

BRAY PARK
STATE HIGH SCHOOL



Challenge
The Unknown

BRAY PARK
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Pre-Senior Phase Handbook



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School VET – RTO provider number 30237

Welcome to the Pre-Senior Phase of Learning at Bray Park State High School

The best advice we could offer to students intending to complete Pre-Senior Phase of Learning at Bray Park State High School is to choose subjects carefully, considering what subjects you are good at, as your decisions may affect not only the types of careers you can follow later but also your academic success and feelings about your schooling. 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.

During Pre-Senior Phase of Learning, students will complete a Senior Education and Training Plan (SETP) and choose subjects for their Senior Phase of Learning.

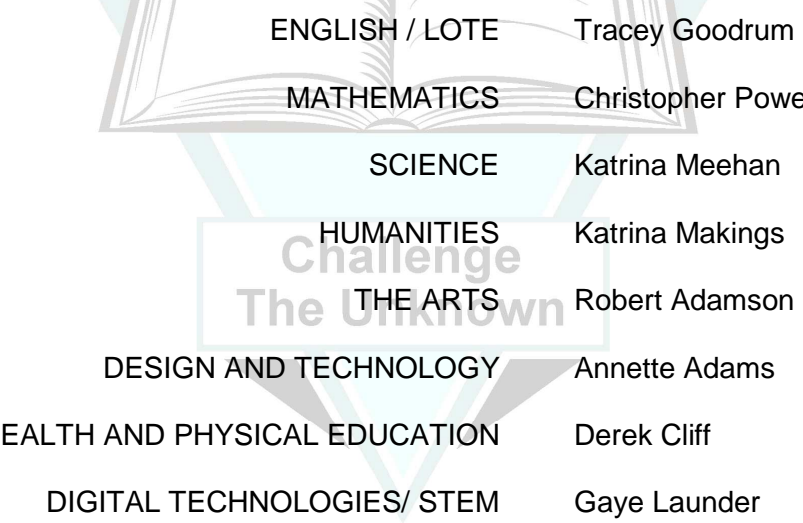
A SETP -

- 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.

People Who Can Help

PRINCIPAL	Matthew Morgan
DEPUTY PRINCIPALS	Eleana Kerr
	John Tabrett
	Kerri Trigger
GUIDANCE OFFICER	Courtney Shorten
HEAD OF SPECIAL EDUCATION SERVICES	Kimberley McDonald
SENIOR SCHOOLING HEAD OF DEPARTMENT	Karenne Haygarth
JUNIOR SCHOOL HEAD OF DEPARTMENT	Emma Wilson

Heads of Department



ENGLISH / LOTE	Tracey Goodrum
MATHEMATICS	Christopher Powell
SCIENCE	Katrina Meehan
HUMANITIES	Katrina Makings
THE ARTS	Robert Adamson
DESIGN AND TECHNOLOGY	Annette Adams
HEALTH AND PHYSICAL EDUCATION	Derek Cliff
DIGITAL TECHNOLOGIES/ STEM	Gaye Launder
INTERNATIONAL	Carmel Swaine

Senior Schooling Certification



The information as provided by the Queensland Curriculum & Assessment Authority is believed to be correct as at May 2019.

Students who complete Year 11 and 12 will receive a **Senior Statement** and if eligible a **Queensland Certificate of Education**.

A “**Queensland Certificate of Education (QCE)**” – refers to the award attained by a young person who has achieved 20 credits in the required pattern and who has met the literacy and numeracy requirements. The learning achievements banked during the Senior Phase of learning contribute towards the qualification. Those completing Year 12 would also be issued with a senior statement, by the Queensland Curriculum & Assessment Authority, recording all their learning achievements banked in their learning account.

Australian School Based Traineeships

For Year 10 students (15 years of age), there is also 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. Students can complete a Traineeship 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 in the time available students complete school work missed on the day at work. Wednesday or Thursday is the preferred days for work.

School Based Traineeships can be obtained through a variety of means: work experience, part-time jobs, Group Training Companies and students finding an interested employer. The work component is mandatory and students who do not fully participate endanger their enrolment in the subject/school, unless there is a validated reason eg. Medical certificate.

The 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 Senior Schooling Head of Department.

School Based Traineeship process to follow:

1. Employer willing to take on student for a Traineeship.
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 (QCE checked).
6. Sign up occurs.
7. Student starts Traineeship and teachers notified.

