Moranbah State High School

2026
Year 9 into 10 Subject Selection Handbook

Tomorrow's Future Today

A Message from the Principal – Mrs Anna Osborn

Dear Parents and Students,

Moranbah State High School is committed to assisting you and your child in making informed decisions about their subject selections and starting the conversation about their career pathways. The information provided in this subject information booklet will assist you in the subject selection process for your student.

In Year 9, students will be taking their first steps towards preparing themselves for their senior pathway. The elective subjects that are chosen for study for Year 10 should have a distinct link to the students' interests, possible senior subjects, and the pathway they wish to pursue in Year 11 & 12 or beyond school. A senior pathway is formally documented in Semester 2 of Year 10 where students and families have a meeting to establish their child's Senior Education and Training (SET) Plan.

The SET plan in Year 10 is extremely important document as it greatly assists students in mapping out a plan to ensure they are eligible to receive a Queensland Certificate of Education (QCE) at the completion of Year 12.

There are many pathways to gain a QCE at conclusion of Year 12 at Moranbah State High School, and in Year 10 preparation for senior begins through a range of;

- Core Australian Curriculum subjects
- Elective Australian Curriculum subjects
- Vocational Education and Training (VET) Certificates
- Commencement of a school-based traineeship or apprenticeship
- Literacy and Numeracy Short Courses
- Work Experience and a Career Education

For our current Year 9 students, it is important that they consider their strengths, demonstrated academic achievement, and vocational or career goals when choosing subjects for future pathways. In order for students to complete Year 10 successfully it is important that they choose subjects that set them up well for their future. The purpose of this information booklet is to provide a guide for students and parents with information about Year 10 subject selections and the subjects and prerequisites required for senior. Please be aware that some subjects will have a levy as they do in Year 9.

If we can offer any further assistance, please do not hesitate to contact the school.

Anna Osborn
Principal
Moranbah State High School

Table of Contents

Student Services

The Student Services Department and the support staff within our school, work collaboratively to meet the academic, wellbeing and inclusion needs of students in school. The student support consists of:

- Deputy Principal
- Head of Department (HOD) Student Services
- Student Support Staff, including
  - Head of Year (HOY)
  - Guidance Officer
  - School Chaplain
  - Youth Support Co-ordinator

Raising the Bah - Wellbeing Program

Moranbah State High School delivers Raising the Bah, our Wellbeing Program, to all of our students. This program takes a detailed look at the issues that face our adolescents of today. Students examine a range of age-appropriate issues delivered throughout the term through two lessons per week along with targeted individual or small group programs, giving them strategies to help them in any situation.

The wellbeing program consists of:

- Respectful relationships
- Alcohol and other drugs
- Career Education

Learning Support and Special Needs

The Diverse Learning Centre within our school aims to develop the literacy and numeracy skills of students with disabilities (SWD) and learning difficulties (LD), whilst providing programs that assist students in gaining life skills and protective behaviours that are valuable both now and in life post-school. Special Needs and Learning Support teachers work together in conjunction with teacher aids and classroom teachers to support students through targeted classroom programs. We ensure that the curriculum is differentiated to support all students, and implement individual education and curriculum plans for students with disabilities and learning difficulties so that success is achieved for every student, in every classroom, every day.

Core & Elective Subjects in Years 7-10

Year 7	Year 8	Year 9	Year 10
CORE SUBJECTS			

- English
- Mathematics
- Science
- Humanities (1 per term):
  o History
  o Geography
  o Economics and Business
  o Civics and Citizenship
1 semester of the following:
- Health & Physical Education
- Languages (chosen on enrolment):
  o Japanese
  o Digital Literacy
  o English Literacy Skills
  o Auslan
	- English
	- Mathematics
	- Science
	- Humanities (1 per term):
	  o History
	  o Geography
	  o Economics and Business
	  o Civics and Citizenship
	1 semester of the following:
	- Health & Physical Education
	- Languages (chosen on enrolment):
	  o Japanese
	  o Digital Literacy
	  o English Literacy Skills
	  o Auslan
		- English
		- Mathematics
		- Science
		
		1 semester of the following:
		
		- History
		- Health & Physical Education
			- <u>English</u>
			Semester 1:
			  o Core
			Semester 2:
			  o Core
			
			- <u>Mathematics</u>
			Semester 1:
			  o Core
			Semester 2:
			  o Core
			
			- <u>Science</u> (Core)
			
			- Raising The Bah

ELECTIVE SUBJECTS			
Students participate in a variety of subjects across The Technologies and Arts Curriculum over Year 7 and 8. Each Term subjects will rotate through: 1. Music 2. Food Specialisations 3. Design and Technologies 4. Visual Art	*Students participate in a variety of subjects across The Technologies and Arts Curriculum over Year 7 and 8. Each Term subjects will rotate through:* 1. Drama 2. Media Studies 3. Digital technologies 4. Technology Engineering Systems	Students select four subjects that are studied for a Semester each (2 x electives in Semester 1, and 2 x Semester 2). A variety of courses are offered to students, but only those with enough student interest will run each year.	Students select 3 electives to study for the whole year from these curriculums: - Humanities - Technologies - Health & Physical Education - Arts

Year 10 Elective Subject Selection:

Students in 10 are able to choose three elective subjects. These electives aim to provide students with the foundation knowledge needed to support them in their senior subjects chosen in Years 11 and 12. These subjects include:

- Engineering Principles and Systems (TES)
- Civics and Citizenship (CIV)
- Design and Technologies (DAT)
- Digital Technologies (DIG)
- Drama (DRA)
- Economics and Business (ECB)
- Food Specialisations (TFD)
- Geography (GEG)
- History (HIS)
- Media Studies (MED)
- Music (MUS)
- Visual Art (ART)
- Health & Physical Education (HPE)

Choosing a Course of Study

Choosing the subjects that you will study at school is a very difficult but important decision. Your choice may affect the type of job or career that you can follow when you leave school. It can also directly affect your success at school as well as how you feel about school.

