BREMER
STATE HIGH SCHOOL

YEAR 10

Curriculum Handbook

2026

We Believe. We strive. We Achieve.

Contents

Principal's Message

EVERYONE BELONGS AT BREMER

At Bremer State High School, we are committed to supporting students through the important transition from Junior Secondary (Years 7–9) to Senior Schooling (Years 10–12). Our broad range of opportunities enables students to deepen their knowledge and skills, equipping them for success in their chosen future pathways.

Year 10 is a pivotal year where students begin shaping their future pathways through increased subject choice and deeper engagement in learning. It also marks the beginning of formal planning for senior education and beyond. Through the Senior Education and Training (SET) Planning process, every Year 10 student works closely with staff and families to develop a personalised learning and career pathway. This ensures students make informed decisions about their senior subjects and post-school goals—whether they plan to attend university, undertake vocational training, or enter the workforce.

We look forward to seeing our Year 10 students thrive, achieve their goals, and embrace the many opportunities available while exemplifying Bremer PRIDE.

We Believe, We Strive, We Achieve

C. Owen

Christine Owen
Executive Principal
Bremer State High School

Year 10 Curriculum

Bremer State High School implements The Australian Curriculum (Version 9) and additional elective subjects to support a broad range of offerings.

The Australian Curriculum is 3-dimensional; it includes learning areas, general capabilities, and cross-curriculum priorities. Together, the 3 dimensions set out essential knowledge, understanding and skills all young Australians need so they will be able to learn, contribute and shape their world now and in the future.

Students study 4 Learning Areas (English, Maths, Science, Humanities), one Vocational Education and Training (VET) subject and two elective subjects. While balancing offerings from the Australian Curriculum as well as VET and electives, students build towards Senior Schooling by accruing skills that support their future pathways. Students may be able to select additional VET courses, with the support of the Senior Schooling Team (consult the Senior Curriculum Handbook).

Core Subjects

ENGLISH

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

In the Junior Secondary years at Bremer State High School, students engage in the study of various topics, including:

- Close study of texts (e.g. novels, poems, films, short stories)
- Representations of people, places, events and ideas
- How texts position readers and audiences
- Critical thinking about perspectives, values and beliefs
- Persuasive speaking and writing for different audiences and contexts
- Creating and editing written, visual and multimodal texts for a range of purposes

MATHEMATICS

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

In the Junior Secondary years at Bremer State High School, students engage in the study of various topics, including:

- Number
- Algebra
- Statistics
- Probability
- Measurement
- Space

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues and building their capacity to be active and informed citizens who understand and participate in the world.

In the Junior Secondary years at Bremer State High School, students engage in the study of various topics, including:

- Civics and Citizenship
- Business and economics
- Geography
- History

SCIENCE

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

In the Junior Secondary years at Bremer State High School, students engage in the study of various topics, including:

- Forces
- Ecosystems
- Chemical reactions
- Organisms
- Space and the universe

HEALTH AND PHYSICAL EDUCATION

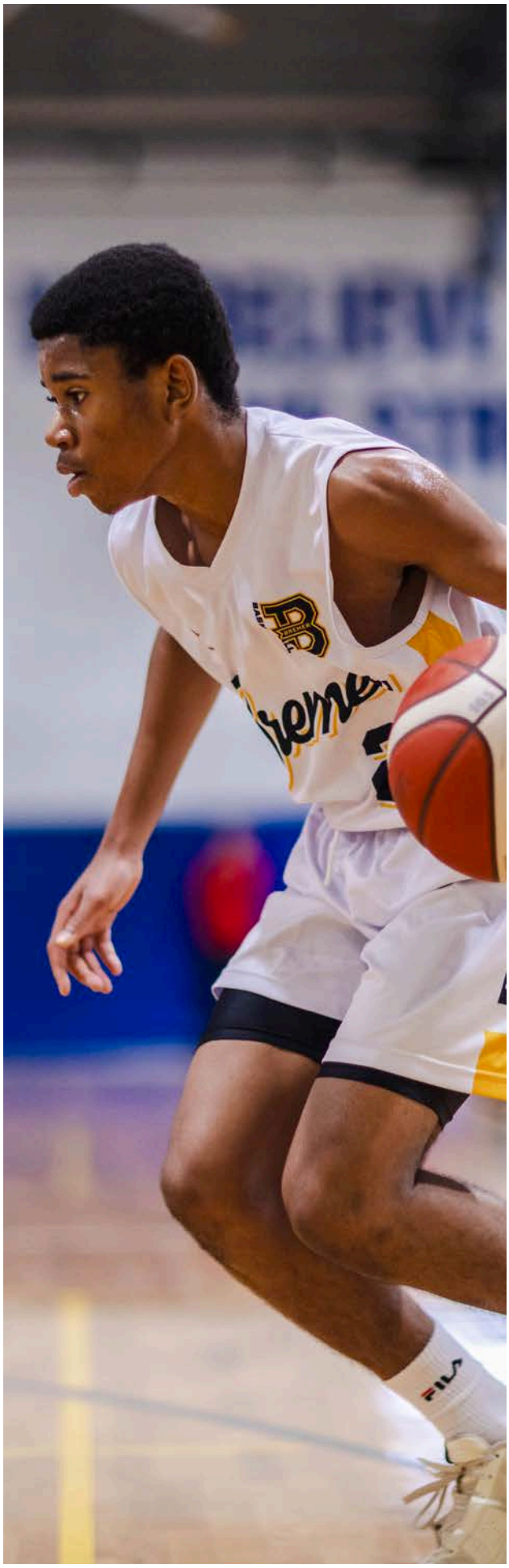
Health and Physical Education (HPE) enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

