

MORAYFIELD STATE HIGH SCHOOL

Respect • Responsibility • Cooperation



2024

Year 10

Subject Selection Handbook

Year 10 Subject Selection Handbook



Our Curriculum

Year 10 students at Morayfield State High School study a curriculum set down by ACARA and the Queensland Curriculum and Assessment Authority.

The Curriculum covered in Year 10 is a pathway to Senior Studies. Compulsory subjects studied include English, Mathematics, Science, and Humanities. Electives follow on from offerings in Years 8 and 9, with opportunities opening up in Year 10 in preparation for Senior.

Morayfield State High School has chosen to support the implementation of the Bring your own device (BYOx) program:

We aim to develop students Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Morayfield State High School has chosen to support the implementation of a digital model to:

- Empower students within a technologically sophisticated society now and into the future
- Develop student knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities
- Assist students to become responsible digital citizens.

Morayfield State High School's BYOx program will be supported by and adhere to the Queensland Education Department's ICT guidelines. Students will have access to printing, files, storage and internet access to support their learning. This is highly recommended for all students especially those on an OP or tertiary entry pathway. However, the school's BYOx program does not include school technical support or charging of devices at school.

Opportunities for Support

Learning Support

For students experiencing some difficulty with their studies, the school provides support options. Learning Support teachers will also endeavour to meet the needs of learners requiring assistance by enrolling them in support programs. It is an expectation that students engaged in Learning Support programs are motivated to improve their skills and commit to all requirements of the course, including behaviour expectations.

Special Education Support

Morayfield State High School will be trialling a fully inclusive education model. Support for students with special needs will be managed by their assigned case manager.

A Guide to Selecting a Course of Study

The elective subjects you select for Year 10 are important. These subjects provide a stable base for your continued studies into the Senior Phase of your learning.

REMEMBER TO BE GUIDED BY:

- Your future needs
- Your interests
- Your abilities

DO NOT BE GUIDED BY:

- Your friends' choices
- Other family members' abilities in a given subject
- What others say about the subject (do your own research into the subject).

THINK HARD BEFORE YOU MAKE YOUR SUBJECT CHOICES AND KEEP YOUR OPTIONS OPEN.

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A Guide to Selecting a Course of Study

The elective subjects you select for Year 10 are important. These subjects provide a stable base for your continued studies into the Senior Phase of your learning.

Year 10 Program

Each student's course of study will be a blend of compulsory and elective subjects. All subjects are timetabled for three lessons per week unless otherwise indicated:

Compulsory Subjects – all students will participate in the subjects listed below.

Subject	Duration
English	2 semesters
Mathematics	2 semesters

Options for Science and Humanities

In Year 10, students will have the option of studying a full year program in Science and a full year program in Humanities **OR** they may choose the Humanities and Science Essentials (HSE) program which requires them to study 1 Semester of Science and 1 Semester of Humanities. This provides students the option of choosing a third elective subject.

Note 1: any student considering studying a Senior Science Subject (Chemistry, Physics or Biology) or a Senior Humanities Subject (Modern History, Economics, Legal Studies or Geography) in Year 11 and 12 **should choose the full year option for Science and Humanities.**

Note 2: It is **NOT** possible to choose a full year study in Science and a half year study in Humanities or vice versa.

Option1 (Senior Science and/or Humanities Pathway)	Option 2 (For students not considering Senior Science/Humanities)
Science (2 Semesters) and Humanities (2 Semesters)	Humanities and Science Essentials – 1 Semester of Science and 1 Semester of Humanities

Elective Subjects – students select two electives from the list below to study for two semesters.

French	Materials and Technologies Specialists (Woodwork)
Health and Physical Education	Engineering Principals and Systems (Metal work)
Music	Design and Technologies (Graphics)
Drama	Food Specialisations
Dance	Certificate III in Early Childhood Education and Care
Visual Art	Digital Technology
Economics and Business	

Other Subjects -

Connect – Pastoral Care	Interschool Sport – On nomination and selection
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Subject Selection Process

Students will be asked to nominate their subjects for 2023 on paper then verify **and** enter into OneSchool. The paper copy must be signed by a parent/carer. **Forms must be completed and returned to school by Friday August 19, 2022.**

The school will make every effort to accommodate the choices of students. However, students may be asked to re-select a subject where numbers are either insufficient to form a viable class, numbers are too large to be accommodated by our resources, or where students have not met the minimum requirements of the subject.



Assessment

School Based Assessment

All students at Morayfield State High School work within the school-based assessment system. Student achievement is measured against a standard indicated in a work program. Teachers have written extensive programs for each subject based on a syllabus provided by the National Curriculum or Queensland Curriculum and Assessment Authority. Work programs are available on request to all parents and students for perusal.

The Unit Plans and Semester Overviews list the content delivered to students, the practical skills required, the reasoning abilities to be developed and the attitudes appropriate to that subject. They also show how it is intended to achieve these learning goals, the program of assessment and the criteria used by teachers in making judgements about student's achievements.

Expenses

Expenses listed in this book are charges over and above the Resource Hire Scheme. These costs are indicative only and are accurate at the time of publication.

Public Liability

Education Queensland has public liability cover for all approved school activities and provides compensation for students injured at school only when the Department is negligent. If this is not the case, then all costs associated with the injury are the responsibility of the parent or carer.