At this stage in your schooling, it is suggested that you choose subjects:

- **You enjoy**- your feelings about a subject have a great influence on your level of success.
- **In which you have already had some success** - past results in a subject are usually good indicators of future achievement.
- **Which will help you complete your preferred Year 11 and 12 subjects and achieve your chosen career**, or at least keep your career options open – you need to start thinking about careers. You should consider a few careers, not just one, and investigate the methods of entry into these careers. Whilst your choice of subject for 10 may not have a huge impact on your career opportunities, the results that you obtain can affect your eligibility for senior subjects. This in turn can have an impact on the courses and careers open to you in the future.
- **Which will develop skills, knowledge and attitudes** useful throughout your life –You can learn skills and knowledge in all subjects. Good performance in any subject will improve your overall appeal to employers and training organisations.

Make a decision about a combination of subjects that suits YOU

You are an individual, and your particular needs and requirements in subject selection may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are or are not taking it
- You like or dislike the teacher
- "all the boys or girls take that subject" – all subjects have equal value for males and females.

Keep Your Options Open

It is a good idea to choose subjects that will 'keep your career options open'. Your best chance of doing this is to focus on the following points:

- In Year 10, concentrate on obtaining the highest possible achievement levels in English, Mathematics and Science
- Choose subjects in which you have a particular interest and which you may wish to continue studying in future years.

Investigate Subjects

It is important that students fully understand their subject choice. Never assume that you know all about a subject at a higher level because you have done that subject before. To investigate any subject:

- Ask the teachers of that subject
- Look at the books and materials in that subject
- Read about the subject in this booklet
- Talk to other students who are doing or have done the subject. However, do not assume that because one student does or does not like a subject you will feel the same.

Moranbah State High School

Year 10 Core Subjects

Tomorrow's Future Today

ENGLISH
Department: English
Head of Department: Sharon Mills

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The teaching and learning program at MSHS balance and integrates all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Biographical Perspectives**	**Let Poetry & Lyrics Inspire**	**Transformations – Play vs Film**	**Perceptions**
Unit description	Students will complete a documentary study, 'Black Fish'. They discuss ideas and responses to representations, making connections and providing substantiation. They will write and deliver a persuasive spoken task urging audiences to take action.	Students analyse and evaluate a compilation of conflict poetry and song lyrics to identify meaning, representations, and/or ideas that underpin historical texts. Students will select one poem or song lyric studied in class as their stimulus for an inspirational narrative.	Students will analyse the *Taming of the Shrew* by William Shakespeare with a focus on representations of themes and characters and how these concepts are translated to the film adaptation *10 Things I Hate About You* (1999).	Students read a First Nations text and reflect on opinions and/or ideas within the text. Under exam conditions, they will answer short response questions concerning the text.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Persuasive Speech	Extended response	Extended Response	Short response
Type of text	Persuasive	Imaginative narrative	Written Essay	Examination
Mode	Spoken/Multimodal	Written	Written	Written
Conditions	3-6minutes 4 weeks' notice of task. Recorded speech and written script due at drafting and final. Formal written feedback on one draft script. To be presented in class (oral or recorded). Individual task, in class time and home time.	600-800 words 4 weeks' notice of task. Students are to choose one stimulus studied in class as inspiration for an original written narrative. Formal written feedback on one draft. Individual task, in class time and home time.	600-800 words 4 weeks' notice of task. Formal written feedback on draft. Individual task, in class time and home time.	90 minutes of working time, plus 10 minutes planning Formal written feedback on practice exam. Novel permitted into exam with sticky notes (dot point only).