Inclusive Education Program

The Inclusive Education Program provides pathways to support all students with disabilities or learning support needs through their pre-senior and senior schooling phases, whether their goals are work, further study, or other supported placements beyond school.

Students with a verified disability participate in the same core and elective subjects as their peers, with Support Teachers or Teacher Aides allocated to identified class groups or individual students. For those students requiring an adjusted curriculum for English and Maths, we offer Focus group classes aimed at developing real life literacy and numeracy skills. We also offer a Certificate 1 in Business.

Year 10 Focus English:

Students access the same curriculum topics and assessment types as other year 10 English classes, but in a small group setting with adjusted learning activities and assessment. There is a focus on developing real world literacy and communication skills. This Pre Senior subject is a foundation for Senior Focussed Literacy and may provide access to Essential English for students with demonstrated competency.

Year 10 Focus Mathematics:

The course aims to build on everyday maths knowledge and its application to real life situations. This subject provides a pathway to Senior Focussed Mathematics, and may provide access to Essential Mathematics for students with demonstrated competency.



NATIONALLY RECOGNISED
TRAINING

Year 10 Certificate 1 in Business:

This course of study is undertaken to gain competencies in Certificate 1 in Business. Competencies that the students undertake include one Core Element: Contribute to health and safety of others, and 5 Elective Units: Use Business Equipment and Resources, Operate a Personal Computer, Apply Basic Communication Skills, Develop Keyboard Skills, and Organise and Complete Daily Work Activities. This course is designed and written in a manner which will facilitate entry level training for students with disabilities, or other educational support needs. It will be undertaken in a small group setting to allow for extra guidance and assistance.

School VET – RTO provider number 30237

The Inclusive Education Program provides access to Work Experience, Disability Employment Support Providers, Ticket to Work providers, and other appropriate agencies as required.

Subject Outlines

Please Take Note!

1. Subjects listed in this booklet will only be available in 2019 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.
2. English and Mathematics are core subjects, students will select 4 elective subjects.
3. All subjects will lead to an ATAR (Australian Tertiary Admission Rank) for tertiary entrance e.g. University in Senior (Years 11 & 12). Subjects will be scaled for this calculation. For an ATAR pathway (University entrance) a student must undertake a minimum of 4 general subjects and an applied subject or Vocational Education Certificate in year 11 and 12.
4. Students will be eligible for a QCE in Senior with 6 subjects as long as they receive a C standard or above or Certificate (I, II, III, Diploma) and meet the minimum Literacy and Numeracy requirements.

VET indicates subjects which include competencies towards a Certificate I, II or III.

- **Lead to General Subjects**

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The Arts – VISUAL ART

Content

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 period of the semester, 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

1. Students know and can apply visual art and design elements in the production of artworks.
2. Students make two-dimensional and three-dimensional forms using materials and processes in a variety of media types.
3. Students interpret issues relevant to the individual, school, community and global contexts.
4. 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.
5. Students will individually research the artworks of other students and artists who are well known in Australia and internationally.

Assessment

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

Making Images & Objects

Drawn Images
Painted works
Sculptural forms
Mixed Media
Social Comment

Making & Displaying Images and Objects

Make artworks for exhibition
Present works for exhibition
Set up and dismantle exhibitions

Appraising Images

Essay
Reviews
Tests

Average Weekly Workload

Three 70 minute lessons per-week on practical and theory work. Homework should consist of at least one to one and a half hours, undertaking preliminary designs, completing in class work or working on their written task.

Year 10 Art is a recommended subject to take if you wish to study the following Senior Subjects:

- **General subject – Visual Art**
- **VET – Certificate II in Visual Arts**

It is recommended that students achieve at least a C standard in Yr 10 English to complete General Art.

The Arts – STUDIO ART

Content

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 three dimensions- **Making Images and Objects, Displaying Images and Objects and Appraising Images and Objects** with an emphasis on the practical dimensions of **Making and Displaying Images and Objects**.

Making Images & Objects

Drawn Images

Painted works
Sculptural forms
Mixed media

Average Weekly Workload

Three 70 minute lessons per week. Homework should consist of at least one half hour per week, undertaking preliminary designs for completion in class work.

Students will have access to the Art class rooms during lunch breaks for those tasks of a more practical nature.

Special Requirements

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.

Year 10 Studio Art is a recommended subject to take if you wish to study the following Senior Subjects:

- **VET – Certificate II in Visual Arts**

The Arts – Drama •

Content

The Pre-Senior course of 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.

