

BRAY PARK
STATE HIGH SCHOOL



Challenge
The Unknown

BRAY PARK
STATE HIGH SCHOOL

Year 10 Curriculum
Handbook
2022



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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 careers 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.

Key People

PRINCIPAL

Peter Turner

DEPUTY PRINCIPALS

Eleana Kerr

Sally Dexter

Kerri Trigger

GUIDANCE OFFICER

Courtney Shorten

Ross Palmer

Heads of Department

HEAD OF INCLUSIVE EDUCATION

Kimberley McDonald

MIDDLE SCHOOLING

Carly Ballantyne

SENIOR SCHOOLING

Karenne Haygarth

JUNIOR SECONDARY

Michelle Elliot

ENGLISH

Tracey Goodrum

MATHEMATICS

Wayne Prout

SCIENCE

Grant Nicol

HUMANITIES

Katrina Makings

THE ARTS

Robert Adamson

DESIGN AND TECHNOLOGY

Annette Adams

HEALTH AND PHYSICAL EDUCATION

James Francis

BUSINESS/DIGITAL TECHNOLOGIES/STEM

Anna Bench

INTERNATIONAL

Carmel Swaine

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.

School Based Traineeship/Apprenticeship process to follow:

1. Employer willing to take on student for a Traineeship or Apprenticeship.
2. Student/parent contacts the Senior Schooling Head of Department with the employer details and possible work day.
3. HOD Senior Schooling contacts employer to confirm details.
4. Employer confirms the Traineeship will go ahead.
5. Student and/or parent has interview with the Guidance Officer to look at subjects and work day.
6. Sign up occurs.
7. Student starts Traineeship/Apprenticeship and teachers notified.

For further information contact the Senior Schooling Head of Department.

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 general 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 program will be emailed to students and parents when it becomes available for 2022 course. See <https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html> for further information.

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.

Recommended Pre-Learning

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 2023). 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
Diploma of Business	Minimum C in English	Business and Legal Studies
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
Fashion	Nil	Minimum C in English

Certificate II in Hospitality	Nil	Minimum C in Hospitality OR Fashion
Physical Education	Minimum B in English	Minimum B in HPE
Sport and Recreation	Nil	Minimum C in HPE
Cert III in Fitness	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 or Physical 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 or Physical 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 or Physical 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 or Physical Science)
Science in Practice	Nil	
Chinese	Minimum B Chinese	
Japanese	Minimum B in Japanese	
Drama	Minimum B in Drama	Minimum B in English
Drama in Practice		Minimum C in Drama
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	Visual Art Studio Art
Dance	Nil	Pass in at least 1 performing arts subject. Minimum C English

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 created by the teacher in small or class groups to demonstrate their technique and expressive skills.

Making- Forming 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 and production techniques are used to communicate with the audience.

	Unit overview	Assessment Summary
Unit 1	<p>Songs, Stories, Secrets Students explore the power of dance in communicating ideas about time, place and culture. Students examine the storytelling potential of a variety/range of dance styles; the use of dance to teach dreaming stories in aboriginal culture, the mimetic qualities of ballet in communicating fairy tales, the spectacle of song, dance and drama to carry plot in musical theatre and the exploration of contemporary dance as a vehicle to express concerns about a serious social/political issue. Most importantly, students understand that narrative in dance is used to preserve culture, instil values, educate and entertain people.</p>	<p>Task 1: Making – Performing Task Students will perform a 2 min teacher-devised or repertoire sequence with narrative structure. Students will be assessed on their performance quality and technical ability.</p> <p>Task 2: Responding - Students will analyse, interpret and evaluate a modern Aboriginal or Torres Strait Islander dance work (e.g. Bangarra) in order to evaluate the impact of dance from different places and times.</p>
Unit 2	<p>Kids, Culture, and Creativity This unit is designed to develop students understanding of the art of choreography. Exploring the genre of popular dance in the context of youth culture allows the student to explore choreographic elements and devices in a familiar and supportive dance environment. Students are encouraged to imaginatively and creatively explore dance components (both movement and non-movement) in the Hip Hop style. Simultaneously students have the opportunity to develop their ability to reflect and self-evaluate the choreographic process.</p>	<p>Task 3: Making – Forming In small groups, students will create a hip-hop sequence which focuses on a chosen style within the hip hop genre.</p>
Unit 3	<p>On Pointe A study of the history of ballet and its stylistic developments and an in-depth look at the evolution of contemporary dance as a form of rebellion against the principals of ballet. An extended study of a range of contemporary pioneers such as Isadora Duncan, Louis Fuller, Ruth St. Denis, Ted Shawn and Martha Graham will be conducted, exploring their individual styles/philosophies and approaches to this new style of dance.</p>	<p>Task 4: Responding - Students will analyse, interpret and evaluate an early contemporary dance work to evaluate how it is a rebellion against the principals of ballet.</p>
Unit 4	<p>Contemporary Pioneers Contemporary Pioneers is a unit specifically designed to introduce students to the origins of contemporary dance. This historical perspective focuses on the techniques and philosophies of contemporary founders including Isadora Duncan, Loie Fuller, Stephen Page and Martha Graham.</p>	<p>Task 5: Making – Performance Students will perform a teacher-devised contemporary sequence in the style of one of the pioneers looked at in class. They will be assessed on their performance quality and their technical ability.</p> <p>Task 6: Making – Forming In small groups students will choreograph a contemporary dance work which manipulates the characteristics of the chosen pioneers' style and reflects a teen issue.</p>