Some school activities and physical education, particularly contact sports, carry inherent risks of injury. Parents are advised that the department does not have Student Accident Insurance cover for students.

If your child is injured at school as a result of an accident or incident, all costs associated with the injury, including medical costs, are the responsibility of the child, parent or caregiver.

Some incidental medical costs may be covered by Medicare. If parents have private health insurance, some costs may also be covered through their private health insurance. Any other costs would be borne by parents.

Student Accident Insurance is an insurance policy that pays certain benefits in certain circumstances should your child have an accident.

It is a personal decision for parents as to the types and levels of private insurance they arrange to cover their child for any accidental injury that may occur.

Parents should contact their insurer or an approved Australian insurance broker for more information about student personal accident insurance cover for their child.



Careers related to Subjects in Year 10

Have you thought about the type of work you would like to do when you finish school? It is wise to begin investigating possibilities early because the better informed you are the better decisions you will make in the future. As you learn more about yourself and about jobs, you may change your ideas about the types of jobs and careers in which you are interested. This is part of the process most people go through before deciding on a future career.

The following information can help you begin investigating careers by providing you with a selection of some careers that are related to the subjects you may be studying. You may wish to use the following steps:

- Identify the subjects you enjoy and do best
- Use this information to find the names of careers that are related to these subjects
- Gather information about these careers, e.g. you might explore online at Australian Career Information website at www.myfuture.edu.au.
- Talk to the Guidance Officer or Form Teacher.

History	Geography	Humanities
Anthropologist	Agricultural scientist	Anthropologist
Archaeologist	Biological scientist	Archivist
Archivist	Cartographer	Child care worker
Barrister	Economist	Community Services aide
Community development officer	Environmental scientist	Correctional officer
Copywriter	Forest officer	Environmental scientist
Criminologist	Geographer	Geographer
Historian	Geologist	Library technician
Journalist	Hydrographer	Police officer
Lawyer	Landscape architect	Probation and parole officer
Librarian	Marine scientist	Public relations officer
Museum curator	Meteorologist	Recreation officer
Palaeontologist	Mining engineer	Religious leader
Public relations officer	Park ranger	Social worker
Religious leader	Surveyor	Sociologist
Sociologist	Town planner	Teacher – primary
Stage manager	Water resource officer	Teacher – secondary
Teacher – secondary	Water treatment engineer	Town planner
Writer		Trade union official
Mathematics	Science	English
Accountant	Automotive electrician	Actor
Architect	Cane tester	Broadcaster
Bank officer	Computer programmer	Speech pathologist
Bookkeeper/accounts clerk	Electrical fitter	Librarian
Credit manager	Electronics service person	Archivist
Economist	Environmental engineer	Interpreter
Electrical fitter	Laboratory worker	Diplomat
Fashion sales person	Marine engineer	Book editor
Geologist	Meteorologist	Publisher
Industrial biochemist	Miner	Author
Mathematician	Nurse – registered	Writer
Motor mechanic	Photographer	Journalist
Pattern cutter/designer	Plumber	Printing machinist
Programmer (information technology)	Refrigeration and air-conditioning mechanic	Travel consultant
Quantity surveyor	Sheetmetal worker	Management consultant
Statistician	Telecommunication technician	Personnel manager
Surveyor	Tool maker	Teacher's aide
Tax agent	Veterinarian	Receptionist

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Languages other than English	Health/Physical Education	Industrial Technology
Announcer	Ambulance officer	Architect
Anthropologist	Chiropractor	Assembler
Archaeologist	Fitness instructor	Builder
Book editor	Hospital manager	Cabinetmaker
Customs officer	Lifeguard	Carpenter/joiner
Flight attendant	Massage therapist	Fitter
Foreign affairs and trade officer	Nurse – enrolled	Graphic designer
Interpreter	Occupational health and safety officer	Industrial designer
Journalist	Occupational therapist Physiotherapist	Landscape architect
Probation and parole officer	Podiatrist	Leadlight worker
Social worker	Psychologist – sport	Metal fabricator or machinist
Sociologist	Radiation therapist	Panel beater
Teacher – languages other than English	Recreation officer	Picture framer
Tour guide	Residential care worker	Sheet metal worker
Translator	Sportsperson	Town planner
Travel consultant	Stunt performer	Teacher – TAFE
Writer	Teacher	Wood machinist
Home Economics	Business Education	Music
Bar attendant/ Barista	Accountant	Announcer
Childcare worker	Bank officer	Arts administrator
Cook/chef caterer	Bookkeeper/accounts clerk	Composer
Dietitian/nutritionist	Bookmaker	Computer games developer
Environmental health officer	Car rental officer	Conductor
Fashion designer	Cashier	Film and TV producer
Food technologist	Court and Hansard reporter	Music therapist
Health promotion officer	Court officer	Musical instrument maker
Home care worker	Credit officer	Musician
Home economist	Croupier	Piano technician
Hospital food service manager	Economist	Recreation officer singer/vocalist
Hotel/motel manager	Hotel/motel manager	Sound technician
Kitchen hand	Law clerk	Stage manager
Milliner	Postal employee	Teacher – early childhood
Nanny	Real estate salesperson	Teacher
Nurse – registered	Travel consultant	Teacher's aide
Drama and Dance	Visual Art	Computer Studies
Actor	Artist	Architectural drafter
Announcer	Craftsperson	Business systems analyst
Arts administrator	Diversional therapist	Computer assembler
Barrister	Dressmaker	Computer engineer
Choreographer	Engraver	Computer hardware service technician
Dancer	Fashion designer	Computer systems educator
Film and TV producer	Florist	Data processing operator
Make-up artist	Glass and glazing tradesperson	Database administrator
Model	Graphic designer	Desktop publisher
Public relations officer	Influencer	Games developer
Director	Interior decorator	Help desk operator
Recreation officer	Jeweller	Multimedia developer
Set designer	Landscape architect	Programmer
Speech pathologist	Landscape gardener	Software developer or engineer
Stage manager	Multimedia developer	Systems analyst or designer
Teacher	Photographer	Training consultant
Tour guide	Set designer	Telecommunications engineer
Writer	Screenprinter	Website developer

