

BREMER
STATE HIGH SCHOOL



Year 10 Curriculum Handbook
2018

2019 Year 11 – ATAR /QCE

Bremer State High School

Year 10 Curriculum Handbook 2018

Principal's Message

At Bremer State High School, we assist students to complete their secondary education by helping them to plan their future. This plan 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 both 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.

Kay Louwrens
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:

- English (3 x 70 minute lessons for 2 Semesters)
- Mathematics (3 x 70 minute lessons for 2 Semesters)
- Careers Program (3 x 70 minute lessons for 2 Semesters)
- Science (2 x 70 minute lessons for 2 Semesters)
- 3 optional subjects (3 x 70 minute lessons for 2 Semesters)

Students will select three elective subjects for the year from the following learning areas:

- 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 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

SAS – Subject Area Syllabus

School based subjects are developed from Subject Area Syllabuses (SES) and when successfully completed contribute four credits toward the Queensland Certificate of Education (QCE). The subjects are commonly more practical and involve in-school assessment and classwork.

ATAR – Australian Tertiary Admission Rank

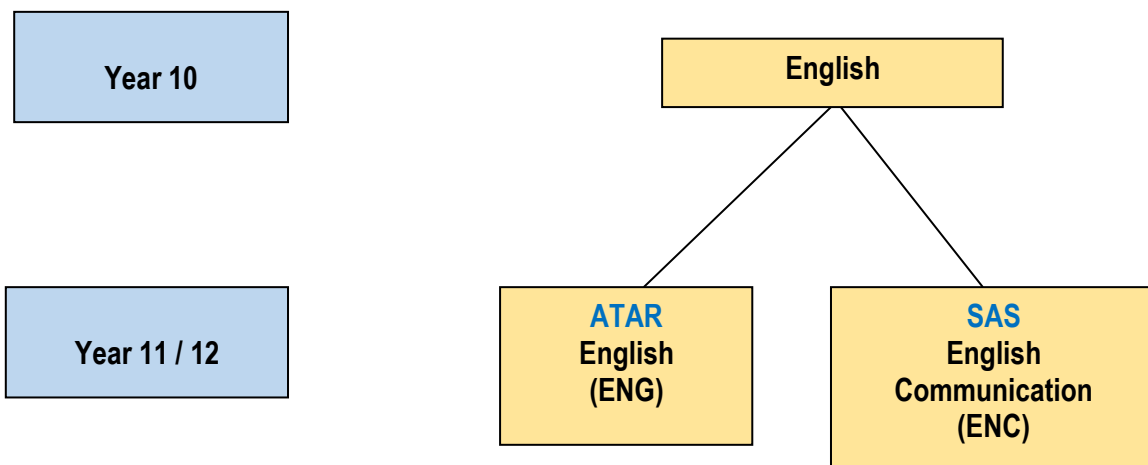
The Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) from 2020. An ATAR is calculated using a student's best five general subject results or a student's best results in a combination of four general subjects results, plus an applied learning subject result. This is a rank 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 a Shakespearean drama In this unit, students read and interpret the Shakespearean tragedy, <i>Romeo and Juliet</i>.</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 Exam Students demonstrate comprehension of poetry derived from a Shakespearean text, under exam conditions.</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>
Semester 2	<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>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>Imaginative Written Transformation Students create an imaginative transformation short story that contributes an additional scene to the narrative of a novel.</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 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

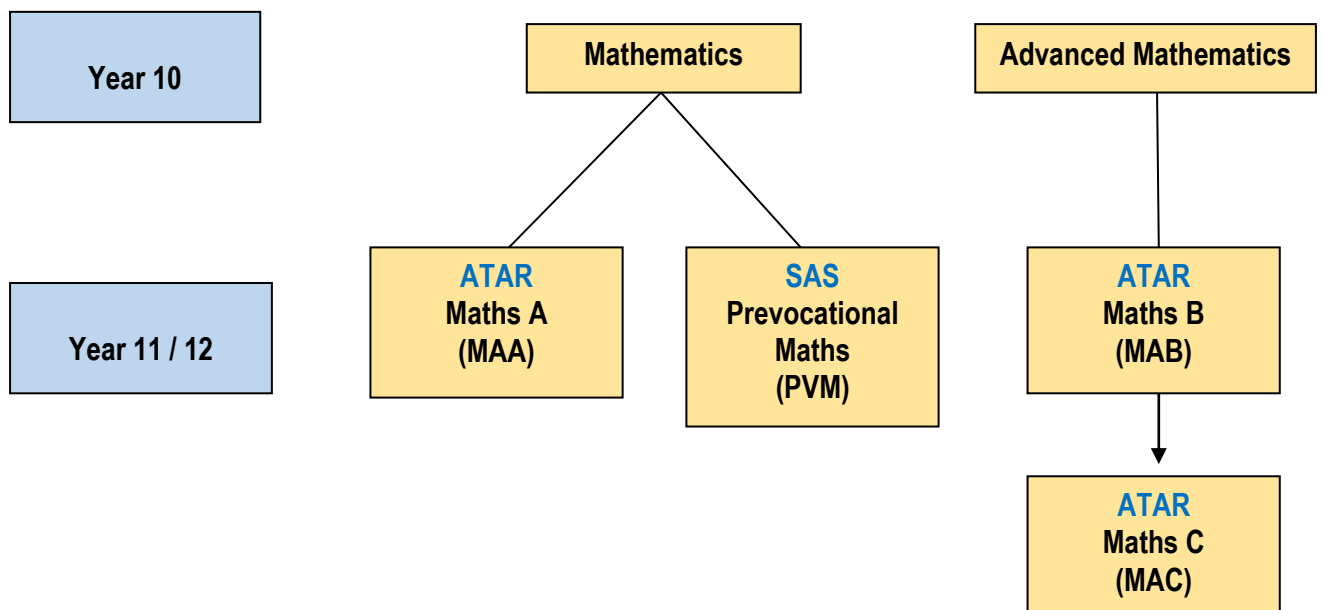


Mathematics

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 • Chance & Data • Surface Area & Volume • Patterns & Algebra 	<p>2 – 3 Tests per Semester</p> <p>2 Assignments per Semester</p>
Semester 2	<ul style="list-style-type: none"> • Linear and Non Linear Equations • Graphs and Linear Equations • Data • Geometry 	<p>2 – 3 Tests per Semester</p> <p>2 Assignments 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.