Pre-Senior 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.

Skills Developed

1. Students use analytical 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.
2. 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.
3. 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 Pre-Senior 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.

Making

Improvisation
Devising
Scriptwriting
Performing
Designing Stage/Costumes

Responding

Analytical Essays/Exams
Dramaturgy Process
Reflective Responses

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Average Weekly Workload

Three 70 minute lessons per-week on class work and practical work. Homework should consist of at least one and half-hours, revising class work, learning lines and scripting tasks. Additional study time needs to be devoted to the preparation of exams.

Year 10 Drama is a recommended subject to take if you wish to study the following Senior Subjects:

- General subject – Drama
- Applied subject – Drama in Practice

It is recommended that students achieve at least a B standard in Yr 10 English to complete the General subject - Drama.

The Arts - Music ●

Content

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 three dimensions of Performance, Composition and Musicology. 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.

Skills Developed

1. 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.
2. 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.
3. 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 3 dimensions in the Music course. These 3 dimensions **Listening**, **Composing** and **Performing** are all equally weighted and involve practical and written activities. Through the integrated study of the 3 dimensions, students should be exposed to a wide variety of advanced assessment tools.

Listening

Aural/Visual Analysis
Aural Exams
Assignments

Composing

Theory booklets
Compositions in
various music styles

Performing

Small Ensembles
Large Ensembles
Solo Performances

Average Weekly Workload

Homework should consist of at least 1.5 hours per week, revising class work, practising pieces and composing. Additional study time needs to be devoted to the preparation of exams.

Year 10 Music is a recommended subject to take if you wish to study the following Senior Subjects:

- **General subject – Music**
- **General subject – Music Extension**
- **Applied subject – Music in Practice**

Digital Technologies – Digital Media and Technologies ●

Content

Digital Technologies focuses on developing understanding and skills in algorithmic thinking, computational thinking and coding. Multimedia Technology applies interactive computer elements, such as graphics, text, video, sound, and animation. Students 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 and Media 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.

Assessment

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

Average Weekly Workload

As class time is given to complete or prepare assessment, limited home time is required, however it is recommended that students spend at least 30 minutes a day revising and practising the work covered that day in class.

This is a recommended subject for the following Senior subjects:

Applied subject

- Information Communication and Technology

VET

- Certificate II in Information, Digital Media and Technology

Content

The study of Business explores the business life cycle as it progresses from seed to maturity, while examining potential business opportunities through invention and innovation. Learning in Business integrates an inquiry approach using authentic case studies.

The Legal Studies component of this course allows students to explore Australia's legal system, a system where laws are constantly changing. Students reflect on how changes to the law benefit society through inquiry and investigation.

Skills Developed within the subject

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

Through the study of Business and Legal Studies, 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.

Average Weekly Workload

Homework should consist of at least one hour per week, revising class work and researching for assignment work. Additional study time needs to be devoted to preparation for exams.

This is a recommended subject for the following Senior subjects:

General Subjects

- Business
- Legal Studies

VET

- Certificate III in Business
- Diploma of Business

Content

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

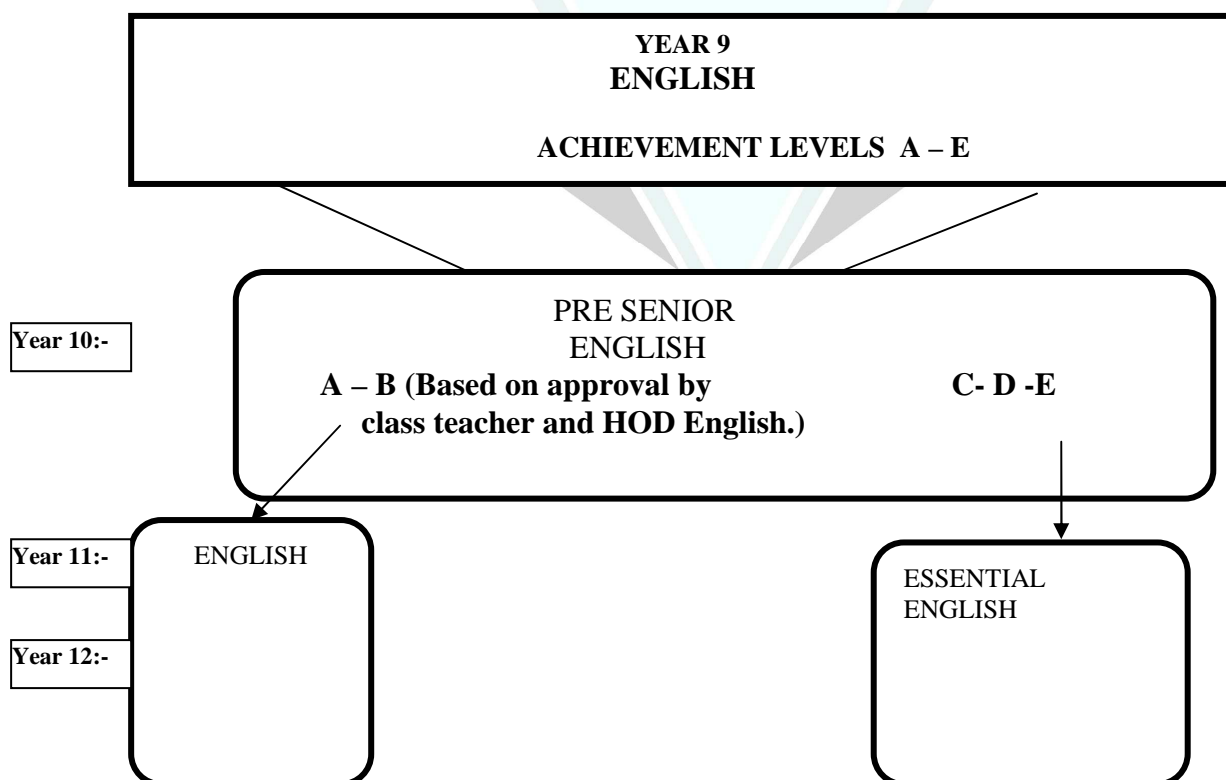
A range of assessment items will be offered to the student including in-class activities, assignments and in class tests. A variety of speaking assessments will also comprise approximately 40% of the course.

Average Weekly Workload

Students should revisit class work and complete set tasks for approximately twenty minutes every day they study English during the week. Assignment work and the reading of novels/literary texts will comprise a proportion of the homework time allocation.

Selections

All students will choose two (2) semesters of English. .
At the end of Year 9, the recommended pathways are as follows:



Health - Physical Education •

Content

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.

The focus areas to be addressed in Year 10 are:

- Personal and community safety
- Cultural Connections within sport
- Badminton, Ultimate Disc, Touch Football and Athletics

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 information 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.

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. Students will be expected to complete all assessment to pass the course and to be considered for the Certificate III in Sport and Recreation offered in senior.

Average Weekly Workload

Students will be required to undertake all activities presented to them during this course with students required to manage their learning journey through accessing the online classroom (Edstudio). Some work in their own time will be necessary to ensure success in the course for the student.

This is a suggested subject for the following Senior Subjects:
General subject -Physical Education Students should gain at least a B standard in this subject to consider this subject in Senior.
VET - and Certificate III in Fitness and Health
Applied Subject – Sport and Recreation

Physical Education Extension

Content

The Physical Education Extension program is designed to give those students thinking of entering Senior Physical Education a chance to gain the base knowledge that will assist them in greater success in the coming years. It will give the student a first-hand look at what is required for achievement in Senior Physical Education in terms of assessment in both the practical and the theoretical sense.

Students will learn through an inquiry approach that develops physically educated students. This process enables students to learn about, through and in physical education, progressing through a range of learning experiences to deepen their learning in key focus areas.

Students will investigate a range of topics including:

- . Biomechanics
- . functional anatomy
- . motor learning
- . energy, fitness and training
- . tactical awareness
- . equity
- . sport psychology.

Units will engage students in a variety of physical activities selected from six categories:

Aesthetic	Invasion	Performance
<ul style="list-style-type: none"> . Aerobic gymnastics (sport aerobics) 	<ul style="list-style-type: none"> . Australian football . Basketball . Futsal . Netball . Soccer . Touch football . Water polo 	<ul style="list-style-type: none"> . Duathlon, aquathlon, triathlon . Swimming . Track and field — jump . Track and field — throws . Track and field — track
Net and court	Striking and fielding	Target
<ul style="list-style-type: none"> . Badminton . Tennis . Volleyball 	<ul style="list-style-type: none"> . Cricket . Softball 	<ul style="list-style-type: none"> . Archery . Golf . Lawn bowls

Skills Developed

In Physical Education Extension, creative thinking, communication, collaboration, teamwork, personal, social and ICT skills are developed through the teaching and learning strategies, embedded within the unit objectives and preparing students to be successful learners within Senior Physical Education.

