

**BRAY PARK
STATE HIGH SCHOOL**



**Challenge
The Unknown**

BRAY PARK STATE HIGH SCHOOL

YEAR 10 CURRICULUM HANDBOOK 2025



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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 Years 11 and 12.

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 as soon as possible or see the Head of Department for Middle Secondary.

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 or at most, a Certificate III Vocational qualification.

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

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HUMANITIES

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TECHNOLOGIES

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Natasha Galbraith

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INCLUSIVE EDUCATION

Stacy Burke

STUDENT ENGAGEMENT

Trevor Greinke

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 (HOSES)
- Inclusive Education Teachers and Case Managers
- Educational Assistants (Teacher Aides)
- Administrative Officer
- Regional Support personnel

School Based Apprenticeship or Traineeship

For Year 10 students (15 years of age), there is the opportunity of completing either a School Based Traineeship or Apprenticeship.

School Based Traineeships (SBTs) allow you to train and do paid work in your chosen traineeship area while you are still at school studying for your QCE.

Generally, students do one day a week of paid work and then 4 days at school. All students can complete a traineeship or apprenticeship but they are more appropriate to students wanting to follow a vocational pathway rather than a university pathway. Students complete 5 subjects instead of the normal 6 subjects and must be committed to catching up on school work missed on the day at work.

School Based Traineeships and Apprenticeships can be obtained through a variety of means: work experience, part-time jobs, Group Training Companies and students finding an interested employer.

A School Based Traineeship is normally a Certificate II or III level and will be credited on the QCE if completed by the end of Year 12. Should the student cease the SBT at any time he/she will have to select a sixth subject.

For further information contact the Head of Department for Middle Schooling.

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 in 2024/5). 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	
English Literature Extension (Year 12 only)	Minimum B standard in Year 11 General English. Students will be invited to participate in this class by the HOD 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	Business and Legal Studies
Business	Minimum B in English	Business and Legal Studies
Information Communication and Technology	Nil	Digital Technologies
Cert III in Business	Nil	Business and Legal Studies
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

SUBJECT	STRONGLY RECOMMENDED	DESIRABLE
Physical Education	Minimum B in English	Minimum B in HPE
Sport and Recreation	Nil	Minimum C in HPE
Cert III in Fitness	Nil	
Dual Certificate III/II in Sport & Recreation (Volleyball Excellence Program)	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)
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

Year 10 2025

Core Subjects

- English
- 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. At the end of this two-semester course, students will be recommended - depending on their academic achievement and skills base - to either study General English or Essential English in senior (General English is often a pre-requisite for University study. Essential English is appropriate for students aiming for the workforce or TAFE studies).

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	<i>Bard to the Big Screen:</i> Shakespeare in Modern Film	Option A: A written BLOG that persuades the audience of the relevance of Shakespeare to today's society OR Option B: A persuasive podcast about the relevance of Shakespeare to today's society
Unit 2	<i>The Crossroads of Conscience:</i> analysing the importance of choice in a novel	Analytical essay exam
Unit 3	<i>Breaking Boundaries:</i> exploring unconventional short stories	Part A: Unconventional short story Part B: Writer's statement
Unit 4	Rhythms of Resistance: social issues in slam poetry	Part A: Portfolio pieces in response to poetry Part B: Write and perform a slam poem

Special requirements

Nil

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

Year 10 mathematics provides skills required for all students to become lifelong learners.

Semester 1

All year 10 students study Mathematics as determined by the Australian Curriculum. Students who have achieved well in year 9 may be placed into an extension class that is aimed at challenging the students to process maths in greater depth. Students who have experienced difficulties achieving the year 9 Mathematics curriculum may be placed in a support class that is differentiated to support the learning needs of the students.

Semester 2

Parents and students will select a strand of study that will prepare them for year 11 and 12 Mathematics.

- **Foundation Mathematics:** prepares students for Essential Mathematics in year 11.
- **Core Mathematics:** prepares students for General Mathematics in year 11.
- **Extension Mathematics:** prepares students for Mathematical Methods and/or Specialist Mathematics in year 11.

Skills developed

Mathematical knowledge is dynamic and requires students to know when, where and how to use mathematics, thus developing mathematical thinking and reasoning incorporating the use of technology.

Assessment

	Unit overview	Assessment Summary
Unit 1	Money and Financial maths Linear and Non-Linear relationships	Exam
Unit 2	Data Representation and interpretation	Assignment
Unit 3	Units of Measurement Pythagoras and Trigonometry	Exam
Unit 4	<i>Foundation:</i> Chance <i>Core:</i> Patterns and Algebra, Geometric Reasoning <i>Extension:</i> The unit circle, Transformations, Geometric reasoning	Assignment Exam Exam
Unit 5	<i>Foundation:</i> Earning money and paying tax <i>Core:</i> Chance <i>Extension:</i> Chance	Exam Assignment Assignment
Unit 6	<i>Foundation:</i> Budgets <i>Core –</i> Patterns and Algebra <i>Extension –</i> Patterns and Algebra	Assignment Exam Exam

Special requirements

Nil

Additional information

Nil

Year 10 2025

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 and Technologies Faculty

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

The Business Faculty

- Business and Legal Studies
- Certificate I in Workplace Skills

The Humanities Faculty

- Geography
- History
- Humanities

The International Faculty

- Japanese

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- Atomic Structure and Chemical Reactions.
- Physics – Energy as found in Road Science and Collisions.
- Earth Science –The Universe, looking at Space and Galaxies; The Earth with its 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	Written exam
Unit 2	Evolution	Investigation (Research report)
Unit 3	Chemistry – Atomic Structure	Written exam
Unit 4	Chemistry – Rates of Reaction	Experimental investigation
Unit 5	Physics – Law of Motion	NPDL – Car Safety Investigation
Unit 6	Earth Science – Global System	Written exam
Unit 7	Earth Science - 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 their 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)

Engineering Sciences – Engineering & Design

Science

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

As this is a new subject offering in 2025, the curriculum and assessment highlighted below is suggested and is subject to change as it is developed.

	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	<p>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.</p>	<p>Making- Performance: Students learn and perform a Musical Theatre dance.</p> <p>Making- Choreography: Students choreograph a Musical Theatre dance that incorporates the use of a prop.</p> <p>Responding- Written Response: Students will respond to various dance pieces analysing, elements of choreographic devices and production elements.</p>

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

Additional information

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.

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	<p>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</p>	<p>Making – Drawing/Painting. Students will create a folio of work including self-reflection, in class, homework activities, teacher directed</p>
Unit 2	<p>Storylines Students explore personal themes and concepts related to artists who communicate stories and make social comments through their artwork. They develop an artwork to explore a theme from a personal viewpoint. Learning</p>	<p>Making – Ceramics/Mixed Media. Students will complete a resolved artwork and work booklet, in class, homework activities, teacher directed</p> <p>Responding – Extended written response.</p>

	opportunities will allow development of independent approaches and responses.	Students will complete an extended written response, responding to the work of others
Unit 3	<p>New Art Students explore the concept of new media in Visual Art to produce contemporary artworks. Students develop an artwork to explore the theme from a variety of personal viewpoints. Learning opportunities will allow development of independent approaches and responses while experimenting with a mixed media approach.</p>	<p>Making – Digital Art/Mixed Media/Printmaking. Students will complete a resolved artwork and self-reflection, in class, homework activities, teacher directed</p>
Unit 4	<p>Objects and Obsession Students develop artwork to explore a self-directed theme from a variety of personal viewpoints. Learning opportunities will allow development of independent approaches and responses while experimenting with media.</p>	<p>Making – Resolved Artwork Resolved artwork, in class, homework activities, teacher directed</p> <p>Responding – Extended Written Response Students will complete an extended written response, responding to the work of others in exam conditions</p>

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

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.

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 will develop an appreciation and understanding of artists, artworks, and the potential power of the visual statement.
- Students will have the opportunity to display and present artworks to the school/local community.