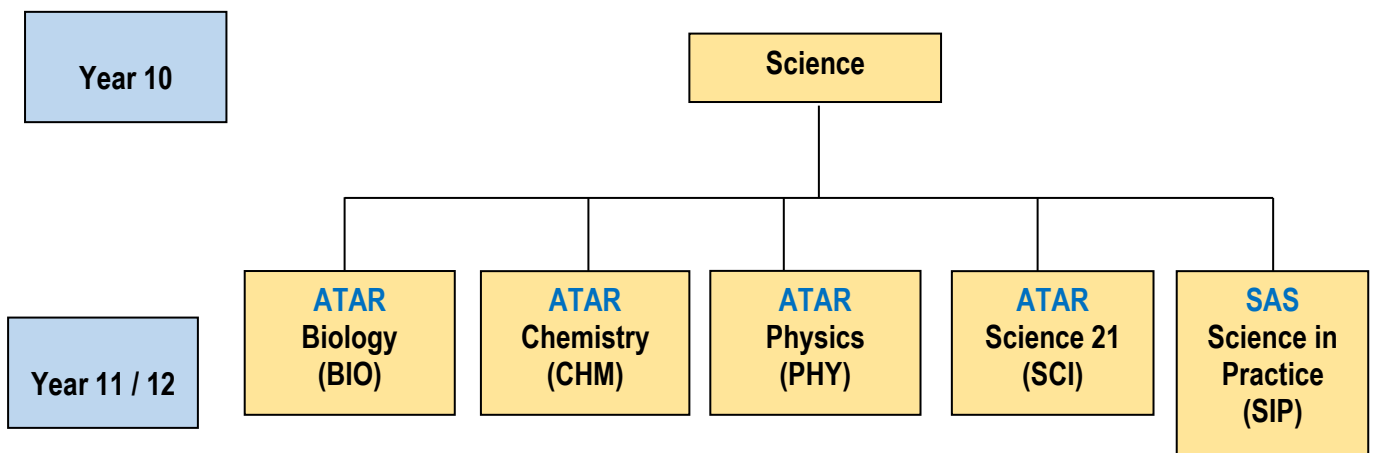
Course Outline:

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	Competency Task – Prac Booklet
	Term 2 Genetics and Evolution	End of Term Assessment – Exam
Semester 2	Term 3 Chemistry	End of Term Assessment – Extended Experimental Investigation
	Term 4 Earth and Space	End of Term Assessment – Exam

Pathways



Careers Program

VET

BSB10115- Certificate I in Business

FSK20113 – Certificate II in Skills for Work & Vocational Pathways

Students will undertake a dual BSB10115 - Certificate I Business and FSK20113 - Certificate II in Skills for Work and Vocational Pathways. On successful completion of these Certificates, students are awarded up to six (6) points towards their Queensland Certificate of Education.


**NATIONALLY RECOGNISED
TRAINING**

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

Completing the Certificate I Business and 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		
BSB10115 - Certificate I in Business		
Code	Unit of Competency	Assessment
BSBIND201	Work Effectively in a business environment	Students will undertake competency based assessment towards the achievement of the Certificate.
BSBITU201	Produce simple word processed document	
BSBITU202	Create and use spreadsheets	
BSBITU101	Operate a personal computer	
BSBWHS201	Contribute to health and safety of self and others	
FSKRDG02	Read and respond to basic workplace signs and symbols	
FSK20113 - Certificate II in Skills for Work and Vocational Pathways		
Code	Unit of Competency	Assessment
BSBIND201	Work Effectively in a business environment	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.
BSBITU201	Produce simple word processed document	
BSBITU202	Create and use spreadsheets	
BSBITU302	Create Electronic presentations	
BSBITU101	Operate a personal computer	
BSBWHS201	Contribute to health and safety of self and others	
FSKDIG03	Use digital technology for routine workplace tasks	
FSKLRG09	Use strategies to respond to routine workplace problems	
FSKLRG11	Use routine strategies for work-related learning	
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work	
FSKNUM20	Use basic functions of a calculator	
FSKOCM07	Interact effectively with others at work	
FSKRDG02	Read and respond to basic workplace signs and symbols	
FSKRDG10	Read and respond to routine workplace information	
FSKWTG09	Write routine workplace texts	

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Elective Subjects

Social Science

Ancient and Medieval Studies

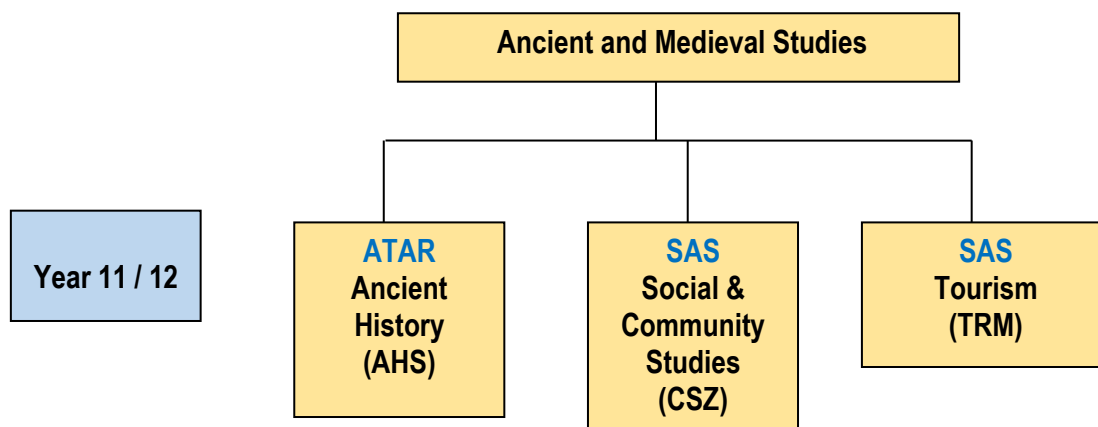
The Gods, the Gore and the Glory

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.

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 STRANGE SOCIETIES e.g. Ancient Archaic Greece (Athenians and Spartans), the Roman Republic or Ancient China</p> <p>TERM 2 POWERFUL PERSONALITIES Student choose one for assessment: Akhenaton and Queen Nefertiti (14th century BCE), CaoCao (2-3rd Centuries), Zenobia vs the Romans, Socrates (5th-4th centuries BCE), Alexander the Great (3rd C BCE), Muhammad (6th-7th C), Ali (founder Sufism 7th-8th C), Genghis Khan (12th – C). Students may negotiate another topic/person.</p>	<p>Task 1: Examination – Interrogating Historical Sources (70 minutes)</p> <p>Task 2: Independent Research Inquiry</p>
Semester 2	<p>TERM 3 CAMPANIA, CHRISTIANS AND CRUCIFIXIONS A Snapshot of the First Century C.E./A.D. possibly including inventions, early Roman empire, Roman haters, the destruction of Pompeii and Herculaneum, the Maya, Han Dynasty.</p> <p>TERM 4 VIKINGS AND CRUSADERS European history from the fall of the Roman world to European expansion into the Americas, focusing on the key issues and events which defined the medieval and early modern worlds. Topics might include: the 'Dark Ages', the Vikings, the Crusades, the Medieval period and early modern world through the lens of the plague.</p>	<p>Task 3: Feature Article or microdocumentary</p> <p>Task 4: Summative Task 4: Short Response to sources test (70 minutes)</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.

