

BREMER

STATE HIGH SCHOOL



Year 10 Curriculum Handbook 2024



Bremer State High School

Year 10 Curriculum Handbook 2023

Principal's Message

As our students move into the senior phase of learning, Bremer State High School provides support and opportunities for our young people to plan their future pathway. The formalisation of this planning is developed as part of the subject selection process. Plans developed in Year 10 are called the Senior Education and Training (SET) Plan.

Each student in Year 10 is registered with the QCAA (Queensland Curriculum & Assessment Authority). Once a student is registered with QCAA, they have a Learning Account which records their progress towards a Queensland Certificate of Education, a Senior Statement, an ATAR (Australian Tertiary Admission Rank) and/or VET Certificates. Students will be able to view their learning accounts online.

Individual subject teachers are available to give information and help in choosing subjects. We urge parents to talk with teachers at parent-teacher nights, and to make an appointment with staff if the need for further consultation arises.

During Semester two, students will be asked to nominate the subjects they hope to study in the following year. From this information, blocking lists are compiled so that the greatest number of students will have the opportunity to study their chosen subjects. It is not always possible for all of an individual student's first choices to be accommodated. Insufficient student interest in certain subjects may mean that one or more subjects will not be offered. It is expected that students will demonstrate their readiness to move into post-compulsory education by completing the Senior Preparation Certificate in Year 10. Completed Careers Program Certificate courses are pre-requisites for progressing into Year 11.

We ask parents and students to remember that the school will do its best to accommodate subject preferences but that all preferences may not be able to be provided.

Today's students are fortunate to be able to move towards future goals in a number of ways. By providing numerous alternative pathways at Bremer SHS, we meet the various needs of students wishing to access the full variety of opportunities in tertiary study and the workplace.

As well as undertaking the academic program, each student is encouraged to make the most of their abilities in music, drama, and sport or in any other co-curricular area. To ensure a balanced development of the individual, it is hoped that all students will participate in at least one co-curricular area and assume some community responsibilities.

I look forward to seeing each student develop their potential and achieve to the best of their ability.

Ross Bailey
Executive Principal
Bremer State High School

Year 10 Curriculum Organisation

The Senior Phase of Learning begins in Year 10 and includes the two years after Year 10. This sets Year 10 as an important juncture in young people's schooling life. Students in Year 10 are expected to complete a Senior Preparation Certificate. Year 10 students who fail to do so are deemed not to have yet met the requirements of Senior School Study and so are at risk of not progressing into Year 11.

Year 10 is a time when students make choices about post-compulsory schooling options. Students are expected to embrace the work ethic and study patterns of senior secondary education. During Year 10, students begin to think seriously about career pathways and work and study options. They begin to form understandings about their strengths, weaknesses, aptitudes, interests and abilities. The Senior Phase of Learning is designed to meet the different needs of students.

Students in Year 10 are required to undertake the following course of study:

1. All Year 10 students are enrolled in the Core Studies.
2. Year 10 students have the opportunity to engage in learning areas to continue their study focus towards Year 11 & 12.
3. Students select 3 elective subjects.

Core studies	Elective subject areas
<ul style="list-style-type: none">▪ English▪ Mathematics▪ Science▪ History	<ul style="list-style-type: none">▪ Industrial Technology and Design▪ Language Other Than English (LOTE)▪ Science▪ Social Science▪ Technology▪ The Arts▪ Health & Physical Education

Please note: The offering of elective subjects is based on student numbers and the availability of staff to teach these subjects.

Note: The information provided in this booklet is accurate at the time of production. Some details may change as circumstances dictate.

Additional Information:-

WHAT IS VET?

Bremer State High School is a Registered Training Organisation (RTO 30054) and offers vocational education and training (VET) that assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. In the past ten years Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

WHY DOES VET EXIST?

- VET exists to give people better skills and more opportunities.
- No matter what type of skills you need or what job you're interested in, you can get the training you want and deserve.
- VET qualifications are recognised by employers Australia wide. Your qualification proves that you are competent to do the job.
- VET is a great way to build your career in almost any industry you can think of. VET can take place within an Australian Apprenticeship, at school, at a Registered Training Organisation such as a TAFE, or in the workplace.
- VET assists students to develop the personal qualities of independence, initiative and self-determination
- That will benefit them in employment and life.

Units of Competency

A VET qualification is made up of a specified number of units of competency. These are simply units of work which are structured to train a student in a particular set of skills and knowledge required by industry. Competency is achieved when a student can appropriately perform and apply a combination of skills and knowledge to the standard required in a range of work-related situations.

Competency standards have set outcomes, conditions of performance and benchmarks for measuring performance. The successful completion of each unit of competency contributes towards the overall qualification. Within each different qualification, students will be asked to complete core units of competency and elective units of competency in order to support the awarding of a full qualification. The Bremer SHS trainers and assessors are governed by the requirements of the training packages and are limited to elective units of competency, in accordance Bremer State High School's scope of registration.

If a student does not achieve competency in their first attempt at an assessment task, they are given the opportunity to revisit units of competency, resubmit evidence or request additional time to complete a difficult task provided the student consults with the trainer and this arrangement is approved by the school.

Student Induction

Once a student has enrolled in a VET course, students will be provided with the following:

- Individual Student Vet Agreement (for each qualification they are completing)
- Supporting documentation in regards to the course outline indicating units of work, units of competency, assessment requirements and links to employability skills
- RPL and credit transfer process and appeals processes will be discussed with the students and the individual trainers/assessors
- Vocational outcomes and opportunities that these qualifications provide will also be discussed with the students.

From 1 January 2015, the Australian Government requires all students studying Vocational Education and Training (VET) to have a Unique Student Identifier (USI). This includes students who are studying VET in schools. There is no cost to the student. The USI will allow students to access their enrolment and achievement record for all VET learning online and no VET records will be lost. Registered Training Organisations (RTO) must have a valid USI for a student before issuing a qualification or statement of attainment

Disclaimer: The school makes every effort to run VET courses however in exceptional circumstances if the school cannot meet the conditions and standards for registration the school will make every endeavour to make other arrangements.

Core Subjects

Year 10 studies are an end in themselves and often students leave school after year 10 to take up full time work, training or apprenticeships or traineeships.

Year 10 studies are also a preparation for senior school (years 11 and 12). Students may wish to work towards enrolment in year 11 subjects for either the General stream or the Applied stream. General subjects lead to the award of an ATAR if taken in the correct pattern. Both General and Applied subjects contribute to the QCE.

❖ General Subjects and Applied Subjects

- **General Subjects** are academic in nature and focused on deepening and extending subject – specific knowledge and skills. Students wishing to go to university must select general subjects. Because of their academic requirements, students must meet a prerequisite to select a general subject and ensure they are prepared to meet the study and assessment requirements.
- **Applied Subjects** are generally less academic in nature and are focused on skills and interests in a particular field. They are suited to students on a VET pathway or those not interested in University entrance after school (only one applied subject can contribute to an ATAR, the rest must be general subjects). Applied subjects also do not have a prerequisites attached to them, so they are open to all students.

When successfully completed General and Applied subjects all contribute four credits toward the Queensland Certificate of Education (QCE).

❖ ATAR – Australian Tertiary Admission Rank

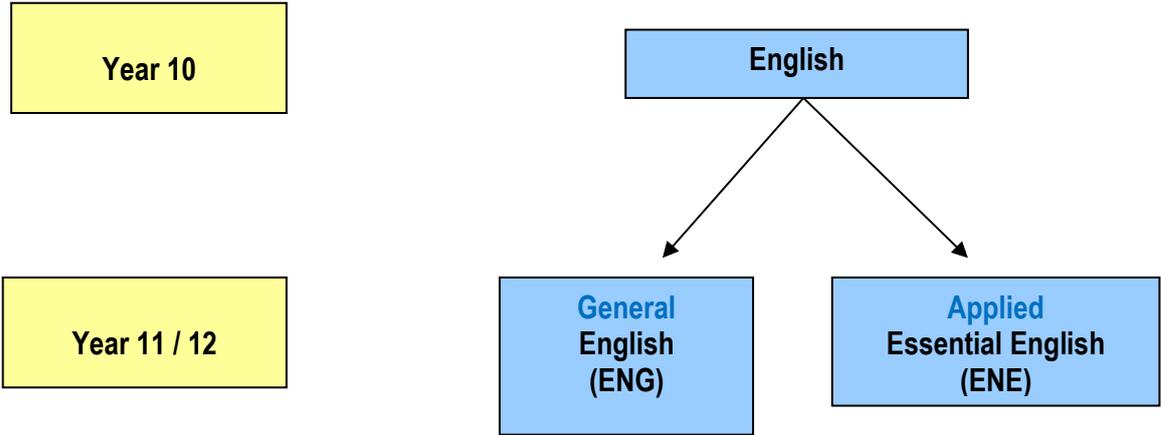
The Australian Tertiary Admission Rank (ATAR) replaced the Overall Position (OP) from 2020. An ATAR is calculated using a student's best five general subject results or a student's best results in a combination of four general subjects results, plus an applied learning subject result. This is a rank that is used across Australia that ranks students for **ENTRY INTO UNIVERSITIES**.

English

In English, students will develop understandings about literary, mass media and everyday texts, language use and associated literary practices. The learning outcomes for English in the National Curriculum require students to present their understandings in both written and spoken form.

	Course Outline	Assessment
Semester 1	<p>Responding to poetry In this unit students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. They examine stylistic features, text structures and language features in poetry and consider how these elements combine to privilege perspectives.</p> <p>Responding to literary texts In this unit, students read and respond to literary texts including short stories and/or a contemporary novel that explores issues relevant to Australian society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors.</p>	<p>Multimodal Analysis Students present a multimodal analysis of a chosen poem to demonstrate how it represents particular perspectives on an issue.</p> <p>Comprehension Test - (Formative) Students demonstrate comprehension of poetry derived from a Shakespearean text, under exam conditions.</p> <p>Imaginative Written Transformation Students create an imaginative transformation short story that contributes an additional scene to the narrative of a novel.</p>
Semester 2	<p>Responding to a Shakespearean drama In this unit, students read and interpret the Shakespearean tragedy, <i>Romeo and Juliet</i>.</p> <p>Understanding the use of satire in media texts In this unit students read, view and analyse the techniques used in satirical texts, particularly the visual and literary elements of political cartoons, television programs and segments of film.</p>	<p>Persuasive Monologue in Character Students justify the actions of a character in the play in the form of a dramatic monologue. (Choice of oral or written mode.)</p> <p>Analytical Essay Students write a response to a set novel to analyse and interpret techniques of writing which influence audience interpretation and response.</p> <p>Persuasive Media Text - (Formative) Students create a media text which positions readers to view a person, group, place, event, object and/or concept from a satirical perspective.</p>

Pathways



Mathematics

Students participate in curriculum designed to prepare them for Mathematics in Senior School, covering some algebraic procedures and functions.

	Course Outline	Assessment
Semester 1	<ul style="list-style-type: none"> Algebra and linear equations Surface area and volume Pythagoras Theorem Probability Mathematical Modelling 	1 exam 2 Mini Problem-Solving tasks
Semester 2	<ul style="list-style-type: none"> Algebra Networks and network diagrams Statistics and data distribution Data representations 	1 Problem-Solving task 1 exam

OR

Advanced Mathematics

Students with an aptitude for Mathematics participate in curriculum designed to prepare them for Mathematics in Senior School (especially Mathematical Methods and Specialist Mathematics), covering algebraic procedures and functions.

	Course Outline	Assessment
Semester 1	<ul style="list-style-type: none"> Algebra and linear equations Quadratic and linear functions Surface area and volume Proofs Pythagoras Theorem Probability Counting principles Mathematical Modelling . 	1 exam 2 Mini Problem-Solving tasks
Semester 2	<ul style="list-style-type: none"> Algebra Linear equations in different forms Networks and network diagrams Statistics and data distribution Measures of spread Data representations . 	1 Problem-Solving task 1 exam

Pathways

Year 10

Mathematics/Advanced Mathematics

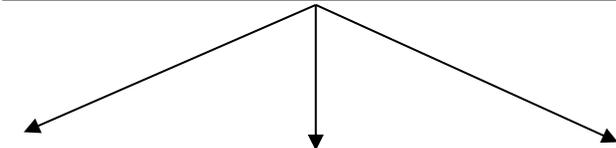
Year 11 / 12

**General
General
Mathematics
(MAG)**

**General
Mathematical
Methods
(MAM)**

**Applied
Essential
Mathematics
(MAE)**

**General
Specialist
Mathematics
(MAS)**



Science

This subject aims to provide students with experience and knowledge in a range of scientific fields and enable them to be scientifically literate citizens.