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 opportunities will allow development of independent approaches and responses.</p>	<p>Making - Ceramics and Mixed Media Students will complete a resolved artwork and work booklet, 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</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 – Digital Art 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>

Additional Information

Work produced by the student becomes the property of the student. A basic art allowance is included in the school Resource 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.

Studio Art

The Arts

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	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	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.	Making – Ceramics and Printmaking Students will complete a resolved artwork and work booklet, in class, homework activities, teacher directed

Unit 3	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.	Making – Mixed Media Students will complete a resolved artwork and self-reflection, in class, homework activities, teacher directed
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

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	<p>Realism Students explore how Drama can be used to authentically portray characters in performance.</p>	<p>Making – Scripted Performance Students will perform a Realism script in front of an audience of class members.</p>
Unit 2	<p>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</p>	<p>Responding – Extended Written Response in Exam Conditions Students will respond to a recorded comedy skit in exam conditions.</p> <p>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.</p>

<p>Unit 3</p>	<p>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 and devising or scriptwriting skills to make Hybrid theatre. They will also analyse and evaluate recorded live theatre.</p>	<p>Making – Scripted Performance Students will perform a Realism script in front of an audience of class members, adding in Hybrid theatre conventions.</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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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>

<p>Unit 3</p>	<p>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.</p>	<p>Making – Performing Students will perform a song from a film on their selected instrument in front of an audience of class members.</p> <p>Responding – Extended written response under exam conditions Students will respond to film music in exam conditions.</p> <p>Making – Composition Students will compose a piece of music suitable for film, television or video games.</p>
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Subject Overview

With the purpose of helping students become lifelong learners, English will be offered with various career paths and with the individual's success in mind. English is a course focused on developing literacy and communication skills. At the end of this two-semester course, students will be advised, depending on their academic achievement and skills base, to either study Senior English or Essential English in Year 11 and 12. (Senior English is an ATAR subject leading on to 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	<p>Short story experiment: various styles and genres</p> <p>Students will study a range of short story texts</p>	Students will create their own short story portfolio, experimenting with language features, stylistic devices and text structures before selecting one of their portfolio pieces to develop into a final short story
Unit 2	<p>Shakespeare on Film: Film adaptations of the bard's plays.</p> <p>Students will view the film adaptation of a Shakespearean play and also read key excerpts from the original text.</p>	Students will evaluate this film and its relevance to a modern audience. This will be presented as a spoken vlog.
Unit 3	<p>Novel study: Morality in literature</p> <p>Students will read a class novel and identify the moral choices characters make throughout the story.</p>	Students will write an essay explaining the moral choices made and their causes and effects, as well as how language features & stylistic devices position the reader
Unit 4	<p>Persuasive Vlog task.</p> <p>Students will watch films based on a range of social/political and environmental issues</p>	They will then write a portfolio of blog entries created in class. They will choose two entries from their portfolio and will develop two persuasive blog entries that will inspire others to do something about this issue

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	That's what they said	Multimodal – biographical timeline
Unit 2	School around the world	Reading and Writing exam
Unit 3	What's your plan	Scripted conversation
Unit 4	School rules	Multimodal – instructional video
Unit 5	Let's go to Japan	Reading and Writing exam

Subject Overview

Year 10 Chinese students bring a prior experience of learning Chinese and build upon a range of capabilities, strategies and knowledge that can be applied to new learning. Students analyse how messages are conveyed across languages and apply their skills in mediating between languages and cultures. Chinese students access information and explore texts written in Chinese, developing strategies to interpret meanings where not all characters are known. Students develop their ability to speak with confidence, experimenting with flow emphasis and stress to enhance their message.