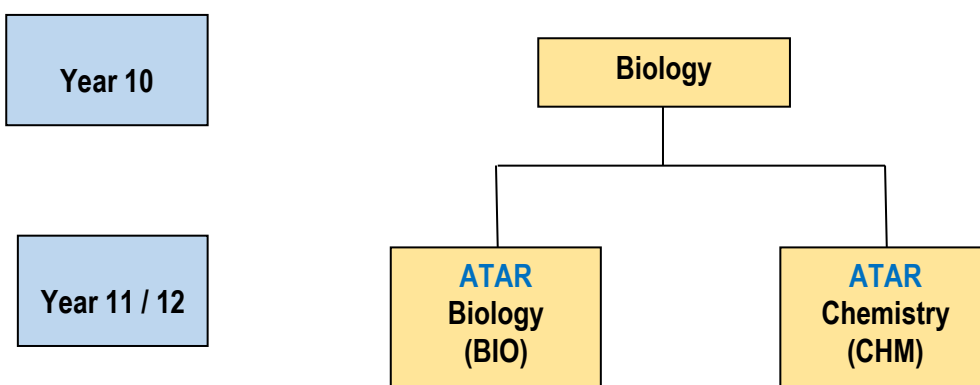
This course consists of but is not limited to the following areas of study:

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

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	Student Experimental Investigation
	Unit Two: Macrobiology and Ecology	Extended Response Task
Semester 2	Unit Three: Human Anatomy and Physiology	Knowledge Exam
	Unit Four: Pathophysiology	Extended Response Task

Pathways



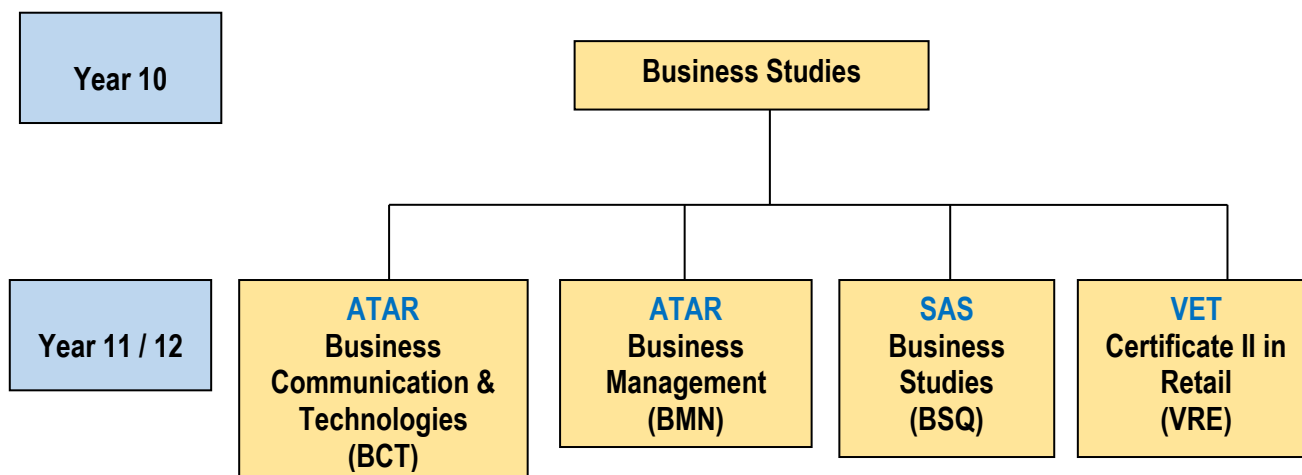
Technology

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 International Business	Case Study Project Presentation

Pathways



Technology

VET

SIT10216 - Certificate I in Hospitality

Bremer State High School offers students the opportunity to complete the SIT10216 Certificate I in Hospitality. On successful completion of Certificate I students are awarded two (2) credits towards their Queensland Certificate of Education and a Nationally Recognised Certificate. Students will engage in food preparation for a range of events such as parties with friends, school functions and outside school events. There will be access to small and large scale hospitality equipment and students will begin their development as part of the Bremer Hospitality Team. Students will create and present dishes that will develop and demonstrate skills relevant to the industry.

Course Outline

SIT10216 - Certificate I in Hospitality
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Code	Unit of Competency	Assessment
BSBWOR203	Work effectively with others	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".
SITHCCC002	Prepare and present simple dishes	
SITHFAB004	Prepare and Serve Non-Alcoholic Beverages	
SITXCCS001	Provide customer information and assistance	
SITXFSA001	Use hygienic practices for food safety	
SITXWHS001	Participate in safe work practices	

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Pathways

Year 10	Certificate I in Hospitality
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This qualification is designed to demonstrate employability skills for entry level employment and provides a pathway for work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs and coffee shops.

After achieving Certificates in Hospitality, future study options may include further:

- Certificate II in Hospitality

Visual Arts

VET

CUA10315 - Certificate I in Visual Arts

Students produce diverse artistic responses through a range of experimental art portfolios which employ different media techniques and technological processes. Students develop, interpret and respond to ideas. Students may use combinations of painting, drawing, printmaking, sculpture, ceramics, found objects, digital photography, and fibre arts in their arts production.



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

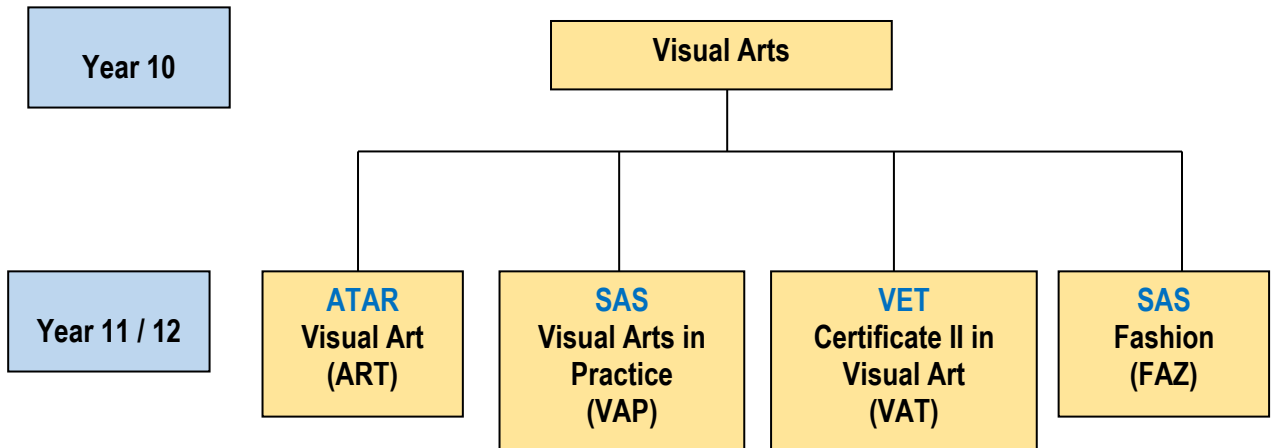
	Course Outline	Assessment
CUA10315 – Certificate I in Visual Arts		
Semester 1	<p>Elusive Dream - Interpreting and Developing own forms of Fantasy Art, Surrealism and Fashion.</p> <p>Journey into the Unknown – Designing Artist’s Books including Coptic construction and different forms of illustration and graphic design.</p>	Portfolio based work comprising small amounts of written artistic research, and a diverse range of small written work and art practical work in each term.
Semester 2	<p>Credit Cards - Graphic Design and Social issues Poster</p> <p>Mirror, Mirror - Figurative abstract and imaginary hand built clay sculpture and 3D forms.</p>	Portfolio based work comprising small amounts of artistic research, and a diverse range of written work and practical work in each term.