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English

ENG

It is compulsory to study this subject – 2 semesters per year

Course Description:

Morayfield State High School has aligned its English course (Year 7-10) with the Australian Curriculum and with the new Senior Assessment and Tertiary Entrance system.

As part of the course, students will be required to complete an oral presentation (speaking and listening), read a variety of texts (reading and viewing) and create and respond using a number of genres and modes (writing and shaping).

This provides a framework for teacher planning to ensure quality outcomes. Reporting to students and parents reflects effective usage of the strands, which directly links to the Junior English course to the senior English syllabus requirements.

Course Content/Assessment:

Students complete two semesters of English in Year 10. As part of their course, students will complete studies in:

Course Content		Assessment
Semester 1	Students explore how audiences are manipulated through persuasive techniques.	Multi-modal presentation
	Students explore how authors purposefully position readers to engage in stories.	Group discussion and, imaginative response
Semester 2	Students identify social, moral, and ethical issues explored through poetry.	Written response – feature article
	Students read a play and explore key ideas through the perspective of different	Group discussion and analytical written response

****Course content is continually being reviewed and therefore may slightly vary from the above outline.**



Mathematics Extension

MAX

Students nominate and/or are invited to participate in this Mathematics Course – 2 semesters per year

Course Description:

The Mathematics Extension program in Year 10 at Morayfield State High School has an emphasis on preparation for Specialist Mathematics and Mathematical Methods in Years 11 and 12. It has been developed using the Australian Curriculum Mathematics 2011 (Ac). This syllabus defines the purpose of Mathematics study is to create opportunities for and enrich the lives of all Australians. It places an emphasis on developing numeracy capabilities that all students need in their personal, work and civic life, and providing the fundamentals on which mathematical specialties and professional applications of mathematics are built.

“Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.”
(<http://www.australiancurriculum.edu.au/Mathematics/Rationale>)

To achieve those broad goals, the syllabus is organised around the interaction of three content strands and four proficiency strands:

- The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.
- The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics.

The strands continually overlap and should not be considered in isolation from each other. They provide a framework for teacher planning to ensure a comprehensive coverage of outcomes in the range of Semester Units offered. Reporting to students and parents reflects mastery of the strands, which directly links the Junior Mathematics course to the Senior Mathematics syllabus requirements.

Course Content / Assessment:

Course Content		Assessment
Semester 1	Number and Algebra Algebraic Expressions and Factorising Finance Index Laws and Exponential Functions Statistics and Probability	End of Term 1 Exam Problem Solving and Modelling Task (Assignment) End of Term 2 Exam
Semester 2	Linear and Non-linear Relationships Cartesian Geometry and Linear Relations Volume and Surface Area Pythagoras and Trigonometry Angles and Triangles	End of Term 3 Exam End of Term 4 Exam



Mathematics

MAT

It is compulsory to study this subject or MAX

Course Description:

The Mathematics Core program in Year 10 at Morayfield State High School has an emphasis on preparation for General Mathematics in Years 11 and 12. It has been developed using the Australian Curriculum Mathematics (AC). This syllabus defines the purpose of Mathematics study is to create opportunities for and enrich the lives of all Australians. It places an emphasis on developing numeracy capabilities that all students need in their personal, work and civic life, and providing the fundamentals on which mathematical specialties and professional applications of mathematics are built.

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The strands continually overlap and should not be considered in isolation from each other. They provide a framework for teacher planning to ensure a comprehensive coverage of outcomes in the range of Semester Units offered. Reporting to students and parents reflects mastery of the strands, which directly links the Junior Mathematics course to the Senior Mathematics syllabus requirements.

Course Content / Assessment:

	Course Content	Assessment
Semester 1	Number and Algebra Algebraic Expressions and Factorising Finance Index Laws Statistics and Probability	End of Term 1 Exam Problem Solving and Modelling Task (Assignment) End of Term 2 Exam
Semester 2	Linear and Non-linear Relationships Cartesian Geometry and Linear Relations Surface Area and Volume Pythagoras and Trigonometry Angles and Triangles	Mid Term 3 Exam End of Term 3 Exam End of Term 4 Exam

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Science Core/Humanities and Science Essentials

SCI/HSE

It is compulsory to study **ONE** of these subjects:

Select SCIENCE (SCI or SCX) if you are planning to take an academic pathway in Year 11 & 12. This provides a solid background to the senior subjects of Physics, Chemistry and Biology. These give you the skills required for university entry. Studied for 2 Semesters ****Note:** If you study Science (SCI or SCX), you will also study Humanities (HUM) for 2 semesters**