MATHEMATICS

Department: Mathematics

Head of Department: Lauren Brannolte

In Year 10, learning in Mathematics builds on student's prior learning and experiences. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. By the end of Year 10, students will have learned about: approximation errors, rounding and scientific notation; growth and decay in financial situations; linear, quadratic and exponential functions and graphing; logarithmic scales; surface area, volume and capacity; trigonometry; scaling, ratios and rates; networks; probability, sampling and statistical analysis including bias and data representation. Students will develop their modelling and problem-solving skills and use of mathematical language and symbols to be able to interpret, solve, and communicate solutions to mathematical and real-world problems.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Linear functions, algebra & probability**	**Space & Measurement**	**Non-linear function, exponentials and logs**	**Statistics**
Unit description	By the end of this unit students will be able to use mathematical modelling to solve problems involving linear equations and simultaneous equations. Students will also design and conduct simulations involving conditional probability. They will demonstrate their learning by applying these mathematical concepts in real-life, lifelike and purely mathematical situations.	By the end of this unit students will solve problems involving surface area, volume, Pythagoras' theorem, trigonometry, proportion and scaling. They will demonstrate their learning by applying these mathematical concepts in real-life, lifelike and purely mathematical situations.	By the end of this unit students will be able to use mathematical modelling to solve problems involving quadratic and exponential functions, make test conjectures using digital tools, and interpret logarithmic scales. Students will also solve spatial problems and interpret and use networks. They will demonstrate their learning by applying these mathematical concepts in real-life, lifelike and purely mathematical situations.	By the end of this unit students will be able to plan and conduct statistical investigations involving bivariate data, represent and compare distributions, interpret centre, spread shape and outliers, and analyse inferences. They will demonstrate their learning by applying these mathematical concepts in real-life, lifelike and purely mathematical situations.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Part 1 – Probability experiment and simulation (digital tools) Part 2 – Exam	Mathematical investigation	Part 1 – Conjectures involving functions and relations (digital tools) Monitoring Task – Logarithms Part 2 – Exam	Statistical investigation
Mode	Part 1 - Short Response Part 2 – Short Response	Written, problem solving and modelling task (PSMT)	Exam – Short Response Desmos monitoring task – Practical	Written, problem solving and modelling task (PSMT)
Conditions	Part 1 - Individual, supervised, unseen questions, 60 minutes Part 2 – Laptop required, individual, supervised, 2 hours in class	Individual, 10 lessons in class time 8 pages 1000-1200 words	Exam – Individual, supervised, unseen questions, 60 minutes Desmos Monitoring Task – Laptop required, individual, supervised, 60 minutes in class	Individual, 10 lessons in class time 8 pages 1000-1200 words

SCIENCE

Department: Science

Head of Department: Jason McKane

In Year 10 students explore the biological, chemical, geological and astronomical evidence for different theories, such as the theory of natural selection and the big bang theory. Through investigating natural selection and processes of heredity they come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Physical Sciences**	**Chemical Sciences**	**Biological Sciences**	**Earth & Space Sciences**
Unit description	Students apply physical laws to understand the relationship between motion and forces, using mathematical models to describe these phenomena.	Students deepen their understanding of atomic theory to explain patterns in the periodic table and explore how models help explain chemical behaviour, though they recognise limitations in these models.	Students explore natural selection and heredity to understand evolutionary mechanisms that ensure the continuity of life, supported by biological evidence.	Students investigate geological and astronomical evidence, such as the big bang theory, and explore how climate models simulate the flow of energy and matter within Earth's systems.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Student Experiment	Examination	Research Investigation	Examination
Type of text	Written Report	Short Response	Written Report	Short Response
Mode	Written	Written	Written	Written
Conditions	Individual task Student work will be checked for authenticity Draft and Final Due Dates Written Feedback on one draft	Individual Task Supervised in class	Individual task Student work will be checked for authenticity Draft and Final Due Dates Written Feedback on one draft	Individual Task Supervised in class

Moranbah State High School

Year 10 Electives

Tomorrow's Future Today

ENGINEERING PRINCIPLES AND SYSTEMS (TES)
Department: Design Technologies
Head of Department: Ben Terry

The second year of the Hydrogen Grand Prix (H2GP) program builds on students' foundational knowledge to deepen their understanding of renewable energy systems, engineering design, and competitive strategy. Students refine and optimise their hydrogen-powered RC vehicles, focusing on performance, efficiency, and reliability. Through hands-on experimentation, they explore advanced concepts such as energy management, aerodynamics, gearing ratios, and data analysis, using real-world testing to inform design improvements.

Throughout the program, students take on specialised team roles that mirror industry practice, including engineering, data analysis, project management, and marketing. They collect and interpret performance data, develop race strategies, and document their design iterations, preparing for regional or national competition. The program emphasises collaboration, problem-solving, and innovation, while strengthening students' understanding of sustainable technologies and their role in the future of clean energy

	Semester	
	Semester 1	**Semester 2**
Unit name	**Engineering Optimisation and Performance**	**Race Strategy, Data Analytics and Team Management**
Unit description	This unit is where students turn a working hydrogen car into a competitive one. They investigate how variables like aerodynamics, gearing ratios, weight distribution, and rolling resistance affect performance, then run controlled tests to gather data and refine their designs. It's less "build it and hope" and more "measure, tweak, repeat." Students document design iterations, justify modifications using evidence, and develop a deeper understanding of energy efficiency and system performance. By the end, they should be able to explain not just *what* works, but *why* it works, using data to back every design decision. In teams of 4 students will be required to develop a complete race package from a specified budget. Students will then race their peers to decide which car is used in the regional H2GP race	Now the garage doors open and it's race day thinking. This unit focuses on how teams operate strategically in competition. Students analyse race data, model energy consumption, and develop strategies around pit stops, speed control, and reliability. They explore how small decisions compound over time, turning a decent car into a winning one. Alongside the technical side, students take on defined team roles such as race engineer, data analyst, or team manager, learning how communication, planning, and decision-making drive success. The unit culminates in a simulated or real race scenario where students apply both their technical and strategic knowledge under pressure.
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Design Folio/Logbook	Report/Logbook
Type of text	Investigation / Design Folio	Design Folio / Project
Mode	Multimodal	Multimodal
Conditions	10 Weeks 8-12 A4 pages or equivalent digital media pages Design / Practical Solution Simulated Race Event Régional Race Event	16 Weeks 8-12 A4 pages or equivalent digital media pages Design / Practical Solution Simulated Race Event