CUA10315 - 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:

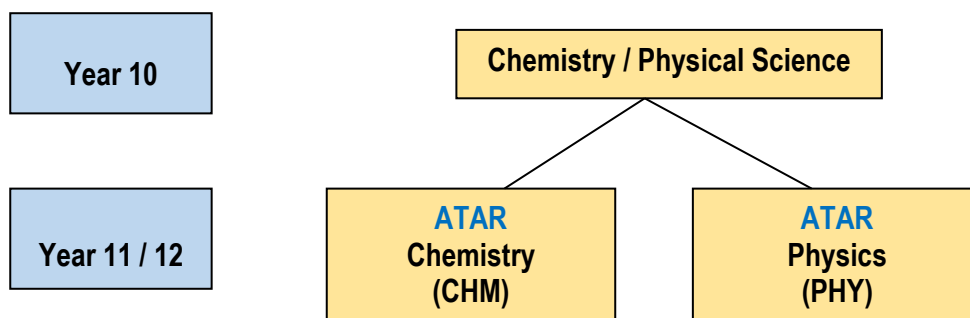
This course consists of but is not limited to the following areas of study:

- 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	Data Exam Student Experimental Investigation End of Semester Knowledge Exam
Semester 2	Unit Three: Forces and Motion Unit Four: Electricity and Circuitry	Extended Response Task Practical Assessment on Circuits and Coding Arduino Microprocessors End of Semester Knowledge Exam

Pathways



Social Science

Civics in Action

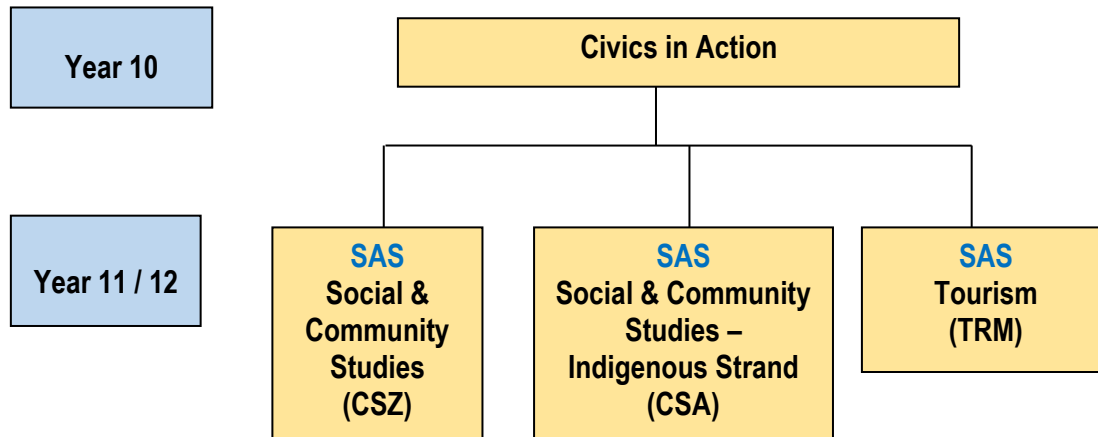
Issues of the Modern World

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 of 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 2018 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>Environmental Issues of the Modern World Students will analyse key issues facing the environment and the potential impacts they 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: Response to Stimulus – Short Response</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 – Extended Response</p> <p>Task 4: Multimodal 3 minutes</p>

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 SA 5 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.

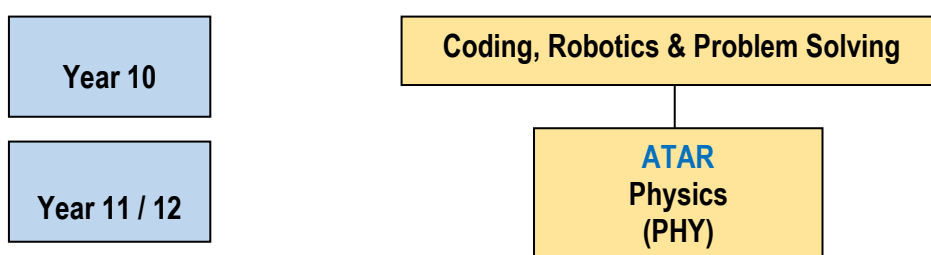
Course Outline:

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

- Lego Robotics
- Drones
- 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>Drones</p> <ul style="list-style-type: none"> - Minidrone 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

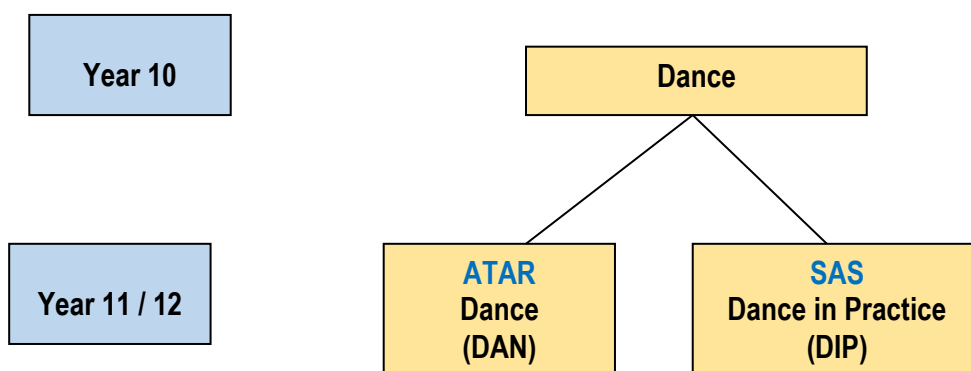


Performing Arts

Dance

	Course Outline	Assessment
Semester 1	<p>Commercial Dance - an introduction to various dance styles used in film and television including advertising. Students will study techniques and styles of popular dance styles.</p> <p>Latin Dance - an introduction to the history, development and techniques of various Latin American dance styles such as the Cha Cha Cha, Salsa, and Rumba. Students learn to fuse Latin Dance with dance such as Hip Hop and Street.</p>	<p>Performance - small group performance for an audience.</p> <p>Appreciation - written analysis of a Social dance, short and extended responses.</p> <p>Choreography - choreograph a Latin/Hip Hop or other styles to create a fusion dance</p>
Semester 2	<p>Ballet Dance - an introduction to the history, development and techniques of ballet and its purpose and function in society.</p> <p>Modern Dance - an introduction to modern dance. Students study the history, development and technique of contemporary dance.</p>	<p>Appreciation - written analysis of a Ballet production.</p> <p>Performance - large group performed for an audience.</p> <p>Choreography - choreograph a modern dance that conveys a particular theme.</p>

Pathways



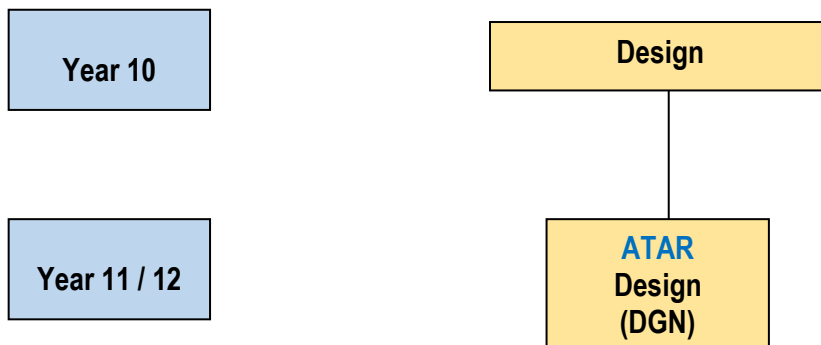
Industrial Technology & Design

Design

Students are encouraged to be active participants in invention and innovation design. This subject requires students to develop solutions to a range of practical situations. Based on a 'Design, Make and Appraise' (DMA) approach, students are often required to work independently. 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.

	Course Outline	Assessment
Semester 1	Wood Technology Unit Wooden Toy Design	Design Proposal (Theory Booklet – Part 1) Project Realisation Appraisal (Theory Booklet –Part 2)
Semester 2	Metal Technology Unit Candle Holder Design	Design Proposal (Theory Booklet – Part 1) Project Realisation Appraisal (Theory Booklet –Part 2)

Pathways

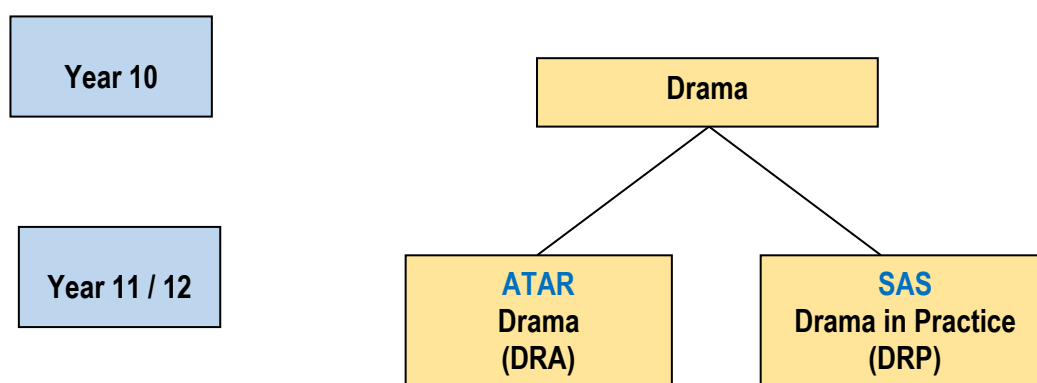


Performing Arts

Drama

	Course Outline	Assessment
Semester 1	Risky Teenage Behaviour - Realism - Students investigate real life teen situations in order to learn how best to respond. They study the play <i>X-Stacy</i> , by Margery Forde and implement the elements of drama to achieve realism. They watch live performance to understand dramatic meaning and conventions of the style.	Role play (Forming) Performance of play excerpt (Presenting) Analytical essay (Responding)
Semester 2	Documentary Drama - Non-Realism - Students look at topical issues to discover hidden perspectives. They create and present drama that entertains, informs and teaches and/or challenges the thinking of the audience.	Script (Forming) Performance in a group (Presenting)

Pathways



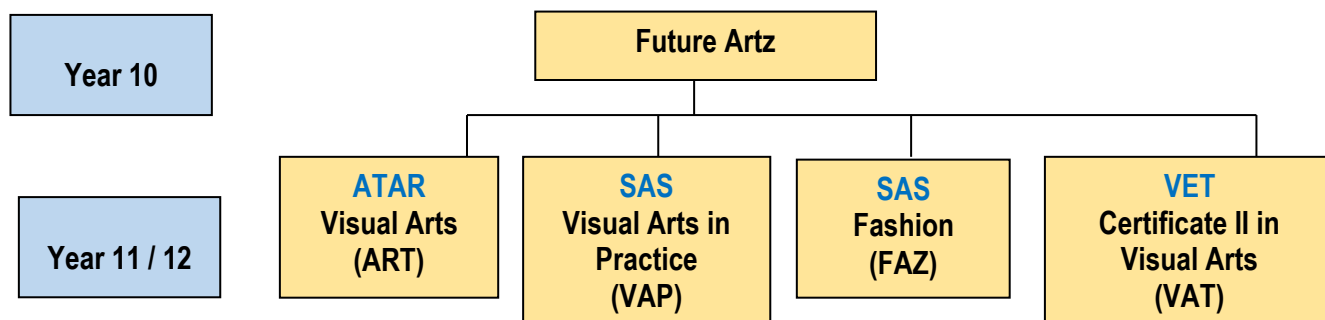
Visual Arts

Future Artz

This course is offered as a preparatory course for students planning to enrol in Visual Art, Fashion or Visual Arts in Practice in Years 11 and 12.

	Course Outline	Assessment
Semester 1	<p>Term 1 – Concept</p> <ol style="list-style-type: none"> 1. ‘Experimental’ Body of Work 2. Visual Journal 3. Digital Presentation – powerpoint of all Visual Journal ideas, planning and inspiring artists leading to final Body of work. <p>Term 2 – Concept</p> <ol style="list-style-type: none"> 1. ‘Interpretation’ Body of Work 2. Visual Journal 3. Digital presentation – powerpoint of all Visual Journal ideas, planning and inspiring artists leading to final Body of Work. 	<p>Artistic Body of art work relating to the concept of “Experimental”.</p> <p>Digital Presentation</p> <p>Artistic body of art work relation to the concept of ‘Interpretation’.</p> <p>Digital Presentation</p>
Semester 2	<p>Term 3 - Concept</p> <ol style="list-style-type: none"> 1. ‘Mapping’ Body of Work 2. Visual Journal 3. Digital presentation – powerpoint of all Visual Journal ideas, planning and inspiring artists leading to final Body of Work. <p>Term 4 – Concept</p> <ol style="list-style-type: none"> 1. ‘Hybrid’ Body of Work 2. Visual Journal 3. Digital presentation – powerpoint of all visual Journal ideas, planning and inspiring artists leading to final Body of Work. 	<p>Artistic body of art work relating to the concept of ‘Mapping’.</p> <p>Digital Presentation</p> <p>Artistic body of art work relating to the concept of ‘Hybrid’.</p> <p>Digital Presentation</p>

Pathways



Social Science & LOTE

German

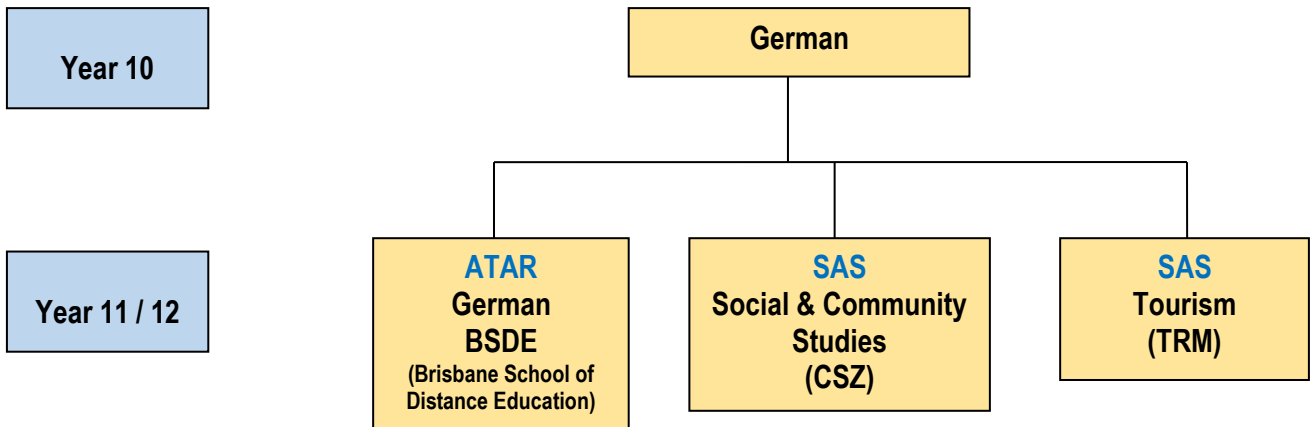
Germany – more than just Sauerkraut

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: Creating a Menu</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: Tour Poster</p> <p>Task 4: Brochure</p>