Assessment

Assessment items will cover a broad range of skills that will require the student to work both in a practical and a theoretical sense. Students will be exposed to assessment techniques in preparation for their enrolment into Senior Physical Education, these include: Project folio, research report and examinations.

Pathway to senior study

- . **Physical Education**
- . Certificate III Fitness
- . Certificate III Health Services Assistance
- . Sport and Recreation
- . Early Childhood Studies

Career Pathways

- . Midwife
- . Occupational Therapist
- . Optometrist
- . Paramedic
- . Pharmacist
- . Physiotherapist
- . Primary School Teacher
- . Psychotherapist
- . Registered Nurse
- . Secondary School Teacher
- . Social Worker
- . Dentist
- . Diagnostic Radiologist
- . Dietitian
- . General Practitioner
- . Health Services Manager
- . Pathologist

- . Podiatrist
- . Psychologist
- . Surgeon
- . Speech-Language Therapist
- . Cardiac Physiologist
- . Chiropractor
- . Physician
- . Psychiatrist

Health, Fitness & Recreation

Content

The Health, Fitness and Recreation program is designed to give those students thinking of entering Certificate III Fitness, Certificate III Health Services Assistance Sport & Recreation and Early Childhood Studies a chance to gain the base knowledge that will assist them in greater success in the coming years. It will give the student a first-hand look at what is required for achievement in their senior years in terms of assessment in both the practical and the theoretical sense.

Students will participate in a range of learning modules across a range of topics from the Health, fitness and recreation industries, with learning delivered in blocks through class, with practical activities and practical assessments. Modules will investigate a range of topics, including but not limited to:

- . Play based learning and learning theories
- . Planning, delivering & tracking fitness programs
- . Group fitness sessions in indoor & outdoor settings
- . Exercise science
- . Coaching practices
- . Tournament organisation
- . Health, Fitness & Recreation Industry – Health & Safety
- . Games & sports
- . Adventure & challenge activities
- . Active play & minor games
- . Health promotion

Participation in each unit contributes in enhancing a student's experience and opportunity regarding employment, enterprise, further study, leisure and lifelong learning. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement, contributing to ongoing personal and community development throughout their adult life.

Skills Developed

In Health, Fitness and Recreation, five factors underpin and are essential for defining the nature of learning. These factors overlap, interact and are derived from industry and community expectations, enabling students to develop authentic skills, knowledge and techniques required to be successful in navigating the world of work, interacting with others and getting work done.

Assessment

Assessment items will cover a broad range of skills that will require the student to work both in a practical and a theoretical sense. Students will be exposed to assessment techniques in preparation for their enrolment into Sport & Recreation, Early Childhood Studies, Certificate III Fitness or Certificate III Health Services Assistance, these include: Projects, investigations, extended responses, performance, examination, working with student groups in a range of activities, organising an event for the school, participating in community sporting events, practical tasks involving participants / clients and group work.

Pathway to senior study at Bray Park SHS

- . Certificate III Fitness
- . Certificate III Health Services Assistance
- . Sport and Recreation

Career Pathways

Beauty Therapist
Community Worker
Health and Safety Adviser
Health Promoter
Massage Therapist
Medical Laboratory Technician
Personal Trainer/Fitness Instructor
Pharmacy Technician
Youth Worker
Sport administration
Sport development officer
Health worker

Air Force Airman/Airwoman
Air Force Officer
Aircraft Loader
Army Officer
Army Soldier
Dancer
Dental Assistant
Teacher aide / early childhood
assistant
Kindergarten / early learning
centre teacher
Health services assistance

Firefighter
Nanny/Child Carer
Navy Officer
Navy Sailor
Nursing Support and Care Worker
Outdoor Recreation
Guide/Instructor
Police Officer
Professional Sportsperson
Ranger
Recreation Co-ordinator
Sports Coach/Official



Mathematics •

Content

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

A range of assessment items will be offered to the student including in-class activities and assignments as well as end of topic tests.