OR

Select HUMANITIES & SCIENCE ESSENTIALS (HSE) if you are planning a vocational pathway. This provides the essential life skills and knowledge from Humanities and Science. 1 Semester each of: Humanities Essentials, Science Essentials. **Students choosing HSE will not be accepted for Chemistry, Physics or Biology in Year 11. Students studying HSE may enrol in Science in Practice or Cert 2 in Sampling and Measurement for Year 11 and 12.**

Course Descriptions:

SCI/SCX - The structure and content of the Australian Curriculum is designed to ensure that students completing Year 10 have the necessary foundations for their senior schooling, as well as for their lives and career aspirations beyond high school. When choosing a course of study for Year 11, students will have the senior options of Biology, Chemistry and Physics. The Science in Practice and Certificate II in Sampling and Measurement subjects will also provide for less academic students entering Year 11 in 2024.

HSE - Year 10 Science Essentials continues an interdisciplinary course that encourages students to develop a broad understanding of science relevant to the young adult. The interdisciplinary nature of the course enables students to become knowledgeable and active participants in a scientifically rich society. The course builds on concepts covered in Years 8 and 9, while delivering topics in real-world contexts. Relevant issues such as the workings of the human body, genetics, our energy resources and being a scientifically literate participant in our modern economic and social world form much of the course work.

Course Content / Assessment:

Students complete two semesters of SCI/SCX in Year 10 or 1 semester of HSE (Science Essentials). As part of their course, students will complete studies in:

Science Core (SCI)

	Course Content	Assessment
Semester 1	Biology Chemistry	Examination Experimental Investigation
Semester 2	Physics Earth and Space	Examination Investigation

Science Extension (SCX)

	Course Content	Assessment
Semester 1	Physics Chemistry	Data Test Student Experiment
Semester 2	Biology Earth and Space	Examination Research Investigation

Humanities and Science Essentials (HSE)

	Course Content	Assessment
1 Semester Science Essentials	This program is designed for students who do not aspire to tertiary education and/or do not intend to study any science subjects in Year 11 and 12. The program focuses on key areas of Science needed to be a scientifically responsible citizen in a 21 st century context.	Workbooks and ongoing small tests

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Humanities Core/Humanities & Science Essentials

HUM/HSE

It is compulsory to study **ONE** of these subjects:

Select HUMANITIES (HSC) if you are planning to take a General pathway in Year 11 & 12. This provides a solid background to the senior subjects – Geography, Economics, Legal Studies, Ancient and/or Modern History. These give you the skills required for university entry. Studied for 2 Semesters ****Note: If you study Humanities (HSC), you will also study Science (SCI) for 2 semesters****

OR

Select HUMANITIES & SCIENCE ESSENTIALS (HSE) if you are planning an Applied or Vocational pathway. This provides the essential life skills and knowledge from Humanities and Science. 1 Semester each of: Humanities Essentials, Science Essentials

Course Description:

The study of Humanities encourages young people to be active and well-informed participants in the modern world. Students will develop critical thinking abilities in order to make decisions about issues related to societies and environments. Enhancing students' literacy skills will also be a focus during the class of studies.

Humanities (HUM)

Course Content		Assessment
Semester 1	History – World War II In this unit, students investigate the causes, outbreak and course of World War II and the significance of Australian involvement. Students examine the places where Australians fought, and their perspectives and experiences during World War II	Examination
	History – Civil Rights Movement (Indigenous Australia) In this unit, students study the causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations	Investigation
Semester 2	Geography – Coastal management Students study the environmental functions that support all life, the major challenges to their sustainability and respond to these challenges. Students examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.	Field Report
	Civics & Citizenship – Resilient Democracy Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students reflect on their rights, privileges and responsibilities as active and informed citizens.	Examination

Humanities and Science Essentials (HSE)

Course Content		Assessment
Semester 1	History – World War II In this unit, students investigate the causes, outbreak and course of World War II and the significance of Australian involvement. Students examine the places where Australians fought, and their perspectives and experiences during World War II	Examination
	History – Civil Rights Movement (Indigenous Australia) In this unit, students study the causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations	Investigation



Health and Physical Education

HPE

Elective Subject (Health and Physical Education)

Course Description:

The Year 10 Health and Physical education program at Morayfield State High School is based on the Australian Curriculum V8.4. Students will extend their studies in HPE in Year 10 by specialising further into three different strands throughout the year. All three strands will contain practical and theoretical aspects. Students will study the human body through units in skill development, first aid, training programs, world health, domestic violence as well as exploring sports sociology. Performance activities include; Badminton, touch, volleyball, and self-defence.

Physical Education/Fitness strand

The Physical Education/Fitness strand covers all the achievement standards and focus areas of the Australian Curriculum. Students will still participate in theoretical and practical aspects of physical education however this strand will have a higher percentage practical weighting. This strand prepares students for our senior subject offerings of General Physical education and Cert III in Fitness.

