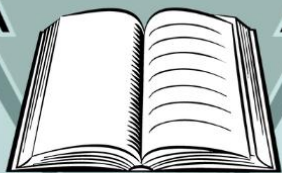


BRAY PARK
STATE HIGH SCHOOL



Challenge
The Unknown

BRAY PARK STATE HIGH SCHOOL

YEAR 10 CURRICULUM HANDBOOK 2027



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Welcome to Year 10

This booklet has been developed to assist students and their parents in making informed choices about subjects by providing subject descriptors and pathways into Senior.

Student achievement in Year 10 subjects provides the platform for entry into Years 11 and 12. Students and parents are encouraged to discuss demonstrated academic progress with classroom teachers and Heads of Department to ensure they are setting realistic and achievable goals for success in their chosen subjects and preferred pathway.

The best advice we could offer to students when choosing subjects is to consider what subjects they are good at, as their decisions may affect not only the types of career they can follow later but also their academic success and feelings about school. Even though there are a number of factors to consider, choosing your course of study can be made easier, if you go about the task calmly and logically. If you need advice, make a booking with the Guidance Officer or see the Head of Department Year Level.

During Year 10, students will complete a Senior Education and Training Plan (SETP).

A SET Plan

- Provides the young person with a clearly thought-out set of achievable goals, a learning plan and a cohesive transition across educational sectors.
- Serves as a starting point and reference point for the student's pathway through senior education.
- Promotes on-going dialogue between an individual student, parents/carers and teachers.
- Promotes learning that is aligned with the student's aspirations and leads to the award of the Queensland Certificate of Education.

Subject Selections

Our Year 10 curriculum represents a sequence of carefully planned and balanced learning experiences to deliver the Australian Curriculum while reflecting the interests and future pathways of our students. At the core of our curriculum is the focus on the general capabilities of Numeracy, Literacy, ICTs, Personal and social capability, Ethical understanding, Intercultural understanding and Critical and creative thinking, moving forward into developing 21 Century Skills in our students.

Students will participate in both mandated and elective subjects. Students will study the core subjects of English and Mathematics and select 4 elective subjects to undertake. These subjects are studied for the full year.

Subjects listed in this handbook will only be available if enrolment numbers are such that forming a class is viable. The minimum number of students necessary to form a class will be determined by the availability of staff. The number of staff available to our school is decided by Education Queensland. Students will be notified if any subject they have chosen is unable to be offered and will be given time to make changes.

Key People

PRINCIPAL

Peter Turner

DEPUTY PRINCIPALS

Kerri Trigger – Year 7 Rhys

Holmes- Year 8 Kimberley

McDonald – Year 9

Maria Williamson – Year 10

Eleana Kerr – Years 11 & 12

GUIDANCE OFFICERS

Melissa Macuga – Years 8 & 11

Chris Dods – Years 7 & 10

Che Gordon – Years 9 & 12

Heads of Department

JUNIOR SCHOOL (Year 7)

Michelle Elliott

ENGAGEMENT (Year 8)

Trevor Greinke

DATA (Year 9)

Erin Peters

MIDDLE SCHOOLING (Year 10)

Carly Ballantyne

SENIOR SCHOOLING (Years 11 & 12)

Carrie Castle

ENGLISH

Danielle Lloyd

MATHEMATICS

Kimberley Watkins

SCIENCE

Grant Nicol

HUMANITIES

Katrina Makings

THE ARTS

Robert Adamson

TECHNOLOGIES

Simon Flemming

HEALTH AND PHYSICAL EDUCATION

Dominic Eldridge

BUSINESS

Anna Bench

INTERNATIONAL

Emily Baldry

INCLUSIVE EDUCATION

Stacy Burke

E-LEARNING

Aman Martir

Inclusive Education

At BPSHS, we are committed to the Department of Education's vision of *Equity and Excellence*. Staff understand and are committed to principles of access, equity and inclusion. Inclusion means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. We have high expectations for all learners, including those with a disability or learning difficulty, and inclusion is supported by culture, policies and every day practices. At BPSHS, staff work diligently to provide every student access to high quality learning opportunities, focused on their individual needs, in a disciplined school environment.

Students with a disability or learning difficulty at Bray Park State High School are supported within the general classroom setting with their peers. Additional support delivery takes many forms, such as teacher aides in classes, focused and intensive teaching with specialist Support teachers, adjustments to curriculum tasks, environmental adjustments, and social and emotional support.

The Inclusive Education team consists of:

- Head of Department – Inclusion (HOSSES)
- Inclusive Education Teachers and Case Managers
- Educational Assistants (Teacher Aides)
- Administrative Officer
- Regional Support personnel

TAFE at School

Students in years 10, 11 and 12 may also take advantage of the opportunity to complete a nationally recognised qualification through TAFE. The TAFE at Schools program allows students undertake a qualification not offered at Bray Park SHS, aligning to their chosen pathway.

Students who undertake a TAFE program whilst at school, will generally attend TAFE for 1 day per week for the duration of their course (1-2 years). In turn, students will be able to reduce their chosen 6 subjects at school to 5 to accommodate the additional study required of the TAFE program. Students are required to maintain their work in classes they miss on the day they attend TAFE. It is not recommended for students going for an ATAR to undertake a TAFE in School program as they will miss up to a third of their subject by attending TAFE 1 day per week.

Information regarding the TAFE at School programs can be located at <https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html>.

Recommended Pre-Learning for Year 11 and 12 subjects

The following table indicates subjects and results that are strongly recommended and desirable for students to have achieved in Year 10 to help ensure success for senior subjects in Year 11 and 12 (subject to change each year) While these are a guide, they should be strongly considered when students are making their final subject choices in year 10, taking into account their future pathway.

SUBJECT	STRONGLY RECOMMENDED	DESIRABLE
General Mathematics	Minimum C in Mathematics OR Minimum C in Extension Mathematics	Minimum B in Mathematics
Mathematical Methods	Minimum B in Mathematics OR Minimum C in Extension Mathematics	
Specialist Mathematics	Minimum B in Extension Mathematics **Must also select Mathematical Methods as a Companion subject**	
Essential Mathematics	Some level of study in Year 10 Mathematics	
English	Minimum B in English	
Essential English	Nil	
Ancient History	Minimum B in English OR minimum B in History	
Modern History	Minimum B in English OR minimum B in History	
Geography	Minimum B in English AND C Mathematics OR minimum B in Geography	Minimum B in Mathematics
Tourism	Nil	
Social and Community Studies	Nil	
Legal Studies	Minimum B in English	Legal Studies
Business	Minimum B in English	Business
Certificate III in Business	Nil	Business OR Certificate I Workplace Skills
Certificate IV in Justice Studies	Minimum C in English	Legal Studies
Information Communication and Technology	Nil	Digital Technologies
Cert II in Active Volunteering	Nil	
Certificate II in Engineering Pathways	Nil	Year 10 Industrial Technology subject
Certificate II in Furniture Making	Nil	Year 10 Industrial Technology subject
Certificate II in Automotive Vocational Preparation	Nil	Year 10 Industrial Technology subject
Design	Minimum B in English	Design
Early Childhood Studies	Nil	
Certificate II in Hospitality	Nil	Minimum C in Hospitality
Physical Education	Minimum B in English	Minimum B in HPE

SUBJECT	STRONGLY RECOMMENDED	DESIRABLE
Sport and Recreation	Nil	Minimum C in HPE
Cert III in Fitness	Nil	
Volleyball excellence	Nil	
Biology	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study General Mathematics or Mathematical Methods as a Companion subject**	Science Extension elective (Living, Physical or Engineering Science)
Chemistry	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study Mathematical Methods as a Companion subject**	Science Extension elective (Living, Physical or Engineering Science)
Physics	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study Mathematical Methods as a Companion subject**	Science Extension elective (Living, Physical or Engineering Science)
Psychology	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study General Mathematics or Mathematical Methods as a Companion subject**	Science Extension elective (Living, Physical or Engineering Science)
Engineering	Minimum C in Engineering Science or C in Physical Science Minimum B in Core Maths or C in Extension Maths **recommended to study Physics and Specialist Maths or Maths Methods as a Companion subject**	Science Extension elective (Engineering Science)
Science in Practice	Nil	
Japanese	Minimum B in Japanese	
Drama	Minimum B in Drama	Minimum B in English
Drama in Practice		Minimum C in Drama
Dance in Practice		Minimum C in Dance or private dance studio experience
Music	Minimum B in Music	Minimum B in English
Music Extension (Year 12 only)	Year 11 Music	
Music in Practice	Nil	Minimum C in Music
Visual Art	Minimum B in Visual Art	Minimum B in English
Certificate II in Visual Arts	Nil	Minimum C in Visual Art or Studio Art
Media Arts		Minimum C in Media Arts

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Core Subjects

- English
- Foundation Mathematics
- Core Mathematics
- Extension Mathematics

Subject Overview

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. In Semester 2, students can select to trial a General English pathway to assist in preparing them for their senior coursework (General English is often a pre-requisite for university study).