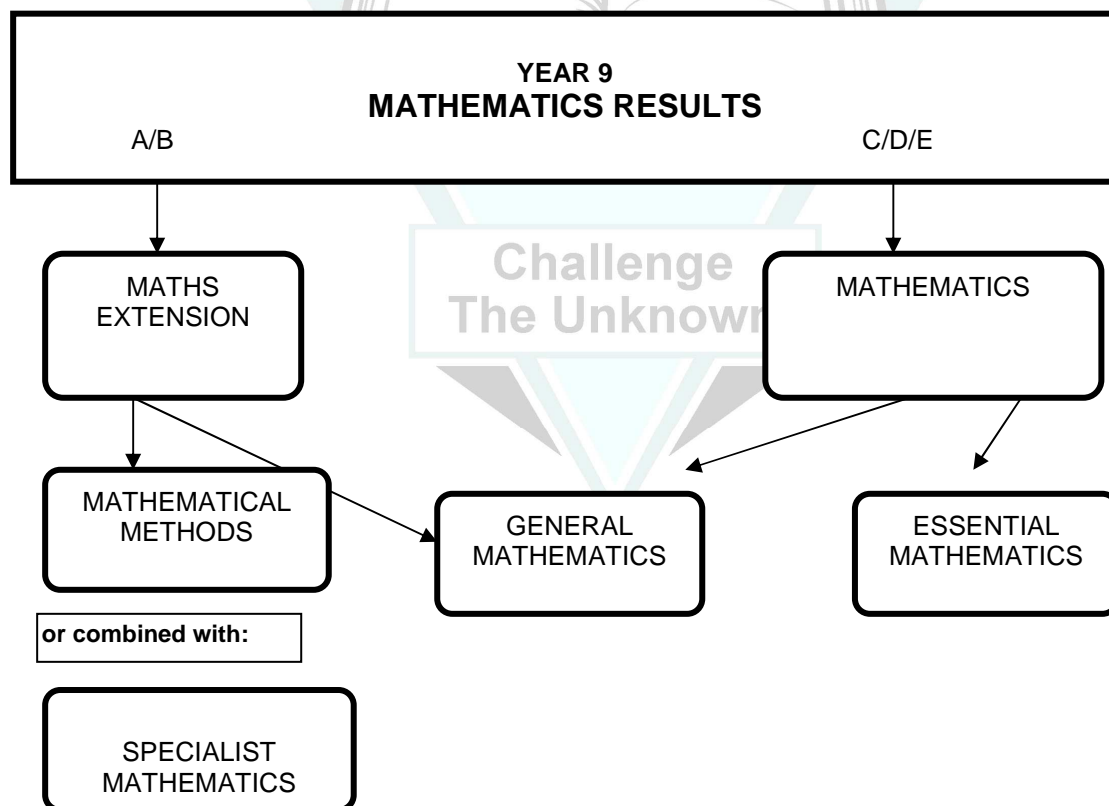
Average Weekly Workload

Students should revisit class work and complete set tasks for twenty minutes every day they have mathematics at school.

Selections

All students will complete two (2) semesters of mathematics. This subject has two course options, core and extension, which be guided by the career pathways of interest to the student as well as the current mathematical ability shown by the student.

At the end of year 9, the recommended pathways are as follows:



Science Faculty

There are 3 possible science courses that students can take in their Pre-Senior Year 10. The first course is **ACARA Science (National Curriculum) SCI** that covers the 4 main areas of science – Biology, Chemistry, Physics and Earth Sciences. As an alternative, students have an option to take separate year-long Science Electives. There are 2 of these; one for Living Science (Biological/Psychological) **SCL** and one for the Physical Sciences (Chemistry and Physics) **SCP**. These optional elective subjects are for students who show some academic ability and interest in preparing and studying these subjects in senior. Students can take either one or both of these electives or of course none. Students should read the information below before deciding whether or not they should choose any of the Science Elective courses, depending on their individual needs, ability and interests.

Science●

Science (SCI) 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.

Content

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

Outcomes are determined through:

- supervised tests
- research assignments with the use of ICT's
- practical design and scientific reporting
- other teacher based assessments

Average Weekly Workload

A minimum of 1 hour a week of extra study, practical write-ups, assignments and homework would be expected for students completing the course.

Students would also be expected to achieve at least a C standard in this ACARA course to continue on with the selection of the Science in Practice in senior school.

Living Sciences Elective – Biology and Psychology

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.

Assessment

Assessment will include: Data tests, student experiments, research investigations and an exam.

Career Pathways

Career pathways include medical practitioner, pharmacist, nurse, dietician, dentist, sports medicine practitioner, environmental scientist, veterinarian, food technologist, science teacher.