Course Content / Assessment:

As part of their course, students will complete studies in:

	Course Content	Assessment
Full year elective	<ul style="list-style-type: none"> • Health promotion and Badminton • Net Sports and Skill Development • (Badminton/Volleyball skill development) • Personal Training and Touch • (Health promotion and Striking sports) • Domestic Violence and Self Defence • (Domestic Violence and Self Defence) 	<ul style="list-style-type: none"> • Written assessment and performance and practical application • Project Folio and performance and practical application • Exam and performance and practical application • Written assessment and performance and practical application

Rugby League and Girls Netball/Touch Sporting Extension

The school offers Rugby League and Girls Netball/Touch Extension programs for students who wish to pursue a pathway of sporting development within the school. Enrolment for these programs is through a trial process. These two programs run for the full school year and are embedded within the Health and Physical Education subject area. Students in these classes cover all the achievement standards and focus areas of the Australian Curriculum Assessment and Reporting Authority (ACARA) framework. In Rugby League, students will focus on the skills and practical aspects of Rugby League and prepares students for entry into the Senior Sport and Recreation (Rugby League) SAS subject. In Girls Netball/Touch Extension, students will focus on the skills and practical aspects of Netball and Touch football and prepares students for entry into Senior Physical Education and/or Sport and Recreation (Netball/Touch) SAS subject.

Music

MUS



Elective Subject (The Arts)

Course Description:

The Year 10 Music program at Morayfield State High School is based on the Australian Curriculum V8.4. The Music course in Year 10 gives students the opportunity to acquire knowledge and understanding and the skills needed for future studies in senior schooling. It also provides active engagement and enjoyment in performing, composing and appreciating to ensure that music plays a continuing role in their lives.

Course Content/Assessment:

Course Content		Assessment
Semester 1	All That Jazz In this unit, students explore the Jazz music genre. Students will use this study focus to build on their knowledge on all of the Elements of Music by applying them to their compositions, and will build on performance skills by learning the bass guitar. Students will continue to develop their analytical and evaluative skills to discover the enormous impact Jazz music has had on the music of our time.	<ul style="list-style-type: none"> • Performing Task • Composing Task • Responding Task
Semester 2	Lights, Camera, Soundtrack In this unit, students explore Film Music. Students will use this study focus to build on their knowledge of using the Elements of Music in composition and performance, and will continue to develop their analytical skills. Students will refine their interpretation of music in performance, as they learn to play the piano.	<ul style="list-style-type: none"> • Performing Task • Composing Task • Responding Task

Expenses:

Workshop with guest artist \$10



Dance

DAN

Elective Subject (The Arts)

Course Description:

The Year 10 Dance education program at Morayfield State High School is based on the Australian Curriculum V8.4. The course for Dance involves using the human body to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in a variety of dance genres and styles to discover the endless possibilities to this powerful mode of expression.

The course of study in Year 10 has been designed to mirror the global aims and objectives of the senior dance syllabus. In doing this, the students undertaking Year 10 Dance develop knowledge and understanding of the general content and aims of the syllabus to ensure a smooth transition into their senior studies.

Course Content / Assessment:

	Course Content	Assessment
Semester 1	Moving like the Masters In this unit students are introduced to the pioneers of contemporary dance. They engage in performance work based on a range of contemporary dance techniques to gain knowledge and understanding of early modern movement styles and philosophies.	Making - presenting
	Creating like the Masters Throughout this unit students apply their knowledge of the pioneers of contemporary dance through their own devised choreographies. They will emulate the pioneers by creating works that make an emotional statement in response to stimuli.	Making – choreography
	Responding like the Masters Students analyse a range of professional dance works to extend their knowledge of dance and their written communication skills. Students will study the features of a review and then apply their knowledge through a written or oral review.	Responding – Written Review
Semester 2	Life is a Cabaret Throughout this unit students will gain knowledge of the history of Musical Theatre and the dance styles used to create it. They study prominent Musical Theatre choreographers, their style and their dance works and develop skills to perform, create and respond to musical theatre works.	Making - Performance of teacher-devised or guest artist devised Musical Theatre piece.



Drama

DRA

Elective Subject (The Arts)

Course Description:

The Year 10 Drama education program at Morayfield State High School is based on the Australian Curriculum V8.4. The course for Drama involves manipulating Dramatic Elements and Conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events.

As part of the course students will complete studies reflecting the Senior Drama and Drama in Practice syllabus to ensure a smooth transition into the study of Drama in Years 11 and 12.

Course Content / Assessment:

Course Content		Assessment
Semester 1	Realism Theatre This unit will see students explore a range of acting skills and techniques with a focus on the basics of realist acting. They will apply the appropriate dramatic languages to prepare a selected scripted scene for a live performance.	Making – Scripted Performance
	Political Theatre In this unit students will explore the elements of drama and conventions of Political Theatre. Students learn how to create didactic theatre – theatre that is used as a powerful vehicle for communicating social, political, cultural, and historical messages. Through creating a self-devised performance students will learn how to create dramatic meaning through live performance.	Making and Responding: Dramatic Concept and Devised Performance
Semester 2	Traditional Theatre Throughout this unit students will explore traditional theatre styles including Greek and Elizabethan theatre. Students will choose a focus style in order to delve deeper into a specific historical perspective. They will gain a deeper understanding of performance production in order to put on their own performance.	Making – Scripted Performance
	Contemporary Theatre This unit will see students explore Contemporary Theatre styles which will draw on their prior learning of various styles. The students will further develop their critical and creative thinking skills in order to take an original text and recreate it with a clear vision for a modern audience.	Making and Responding: Directorial Vision



Visual Art

ART

Elective Subject (The Arts)

Course Description:

The Year 10 Visual Art education program at Morayfield State High School is based on the Australian Curriculum V8.4: Arts. The course for Visual Art involves students making and responding to artworks by reflecting and commenting on the world around them. In each unit they develop their skills processes and techniques in preparation for their senior studies.