CIVICS AND CITIZENSHIP

Department: Humanities

Head of Department: Ash Partridge

Year 10 Civics and Citizenship will develop their understanding of Australia's system of government, examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations, and study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained, along with a depth study into criminal law, with a focus on drug laws.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**High Court**	**Drug Law**	**Identity - challenges to democracy**	**Government Comparisons**
Unit description	Explain the role of the High Court of Australia. The role of the parliament and the High Court of Australia in protecting rights under the Constitution, common law, and through federal and state statute law.	Investigate Australia's drug laws and stance on the death penalty	Exploring the building of Modern Australia from 1918 through to now.	Students investigate the US and Australian Civil Rights Movements, and form an argument around minority groups and their rights and freedoms.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Project	Investigation	Exam	Exam
Type of text	Research	Research	Combination Response	Combination Response
Mode	Written	Written	Written	Written
Conditions	written responses 600–800 words	written responses 600–800 words	up to 70 minutes, plus 10 minutes planning, under supervised conditions. 600–800 words, short responses 50–150 words per item extended responses 300–400 words per item.	up to 70 minutes, plus 10 minutes planning, under supervised conditions. 600–800 words, short responses 50–150 words per item extended responses 300–400 words per item.

DESIGN AND TECHNOLOGIES

Department: Technologies

Head of Department: Mr Benjamin Terry

In Design and Technologies, students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. Students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Metal Can Crusher**	**Hydraulic Arm (LASER CUTTER)**	**Sustainability, Marketable Plastics Unit**	**Timber Clock**
Unit description	This unit is designed to develop foundational skills and knowledge in general metalworking tools, machinery, processes and techniques. Associated theory is tied to practical exercises and experiences. Core to all projects is the emphasis on safety, accuracy and quality.	Students will investigate mechanical force and pressure to create and test a hydraulic crane constructed using Laser cutter technology. They will explain the use of mechanical force and pressure and how these properties influence the designed product. Students are required to investigate and explain mechanical force and pressure and are required to design, analyse, justify through testing and communicate ideas for hydraulic arm development and modification. Students will generate and evaluate the design ideas, processes and solution. Students will use project management processes working individually and collaboratively to coordinate production of the designed solution. Students will produce individually a Design folio and product.	Students investigate and design a solution for the following problem. 'We live in a throw-away society. Plastics is a large contributor to our waste problem. Students are to design and develop a marketable item out of recycled plastic. Students will make and use jigs to mass produce items made out of melted plastic to sell at a local market. In this unit students will explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. explain the features of technologies and their appropriateness for purpose.	Students research current sustainable forestry practices, such as reforestation, selective logging, and certification schemes (e.g., FSC certification) and investigate technological advancements that help reduce environmental impact. They write a report explaining explain how people working in timber design and manufacturing industries consider these sustainability factors and how they impact on design decisions.(400-600 words) communicate the design of a mantle clock with an Autodesk assembly file (.iam) of all components, excluding the clock face. Produce the practical project, a timber mantle clock, based on workshop drawings and a sequenced production plan, making adjustments as necessary .
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Project	Project	Project	Project
Type of text	Folio	Folio	Folio	Folio
Mode	Multimodal Folio	Multimodal Folio	Multimodal Folio	Multimodal Folio
Conditions	4-6 A3 pages or equivalent digital media pages Design / Practical Solution	4-6 A3 pages or equivalent digital media pages Design / Practical Solution	4-6 A3 pages or equivalent digital media pages Design / Practical Solution	4-6 A3 pages or equivalent digital media pages Design / Practical Solution

DIGITAL TECHNOLOGIES

Department: Technologies

Head of Department: Mr Benjamin Terry

In Digital Technologies, students develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories. Students acquire, interpret and model complex data with databases and represent documents as content, structure and presentation. They design and validate algorithms and implement them, including in an object-oriented programming language. Students explain how digital systems manage, control and secure access to data; and model cyber security threats and explore a vulnerability. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects. Students apply privacy principles to manage digital footprints.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Big Data and Cryptography**	**Website Design Frontend**	**Database Design Backend**	**Robotics**
Unit description	In this unit students will explain simple data compression, and why content data are separated from presentation. They will take account of privacy and security requirements when selecting and validating data. Students will conduct a research project on a chosen big data and cybersecurity dilemma for their assessment. Students will examine the effects of dilemmas on the ability to create preferred futures using technology and how those dilemmas effect the world we live in.	In this unit students will study, examine, deconstruct, explain and code websites using PHP and Templating using HTML templates. They will sketch, storyboard and design web pages and dynamically alter information on a website making use of PHP to pass information between pages and templates. They will plan, storyboard, create and test a webpage designed to emulate a real-world problem and project, and demonstrate project management skills in creating a website.	In this unit students will learn about SQL and Database structure. They will integrate databases and SQL into PHP websites in order to create a CRUD (Create, Retrieve, Update, Destroy) website using basic encryption. Students will plan, storyboard, create and test a basic website incorporating login, data storage and retrieval, and basic security features.	In this unit students will learn about the connection between input and outputs in programming and real-life applications of programs through the use of robotics. They will learn through the use of machinery and robotics how to program objects to perform actions remotely and autonomously in a real-world contest. Students will design, create, implement, and test a robotics project in a collaborative context and document their findings accordingly.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Portfolio	Portfolio	Portfolio	Portfolio
Type of text	Factual	Factual	Factual	Factual
Mode	Multi-Modal	Multi-Modal	Multi-Modal	Multi-Modal
Conditions	Individual Written Task (500-600 words) In Class and at Home Assessment 5 Weeks	In Class and at Home Assessment Portfolio and Product 6 Weeks	In Class and at Home Assessment Portfolio and Product 6 Weeks	In Class and at Home Assessment 6 Weeks 4-8 Slides planning + Annotated Code 2-5 minutes demonstration video of working solution