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

Assessment will include: Data tests, student experiments, research investigations and an exam.

Career Pathways

Career Pathways include: Practicing Psychologists, Counselling and Coaching, the Justice System, Health and Human services consulting, Nursing, Teaching, Guidance, Child Care, Youth support, Human Resources and Marketing etc.

Students will need to be attaining a B or above in English and Science in year 9.

Physical Sciences Elective – Chemistry and Physics

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.

Assessment

Assessment will include: Data tests, student experiments, research investigations and an exam.

Career pathways

Career pathways include: Medical practitioner, radiographer, chemical engineer, nurse, veterinarian, winemaker, dietician, nutritionist, pharmacist, sports scientist, science teacher

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

Assessment will include: Data tests, student experiments, research investigations and an exam.

Career pathways

Career pathways include radiographer, optometrist, engineer (civil, industrial, electrical, marine, flight), sound technician, pilot, physiotherapist, forensic scientist, science teacher

Average weekly workload for Elective Sciences

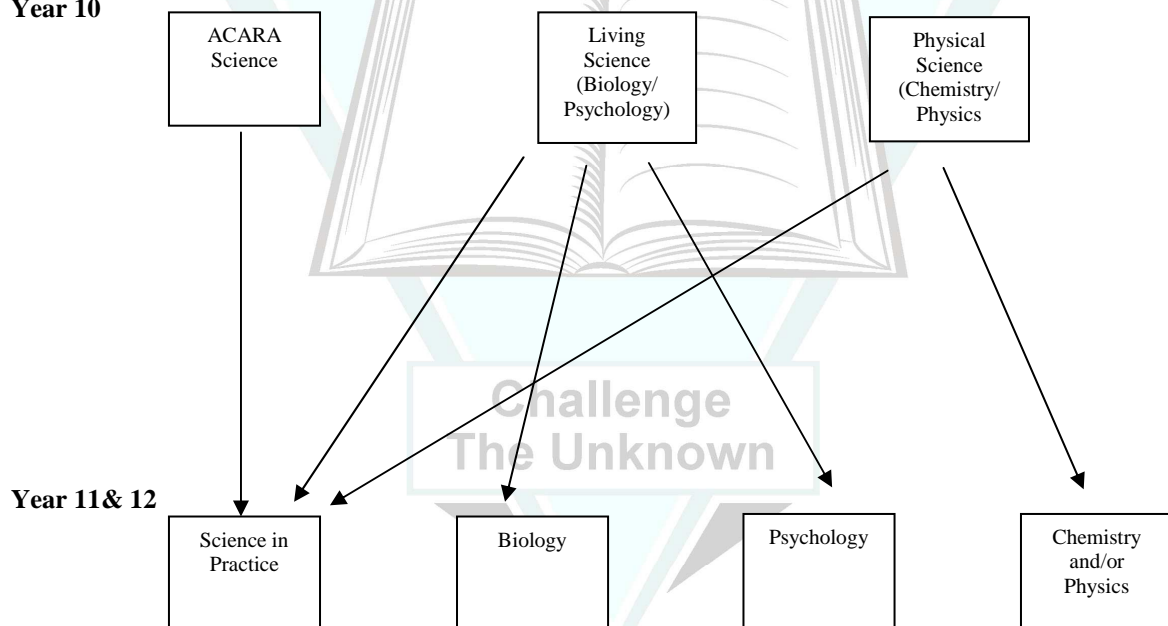
Apart from timetabled lessons, students would be expected to carry out a minimum of 1 ½ hours per week of study, practical write-ups, assignments and homework.

The Science Elective Courses are strongly recommended if students wish to select General Science subjects in Senior School. The pre-requisite for the Science Elective courses is that students should achieve at least a B standard in their Year 9 Science.

Thus the main pathways can be summarised as follows: □

Links to Senior Science Subjects

Year 10



Humanities - Geography •

Content

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!

Semester 1: Physical Geography - Environmental Change and Management

- Managing Climate Change and extreme weather events eg cyclones
- Managing Coastal Environments

Semester 2: Human Geography - Geography of Human Well-being

- Health and Well-being
- Human Rights infringements

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.

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

Examinations, Data Report based on research and Field Report

Average Weekly Workload

It is anticipated that approximately one and a half hours will be dedicated to study, homework and completion of assignments.