Skills developed

Skills in literacy, reading and writing will be built upon throughout this course. Critical thinking, reasoning and verbal skills will also be further developed. A broad range of literary and audio-visual texts will be integrated into the course in order to encourage students to develop an appreciation of literature and the media. Research and note-taking skills will be further developed.

Assessment

A range of assessment items will be offered to the student including in-class activities, assignments and in class tests. A variety of speaking assessments will also comprise approximately 40% of the course.

	Unit overview	Assessment Summary
Unit 1	Shakespeare: Timeless Tales or Time-Bound Themes?	Part A: In Class Analytical Exam Part B: Multimodal
Unit 2	Breaking the Mould: Exploring Character Archetypes in Unconventional Short Stories	Part A: Writing of Unconventional Short Story Part B: Writer's Reflection
Unit 3	Novel Study	Part A: Visual Representation of their understanding of the text Part B: Analytical essay under exam conditions
Unit 4	Verses of Influence: Protest or Propaganda?	Part A: Paired Debate Part B: Feature Article

Requirements

Desired: Minimum B Standard

Additional information

Students are required to provide a notebook and basic stationery as outlined in the Stationery List provided each year. Textbooks and other materials required for the course are provided through the Resource Contribution and Textbook Hire Scheme. Students will be required to bring a laptop and notebook to use every lesson. Class handouts, assessment tasks and worksheets will be distributed to students digitally via QLearn. All assignments are to be digitally submitted unless otherwise stated. Students will also be required to complete set tasks and practice their writing skills in their notebook each lesson.

Subject Overview

The Year 10 Mathematics program empowers students to select a pathway aligned with their senior schooling goals. Options include Foundation Mathematics (preparing for Essential Mathematics), Core Mathematics (preparing for General Mathematics), and Extension Mathematics (preparing for Mathematical Methods). Each pathway ensures students build the skills needed for their chosen future studies.

Subject Overview – Foundation Mathematics

Foundation Mathematics focuses on practical skills through Unit 1: Number and Unit 2: Measurement, alongside completing the Short Course in Numeracy. This pathway equips students with essential mathematical knowledge for everyday contexts, further education, and preparation for Essential Mathematics in senior schooling.

Skills developed

Foundation Mathematics focuses on developing practical numeracy skills for everyday life, work, and further education. Students strengthen their understanding of basic number operations, measurement, data interpretation, and financial literacy. This pathway aligns with the ACARA curriculum and prepares students for Essential Mathematics in senior schooling, fostering confidence in real-world problem-solving.

Assessment

	Unit overview	Assessment Summary
Unit 1	Number	Assignment
Unit 2	Measurement	Exam
Unit 3	Numeracy Short Course	Exam
Unit 4	Numeracy Short Course	Assignment

Special requirements

Nil

Additional information

Students are encouraged to choose the highest level of mathematics they are capable of completing to maximise future opportunities. Challenging themselves academically builds critical thinking, problem-solving, and resilience. Selecting an advanced pathway ensures readiness for senior studies and broadens career and tertiary options, particularly in STEM and other specialised fields.

Subject Overview

Core Mathematics develops essential skills in algebra, linear equations, measurement, trigonometry, Pythagoras, networks, matrices, and statistics. These units build problem-solving and analytical abilities, preparing students for General Mathematics in senior schooling and equipping them with practical knowledge for diverse academic and real-world applications.

Skills developed

Core Mathematics builds a solid foundation in algebra, geometry, statistics, and financial mathematics. Students develop critical thinking and problem-solving skills, applying mathematical concepts to real-world and abstract scenarios. Aligned with the ACARA curriculum, this pathway prepares students for General Mathematics in senior schooling, supporting diverse academic and vocational aspirations.

Assessment

	Unit Overview	Assessment summary
Unit 1	Algebra	Exam
Unit 2	Linear Equations	Exam
Unit 3	Measurement	Assignment
Unit 4	Trigonometry and Pythagoras	Exam
Unit 5	Networks and Matrices	Exam
Unit 6	Statistics	Assignment

Special requirements

Nil

Additional information

Nil

Subject Overview

Mathematics is a powerful tool for solving problems, modelling real-world scenarios and understanding patterns in the world around us. The *Extension Mathematics* course is designed for Year 10 students who are considering the General subject Mathematical Methods in Year 11 and 12. This course aims to build essential foundational knowledge and skills in algebra, functions, geometry, trigonometry, probability, and statistics, with a strong focus on problem-solving, reasoning, and communication.

Skills developed

Extension Mathematics challenges students with advanced algebra, functions, calculus, and statistical analysis. It fosters analytical thinking, logical reasoning, and problem-solving skills essential for STEM pathways. Aligned with the ACARA curriculum, this pathway prepares students for Mathematics Methods in senior schooling, equipping them for university studies in mathematics-intensive fields.

Assessment

	Unit Overview	Assessment summary
Unit 1	Surds, Algebra and Linear Relationships	Exam
Unit 2	Non-Linear Relationships	Exam
Unit 3	Probability and Statistics	Assignment
Unit 4	Trigonometry and Measurement	Exam

Special requirements

Students will need to have demonstrated a thorough knowledge of year 9 math's concepts to be able to enroll in this course.

Additional information

Nil

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Elective Subjects

The Science Faculty

- Science (core)
- Living Sciences - Biology and Psychology
- Physical Sciences - Chemistry and Physics
- Engineering Sciences - Engineering and Design

The Arts Faculty

- Dance
- Visual Art
- Studio Art
- Drama
- Music
- Media Arts

The Design Faculty

- Hospitality
- Design
- Engineering
- Certificate I in Manufacturing (Pathways)

The Digital Technology Faculty

- Digital Technologies

The Business Faculty

- Business
- Legal Studies
- Certificate I in Workplace Skills
- Certificate II in Financial Services

The Humanities Faculty

- Geography
- History
- Humanities

The International Faculty

- Japanese
- French

The Health & Physical Education Faculty

- Health and Physical Education
- Volleyball Excellence Program

Subject Overview

Science is a core science course designed to build on the concepts, understandings and inquiry methods developed in Years 7 to 9. Units will cover ideas in Biology, Chemistry, Physics and Earth Sciences. This will give students the basic background in science needed to prepare them for the Applied subject Science in Practice in the senior school. Therefore, this pathway is designed for students who enjoy science but are not inclined to pursue University study. In this course students will use science to understand and explain the world around them through the study of various contextual topics, such as;

- Biology- Genetics and Evolution.
- Chemistry- Properties of Elements and Chemical Reactions.
- Physics – Laws in Motion.
- Earth Science –The Universe and Star Theories; The Earth's Global Systems and Cycles.

Skills developed

Students continue their development of both literacy and numeracy within a scientific context, as well as:

- analytical decision-making about scientific issues
- practical laboratory skills
- continued exposure to the scientific method
- ICT's through research projects and modelling.

Assessment

	Unit overview	Assessment Summary
Unit 1	Genetics and Evolution	Written exam
Unit 2	Chemistry – Properties of elements and rates of reaction	Experimental investigation
Unit 3	Physics – Laws of Motion	Experimental investigation
Unit 4	Earth Science – Global Systems and the Universe	Written exam

Special requirements

Nil

Additional information

Nil

Subject Overview

This is a full year Elective course designed for students who are intending to study Biology or Psychology, in the Senior School. This would allow them to follow pathways leading to the further study of Biological and/or Psychological Science at a Tertiary Institution. They may also want to take this subject for vocational reasons, to help them with their future career pathways, or because they have a keen interest in science but are not yet sure of which pathways to follow.

Biology Semester

Biology is a **General subject and will lead to university entrance**. It is concerned with the study of the living world and encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems. Biology provides students with a deeper understanding of, and an enhanced aesthetic appreciation of the living world

Skills developed

- sense of wonder and curiosity about life
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from cellular processes to ecosystem dynamics
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Psychology Semester

Psychology is a **General subject and will lead to University entrance**.

Psychology provides opportunities for students to engage with concepts that explain behaviours and thinking. Students will examine the role of the brain, human consciousness, child development theorists and sleep. Students will also investigate intelligence, examine individual thinking and how it is determined by the brain, memory and learning.

