agent; Legal Secretary; Politician; Social Worker

SIT10222 Certificate I in Hospitality

COURSE DURATION	One Year	POTENTIAL QCE POINTS	2

COURSE INFORMATION

- This course is delivered by Caboolture State High School RTO number 7061.
- The program will be delivered through class-based tasks that will simulate a workplace environment.
- A range of teaching/learning strategies will be used to deliver the competencies.
- Students must have a USI number.

COURSE CONTENT

SIT10222 Certificate I in Hospitality allows the student a broad exposure to Front of House and Back of House working knowledge and practical skills suited to local and regional hospitality industry requirements. Students complete core competencies to be able to work safely in a kitchen and to event plan. Industry expects that upon completion of certificate competencies students can carry out routine tasks under general supervision. Student will undertake practical cooking between Week 2 – Week 8.

SITXWHS005	Participate in safe work practices	Core
BSBTWK201	Work effectively with others	Core
SITXCCS009	Provide customer information and assistance	Core
SITXFSA005	Use hygienic practices for food safety	Elective
BSBCMM211	Apply communication skills	Elective
SITXCOM006	Source and present information	Elective

ASSESSMENTS

In Year 10, students complete 6 competencies arranged into 2 projects. Each project is designed around core knowledge and skills in theory and practical applications. Competencies are teacher guided for self-paced completion. Discussion of competency-based assessment may require resubmission to show competence.

SENIOR PATHWAY

Hospitality Practices

CAREER PATHWAYS

There are a wide range of jobs related to Hospitality industries within the southeast Queensland region – including bar useful, food runner, glass runner, housekeeping assistant, kitchen steward, kitchen useful to name just a few. Hospitality careers have a huge a ray of authentic STEAM (Science, Technology, Engineering, Art and Mathematics) opportunities. The future of hospitality is ever growing and adapting to industry needs and wants with many exciting prospects.

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

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