Special Requirements

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

This is a recommended subject for the following Senior General Subject: Geography.

Humanities - History •

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.

Content

Semester 1: 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

Semester 2: 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.

Average Weekly Workload

It is anticipated that approximately one and a half hours will be dedicated to study, homework and completion of assignments.

Assessment

Assessment may include: an Examination, Historical Essay based on research, Essay in response to historical sources, Independent Source Investigation.

This is a recommended subject for the following General Senior Subjects: Ancient and or Modern History.

Technology – Nutrition and Fashion

Content

This year long practical course focuses on individual and family issues in providing correct nutrition with culinary skills, as well as the study of textiles and fashion.

The terms will alternate each semester between these two areas of study. The Australian Guide to Healthy Eating and the different cultural influences on Australian cuisine, food science and emerging trends in food production and sustainability, will alternate with the study of environmental impact and sustainability in the production of clothing and textiles.

Skills developed within the subject

The basic skills of workplace hygiene and safety, followed by quality education practices (literacy and numeracy) and communication skills to assist in conflict resolution and problem solving are the priority. Simultaneous to these, practical cookery skills and textile skills to make living economic and sustainable will develop. The art of essay writing through researching will form part of the communication process. Management skills in being prepared for practical classes, coordinating time and money are developed.

Assessment

Each term, a process journal will be developed and the accompanying practical item will be submitted. Each semester, a research essay will be submitted. These items reflect the preparation for Senior. End of semester exams will check for content based knowledge.

Average weekly workload

Students will have ongoing process journal work and research to do. Homework will be a support to the class work at the time. An average of twenty minutes, three times a week would be expected for a successful student.

This is a recommended subject for the following senior subjects.

General subject – Technology – Design

Applied subject – Fashion

VET – Certificate II in Hospitality

Technology - Hospitality

Content

Skills to produce industry standards in food and beverage service are an essential part of this year long Senior Hospitality Course (year 11 and 12). This pre-senior course concentrates on the use of hygiene, food safety, hospitality industry knowledge and the establishment of positive attitudes towards a career in the Tourism and Hospitality industry.

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.

Average Weekly Workload

Thorough preparation for the practical lessons every week is essential. This includes having recipes, ingredients, aprons and containers for the cooking lesson each week. Assignment work will require extra homework time.

This is a recommended subject for the following Senior subjects.

VET – Certificate II in Hospitality

Technology – Design •

Content

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.

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

Students will produce folios, showing the design process to solve a real-world problem. The folio will include sketches and computer assisted drawings with full explanations of how the solution meets the problem. A theory exam will also be used for assessment.

Average Weekly Workload

Regular interaction with the CAD programs being used and revision of design techniques and textbook exercises is expected.

This is a recommended subject for the following Senior Subjects:

Technology - Design

**Challenge
The Unknown**

Students should gain at least a C standard in this subject to enable them to cope with the Senior Course and at least a B standard in Pre Senior English and Mathematical Methods and Specialist Maths.

Technology - Engineering

Content

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

Two design folios, multiple choice exams and production tasks cover the year's assessment.

Average Weekly Workload

Regular revision of notes and textbook is advisable.

This is a recommended subject for the following Senior Subjects:

Certificate II Automotive, Certificate II Engineering Pathways, Technology – Design

Students should gain at least a C standard in this subject to enable them to succeed with the Senior Course.



Challenge
The Unknown

Technology - Manufacturing



MSM10216 - Certificate I in Manufacturing

Content:

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.

Competencies:

Code	Title
MSAPCI101A	Adapt to work requirements in industry
MSAPCI102A	Apply effective work practices
MSAPCI103A	Demonstrate care and apply safe practices at work
MSAPCI1296A	Make a small furniture item from timber
MSFFM1002	Operate basic woodworking machines
MSFFM2001	Use furniture making sector hand and power tools
MSFFM2002	Assemble furnishing components
MSFFM2003	Select and apply hardware
MSFFM2005	Join solid timber

Course Structure

The Queensland Certificate of Education or Senior Statement will show the Certificate obtained or the units of competency that students have proven their competence in.

Pre-requisites

Nil.

Assessment

Assessment for these certificate courses is competency-based. All competencies must be achieved to 100% to receive the Certificate.

Average Weekly Workload

Approximately one hour per week should be spent studying related theory and preparing for workshop activities.

Special Requirements

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 \$90

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

This is a recommended subject to lead into Certificate II in Furniture Making in Senior.