Skills developed:

- interest in psychology and appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, which continually influence human behaviour
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data, statistics and interpretation of evidence
- ability to critically evaluate psychological concepts
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Assessment

	Unit overview	Assessment Summary
Unit 1	Ecology, Diversity and Cycling of matter, Invasive species, Classification	Experimental investigation
Unit 2	Physiology of Humans, Homeostasis, Mechanisms of inheritance and the role of DNA	Written exam (Units 1 and 2) (Data and Knowledge)
Unit 3	Theories of Psychology (eg Piaget), Child Cognitive Development	Investigation (research report)
Unit 4	Sleep and Impact on learning, Multiple intelligences and Conditioning	Written exam (Units 3 and 4) (Data and Knowledge)

Subject Overview

This is a full year Elective course designed for students who are intending to study the University science subjects of CHEMISTRY or PHYSICS in the Senior School. This would allow them to follow pathways leading to the further study of Physical Sciences or Engineering at a Tertiary Institution. They may also want to take this subject for vocational reasons, to help them with their future career pathways, or because they have a keen interest in science but are not yet sure of which pathways to follow.

Chemistry Semester

Chemistry is a **General subject and will lead to university entrance**. Chemistry is the study of the elements and the compounds formed from them. As a student of this course you will acquire knowledge of a range of substances and chemical theories, and will use this information to develop an understanding of the applications of chemistry in everyday life situations – industrial, economic and social.

Skills developed

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Physics Semester

Physics is a **General subject and will lead to university entrance**. It is a science which attempts to describe our whole world. Physicists examine everything from the colour of a peacock's feathers to the explosions of giant stars. They look for relationships between things and frequently use mathematics to describe these observations.

Skills developed

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Assessment

	Unit overview	Assessment Summary
Unit 1	General Chemistry	Experimental investigation
Unit 2	Organic chemistry	Written exam Research investigation (Report)
Unit 3	Forces and Energy	Experimental investigation
Unit 4	Light and Sound Waves	Written exam Research investigation (Report)

Subject Overview

This is a full year Elective course designed for students who are intending to study **General Engineering in Senior School** (new course beginning in 2026). This would allow students to follow pathways leading to the further study of Engineering at a Tertiary Institution. They may also want to take this subject for vocational reasons, to help them with their future career pathways, or because they have a keen interest in science but are not yet sure of which pathways to follow.

Please note – this subject prepares students for **General Engineering** and should not be confused with Certificate II Engineering Pathways.

Engineering & Design

The problem-solving process in Engineering & Design involves the practical application of science, technology, engineering, design and mathematics (STEM) knowledge to develop sustainable products, processes and services. Students learn to explore complex, open-ended problems and develop engineered solutions.

Students use knowledge of STEM to develop and test a range of ideas. Students make decisions to select a prototype solution for analysis, testing and refinement prior to generation. They use data, provided by testing the generated prototype solution, to evaluate performance and make justified recommendations for future improvements. The problem-solving process in Engineering & Design involves student engagement with the four phases of explore, develop, generate, and evaluate and refine.

Skills developed

- Recognise and describe engineering problems, knowledge, concepts and principles
- Symbolise and explain ideas and solutions
- Analyse problems and information
- Determine solution success criteria for engineering problems
- Synthesise information and ideas to predict possible solutions
- Generate prototype solutions to provide data to assess the accuracy of predictions
- Evaluate and refine ideas and solutions to make justified recommendations
- Make decisions about the use of mode-appropriate features, language and conventions for particular purposes and contexts.

Unit overview and Assessment

	Unit overview	Assessment Summary
Unit 1	Engineering communication – drawing techniques, interpretation, CAD and 2D/3D platform software.	Project – engineered solution
Unit 2	Civil structures – construction and use of materials – case study	Written exam
Unit 3	Machines and mechanisms – simple machines and real-world contexts	Project – engineered solution
Unit 4	Emerging technologies – processes, machinery, automation, materials	Written exam

Subject Overview

The study in Dance is a developmental subject, where elements and concepts studied in year 10 will further assist students in advancing towards years 11 and 12. Students will have the opportunity to explore a variety of dance techniques and styles, in order to acquire many skills and develop their appreciation of the power of this art form.

Dance focuses on students expressing and communicating thoughts, ideas, themes and concepts through the performance, choreography and analysis of dance works in multiple genres and styles. During the Pre-Senior Phase, students will gain confidence and self-awareness.

Skills Developed

- Students use analytical skills to determine the intent and purpose of dance works using elements and conventions appropriate to selected forms, styles and purposes.
- Students form and develop interpersonal skills by building self-confidence and self-awareness, apply effective communication in group-work, and build upon their decision-making and problem-solving skills.
- Students develop their creativity and expression through the creation and choreography of dance works.
- Select and apply appropriate performance skills in preparation of their work for presentation, employing effective dance and expressive techniques in performance.

Assessment

There are 3 main objectives in the Dance Program.

Making- Performing students perform dance works in pairs or small groups to demonstrate their technical and expressive skills.

Making- Choreographing students choreograph dance works in order to express or communicate a chosen intent.

Responding Students analyse and respond to dance works in order to explain how the elements of dance, choreographic devices and production elements are used to communicate the intent of the piece.

	Unit overview	Assessment Summary
Unit 1	Back to Broadway This unit will focus on communicating meaning through dance. Students study the genre of Musical Theatre. Students will learn Jazz and Broadway dance technique, incorporation of props in dance, musicality, and interpreting lyrics through use of facial and body and expression. Students learn/revise the elements of dance, choreographic devices, form, and production elements exploring how these can be manipulated to communicate meaning. Students will analyse past and current Musicals, focusing on their function as a reflection on society and how they communicate meaning through dance.	Making- Performance: Students learn and perform a Musical Theatre dance. Making- Choreography: Students choreograph a Musical Theatre dance that incorporates the use of a prop. Responding- Written Response: Students will respond to various dance pieces analysing, elements of choreographic devices and production elements.

Unit 2	Making a Statement This unit will focus on making a statement through dance. Students will practise and refine technical skills to develop proficiency in Contemporary Dance techniques. Students will analyse a range of Contemporary dance from current and past times to explore differing styles, processes, and viewpoints to understand how choreographers make a statement through Contemporary dance. Students will demonstrate in their own work, how the elements of dance, choreographic devices, form, and production elements can be manipulated to make a statement.	Making and Responding- Choreography Project: Students choreograph a contemporary dance, that explores a social issue, students explain their planning and artistic choices throughout the choreography process and evaluate their final piece.
Unit 3	Get in Formation This unit will focus on refining technical and expressive skills. Students study the style of Commercial Jazz. Students will learn Jazz and Street dance with a strong focus on technical skills. Students will analyse Commercial Jazz dance in past and current music videos and concerts, focusing on its function as artistic entertainment and how it reflects trends in popular culture.	Making- Performance: Students learn and perform a teacher adapted Commercial Jazz dance.

Special requirements

Nil

Subject Overview

The Pre-Senior course of study in Visual Art is a developmental subject, where elements, skills and concepts studied in Yr 10 will further assist students in advancing towards years 11 and 12. Over the course, students will have the opportunity to explore and master a variety of two- and three-dimensional artistic techniques, acquire skills and develop their appreciation and understanding of the potential power of the visual statement.

Pre-Senior Visual Art focuses on interpreting and expressing personal themes and social and cultural issues by applying elements, concepts, experiences, feelings, ideas and observations of their own world. During the Pre-Senior Phase, students will continue to gain confidence, self-awareness and a willingness to express their personal beliefs in a visual format. Students will undertake work that focuses upon concept development from the depiction of personal reality, appropriation of artistic ideas, social conscience and the rights and responsibilities of personal reality as well as make social comments with their artworks. They will analyse the works of Australian and International artists and utilize this understanding as they create their own artworks.

This subject is the Pre-Senior subject recommended for students wishing to study General Art in years 11 and 12.

Skills Developed

- Students know and can apply visual art and design elements in the production of artworks.
- Students make two-dimensional and three-dimensional forms using materials and processes in a variety of media types.
- Students interpret issues relevant to the individual, school, community and global contexts.
- Students will be able to analyse the effect of how artworks may be displayed or presented and appreciate how this impacts on the meaning and effectiveness of an artwork.
- Students will individually research the artworks of other students and artists who are well known in Australia and internationally.

Assessment

There are two dimensions in the Pre-Senior Visual Art Program. These two dimensions - Making and Responding are equally weighted and involve both practical and written tasks. Through the integrated study of the two dimensions, students should be exposed to a wide variety of assessment instruments.