Pathways



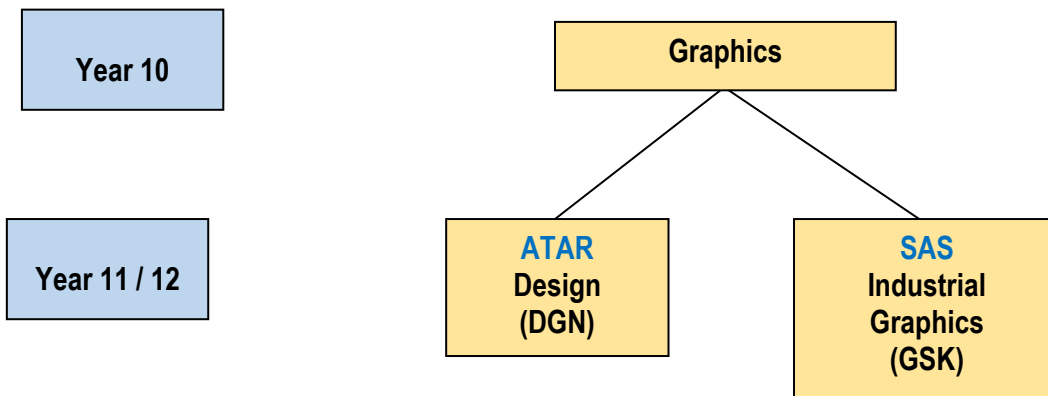
Industrial Technology & Design

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

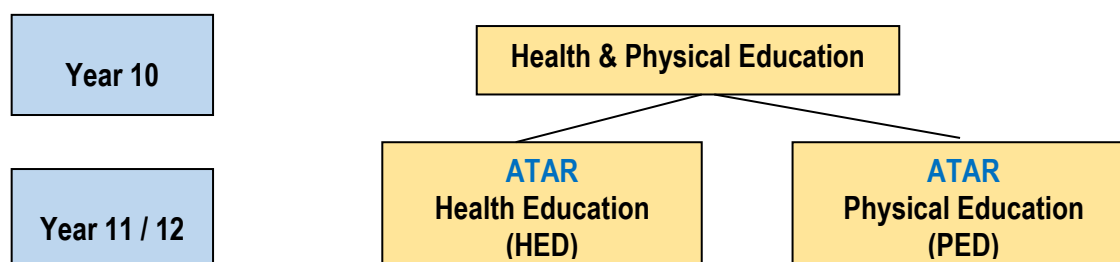
Curriculum: This subject is an opportunity for students to explore aspects of good health. Students will have the opportunity to develop actual projects which can be implemented at Bremer SHS to improve identified health issues. The identification of the issues and the type of project required will be 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 – Bremer Nutrition Project Good health and nutrition is becoming an ever-increasing issue in Australian society. Students will train as health experts to identify key issues for Bremer students and develop a practical project to improve nutrition knowledge and/or practices.</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>Project</i> – identify and provide solutions to nutrition issues at Bremer SHS</p> <p><i>Research essay</i> – response to a case study of teenage pregnancy</p>
Semester 2	<p>Unit 3 – Health Interventions Students act as a healthcare professional to investigate a client's needs, analyse their current habits, implement an intervention plan and evaluate the success of the plan.</p> <p>Unit 4 – 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><i>Project</i> – investigate a partner or groups current health habits and developing a strategy for further improvement</p> <p><i>Exam</i> – analysis of the health of students at Bremer and development of recommendations for improvement</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



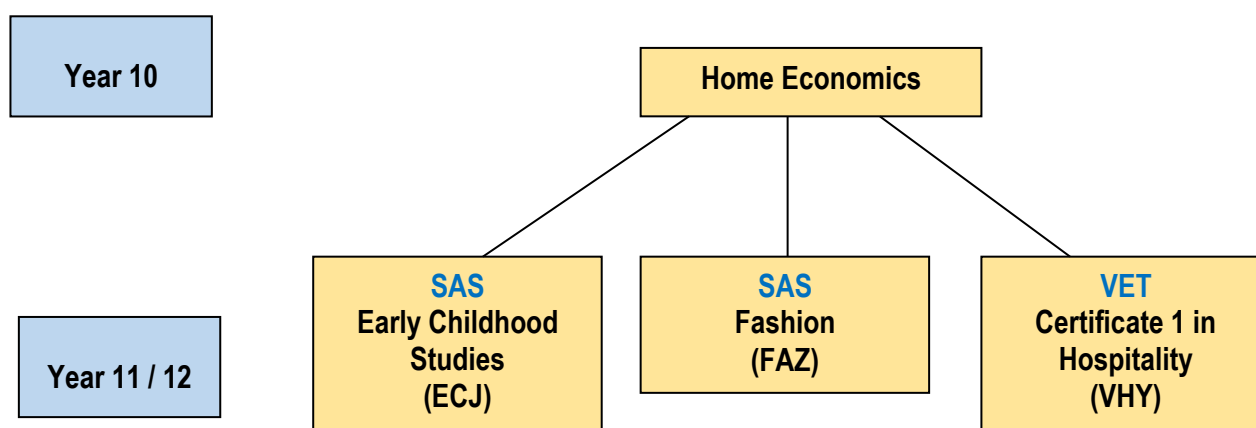
Technology

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



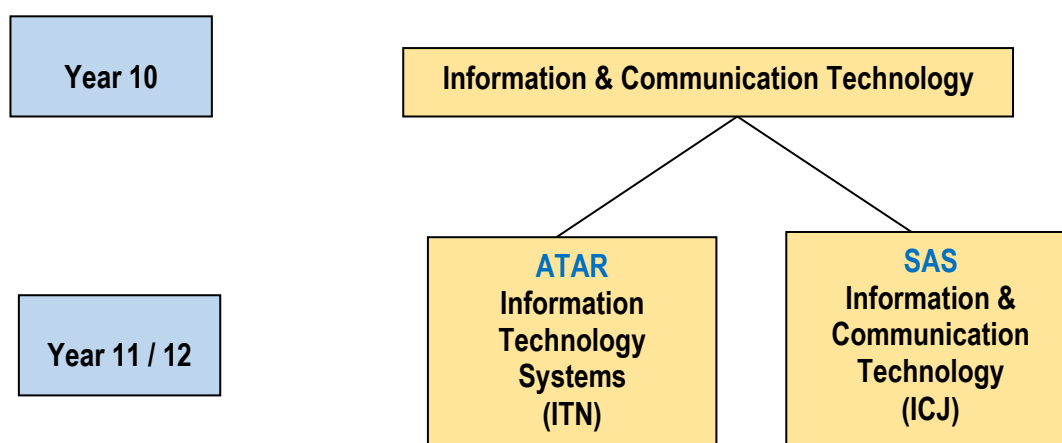
Technology

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

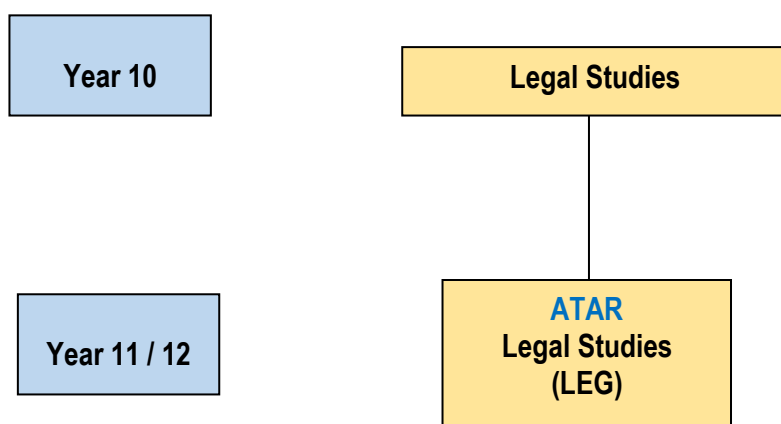
Legal Studies: The Justice League - You and the Law