DRAMA

Department: The Arts

Head of Department: Sharon Mills

Drama is an art form which challenges students to make meaning of their world. It provides students with opportunities to ask questions, challenge perspectives and explore different experiences in real and imagined contexts. Through Drama students develop personal and social skills including non-verbal and verbal, individual and group communication and self-management skills.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**The Guy Who Didn't Like Musicals**	**Making a Mockumentary of you**	**Juice!**	**Be *More* Melodramatic!**
Unit description	In this unit, students will learn about the conventions of musical theatre. They will watch excerpts of various contemporary musicals, and perform their own interpretation of at least one excerpt of a musical.	In this unit, students will learn about the genres of documentary and mockumentary. They will learn about how these genres can show the Australian identity, and will analyse and evaluate how the Australian Identity is shown to an audience in an essay.	In this unit, students will read and comprehend the Australian play *Juice* by Stephen Davis. They will create a director's proposal and present this to the class using multimodal elements.	In this unit, students will learn the techniques behind dramatic scriptwriting. They will make decisions and work collaboratively to script, direct and perform a script for a melodramatic scene.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Performance	Extended response- Analytical Essay	Project- devise drama (directors' pitch)	Script and performance
Type of text	Performing	Written	Written and Multimodal	Written and performing
Mode	Performance using stimulus (musical) with annotated script.	Written	Presentation	Performance and written
Conditions	1-3 minutes per performer Memorised script	400-600 words	Multimodal response 1-3 minutes (includes performed elements)	1-3 minutes per performer Memorised script

ECONOMICS AND BUSINESS

Department: Humanities

Head of Department: Ash Partridge

Business Studies explores how governments manage economic performance to improve living standards. Students will analyse factors that influence major consumer and financial decisions and explain how businesses respond to changing economic conditions and improve productivity. Students will evaluate the effect of organisational and workforce management on business performance.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Major consumer decisions**	**Managing economic performance and standard of living**	**Superannuation**	**Improving business productivity**
Unit description	Factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions.	How and why the economic indicators influence economic decision-making the ways that government intervenes in the economy to improve economic performance and living standards within Australian society.	The importance of Australia's superannuation system and how this system affects consumer and financial decision-making.	Processes that businesses use to manage the workforce and improve productivity, including the role of entrepreneurs
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Investigation	Examination	Investigation	Examination
Type of text	analytical report based on case study with recommendation to client	Combination response Response to stimulus	Business Research Report	Combination response Response to stimulus
Mode	Written	Written	Written	Written
Conditions	Written responses 600-800 words	60 minutes plus 10 minutes planning Under supervised conditions 600-800 word length, comprising: Short-response 50-150 words per item Extended response 300-400 words per item	Written responses 600-800 words	60 minutes plus 10 minutes planning Under supervised conditions 600-800 word length, comprising: Short-response 50-150 words per item Extended response 300-400 words per item