	Unit overview	Assessment Summary
Unit 1	The Lost Thing In this unit, students will delve into the fundamental elements and principles of design, using drawing and painting as the primary media. They will explore how these artistic techniques can convey personal narratives, focusing on contemporary use of media. Students will investigate various ways artists draw inspiration from a range of artistic perspectives and styles	Making and Responding – Drawing/animation and artist statement.
Unit 2	Two-face In this unit, students will delve into the world of artistic storytelling and social commentary by studying artists who use their work to convey personal and	Making and Responding – Extended written response – Reverse chronology Resolved experimental 2D Portrait

	societal messages. Students will explore how these artists communicate complex themes and ideas through ceramic media. The focus will be on developing students' abilities to create and express their own personal themes through their artwork.	Resolved Ceramic artwork. Support documentation in visual journal
Unit 3	Objects and Obsession In this unit, students will embark on a creative journey to develop artworks through experimental mixed media techniques. Students will focus on a central theme. The unit emphasizes the development of independent approaches to artmaking, encouraging students to experiment with a wide range of materials and methods.	Making and responding - Resolved mixed media work including in class, homework activities, teacher directed Resolved artwork including artist statement, in class, homework activities, teacher directed
Unit 4	Anatomy of Inquiry In this unit, students will introduce students to the format of a mock IA1, using a teacher selected stimulus as a starting point. Students will conduct an investigation utilising the research and developing stages of the inquiry process to inform a 'focus' for an experimental response. This unit emphasizes the importance of independent thought and experimentation.	Making and responding - Folio of work, in class, homework activities, teacher directed Written examination

Special requirements

Nil

Additional Information

Work produced by the student becomes the property of the student. A basic art allowance is included in the school textbook hire scheme. Students not involved in this will be required to purchase their own art materials. Sometimes, all students may be required to purchase extra art materials not included in the textbook hire scheme.

This subject is recommended for students who are on a pathway to General Art in Year 11/12. This subject can be selected in conjunction with Studio Art as both subjects run units with the same title but different tasks and approaches.

Subject Overview

Studio Art is a practical art course which will enable students who wish to further develop their art skills and techniques. This subject is suitable for a wide range of students.

The aim of this course is to encourage students to work in the Visual Arts and establish self confidence in a variety of practical areas. This subject is designed to complement our current Year 10 Visual Art subject and enable students wishing to continue their Visual Art studies in year 11 and 12 to have time to develop a comprehensive understanding and well-developed skill base for senior Visual Art studies. This subject is the Pre-Senior subject recommended for students wishing to study Certificate II in Visual Arts (VET) in years 11 and 12.

By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Assessment

Students will be assessed in the two dimensions - **Making** and **Responding** with an emphasis on the practical dimensions of **Making and Displaying Images and Objects**.

	Unit overview	Assessment Summary
Unit 1	Wild Things Students will review and explore the elements and principles of design through drawing and painting. Personal themes and concepts related to Australian artists will be a focus for the theme. Learning opportunities should allow development of independent approaches and responses while experimenting with representation of subject and expression of viewpoint throughout the body of work	Making – Drawing/Painting. Students will complete a folio of work including self-reflection, in class, homework activities, teacher directed
Unit 2	Pop Art Students explore the world of Pop Art in a responding and making task. They develop an artwork to explore a theme from popular culture. Learning opportunities will allow development of independent approaches and responses.	Making – Painting Students will complete a resolved artwork and work booklet, in class, homework activities, teacher directed
Unit 3	Living in the Bay Students will explore and represent aspects of their life in Moreton Bay. They will develop an image to create a folio of prints. Learning opportunities will allow development of independent approaches and responses.	Making – Printmaking Students will complete a folio of prints and self-reflection, in class, homework activities, teacher directed

Unit 4	Objections and Obsessions Students develop an artwork to explore a theme related to Australian identity. Learning opportunities will allow development of independent approaches and responses while developing sculptural skills.	Making – Ceramics Students will complete a resolved artwork and self-reflection, in class, homework activities, teacher directed
Unit 5	Visual Metaphor Students develop artwork to explore a self-directed theme based on a metaphor. Learning opportunities will allow development of independent approaches and responses while experimenting with media.	Making – Mixed Media Students will complete a resolved artwork and self-reflection, in class, homework activities, teacher directed

Special requirements

Nil

Additional Information

Work produced by the student becomes the property of the student. A basic art allowance is included in the school textbook hire scheme. Students not involved in this will be required to purchase their own art materials. Sometimes all students may be required to purchase extra art materials not included in the textbook hire scheme.

Subject Overview

The study in Drama is a developmental subject, where elements and concepts studied in year 10 will further assist students in advancing towards years 11 and 12.

Students will have the opportunity to explore a variety of dramatic techniques, acquire many skills and develop their appreciation of the power of this art form.

Drama focuses on students expressing and communicating understandings about human issues and experiences, through the enactment of real and imagined events. During the Pre-Senior Phase, students will gain confidence and self-awareness. This subject requires performing in front of an audience.

Skills Developed

- Students use analytical and evaluative skills by refining scenarios and scripts, both individually and as part of an ensemble, using elements and conventions appropriate to selected forms, styles and purposes.
- Students form and develop interpersonal skills by building self-confidence and self-awareness, apply effective communication in group-work, and build upon their decision-making and problem-solving skills.
- Select and apply appropriate performance skills in preparation of their work for presentation, employing effective voice production and expressive techniques in performance.

Assessment

	Unit overview	Assessment Summary
Unit 1	Beyond the Basics Students further build and extend their knowledge and skills of the elements of drama, conventions, stagecraft, and performance skills.	Making – Scripted Performance Students will perform a scripted performance in front of an audience of class members and invited guest judges.
Unit 2	Comedy Students explore how Drama can entertain an audience in Comedy. They will apply improvisation and devising skills to make Comedy skits as well as analyse and evaluate recorded live theatre.	Responding – Written Response Students will respond to a recorded comedy skit. Making – Devised Performance Students will work in partners and small groups to devise a comedy skit and perform this to an audience at a showcase evening in front of their family, friends and the school community.
Unit 3	Visual Theatre Students explore Visual theatre through responding to recorded live theatre, stepping into the role of a director and actor to transform an existing text into a Visual theatre piece that focuses on engaging an audience.	Responding - Written Response Students will respond to a recorded Visual Theatre performance, which will also help inspire them for their future assessments. Making – Devised Vision Students will devise a directorial vision for a performance where they transform an existing fairy or folk tale to entertain and/or educate an audience.

		Performing – Visual Theatre As a whole class ensemble, students bring a vision to life with the focus on entertaining an audience at a showcase evening.
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Special requirements

Nil

Additional information

Please be aware that if you choose Drama, you will be expected to participate in performances for a public audience outside of school hours. Due to the collaborative nature of drama, it is important that if you choose this subject, you are willing to commit to the appropriate time and dedication it takes to be involved in productions. In addition, you will be expected to attend a handful of incursions and excursions to provide further opportunities to see live theatre and to build your skills through external parties.

Subject Overview

The Pre-Senior course of Music is a continuation of Music studies in the Middle Phase. This course allows students to master their skills in the two dimensions of Making and Responding. This course focuses on music students making music and developing the ability to think and express themselves through the musical elements.

To study Music, students are required to play an instrument or sing. Students who play an instrument should have access to their instrument at home to practice. This subject requires performing in front of an audience.

Skills Developed

- Students identify, analyse and respond to musical patterns, tone, colours, structures and expressive elements in music from various cultural and historical contexts. They use their advanced skills and understandings to express and communicate ideas and feelings by inventing music.
- Students perform on their chosen instrument in an appropriate style, individually and as small and large ensembles. Students learn to recognise and interpret emotional and expressive content in the music they hear and perform.
- Students apply their advanced skills and knowledge of musical patterns, structures and elements to read and write music and to express themselves through composing and arranging in many different styles and genres.

Assessment

There are 2 dimensions in the Music course. These 2 dimensions **Making and Responding** are all equally weighted and involve practical and written activities. Through the integrated study of the 2 dimensions, students should be exposed to a wide variety of advanced assessment tools.

	Unit overview	Assessment Summary
Unit 1	Brave the Elements Students gain knowledge of the Music Elements, and are able to identify how they are used in Music of different styles and forms. They will develop their skills as a performer, on an instrument of their choice, using a range of rehearsal techniques.	Making – Performance Students will perform a song on their selected instrument in front of an audience of class members.
Unit 2	Music Technology Students gain knowledge and skills relevant to the use of music technology such as digital recording methods, use of loops, samples and midi. They will explore technology-based music styles such as electronic dance music to understand how the elements of music are combined and manipulated in this genre.	Making and Responding – Composition Project Students will respond to a piece of music that uses technology and then create a composition using music technology.

Unit 3	Film Music Students gain knowledge and skills relevant to the scoring of music for films by studying famous film composers and scores. They will develop aural recognition, reading/writing notation, analytical skills, and engage with the elements of music.	Making – Performing Students will perform a song from a film on their selected instrument in front of an audience of class members. Responding – Extended written response under exam conditions Students will respond to film music in exam conditions. Making – Composition Students will compose a piece of music suitable for film, television or video games.
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Special requirements

Nil

Additional information

Nil

Subject Overview

In Media Arts, students embark on a creative journey, harnessing the power of images, sound, text, and interactive technologies to craft compelling narratives and express their unique perspectives on the world. This subject is designed as a progressive exploration, where skills and concepts introduced in the foundational years pave the way for more complex and nuanced media practices in senior secondary levels.

