

BREMER
STATE HIGH SCHOOL



Year 10
Curriculum Handbook
2022



Bremer State High School

Year 10 Curriculum Handbook 2021

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.

Jennifer Skeahan
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. **Students MUST successfully complete Careers Program Certificates before 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 ▪ Careers Program 	<ul style="list-style-type: none"> ▪ Health and Physical Education ▪ Industrial Technology and Design ▪ Language Other Than English (LOTE) ▪ Science ▪ Social Science ▪ Technology ▪ The Arts

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

Careers Program - Vocational Education and Training (VET) Subjects are mandated for all students as a part of our Careers Program. The course involves a Certificate II qualification as well as a general introduction to workplace issues such as Workplace Health and Safety, working in teams, and employee/employer rights and responsibilities. Other VET subjects may be offered within specific curriculum areas. Successful completion of these subjects contributes credits towards the Queensland Certificate of Education (QCE).

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

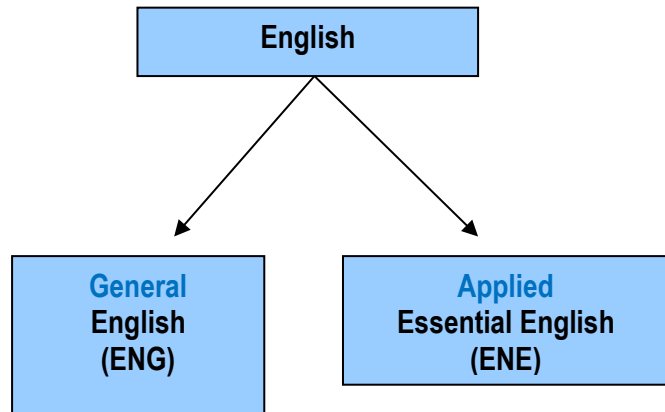
In English, students will develop understandings about literary, mass media and everyday texts, language use and associated literary practices. The learning outcomes for English in the National Curriculum require students to present their understandings in both written and spoken form.

	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

Year 10

Year 11 / 12

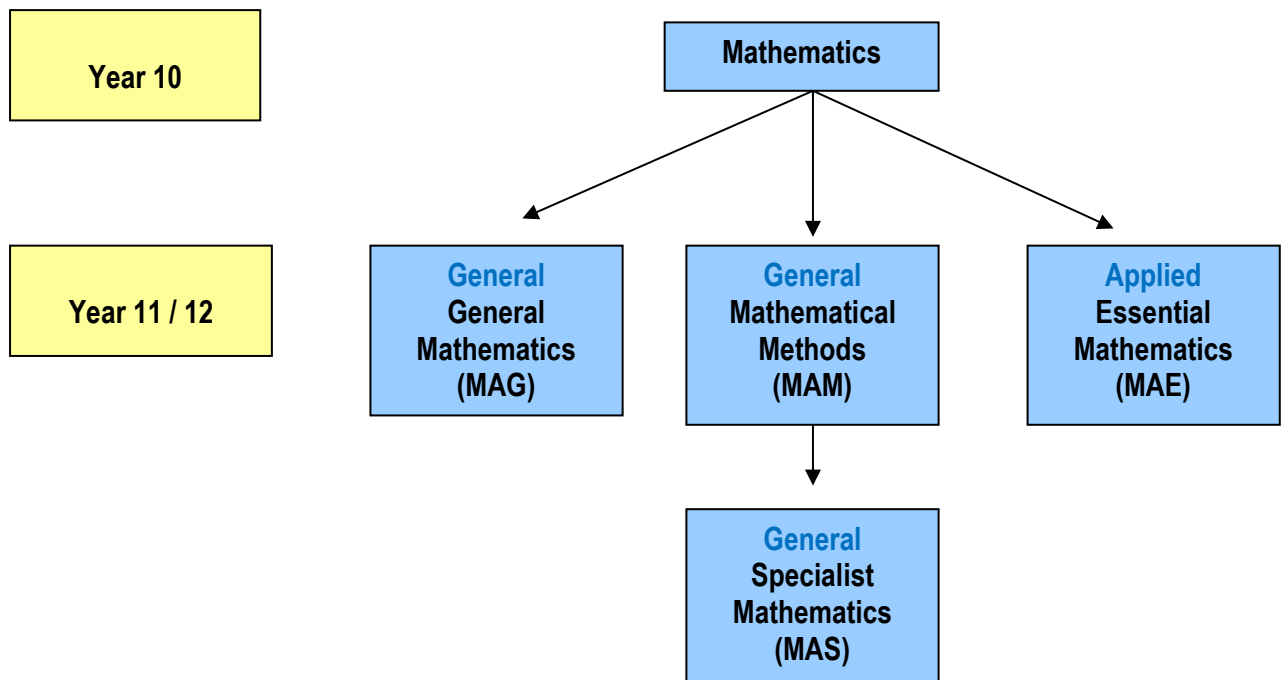


Mathematics

This course is designed for students in Year 10 who have demonstrated a satisfactory standard of Mathematics in Year 9. 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"> • Trigonometry • Introduction to Maps • Grid bearings and true bearings & math basics • Pythagoras Theorem • Surface Area & Volume • Patterns & Algebra 	<p>1 Exam per Semester</p> <p>1 Assignment per Semester</p>
Semester 2	<ul style="list-style-type: none"> • Linear and Non Linear Equations • Graphs and Linear Equations • Data • Geometry • Chance & Data 	<p>1 Exam per Semester</p> <p>1 Assignment per Semester</p>

Pathways



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.

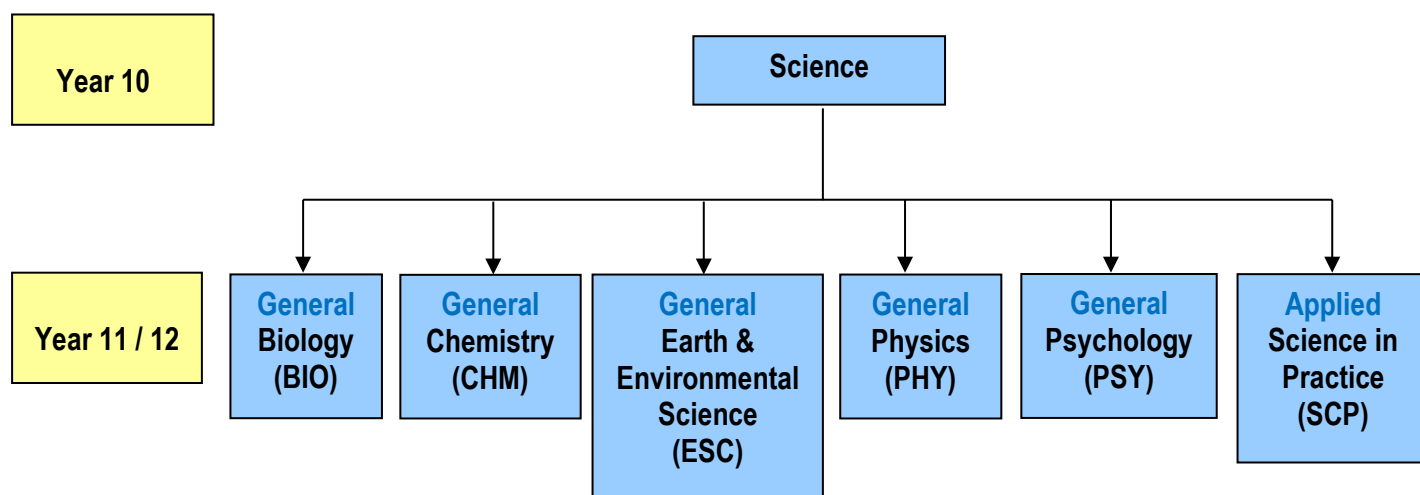
Course Outline:

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

- Biology
- Chemistry
- Physics
- Earth Science

	Course Outline	Assessment
Semester 1	Term 1 Physics	Student Prac Report Competency Task – Prac Booklet
	Term 2 Genetics and Evolution	End of Term Assessment – Exam
Semester 2	Term 3 Chemistry	End of Term Assessment – Scientific Prac Report – Student Experiment
	Term 4 Earth and Space	End of Term Assessment – Exam

Pathways



Careers Program

VET

FSK20119 – Certificate II in Skills for Work & Vocational Pathways

Students will undertake FSK20113 - Certificate II in Skills for Work and Vocational Pathways. On successful completion of these Certificates, students are awarded four (4) points towards their Queensland Certificate of Education.