FOOD SPECIALISATION

Department: Technologies

Head of Department: Mr Benjamin Terry

In Food Specialisation, students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. Students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**The Food Industry**	**Cafe Culture**	**Bake to basics**	**Nutrition**
Unit description	In this unit, students will use design and technologies knowledge and understanding, processes and production skills to design a new hospitality venture in Moranbah. Students will focus on sustainability for their decor and interior design while designing their style of venue, menu, type of service, menu, price range, and the food trends they will utilise. Students will create an interactive presentation for the Moranbah Small Business Association to receive council approval. Students will show their décor, service set up, mood board, and Interior appearance.	In this unit, students will look at Cafes and food fusion in Australia today. Students will select two cultures and explain the features of traditional and modern technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities for cultural foods in the Isaac region. Students will create, adapt and refine design ideas, processes and solutions in an assessment practical cook and justify their decisions against developed design criteria that include sustainability.	In this unit, students will use design and technologies knowledge and understanding, processes and production skills and design thinking to design a product to go into a class hamper to gift to a deserving community group. Students will focus on sustainability, planning for preferred futures and making connections between technologies, sustainability and factors that food producer need to for allergies, and storage. Students will also learn the impact of food production on the environment and the importance of sustainable practices	In this unit, students will explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures in food packaging to be sustainable. Create, adapt and refine design ideas, processes and solutions for a nutritious hamper using the five food groups and the World Health Organisation recommended daily amount of nutrients. Students will then justify their decisions against developed design criteria that includes sustainability. Students will show that they can select and use technologies skilfully and safely to produce designed solutions in practical lessons.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Project	Exam	Project	Project
Type of text	Folio	Factual	Folio	Folio
Mode	Multimodal	Multimodal	Multimodal	Multimodal
Conditions	4-6 A3 pages or equivalent digital media pages Design / Practical Solution The assessment is to be conducted individually. Work is to be completed in class, and at home. The practical cooking component will be assessed continuously over the term.	Research exam in response to case study. Stimulus response 2 lessons to complete. Practice Exam completed two weeks earlier and feedback provided.	4-6 A3 pages or equivalent digital media pages Design / Practical Solution Assessment: 4 Interactive presentation Practical application of cooking skills Production plan	Spoken 3-4mins 4-6 A3 pages or equivalent digital media pages Design / Practical Solution Assessment: Written needs and opportunity analysis for cultural food fusion. Students need to design a dish based on provided base ingredients that represents their cultural fusion with a completed production plan. Students will be assessed on their cooking and verbal justification of their choices and sustainability action/reasoning.

GEOGRAPHY

Department: Humanities

Head of Department: Ash Partridge

Year 10 Geography students will study several different elements of Geography throughout the year, with a focus on managing and creating sustainable futures, and managing environmental and social change. Students will also explore global pandemics and how to manage them. Students will encounter real world experiences with excursions and expert presenters vising the school.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	Human Wellbeing	Infectious Diseases	Management Land Restoration and Management	Natural Disaster
Unit description	Students develop an understanding of human wellbeing and the factors that contribute to the level of HDI within a country.	Students investigate the effect of an interconnected world and the spread of diseases. Students will investigate a contemporary geographical challenge (disease) and examine the impact it has locally and globally.	Students recognise the importance of the natural environment and society's impact on it. In this unit students investigate an area of environmental change and understand how to manage it effectively.	Students learn about the need for natural disaster management, and investigate strategies for it.

ASSESSMENT		**Semester 1**		**Semester 2**	
		Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Range and balance of summative assessment conventions	**Technique**	Exam	Report	Report	Exam
	Type of text	Combination Response Exam	Data Report	Field Report	Combination Response Exam
	Mode	Written	Written	Written	Written
	Conditions	1x70 Minute Lessons	600-800 words In class and at home	600-800 words In class and at home Incursion attendance required	2 x 70 Minute Lessons

HISTORY

Department: Humanities

Head of Department: Ash Partridge

In Year 10 History students will study engaging topics such as the development of the civil rights movements in America and Australia, the WWII conflict in the Pacific and the dropping of the Atomic bombs, Australia's involvement in the Vietnam War, and the movements that built modern Australia.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Conflict in the Pacific**	**Australia and the Vietnam War**	**Building Modern Australia**	**Rights and Freedoms**
Unit description	Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.	Students investigate Australia's role in the Vietnam war.	Exploring the building of Modern Australia from 1918 through to now.	Students investigate the US and Australian Civil Rights Movements, and form an argument around minority groups and their rights and freedoms.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Essay in response to historical sources	Independent Source Analysis	Historical Essay	Short Response Exam
Type of text	Extended response	Source Analysis	Extended Response	Short Response
Mode	Written	Written	Written	Written
Conditions	500-600 words	600-800 Words Drafting time given in class and at home One draft with feedback	500-700 Words Drafting time given in class and at home One draft with feedback	Supervised Short Response Exam Sources Provided

HEALTH AND PHYSICAL EDUCATION

Department: Health and Physical Education

Head of Department: Lauren King

In Year 10 HPE, students develop and refine a wide range of skills to prepare them for senior Physical Education, Health, Sport and Recreation, and Certificate III in Fitness. They build on their practical abilities in a variety of sports and activities, while deepening their understanding of movement concepts, game strategies, leadership, teamwork, and ethical behaviour. Students are introduced to key theoretical concepts such as energy systems, fitness components, training principles, and performance analysis. Through practical experiences and classroom learning, they develop skills in communication, collaboration, critical thinking, and personal reflection, giving them insight into the pathways and expectations of our senior HPE programs.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Moranbah Physical Activity Challenge**	**Better Your Game**	**Where's your Fitness at?**	**Create a Game**
Unit description	In this unit, students will synthesise primary and secondary data relating the physical activity needs of adolescents. They will propose, justify and evaluate strategies to increase physical activity levels in their cohort.	In this integrated unit, students will adapt and transfer movement strategies in netball and synthesise primary and secondary data relating to the cognitive systems approach to motor learning. They will propose, justify and evaluate refinements to improve their performance in netball.	In this integrated unit, students will adapt and transfer movement strategies in Ultimate Frisbee to synthesise primary and secondary data relating to their fitness levels and practical performance. They will propose, justify and evaluate a personal fitness strategy to improve their performance.	In this integrated unit, students will work in small groups to create an original game which they will present to their class. They will apply and evaluate their leadership, collaboration and group work skills throughout the process of creating and presenting their game.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Investigation	Project – folio Practical performance	Project – folio Practical performance	Project – folio Practical performance
Type of text	Written	Visual and written or spoken performance	Written and visual (tables)	Written and visual Performance
Mode	Analytical Exposition	Multimodal	Multimodal	Multimodal
Conditions	600-800 words	4-6 minutes Continuous throughout the term	4-6 minutes Continuous throughout the term	Session plan: 600-800 words or 1-2 minutes multimodal Game presentation Evaluation interview: 1 – 2 minutes