By the culmination of their Media Arts journey, students will have not only mastered a broad array of digital creation tools but also gained invaluable insights into the power of media as a tool for storytelling and social commentary. Ultimately equipping students with the skills, confidence, and critical awareness necessary to navigate and contribute to the ever-evolving media landscape.

Skills Developed

- **Analytical and Critical Thinking Skills:** Students engage in the critical analysis of media works, utilising key media arts concepts (such as media technologies, representations, audiences, institutions, media languages, and relationships).
- **Collaborative and Interpersonal Skills:** Through projects and collaborative media production, students enhance their ability to work effectively with others, building self-confidence and self-awareness. They refine their communication skills, learning to articulate ideas, provide constructive feedback, and negotiate creative decisions, thereby developing strong teamwork and leadership abilities.
- **Creative and Technical Skills:** Students explore and experiment with a range of media forms, technologies, and techniques—from traditional tools to digital platforms. They engage in the creative process of planning, producing, and distributing media arts works, thereby fostering their creativity and innovation.
- **Presentation and Performance Skills:** Students learn to select and apply appropriate presentation techniques to showcase their media arts works. They also develop skills in critiquing and reflecting upon their work and the work of others, preparing them for both the consumption and production of media in a variety of contexts.

Assessment

	Unit overview	Assessment Summary
Unit 1	Future Snapshots - Time Capsule Video Students create a short film that serves as a "time capsule" intended to be opened 10/20/30 years from now. The film should capture aspects of current life, culture, technology, and personal messages to the future, exploring how today's world might be perceived by future generations.	Students will produce a 3–5minute video designed to capture and preserve the essence of their current experiences, hopes, and societal context for future viewers. This project not only aims to develop creative storytelling and technical video production skills but also allows students to reflect on their place in the broader tapestry of time. Additionally, students will plan how and where they could distribute their time capsule video and consider the relationships they could develop with future audiences, using responsible media practice.
Unit 2	News Now Student News Broadcast In the "News Now: Student News Broadcast" project, students will create a news broadcast covering events and stories relevant to their school or local	Students will produce a 3–5-minute news broadcast that includes several segments such as current events, sports, weather, and special interest stories. This project aims to develop skills in research, scriptwriting, interviewing, filming, and editing.

	community. This project provides an opportunity to explore journalism, develop media production skills, and understand the role of news in society. Students can work in pairs to produce a comprehensive news segment.	Students will learn to present information clearly and engagingly, using media technologies and journalistic techniques. The final broadcast will be presented to the class, and students will discuss their roles, challenges faced, and the production process.
Unit 3	Reel Reflections: Documentary Analysis The "Reel Reflections: Documentary Analysis" project invites students to analyse "David Attenborough: A Life on Our Planet." This documentary serves as David Attenborough's witness statement on the state of the natural world and his vision for the future. Students will write an analytical essay exploring the documentary's use of media arts concepts to convey its messages and impact audiences.	Students will write a 600–800-word essay analysing "David Attenborough: A Life on Our Planet." The essay will examine how the documentary uses elements such as cinematography, editing, sound, and narrative to represent and challenge ideas, perspectives, and meanings. Students will consider the documentary's cultural, social, and ethical implications, as well as its effectiveness in communicating its message.
Unit 4	Message Makers: Public Service Announcement In the Message Makers: Public Service Announcement," students will create a 1–2-minute video addressing an important social, environmental, or health issue. This project aims to raise awareness and encourage action through persuasive techniques and compelling visual storytelling. Students will be responsible for researching their chosen issue, developing a clear and impactful message, and producing a high-quality video.	In this unit, <i>Message Makers: Public Service Announcement</i> , students will plan, film, edit, and present a 1–2-minute video that raises awareness about an important social, environmental, or health issue. This project encourages students to engage with real-world topics and develop their media literacy and persuasive communication skills. Through guided research, scripting, storyboarding, and video production, students will learn how to craft compelling messages using a range of visual and technical techniques. The final PSA will be showcased to an audience, allowing students to reflect on their creative choices and the impact of their message. This task supports critical thinking, teamwork, and digital media capabilities.

Special requirements

Nil

Additional information

Nil

Subject Overview

Food specialisations includes the application of nutrition principles and knowledge about food, its systems and technologies, selection and preparation; and contemporary technology-related food issues. Community awareness of and interest in accessing quality nutritious food from ethical and sustainable food systems is increasing. Individuals and communities should be empowered to make informed food selection and preparation choices to meet their needs. Students will demonstrate food processes and production skills in food.

Skills Developed

They will develop an understanding of skills in food preparation when making food decisions to support health eating. They should progressively develop knowledge and understanding about food, food systems and technologies, and how to make informed and appropriate food preparation choices when experimenting with and preparing food. Skills developed through innovative and sustainable use of food to investigate and define; generate and design; produce and implement; evaluate; and collaborate and manage.

Assessment

Cooking is assessed every week and will be focussing on skill development in organisation, measuring and hand-skills for food and beverage production and service. Short answer tests and an assignment on the theoretical components of the course will occur each semester.

	Unit Overview	Assessment Summary
1	Food: Making smart food choices	Written investigation Practical examination
2		Project: Design process + production
3	Food: Food truck cookery	Written investigation Practical examination
4		Project: Design process + production (Bray Street Markets)

Special requirements

Students are required to supply their own weekly cooking ingredients for Food Specialisation. To comply with Workplace Health and Safety (WHS) requirements, **all students must wear appropriate footwear** with impervious (fluid-resistant) uppers to enter the kitchens, in accordance with the school uniform policy.

Additional information

Students may take both Food & Fibre and Food Specialisations subjects. Please be aware that you may be required to purchase ingredients for practical cooking twice in the week.

There is an excursion to Eat Street early Term 3. The cost of this excursion will be approx. \$25 (bus, entry & tour) + money to purchase dinner.

Subject Overview

Food and Fibre is a dynamic subject that is part of the Australian Curriculum: Design Technologies. Students will design and create food and fibre production solutions to support current and future access to products. Challenges for world food and fibre production include an increasing world population and an uncertain climate and competition for resources such as land and water. These pose challenges for economic, environmental and social sustainability; and ethical considerations. Students will also demonstrate processes and production skills in both food and fibre.

Skills Developed

They should progressively develop knowledge and understanding about the managed systems that produce food and fibre through creating designed solutions. Skills developed through innovative and sustainable use of both textiles and food to investigate and define; generate and design; produce and implement; evaluate; and collaborate and manage.

Assessment

	Unit Overview	Assessment Summary
1	Fibre: Design Principles	Written investigation Practical examination
2	Fibre: Upcycle	Project: Design process + production
3	Food: Think globally, grow locally	Written investigation Practical examination
4	Food: Animal welfare	Project: Design process + production

Special requirements

Students are required to supply their own material for the fibre unit (Units 1 and 2) and their own weekly cooking ingredients for food units (Units 3 and 4).

To comply with Workplace Health and Safety (WHS) requirements, **all students must wear appropriate footwear** with impervious (fluid-resistant) uppers to enter the kitchens, in accordance with the school uniform policy.

Additional information

Students may take both Food & Fibre and Food Specialisations subjects. Please be aware that you may be required to purchase ingredients for practical cooking twice in the week.

Subject Overview

Students in Design will be instructed in a number of visual and analytical thinking skills. They will use these skills to complete design projects that address and identify solutions for three key design areas; products, services and environments. Study in this subject will aid in the preparation for Design in the senior years, 11 and 12, as well as other subjects where critical thinking and creative problem solving is required.

The Design subject focuses on the design thinking required to generate creative ideas in response to human needs, wants and opportunities that require a balance of technical, commercial, human, cultural and aesthetic requirements. Design thinking is a complex and sophisticated skill that can be analysed, developed and practised. It is separated from the constraints of the materials and production procedures of the artisan to allow the designer to appreciate and exploit new technologies and innovative ideas (Lawson 2006). Design is a service, rather than a means of self-expression, used to design objects, spaces and information communications in disciplines such as architecture, business, fashion design, graphic and digital media design, industrial design, interior design and landscape architecture.

Skills Developed

Students will develop their visual communication skills by learning both two dimensional and three-dimensional modes of drawing. Computer aided Design programmes, Scale modelling and 3D printing. Students will build confidence as they apply critical thinking techniques to push their imagination and creativity in solving design problems.

Assessment

	Unit overview	Assessment Summary
Unit 1	Illustrative Design assignment	Design folio
Unit 2	Sustainable Design assignment	Design folio
Unit 3	Product design assignment	Design folio
Unit 3	Spatial design assignment	Design folio

Special requirements

Students will require a laptop to conduct research and create digital designs.