“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 Juvenile 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 juvenile 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: Multimodal presentation – 3 minutes group task</p> <p>Task 3: Sentencing submission – 3 minutes group task</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, marriage equality, and surrogacy and how the law could be different.</p> <p>Term 4 Rental Justice In the last term we look at the practical skills of renting a home and the rights and responsibilities involved.</p>	<p>Task 4: Essay task on a topic of your own choice</p> <p>Task 5: Rental folio</p>

Pathways



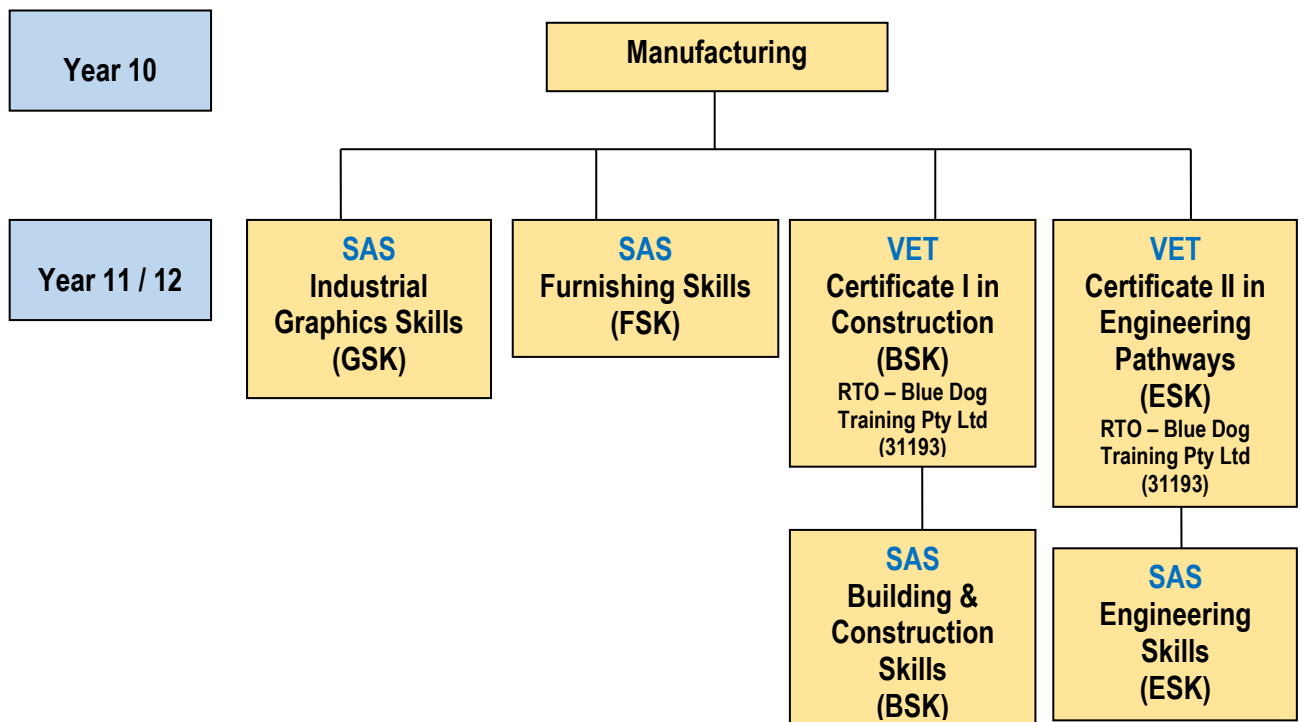
Industrial Technology & Design

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/Plastics Technology Unit WH&S procedures, Marking out techniques, Wood and plastic work processes, Material properties	Project 1 – Bi-Plane Project 2 – Letter Tidy Theory Booklet
Semester 2	Metal Technology Unit WH&S procedures, Marking out techniques, Metal work processes, Material properties	Project 1 – Simple Shelf Project 2 – Storage Device Theory Booklet

Pathways

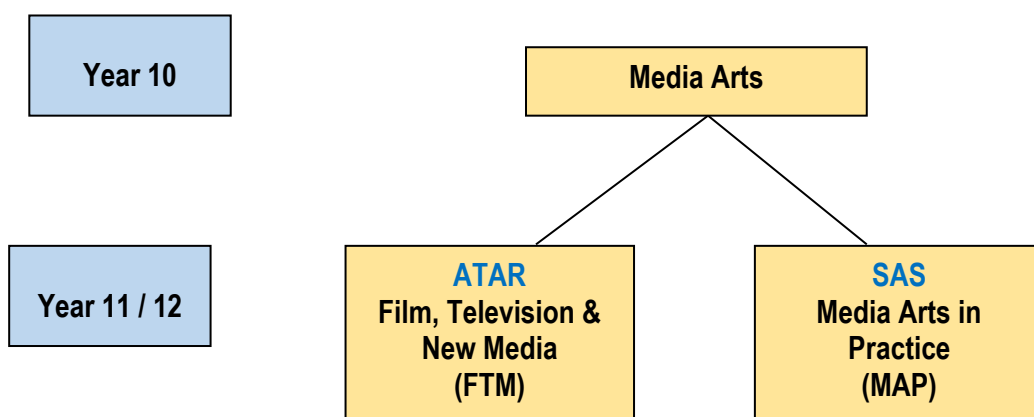


Performing Arts

Media Arts

	Course Outline	Assessment
Semester 1	<p>TEEN MOVIES</p> <p>An exploration of the teen movie genre; its history, audience, codes and conventions</p>	<p>Teen Movie Proposal</p> <p>Teen Movie Scene Production</p> <p>Teen Movie Analysis - Essay</p>
Semester 2	<p>VIDEO GAMES</p> <p>A look at the computer and video game industry, game genres, consoles, audiences, classification and issues that surround gaming</p>	<p>Game Design</p> <p>Cut Scene and Shot List</p> <p>Cut Scene Production</p>