Course Content / Assessment:

Course Content		Assessment
Semester 1	<p>Art As A Social Concern</p> <p>In this unit students will understand the role that contemporary, personal, cultural and formal contexts play in making artworks meaningful and communicating the artist's intent. They will know how to effectively communicate their own perspectives on a social issue across drawing and sculptural approaches to it.</p> <p>Students will develop an appreciation for the works of artists across cultures in communicating a diversity of perspectives that reflect local and global issues.</p>	<p>2D drawing</p> <p>3D sculpture</p> <p>Multimodal written response 600-800w</p>
Semester 2	<p>Faces We Show</p> <p>In this unit students will understand the role that contemporary, personal, cultural and formal contexts play making artworks meaningful and communicating the artist's intent. They will know how to effectively communicate their own perspectives through the emotions and stories expressed through portraiture across 2D mix media paintings and relief printing.</p> <p>Students will develop an appreciation for the works of artists across cultures in communicating a diversity of perspectives through portraiture.</p>	<p>2D mix media painted portrait</p> <p>2D relief print series</p> <p>600-800 word written comparison</p>

Expenses:

Gallery excursion \$10



Design and Technologies

DAT

Elective Subject

Course Description:

The Year 10 Design and Technologies program at Morayfield State High School is based on the Australian Curriculum V8.4. Design and Technology is a graphical subject that encourages students to explore their problem-solving potential. Students will be given a number of problems which they will resolve using a number of technologies. While the solutions to these problems will be presented primarily using traditional graphical responses, students will be also able to respond using different more current technologies, such as 3-D printers, vinyl cutters (stickers), and the laser cutter.

Students have the opportunity to use a design process to identify and explore the design needs or opportunities of target audiences. The process involves research, generate and develop ideas through hand sketching, produce final solutions in computer aided drafting (CAD), make prototypes with appropriate technology then evaluate the product. Areas of study include industrial design (everyday objects), business graphics (stickers, business cards, logos, etc.) and built environment (architecture, landscape architecture and interior design).

Students will develop skills in freehand sketching and technical graphical representations in 2-D and 3-D formats using computer aided drafting (CAD). This course continues through the junior curriculum and into senior industrial graphics. Students with an ambition to enter into graphic/ industrial designing, drafting, architecture or similar career paths should be electing this pathway.

Course Content / Assessment:

	Course Content	Assessment
Semester 1 & 2	<p>Built Environment Design Student will learn to use Revit CAD program and produce 3D built environment models and 2D associated drawings.</p> <p>Graphic Design Students will develop children's toys from the laser cutter using Inventor CAD software as well as laser cutter software.</p> <p>3D Modelling Students learn basic hand sketching and technical drawing as well as using Inventor CAD program to draw in 3D modelling to produce digital products and 2D drawings. Students also will convert file format to 3D print prototype models.</p> <p>Graphic Design Students learn to use software such as Paint.net, Corel draw, illustrator, to produce files to be cut on vinyl cutter to produce stickers.</p>	<p>Class work Design Folios below-</p> <p>Built Environment Design Park Design</p> <p>Graphic Design Laser cut Toy</p> <p>3D Modelling Drink Coaster Earphone Holder</p> <p>Graphic Design Sticker Logo</p>



Materials and Technologies Specialisations

TMT

Elective Subject

Course Description:

The Year 10 Master and Technologies Specialisations program at Morayfield State High School is based on the Australian Curriculum V8.4. This subject has a woodwork focus. In this subject, students build on the knowledge obtained from year 8 and 9. The curriculum in year 10 is based around the design syllabus and assessment tasks will vary between design tasks and set plans to help with the transition into senior classes. They use their imagination and creativity to develop design solutions when making design and production decisions. Students individually and collaboratively select tools and implement techniques to manipulate materials. They make products to detailed specifications and standards and reflect on their learning and evaluate the suitability of their projects. Workplace Health and Safety is a strong focus in all activities.

Throughout the year students will participate in 2 areas of study as a pathway into senior subjects. Students will study units as an introduction to Certificate I in Construction and Certificate II in Manufacturing Technology (furnishings based), studied in year 11 and 12.

Within the construction unit, students will be introduced to the types of work and assessment techniques that students will face in in VET. Students will be introduced to the competencybased training and will also focus on construction terminology and safety.

Within the furnishing units, students will focus on extending and refining their woodworking skills. Students will gain experience in working with and manipulating materials such as pine and plywood, as well as glues and fixing hardware. Students will also be taught the correct use and care of all relevant hand tools and operation of basic wood work machinery.

All students **must** have leather/ vinyl upper shoes (**no canvas or mesh**) to be in this subject as per the school Dress Code; students will not enter a workshop without them. Failure to meet these requirements may result in change of subject.