Additional information

This subject is highly recommended if students intend to study Design in years 11 and 12.

Subject Overview

Students will participate in workshop-based engineering (metal-work) with an emphasis on sheet metal fabrication and mechanical fitting / assembly. They will investigate designed solution and the relationship between planning and production. Students will learn the importance of the workplace health and safety procedures and how to apply them within the engineering context. Study in this subject will assist the students in preparation for Cert II in Engineering in years 11 and 12, as well as other practical workshop-based subjects.

Skills Developed

Students gain skills in the use of engineering machinery and principles to produce a variety of items made from metals. Literacy and numeracy skills are developed through the interpretation of instructions and making calculations.

Assessment

	Unit overview	Assessment Summary
Unit 1	Sheet metal Fabrication	Process folio and practical
Unit 2	Hand Tools	Practical
Unit 3	Machining	Design Folio and Practical
Unit 4	Welding	Practical
Unit 5	Go Kart Program	Hand picked students (5 from each class)

Special requirements

To comply with Workplace Health and Safety (WHS) requirements, **all students must wear appropriate footwear** with impervious (fluid-resistant) uppers to enter the workshop, in accordance with the school uniform policy.

Additional Information

All students are required to participate in safety training through OnGuard Machine Safety Training Online before accessing equipment in the workshop. This includes teacher demonstration and training and is a minimum requirement to participate in this practical area.

Protective equipment such as face shields and ear protection will be supplied by the school. The purchase of personal protective equipment such as safety glasses and ear muffs would be of benefit to the student, but there is a supply of these in the workshops.

As part of the Go Kart unit students will have the opportunity to compete against other schools at Willow Bank Raceway Dirt Go-kart Track. To attend this excursion students will be required to meet effort and behaviour standards.

Certificate I in Manufacturing (Pathways) (MSM10216)

RTO Provider – Bray Park SHS (RTO no: 30237)

VMP

Subject Overview

The qualification MSM10216 - Certificate I in Manufacturing (Pathways) is designed to develop skills that are essential for employment within the manufacturing industry (woodworking bias). Competencies will be assessed through a mix of theory and practical assessment tasks. Students will develop skills learnt through producing small furniture item from timber. The products the students will be construction include; Serving Tray, Timber brief case and Folding Camp Table.

Achievement of the MSM10216 Certificate I in Manufacturing (Pathways) will provide the student with a set of competencies that collectively open up pathways into employment and/or further study in the manufacturing industry. Successful completion of the full qualification will result in 3 preparatory credits towards the Queensland Certificate of Education (QCE).

Unit of Competency and Assessment Overview

Code	Title	Core/Elective	Assessment
MSMPCI101	Adapt to work in industry	Core	• Serving tray • Timber Display Case • Folding Camp Table Competencies are achieved through multiple opportunities to demonstrate through three projects.
MSMPCI102	Apply effective work practices	Core	
MSMPCI103	Demonstrate care and apply safe practices at work	Core	
MSMPCII296	Make a small furniture item from timber	Group A Elective	
MSFFM1002	Operate basic woodworking machines	Group B Elective	
MSMOPS244	Lay out and cut materials	Group B Elective	
MSMOPS101	Make measurements	Group B Elective	
PMBFIN205	Hand decorate products	Group B Elective	
MEM03001B	Perform manual production assembly	Group B Elective	

Special requirements

To comply with Workplace Health and Safety (WHS) requirements, **all students must wear appropriate footwear** with impervious (fluid-resistant) uppers to enter the workshop, in accordance with the school uniform policy.

Additional Information

All students are required to participate in safety training through OnGuard Machine Safety Training Online before accessing equipment in the workshop. This includes teacher demonstration and training and is a minimum requirement to participate in this practical area.

Protective equipment such as face shields and ear protection will be supplied by the school. The purchase of personal protective equipment such as safety glasses and ear muffs would be of benefit to the student, but there is a supply of these in the workshops.

SUBJECT FEE - \$120 for consumable materials used in projects.

Subject Overview

Year 10 Digital Technologies enables students to apply computational thinking to decompose real-world problems, develop user stories and drive innovation. They design and implement algorithms in object-oriented languages, acquire and model multidimensional data, and use design and systems thinking to create solutions, secure data, model cyber threats, apply privacy principles and manage projects with advanced digital tools.

Skills Developed

Students will develop skills in coding, game development, 3D modelling, and digital innovation. They will apply computational thinking, manage projects using agile methods, evaluate cybersecurity and ethical considerations, and effectively communicate technical solutions through documentation and presentations.

Assessment

Unit 1 — Designing and Developing a Database Solution

Category	Details
Unit Overview	Students act as junior database developers and design a database solution for a business or workplace scenario. Students investigate client requirements, create tables and relationships, enter and manage data, develop queries and reports, and test the functionality of their database solution. Students also complete SQL activities and theory tasks to support underpinning knowledge.
Assessment Summary 8 weeks	Project Task: Design and develop a functional database solution including tables, forms, queries and reports. Knowledge Questions: SQL exam, database terminology, relationships, queries, data integrity, database design principles.

Unit 2 — Website Design and Apache Hosting

Category	Details
Project Overview	Students act as junior web developers and design a multi-page website for a fictional business, school department, or community organisation. Students learn HTML and CSS fundamentals, create navigation systems, insert multimedia, and publish webpages using a local Apache server environment. Students develop an understanding of website hosting, file structures, and webpage testing.
Assessment Summary 8 weeks	Project Task: Design, develop and locally host a multi-page website using HTML/CSS and Apache server software. Knowledge Questions: HTML terminology, website structures, hosting concepts, client/server model, accessibility, navigation and testing principles.

Unit 3 — Digital Media Campaign and Prototype Design

Category	Details
Unit Overview	Students act as digital media designers and creative technology developers to produce a promotional media campaign for a school event, business, community initiative, or technology product. Students learn photography composition, image editing techniques, branding, graphic design principles, and digital publishing processes. As part of the project, students also explore introductory 3D design and printing workflows by designing and producing a simple 3D promotional item or prototype linked to their campaign. Students prepare digital assets for both online and physical promotion, photograph final products, and present their completed campaign portfolio.
Possible 3D Printing Products	Branded keychains, logo tags, badges, small prototypes, promotional tokens, QR code stands, desk accessories
Assessment Summary 9 weeks	Project Task: Create a digital media campaign including edited photographs, promotional graphics, posters, digital assets, and a simple 3D printed promotional product or prototype. Knowledge Questions: Photography techniques, design principles, image composition, copyright, image formats, ethical media use, introductory 3D printing workflows, and digital publishing processes.

Unit 4 — Digital Workplace Safety and Cyber Investigation

Category	Details
Project Overview	Students investigate digital workplace safety, sustainability, cyber threats, and responsible technology practices. Students research cyber security risks, workplace health and safety requirements, sustainable ICT practices, and methods for protecting devices and information. Students produce a workplace cyber safety and sustainability guide for staff or students.
Assessment Summary 8 weeks	Project Task: Develop a digital workplace safety and cyber security guide including sustainability recommendations and cyber safety strategies. Knowledge Questions: Cyber threats, malware, spam protection, workplace safety, ergonomic practices, sustainability concepts, and online research techniques.

Special requirements

Students require a laptop with internet access.

Additional information

- Skills developed in Year 9 Digital Technologies open pathways to advanced digital studies at school and career opportunities beyond.
- All practical coding and hardware activities must follow the school's and Department's ICT processes and protocols.
- Collaborative projects will use the school's approved version-control platform.

Subject Overview

Ever wondered what makes some businesses succeed while others fail? Curious about how brands influence our choices, how major events are planned, or how businesses respond to challenges in a changing world?

Business gives students the opportunity to explore the fast-paced world of business through real-world issues and practical experiences. Students investigate topics such as workplace rights, ethical decision-making, the role of businesses in Australia's economy, and the impact of marketing and events on consumers and organisations. Students also have the opportunity to develop and promote their own product or service, applying business concepts in authentic and engaging ways.

Learning takes place through authentic case studies, collaborative projects, simulated business scenarios, and market investigations, allowing students to apply their knowledge in meaningful ways.

This subject provides a strong foundation for future pathways in Senior Business and vocational studies, including Certificate III in Business.

Skills Developed

Business fosters intellectual, social, and ethical development by encouraging students to think critically about the role and responsibilities of business in society. Students develop enterprise and life skills such as decision-making, communication, collaboration, innovation, and problem-solving.

These transferable skills prepare students to participate confidently in the business world and open opportunities for further studies within our school environment and beyond.

Assessment

Students will be assessed through means of short and extended response examinations; extended research response and multimodal assignments.