Skills Developed

- A mastery of Mandarin and gain an understanding of sound variation in the pronunciation of words.
- Use of a greater number of Mandarin and increasingly apply their understanding of known vocabulary 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	Greetings and introductions	Speaking, listening, reading, writing examination
Unit 2	Student lives in Australia and China	Multimodal – video
Unit 3	Adapting to a new environment	Multimodal and Examination
Unit 4	Going on holiday	Examination and Project

Health and Physical Education

Health and Physical Education

Subject Overview

The 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 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. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

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
- use latest and up to date technologies
- be able to make informed decisions
- develop an understanding of the business of sport and the work required for sport to function effectively
- 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, Physical Education (General), Sport & Recreation (Applied) in Senior School.

	Unit overview	Assessment Summary
Unit 1	Games of Australia	Report and Physical Performance
Unit 2	Cultural Connections	Portfolio and Physical Performance
Unit 3	Health in Australia	Multimodal Presentation and Physical Performance
Unit 4	PT Yourself	Research Project and Physical Performance

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.

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

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

Assessment

	Unit overview	Assessment Summary
Unit 1	Games of Australia	Report and Physical Performance
Unit 2	Cultural Connections	Portfolio and Physical Performance
Unit 3	Health in Australia	Multimodal Presentation and Physical Performance
Unit 4	PT Yourself	Research Project and Physical Performance

Mathematics

Mathematics

MAT

Subject Overview

With the purpose of helping students become lifelong learners, mathematics will be offered with various career paths and with the individual's success in mind.

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	Chance Pythagoras and Trigonometry	Assignment Exam
Unit 2	Algebra Linear and non-linear relationships	Exam
Unit 3	Data Representation and Analysis Measurement	Assignment Exam
Unit 4	Linear relationships Units of measurement and geometric reasoning	Exam

Mathematics Extension

Mathematics

MAX

Subject Overview

Students are provided with the mathematical skills required to enter Mathematical Methods and Specialist Mathematics in years 11 and 12. These subjects prepare students for university courses that require high level mathematical skills.

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	Chance Pythagoras and Trigonometry	Exam
Unit 2	Patterns and Algebra Linear and non-linear relationships	Exam
Unit 3	Using units of measurement Geometric reasoning Data representation and interpretation	Assignment
Unit 4	Real numbers	Exam

Science (Core)

Science

SCI

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

Living Sciences – Biology and Psychology

Science

SCL

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 subcellular 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 will be a **General subject and will lead to University entrance**. It will be classified as a Science subject for University entrance and worth 4 QCE points.

Psychology provides opportunities for students to engage with concepts that explain behaviours and thinking. Students will examine the role of the brain, human consciousness and sleep. 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 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
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

Physical Sciences – Chemistry and Physics

Science

SCP

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	Rates of reaction	Experimental investigation (Research report)
Unit 2	Organic chemistry	Written exam
Unit 3	Forces and Energy	Experimental investigation (Research report)
Unit 4	Light and Sound Waves	Written exam

Civics and Citizenship/Economics and Business

Humanities and Social Science

CIV/ECB

Subject Overview

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

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.

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.

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 Government Australian Law Courts	Combination Response Exam Assignment – Persuasive Case Law Speech
Unit 2	Business in the Real World Australian Economy	Project – Business Simulation Combination Response Exam

Certificate I in Workplace Skills (BSB10120)

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

VBC

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
BSBEF101	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 Enterprises. 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 regards 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 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 Enterprises. 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.

Geography

Humanities and Social Science

GEG

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	Examination
Unit 2	Managing Coastal Environments	Field Report
Unit 3	Geography of Human Well-being	Examination
Unit 4	Rich world/poor world: case studies of Human Development	Data Report

Additional Information

This course will also include at least one day of assessable field work, e.g. Sunshine Coast beaches (approximate cost \$25)

History

Humanities and Social Science

HIS

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.