Course Content/Assessment:

Course Content		Assessment
Semester 1 & 2	Workshop and construction safety Names of basic hand tools and their uses Names of basic workshop machinery and how to use them Industrial technology theory Material properties and manipulation Literacy and numeracy Graphics communication	Camp stool – Practical job and design booklet Tiny House Project – Practical job and design booklet Carry All Toolbox – Practical job and design booklet CO2 Dragster – Practical job and design booklet



Engineering Principles and Systems

TES

Elective Subject

Course Description:

The Year 10 Engineering Principles and Systems program at Morayfield State High School is based on the Australian Curriculum V8.4. This subject has a metal engineering focus. In this subject, students build on the knowledge obtained from year 8 and 9. The curriculum in year 10 is based around the design syllabus and assessment tasks will vary between design tasks and set plans to help with the transition into senior classes. They use their imagination and creativity to develop design solutions and production decisions. Students individually and collaboratively select tools and implement techniques to manipulate materials. They make products to detailed specifications and standards and reflect on their learning and evaluate the suitability of their projects. Workplace Health and Safety is a strong focus in all activities.

This subject focuses on extending and refining student's metalworking skills. Students will gain experience in working with and manipulating materials such as black mild steel, aluminium and sheet metal, as well as joining methods. Students will also be taught the correct use and care of all relevant hand tools and operation of basic metalworking machines.

This subject is a stepping stone for the Certificate II in Engineering Pathways subject studied in Years 11 and 12.

All students **must** have leather/ vinyl upper shoes (**no canvas or mesh**) to be in this subject as per the school Dress Code; students will not enter a workshop without them. Failure to meet these requirements may result in change of subject.

Course Content/Assessment:

Course Content		Assessment
Semester 1 & 2	Work Shop Safety Names of basics hand tools and their uses Names of basic workshop machinery and how to use them Industrial technology theory Material properties and manipulation of mild steel and alloy Literacy and numeracy Graphics communication	Project Design Booklets Barbeque Tool Brazier Sheet metal toolbox Sheet metal vehicle



Economics and Business

ECB

Elective Subject: Economics and Business

Course Description:

The Year 10 Economics and Business program at Morayfield State High School is based on the Australian Curriculum V8.4. The Year 10 curriculum gives students the opportunity to further develop their understanding of Economics and Business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reason why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

The economics and business content at this level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

Students will be taught the content through contemporary issues, events and/or case studies that cover different contexts (personal, local, national, regional and global).

Course Content/Assessment:

Students will complete two Semesters of Economics and Business in Year 10. As part of their course, students will complete the following units:

Course Content		Assessment
Semester 1	Managing Economic Performance and Standards of Living	Multimodal/Brochure Report
Semester 2	Major Consumer Decisions and Business Productivity The Ways Businesses Respond to Changing Economic Conditions	Extended Written Response Multimodal Presentation



Digital Technologies

DIG

Elective Subject (Digital Technology)

Course Description :

The Year 10 Digital Technologies program at Morayfield State High School is based on the Australian Curriculum V8.4. The focus of Digital Technologies is on the development of higher order thinking skills, such as problem solving, digital collaboration and systems analysis. Through a selection of physical and virtual applications, students can prepare for senior and tertiary studies in Information Technology, Mathematics, Engineering and Science.

Students will be taught how to code in different applications and languages, including the Python programming language and Arduino. They will evaluate their own designs and others against criteria.

Course Content/Assessment:

As part of their course, students will complete studies in:

	Course Content	Assessment
Semester 1	<p>Students will prepare for study in the senior school by investigating and evaluating the impact of emerging technologies on users and society.</p> <p>Students will learn to program Arduino microcontrollers and prototype their own designs through altering a boardgame.</p>	<p>Assignment projects</p> <p>Portfolio of work</p>
Semester 2	<p>Students will develop programming and design skills through creating PC apps using the Python Programming language.</p> <p>Students will create a portfolio of multimedia works using Adobe software. Products will include manipulated images, vector logos, websites and composite images of posters.</p>	<p>Assignment Projects</p>



Media Arts

MED

Elective Subject – Full Year Program (2 Semesters)

Course Description:

The Year 10 Media Arts education program at Morayfield State High School is based on the Australian Curriculum V8.4. Students will study a media arts program aligned with the Australian Curriculum. Students will engage in Media Arts concepts including technology, representations, audiences, institutions and language, and create media arts products. Students will create products using still media (photography) and moving image media (short film), and analyse media for representations and social impacts.

Course Content / Assessment:

Students will be assessed in two domains, making and responding. These two domains will be assessed in the following units of work and assessment types.

	Course Content*	Assessment*
Unit 1: Photography	Students will learn about cameras and the art of photography. Students will engage in practical activities to develop their skills and knowledge. Students will have an opportunity to demonstrate their creative work throughout the unit.	Task 1: Photography Exam – students will be assessed on the technical elements of photography, and respond/evaluate a collect of work produced for a specific purpose and context. Task 2: Photography Folio – students will produce a folio of work on a set of conditions. Students will plan and produce their work using the media arts concepts.
Unit 2: Short Film	Students will learn about moving image media in the form of short films. Students will transfer then add on their existing knowledge from the previous unit in the context of film. Students will plan, produce, then reflect on a film project on an idea or prompt.	Task 1: Project – students will create a short film. Students will engage in production processes to plan, product, then reflect on their work. Students must demonstrate the technical and symbolic elements of film throughout their work. This multi-stage project will take the majority of the term to complete.
Unit 3: Representations	Students will analyse gender represented in a variety of different contexts and evaluate how these representations have changed over time. Students will also investigate how Australia and First Nations people have been represented in media.	Task 1: Analysis - Students will complete a written piece of work analysing how a character conforms or challenges the conventions of their gender. Students will evaluate how Australia and First Nations people are represented in media.
Unit 4: Style and Genre	Students will engage in and investigate a variety of media arts concepts, genres, styles and form. Students will then investigate a form of interest to them and create their own project from that.	Task 1: Planning - Students will engage in pre-planning to develop their own project. Students will write a treatment and complete storyboards to support the production processes. Task 2: Production – students will product their intended project. At the end of the production, students will reflect and evaluate their work.