	Unit overview	Assessment Summary
Unit 1	Australian Economy	Combination Exam
Unit 2	Business in the Real World	Project
Unit 3	Workplace Relations	Combination Exam
Unit 4	Marketing & Events	Project

Special requirements

Nil

Additional information

It may also include excursions (at an additional cost) to locations such as a theme park, IKEA, or other businesses, and may feature guest speaker opportunities.

Subject Overview

Ever wondered how laws are created, why they change, or what happens when people break them? Legal Studies gives students the opportunity to explore the legal systems of Queensland and Australia and understand how laws shape our everyday lives. Across engaging units, students investigate the role of government, the impact of technology on the legal system, the rights and responsibilities of citizens, and the foundations of criminal law.

Through an inquiry-based approach, students examine real-world legal cases, investigate current issues, analyse legislation, and explore ethical dilemmas. Students may also participate in practical experiences such as legal investigations, debates, and mock legal scenarios that bring learning to life.

This subject provides a strong foundation for future pathways in Senior Legal Studies and vocational pathways such as Certificate IV in Justice Studies.

Skills Developed

Legal Studies develops intellectual, ethical, and analytical skills by encouraging students to think critically about laws and their impact on individuals and society. Through investigations of legal issues and real-world scenarios, students build skills in communication, problem-solving, ethical reasoning, research, and decision-making.

Students also develop the ability to analyse information, evaluate different perspectives, construct informed arguments, and justify viewpoints. These transferable skills provide a strong foundation for further study and active participation as informed and responsible citizens.

Assessment

Students will be assessed through means of short and extended response examinations; extended research response and multimodal assignments.

	Unit overview	Assessment Summary
Unit 1	Government & Democracy	Combination Exam
Unit 2	Technology & the Law	Assignment
Unit 3	Laws & Citizens	Combination Exam
Unit 4	Criminal Law	Assignment including Mock Trial

Special requirements

Nil

Additional information

This subject may include excursions (at an additional cost) to places such as the Queensland Police Museum, Historic Brisbane CBD Crime Tour by Historic Australia, the Queen Elizabeth II Courts of Law, and the QUT Mooting Workshop.

Certificate I in Workplace Skills (BSB10120)

RTO Provider – Bray Park SHS (RTO no: 30237)

VWS

Subject Overview

Want to build confidence and develop practical skills for the workplace? Certificate I in Workplace Skills is a nationally recognised qualification that provides students with an introduction to the world of work and the skills employers value.

Through real-world workplace scenarios and hands-on learning experiences, students develop foundational skills in communication, teamwork, workplace safety, digital technologies, and professional behaviour. Students also explore career pathways and build practical tools for the future, including resumes, workplace documents, and employability skills.

Upon successful completion of all units of competency, students will be awarded the Certificate I in Workplace Skills, contributing up to two (2) QCE credit points and providing a strong foundation for further VET studies and future employment opportunities.



Unit of Competencies

Code	Unit of Competency	Core/Elective
BSBOPS101	Use Business Resources	Core Unit
BSBPEF101	Plan and Prepare for Work Readiness	Core Unit
BSBWHS211	Contribute to the Health and Safety of Self and Others	Listed Elective
BSBCMM211	Apply Communication Skills	Listed Elective
BSBTEC101	Operate Digital Device	Listed Elective
BSBOPS201	Work Effectively in Business Environments	Listed Elective

Program Overview

	Unit Overview
Project 1	Career Planning Students create a personalised career portfolio to identify current strengths, explore future career pathways, research employment opportunities, and develop practical tools such as resumes and career plans.
Project 2	Induction to the Office Students work independently and collaboratively to design induction resources for new staff at Bray Business Academy. Using brochures, posters and digital media, students explore workplace expectations, employee rights and responsibilities, and effective workplace practices..
Project 3	Working Safely in the Office Students investigate Workplace Health and Safety (WHS) requirements, identify potential hazards within an office environment, and develop practical solutions to improve workplace safety through interactive activities and real-world scenarios.
Project 4	Communication in the Workplace Students develop and apply workplace communication skills through role plays, scenarios and the creation of professional workplace documents. Students explore verbal, non-verbal and written communication strategies used in real business environments.

Assessment

Students will be assessed using a variety of evidence gathering tools as they complete each project including questions, observations and review of folio and/or product.

Certificate II in Financial Services (FNS20120)

RTO Provider – Bray Park SHS (RTO no: 30237)

VFS

Subject Overview

Want to develop practical money skills and learn how the financial world works? Certificate II in Financial Services is a nationally recognised qualification that helps students build confidence in managing finances and develop an understanding of the financial services industry.

Through real-world scenarios and hands-on learning experiences, students explore budgeting, saving, debt, taxation, workplace communication, and digital technologies. Students develop practical financial literacy skills while learning how financial decisions can impact individuals and businesses.

Upon successful completion of all units of competency, students will be awarded the Certificate II in Financial Services, contributing up to four (4) QCE credit points and providing pathways into further study and future employment opportunities.



Unit of Competencies

Code	Unit of Competency	Core/Elective
BSBWHS211	Contribute to the Health and Safety of Self and Others	Core
BSBCMM211	Apply Communication Skills	Core
BSBTEC201	Use Business Software Applications	Core
FNSINC311	Work Together in the Financial Services Industry	Core
FNSFLT211	Develop and Use Personal Budgets	Listed Elective
FNSFLT212	Develop and Use Savings Plans	Listed Elective
FNSFLT213	Develop Knowledge of Debt and Consumer Credit	Listed Elective
FNSFLT216	Develop Knowledge of Taxation	Listed Elective

Program Overview

Unit Overview	
Project 1	Financial Foundations: Safety & Communication Students explore workplace expectations, health and safety procedures, and professional communication practices. Through practical activities, students complete workplace safety tasks, draft professional emails, and create induction resources using business software.
Project 2	Smart Money Moves: Budgeting & Savings in Action Students take on the role of Junior Financial Assistants at Koala Cove Financial Services, creating and managing a personal budget and savings plan. Using business software, students apply financial strategies, make informed decisions, and present recommendations to achieve financial goals.
Project 3	Credit Check: Smart Borrowing & Debt Management As Junior Financial Advisors, students develop engaging digital content to educate clients about responsible borrowing, debt management, and financial risks. Students create resources such as videos, written articles, and social media content for real-world audiences.
Project 4	Tax Talk: Personal, Business & Beyond Students investigate taxation concepts, including personal and business tax responsibilities, while identifying key tax documents used in different financial situations. Students create informative resources to communicate tax concepts and obligations in clear and practical ways.

Assessment

Students will be assessed using a variety of evidence gathering tools as they complete each project including questions, observations and review of folio and/or product.

Subject Overview

Do you enjoy collecting data in the field? Are you an active learner with a desire to investigate the diverse nature of our planet and its people? Do you want to learn how to make decisions concerning a variety of social, environmental and economic issues? Then this course is for you!

Skills Developed

- Field work (observation, field sketching, interviewing, surveying)
- Communication
- Mapping
- Research and inquiry skills
- Analysis
- Decision making, providing justification and recommendations.
- Report and essay writing skills

Assessment

These units equip students with the knowledge and skills necessary to explore local, regional and global issues as informed citizens in an ever-changing world. The course is designed specifically for students interested in studying senior Geography. With a focus on responding to real life social, environmental and economic challenges, Geography is extremely relevant in today's world.

	Unit overview	Assessment Summary
Unit 1	Environmental Change and Management	Exam
Unit 2	Managing Coastal Environments	Field Report
Unit 3	Geography of Human Well-being	Exam
Unit 4	Rich world/poor world: case studies of Human Development	Data Report

Special requirements

Nil

Additional information

This course will also include at least one day of assessable field work, e.g. Sunshine Coast beaches (approximate cost \$30)

Subject Overview

History is a year-long elective subject designed to prepare students to undertake Ancient History and/or Modern History in senior. Students will study history in a variety of time periods and geographical locations.

Modern History

The Modern History course will continue on from the year 9 History course where students studied “The Making of the Modern World” and investigate the Modern World from 1918 to the present. More specifically students will study:

- World War II – an investigation of wartime experiences including causes, the nature of Australia’s involvement, events and outcomes.
- Rights and freedoms –struggles for human rights focusing on the USA

Ancient History

Ancient History enables inquiry-based learning, where students investigate the past by analysing and interpreting archaeological and written evidence. In Ancient History students may study:

- Aztecs and the Spanish Conquistadors
- Vikings

Skills Developed

Throughout the course of study, students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the evidence of ancient sites, societies, individuals and significant historical periods. Skills development includes:

- Research
- Analysis and use of sources
- Communication and writing skills
- Synthesising ideas and arguments
- Identification and analysis of different perspectives

History equips students with the 21st century skills they need to thrive in a dynamic, globalised and knowledge-based world. This course equips students with the critical analysis, research and writing skills needed for university.