JAPANESE

Department: LOTE

Head of Department: Ash Partridge

The study of Japanese in Years 9 and 10 is primarily concerned with developing the ability to communicate in the language. In addition to this it aims to help students gain an appreciation of, and an increased understanding of, Japanese speaking people and their way of life. It also aims to link life and outlook in Australia with that in Japan. By the end of Year 10, students should be able to communicate on a simple level as a visitor in Japan, with Japanese people in Australia, or in a situation where speakers share Japanese as a second language. The study will provide a basis for further work in the language which may lead to vocational opportunities.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Global Connections**	**A Day in the Life**	**Japanese Pop Quiz**	**Japanese Conservation**
Unit description	Students will explore how Japan connects with the wider world through travel, technology, trade and cultural exchange while reflecting on global citizenship and intercultural perspectives.	Students will explore daily routines, school life and leisure activities in Japan while developing language skills for describing personal experiences and cultural practices.	Students will explore Japanese popular culture, trends and traditions while examining how Japan's global influence shapes entertainment, media and youth culture around the world.	Students will explore environmental issues and conservation efforts in Japan, learning how communities protect natural environments and promote sustainable practices.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Short Response Exam	Short Response	Examination	Extended Response
Type of text	Exam	Report	Exam	Speech
Mode	Written	Written and spoken	Written	Spoken
Conditions	Written response in - Japanese: up to 150 characters or equivalent in Romaji Spoken/signed responses up to 2 minutes.	Written response in - Japanese: up to 150 characters or equivalent in Romaji Spoken/signed responses up to 2 minutes.	Up to 90 minutes, up to 10 minutes planning with seen or unseen stimulus, under supervised conditions. Suggested length:* English: up to 400 words Japanese: up to 300 characters or equivalent in Romaji	Written responses in - to 300 words - Japanese: up to 500 characters or equivalent in Romaji Spoken/signed responses up to 4 minutes.

MEDIA ARTS

Department: The Arts

Head of Department: Ash Partridge

In Media Arts, students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences. Students will manipulate media representations to identify and examine social and cultural values and beliefs, whilst learning media production skills to plan, design and produce media artworks for a range of purposes.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Brand Power Part 1**	**Brand Power Part 2**	**Couch Potato Part 1**	**Couch Potato Part 2**
Unit description	In this unit, students will continue to develop their understanding of the pre-production, production and post-production processes. They will view and analyse the conventions and codes of the advertising genre, and will create an advertisement for a chosen product or business (real or imagined), including various marketing methods.	In this unit, student will consolidate their understanding of the pre-production, production and post-production phases. They will view, analyse and interpret the codes and conventions of the music video genre, and will create a music video of a song from their chosen band. This task will be carried out in a group setting, imitating the collaborative nature of filmmaking. Groups will film and edit the music video, each student taking responsibility for their section.	In this unit, students will develop their understanding of generic media conventions and technical and symbolic elements in film. They will apply this knowledge to an analysis of Australian television, with a focus on the show *Bump*. They will express and expand these ideas in a script for a video essay through the use of sound production and video editing software.	In this unit, students will develop and apply their skills in screenwriting, direction, cinematography, sound, lighting, mise-en-scene, and editing. For part A, students will individually produce a short 1-2 page screenplay with a focus on character development. For part B, students will work in groups to film the screenplay, and will then individually edit the footage using video editing software.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Practical and written	Practical	Extended response	Practical
Type of text	Video & Evaluation	Video	Vlog script	Video
Mode	Written	Video	Written	Video
Conditions	Individual submission of Marketing Campaign Plan, Treatment, Production and Evaluation. Group work permitted in production phase – students assist on each other's projects as cast and crew. 4 weeks notice of task. 1 draft permitted with formal written feedback provided. Part A – Marketing Plan and Treatment (400-600 words). Part B – Audio visual or audio-only advertisement (0:30 - 1:00). Part C – Written evaluation and analysis of finished advertisement (200-400 words). Drafting time provided in class. Class time and home time required. Scaffolding provided. Teacher direction, assistance and monitoring provided throughout task.	Individual submission of storyboard & edited music video. Group work permitted in each production phase: one music video per group, with each individual responsible for storyboarding, shooting, and editing one section of the video. 4 weeks notice of task. 1 draft permitted with formal written feedback provided. Part A – Storyboard (8-16 panels per student: to represent 0:45-1:00 of screen time). Part B – Music video (0:45-1:00 per student). Drafting time provided in class. To be completed during both class time and home time. Scaffolding provided. Teacher direction, assistance, monitoring provided throughout task.	Video blog 4 weeks' notice of task. 1 draft permitted with formal written feedback provided. 3-4 minutes Drafting time provided in class. Individual task, to be completed during both class time and home time. Scaffolding provided. Teacher direction, assistance and monitoring provided throughout task.	Individually produced short film script, and group-produced short film. 4 weeks notice of task. 1 draft permitted with formal written feedback provided. Part A – Script 1-2 pages standard screenplay formatting (~200-400 words). Part B – Moving image media 45 seconds-1 minute. Drafting time provided in class. To be completed during both class time and home time. Scaffolding provided. Teacher direction, assistance and monitoring provided throughout task.