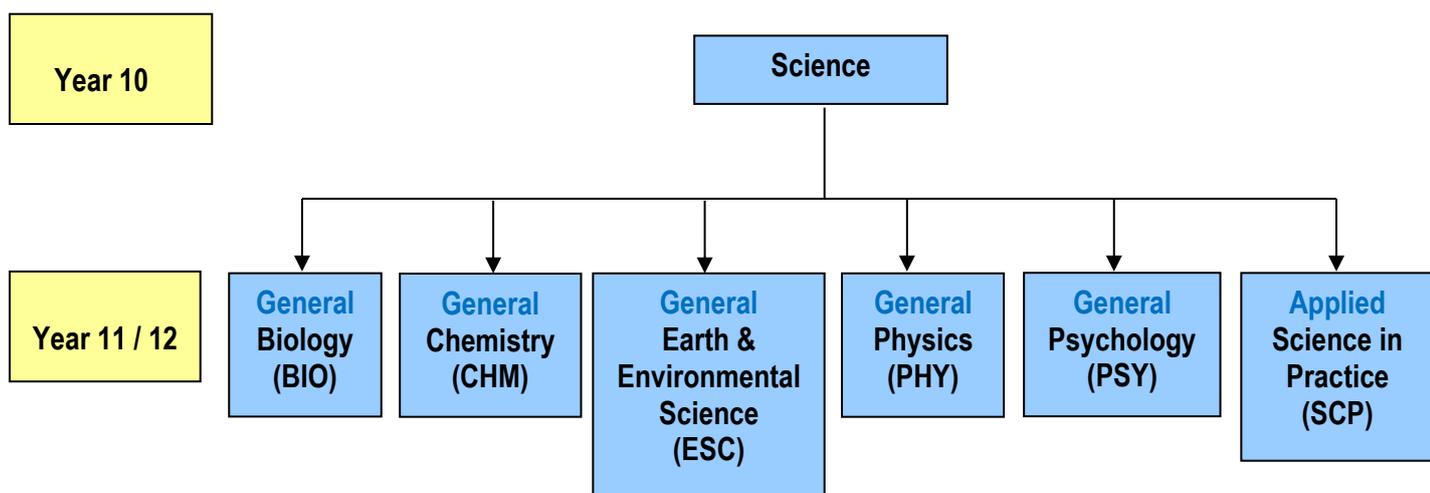
Course Outline:

Science at Bremer SHS follows the Australian Curriculum for Science and will investigate topics in:-

- Biology
- Chemistry
- Physics
- Earth Science

	Course Outline	Assessment
Unit 1	Earth and Space Science and Biology	Response to stimulus + in-class exam
Unit 2	Chemistry and Physics	Scientific report + in- class exam

Pathways



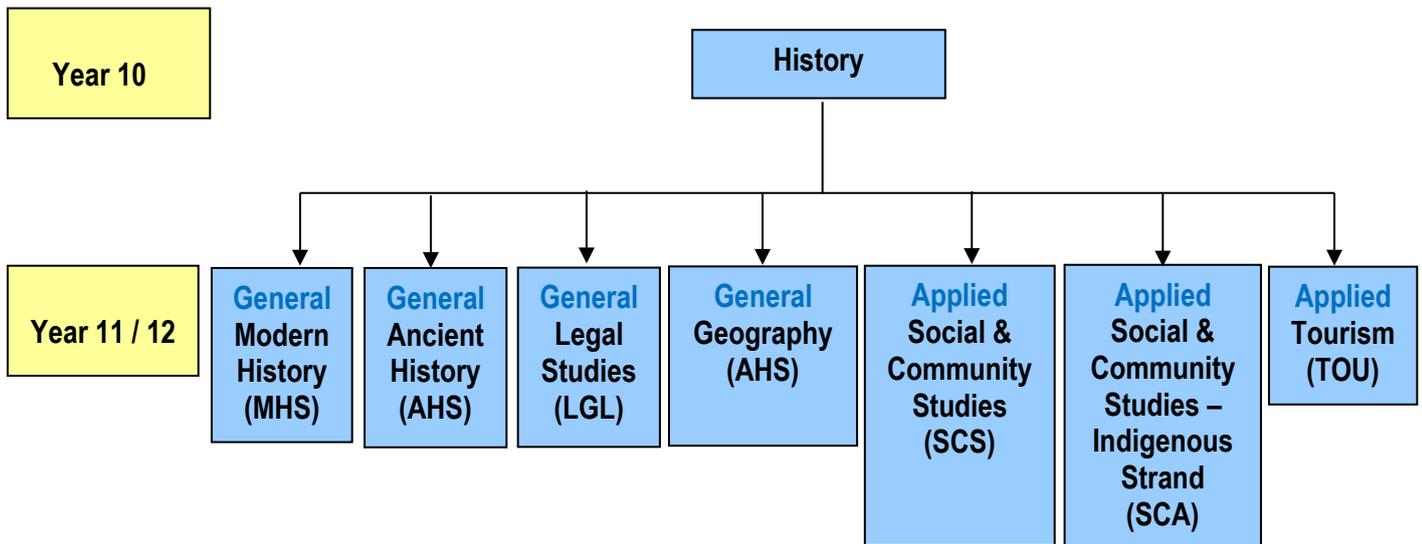
History

In Year 10 History, students study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability**.

	Course Outline	Assessment
Semester	<ul style="list-style-type: none"> • World War Two • Rights and Freedoms (1945-the present) • The Globalising World 	One short response to stimulus exam One research assignment

Pathways



Elective Subjects

Year 10 students will complete three electives from the elective subjects.

Please note: elective subjects will only run if enough students select the subject and the school has staff available to teach the subject.

Ancient and Medieval Studies

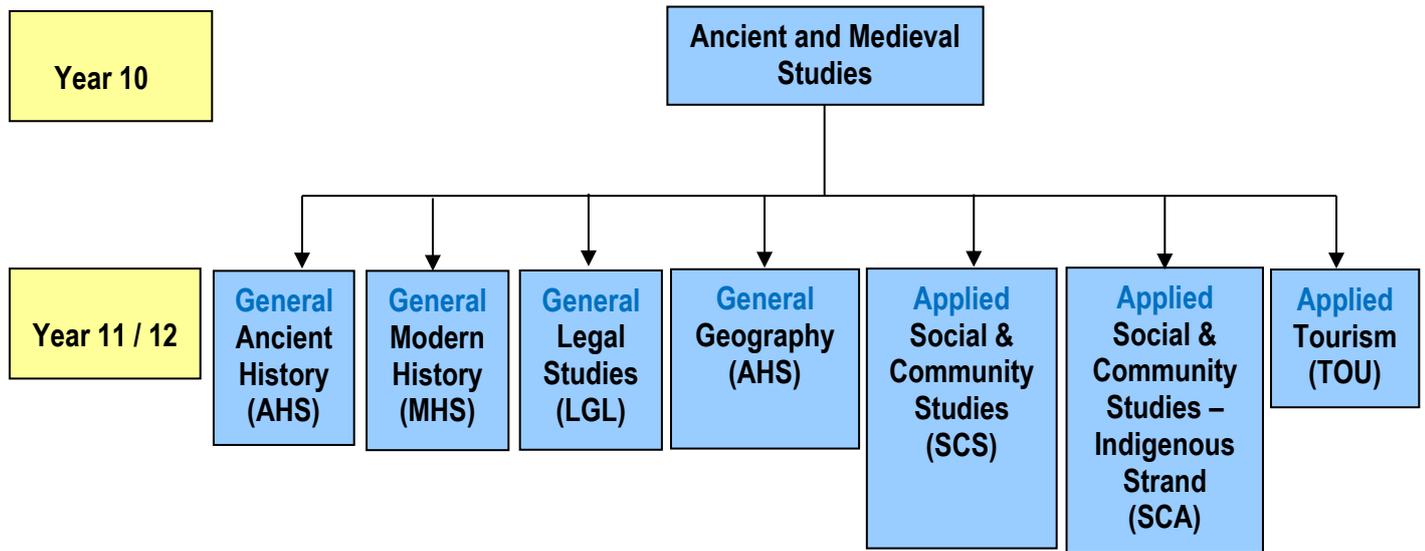
The Gods, the Gore and the Glory

Ancient and Medieval Studies is an exciting subject suited to students who are interested in pathways beyond Year 12 that lead to work, vocational education or tertiary studies. Units are designed to complement the new senior syllabus content in Ancient History and develop skills applicable to all subject areas.

Purpose of the Course: Ancient and Medieval Studies is a stand-alone course for students who want to study Ancient and Medieval societies for interest's sake or for students who intend on studying Ancient History in senior. This subject will provide a firm foundation for further education in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

	Course Outline	Assessment
Semester 1	<p>TERM 1 MYTHS AND LEGENDS A close look at the significant myths and legends that underpin our understanding of the most prominent civilisations of the Ancient World.</p> <p>TERM 2 GREECE AND ROME A comparison of two of the most well-known and historically significant of all Ancient societies: Ancient Greece and Ancient Rome.</p>	<p>Task 1: Examination – Short Response to Stimulus</p> <p>Task 2: Extended Response – Independent source investigation</p>
Semester 2	<p>TERM 3 THE VIKINGS One of the most hotly debated civilisations in historical circles, Term 3 provides an opportunity to investigate the nature and times of the Vikings.</p> <p>TERM 4 POWERFUL PERSONALITIES Some of the most fascinating, devious, compassionate and intelligent of all those who have lived come from the Ancient World. The final unit's focus is a free choice of investigating the life and historical significance of one of these individuals.</p>	<p>Task 3: Examination – Response to stimulus</p> <p>Task 4: Extended Response – Research Investigation</p>

Pathways



Visual Arts

Art, Craft & Design (ACD)

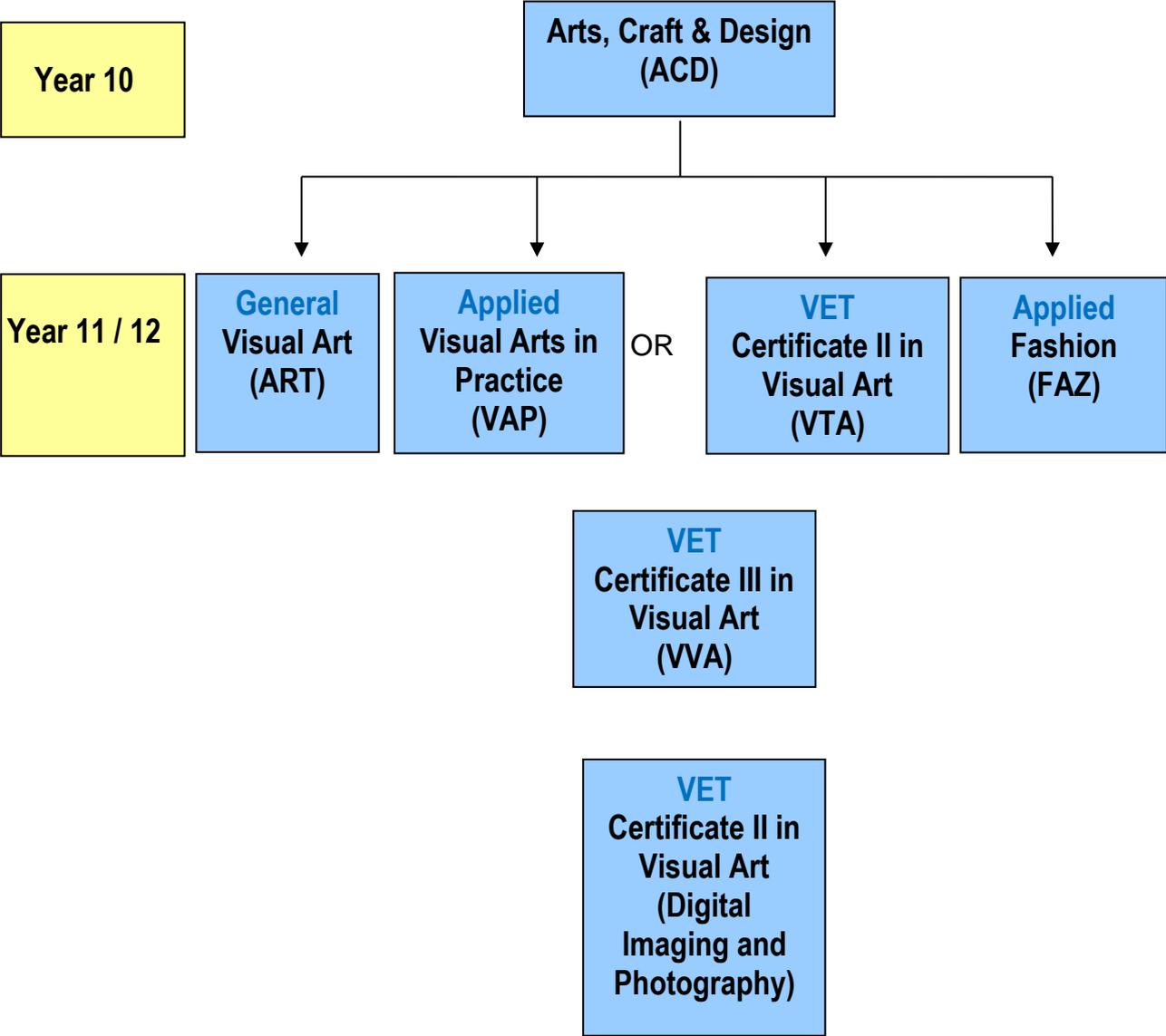
This Visual Art course aims to introduce students to the many ways to develop artistic skills in **Arts, Crafts and Design** and think deeply about their own contemporary visual art practice using a wide range of diverse creative processes and media techniques, ideas, concepts and contexts.