- 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	Examination
Unit 2	Aztecs and Spanish Conquistadors	Extended Response to Historical Sources
Unit 3	Rights and Freedoms	Source Investigation and Essay
Unit 4	Vikings	Examination

Subject Overview

This year long practical course focuses on individual fashion design and fabrication. Skills in fashion drawing will be developed to a great depth, allowing students to demonstrate their own individual flair for Senior Fashion. Skill development in both hand sewing and machining skills, including overlockers, will bring designs to life. The design process taking ideas to manufacture, then reflecting on the learning process will underpin all assessment.

Skills Developed

The basic skills of hand stitching, including embroidery, hemming, buttons, ribbon work and smocking and will be taught. Embellishment skills of tie dyeing, applique, screen printing, stencilling and cornelli work will accompany basic machine skills of threading, seam finishing and overlocking. Pattern design and altering patterns to suit specific tasks will be practiced after drawing skills on croquis's (hand drawn fashion models) has been mastered. These skills will prepare students with the fundamentals to continue Fashion in Senior or to start their own design companies.

Assessment

	Unit overview	Assessment Summary
Unit 1	The sewing machine and designing	Folio of samples and design task
Unit 2	Hand skills and designing	Folio of samples and design task.
Unit 3	Embellishment and designing	Process journal on design task
Unit 4	Designing for a client	Process journal and garment production.

Subject Overview

This pre-senior course concentrates on the use of hygiene laws, food safety practices, hospitality industry knowledge and the establishment of positive attitudes and etiquette towards a career in the Hospitality industry. The correct preparation of foods through weekly cooking and demonstrations will put theory into practice.

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

Subject Overview

Students will be instructed in Graphical Design and the technologies used to develop solutions to set design tasks for both product development and environmental sustainability. The Design Process teaches students to strategically analyse and plan for viable design solutions and be able to convey those designs to a professional, industry standard.

Skills Developed

Computer skills and hand sketching are used in developing working drawings and 3D models from sketches using Computer Aided Drafting programs such as Inventor, Revit and Autocad classic. Creativity and imagination skills used to solve client based design problems prepare students to produce professional design solutions.

Assessment

	Unit overview	Assessment Summary
Unit 1	Design in practice	Design folio and practical
Unit 2	Commercial Design	Design folio and practical
Unit 3	Human Centred Design	Design folio and practical
Unit 3	Sustainable Design	Design folio and practical

Subject Overview

Students will be instructed in engineering with sheet metal work, fitting and fabrication, and the importance of the workplace health and safety laws in preparation for a career in this field.

Skills Developed

Students gain skills in the use of all engineering machinery 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 toolbox	Design folio and practical
Unit 2	Day care centre toy design	Design folio and practical
Unit 3	Hydraulic unit	
Unit 4	Hydraulic unit	Design folio and practical

Certificate in Manufacturing (MSM10216)

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

VMP

Subject Overview

Students will be educated in work readiness, preparing them for employment in the Manufacturing industry (timber work). Competencies will be assessed through the practical skills learnt through producing items made of timber.

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• Parquetry Coffee 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	

Additional Information

All students must wear correct footwear (solid uppers) 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

Cost: As students take home consumable materials, there is a cost associated with making the Serving Tray, Timber brief case and Coffee Table. Timbers used are Meranti and Pine. Serving Tray \$20, Timber brief case \$30 and Coffee Table \$70. These have been calculated to the exact supply of materials and a 10% waste.

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

A range of assessment items will provided including Projects, Job logs, Inquiry Tasks, assignments and non-written presentations using technology systems.

	Unit overview	Assessment Summary
Unit 1	Students design and implement solutions to increasingly complex problems using the object-oriented programming language Python.	Python Project - A folio of work using the Python programming language
Unit 2	Students will investigate, information about data, network communication and security of their home and school Local Area Networks.	Secure Networks - Students create a presentation to educate and inform users about data, network communication and security
Unit 3	Students will explore AI Ethics, what's possible, probable and preferred.	Students will explore an area of Artificial Intelligence of their choice and use multimedia to demonstrate a preferred future for this AI technology
Unit 4	Students explore virtual and augmented reality, their uses and development.	Students will create a game, 3600 tour, simulation, story or virtual exhibition to demonstrate AR/VR. This is an opportunity for students to develop, design and create working virtual or augmented reality