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	<p>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</p>	<p>Making – Drawing/Painting. Students will complete a folio of work including self-reflection, in class, homework activities, teacher directed</p>
Unit 2	<p>Storylines Students explore personal themes and concepts related to artists who communicate stories and make social comments through their artwork. They develop an artwork to explore a theme from a personal viewpoint. Learning opportunities will allow development of independent approaches and responses.</p>	<p>Making – Ceramics/Printmaking. Students will complete a resolved artwork and work booklet, in class, homework activities, teacher directed</p>
Unit 3	<p>New Art Students explore the concept of new media in Visual Art to produce contemporary artworks. Students develop an artwork to explore the theme from a variety of personal viewpoints. Learning opportunities will allow development of independent approaches and responses while experimenting with a mixed media approach.</p>	<p>Making – Mixed Media. Students will complete a resolved artwork and self-reflection, in class, homework activities, teacher directed</p>

Unit 4	Objects and Obsession Students develop artwork to explore a self-directed theme from a variety of personal viewpoints. Learning opportunities will allow development of independent approaches and responses while experimenting with media.	Making – Self Directed Artwork. Students will complete a resolved artwork and self-reflection, in class, homework activities, teacher directed
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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

There are 2 objectives in the Drama Program. These 2 objectives – **Making and Responding** are all equally weighted and involve practical and written activities.

Through the integrated study of the 2 dimensions, students will be exposed to a wide variety of assessment tools.

	Unit overview	Assessment Summary
Unit 1	Realism Students explore how Drama can be used to authentically portray characters in performance.	Making – Scripted Performance Students will perform a Realism script in front of an audience of class members.
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 – Extended 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 of class members.
Unit 3	Hybrid Theatre Students explore how the combination of Cinematic theatre, Abstract movement, Visual theatre and Realism can engage a Contemporary audience and emphasise meaning. They will apply performance skills	Making – Scripted Performance Students will perform a Realism script in front of an audience of class members, adding in Hybrid theatre conventions.

	<p>and devising or scriptwriting skills to make Hybrid theatre. They will also analyse and evaluate recorded live theatre.</p>	<p>Making – Devised Concept/Scriptwriting Students will devise a concept for a show OR write a script for a scene that uses Hybrid theatre conventions</p> <p>Responding - Extended Written Response in Exam Conditions Students will respond to a recorded Hybrid theatre production in exam conditions.</p>
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Special requirements

Nil

Additional information

Nil

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	<p>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.</p>	<p>Making – Performance Students will perform a song on their selected instrument in front of an audience of class members.</p>
Unit 2	<p>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.</p>	<p>Making and Responding – Composition Project Students will respond to a piece of music that uses technology and then create a composition using music technology.</p>

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	Australian Identity through Media Arts In this unit of work, students embark on an insightful journey to explore and understand Australian identity through the lens of media arts. This exploration is designed to cultivate students' analytical and evaluative skills by engaging them with a variety of media arts concepts and contexts. Students will investigate how media arts serve as a powerful medium for constructing representations, communicating ideas, and engaging with audiences, all within the rich tapestry of Australian culture and identity.	This examination assesses students' abilities to respond critically to media arts concepts and their application in representing ideas, perspectives, and identities. Students will engage with a variety of stimulus materials—both seen and unseen—to demonstrate their understanding of how media arts are used across cultures, times, and places, with a particular focus on Australian identity.

Unit 2	The Time Capsule! 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 45-second to 1-minute 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.
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Special requirements

Nil

Additional information

Nil

Subject Overview

Year 10 Hospitality is an introduction to the Food and Beverage sector of the Hospitality Industry. Students will develop their knowledge and practical skills in the area of food and beverage production and service, workplace communication and teamwork, workplace health and safety and industry hygiene and food safety standards.

The design process underpins student learning in each unit. Considerations of economic, environmental and social impacts that result from design solutions are the core to design thinking, design processes and design solutions.

Skills Developed

Students will be trained in precision knife skills, workplace health and safety laws/standards and basic food production for Australian and other cultures. Communication skills will be developed to meet the strict expectations in meeting the client's requirements in any career in the hospitality industry.

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
Unit 1	Safety, Hygiene and skills	Exam
Unit 2	Function menu	Practical and process journal
Unit 3	Selling cultural food products	Practical and process journal
Unit 4	Careers in Hospitality	Research assignment

Special requirements

Nil

Additional information

Nil

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

Nil

Additional information

Nil

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	Go Kart (Design)	Design folio and practical
Unit 3	Go Kart (Build)	Design Folio
Unit 4	Machining and Welding	Practical

Special requirements

Nil

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.

All students must wear correct footwear with impervious uppers (shoes that do not allowing fluid to pass through) in the workshop, as per the school uniform rules. 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.

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	<ul style="list-style-type: none">• 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

Nil

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.

All students must wear correct footwear with impervious uppers (shoes that do not allowing fluid to pass through) in the workshop, as per the school uniform rules. 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

Digital Technologies focuses on further developing understanding and skills in computational thinking, such as precisely and accurately describing problems and the use of modular approaches to solutions. Students will have opportunities to analyse problems and design, implement and evaluate a range of digital solutions. Students will plan and manage digital projects to create interactive information. Students analyse problems and design, implement and evaluate a range of digital solutions.

Skills Developed

Digital Technologies equips students with the skills to be able to thrive in an ever-changing world through analysing, creating, designing, management, manipulation, storage, retrieval and communication of data using a range of technological systems. Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

Assessment

	Unit overview	Assessment Summary
Unit 1	Coding & Robotics	Project
Unit 2	3D Game & VR	Project
Unit 3	3D Printing & Robotics	Project
Unit 4	Online App & Database	Project

Special requirements

Nil

Additional information

Nil

Subject Overview

Students will undertake this subject for a year completing Economics and Business (Business) in Semester 1 and Civics and Citizenship (Legal Studies) in Semester 2.

Economics and Business provides students with the opportunity to further develop their understanding of economics and business concepts. This includes how businesses operate and how they respond to changing conditions and the consequences of those actions. Students learn in Economics and Business with an integrated inquiry approach including authentic case studies and simulated business scenarios.

Civics and Citizenship allows students to develop an understanding of Queensland and Australia's Legal System and Government. They investigate the values and practices that enable a democratic society to be sustained. An integrated inquiry approach is used in the learning of Civics and Citizenship including the evaluation of authentic legal cases and legislation.

Skills Developed

Economics and Business fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society. Investigating Queensland and Australia's Legal System and Government in Civics and Citizenship will allow students to learn how to participate as active and informed citizens.

Through the study of Civics and Citizenship & Economics & Business, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions, be innovative and adapt to change.

Skills developed will 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 Law	Combination Response Exam
	Criminal Law	Assignment – Mock Trial
Unit 2	Business in the Real World	Project – Business Simulation
	Australian Economy	Combination Response Exam

Special requirements

Nil

Additional information

Nil

Certificate I in Workplace Skills (BSB10120)

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

VWS

Subject Overview

This is a nationally recognised qualification course of study. Upon successful completion of all the units of competencies listed below, students will be awarded the Certificate I in Workplace Skills. The certificate helps develop the necessary skills in preparation for work and provides students with a range of introductory skills and knowledge to provide an understanding of the business environment. This course is designed and written in a manner which will facilitate entry level training for students with disabilities, or other educational support needs.

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 This project involves students undertaking a series of tasks leading to the creation of a personalised portfolio, that helps students identify and document current skills and plan for future skills development, research career options and pathways, and create resume.
Project 2	Induction to the Office Students will work individually and in teams to research and create a variety of induction materials for new staff to the office of Bray Business Academy. This may take the form of brochures, posters and/or videos and cover the rights and responsibilities of workers along with other important information. Students will complete a work booklet involving short answer and sentence responses in regard to how to work effectively in different work environments and respond to a number of visual situations posed by the trainer and assessor.
Project 3	Working Safely in the Office Students will work individually and in teams to research WHS (Workplace Healthy and Safety) laws, identify safety issues in an office workplace and propose solutions to issues identified. Students will access online sites in order to complete interactive workplace health and safety activities.
Project 4	Communication in the Office This assessment activity involves students undertaking a series of tasks involving communication in the office of Bray Business Academy. Students will develop their knowledge and skills in verbal and non-verbal, written and non-written communication techniques. Students will demonstrate their communication skills through responding to scenarios, role playing and creation of common documents in an office.

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 national 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 analysing problems that are occurring in the world and investigating how they should be solved. 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 \$25)

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:

- Incans and 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: Travel and eco-tourism	Exam

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, communicating refusal, or the use of eye contact. 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 and speaking.

	Unit overview	Assessment Summary
Unit 1	Doing this and that	Portfolio
Unit 2	The rules that rule us	Reading, listening and writing exam
Unit 3	That's what I want	Spoken task (conversation)
Unit 4	Speaking plainly	Reading, listening and writing exam

Special requirements

Complete Year 9 Japanese subject.

Additional Information

Wired headphones will be required for assessment.

Subject Overview

The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.

Skills Developed

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	First Aid and Badminton	<ul style="list-style-type: none">• ExamPhysical Performance
Unit 2	Coaching	<ul style="list-style-type: none">• Multimodal presentation on selected sport• Physical Performance – coaching sessionWritten evaluation of coaching session
Unit 3	<i>To be advised</i>	<i>To be advised</i>
Unit 4	<i>To be advised</i>	<i>To be advised</i>

*** Units and/or assessment may change ***

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

Extension Health and Physical Education has been introduced to prepare students for entry into Senior Physical Education in Year 11 and 12. If students are considering selecting Senior Physical Education in Year 11 then they should be selecting Extension Health & Physical Education in Year 10 as it is a preparatory course. This subject will still align with the Australian Curriculum but will expose students to content and assessment techniques that they will be engaging with in Senior Physical Education. As such students should expect this subject to be academically challenging. This subject will require students to be proficient with regard to their literacy skills as the content and assessment tasks will be academically challenging.

Skills Developed

During this course of study, the students will be given the opportunity to develop skills to allow them to:

- recognise, explain, analyse and evaluate concepts and principles related to movement
- demonstrate specialised movement sequences and movement strategies in a range of physical contexts
- analyse, synthesise and evaluate both primary and secondary data
- propose and justify strategies, recommendations and interventions
- make decisions about and use language, conventions and mode appropriate features for particular purposes and contexts

Assessment

As this is a Senior Physical Education preparatory course, students should expect to engage with academically rigorous and challenging content with equally challenging assessments. The content and assessment techniques within this course will give the students an opportunity to develop an understanding of the rigorous requirements of Senior Physical Education.

	Unit overview	Assessment
Unit 1	Movement analysis and evaluation with Badminton (body and movement concepts, movement sequences, movement strategies)	<ul style="list-style-type: none">• Analytical essay• Physical performance
Unit 2	Biomechanics with Basketball	<ul style="list-style-type: none">• Folio (multimodal)• Physical Performance
Unit 3	Training principles with Touch Football	<ul style="list-style-type: none">• Exam• Physical Performance
Unit 4	<i>To be advised</i>	<ul style="list-style-type: none">• Investigation – report• Physical Performance

*** Units and/or assessment may change ***

Special requirements

- To be able to meet the literacy demands of the theoretical assessments for this subject, students should be achieving at **no less than a 'B' in English and/or no less than a 'B' in HPE theoretical tasks**
- Students will require their own device for this subject
- 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	First Aid and Volleyball	<ul style="list-style-type: none"> • Exam Physical Performance
Unit 2	Coaching	<ul style="list-style-type: none"> • Multimodal presentation on selected sport • Physical Performance – coaching session Written evaluation of coaching session
Unit 3	<i>To be advised</i>	<i>To be advised</i>
Unit 4	<i>To be advised</i>	<i>To be advised</i>

*** Units and/or assessment may change ***

Additional Information

Entry into Volleyball Excellence is by invite or by selection trial.