In the Junior Secondary years at Bremer State High School, students engage in the study of various topics, including:

- Bullying and Cyber Safety
- Puberty and relationships
- Fitness

Additionally, Bremer State High School offers some select sports-specific classes for students with a passion and skill to participate in the HPE curriculum through the specific sport.

SPORT BREMER



Elective Subjects

BUSINESS

Students explain why and how governments manage economic performance to improve living standards. They describe variations in economic performance and living standards within and between economies. They analyse factors influencing major consumer and financial decisions, explaining both short- and long-term effects. They explain how businesses respond to economic changes and improve productivity, and evaluate how organisational and workforce management affects business performance.

Semester 1:
Consumer & Financial Literacy
Project – Magazine Article

Economic Resource Allocation & Decision Making
Investigation – Written Business Report

Semester 2:
Business Environments
Investigation – Written Business Feasibility Report

Changing Nature of Work Environments
Exam – Combination Response

DIGITAL TECHNOLOGIES

In Digital Technologies, you will develop understanding and skills in computational thinking to prepare you for using technology in the real world. Understanding how to use technology effectively is a highly employable skill and can lead to many exciting careers!
In this course, you will cover a range of modern industry skills, such as:

- User interface (UI) and user experience (UX) design;
- Problem solving programming in Python; and,
- 3D modelling and printing in Blender.

Semester 1:
XD - Web Design
Project – Digital Solution
You will use Adobe XD (used by companies such as IBM and DICE) to prototype a website.

Introduction to Python:
Project – Digital Solution
You will develop an understanding of how to read and write programs in the Python programming language.

Semester 2:
Python and Robotics:
Project – Digital Solution
You will build on your Python knowledge to program an autonomous vehicle using MicroPython and the BBC Micro:bit.

Blender:
Project – Digital Solution
You will learn how to model a game character in Blender, and then turn it into a 3D printed model.

HOME ECONOMICS

Students explain why and how governments manage economic performance to improve living standards. They describe variations in economic performance and living standards within and between economies. They analyse factors influencing major consumer and financial decisions, explaining both short- and long-term effects. They explain how businesses respond to economic changes and improve productivity, and evaluate how organisational and workforce management affects business performance.

Semester 1:
Paddock to Plate
Project – Production Folio & Product

Food, fabulous food
Project – Production Folio & Product

Semester 2:
Jeans today, gone tomorrow
Written Investigation - Feature Article

Sustainable fashion
Project – Design Folio & Product

HOSPITALITY STUDIES

Hospitality Studies is designed to provide students with an early introduction to the skills required to work within the hospitality industry. This course will cover the key concepts of food safety and safe work practices. Students will develop a wide range of skills, by producing a variety of recipes throughout each semester. Students will use the design process to problem solve, make adjustments, evaluate, analyse and justify their design needs and ideas, to produce various beverage and food items.

Semester 1:
Introduction to Hospitality Studies
Exam – Combination Response

Everyday Cooking
Project – Folio and Product

Semester 2:
Café Cultures
Project – Folio and Product

High Tea
Project – Folio and Product

HEALTH & PHYSICAL EDUCATION

In Year 10 Health and Physical Education, you'll learn how to make healthy and informed choices for your body and mind. You'll explore topics like mental health, inclusive games, road safety and the effects of drugs and alcohol.

In physical activity, you'll take part in team sports, fitness training, and activities that build your skills, teamwork, and leadership. You'll also learn how to improve your own performance by setting goals and using feedback. This course helps you stay active, confident, and ready to make smart decisions in everyday life.

Semester 1:

Mental Health

Students learn about mental health, including its importance, common challenges, and ways to maintain emotional wellbeing.

Inclusive Games

This unit encourages students to create and take part in games that are fair and inclusive for everyone.

Semester 2:

Road Safety

Students explore how to stay safe near roads by learning key safety rules and responsible behaviours.

Drug Education

This unit introduces students to basic facts about drugs and supports them in making healthy, informed choices

HEALTH STUDIES

Health Studies is about turning real-world issues into action. You'll explore health topics relevant to your school, local area or youth culture, identify where change is needed, and plan a strategy to make a difference—whether by raising awareness, educating others or driving change in your school or community.

You'll be guided by the Health Inquiry Model, which helps you research, plan, and evaluate your approach. It's about learning how to create impact—not just talking about problems, but actually doing something about them.

Note: This is a theory-based subject. There's no sport or physical activity component—just critical thinking, creativity, and action planning.

Semester 1:

Mental Health

The school student services team has identified that there are some health concerns within the school community. Students will develop a report that outlines the current concerns and makes recommendations which will enhance the health, safety and wellbeing of young people within their community.

Alcohol

Students develop their skills to plan, implement and evaluate an action strategy to advocate, mediate and enable change in relation to alcohol and other drug use in a peer and family health context. An inquiry approach is used to define and understand alcohol or drugs as the broad health-related topic and reframe the chosen topic into a narrow contextualised health issue.

Semester 2:

Road Safety

Students use curriculum skills and knowledge to demonstrate health leadership in assisting with the management of a road safety concern.

SPORT SCIENCE

Sport Science is a subject that explores the science behind sport and how the body works during physical activity. You'll learn about topics like fairness and ethics in sport, how the body responds to exercise, and how athletes improve their skills through biomechanics and motor learning.

Each term combines theory and practical work, with sports like touch football, athletics, and badminton helping you apply what you've learned.

This course is great if you enjoy being active and want to understand how science helps athletes train, perform, and stay safe.

Semester 1:

Ethics, Equity & Integrity

Students explore ethical issues and the principles of equity and integrity in sport, culminating in a research report on related real-world examples.

Exercise Physiology

Students investigate how the body responds and adapts to physical activity, applying knowledge through a project folio focussing on Touch Football.

Semester 2:

Biomechanics

Students analyse movement patterns and forces to improve performance in Athletics, assessed through a formal exam.

Motor Learning

Students examine how skills are acquired and refined over time, demonstrating their understanding in an exam with practical applications in Badminton.

BASKETBALL

The Basketball course offers students the opportunity to develop their skills and knowledge of the game through practical and theoretical learning. Students will build fundamental skills, deepen their understanding of game rules, and engage in competitive gameplay. Additionally, they will apply theoretical concepts from the sports-related units listed below, completing two of the four units each semester.

Semester 1:

Coaching

Students will learn how to plan, deliver, and evaluate training sessions to support athlete development and team performance.

Sport Psychology

Students will explore how mental skills and strategies impact sporting performance and help athletes manage pressure.

Officiating

Students will learn the roles and responsibilities of sports officials and the skills required to ensure fair and accurate gameplay.

Nutrition

Students will study how proper nutrition and hydration support energy levels, performance, and recovery in sport.

Semester 2:

Biomechanics

Students will learn how movement and mechanical principles affect performance and technique in sport.

Fitness and Conditioning

Students will explore how different types of training improve physical fitness and athletic performance.

Tactical Gameplay

Students will develop an understanding of strategy, positioning, and decision-making during gameplay.

Strength and Resistance Training

Students will learn how to safely build strength and endurance through targeted resistance exercises.

FOOTBALL (SOCCER)

The Football (Soccer) course offers students the opportunity to develop their skills and knowledge of the game through practical and theoretical learning. Students will build fundamental skills, deepen their understanding of game rules, and engage in competitive gameplay.

Additionally, they will apply theoretical concepts from the sports-related units listed below, completing two of the four units each semester.

Semester 1:

Coaching

Students will learn how to plan, deliver, and evaluate training sessions to support athlete development and team performance.

Sport Psychology

Students will explore how mental skills and strategies impact sporting performance and help athletes manage pressure.

Officiating

Students will learn the roles and responsibilities of sports officials and the skills required to ensure fair and accurate gameplay.

Nutrition

Students will study how proper nutrition and hydration support energy levels, performance, and recovery in sport.

Semester 2:

Biomechanics

Students will learn how movement and mechanical principles affect performance and technique in sport.

Fitness and Conditioning

Students will explore how different types of training improve physical fitness and athletic performance.

Tactical Gameplay

Students will develop an understanding of strategy, positioning, and decision-making during gameplay.

Strength and Resistance Training

Students will learn how to safely build strength and endurance through targeted resistance exercises.

NETBALL

The Netball course offers students the opportunity to develop their skills and knowledge of the game through a combination of practical and theoretical learning. Students will build fundamental skills, deepen their understanding of game rules and strategies, and engage in regular competitive gameplay to apply what they've learned.

Additionally, they will apply theoretical concepts from the sports-related units listed below, completing two of the four units each semester.

Semester 1:

Coaching

Students will learn how to plan, deliver, and evaluate training sessions to support athlete development and team performance.

Sport Psychology

Students will explore how mental skills and strategies impact sporting performance and help athletes manage pressure.

Officiating

Students will learn the roles and responsibilities of sports officials and the skills required to ensure fair and accurate gameplay.

Nutrition

Students will study how proper nutrition and hydration support energy levels, performance, and recovery in sport.

Semester 2:

Biomechanics

Students will learn how movement and mechanical principles affect performance and technique in sport.

Fitness and Conditioning

Students will explore how different types of training improve physical fitness and athletic performance.

Tactical Gameplay

Students will develop an understanding of strategy, positioning, and decision-making during gameplay.

Strength and Resistance Training

Students will learn how to safely build strength and endurance through targeted resistance exercises.

RUGBY LEAGUE

The Rugby League course offers students the opportunity to develop their skills and knowledge of the game through practical and theoretical learning. Students will build fundamental skills, deepen their understanding of game rules, and engage in competitive gameplay.

Additionally, they will apply theoretical concepts from the sports-related units listed below, completing two of the four units each semester.

Semester 1:

Coaching

Students will learn how to plan, deliver, and evaluate training sessions to support athlete development and team performance.

Sport Psychology

Students will explore how mental skills and strategies impact sporting performance and help athletes manage pressure.

Officiating

Students will learn the roles and responsibilities of sports officials and the skills required to ensure fair and accurate gameplay.

Nutrition

Students will study how proper nutrition and hydration support energy levels, performance, and recovery in sport.

Semester 2:

Biomechanics

Students will learn how movement and mechanical principles affect performance and technique in sport.

Fitness and Conditioning

Students will explore how different types of training improve physical fitness and athletic performance.

Tactical Gameplay

Students will develop an understanding of strategy, positioning, and decision-making during gameplay.

Strength and Resistance Training

Students will learn how to safely build strength and endurance through targeted resistance exercises.

VOLLEYBALL

The Volleyball course offers students the opportunity to develop their skills and knowledge of the game through practical and theoretical learning. Students will build fundamental skills, deepen their understanding of game rules, and engage in competitive gameplay.

Additionally, they will apply theoretical concepts from the sports-related units listed below, completing two of the four units each semester.

Semester 1:

Coaching

Students will learn how to plan, deliver, and evaluate training sessions to support athlete development and team performance.

Sport Psychology

Students will explore how mental skills and strategies impact sporting performance and help athletes manage pressure.

Officiating

Students will learn the roles and responsibilities of sports officials and the skills required to ensure fair and accurate gameplay.

Nutrition

Students will study how proper nutrition and hydration support energy levels, performance, and recovery in sport.

Semester 2:

Biomechanics

Students will learn how movement and mechanical principles affect performance and technique in sport.

Fitness and Conditioning

Students will explore how different types of training improve physical fitness and athletic performance.

Tactical Gameplay

Students will develop an understanding of strategy, positioning, and decision-making during gameplay.

Strength and Resistance Training

Students will learn how to safely build strength and endurance through targeted resistance exercises.

DANCE

In Dance, students use the body to communicate and express meaning through purposeful movement.

Dance practice integrates choreography, performance, and responding to dance and dance making.

Students experience and explore dance created and performed across diverse contexts, styles and forms, and build understanding of how dance uses the body and movement to communicate ideas and meaning.

Semester 1:
Commercial Dance
Focus on popular and commercial dance styles used in music videos eg Hip hop, jazz, jazz funk, commercial and exploring the fusion of these styles

- Performance:
  - Teacher devised dance in hip hop and Latin styles
- Choreography:
  - 200-300 word choreographic statement that clearly reports on choreographic choices made
- Written essay analysis of how a choreographer effectively uses the Dance Concepts to convey their specific intent.

Semester 2:
Contemporary Dance
Exploration of different contemporary dance styles and techniques.

- Performance:
  - Teacher devised dance in contemporary styles
- Project : Choreography of contemporary Dance: 1-3 mins in length
  - Performance: 1-3 mins in length (can be in self-choreographed dance or another student's work)
  - Intent statement
  - Response & design folio

DRAMA

n Drama, students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students learn in, through and about drama as they create dramatic action and communicate dramatic meaning.

Semester 1:

Realism

Explore the realism style of Drama through the reading and performing of plays in this style (eg April Aardvark, XStacy etc.)

- Scripted Performance of a scene from the play studied - Group
- Reflection on the performance - Individual

The Scene Project with Queensland Theatre Company

The Scene Project is a program run by the Queensland Theatre Company for high school Drama students which involves developing and presenting a performance of a previously unperformed play script at the QTC's theatre in Brisbane.

Students will read and workshop the play script in preparation for the class performance of it.

Preparation will include a Drama workshop/incursion with professional actors from the QTC that will work through aspects of the script to assist in developing a performance.

- Directors Vison – multimodal presentation of a plan for a performance of the Scene Project's script - Individual

Semester 2:

The Scene Project with Queensland Theatre Company

Continue the work done in term 2 on developing a performance for the Scene Project from the Queensland Theatre company's script.

- Performance of Scene Project Script - Group

Australian Identity

Exploring the nature of the Australian identity through Drama forming and performing

Option 1

- Project
  - Creation of a scene for a Drama festival through the use of different stimuli (scripts, news articles, songs, stories etc.) pieced together using dramatic structure) - Individual
  - Performance of a selected scene – Group

Option 2

- Project
  - Analysis of an Australian play (Spontaneous Human Combustion, Wisdom)
  - Playwrighting of a scene to be inserted in the play - Individual
  - Performance - Group

MEDIA ARTS

Media refers to all the outlets and tools used to communicate on a mass scale (through broadcasting, publishing and the internet) and includes cinema, TV, radio, magazines, photos, video games, social media platforms, advertising etc.

Most of our knowledge and understanding of the world comes to us second hand through the Media so it is important that we know how Media products are constructed

Semester 1:
Genre Study Teen Film
Study of film codes and conventions as building blocks for the construction of Media products with a focus on the teen film genre.

Students will watch a variety of teen films across 4 decades so that they can replicate their own teen film and will participate in film production workshops, learning how to film their media products and edit them with industry standard edit software.

They will be assessed on the:

- Development of concept, storyline and characters for a typical teen film that will appeal to a modern audience (group)
- Creation of a screenplay script for a typical teen film (individual)
- Production of a teen film scene (group filming, individual edit)

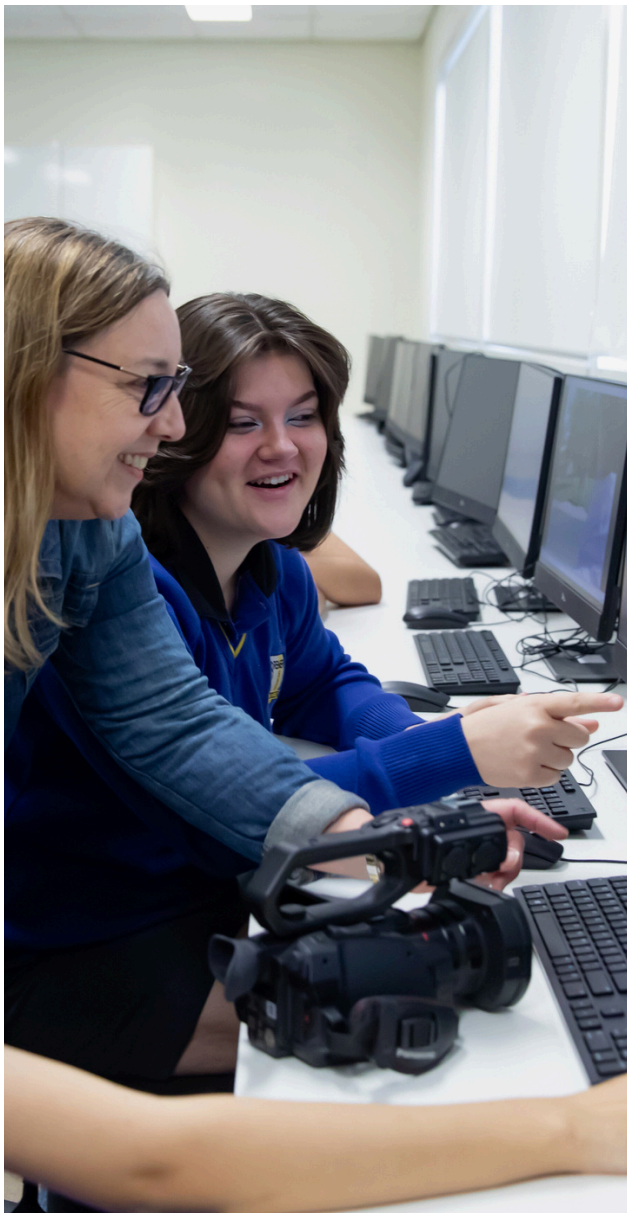
Semester 2:
Video Game Study: Cut Scenes
Study of the video game cut scene; its purposes/ functions within video games and its development as a recognised media art form.

Students will become familiar with cut scenes from different video game genres and will focus on the action genre and the cut scenes from games in this genre.

They will workshop ways to create tension in their production and explore the impact of sound on media products (foley, music and SFX).

They will be assessed on the

- Development of a 3 Column Script as a design for a video game cut scene
- Production of a video game cut scene
- Analysis and evaluation of an unseen cut scene in a Short Answer response exam



MUSIC

In Music, students listen to, compose and perform music from a diverse range of styles, cultures, traditions and contexts. They create, organise, manipulate and share sounds in time and space, and critically analyse music.

Music practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement and experiences.

Semester 1:

Sing us a Story

Explore songs that have a narrative; that tell us stories

- Performance – 1 to 2 minutes (any instrument). Performance must be of a song that tells a story.
- Performance Statement – 50 to 100 words reflecting on their performance. Can be spoken (45 secs – 1 min).

The Art of Song Writing

Learn about aspects of composition; the structure of a song, writing lyrics and chord progressions and melodies.

- Composition: use song writing techniques to create lyrics that tell a story and portray a certain mood/feel/message + a chord progression that suits the mood of your song.

Semester 2:

Music For the New Age

Learn about the role that technology has played and still plays in music and explore new music technologies

- perform a chosen song using an item of technology (1-2 minutes)
- provide a performance intent.

More Than Meets the Eye- Film Music

Exploring the way that music creates mood and meaning in films

- score a short scene from a film.

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Exploring the way that music creates mood and meaning in films

- score a short scene from a film.

CHEMISTRY / PHYSICAL SCIENCE

This course is offered as a preparatory course for students planning to enrol in Chemistry and/or Physics in Years 11 and 12.

The course is recommended but not mandatory for the study of Chemistry and Physics in Year 11.

This course consists of but is not limited to the following areas of study:

- Forces
- Acids and Bases
- Acid-Based titration
- Distillations
- Organic Chemistry

Students work and complete assessment in a style that is consistent with the Senior Science Syllabuses to prepare them for Year 11 and 12 Science subjects.

Semester 1:
Unit One: Forces and motion

Unit Two: Electricity and circuitry

Semester 2:
Unit Three: Titration and acids/bases

Unit Four: Organic chemistry

BIOLOGY

This course is offered as a preparatory course for students planning to enrol in Biology in Years 11 and 12.

The course is recommended but not mandatory for the study of Biology in Year 11.

This course consists of but is not limited to the following areas of study:

- Cells
- Organelles
- Cellular transport
- Ecology
- Biodiversity
- Population Dynamics
- Anatomy and Physiology of Nervous, Muscular and Skeletal systems
- Genetics and Reproduction

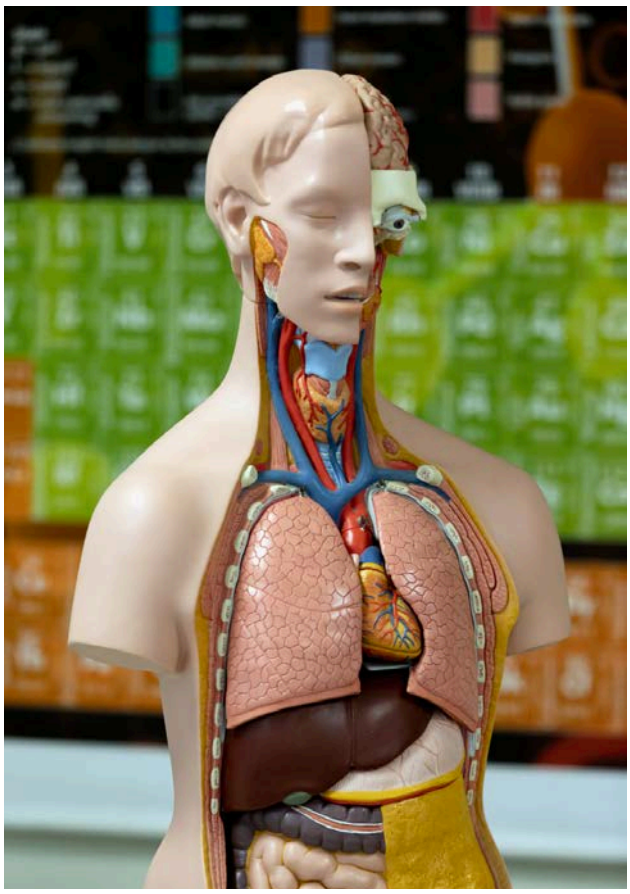
Students work and complete assessment in a style that is consistent with the Senior Science Syllabuses to prepare them for Year 11 and 12 Science subjects.

Semester 1:
Unit One: Cells and Cellular processes

Unit Two: Ecosystems and Biodiversity

Semester 2:
Unit Three: Nervous, Muscular and Skeletal systems

Unit Four: Genetics and Reproduction



PSYCHOLOGY

This course is offered as a preparatory course for students planning to enrol in Psychology in Years 11 and 12.

The course is recommended but not mandatory for the study of Psychology in Year 11.

This course consists of but is not limited to the following areas of study:

- Theoretical perspectives on Psychology
- Psychological research and design
- Roles of the major brain structures
- Emotion and wellbeing
- Theories and processes of sleep
- Memory processes
- Socialisation
- Theories of attraction
- Attitudes and bias

Students work and complete assessment in a style that is consistent with the Senior Science Syllabuses to prepare them for Year 11 and 12 Science subjects.

Semester 1:
Unit One: Introduction to psychology, psychological research and the brain

Unit Two: Emotion and motivation

Semester 2:
Unit Three: Sleep and memory

Unit Four: Individual and group behaviours

ARTS, CRAFTS AND DESIGN

The focus of this Visual Art course is to provide a wide range of artistic opportunities for all students to develop creative and critical thinking. They learn about innovative Visual Art production and reflect upon their art making in 2D, 3D and 4D based art projects. They are exposed to the artworks of highly creative influential artists and develop media techniques and their own individual and expressive ideas. They learn how to discuss artworks with an informed perspective.

Choose this subject if you:

- Enjoy art making and love all things Visual Art- 2D, 3D, 4D
- Like to explore your creative intent and learn about a huge range of very talented artists, craftsmen and designers.
- Are also interested in pursuing Visual Art courses in senior

Semester 1:

Unit One: Exploring the concept of mapping: Experimental art

Playing with experimental ideas and various multimedia techniques and processes informed by the Petyarre Family, Julian Schnabel, Jackson Pollock, An indigenous perspective of materials and the environment GUIDED

- Students will produce a Body of Experimental Work in their Art Folio exploring experimental mapping ideas and media techniques
- Students will produce multiple weekly Visual Journal entries and notations of student work to show personal reflections about their work and that of the influential artists

Unit Two: Mapping the Australian identity.

Students interpret, conceptualise and refine their own ideas in the development of their own artistic responses using the styles and ideas of studied artists and artwork. GUIDED

- Influential artists to include:
  - Wendy McNaughton; Emily Kame Kngwarreye; Sarah Shaw; Vincent Namatjira; Max Gill; David Booth; Ed Fairburn; Jorge Rivas
- Students will produce a Body of Work in their Art Folio exploring Mapping ideas and multi-media techniques and processes that are guided by the principles and ideas of influential artists.

Semester 2:

Unit Three: Hybrid

Students experiment with the concept of HYBRID via experimental art approaches drawn from the inspiration of influential artist

- Students will produce a Body of Work in their Art Folio, exploring experimental approaches to Hybridity through concepts, viewpoints and multi-media techniques inspired by influential artists.
- Students will complete Journal entries, evaluations and notations of student work to show personal reflections

Unit Four: Hybridity

Using the notion of HYBRIDITY to create meaningful art responses, students interpret, conceptualise and refine ideas in the development of their own artistic responses.

- Students will extend their previous work in a new Body of Work, exploring different perspectives on Hybridity concepts, ideas and approaches.
- Students will complete Visual Journal entries and notations to reflect on their own work and thinking.

FASHION

Fashion is important to our society. Fashion is not just about clothing trends and appearances. It holds immense significance in our lives by allowing us to express ourselves, feel confident, and connect with others. It is an art form that intertwines culture, identity, and creativity, shaping our perception of ourselves and the world around us.

Choose Fashion if you:

- Love designing fashion garments and accessories.
- Are fascinated by fashion styles, trends and displays.
- Want to learn how to sew with sewing machines and overlockers.
- Are also interested in pursuing the year 11 /12 Fashion subject.

Semester 1:

Unit One: Having fun with Basic Fashion Skills

- Fun activities with fabric and mixed media
- Let's use the sewing machine
- Let's use the overlocker
- Creating garment designs and ideas
- Folio of own designs, evaluations and approaches, due Week

Unit Two: Tops with Flair Project/Young Designer's Brief

- Life drawing folio
- Making a simple top
- Amazing makeover, creative planning
- All your work folio, evaluation and Young Designer Brief, due in Week 8

Semester 2:

Unit Three: Mock Designs Project

- Focus on making mock ups of your own collections
- Collaged intentions as planning linked to your designer research
- How do you draw up your collection and explain your creative intentions and designer influences
- Presenting all documentation, evaluations and approaches that is your collection, due Week 8

Unit Four: 3D Display Window Designs by You

- Using Term 3 project work to design and construct an innovative 3D window setting for display/research window displays
- Develop details plans
- Evaluating the display through the development of an exhibition catalogue entry for your own work, due in Week 5.

ENGINEERING

Students are encouraged to actively participate in Engineering, applying science, mathematics and design to solve technical problems and improve systems. This course prepares students for Engineering in Years 11 and 12.

The course is recommended but not mandatory for the study of Engineering in Year 11.

This subject places greater emphasis on theory than Manufacturing. While following a design-based approach, students develop safe practical skills with hand and power tools, machinery, and modern CAD/CAM technologies.

Semester 1:
Introduction to Engineering – Mouse Design
Students are introduced to Engineering and the Problem-Solving Process by designing solutions for student-sized computer mice.

Introduction to Engineering Mechanics & Materials
Students are introduced to Engineering Mechanics and Materials, and how they contribute to innovative solutions.

Semester 2:
Introduction to Materials Testing – Spaghetti Bridge Competition
Students are introduced to Materials Testing and utilise their previous knowledge to construct a spaghetti bridge.

Introduction to Electrical Engineering – Circuits & Soldering
Students are introduced to Electrical Engineering and how it contributes to innovative solutions

GRAPHICS

Graphics is a course of study that provides an opportunity for students to gain a deep understanding of graphical communication across a broad spectrum of real-world applications.

The course draws upon the fundamental principles and processes of graphical communication.

Semester 1:
Production Graphics
Orthographic Projection & 3D Modelling (Sketching & CAD work)

Isometric, Oblique & Orthographic Projection (Sketching & Manual Drafting)

Semester 2:
Business Graphics
Logos, Graphs, Flow Charts, Plane Geometry (Sketching, Manual Drafting & CAD work)

Built Environment
House Plans (Sketching & CAD work)

MANUFACTURING

This subject aims to prepare students for a range of industrial courses offered in Years 11 and 12. Delivered using a 'traditional' teacher centred approach students develop safe practical skills associated with hand and power tools, machinery and equipment.

Semester 1:
Wood and Plastics Technology
WH&S procedures, Marking out techniques, Wood and plastic work processes, Material properties

Semester 2:
Graphics and Metals Technology
3D and 2D drawing systems; Manual drafting; Sketching and CAD work

WH&S procedures, Marking out techniques, Metal work processes, Material properties

GEOGRAPHY

As a wonderful combination of science and humanities, Geography is offered both as a subject for students who love looking at the interactions of people and environments, as well as a preparatory course for students planning to enrol in Geography in Years 11 and 12.

The course is recommended but not mandatory for the study of Geography in year 11.

Students work and complete assessment in a style that is consistent with Senior Geography to help prepare them for Year 11 and 12 subjects.

Semester 1:
Environmental Change & Management
This unit focuses on major sustainability challenges and environmental views that influence how people perceive and respond to these challenges.

This unit involves an excursion to Moreton Bay where they collect primary data in order to inform their assessment.

There is a cost of approximately $25 for this excursion.

Semester 2:
Geographies of Human Wellbeing
This unit focuses on global, national and local differences in human wellbeing. Students explore the spatial differences in wellbeing within and between countries as well as programs designed to reduce the gap between these differences.

LEGAL STUDIES

The Year 10 Legal Studies curriculum engages students in the role of the law in their everyday life. The content provides opportunities to develop legal understanding through locating and analysing legislation, considering stakeholder perspectives, locating and investigating legal cases and questioning and critiquing the world around us. Students can also participate in excursions to places such as Queensland Parliament House, the Queensland Police Museum, and the Brisbane Supreme Court. .

Semester 1:
Students will compare Australia's federal system of government with another system of government in a country in Asia. They will also examine Australia's roles and responsibilities within the international context such as its involvement with the United Nations and responses to global Issues

Semester 2:
Students will study the purpose and work of the High Court. They examine how rights are protected in Australia and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens.

GERMAN

This is a Year 10 Beginner course that requires no prior knowledge. If students with prior knowledge choose this course, extension opportunities will be provided.

By the end the student should be able to introduce themselves, order a variety of German food, travel around German and have a basic understanding of the German culture.

Semester 1:

Unit 1 – Going to the Movies

This unit is introducing movie and culture in Germany and Australia. It discusses German movies using both present tense and past tense. Students are learning how to discuss a movie talking about the characters, plot and settings and how attitudes, values and beliefs reflect preferences.

Unit 2 – History and Culture inside the Berlin Wall

In this unit students explore the concept of alienation and integration in Germany after the construction of the Berlin wall. Students will discuss perspectives on issues surrounding the Berlin Wall, analyse different perspectives of stories about refugees in Germany after the wall was built and when it came down and understand the value as well as the challenges of linguistic diversity.

They will explore the life stories of young people in German-speaking cultures.

Semester 2:

Unit 3 – Fairy Tales

The student looking at the fairytales in German, Australia and the world. This is an introduction to simple past tense. There is a focus on the word order in sentences and the place of the verbs in sentences, particularly when using modal verbs and past tense.

At the end of the term the students compare the fairytales in Germany to Disney fairytales and they will write their own fairytale

Unit 4 – Environment

The focus of this unit is on the environment and weather with the unit culminating with a portfolio of work including an environment and weather report presentation, reading and listening comprehension questions and reflection questions about German and English language use.

We Believe. We strive. We Achieve.