MUSIC

Department: The Arts

Head of Department: Ash Partridge

Music will challenge students as they perform, analyse and conduct aural listening. They will learn about the elements of music along with music notation theory. They will explore Australian music – traditional Aboriginal music to modern Australian music – and they will explore rock music around the globe. Performance in music will provide students with the knowledge and resources to learn and play an instrument of their choosing. As a class, students will learn and perform two compositions.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	Harmonic Foundations: Theory Meets Instrument	Verse & Vibe: Creating Original Music	Ancient Beats: The Sound of Culture	Exploring Contemporary Beats
Unit description	Short response exam analysing and interpreting the traditional music Terminology. Through practical lessons, students will manipulate elements of music and use compositional devices to communicate perspective and meaning using one instrument of either Guitar electric / Acoustic, Bass Guitar, Keyboard, Vocals or Drums.	Students will analyse ways composers and/or performers use the elements of music and compositional devices to engage audiences. Students will compose a song with lyrics in duo's, trio's or band in the style of musical genre's learnt in class.	Students will evaluate how music and/or performances in a range of styles across cultures, times, places and contexts communicate ideas, perspectives and/or meaning. Multimodal task with a case study of ATSI Music, its history, and how it has evolved. They will evaluate how music is celebrated and challenge perspectives of Australian identity.	This unit explores the dynamic landscape of contemporary music, examining its genres. Students will analyse modern trends, technological influences, and the ways artists create and innovate. Through practical and theoretical tasks, they will perform of a contemporary piece of music of their choice.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Written Short Response	Project – compose music	Extended response	Performance
Type of text	Written	Written and Practical	Multimodal	Practical
Mode	Examination	Written and Practical	Written	Instrument and or Vocal
Conditions	**Part A** Analysing compositions Music scores. 1 x 60-minute examination with 5-min planning time. Written feedback on 1 practice exam. Short response questions (50-100 words), one (1) extended response (100-200 words). **Part B** Up to 1-minute of performance time Teacher provided scores. Individual performance In-class time provided for rehearsal practice **Part C** Reflection of individual performance.	Practical responses 12–16 bars or up to 40 seconds. Document the composition by providing a recording or a notated score.	**Part A**: Analyse Australian music & composers. PPT presentation. Written (200-300 words) **Part B**: Evaluate Australian Music Identity. Evaluation of Australian recordings. Written (200-300 words).	Practical response 1–3 minutes continuous performance.

VISUAL ARTS

Department: The Arts

Head of Department: Ash Partridge

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. Visual Communication is the most dominant mode in a mediatised world, and young people need to be able to make sense of it and be discriminating.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Skate ART: Urban Expressions – Part 1**	**Skate ART: Urban Expressions – Part 2**	**Earth & Fire: Ceramic Creations – Part 1**	**Earth & Fire: Ceramic Creations – Part 2**
Unit description	Students explore the world of urban art by identifying and analysing the visual conventions of a range of skate art styles from traditional to contemporary. They evaluate how artists represent ideas, perspectives and meanings in their work and how skateboard art art can celebrate and challenge perspectives on identity. Students work through the design process to create their own unique skateboard design Students will be assessed on: Visual Diary Digital Art Journal 400 – 600 words Resolved A3 design	Students will experiment with painting techniques to develop and refine their painting skills. They will then have the opportunity to realise their skateboard design by painting it onto a skateboard deck. Once complete, they will photography and edit their skateboard and use Spatial to curate an online exhibition of their work including high quality images of completed artwork and artist statement. Students will be assessed on: Finished skateboard deck Submission of work on online gallery – Spatial including artist statement up to 150 words.	Students will have the opportunity to explore ceramic hand building processes and create their own functional ceramic object. Their work will use visual conventions to communicate ideas, perspectives and meanings about the natural world and how they perceive it. Students will draw inspiration from multiple sources to generate their ideas for their work and document this in their Digital Art Journal. Students will be assessed on: Finished ceramic sculpture Digital Art Journal research, reflection and designs.	Students will create an exhibition catalogue where they will analyse the visual conventions, art making processes and materials in work they create and experience. They will evaluate a range of ceramic artworks from different cultures, times and places as well as works that explore Australian identity. They will consider how they curate and present their works in the catalogue to enhance audience engagement. Students will be assessed on: Completed exhibition catalogue featuring three works from different cultures, times and places. Images of all work must be included. Response length 400 – 600 words.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Practical and Short Response	Product	Product	Extended response
Type of text	Digital Art Journal including analysis and evaluation of work and designs	Painting - skateboard deck Spatial Gallery with artist statement up to 150 words.	Ceramic sculpture	Exhibition catalogue
Mode	Making, Written	Making	Making	Written
Conditions	Class Lessons 4 weeks notice	Class Lessons 5 weeks notice	Class Lessons 7 weeks notice	Class lessons 4 weeks notice