Students reflect upon their work in diverse ways.

This course is offered as a preparatory course for students planning to enrol in Years 11 and 12 **1. ATAR Visual Art; 2. Fashion; and 3. Visual Arts in Practice or 4. Certificate II in Visual Arts.**

	Course Outline	Assessment
Semester 1	<p>Term 1 – Concept ‘Mapping ideas’: Explored through</p> <ol style="list-style-type: none">1. ‘Experimental’ Body of Work using Multi Media2. Visual Journal ideas development <p>Term 2 – Concept: ‘Mapping ideas’: Explored through</p> <ol style="list-style-type: none">1. ‘Interpretation of Mapping as an artistic concept’ Body of Work2. Visual Journal ideas development	<p>Folio/Body of Work: Student creates an artistic body of art work relating to the concept of ‘Experimental Mapping of ideas’. They reflect on their work.</p> <p>Folio/ Body of Work: Student creates an artistic body of art work in response to the concept of ‘Interpretation of Mapping of ideas’. They reflect on their work.</p>
Semester 2	<p>Term 3 – Concept: ‘Hybrid’ Explored through</p> <ol style="list-style-type: none">1. ‘Experimental’ Body of Work development2. Visual Journal ideas development3. Digital presentation – PowerPoint of all Visual Journal ideas, planning and inspiring artists leading to the students final Body of Work. <p>Term 4 – Concept: ‘Hybrid’ Explored through</p> <ol style="list-style-type: none">1. ‘Interpretation of Hybrid’ as an artistic concept to develop a FINAL Folio/Body of Work2. Visual Journal ideas development	<p>Folio: Student creates an experimental artistic body of art work relating to the concept of ‘Experimental hybrid forms’.</p> <p>They reflect on their artwork development via a Digital Presentation (PPT/20 slides)</p> <p>FINAL Folio/Body of Work: Student creates an artistic body of art work relating to the concept of ‘Interpretation of Hybrid’.</p>

Pathways



Science

Biology

Life Science - This course is offered as a preparatory course for students planning to enrol in Biology or Chemistry in Years 11 and 12. The course is recommended but not mandatory for the study of Biology in Year 11.

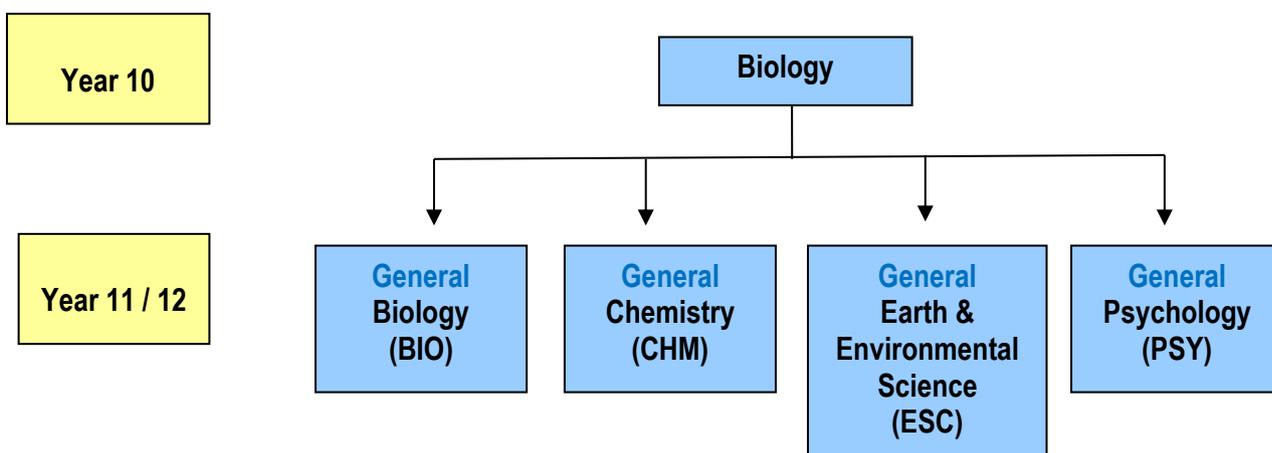
This course consists of but is not limited to the following areas of study:

- Microbiology
- Macrobiology
- Ecology
- Human Anatomy and Physiology
- Pathophysiology
- Psychology

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

	Course Outline	Assessment
Semester 1	Unit One: Microbiology Unit Two: Macrobiology and Ecology	Data Test Research Investigation
Semester 2	Unit Three: Human Anatomy and Physiology Unit Four: Pathophysiology	Student Experiment End Semester Exam

Pathways



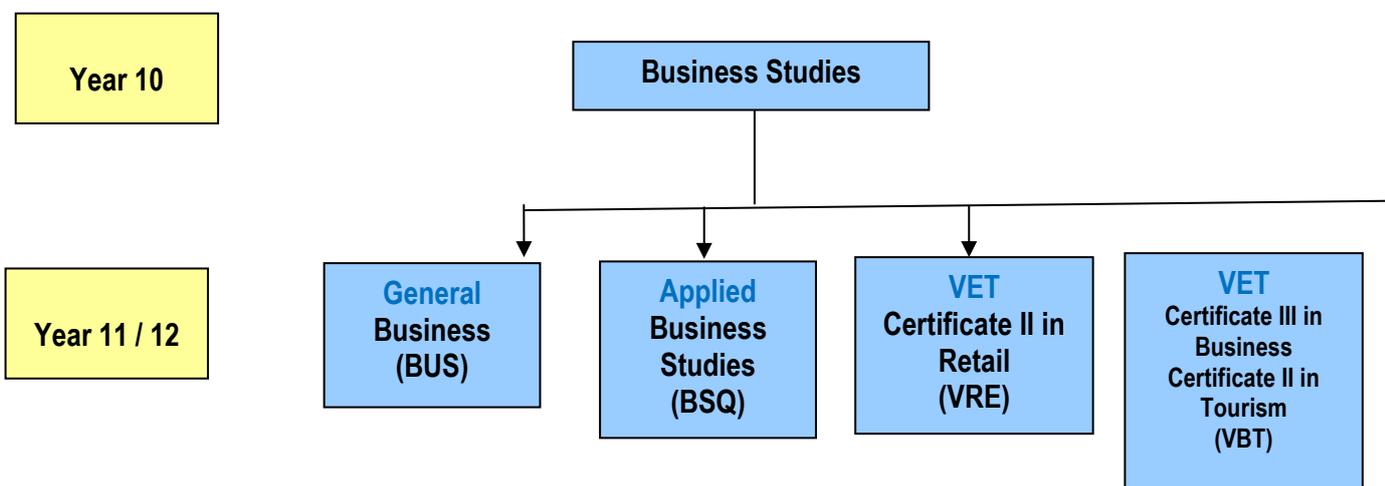
Technology

Business Studies

By the end of Year 10, students explain why and how governments manage economic performance to improve *living standards*. They give explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major *consumer* and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses respond to changing economic conditions and improve *productivity*. Students evaluate the effect of organisational and workforce management on business performance.

	Course Outline	Assessment
Semester 1	Consumer & Financial Literacy Economic Resource Allocation & Decision Making	Portfolio of Projects Research Report
Semester 2	Business Environments Changing Nature of Work Environments	Feasibility Report Examination – Combination Response

Pathways



CUA10320 - Certificate I in Visual Arts

Students produce diverse artistic responses through a range of experimental art portfolios each term which employ different artistic ideas, media techniques and technological processes.

Students develop, interpret and respond to ideas artistically.

They notate their ideas in their visual journal.

Students may use combinations of painting, drawing, printmaking, sculpture, ceramics, found objects, digital photography, and fibre arts in their arts production.



All assessment is competency based. Students will have an opportunity to gain recognition for prior learning (RPL) and or re-sit competencies that have been deemed “not yet competent”.

The required modules for this **Certificate 1 in Visual Art** offers **2 credit points** towards the Queensland Certificate of Education and a nationally recognized qualification.

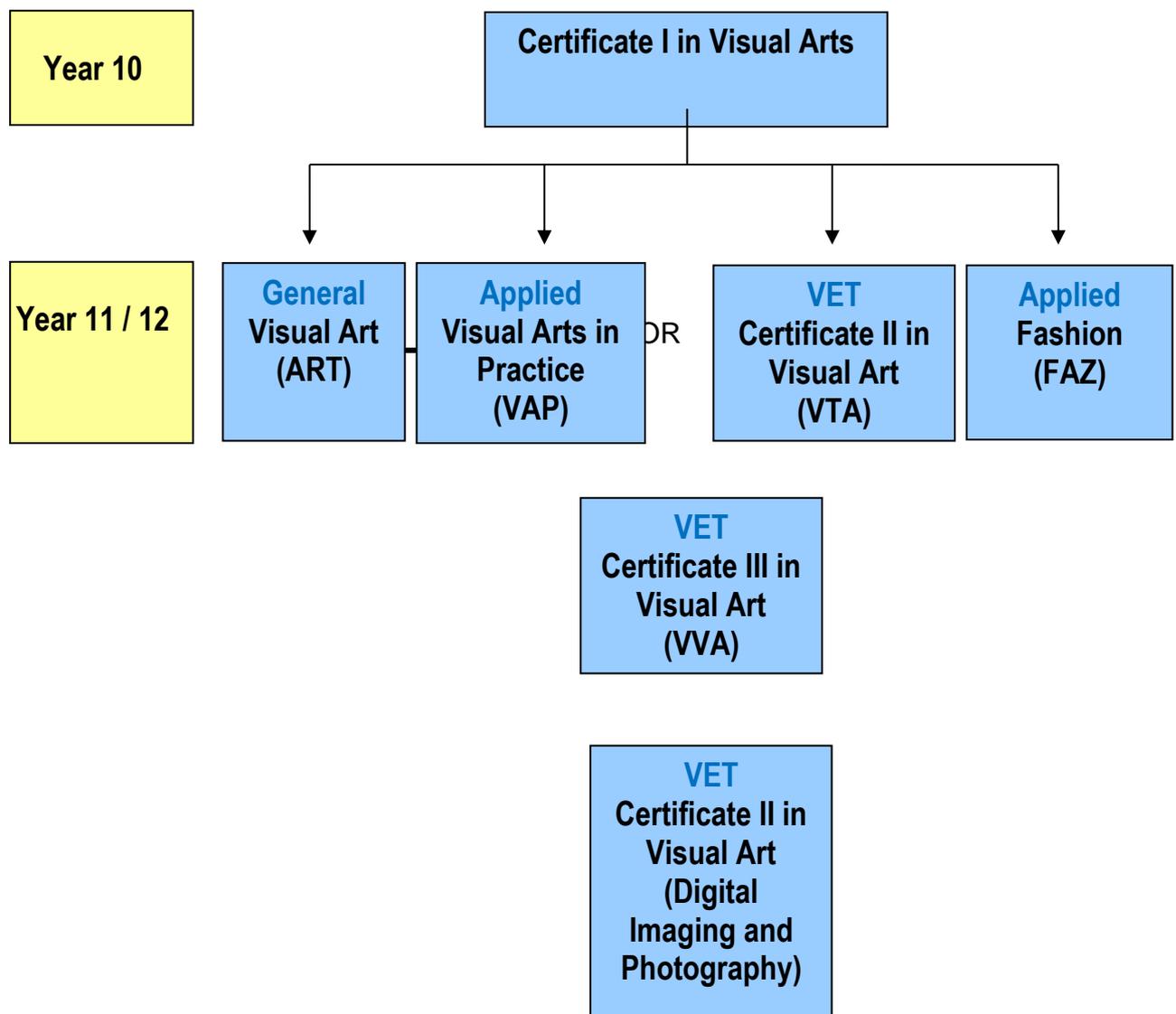
	Course Outline	Assessment
CUA10320 – Certificate I in Visual Arts		
Semester 1		
Term 1: Developing individual creative practices	Artists Worksafe in the studio: Artists working with income producing creative projects Elusive Dream: Interpreting and developing own forms of Fantasy Art, Surrealism and Fashion ideas.	Making and exhibiting an artwork, Making money from your own individual art production
Term 2: Clay bust processes	Image collection: for Clay bust Clay modelling: Individual Clay bust	
Semester 2		
Term 3: Soft sculpture design and construction	Image collection: Soft sculpture Soft sculpture construction	Making and exhibiting an artwork, Making money from your own individual art production
Term 4: Utilising layers	Images and techniques that sell art Construction of individual concertina booklet utilising layers	

CUA10320 - Certificate I in Visual Arts	
BSBWHS211	Contribute to health and safety of self and others
BSBCMM211	Apply communication skills
CUAACD101	Use basic drawing techniques
CUAPPR101	Use ideas and techniques to develop creative work
CUALLN201	Use basic measuring and calculating skills
MSMPCII297	Make an object from cloth using an existing pattern

* From 1 January 2015, the Australian Government requires all students studying Vocational Education and Training (VET) to have a Unique Student Identifier (USI). This includes students who are studying VET in schools. There is no cost to the student. The USI will allow students to access their enrolment and achievement record for all VET learning online and no VET records will be lost. Registered Training Organisations (RTO) must have a valid USI for a student before issuing a qualification or statement of attainment.

Disclaimer: The school makes every effort to run VET courses however in exceptional circumstances if the school cannot meet the conditions and standards for registration the school will make every endeavour to make other arrangements.

Pathways



Certificate II Visual Art – CUA20720 - VTA

VET subject – DIGITAL IMAGING & PHOTOGRAPHY

VET

Overview

ATAR	QCE Credits	COST
No	4	Subject – Printer Credit \$40 annually Excursions - \$20.00 4GB SD card Students require access to a dslr camera or instamatic camera with SD card or phone enabling image download to laptop
Prerequisites:	Nil	
Other Details:	Bremer State High School – (RTO 30054)	
If a student completes this 20720 Certificate II in Visual Art qualification in year 10 then they cannot select this particular subject again in year 11. Students in senior may only select ONE from Visual Arts in Practice and 20720 Certificate II in Visual Arts as QCAA recognises these subjects as equivalent. In senior there are 2 different Visual Arts strands offered for the 20720 Certificate II in Visual Arts courses – 1. Studio Arts in the Workplace and 2. Digital Imaging and Photography.		

The qualification **CUA20720 - Certificate II in Visual Art- Digital Imaging & Photography** is a 1-year course of study in year 10 and is designed for students seeking a pathway into (a) further TAFE study in Visual Art, and (b) proceeding into an individual small cottage industry in the Visual Arts.
Students gain a Nationally Recognised Qualification when the course is successfully completed.

Pathways

A course of study in Visual Arts Skills and practices establishes a basis for further educational pathways through TAFE's and in under graduate degrees and diplomas at Universities and employment in visual arts studio practices, community initiatives, public art, organisational support for arts community groups and higher visual arts vocational education fields. These include roles such as arts worker; studio artist; cottage craft industries; artist assistance; arts support worker; disabled community artist; street artist; photographic assistant; hairdresser;

florist; window dresser; props assistant; sign writer's assistant.

Objectives

By the conclusion of the course of study, students should:

1. Have experience with and demonstrate proficient skills in digital imaging, photographic manipulation and simple creative studio art practices as directed by teacher/trainers:
2. Have complied with the RTO code of conduct requirements, directions on work and health and safety matters;
3. Demonstrated basic arts-based research skills that is foundational and relevant to all arts practices, independent student approaches and tasks prescribed;
4. Demonstrated folio evidence of design planning, art making and written reflection of own work and that of others, and digital imaging, photographic manipulation and simple creative studio art practices.
5. Worked effectively within the nominated time lines/deadlines

within each term in this 2-year course of study.

procedures and skills across all competencies.

6. Students are observed enacting the correct workplace health and safety

Structure

The **Certificate II in Visual Arts- Digital Imaging and Photography** course is designed around core visual art competencies and other practical vocational art electives.

Core Competency topics	Elective Competency topics
<ul style="list-style-type: none"> • Source and use information relevant to own arts practice • Contribute to the health and safety of self and others • Make simple creative work • Develop drawing skills to communicate ideas 	<ul style="list-style-type: none"> • Operate digital devices • Develop digital images • Capture photographic images • Produce digital images • Produce creative work

The course content covers 1 year of study. All core competencies are embedded across all units in the 1-year course of study. **Evidence of these core competencies listed above in the left-hand column are required in every folio per term.**

Course Costs

School excursions may incur a cost of \$20.00 annually. Students are expected to bring a fully equipped pencil case to every class, a charged laptop, and have at least \$40.00 printer credit annually. Students are expected to bring their laptop charger to every lesson. Students also need a USB brought to every class.

Course Outline

CUA20720 - Certificate II in Visual Art -Digital Imaging and Photography	
Code	Unit of Competency
BSBWHS211	Contribute to health and safety of self and others
CUAACD201	Develop drawing skills to communicate ideas
BSBTEC101	Operate digital devices
CUADIG212	Develop digital imaging skills
CUAPPR211	Make simple creative work
CUAPPR311	Produce creative work
CUAPHI312	Capture photographic images
CUARES202	Source and use information relevant to own arts practice
CUADIG315	Produce digital images

Course Outline	Competencies covered	Assessment
Term 1	BSBWHS211 Contribute to the health and safety of self and others BSBTEC101 Operate digital devices CUADIG212 Develop digital images	<ul style="list-style-type: none"> • Digital Booklet of questions • Observed behaviours in the workplace • Folio of digital images according to nominated theme
Term 2	CUARES202 Source and use information relevant to own practice CUAACD201 Develop drawing skills to communicate ideas CUAPPR211 Make simple creative work	<ul style="list-style-type: none"> • Digital Booklet of questions • Observed behaviours in the workplace • Folio of digital images according to nominated theme
Term 3	CUAPHI312 Capture photographic images CUAPPR311 Produce creative work	<ul style="list-style-type: none"> • Digital Booklet of questions • Observed behaviours in the workplace • Folio of digital images according to nominated theme
Term 4	CUADIG315 Produce digital images	<ul style="list-style-type: none"> • Digital Booklet of questions • Observed behaviours in the workplace • Folio of digital images according to nominated theme

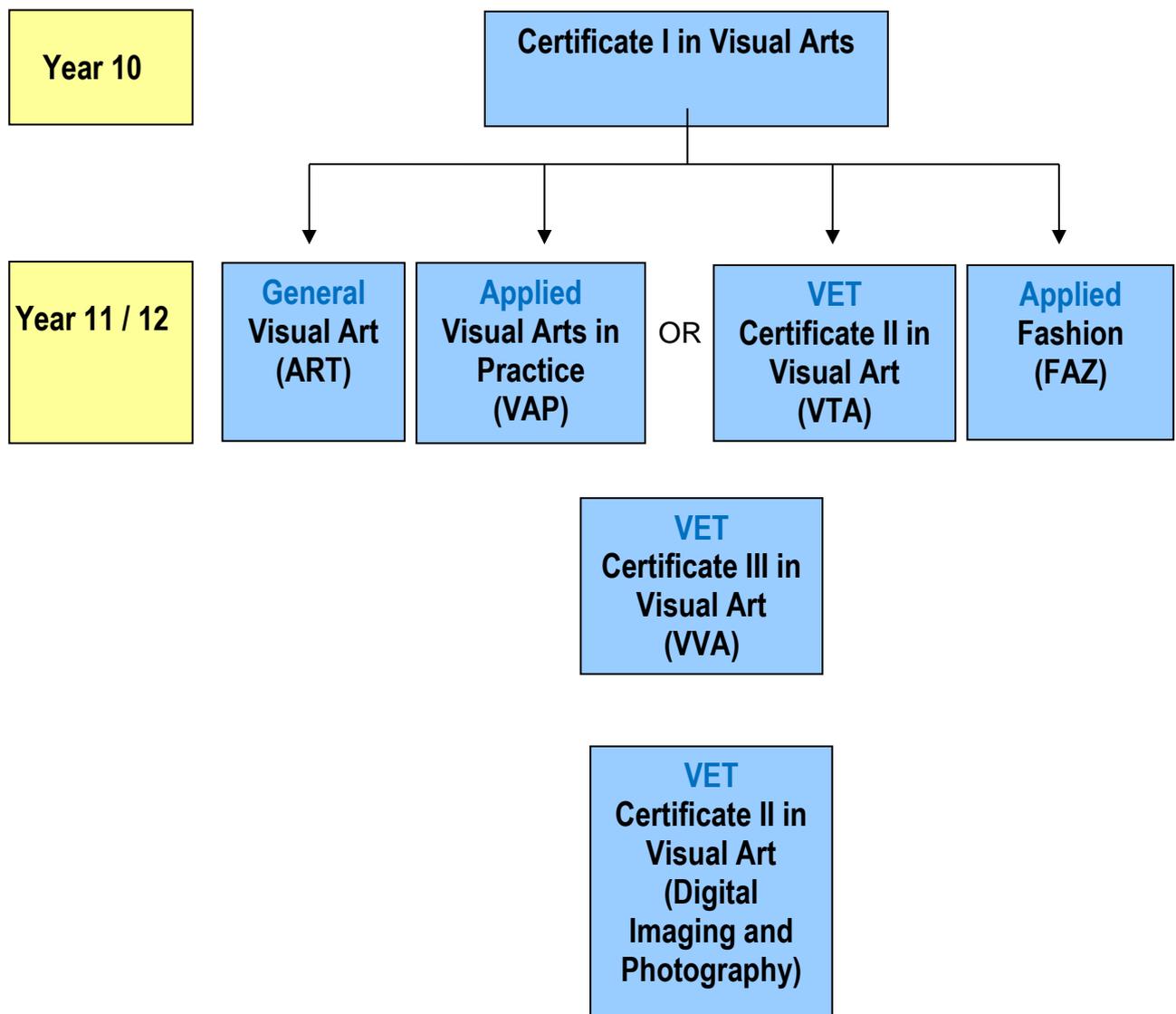
Assessment

All assessment is competency based.

Assessment consists of observations, questions to be answered in the digital booklet and folio of artwork in each term.

Students are expected to complete a body of art work and digital booklet of questions. This means that within every term's work students are expected to create several artworks in response to the direction of the unit concept. Students will have an opportunity to gain recognition for prior learning (RPL) and or re-sit competencies that have been deemed "not yet competent".

There is a small component of supporting reflective written work expected in the student's bodies of work. This work is supported and outlined in the digital booklet. Students need to also answer questions in the digital booklet. This commentary helps explain the student's approaches to knowledge and skills learned and describes what the student is aiming to achieve in their art work throughout the course. Students are also observed exhibiting correct WHS procedures and skills in the workplace.



Science

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.

Course Outline:

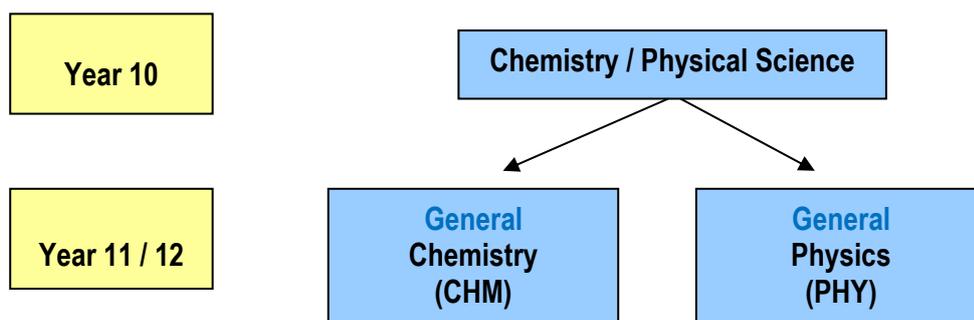
This course consists of but is not limited to the following areas of study:

- Forces
- Acids and Bases
- Acid-Based titration
- Circuitry and Arduino Microprocessors
- 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.

	Course Outline	Assessment
Semester 1	Unit One: Forces and motion Unit Two: Electricity and circuitry	Student Experiment Research Investigation
Semester 2	Unit Three: Titration and acids/bases Unit Four: Organic chemistry	Data test End of Semester Knowledge Exam

Pathways

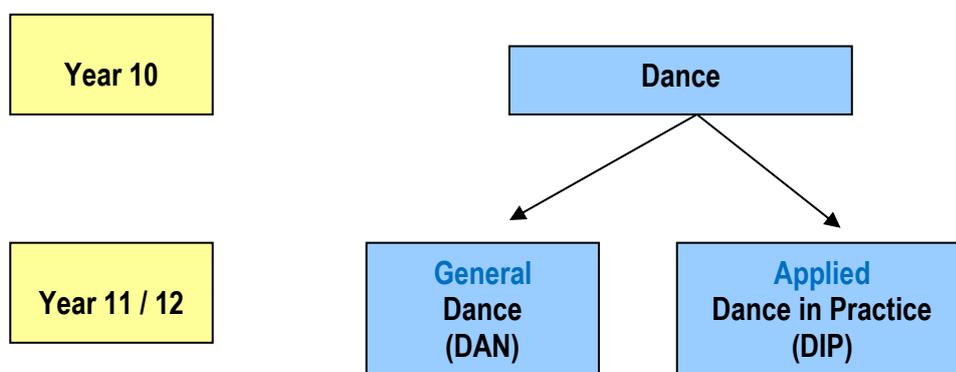


Performing Arts

Dance

	Course Outline	Assessment
Semester 1	<p>Hip Hop & Fusion + Commercial Dance</p> <p>Focus on dance styles used in music videos (hip hop, jazz, funk) Exploring elements of the Hip Hop and Latin Genres Developing a dance vocabulary to include Hip Hop and Latin Dance languages Workshopping the fusion of styles Developing performance skills, strength, flexibility and alignment</p>	<p>Making</p> <p>Choreography of a music video dance and teaching to a performance group Performance of a teacher devised Hip Hop dance Choreography of a Latin/Hip Hop or Hip Hop dance</p> <p>Responding</p> <p>Analysis of how a choreographer uses dance concepts to convey their intent and performance</p>
Semester 2	<p>Contemporary Dance</p> <p>Exploring the works of different Contemporary Choreographers and Performers</p> <p>Workshopping different elements of Contemporary dance</p> <p>Developing a dance vocabulary to include Contemporary dance languages</p> <p>Development of appropriate Dance technique- posture, alignment, flexibility, core strength</p> <p>Barre work</p>	<p>Making</p> <p>Choreography of a Contemporary dance piece Performance of a teacher devised Contemporary dance</p> <p>Responding</p> <p>Design folio</p>

Pathways



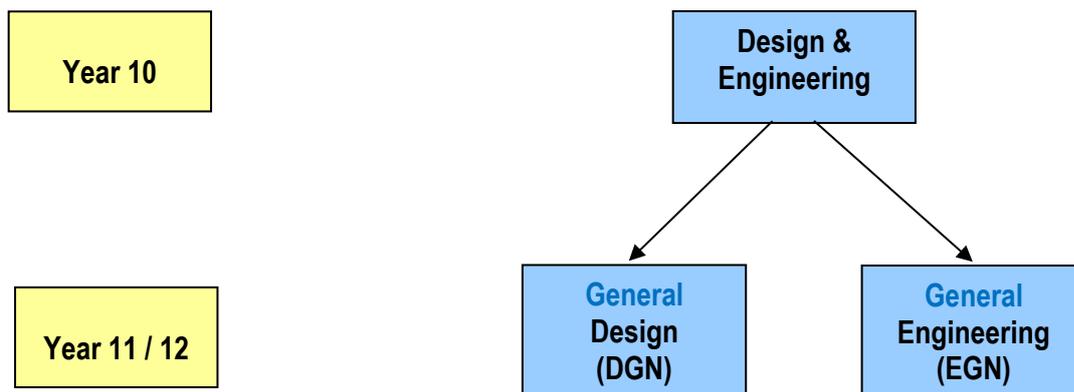
Industrial Technology & Design

Design and Engineering

Students are encouraged to be active participants in design and engineering. This subject requires students to develop solutions to a range of practical situations. Aligning with the 'Double Diamond' design approach used in Year 11 and 12, students 'explore' design situations looking for opportunities and then 'develop' solutions. This subject has a larger emphasis on theory compared with Manufacturing. While undertaking this design-based approach, students also develop safe practical skills associated with hand and power tools, machinery and equipment as well as how to use modern CAD/CAM technologies.

	Course Outline	Assessment
Semester 1	<p>Design – Pinball Machine</p> <p>Design and Engineering principles, Material properties, WH&S Procedures, Wood Processes, CAD/CAM processes</p>	<p>Project Realisation</p> <p>Design Folio</p>
Semester 2	<p>Engineering – Movable Toy & Pneumatics Model</p> <p>Design and Engineering principles, Material properties, WH&S Procedures, Plastic processes, Laser technology and 3D printer processes</p>	<p>Project Realisation</p> <p>Design Folio</p>

Pathways



Technology

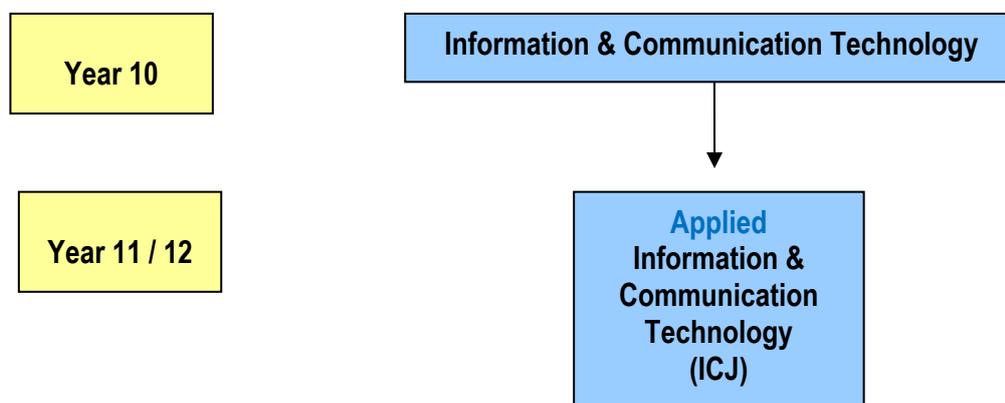
Digital Technologies

When learning 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.

	Course Outline	Assessment
Semester 1	<p>Unit 1 - Web Design: In this unit, you will use Adobe XD (used by companies such as IBM and DICE) to prototype a website.</p> <p>Unit 2 - Introduction to Python: In this unit, you will develop an understanding of how to read and write programs in the Python programming language.</p>	<p>Project</p> <p>Portfolio</p>
Semester 2	<p>Unit 3 - Python and Robotics: In this unit, you will build on your Python knowledge to program an autonomous vehicle using MicroPython and the BBC Micro:bit.</p> <p>Unit 4 - 3D Modelling: In this unit, you will learn how to model a game character in Blender, and then turn it into a 3D printed model.</p>	<p>Project</p> <p>Project</p>

Pathways

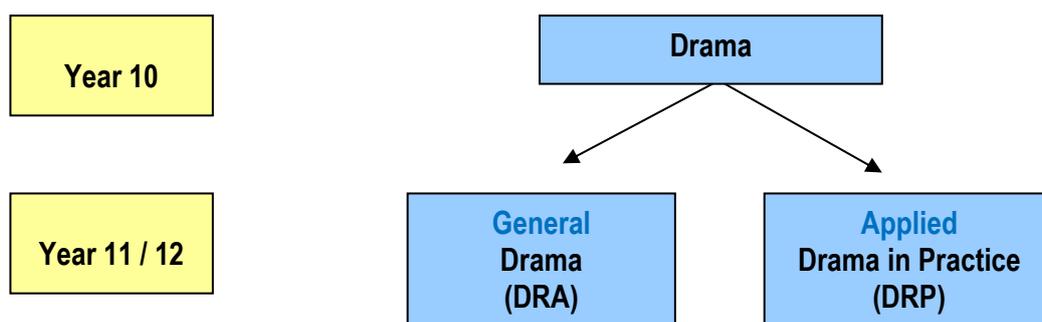


Performing Arts

Drama

	Course Outline	Assessment
Semester 1	<p>Realism and The Scene Project</p> <p>Teenage Drama: Focussing on the people, places, situations, issues and feelings that teenagers encounter in their lives.</p> <p>Focussed study of play and analysis of script. Activities based around the script: concepts, scenarios, characters, themes. Development of performance skills. Practical learning activities with thematic links. Development of director skills and building a vision for a scene.</p>	<p>Making</p> <p>Scripted performance of a scene from the play.</p> <p>Responding</p> <p>Directorial vision (multimodal presentation) of a scene from the play.</p>
Semester 2	<p>The Scene Project (continued) and Magical Realism</p> <p>Contemporary Theatre: Focusing on performance skills and developing an understanding of Realism and non-naturalistic theatrical conventions.</p> <p>Focussed study of play and analysis of script. Development of ensemble skills. Building of performance skills. Activities based around the theatre performance: performance skills, lighting, costume, set, music.</p>	<p>Making</p> <p>Scripted performance of a scene from the play.</p> <p>Responding</p> <p>Essay analysing and responding to a theatre performance.</p>

Pathways



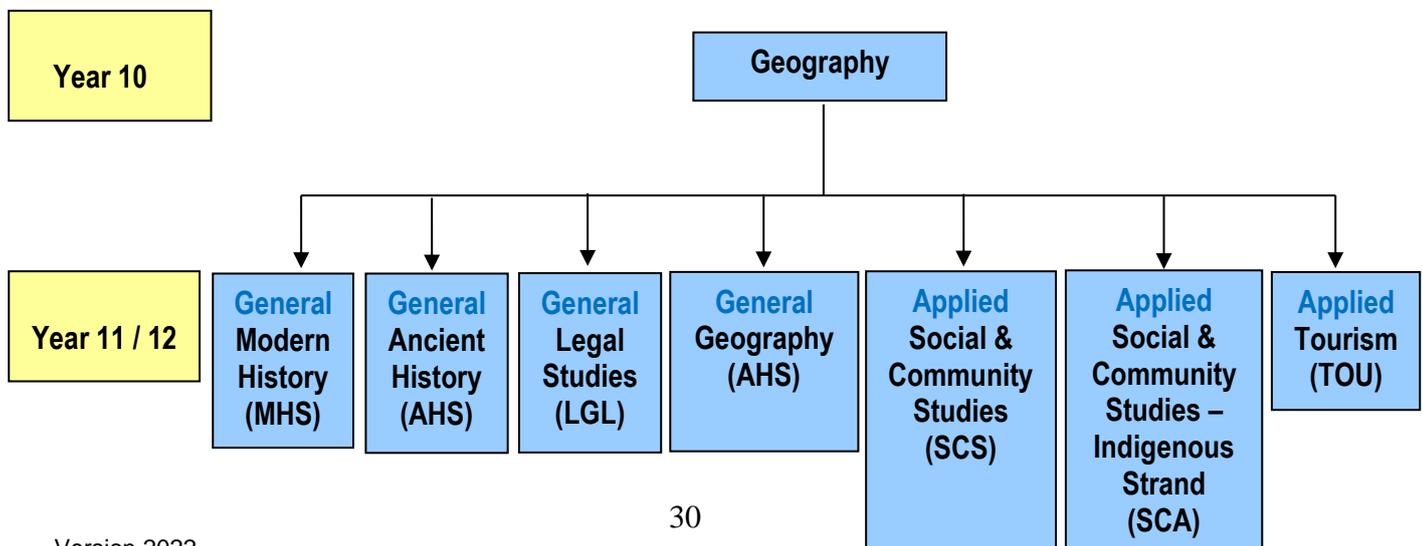
Social Science

Geography

Geography is an ideal combination of science and humanities. This Year 10 course builds on the knowledge of previous studies in these areas and allows students to develop a holistic understanding of the world. It will focus on the wellbeing and sustainability of the environment and society in Australia and the world.

Timing	Course Outline	Assessment
<p>Semester 1 - Wellbeing</p> 	<p>This unit will focus on wellbeing in Australia and across the world. Throughout the unit, students investigate global, national and local differences in human wellbeing between places. In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> • How can spatial variation between places and changes in environments be explained? • What management options exist for sustaining human and natural systems into the future? • How do world views influence decisions on how to manage environmental and social change? 	<p>Task 1: Data Response Exam: Analyse and Predict Patterns of Wellbeing</p> <p>Task 2: Data Response Folio: Synthesise data and information to evaluate alternative proposals on how to improve wellbeing</p>
<p>Semester 2 – Environmental Change and Management</p> 	<p>In this unit, students study sustainability and the capacity of the environment to continue to support all life into the future. They develop the knowledge, values and world views that change people’s behaviour and make their practices more sustainable. In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> • How can the spatial variation between places and changes in environments be explained? • What management options exist for sustaining human and natural systems into the future? • How do world views influence decisions on how to manage environmental and social change? 	<p>Task 3: Combination Response Exam – Human Impact on Environment and Response</p> <p>Task 4: Multimodal Response – Managing Human Impact of a Local Location</p>

Pathways



Social Science & LOTE

German

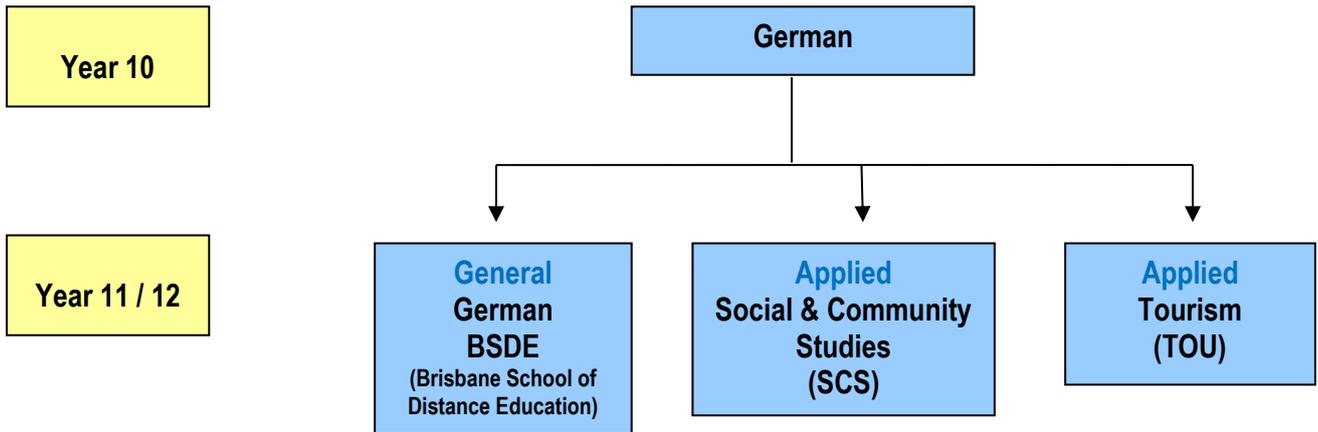
Germany – more than just Sauerkraut

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.

Purpose of the Course: To provide students with a beginner level course in German that would enable them to communicate at a basic level if they were to travel to Germany in the future or continue their senior studies in German via BSDE (Brisbane School of Distance Education). The elements of Listening, Speaking, Reading and Writing are all covered in this course of study.

	Course Outline	Assessment
Semester 1	<p>Term 1 This term will be an introduction to Germany and focus on how to introduce yourself to a German person.</p> <p>Term 2 The focus of this term is German food. It will include an introduction to traditional German dishes with research into regional variety, how and where to order food and general mealtime etiquette.</p>	<p>Task 1: Letter to Germany</p> <p>Task 2: Ordering Food in Germany</p>
Semester 2	<p>Term 3 This term will focus on travelling through German speaking countries. The students will be introduced to the weather, public transport options and selected sights in Germany, Austria and Switzerland.</p> <p>Term 4 The term will cover cultural developments since World War 2, discuss East and West Germany and examine cultural differences between Australia and Germany.</p>	<p>Task 3: Create an itinerary for your dream trip to Germany</p> <p>Task 4: Brochure for students coming to Bremer from Germany</p>

Pathways



Social Science & LOTE**German Extension****General Senior Subject**

This is a two-year course that allows eligible year 10 students the opportunity to extend their learning by beginning Senior German in Year 10. Entry into this General senior subject will require successful completion of an entrance exam administered by the Senior German Teacher. Once complete, this course can contribute to an Australian Tertiary and Admissions Rank (ATAR) and Queensland Certificate of Education (QCE)

German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding, and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from German-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

ATAR	QCE Credits	COST
Yes	4	Subject - Nil Excursions - Nil
Recommended Level of Achievement:	Year 10 German – C or higher OR Pass an early entrance exam	

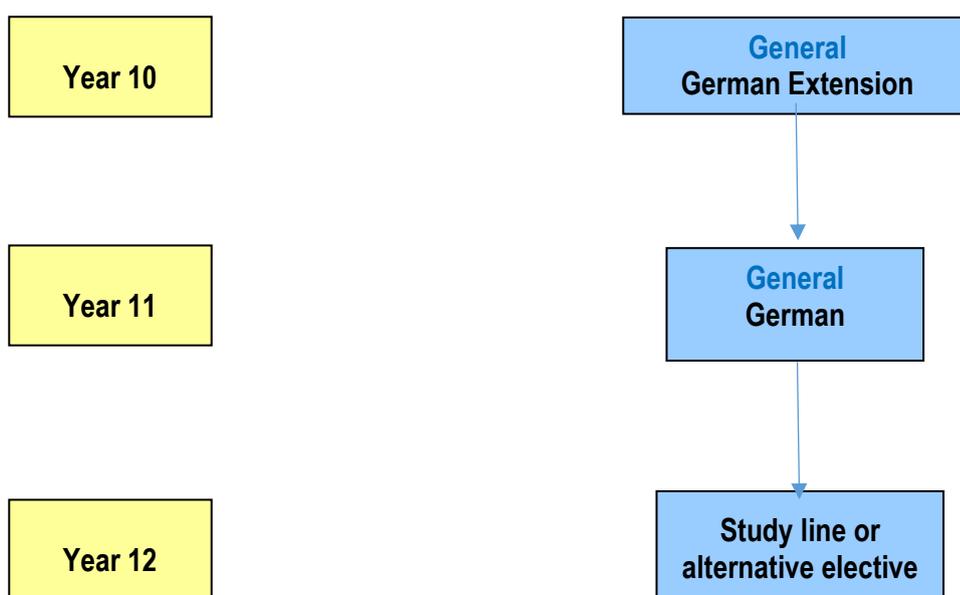
Objectives:

By the conclusion of the course of study, students will:

- Comprehend German to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in German.

	Course Outline	Assessment	
Unit 1	Meine Welt My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	Formative internal assessment 1 (FIA1): Examination — short response	
		Formative internal assessment 2 (FIA2): Examination — combination response	
Unit 2	Unsere Welt erkunden Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of German culture to the world 	Formative internal assessment 3 (FIA3): Extended response	
		Formative external assessment (FIA4): Examination — combination response	
Unit 3	Unsere Gesellschaft Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	Summative internal assessment 1 (IA1): Examination — short response	15%
		Summative internal assessment 2 (IA2): Examination — combination response	30%
Unit 4	Meine Zukunft My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on 	Summative internal assessment 3 (IA3): Extended response	30%
		Summative external assessment (EA): Examination — combination response	25%

Pathways



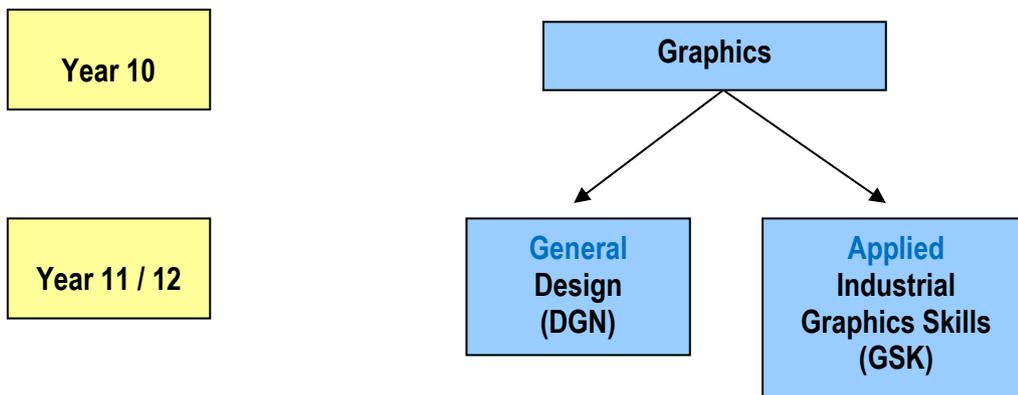
A course of study in German can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Industrial Technology & Design Graphics

Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication across a broad spectrum of applications. The course draws upon the fundamental principles of graphical communication.

	Course Outline	Assessment
Semester 1	<p>Production Graphics Orthographic Projection & 3D Modelling (Sketching & CAD work)</p> <p>Isometric, Oblique & Orthographic Projection (Sketching & Manual Drafting)</p>	<p>Classwork Exercises</p> <p>CAD Assignment</p> <p>Manual Drafting Exam</p>
Semester 2	<p>Business Graphics Logos, Graphs, Flow Charts, Plane Geometry (Sketching, Manual Drafting & CAD work)</p> <p>Built Environment House Plans (Sketching & CAD work)</p>	<p>Classwork Exercises</p> <p>CAD Assignment</p>

Pathways



Health & Physical Education

Health Studies

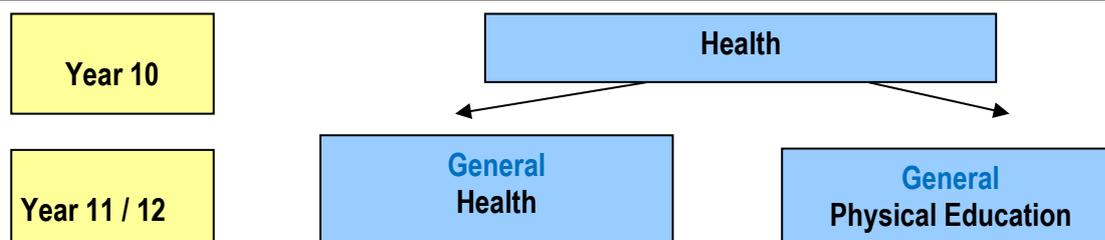
Curriculum: Health Studies is an action, advocacy and evaluation-oriented subject. Students investigate relevant issues within their local or regional context. The students plan for action by conducting a context analysis and needs assessment to identify an issue and target group. Students devise an action strategy and look to implement within the school or local community setting. The Health inquiry model is introduced to inform the investigation and planning for action.

Health Studies is a completely theoretically based subject. There is no practical sport component.

Subject pathway: The course is designed as a pathway to Senior Health and provides an excellent base of knowledge and learning for Year 11 and 12.

	Course Outline	Assessment
Semester 1	<p>Unit 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.</p> <p>Unit 2 – Teenage Pregnancy Students use curriculum skills and knowledge to demonstrate health leadership in assisting with the management of a teen pregnancy situation.</p>	<p><i>Exam</i> – analysis of the health of students at Bremer and development of recommendations for improvement.</p> <p><i>Exam</i></p>
Semester 2	<p>Unit 3 Title – Health Interventions</p> <p>Unit 4 Title – Road Safety Focus Area – Safety</p>	<p><i>Practical Folio</i></p> <p><i>Investigation</i></p>

Pathways



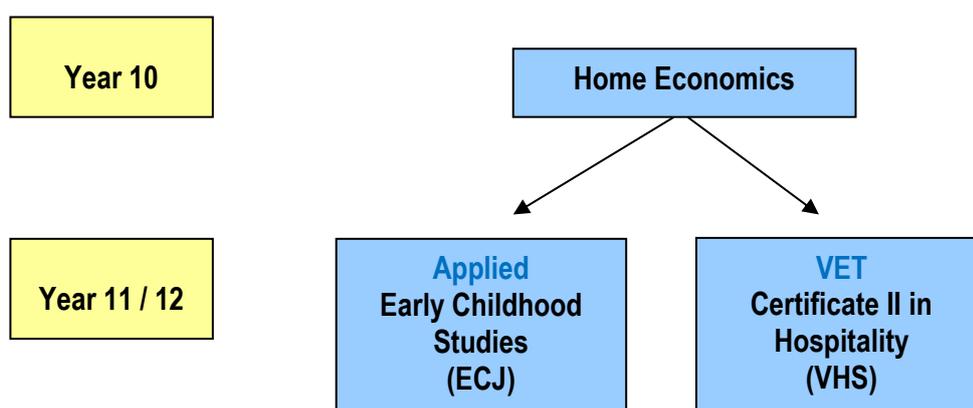
Technology

Home Economics

Home Economics is an area of study like no other in the school curriculum as it combines both theory (academic matter) with a very strong practical component. Based on Design and Technologies curriculum, Home Economics is unique in that it focuses on the well-being of individuals and families in everyday activities; therefore enabling students to relate what they are learning easily and directly to their own everyday experiences and to apply their gained knowledge to their lives now and in the future. In all cultural contexts, people need to have food, textiles and shelter as well as satisfactory ways of meeting social, emotional, physical, financial and intellectual aspects of life.

	Course Outline	Assessment
Semester 1	Food for Living	Project Practical Tasks
Semester 2	Sew Sustainable	Project Practical Tasks

Pathways



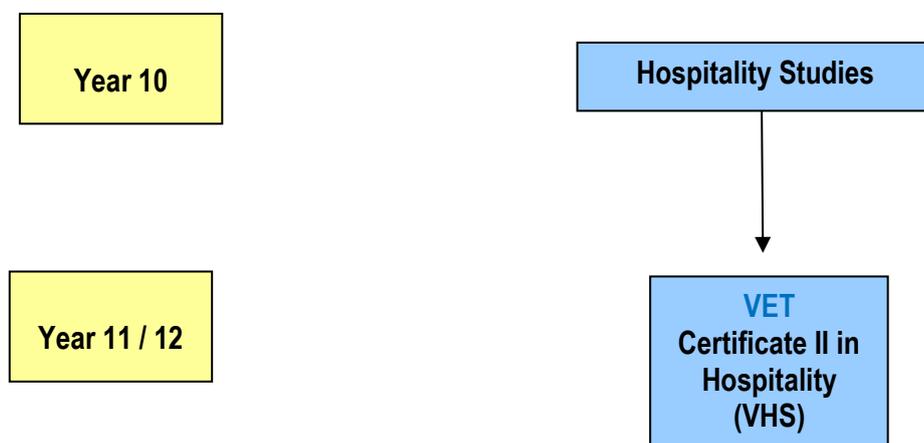
Technology

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.

	Course Outline	Assessment
Semester 1	Introduction to Hospitality studies Food Trends	Examination – Hygiene & Safety Project – Folio and Practical- Food Trends
Semester 2	Café Cultures Celebrations	Project – Folio and Practical – Simulated Café Project – Folio and Practical – High Tea

Pathways



Social Science

Legal Studies

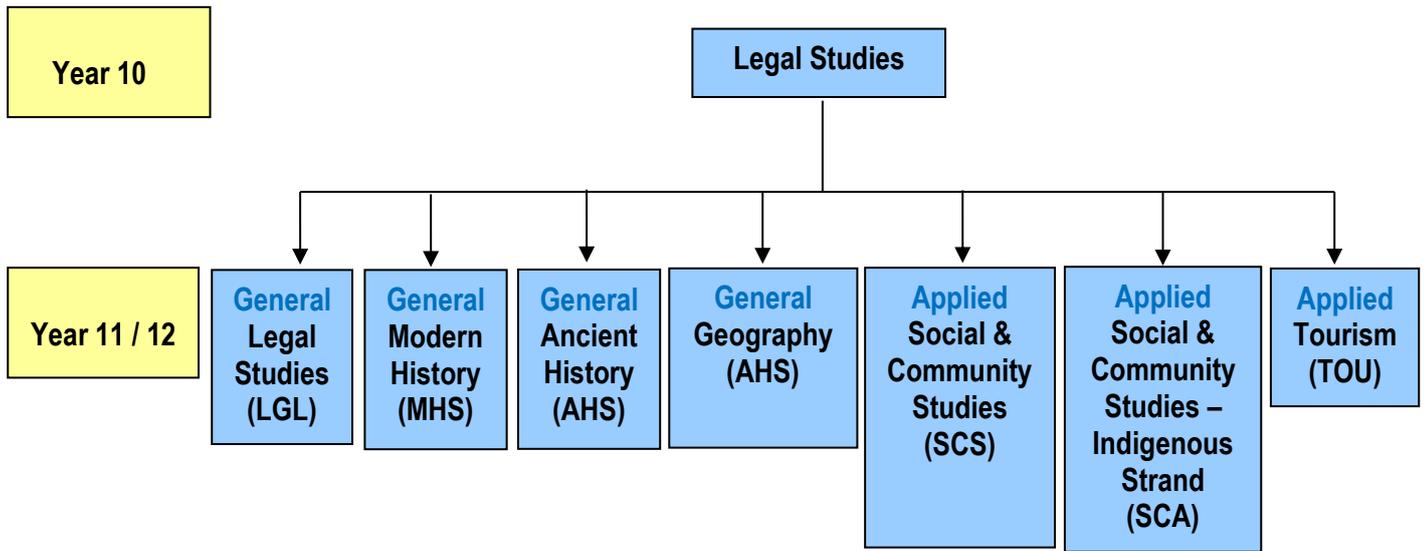
Legal Studies: The Justice League - You and the Law

“When every man lives without law every man lives without freedom” – Joseph Ratzinger (Pope Benedict XVI). The Year 10 Legal Studies curriculum engages students in the role of the law in their everyday life. The law changes every day and guides everything we do: so why not know as much as you can about it? This subject promotes critical thinking and analysis of current issues that will assist students in their senior studies and also as informed citizens of our increasingly complex world.

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.

	Course Outline	Assessment
Semester 1	<p>Term 1 The Justice System and Youth Justice Students firstly investigate how the legal system for Australia and Queensland operates including the role of parliament, the judiciary and the executive. We then turn our focus to young offenders and how they are treated in Queensland.</p> <p>Term 2 Criminal Justice In term 2 we look at well-known criminal offences and how the courts determine how the punishment fits the crime.</p>	<p>Task 1: Short response exam</p> <p>Task 2: Sentencing submission – oral presentation</p>
Semester 2	<p>Term 3 Justice for All In this term we focus on the current issues in society and whether the law meets our needs. We look at contentious issues such as abortion, euthanasia, and surrogacy, and how the law could be different.</p> <p>Term 4 Everyday Justice What are your rights and responsibilities to others in your day to day life? In this term we look at negligence and the duty of care we all owe to each other.</p>	<p>Task 3: Inquiry report on a topic of your own choice</p> <p>Task 4: Extended response to stimulus</p>

Pathways



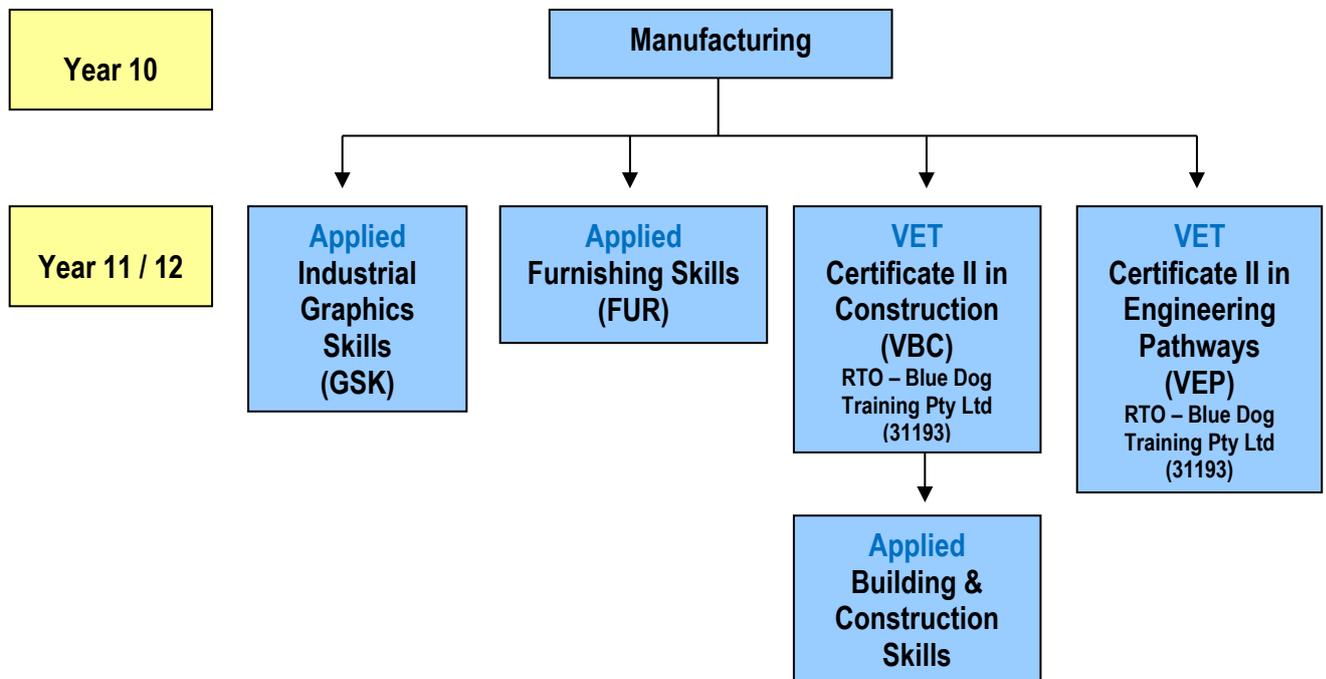
Industrial Technology & Design

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.

	Course Outline	Assessment
Semester 1	Wood and Plastics Technology WH&S procedures, Marking out techniques, Wood and plastic work processes, Material properties	Project 1 – Bi-Plane (Wood) Project 2 – Sliding Lid Pencil Case (Plastics) Theory Booklets
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	Project 1 – Simple Shelf Project 2 – Letter Box Project 3 – Bottle Opener Theory Booklets

Pathways



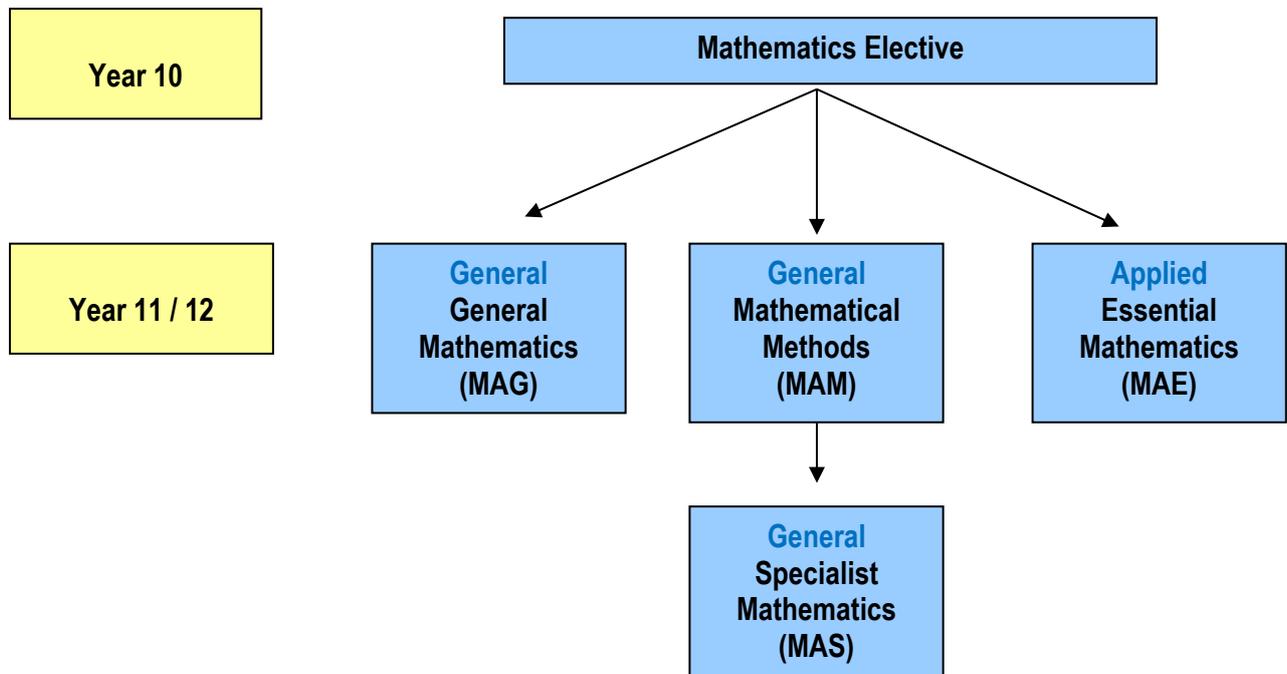
Mathematics

Mathematics Elective

This subject will introduce and explore areas of mathematics to be extended on in senior Math Methods and Specialist Maths. It will give an introduction in areas that can be both theoretical and applied to real world situations. It will cover topics including algebraic skills, functions, trigonometric equations, statistics, matrices, vectors as well as mathematical processing skills important for success in senior mathematics. This subject is **recommended** for mathematical methods and specialist maths **but not mandatory**.

	Course Outline	Assessment
Semester 1	<ul style="list-style-type: none"> Algebraic skills and simplification Surds Log Equations Functions and their applications Mathematical Modelling 	1 exam 1 Problem Solving and Modelling Task
Semester 2	<ul style="list-style-type: none"> Statistics Probability Trigonometric equations Matrices and Vectors 	2 exams

Pathways

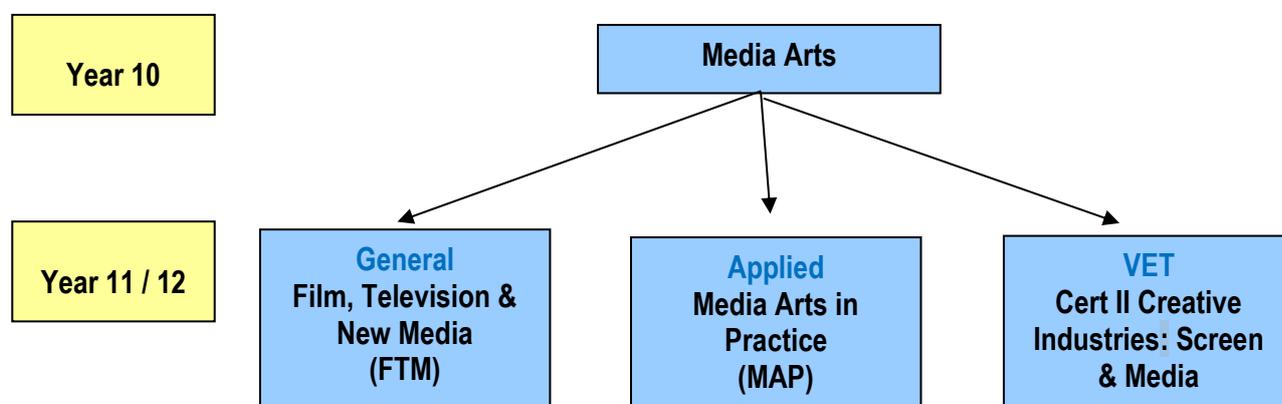


Performing Arts

Media Arts

	Course Outline	Assessment
Semester 1	<p>TEEN Films</p> <p>Investigating Teen Films through the ages</p> <p>Film Codes and Conventions</p> <p>Teen Film Genre Conventions</p> <p>Teen Film Design</p> <p>Screenplay writing</p> <p>Filming and Editing Workshops</p> <p>Teen Film Scene Production</p>	<p>Making</p> <p>Teen Film Design and Screenplay</p> <p>Teen Film Scene Production</p> <p>Responding</p> <p><i>Mean Girls Analysis</i></p>
Semester 2	<p>VIDEO GAMES & THEIR CINEMATICS</p> <p>Video Games Workshops</p> <p>Video Game Action Genre and Conventions</p> <p>Investigating the development of video game cinematics</p> <p>Video Game Cut Scenes as art forms</p> <p>Filming, Editing and Make up Workshops</p> <p>Live Action Cut Scene Design</p> <p>Live Action Cut Scene Production</p>	<p>Making</p> <p>Three column script for a live action scene</p> <p>Live Action Cut Scene</p> <p>Responding</p> <p>Analysis of a live action cut scene</p>

Pathways

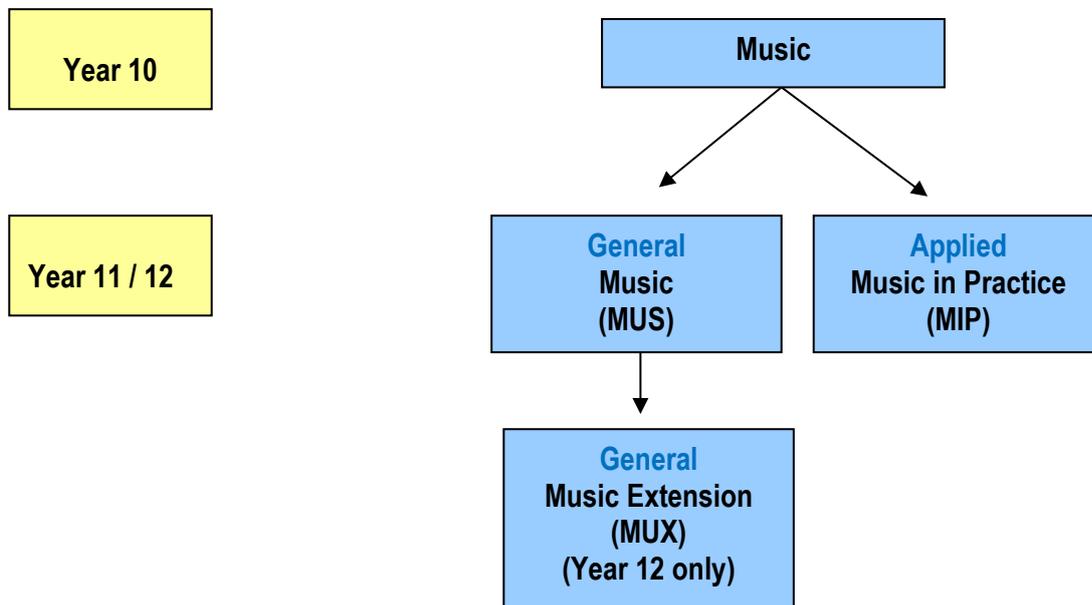


The Arts

Music

	Course Outline	Assessment
Semester 1	<p>Sing Your Life</p> <p>A study of the storytelling elements of songs and the music elements that become part of the narrative.</p> <p>Students compose their own lyrics and set them to music to then perform their original songs as a live performance or recorded audio.</p>	<p>Making</p> <p>Composition of storytelling lyrics to form a narrative song.</p> <p>Performance</p> <p>Performance of the song (live or recorded).</p>
Semester 2	<p>Thinking Outside the Box</p> <p>A study of technological innovations in music and how they have changed the way Music is written, recorded and consumed.</p> <p>Students conceptualise and realise a performance of a piece that features technological innovation.</p> <p>More than meets the eye</p> <p>Film music</p>	<p>Making</p> <p>Detailed written plan to perform a piece of music utilising an item of technology.</p> <p>Performance</p> <p>Performance of a piece of music utilising an item of technology (Composition or Cover).</p> <p>Composition</p> <p>Short musical score for a film</p>

Pathways



Health & Physical Education

Recreation Studies – Sport* (Can only choose ONE Rec. Studies subject)

Curriculum: This subject encompasses aspects of HPE curriculum such as Sport Science, Coaching & Training and Outdoor Education. Students will have the opportunity to experience these areas in a course of study based around physical tasks and practical experiences.

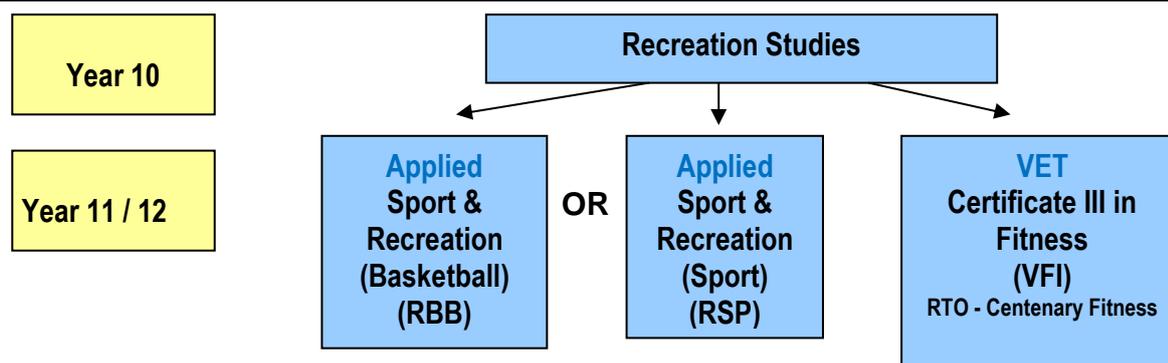
Subject pathway: Participation in Recreation Studies is a pathway to the senior subjects at Bremer SHS of Recreation Studies (Sport), Recreation Studies (Basketball) and Recreation Studies (Outdoor Education).

	Course Outline	Assessment
Semester 1	<p>Unit 1 – Health Benefits of Recreation Analysis of individual and community recreation activities. Development and delivery of school activities to promote greater participation in physical activity.</p> <p>Unit 2 – Outdoor Education Practical understanding of planning and preparing for a camping expedition, bush first aid and camp cooking.</p>	<p><i>Report</i> – development and evaluation of a promotional activity</p> <p><i>Practical</i> – Sports performance</p> <p><i>Exam</i> – camp craft</p> <p><i>Practical</i> - camp craft / orienteering</p>
Semester 2	<p>Unit 3 – Sports Coaching Development of skills to become an expert coach including aspects of planning, communication, feedback leading to player improvement.</p> <p>Unit 4– Tournament organisation Planning and managing a sports tournament for groups of students at Bremer SHS.</p>	<p><i>e-booklet</i> – coaching strategies</p> <p><i>Practical</i> – coaching and sports performance</p> <p><i>Project</i> – tournament plan and evaluation</p> <p><i>Practical</i> – Tournament management and sports performance</p>

Practical activities: Students will participate in a wide range of sports utilising Bremer facilities and equipment. As part of the Recreation Studies course students will also have the opportunity to coach, train and manage other students at Bremer through sporting experiences.

Excursion opportunity: Students will have the opportunity to participate in a multi-day camp during term two's Outdoor Education unit.

Pathways



Health & Physical Education

Recreation Studies – Basketball (Can only choose ONE Rec. Studies subject)

Curriculum: This subject encompasses aspects of HPE curriculum such as Sport Science, Coaching & Training and Outdoor Education. Students will have the opportunity to experience these areas in a course of study based around physical tasks and practical experiences.

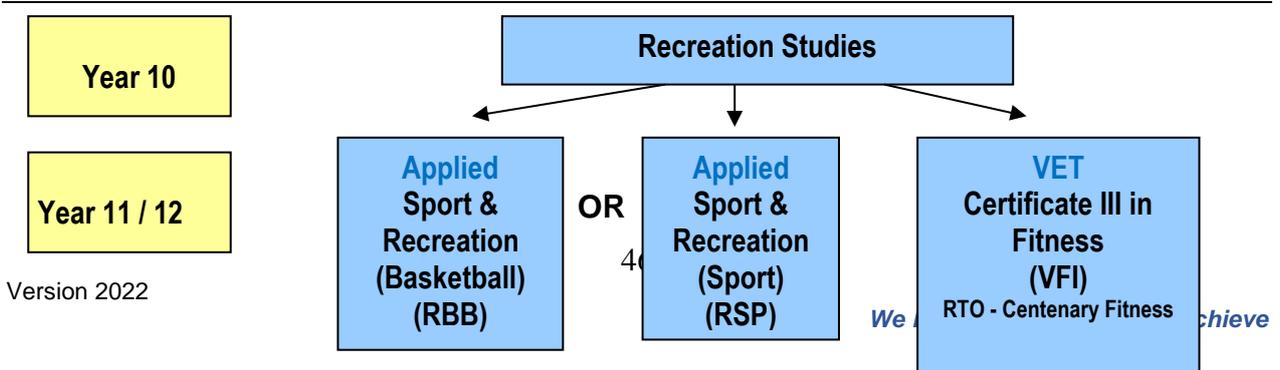
Subject pathway: Participation in Recreation Studies is a pathway to the senior subjects at Bremer SHS of Recreation Studies (Sport), Recreation Studies (Basketball) and Recreation Studies (Outdoor Education).

	Course Outline	Assessment
Semester 1	<p>Unit 1 – Health Benefits of Recreation Analysis of individual and community recreation activities. Development and delivery of school activities to promote greater participation in physical activity.</p> <p>Unit 2 – Training for fitness This module develops the students’ knowledge and understanding of fitness & training and evaluate their ability to improve performance or strength. The students’ will create a training program and demonstrate their knowledge to deliver a physical performance.</p>	<p><i>Report</i> – development and evaluation of a promotional activity</p> <p><i>Practical</i> – Sports performance</p> <p><i>Exam</i> – Training Principles</p> <p><i>Practical</i> - Sports performance</p>
Semester 2	<p>Unit 3 – Sports Coaching Development of skills to become an expert coach including aspects of planning, communication, feedback leading to player improvement.</p> <p>Unit 4– Tournament organisation Planning and managing a sports tournament for groups of students at Bremer SHS.</p>	<p><i>e-booklet</i> – coaching strategies <i>Practical</i> – coaching and sports performance</p> <p><i>Project</i> – tournament plan and evaluation</p> <p><i>Practical</i> – Tournament management and sports performance</p>

Practical activities: Students will participate in a wide range of sports utilising Bremer facilities and equipment. As part of the Recreation Studies course students will also have the opportunity to coach, train and manage other students at Bremer through sporting experiences.

Excursion opportunity: Students will have the opportunity to participate in a multi-day camp during term two’s Outdoor Education unit.

Pathways



Health & Physical Education

Sports Science

Curriculum: Sport Science investigates how the human body and mind reacts to exercise and how we can maximise our sporting performance. Throughout the course students will study influences on sport participation and how minor changes in technique or training can have the greatest benefits.

Subject pathway: The course is designed as a pathway to Senior Physical Education and provides an excellent base of knowledge and learning for Year 11 and 12.

	Course Outline	Assessment
Semester 1	<p>Unit 1 - Motor Learning How do we learn new skills? What is the difference between an expert and a beginner? What does it take to become an elite athlete?</p> <p>Unit 2 - Exercise Physiology This unit investigates energy sources for exercise, training methods, training principles and the use of video analysis. Students evaluate performance and recommend changes to improve peak performance.</p>	<p><i>Exam</i> – effect of motor learning on performance <i>Practical</i> – sports performance</p> <p><i>Research assignment</i> – training program design and evaluation <i>Practical</i> – sports performance</p>
Semester 2	<p>Unit 3 – Barriers to sport participation Some sports are very popular while others have only a very small participation base. This unit will examine a variety of influences on participation rates in sport and physical activity.</p> <p>Unit 4 - Biomechanics The science of biomechanics helps to explain why some students can kick, throw, jump or run further, higher and faster than other students. What effect can technique have on performance?</p>	<p><i>Investigative report</i> – analysis of barriers to participation at Bremer SHS <i>Practical</i> – sports performance</p> <p><i>Exam</i> – evaluation of personal physical performance <i>Practical</i> – sports performance</p>

Practical activities: Students participate in a range of activities which may include golf, tennis, badminton, volleyball, touch, futsal, AFL and netball. These physical tasks are related to content covered in theory lessons.

Pathways



Year 11 / 12

**General
Physical Education
(PED)**