This is a Vocational Education & Training (VET) Nationally Recognised Training course and has been designed to support achievement of vocational competency that students can gain entry level skills for office administration positions across various industries.



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Completing the Certificate II in Skills for Work and Vocational Pathways allows students to:

- Use a range of business information technologies
- Acquire the knowledge, reasoning processes, skills and attitudes necessary for functioning in the workplace
- Develop effective work team, personal and interpersonal communication skills
- Develop basic skills and knowledge to prepare for work

Course Outline	
FSK20119 - Certificate II in Skills for Work and Vocational Pathways	
Code	Unit of Competency
FSKLRG011	Use routine strategies for work-related learning
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM007	Interact effectively with others at work
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work
FSKNUM016	Interpret, draw and construct routine 2D and 3D shapes for work
FSKNUM017	Use familiar and routine maps and plans for work
FSKNUM018	Collect data and construct routine tables and graphs for work
BSBITU202	Create and use spreadsheets
BSBTEC303	Create electronic presentations
BSBWHS211	Contribute to the health and safety of self and others

Students will undertake competency based assessment towards the achievement of the Certificate.

Competency based assessment is the process of gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

Students will also undertake a range of practical tasks as part of their assessment program.

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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.

Social Science

Ancient and Medieval Studies

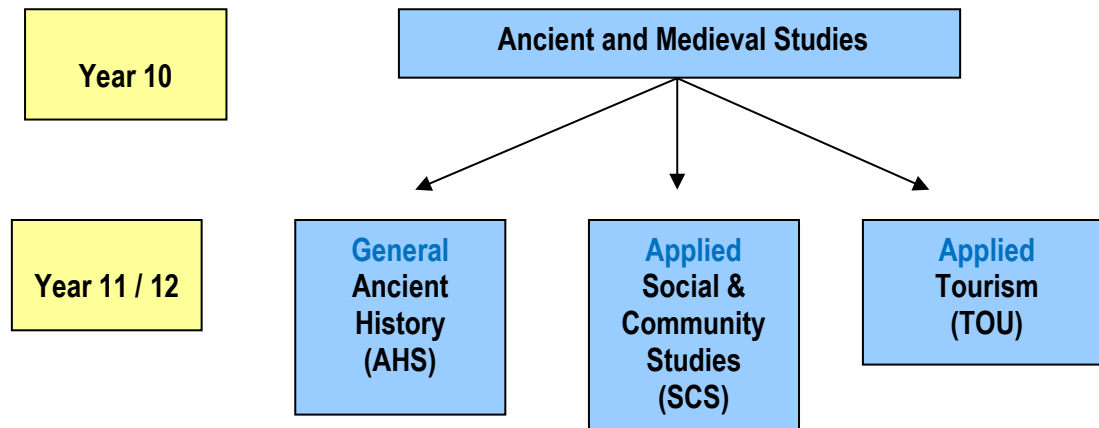
The Gods, the Gore and the Glory

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 Test</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 – Essay in response to historical sources</p> <p>Task 4: Extended Response – Research Investigation</p>

Pathways



Visual Arts

Art, Craft & Design (ACD)

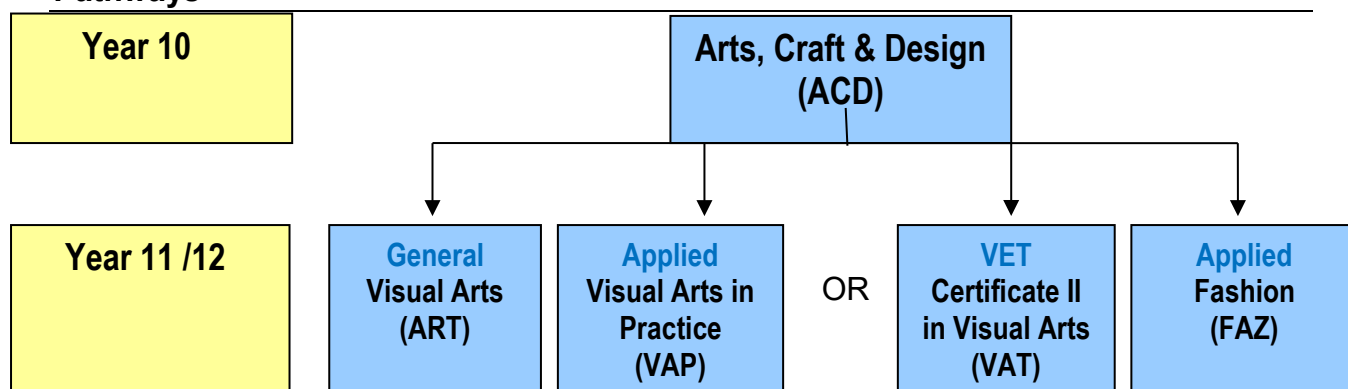
This Visual Art course aims to introduce students to the many ways to develop artistic skills in **Arts, Crafts and Design** and think deeply about their own contemporary visual art practice using a wide range of diverse creative processes and media techniques, ideas, concepts and contexts.

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 Media 2. 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 Work 2. 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 development 2. Visual Journal ideas development 3. 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 Work 2. 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.

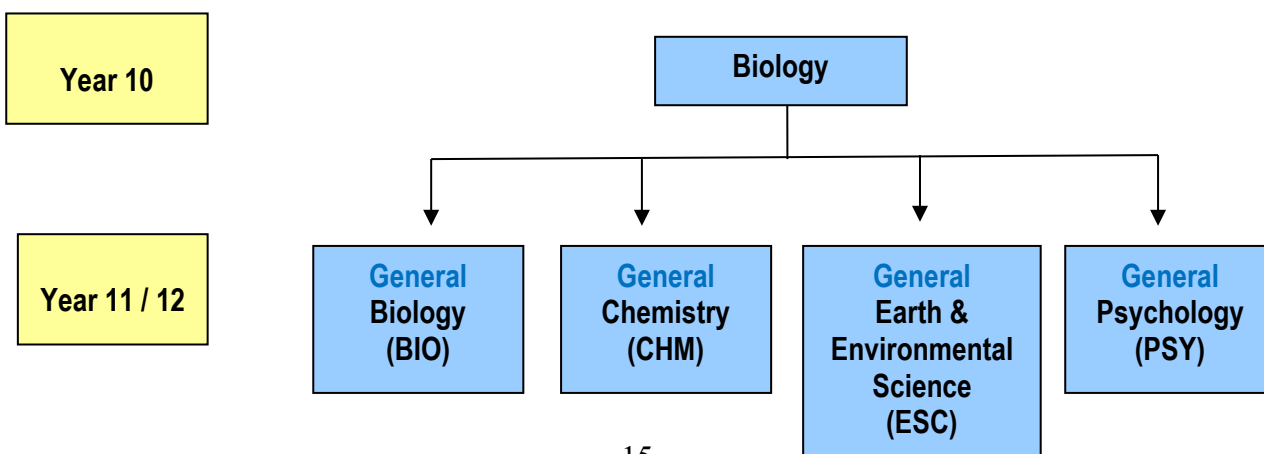
This course consists of but is not limited to the following areas of study:

- 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



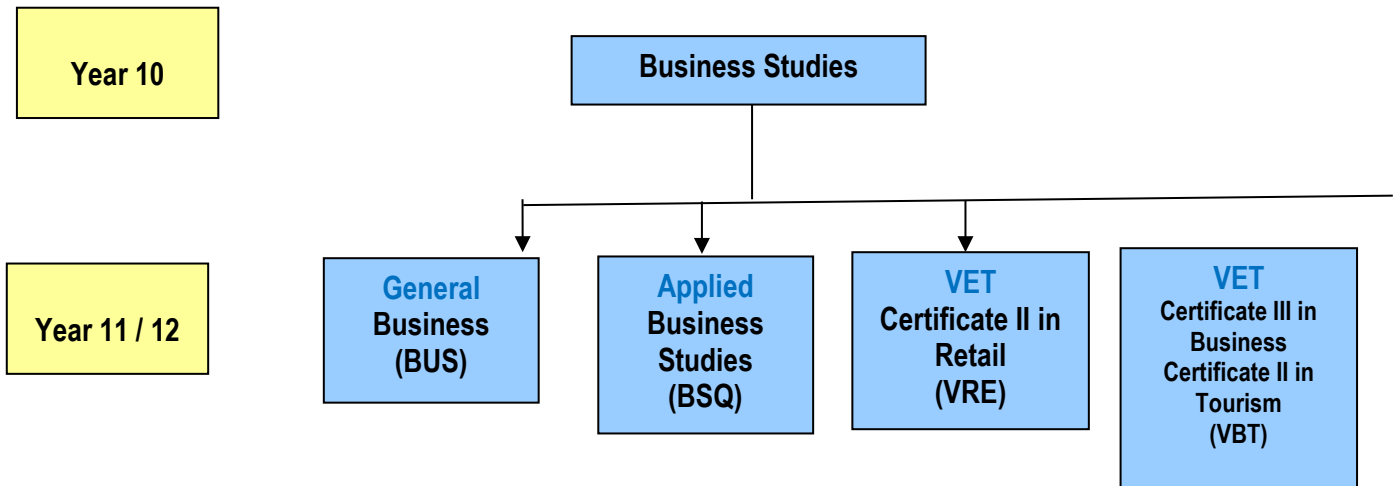
Technology

Business Studies

Business Studies is designed to provide students with an early introduction to the skills required in consumer businesses. Elements involved within this course include Marketing Management, Financial Administration, Establishing a Retail Environment, and Media Management. Students will be required to perform a range of skills from these areas in a number of contexts, ultimately testing their ability for future business study and career pathways.

	Course Outline	Assessment
Semester 1	Introduction to Business Studies Business Marketing	Research Project Marketing Proposal
Semester 2	Business Feasibility Study \$20 Boss Entrepreneurship Program	Case Study Project Immersive Projects

Pathways



Visual Arts

VET

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.

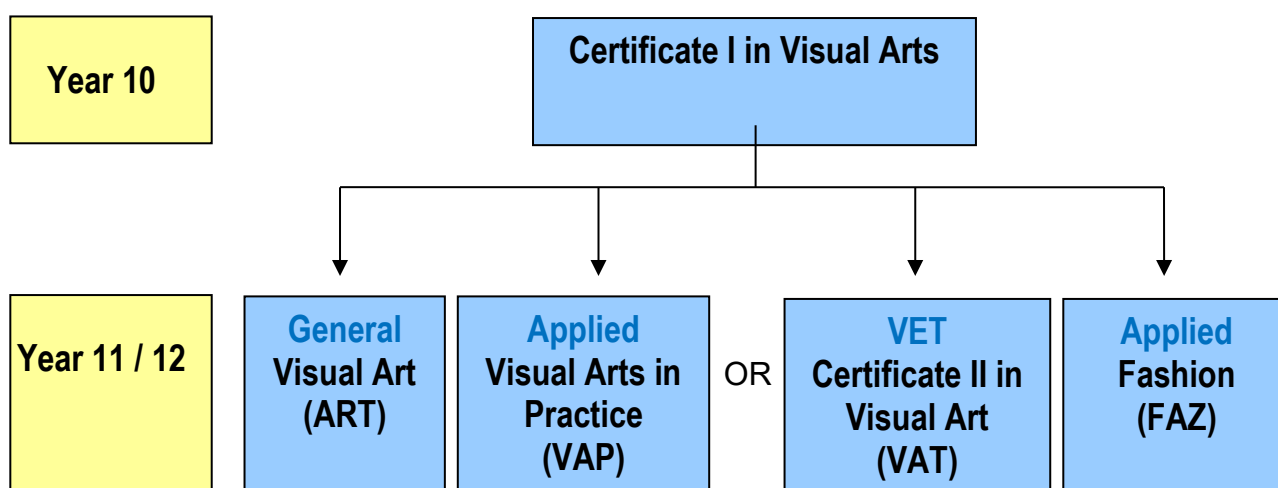
	Course Outline	Assessment
CUA10320 – Certificate I in Visual Arts		
Semester 1		
Term 1: Developing individual creative practices	Artists Worksafe in the studio: Artists working with income producing creative projects Elusive Dream: Interpreting and developing own forms of Fantasy Art, Surrealism and 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	
BSBWHS201	Contribute to health and safety of self and others
BSBCMM101	Apply basic communication skills
CUAACD101	Use basic drawing techniques
CUAPPR101	Use ideas and techniques to develop creative work
ICTICT104	Use digital devices
MSMPCII297	Make an object from cloth using an existing pattern

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Pathways



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:

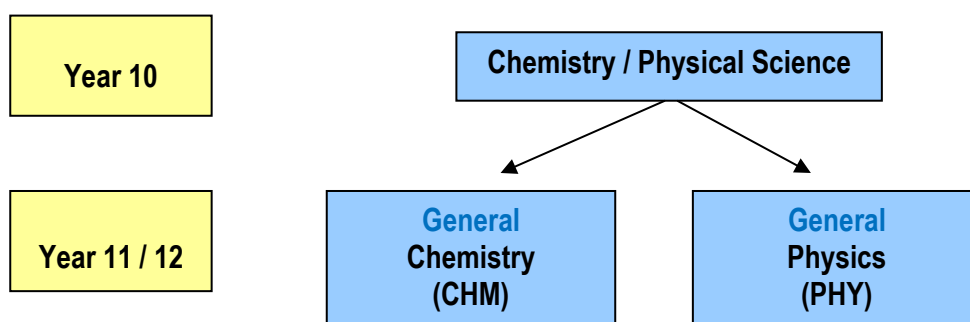
This course consists of but is not limited to the following areas of study:

- 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: Acid-Based Titration Unit Two: Organic Chemistry	Student Experiment Data Exam
Semester 2	Unit Three: Electricity and Circuitry Unit Four: Forces and Motion	Research Investigation End of Semester Knowledge Exam

Pathways



Social Science

Civics in Action

Issues of the Modern World

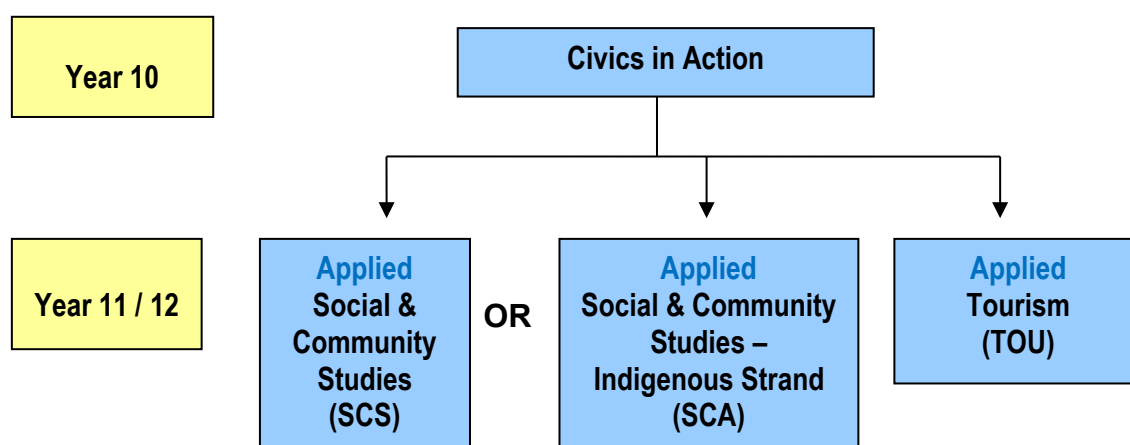
The world is constantly evolving and changing as the demands of society and the environment continue to expand. As a result, people are required to change, update, develop and learn based on the changing needs of the world in which we live. For this reason, developing an understanding of some the key demands facing society allows students to gain a detailed understanding of the challenges and opportunities facing us as individuals and as a whole.

This course is designed to provide Year 10 students with an understanding of issues facing humanity in 2021 and beyond. This course will develop skills in analysis, explanation and justification and will assist in applying these skills in other subjects and prepare students for studying SOCOS and Tourism in Year 11 and 12. It will also allow students to closely analyse issues facing humanity to develop them as global citizens and exhibit their Bremer Pride values.

	Course Outline	Assessment
Semester 1	<p>Term 1 Social Issues of the Modern World The unit will begin with a focus on the creation and disposal of waste and rubbish which will culminate in students organising and running a Clean Up Australia Day activity at Bremer SHS. This will also allow student to achieve the extra-curricular dimension required for Bremer Pride Level 2.</p> <p>Term 2 Environmental Issues of the Modern World Students will analyse key issues facing the environment and the potential impacts the have on humanity. These will include a focus on climate change, rising sea levels, access to drinking water and renewable energy sources.</p>	<p>Task 1: Advertisement Campaign – Clean Up Oz Day</p> <p>Task 2: Inquiry Report</p>

Semester 2	<p>Term 3 Current Legal Issues The third term will focus on the needs of different groups and individuals and their fight for recognition or freedoms not currently recognised in Australia’s legal climate. This will include a focus on contemporary topics such as: Gay marriage, Euthanasia, Capital punishment, Abortion, One-punch kills laws, Lockout laws.</p> <p>Term 4 Legal Investigation The on-going and current debate on the previous topics will allow students to engage in their own investigation and will allow students to research a legal topic of their choosing and recommend potential changes and their impacts. Students will take ownership of a legal issue and investigate issues and potential solutions.</p>	<p>Task 3: Response to Stimulus – Short Response</p> <p>Task 4: Inquiry Report</p>
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Pathways



Science

Coding, Robotics and Problem Solving

Do you enjoy a challenge? Does thinking creatively, solving problems, and learning something new excite you? Are you interested in robotics, computer programming or electronics? If you answer yes to any of these, then this subject is for you!

This course requires the students to have achieved a C or higher in Year 9 Maths and/or Science, due to the numeracy demands of the subject. Students will be learning and applying a coding language in this course.

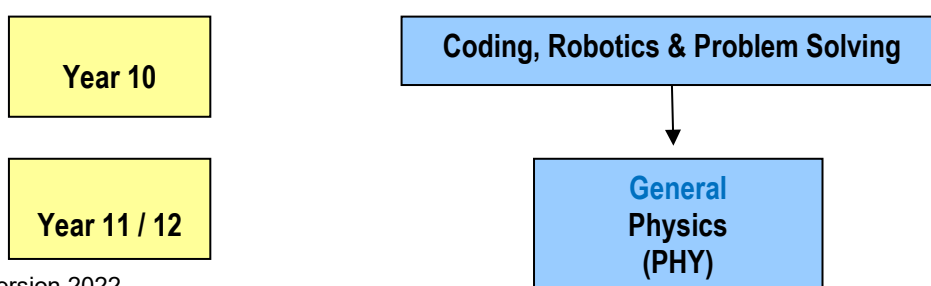
Course Outline:

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

- Lego Robotics
- Circuit Design
- Arduino Microprocessor Programming

	Course Outline	Assessment
Semester 1	<p>Lego Robotics</p> <ul style="list-style-type: none"> - Lego with a brain! Program autonomous robots that interact and respond to their environment. <p>RobotC</p> <ul style="list-style-type: none"> - Provides a C-based language for robot programming. 	<p>It is anticipated that assessment will mostly consist of individual and group project work, involving both practical and written components.</p> <p>For example, you could be given a challenge, such as programming a robot to sort smarties into their different colours.</p>
Semester 2	<p>Circuit Design</p> <ul style="list-style-type: none"> - Design and construct electronic circuits. <p>Arduino Microprocessor Programming</p> <ul style="list-style-type: none"> - Control the world... or at least a small part of it, with a user programmable computer that fits in the palm of your hand. <p>Personal Project</p> <ul style="list-style-type: none"> - Choose your own adventure. 	<ul style="list-style-type: none"> • Practical - marked on how well your robot does its job. • Written – explanation of your program, and how it works. <p>Assessment may also include some exams, testing your understanding of the theory behind the fun!</p>

Pathways

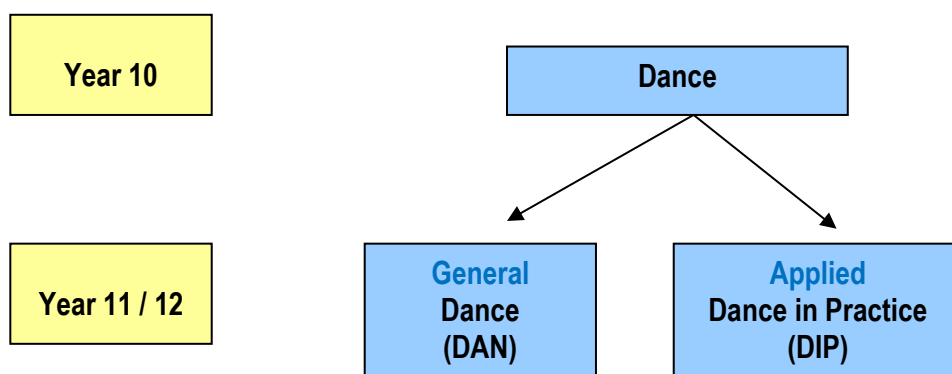


Performing Arts

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



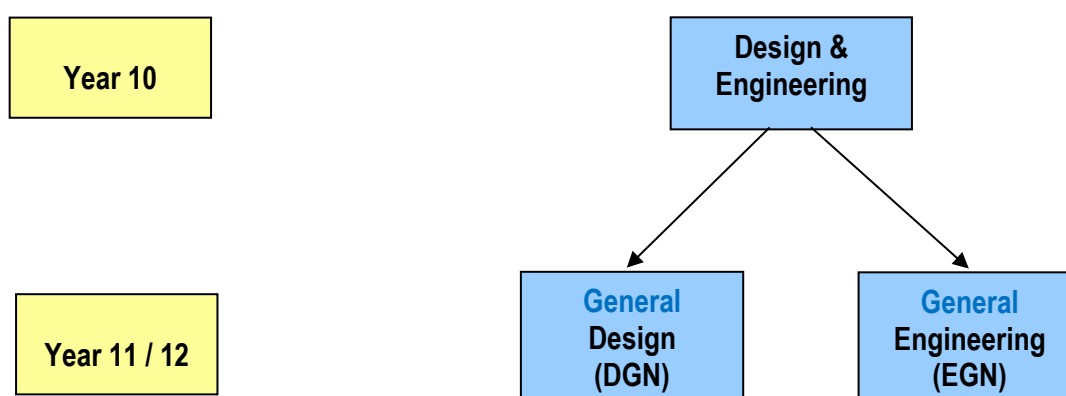
Industrial Technology & Design

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	Design – Pinball Machine Design and Engineering principles, Material properties, WH&S Procedures, Wood Processes, CAD/CAM processes	Project Realisation Design Folio
Semester 2	Engineering - Tower Design and Engineering principles, Material properties, WH&S Procedures, Plastic processes, Laser technology and 3D printer processes	Project Realisation Design Folio

Pathways

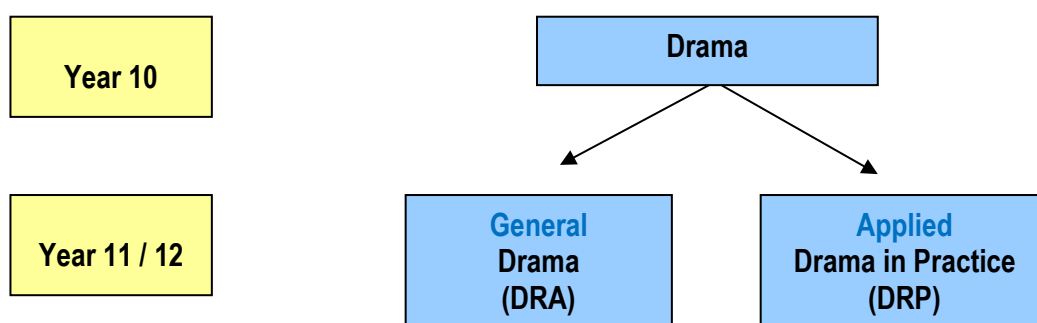


Performing Arts

Drama

	Course Outline	Assessment
Semester 1	<p>Teenaged Drama: focussing on the people, places, situations, issues and feelings that teenagers encounter in their lives.</p> <p>Focussed Study of play <i>X-Stacy</i> Analysis of script Activities based around the script: concepts, scenarios, characters etc... with the script. Practical Learning Activities with thematic links Roleplaying Improvising Development of Ensemble skills</p>	<p>Making</p> <p>Roleplays Scripted performance of a scene from the play.</p> <p>Responding</p> <p>Written analytical response to the text.</p>
Semester 2	<p>Acting for Screen</p> <p>Develop an understanding of the requirements of screen acting</p> <p>Workshop screen acting techniques and strategies</p> <p>Focus on different approaches to screen acting by different performers</p> <p>Experiment with camera set ups</p>	<p>Making</p> <p>Screen reel creation</p> <p>Journal-mapping process</p> <p>Multimodal presentation about an actors performance in a film scene</p>

Pathways



Social Science & LOTE

German

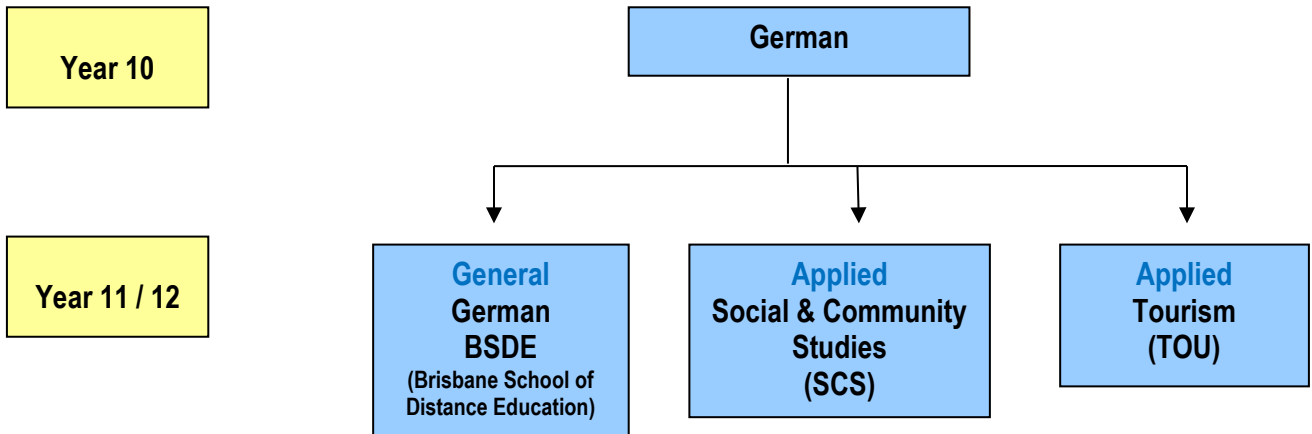
Germany – more than just Sauerkraut

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

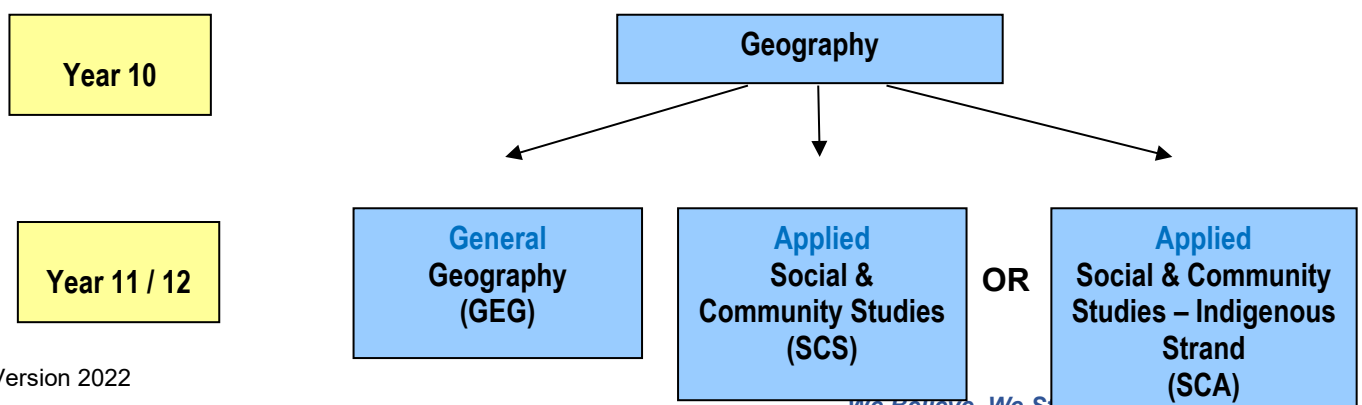
Geography

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.

Purpose of the Course: To provide students with an opportunity to study Geography at Year 10 level in preparation for studying the subject in Senior.

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.</p> <p>In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> • <i>How can spatial variation between places and changes in environments be explained?</i> • <i>What management options exist for sustaining human and natural systems into the future?</i> • <i>How do world views influence decisions on how to manage environmental and social change?</i> 	<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.</p> <p>In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> • <i>How can the spatial variation between places and changes in environments be explained?</i> • <i>What management options exist for sustaining human and natural systems into the future?</i> • <i>How do world views influence decisions on how to manage environmental and social change?</i> 	<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



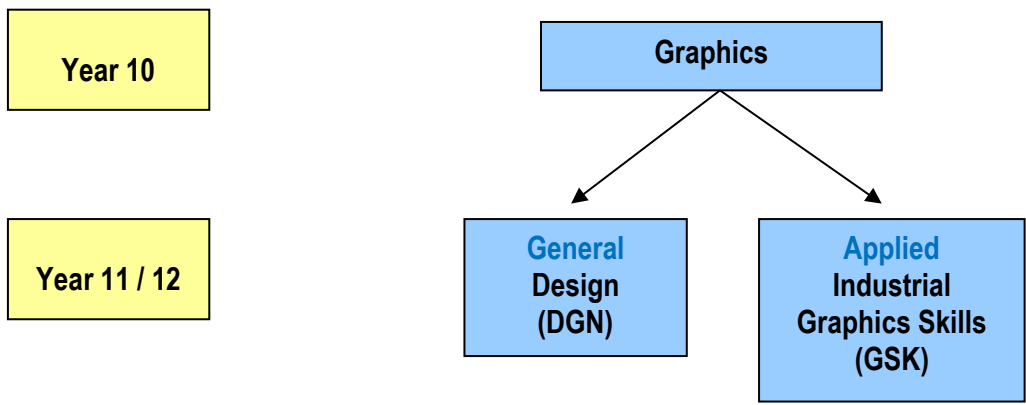
Industrial Technology & Design

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 & Physical Education

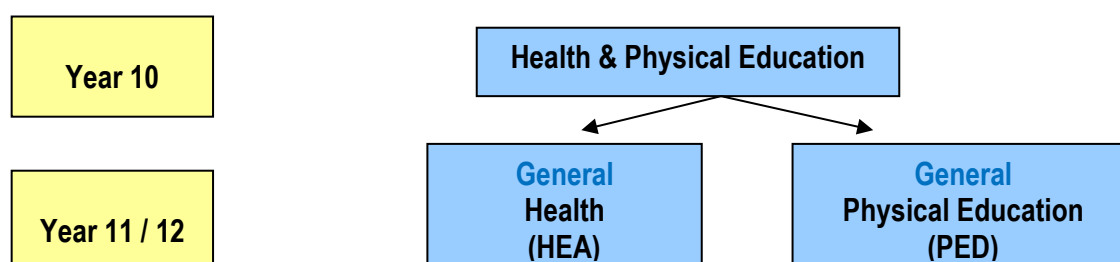
Curriculum: This subject is an opportunity for students to explore aspects of good health. Students will have the opportunity to develop actual projects which can be implemented at Bremer SHS to improve identified health issues. The identification of the issues and the type of project required will be student-centred and involve both individual and group work.

Pathway: The course is designed as a pathway to both Senior Health Education AND 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 – 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 – Equity and Dance Focus Area – Rhythmic and Expressive activities Practical – Cultural Dance</p> <p>Unit 4 Title – Road Safety Focus Area – Safety Practical – Netball/Basketball</p>	<p><i>Practical Folio</i> – Cultural dance</p> <p><i>Investigation</i></p>

Practical activities: Students participate in practical lessons which foster enjoyment and lifelong participation in physical activity. Focus in these lessons are on fun, socialisation and inclusivity for all.

Pathways



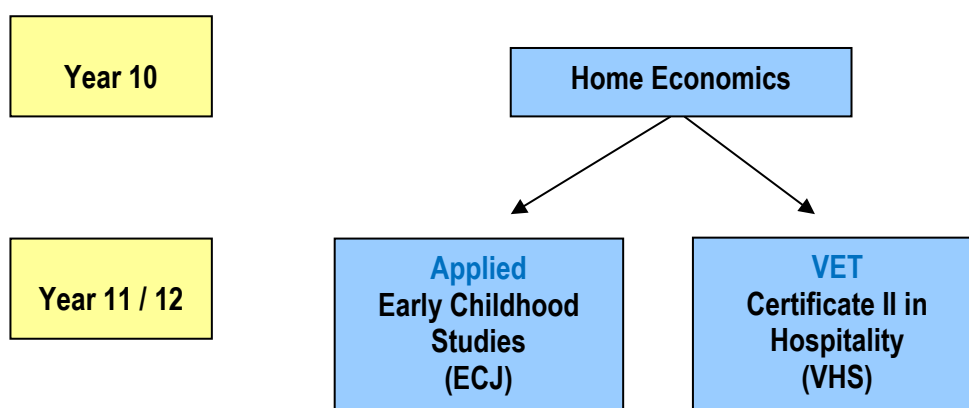
Technology

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. 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	Practical Tasks In Class Assignment Theory Exam
Semester 2	Sew Sustainable	Practical Tasks In Class Assignment Theory Exam

Pathways



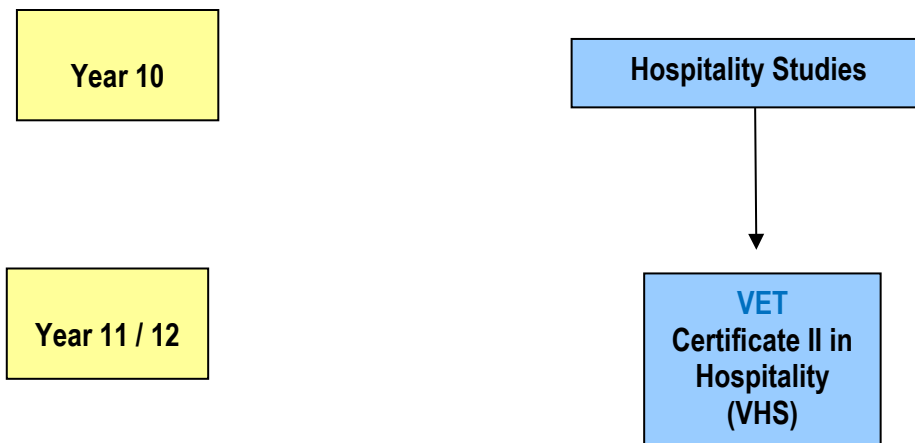
Technology

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	Examination – Hygiene & Safety
	Food Trends	Project – Folio and Practical- Food Trends
Semester 2	Café Cultures	Project – Folio and Practical – Simulated Café
	Celebrations	Project – Folio and Practical – High Tea

Pathways



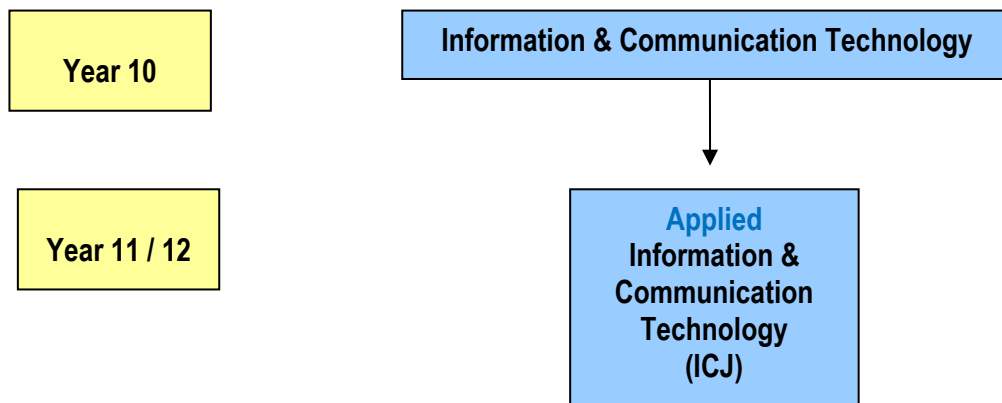
Technology

Information & Communication Technology

Information and Communication Technology refers to the creation, manipulation, storage, retrieval and communication of information and to the range of technological devices and systems used to perform these functions. The course of study emphasises human– computer interaction, and the legal social and ethical issues associated with the use of information technology.

	Course Outline	Assessment
Semester 1	<p>Computer Systems - (Hardware components, Operating systems, Networking)</p> <p>Introduction to Programming - (Concepts, Design, Diagrammatic Representations, Robot Challenge)</p>	<p>Practical Tasks</p> <p>Development Project 1</p>
Semester 2	<p>Introduction to Object Oriented Programming - (Design, Programming Environment, Simple Controls and Programming Techniques)</p> <p>Mobile Applications Development - (Platforms, Design, Development Tools, Techniques, Information Systems)</p>	<p>Development Project 2</p> <p>Development Project 3</p>

Pathways



Social Science

Legal Studies

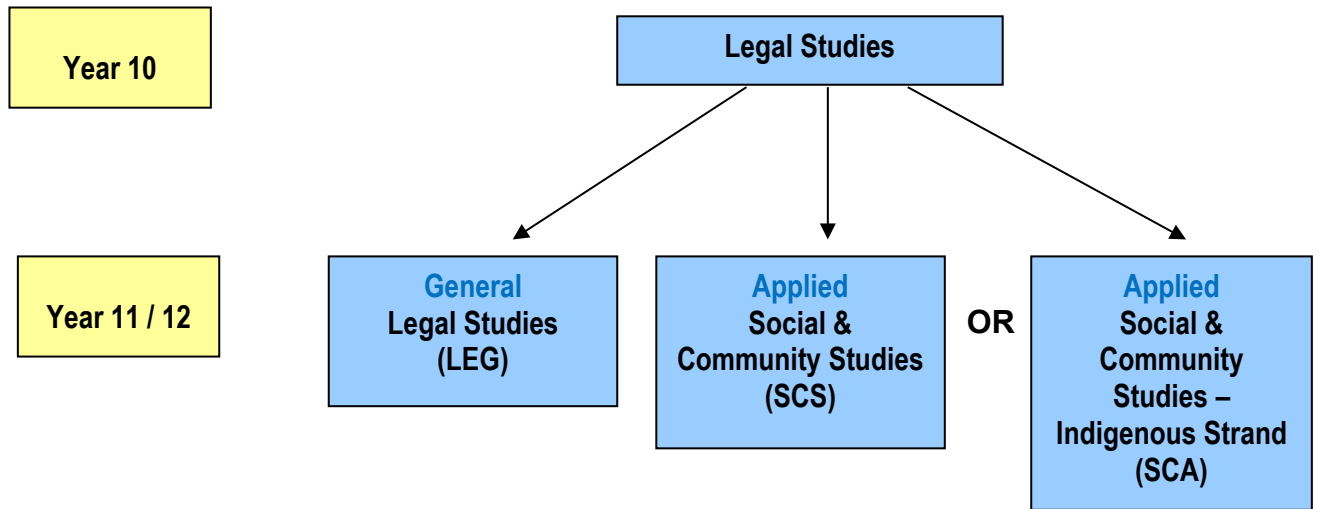
Legal Studies: The Justice League - You and the Law

“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



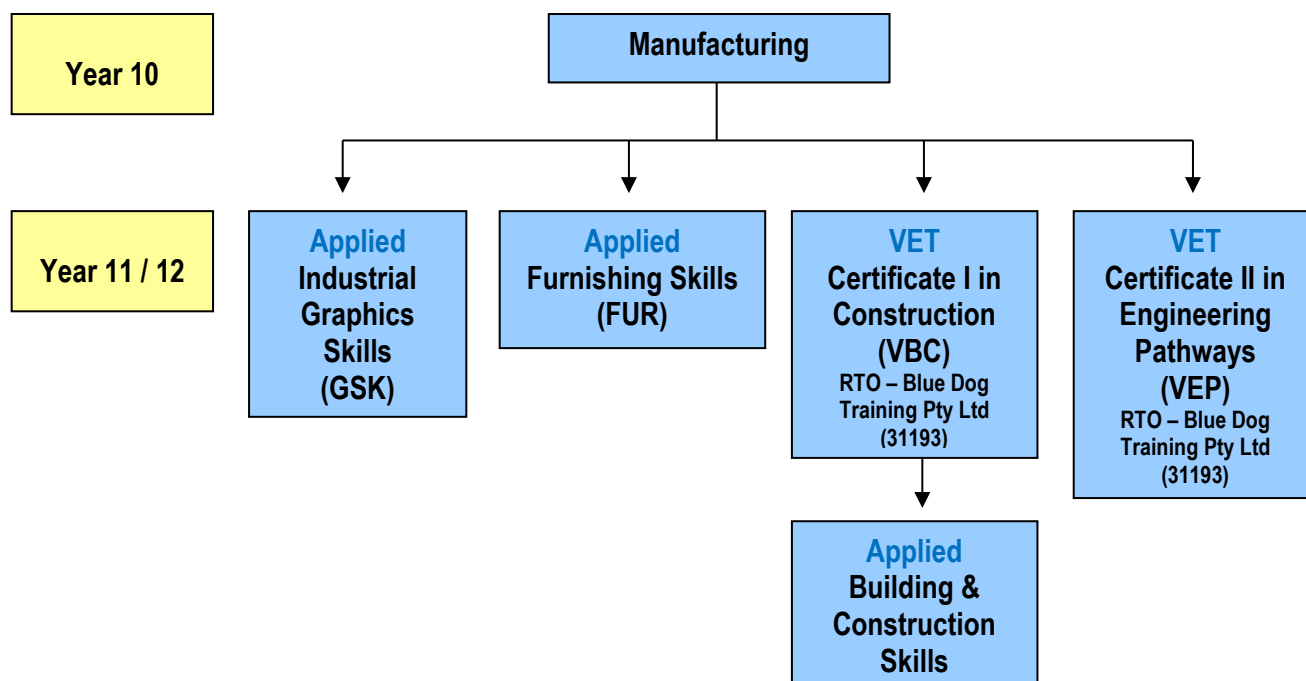
Industrial Technology & Design

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 – Storage Device Project 3 – Bottle Opener Theory Booklets

Pathways

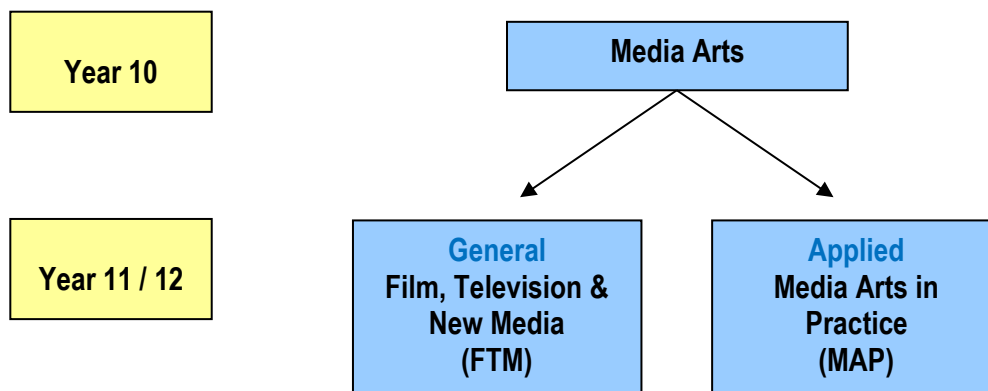


Performing Arts

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</i> Analysis</p>
Semester 2	<p>VIDEO GAMES</p> <p>Investigating the development of video games</p> <p>Video Games and Consoles Workshops</p> <p>Video Game Genre and Conventions</p> <p>Target Audience</p> <p>Exploration of Video Gaming Issues: addiction, gender representation, violence</p> <p>Video Games cut scenes</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



Social Science

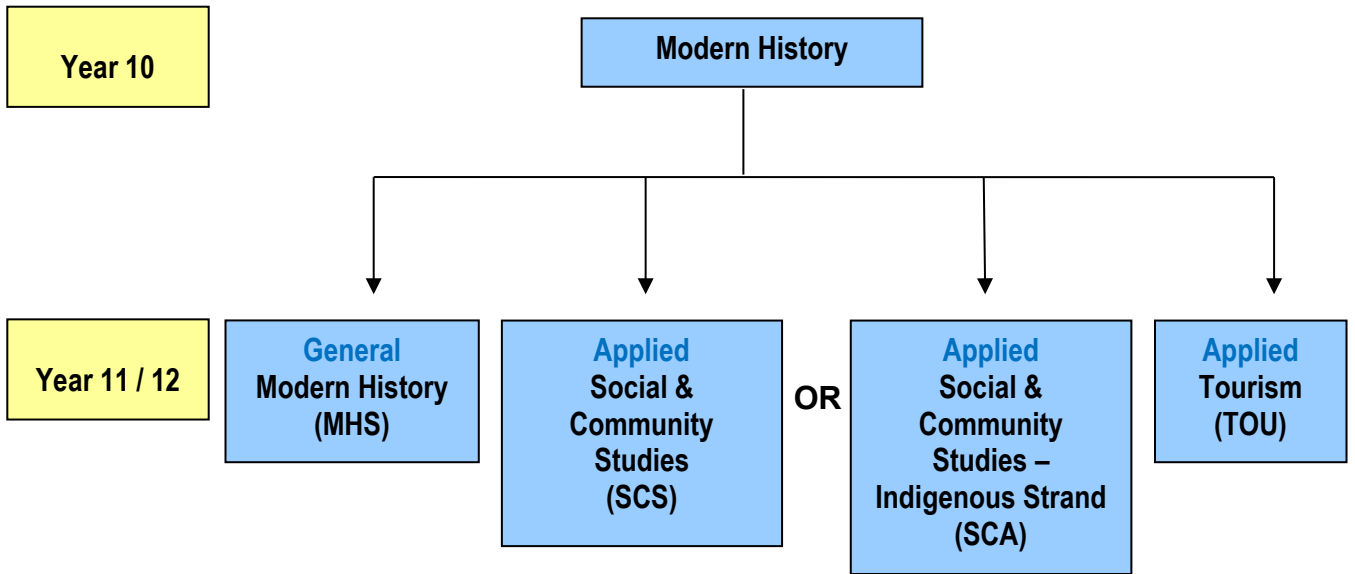
Modern History**20th Century – the Age of Extremes**

“Those who cannot remember the past are condemned to repeat it” – George Santayana. The Year 10 Modern History curriculum provides a study of 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.

This course is designed for students with an interest in the 20th Century and the immense changes that took place during the years 1900-2000. It will provide students with a firm understanding of the requirements needed for success in Modern History in Years 11 and 12 through both knowledge and skills development. It will also provide insights for further education in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, social sciences, writing, academia and research.

	Course Outline	Assessment
Semester 1	<p>Term 1 The Rise of Nazi Germany Students will gain historical analysis skills through the rise of Nazism in Germany. This will include a focus on the Treaty of Versailles, the Roaring 20’s and the Great Depression.</p> <p>Term 2 World War 2 Students investigate wartime experiences through a study of World War II. Topics will include the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.</p>	<p>Historical Source Investigation</p> <p>Short Response to Historical Sources</p>
Semester 2	<p>Term 3 The Cold War Students will investigate the nature of the Cold War and Australia’s involvement in Cold War and post-Cold War conflicts with a particular focus on Vietnam.</p> <p>Term 4 Rights and Freedoms The final term will focus on investigating struggles for human rights. Students will focus on how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.</p>	<p>Extended Response to Historical Sources</p> <p>Historical Source Investigation</p>

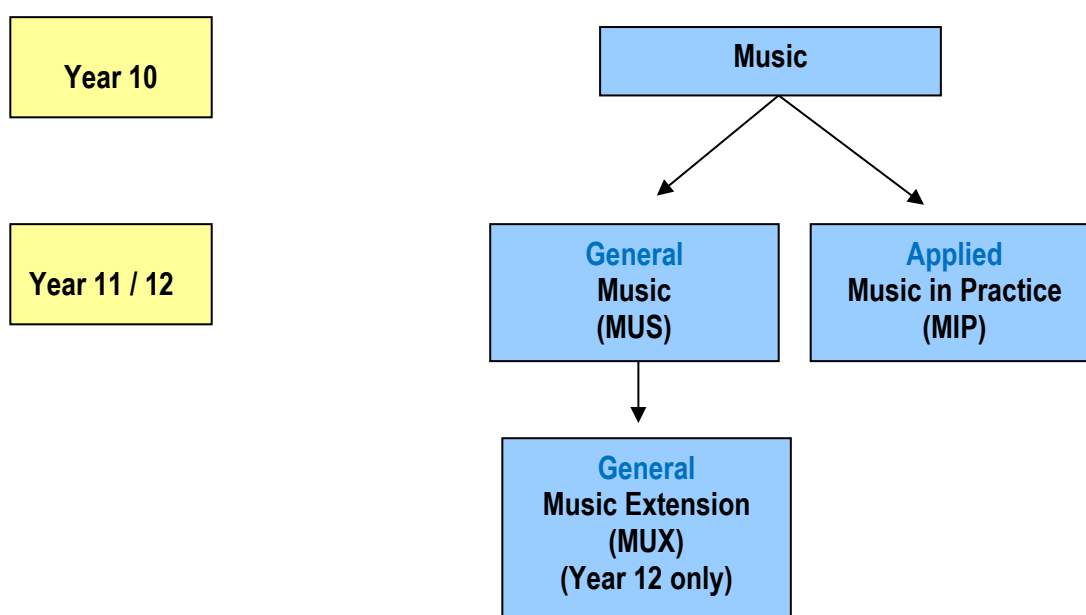
Pathways



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

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.

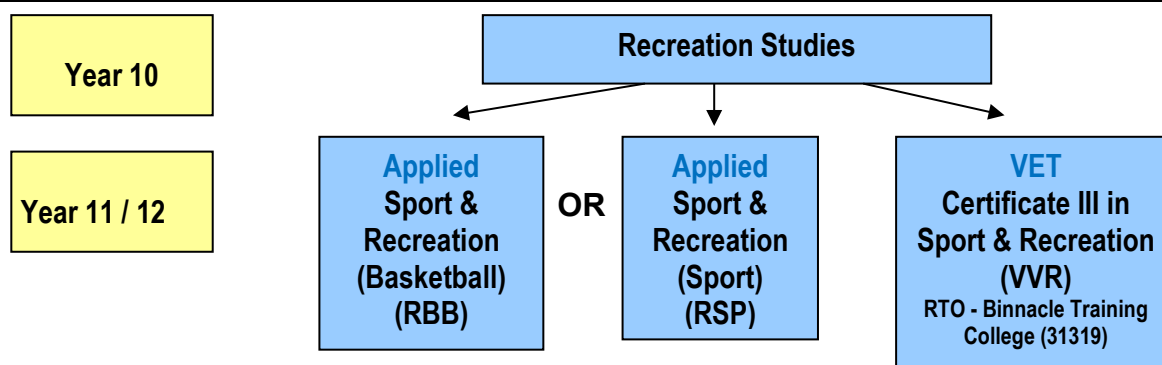
Subject pathway: Participation in Recreation Studies is a pathway to the senior subjects at Bremer SHS of Recreation Studies (Sport), Recreation Studies (Basketball) and Recreation Studies (Outdoor Education).

	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

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