Pathways



Social Science

Modern History

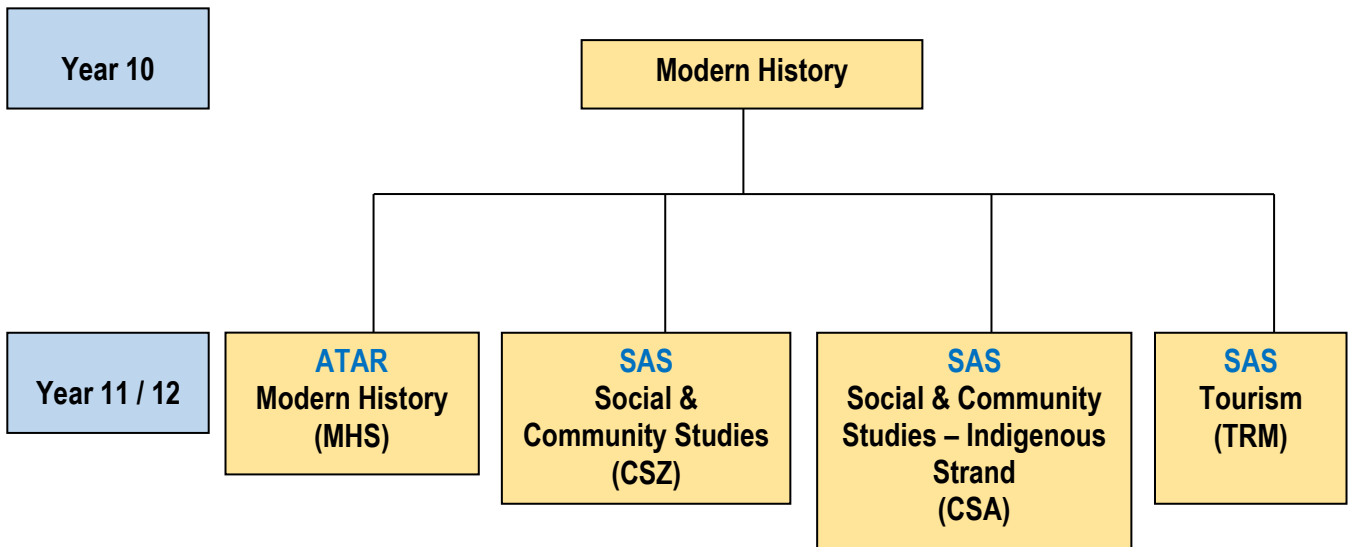
20th Century – the Age of Extremes

“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>Response to Stimulus – Extended Response</p> <p>Response to Stimulus - Short Response</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. These will include conflicts in Korea, Vietnam, The Gulf Wars and the war in Afghanistan</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>Research Task - Extended Response</p> <p>Multimodal 3 minutes</p>

Pathways



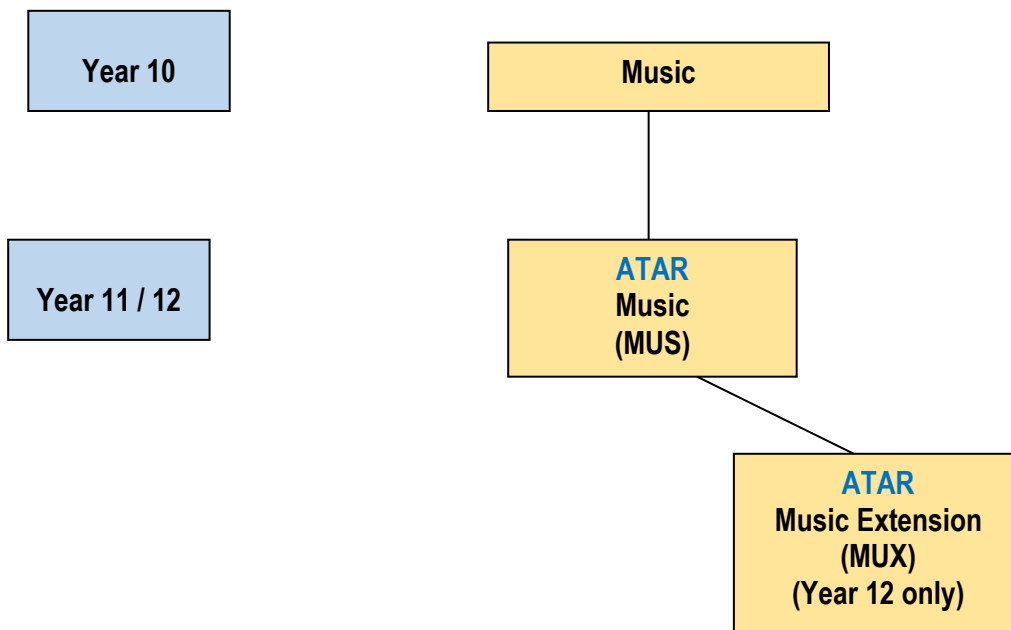
The Arts

Music

Music is the study of the theoretical, historical and practical applications of this art form. The study of music promotes reward for hard work, practice and discipline as well as developing creative thinking and motor skills.

	Course Outline	Assessment
Semester 1	Video Game Music Jazz	Compose a song for a game. Perform a jazz song. Aural Exam: Analyse a jazz piece.
Semester 2	Rock Theatre/Film Music	Perform a rock song. Extended Response – Analysis of a piece within genre/style. Compose a piece of theme music for a film/show.

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.

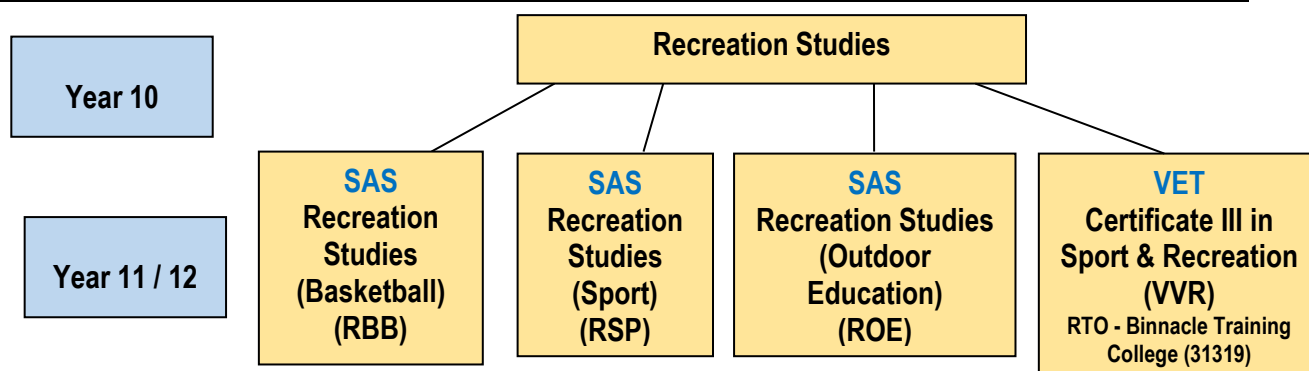
Subject pathway: Participation in Recreation Studies is a pathway to the senior subjects at Bremer SHS of Recreation Studies (Sport), Recreation Studies (Basketball) and Recreation Studies (Outdoor Education).

	Course Outline	Assessment
Semester 1	<p>Unit 1 – Training Programs Development of skills to become a Strength & Conditioning Coach for a sport team at Bremer SHS</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>Project</i> – development and evaluation of a fitness training program <i>Practical</i> – Sports performance</p> <p><i>Exam</i> – camp craft <i>Practical</i> - camp craft</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 2'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