Assessment

	Unit overview	Assessment Summary
Unit 1	World War II	Exam
Unit 2	Aztecs and Spanish Conquistadors	Extended Response to Historical Sources
Unit 3	Rights and Freedoms	Source Investigation and Essay
Unit 4	Vikings	Exam

Special requirements Nil

Additional information Step back in time to World War II in Brisbane in 1942 by experiencing a field trip to Newstead House and Fort Lytton. Approximate cost - \$35

Subject Overview

This is a general Social Studies course designed to give students a taste of History, Geography, Social Community Studies and Tourism. Units are designed to cover a wide range of topics from ancient times through to the modern era. Key concepts will include society and the environment, culture, change, perspectives, rights, values and social justice.

Skills Developed

- Communication
- Analysis
- Evaluation
- Research
- Working in groups

Assessment

These units equip students with the knowledge and skills necessary to be an active global citizen. This course is specifically designed for students interested in studying senior Social and Community Studies and/or Tourism. Assessment takes the form of either an examination, project or investigation.

	Unit overview	Assessment Summary
Unit 1	Warfare through the ages	Project
Unit 2	Environmental Movement	Exam
Unit 3	Popular Culture	Investigation
Unit 4	Being a Tourist: Sport Tourism	Project

Special requirements

Nil

Additional Information

This course may include an excursion to a recreational or tourism facility or museum exhibition. Approximate cost \$25.

Subject Overview

Year 10 Japanese is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, collaborative performance and guided group discussion. Students will use Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. Students will develop a greater understanding of Japanese cultural norms, for example, in relation to responding to praise and communicating refusal. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They will use familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments.

Skills Developed

- A mastery of hiragana and katakana and gain an understanding of sound variation in the pronunciation of borrowed words.
- Use of a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.
- Able to produce a range of texts associated with different contexts, and analyse information and concepts relevant to their social, cultural and communicative interests.
- Reading, viewing and interacting with texts for a variety of purposes, for example, social, informative, transactional, imaginative, expressive and instructional.

Assessment

A variety of tasks including reading, writing, listening and speaking.

	Unit overview	Assessment Summary
Unit 1	School Rules	Written assessment and reflection
Unit 2	Detective Mysteries	Exam – listening, reading and writing
Unit 3	Global Connections	Reading exams and interview
Unit 4	Homestay	Exam – listening, reading and writing

Special requirements

Studied Japanese in Year 7, 8 and 9.

Recommended grade of an A or B in Year 9 Japanese.

High level of proficiency with Hiragana and Katakana.

Additional Information

Wired headphones and a laptop will be required for assessment.

Subject Overview

By the end of Year 10, students contribute to and extend interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. Students incorporate the features and conventions of spoken French to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of French texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning French, to evaluate how this learning influences their ideas and ways of communicating.

Skills Developed

- Students use French to initiate and sustain interactions that communicate their own and others' experiences of the world.
- They listen, speak, read and view, and write to communicate with speakers of French locally and globally through authentic community and online events.
- They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.
- Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media.
- They expand their knowledge and control of French pronunciation, intonation, structures and features.
- They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

Assessment

A variety of tasks including reading writing and speaking.

	Unit overview	Assessment Summary
Unit 1	My Daily Life	Listening and Speaking Exam
Unit 2	On Holidays	Reading and Writing Exam
Unit 3	In Good Shape	Short Response Exam
Unit 4	In Search of Happiness	Multimodal Presentation

Special requirements

Studied French in Year 7, 8 and 9.

Recommended grade of an A or B in Year 9 French.

Additional Information

Wired headphones and a laptop will be required for assessment.

Subject Overview

In Year 10 HPE, students develop skills to manage their identity, emotions, and responses to change while exploring how values such as respect, equality, and inclusion shape relationships. They learn to make informed decisions to protect their own and others' health, safety, and wellbeing in both online and offline environments, using information from credible sources. Students also refine and apply movement skills in a variety of contexts, adapting strategies to new challenges, and explore leadership, teamwork, and ethical behaviour. Through practical experiences, they investigate ways to promote physical activity and enhance the wellbeing of individuals and communities.

During this course of study, the students should:

- build confidence in their ability to be involved in physical activity
- be able to effectively communicate with those around them
- be able to make informed decisions
- have developed an understanding of the importance of teamwork in both a work and play setting
- be able to organise a group and lead them in a productive nature
- develop an ability to create folios of work that demonstrate your skill level
- explore societal issues and scaffold responses to improve outcomes.

Assessment

Assessment will be completed in a variety of negotiated forms, including but not limited to research report, multimodal presentations, in class exams, essays and journals and folios of practical work. Students will be expected to complete all assessment to pass the course and to be considered for the Certificate III Fitness, Certificate III in Sport, and Recreation Physical Education (General), Sport & Recreation (Applied) in Senior School.

	Unit overview	Assessment Summary
Unit 1	Sport Injuries	Research Report
Unit 2	Training for fitness	Exam Training program development
Unit 3	Strategies and Tactics	Report
Unit 4	Coaching	Coaching sessions Coaching evaluation

Special requirements

- Students will require their own device for this subject

Additional Information

- Students will be required to have a Bray Park hat for all practical HPE lessons.

Subject Overview

The Volleyball Excellence Program recognises the importance of providing students with a fulfilling and challenging education that allows young student athletes to develop their sporting talent, while building confidence, communication and leadership skills.

The Volleyball Excellence Program combines curriculum time with both theoretical and practical lessons. Students will study the general Health and Physical Education curriculum and is designed for students who are interested in developing their skills with a view to making them more competent not only as a player but as a coach, manager, trainer or official. The Volleyball Excellence Program has a values-based focus with a clear goal of holistically developing students who can contribute positively to society. To maintain their position in the program students must uphold a high standard in behaviour, effort and self-discipline.

Skills Developed

The Volleyball Excellence Program provides students with a pathway into elite sport. With a focus on the four pillars of Long-Term Athletic Development; physical, technical, tactical and mental, this program provides a comprehensive program to prepare athletes for elite level competition. Included within this program is access to a strength and conditioning coach as well as competing in multiple competitions throughout the year.

Further, students involved in the Volleyball Excellence Program will also develop:

- Leadership skills
- Time management
- Goal setting
- Communication skills
- Performance analysis

Assessment

Assessment will be completed in a variety of negotiated forms, including but not limited to research report, multimodal presentations, in class exams, essays and journals and folios of practical work. Students will be expected to complete all assessment to pass the course and to be considered for the Certificate III Fitness, Certificate III in Sport, and Recreation Physical Education (General), Sport & Recreation (Applied) in Senior School.

	Unit overview	Assessment Summary
Unit 1	Human Movement	Assessment – Skill Analysis Physical Performance
Unit 2	Training for fitness	Exam Physical Performance
Unit 3	Coaching and Cultural Connection	Coaching session and evaluation Multimodal presentation
Unit 4	First Aid	Exam

Additional Information

Students enrolled in the Volleyball Excellence Program are expected to meet specific standards for behaviour and effort, as outlined in the Volleyball Excellence Handbook. These expectations are agreed upon by both students and their parents at the time of enrolment. The Volleyball Excellence Program has associated fees which are detailed in the Volleyball Excellence Player Handbook.

Subject Overview

The Rugby League Excellence Program recognises the importance of providing students with a fulfilling and challenging education that allows young student athletes to develop their sporting talent, while building confidence, communication and leadership skills.

The Rugby League Program combines curriculum time with both theoretical and practical lessons. Students will study the general Health and Physical Education curriculum with the practical elements of the subject focusing on Rugby League contexts. With an aim to develop skills that students can implement not only in sporting contexts, but in day-to-day life. The program has a values-based focus with a clear goal of holistically developing students who can contribute positively to society. To maintain their position in the program students must uphold a high standard in behaviour, effort and self-discipline.

Skills Developed

The Rugby League Excellence Program is designed to develop and extend students with a passion for the game, providing them with the skills and knowledge required to succeed at higher levels of competition. Through specialised training and game-based learning, students refine their technical abilities, tactical understanding, and physical performance. Equally important is the program's focus on building strong personal qualities, with an emphasis on respect, commitment, integrity, and discipline.

Assessment

	Unit overview	Assessment Summary
Unit 1	Theory – Sport Injuries Practical – Rugby League	Research Report
Unit 2	Theory – Training for fitness Practical – Rugby League	Exam Training program development
Unit 3	Theory – Strategies and tactics Practical – Rugby League	Report
Unit 4	Theory – Coaching Practical – Rugby League	Coaching sessions Coaching evaluation

Special requirements

Students will require their own device for this subject

Additional Information

Students enrolled in the Rugby League Excellence Program are expected to meet specific standards for behaviour and effort, as outlined in the Excellence Handbook. These expectations are agreed upon by both students and their parents at the time of enrolment.