**Course content and assessment are continually being revised and therefore may slightly vary from the above outline.



Food Specialisations

TFD

Elective Subject (Technology)

Course Description:

Choosing Food Specialisations as an elective subject will expand students knowledge and skills in food, nutrition and sustainability. All students must have **leather/ vinyl/ suede upper shoes (no canvas or mesh)** to be in this subject as per the school Dress Code; students will not enter a kitchen without them. Failure to meet these requirements may result in change of subject.

Course Content/Assessment:

	Course Content	Assessment
Semester 1	<p>Unit 1 – Special dietary requirements A look at dietary requirements that impact on a person's well-being</p> <p>Unit 2 – The Art and Science of baking A focussed look at pastries, breads and other baked goods</p>	<p>Weekly cooking tasks. Written assignments with practical cooking components.</p>
Semester 2	<p>Unit 3 – Bush Tucker A look at special Australia's indigenous food history and native Australian foods</p> <p>Unit 4 – Introduction to Hospitality This unit introduces students to the hospitality industry by learning about the working of restaurants in order to create a mini restaurant for invited staff</p>	<p>Written assignment with practical cooking component. Portfolio design task.</p>

Expenses:

Students will be supplied with ingredients required for basic cooking tasks.



Certificate III in Early Childhood Education and Care

VCC

Elective Subject (Technology)

Course Description:

The Certificate III in Early Childhood Education and Care course (course code: CHC30121) is being offered through a partnership with Deception Bay State High School RTO #30380 on campus at Morayfield State High School. This course leads directly to careers in Early Childhood Education or further training in Diploma of Early Childhood Education and Care.

The course comprises of three assessment focuses: theory, vocational work placement and simulated training. The content of the course will be delivered in the classroom face to face and will be supported by mandatory vocational work placement.

Participation in a compulsory Vocational Placement for a minimum of 160 hours in a registered childcare facility is necessary for successful completion of the Certificate. Students will have a Student Training Book that will need to be signed each time they attend Vocational Placement.

All students enrolled in this qualification are required to hold a valid Blue Card prior to commencing child-related work or activities. Students may also require to be up to date with COVID vaccinations for work placement. Applications can be made with the help and support of your students' classroom teacher.

Cert III Early Childhood Education and Care incurs a fee of \$260 (\$200 paid to Deception Bay State High School for course fees plus \$60 paid to Morayfield State High School to cover the cost of printing and course consumables).

When the student has successfully completed all components of the course, they will be deemed competent and receive their qualification. If a student exits the course prior to completion, they will receive a statement of attainment for only those units that have been fully completed, assessed appropriately, and deemed competent.

Course Content/Assessment:

The course will include Units of Competency from the Qualification.

	Topics	Assessment
Semester 1	Welcome to Childcare It's All About Children	Completion of task booklets for each competency and successful work placement
Semester 2	Health and Wellbeing Identify and respond to children and young people at risk.	Completion of task booklets for each competency and successful work placement



Deception Bay State High School

RTO number: 30380

CHC30121 Certificate III Early Childhood Education and Care

Qualification description

This is an entry-level qualification for anyone wishing to commence a career in the early childhood sector. It provides students with an understanding of fundamental skills and knowledge relating to the care of children. Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.

Refer to training.gov.au for specific information about the qualification.

Duration and location

This is a three-year course delivered in Years 10, 11 and 12 on site at Morayfield State High School in partnership with Deception Bay State High School.

Course units

To attain a CHC30121 Certificate III in Early Childhood Education and Care, 17 units of competency must be achieved.

Unit code	Title
CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRP003	Reflect on and improve own professional practice
CHCPRP001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting
HLTFSE001	Follow basic food safety practices
HLTWHS001	Participate in workplace health and safety

Entry requirements

Students must have a blue card for Working with Children prior to enrolment or commencement of training and have a desire to work with children.

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning

Fees

Students are enrolled as part-time students at Deception Bay State High School and pay \$200 to Deception Bay State High School for the cost of the course.

Assessment

Assessment is competency based. Units of competency are clustered and assessed in this way to replicate what occurs in a childcare centre as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- observations by assessor during vocational placement
- third party reports from vocational placement
- written and practical tasks.

Vocational placement

Students must complete 160 hours of vocational placement in a regulated education and care setting. Certain units have practical work placement hours that are required to be completed before the student is deemed competent for the unit and skills that must be observed by the assessor during vocational placement.

The school will assist in organising work placements for students. Students may also source their own placements, which will need to be approved by the school and RTO.

Pathways

This qualification may articulate into:

Diploma in Early Childhood Education and Care

work in the industry as an early childhood educator, nanny or after school hours care worker.

See other community services qualifications at training.gov.au

Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 17 units of competency will be awarded a Qualification and a record of results by Deception Bay State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment