



Year 10
Student Resource Scheme and
Subject Selection Booklet
2018

Achieving Our Future

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Dear Parents / Guardians

Bribie Island State High School has an extensive Education and Career Planning (ECP) program which assists you and your child in making informed decisions about subject selection and career pathways.

The information provided in this Subject Selection Booklet will assist you in the subject selection process for your student. ECP teachers will also meet with you on an individual basis to help you and your child select an appropriate course of study. Students with special needs should work with the Head of Special Education Services to develop their program.

Once subjects are selected, you will be required to make a financial commitment to ensure your student is equipped to commence school in 2018. The financial information in this booklet and the ECP teacher will assist you in planning your financial commitments for the 2018 school year.

Financial commitments will include general stationery items, and may also include joining the Bribie Island SHS Student Resource Scheme (SRS) and User Pays Fees.

Students need to make informed subject selections as once subjects are chosen, there is limited capacity to change these choices.

Thank you for enrolling your child at Bribie Island State High School.

Yours sincerely

Kerri Holzwart
Principal

FINANCIAL COMMITMENTS

Financial Commitments

The information that you are about to read will assist you in making an informed decision regarding your financial commitments and ensure your student is equipped to commence the school year. Financial commitments will include stationery items, camps, excursions and joining the voluntary Student Resource Scheme.

Stationery items – general requirements

These will need to be purchased by individual students / parents / caregivers.

- 1 Exercise book or loose leaf folder per subject (**one book with multiple sections is not appropriate**)
- Red, blue and black pens
- Coloured pencils
- Ruler
- Pencil, sharpener, eraser
- Glue stick

Bribie Island State High School Student Resource Scheme

Parents and Carers are directly responsible for providing textbooks and other resources for their children while attending school. A Student Resource Scheme (SRS) enables students to temporarily use textbooks and other equipment. It is designed to reduce the costs of supplying textbooks and other resources to parents through bulk purchasing and as such is not considered to be a deterrent for students enrolling at a particular school. The Bribie Island State High School Student Resource Scheme operates under the policy and guidelines of the Department of Education, Training and Employment (DETE). The Scheme is voluntary. However, if you do not join the scheme you are responsible for providing all texts and resources for your child. The school's fees have been endorsed by both the Finance Committee and the Parents and Citizens Association.

Benefits of the Scheme

Supplied Under SRS	Fee
Textbooks/ online reference materials will be supplied to all students for all subjects.	\$150.00
Student ID Card (for internal and external use)	\$2.00
Career Education Program: Coaching Young People for success (program booklets)	\$3.00
Subject Resources that enhance core curriculum through the provision of practical learning experiences, in excess of School grants.	\$20.00
Technology resources in excess of standard programs provided by Education QLD. E-Diary, Adobe package, My Math Online, Reflex Math, current information and library news and world book web. Technology includes the provision of a 2GB USB lanyard.	\$16.00
Photocopying of resources and booklets.	\$40.00
Swimming & Athletics Carnival	\$2.00
Administration of the Scheme: management of textbooks	\$5.00
	\$238.00
Less: State Textbook and Resource Allowance (provided direct to School)	-\$123.00
Total Cost to Parent	\$115.00

Bring your own device (BYOD) - Student Resource Scheme (SRS) – Year 10

Supplied under the SRS - BYOD	Fee
Year 10 students will be able bring their own laptops and connect to the School network.	\$60.00
Total Cost to Parent	\$60.00

Laptop Program - Student Resource Scheme (SRS) – Year 10

Supplied under the SRS – Laptop Program	Fee
Year 10 students are able to hire a laptop from the school for the year. This laptop will connect to the School network, and will be loaned to the student for the duration of the year only. The laptop is required to be returned at the end of the year.	\$350.00
Total Cost to Parent	\$350.00

Items excluded from the scheme

General stationery requirements as outlined above and materials required for student home assignment work.

Government Textbook Allowance

The Department of Education, Training and the Arts encourages schools to provide Student Resource Schemes in an effort to reduce costs to parents. This allows books and materials to be purchased early and discounts to be secured through early payment and bulk ordering. To this end, schools with approval of their Parents and Citizens Association may elect to receive a direct bulk payment equivalent to the total of the Textbook Allowance for all students. In 2017 the Government Textbook Allowance paid to the school was \$123.00 for Years 7 to 10 and \$266.00 for Years 11 and 12. Our Parents and Citizens Association has currently approved direct payment of the Government Textbook Allowance to the school in bulk.

Eligibility for Government Textbook Allowance

All students are eligible to receive a Textbook and Resource Allowance, except for the following categories of students:

- Students undertaking part-time study
- International students and students on exchange programs
- Students enrolled after the second Friday of Term 4

Student Resource Scheme Fee: \$115.00

Every effort has been made to contain costs to parents while ensuring that adequate resources are available for student use. Parents wishing to take advantage of the services provided by the Scheme pay an annual fee and sign a contract agreeing to the conditions therein. Due to the movement of a range of school programs from printed formats to digital options we are pleased to announce a significant reduction to 2018 fees.

Great value

The Student Resource Scheme represents excellent value and provides substantial savings to parents of students in all year levels. The cost of textbooks alone is a significant saving and can be viewed on the following page.

Participation in the scheme

On the SRS Participation Form, parents are asked to indicate whether they would like to join the voluntary Scheme or not. Parents wishing to join the Scheme will need to sign the participation form indicating that they have read and understood the Terms and Conditions.

Non Participation in the scheme

The school will provide a comprehensive list of all items that are covered under the Student Resource Scheme applicable to your student (a general list is outlined in this document). It is the responsibility of non-participants of the Scheme to purchase all the textbooks and resources provided by the Scheme.

Bring your own device (BYOD) program: \$60.00

Students are able to bring their own device however, it must meet the required specifications as outlined in the BYOD agreement. This device must be connected through our school network to provide protection and access. No stand-alone devices are allowed at school.

FINANCIAL COMMITMENTS

Why pay the SRS fee before the school year begins?

We ask for all parents and carers to pay fees in full before the start of the school year, so that student learning materials and books may be purchased early and discounts secured through early payment and bulk ordering. All students will then have the opportunity of accessing their resources when they commence school.

Payment options and methods

Parents are asked to indicate on the participation form the preferred method of payment. Payment can be made at the school's finance office by cash, cheque, EFTPOS, credit card or online via QParents, BPOINT, BPOINT direct debit or Centrepay. The school provides a range of payment options to suit your financial situation:

1. Full payment now of the total SRS, User Pays, and device Program fee.
2. Monthly, weekly or fortnightly instalments via BPOINT electronic Direct Debit or Centrelink deductions (payment completed by November 30, 2017).
3. Extended negotiated individual payment plan with finance office (*To be approved by the Principal*).

Family discount

Families of three (3) or more students currently enrolled at the school are eligible to receive a discount on the SRS fees. Parents will only pay SRS fees for two (2) students. User-pays fees do not attract this discount.

Non-compulsory (enrichment) activities

Opportunities for students to participate in various enrichment activities may become available during the school year (visit to the theatre, school sport, band competition, international study tour). The Student Resource Scheme does not include such activities. Before a student can be considered for any of the above activities, a parent who has joined the Scheme is expected to have:

- Fully paid the student resource scheme and user pays fees, or
- Have made regular on-going payments towards the student resource scheme and user pays fees, as previously arranged with the school Finance Office or Principal - an official "payment plan".
- Students must also maintain appropriate behavior and full compliance with the Dress Code.

Financial difficulty

Anyone experiencing financial difficulty and wishing to pay the fees over an extended period should phone the school's Finance Office to arrange an appointment on 3400 2457. It is our intention to encourage all families to join the Scheme and enjoy its benefits.

Refund of Student Resource Scheme Fees

If a student, having paid a participation fee, leaves the school through the year, a pro-rata refund will be made to the parent, calculated on the participation fee paid, less the cost of consumed materials and the replacement cost of scheme items that are lost or negligently damaged or not returned, plus the pro-rata Textbook and Resource Allowance calculated on a 40-week school year basis.

YEAR 10 TEXTBOOK LIST

- This is not an exhaustive list as there are other texts used by students but not on a regular basis. If you do not wish to join the Student Resource Scheme, the school will provide a complete list.
- There may be some late changes to texts.

SUBJECT	TEXT	COST
English	Dictionaries / Thesaurus	\$37.50
	Play / Scripts	\$21.90
	Novel (Students will study 1 novel, to be chosen by the teacher at the start of the course):	
	- Adams Ark	- Hunger Games (The)
	- Asturias	- Lily Makes A Living
	- Boys of Blood & Bone	- Paper Towns
	- Cave (The)	- Power of One (The)
	- Chocolate War (The)	- Peeling the Onion
	- Fault In Our Stars (The)	- Taronga
	- Follow the Rabbit	- Tomorrow When The
	Proof Fence	War Began
	TOTAL	\$76.39
Film, television and New Media	Media-New Ways and Meanings	\$73.95
	TOTAL	\$73.95
Mathematics	Pearson Mathematics 10	\$59.95
	TOTAL	\$59.95
Science	COSMOS Interactive Lessons	\$8.00
	TOTAL	\$8.00
Social Science	Jacaranda Atlas	\$59.95
	Australian Civics	\$49.95
	Pearson History	\$49.95
	Societies from the Past	\$61.55
	Rome the Empire	\$25.95
	Jacaranda Aust. History to 1975	\$47.25
	Jacaranda Geography	\$49.95
	TOTAL	\$344.55
Health and Physical Education	QLD Senior Physical Education Second Edition	\$62.95
	Senior Physical Education for Queensland	\$63.75
	TOTAL	\$126.70
Art	Introducing Art	\$49.50
	Art Is	\$37.35
	The Handbook of Art	\$49.50
	From Caves to Canvas	\$44.00
	TOTAL	\$180.35
Business	Certificate I and II Business Modules	\$33.00
	Developing Keyboarding Skills	\$24.95
	TOTAL	\$57.95
Drama	Juice	\$36.95
	TOTAL	\$36.95
Language other than English (LOTE)	Indonesian Unmasked	\$32.95
	Indonesian Dictionary	\$32.95
	Bagus Sekali 3	\$38.45
	Bahasa Tetanggaku 3	\$32.95
	Bersama Sama – Workbook	\$27.50
	Digital Technologies	\$50.00
	TOTAL	\$214.80
Design Technologies	Graphics 2000 Book 2	\$72.95
	Junior Workshop AB	\$29.95
	Hospitality Book One	\$39.60
	Basic Principles of Catering and Hospitality	\$88.95
	TOTAL	\$231.45
	OVERALL TOTAL	\$1,411.04

SUBJECT SELECTION AND THE USER PAYS PRINCIPLE

The table below is a list of all subjects offered to Year 10 students to assist you in making your selection.

User Pays Fees

Schools are able to charge fees for educational services, including materials and consumables, not defined as instruction, general administration and facilities. User Pays fees are charged for materials for subjects where the instruction is extended through providing practical learning experiences in excess of materials provided by school grants and for curriculum excursions. Please refer to the Student Resource Scheme Participation and Subject Selection form for User Pays fees associated with each subject including curriculum excursions costs.

COMPULSORY SUBJECTS <i>(All compulsory subjects run for the full year)</i>		CHOICE
ENGLISH	English (ENG10)	
	English Foundation (ENF10)	
	Functional Literacy (FLI10) – By Invitation Only	
MATHEMATICS	Mathematics (MSA10)	
	Mathematics Extension (MSB10)	
	Functional Numeracy (FNU10) – By Invitation Only	
ELECTIVE SUBJECTS – List four (4) choices in priority. <i>(All elective subjects run for the year)</i>		CHOICE
SCIENCE Must choose one Science if choosing to study Science in Year 11 and 12 (highly recommended for tertiary study).	Science (SCI10)	
	Physical Science (SCP10)	
	Chemical Science (SCC10)	
	Natural Science (SCN10)	
HUMANITIES AND SOCIAL SCIENCE Must choose one Social Science if choosing to study Social Science in Year 11 and 12 (highly recommended for tertiary study).	Introduction to Ancient / Modern History (HIS10)	
	Introduction to Geography (GEG10)	
	Introduction to Legal Studies (LES10)	
HEALTH AND PHYSICAL EDUCATION	Health and Physical Education Extension (HPX10)	
	Recreation (RSJ10)	
ARTS	Dance (DAN10)	
	Drama (DRA10)	
	Music (MUS10)	
	Visual Art (ART10)	
	Visual Art Design (VDA10)	

BUSINESS AND DIGITAL TECHNOLOGY MUST choose DIT10 if you intend to study Digital Technology in Year 11 & 12 (highly recommended for Senior Assessment and Tertiary Entrance)	Business Studies and Certificate I Business and IDMT (BTA10)	
	Introduction to Digital Solutions (DIT10)	
DESIGN TECHNOLOGIES MUST choose a Design Technologies subject if you intend to study Design Technology in Year 11 & 12	Engineering (Metal Fabrication) (IME10)	
	Furnishing (Woodwork) (IMF10)	
	Introduction to Design (Graphics) (DSN10)	
	Fashion and Design (FAS10)	
	Early Childhood (FEC10)	
LOTE	Indonesian (IND10)	
<i>Please Note: Certain subjects require a network connected BYOD compliant digital device. Refer to the subject requirements section of each subject for details.</i>		

MANAGING RISKS IN SCHOOL CURRICULUM ACTIVITIES

The Department of Education and Training and Bribie Island State High School is committed to the health, safety and well-being of students, staff and *others* involved in all curriculum activities conducted at schools or other locations. The Curriculum Activity Risk Assessment (CARA) enables schools to identify potential hazards, assess risks, and implement control measures to keep everyone safe. The workplace health and safety risk management process involves the following steps:

1. Identify the potential hazards;
2. Assess the risk;
3. Decide on the control measures;
4. Implement the control measures;
5. Monitor and review;
6. Appropriate risk management reduces the risk level of activities.

The majority of routine classroom curriculum activities undertaken with students involves minimal risk of safety and could therefore be considered of 'low' risk. As these types of activities have little inherent risk a formal written risk assessment is not required. High or extreme risk activities require formal risk assessment documentation which is available from the school's website <http://bribislahs.eq.edu.au/>. Appropriate approvals and permissions need to be given prior to students participating in these activities. Subjects chosen that include **High Risk** activities must be approved by the parent/carer by signing the consent section in the Student Resource Scheme Participation and Subject Selection form before students can participate. Subject chosen that include **Extreme Risk** activities must be approved by the parent/carer by signing the Activity Consent form before students can participate.

Please refer to the Curriculum Activity Risk Assessment (CARA) section of this booklet for more information on high and extreme risk activities.

Curriculum activity risk levels

Low	when there is little chance of incident or injury
Medium	when there is some chance of an incident or injury requiring first aid
High	when there is a likely chance of a serious incident or injury requiring medical treatment
Extreme	when there is a high chance of a serious incident resulting in a highly debilitating injury

Activity Risks & Insurance

The activity outlined above carries an inherent risk of physical injury occurring. Please note that the Department of Education and Training does not have personal accident insurance cover for students. If your child is injured as a result of an accident or incident, all costs associated with the injury, including medical costs are the responsibility of the parent/carer. Some incidental medical costs may be covered by Medicare. If you have private health insurance, some costs may be also be covered by your provider. Any other costs must be covered by parents/carers. It is up to all parents/carers to decide what types and what level of private insurance they wish to arrange to cover their child. Please take this into consideration in deciding whether or not to allow your child to participate in this activity. For more information about CARA go to - <http://education.qld.gov.au/curriculum/carmg>.

BRING YOUR OWN DEVICE PROGRAM

Technology at Bribie Island State High School

Schools are now educating a generation of students who have been born into a digital world. As the use of Information Communication Technology (ICT) continues to grow globally, students will increasingly demand an education that embraces ICT. To cater to these demands all students at Bribie Island State High School will be exposed to coding, programming and game and website development. The skills they develop through these studies will then enable them to solve problems through our robotics program and later on in Senior Information Technology Systems (ITS).

However, in order to provide these learning experiences students must have access to devices that support this learning. The goal when formulating a direction for technology access at the school is to deliver options that are affordable as well as providing students the opportunity to satisfy their educational needs. As a result, the school has introduced the Bring Your Own Device (BYOD) program.

Bring your own device (BYOD) program

Bring Your Own Device (BYOD) is a relatively new information technology (IT) model that supports the learning of students in a 21st century classroom. This model allows students to bring an IT device to school, provided it meets the specifications supported by the resources of Bribie Island State High School that best supports the students learning needs. The school will continue to support students by diagnosing IT issues and consulting with families if further action is required. It is expected that students will have an IT device ready for the first day of school.

Minimum specifications

In order to provide a consistent experience for students, it is important the device meets the specifications outlined below. This will ensure the device is able to connect to the school network, printing systems and ensure that digital content used in the classroom is compatible within the chosen device. See appendix 1 for a check list to help you when purchasing.

Software specifications

The only software requirement for student's personal device is that Microsoft Office 2010 or higher is installed. All Queensland state school students can now download multiple copies of the Microsoft Office 2016 to their personal home computers and mobile devices for free. Students who want the free software will need an active Managed Internet Service (MIS) login, school email account and password. Those who do not should contact their school's MIS administrator. The administrator will help students activate their MIS login. Students also have access to a range of Adobe products available for your personal device. You can bring your device to the ICT Office and Bribie Island State High School IT staff will install the Adobe Creative Cloud software.

Suggested additional software to install:

Internet Browsers

Google Chrome <http://www.google.com/chrome>

Mozilla Firefox <http://www.getfirefox.com>

Adobe Flash, Reader, Air, Shockwave Player <http://www.adobe.com>

Java <http://www.java.com/en/download/index.jsp>

Quicktime Player <http://www.apple.com/quicktime/download>

VLC Player <http://www.videolan.org/vlc/>

Audacity <http://audacity.sourceforge.net/download/>

Virus/Malware Protection

Microsoft Security Essentials <http://windows.microsoft.com/en-us/windows/security-essentials-download>

Malwarebytes <http://www.malwarebytes.org>

BRING YOUR OWN DEVICE PROGRAM

Examples of devices that meet minimum specifications

If you have questions about whether a specific model will meet the requirements please feel free to contact the Bribie Island IT Department on (07) 3400 2444 or BYOD@bribislahs.eq.edu.au. **Bribie Island State High School does not recommend any particular brand or vendor, the following examples serve as a guide to device type ONLY.**

LAPTOP		
 HP ProBook	 Dell XPS Ultrabook	
TABLET PC		
 Toshiba Z10T	 Lenovo Yoga	 Microsoft Surface Pro 3
APPLE		
 Macbook Air	 Macbook Pro	

Examples of devices that DO NOT meet minimum specifications

 Chromebook	 iPad	 Galaxy Tab
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BRING YOUR OWN DEVICE PROGRAM

Care of device

It is the responsibility of families to keep their chosen IT device in good working order to ensure minimal disruption to learning. It is expected that students bring their IT device to school each day fully charged. Each device should be clearly labelled with the student's name. Students should take care to put their device to sleep when moving around, as failure to do so can damage the hard drive and potentially lose files. Choosing a device with solid state drive (SSD) can alleviate some of these issues. It is **REQUIRED** that all devices have some form of protective casing. This will minimize the likelihood of damage as students travel to and from school.

Insurance and warranty

Purchasing insurance is a personal choice, Bribie Island State High School strongly recommends that you purchase Accidental Damage Protection Insurance with your device. When purchasing your laptop please learn about your options to purchase accidental damage protection for your IT device. This covers your device with accidental damage on and off the school campus. Fire, theft and acts of God are usually not covered under these programs and we request you to include it in your personal or home insurance. The insurance can be purchased with your computer vendor or any insurance company. All insurance claims must be settled between you and the insurance company. Statistically, 30% of repairs at school are considered non-warranty. We advise that all devices are covered by an extended warranty. Statistically a computer will require, on average, 2.5 repairs during its 3 year life cycle. This is a computer requiring a hardware repair due to component failure (warranty) or accidental damage (non-warranty). On average 70% of these repairs are warranty and 30% non-warranty.

Repairs and school support

All maintenance for the IT device, operating system, software and/or apps purchased by the family are the responsibility of the family. Families should ensure quick maintenance turnaround for student devices. If you run into a problem, we advise students to see the school IT staff who will attempt to diagnose the fault. If this is not able to be resolved, they can recommend a course of action for repair (eg. warranty claim, insurance claim etc.). Troubleshooting will be limited to running an inbuilt diagnostic that has been installed by the manufacturer of your device and will only be performed in the presence of the student or parent.

Secondary devices

We acknowledge that the majority of today's users experience media on a variety of screens: computer, smartphone, tablet and TV. Students are welcome to bring secondary devices to school. IT staff can assist in connecting the device to the Wi-Fi, however cannot support repairs and maintenance.

BRING YOUR OWN DEVICE PROGRAM

Appendix 1 - Minimum specifications

When purchasing your laptop please present this checklist to your vendor and ensure the device meets the following minimum specifications:

Type	Minimum specifications
Platform	PC, Tablet PC or Mac
Screen size	11" screen or higher (measured diagonally) – consider portability and weight
Processor*	Intel Core i3 or higher AMD Athlon or higher
RAM*	4 GB or higher
Hard drive*	128 GB or higher – SSD is recommended
Operating system*	Windows 7 Professional or higher Mac OSX 10.10.5 or higher Not supported: iOS, Android, Windows RT, Windows Standard/Home editions, Chromebook & distributions of Linux (EG. Ubuntu, Debian, Fedora etc)
Anti-virus	Must have anti-virus installed
Case	All laptops require a protective case
Wireless*	Dual-band wireless capabilities (2.4 & 5 GHz)
Features	Keyboard, USB port, headphone port, in-built microphone, webcam
Battery life	6+ hours

* If this minimum specification is not met, this device is not supported by Education Queensland and may not connect to the school network.

YEAR 10 CURRICULUM STRUCTURE

Year 10 at Bribie Island SHS is considered to be part of the Senior Phase of Education. All Year 10 students complete a Student Education and Training (SET) Plan as part of the Education and Career Planning process. A Learning Unique Identifier (LUI) is assigned to each Year 10 student to track their progress through the Senior Phase of Education.

Year 10 students intending to enrol in Vocational Education and Training (VET) courses within school and through external providers are required to create a Unique Student Identifier (USI). www.usi.gov.au. This process will be assisted by school staff.

Year 10 serves as a transition to the Senior School. English and Mathematics are compulsory; however, students are placed into subjects according to their performance in Year 9 and career aspirations. Refer to the subject selection booklet for details. Students wishing to study Science or Social Science in Year 11 and 12 MUST study these in Year 10. Although Science and Social Science are not compulsory, they are strongly recommended for students who are looking at tertiary study after Year 12. A number of possible options are available to students – refer to the subject selection form for details. If students are intending to study a particular subject in Year 11 and 12 it is recommended that they consider these subjects in Year 10.

Education and Career Planning (ECP)

To assist students and parents in designing a course of study the school has trained teachers to act as ECP facilitators. These teachers will provide guidance to students to determine their course each year.

How to Select a Course

This booklet has been organised under the Key Learning Area (KLA) framework. A brief outline of each unit offered is provided. Students, parents and ECP facilitators will work together to devise a course which meets both the student's needs and interests.

Year 10 Summer School

In order to better prepare students who are at-risk of failing for this phase of learning, Bribie Island State High School has established the Year 10 Summer School program. The program, run in weeks 9 and 10 of Term 4, provides Year 10 students support in demonstrating the required learning of a Year 10 student and provide pathways for their transition into Year 11. At the beginning of Year 10 students are made aware of the four following pathways available to them in transitioning into Year 11:

- Demonstrate the required learnings of Year 10 through an A-C achievement standard on OneSchool reporting;
- Attend the Summer School program to resubmit assessment that they have failed in order to achieve a C in the particular subject(s);
- Revise their subject selection for Year 11;
- Liaise with the guidance officer and support team in finding an alternative in school.

Students who fail to pass subjects that they need as a pre-requisite for a subject in Year 11, will be required to attend Summer School. During which they will be provided with the support of expert teachers who will assist them in their assessment and provide the opportunity for them to re-submit in the hope of achieving a passing result.

NEW TERTIARY ENTRANCE SYSTEMS – STARTING IN 2019

About the new senior assessment and tertiary entrance systems

New senior assessment and tertiary entrance systems begin in Queensland with students entering Year 11 in 2019. The new systems include:

- a model that uses school-based assessment and external assessment
- processes that strengthen the quality and comparability of school-based assessment
- introducing the Australian Tertiary Admission Rank (ATAR).

What are the key changes?

The key changes to the system are:

- a new senior assessment model that combines school-based assessment developed and marked by classroom teachers, with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA); and
- a move from the current Overall Position (OP) tertiary entrance rank to an Australian Tertiary Admission Rank (ATAR), as used by other Australian states and territories.

The reforms are the biggest change to senior education in more than 40 years.

Why change the current systems?

The senior assessment system in its current form began in the early 1980s, and the existing tertiary entrance system was introduced in 1992. In 2014, a report by the Australian Council for Educational Research found that while the existing arrangements are serving Queensland students well, they will not be sustainable over the longer term.

What will be different about senior assessment?

Year 12 students typically complete up to seven final assessments in each Authority subject. Under the new system, students will complete four assessments for each subject, leaving more time for teaching and learning.

In senior Authority subjects, three of these assessments will be school-based and one will be externally set and marked.

External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. They will generally contribute 25% towards a student's final result in most senior subjects. In Mathematics and Science subjects, they will generally contribute 50%.

New processes will also be used to strengthen the quality and comparability of school-based assessment. For example, under the new system, all school-based assessments will be endorsed by the QCAA before being used in the classroom.

What will be different about tertiary entrance?

Eligible students will be awarded an ATAR. The ATAR will replace the OP. ATARs will be calculated by comparing student results using a process known as 'inter-subject scaling', as used in a number of other Australian jurisdictions. The current Queensland Core Skills (QCS) Test will be discontinued, allowing more time for subject-based teaching and learning. A broader range of learning will be able to contribute to the ATAR than the OP.

What is the difference between the ATAR (new tertiary entrance rank) and OP?

- The ATAR is a finer grained rank order of students than the OP.
- It's a number between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands.
- The ATAR is commonly used in other states and territories.

Calculating ATARs

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs.

QTAC will calculate ATARs based on either: a student's best five General (currently Authority) subject results, as is currently the case for the OP system **or** a student's best results in a combination of four General subject results, plus an applied learning subject result.

<p>Best five QCAA General subjects</p> <p>BISHS may offer a selection from</p> <ul style="list-style-type: none"> ▪ Ancient History ▪ Biology ▪ Business ▪ Chemistry ▪ Dance ▪ Design ▪ Digital Solutions ▪ Drama ▪ English ▪ Film, Television & New Media ▪ General Mathematics ▪ Geography ▪ Legal Studies ▪ Literature ▪ Marine Science ▪ Mathematical Methods ▪ Modern History ▪ Music ▪ Music Extension ▪ Physical Education ▪ Physics ▪ Specialist Mathematics ▪ Visual Art 	<p>Best four QCAA General subjects + the best result in a:</p> <p>QCAA Applied (currently Authority-registered subject or Subject Area Syllabus subject)</p> <p>BISHS may offer a selection from</p> <ul style="list-style-type: none"> ▪ Essential English ▪ Essential Mathematics ▪ Aquatic Practices ▪ Drama in Practice ▪ Early Childhood Studies ▪ Engineering Skills ▪ Fashion ▪ Furnishing Skills ▪ Hospitality Practices ▪ Industrial Graphics Skills ▪ Science in Practice ▪ Tourism ▪ Visual Arts in Practice <p>Or Certificate III or Certificate IV</p> <p>Or Diploma or Advanced diploma</p>
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If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

English as a requirement for ATAR eligibility

In the new system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature (new subject), English and Literature Extension (renamed), or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR

How should students choose their subjects?

As in the current system, students should choose subjects according to their learning goals, and what they enjoy and are good at. They should pay close attention to the prerequisite requirements of the courses they are considering for tertiary study.

Will the Queensland Certificate of Education (QCE) continue?

The Queensland Certificate of Education (QCE) will remain as Queensland's senior school qualification. All eligible Year 12 graduates will be awarded a QCE now and in the future.

Senior Education Profile (SEP)

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement, or a Queensland Certificate of Individual Achievement (QCIA). Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior schooling qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfil literacy and numeracy requirements.

Tertiary Entrance Statement

The Tertiary Entrance Statement shows an eligible student's OP (Overall Position) and FPs (Field Positions). An OP indicates a student's rank, based on overall achievement in Authority subjects. The student must study at least three of these subjects for all four semesters and sit the Queensland Core Skills (QCS) Test. FPs indicate a student's rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). FPs are calculated only for OP-eligible students.

Senior Statement

All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Queensland Certificate of Individual Achievement (QCIA)

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCAA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, a student's QCS Test result.

There are a number of ways a student can gain a QCE

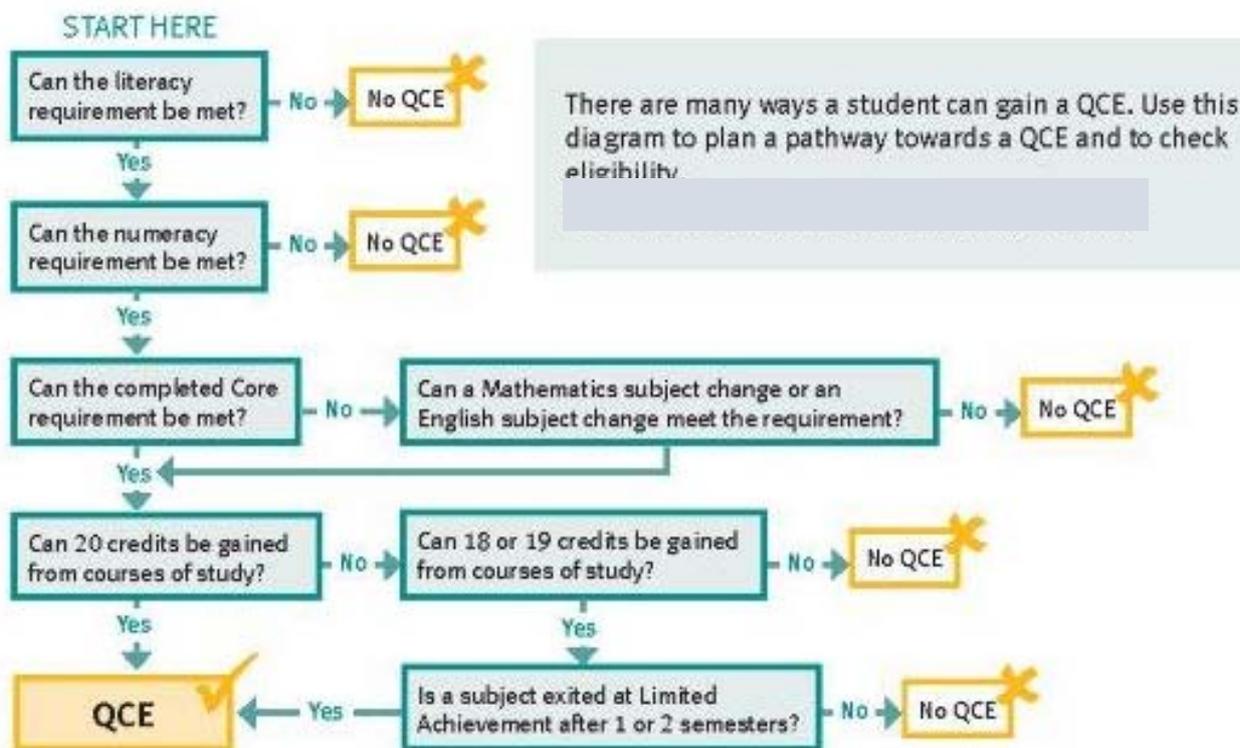
The QCE Handbook provides information about:

- credit for partial completion of courses of study
- credit transfer for intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit www.qcaa.qld.edu.au for a copy of the handbook

SENIOR EDUCATION PROFILE

<p>About the QCE</p>	<p>The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.</p> <ul style="list-style-type: none"> • The QCE is awarded to eligible students – usually at the end of Year 12. • Students can still work towards a QCE after Year 12 or if they leave school. • Learning options are grouped into four categories (<i>see opposite</i>). • The QCE offers flexibility in what, where and when learning occurs.
<p>How the QCE works</p>	<p>To achieve a QCE a student needs 20 credits in a set pattern.</p> <ul style="list-style-type: none"> • At least 12 credits must come from completed Core courses. • Additional 8 credits can come from a combination of any courses. • Students must achieve a Sound, Pass or equivalent to receive QCE credits. • Literacy and numeracy requirements must be met (<i>see opposite</i>)
<p>Planning a QCE pathway</p>	<p>QCE planning usually starts in Year 10.</p> <ul style="list-style-type: none"> • A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway. • Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects done while at school, recognised workplace learning, certificates and awards. • Students choose their own QCE pathway – there are hundreds of possible course combinations • Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au



SENIOR EDUCATION PROFILE



Learning options and credit values

	COURSE	CREDIT
CORE	CORE courses: usually undertaken by students in the senior phase of learning	At least 12 credits are needed. At least 1 credit undertaken while enrolled at
	Authority or Authority registered subjects	Per course (4 semesters) 4
	Subjects assessed by a Senior External Examination	4
	VET Certificate II, III or IV qualifications (Includes school based traineeships that incorporate on the job	Certificate II 4 Certificate II or IV 5, 6, 7 or 8
	School based apprenticeships	Certificate III 2
	Tailored training programs	4
	Recognised international learning programs	Per course 4
	PREPARATORY	PREPARATORY courses: generally used as stepping stones to
VET Certificate vocational qualifications		(Max. of 2 qualifications can 2 or 3
Employment skills development programs approved under the		(Max. of 1 program can 2
Re-engagement programs		(Max. of 1 program can 2
Recognised certificates and awards		As determined by QCAA
Short courses in literacy or short course in numeracy developed		Per course 1
ENRICHMENT	ENRICHMENT courses: add value to complement Core courses of	A maximum of 8 credits can contribute
	Recognised certificates and awards	As determined by QCAA
	Recognised structured workplace or community-based learning	As determined by QCAA
	Learning projects – workplace, community, self-directed	1
	Authority extension subjects, such as English Extension	2
	Career development: A short course senior syllabus	1
	School-based subjects	As determined by QCAA
ADVANCED	ADVANCED courses: go beyond senior secondary schooling	A maximum of 8 credits can contribute
	One or two-semester university subjects completed while enrolled at a school	One-semester subject 2 Two-semester subject 4
	Competencies contributing to VET diplomas or advanced diplomas while enrolled at a school	Up to 8 (1 credit per competency) credits
	Recognised certificates and awards	As determined by QCAA

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:

- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- competence in VET Vocational Literacy 3 (39153 Qld) and Numeracy 3 (39163 Qld) – expired 30 Sept 2011
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of 39282QLD Certificate I in Core Skills for Employment and Training – Communication
- completion of 39282QLD Certificate I in Core Skills for Employment and Training – Numeracy

ENGLISH

Introduction

Students at Bribie Island State High School live in an increasingly culturally diverse society with changing social structures. The English course is designed to provide students with the skills to be able to make judgements about meanings in texts and to empower them to realise their potential in this complex world. Enrolment in this course will be based on Year 9 results.

UNIT CODE	ENG10
Unit Title	Year 10 English
Prerequisites	B or higher in Year 9 English
Unit Description	<p>The Year 10 English course implements the expectations of the National Curriculum and is built around three interrelated strands:</p> <p>Language The language strand involves the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works.</p> <p>Literature Students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital / online contexts.</p> <p>Literacy Students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts. The Australian English Curriculum aims to support students to:</p> <ul style="list-style-type: none"> • Understand how Standard Australian English works in its spoken and written forms and in combination with other non-linguistic forms of communication • Learn Standard Australian English to help sustain and advance social cohesion in our linguistically and culturally complex country • Respect the varieties of English and their influence on Standard Australian English • Appreciate and enjoy language and develop a sense of its richness and its powers to evoke feelings, form and convey ideas, persuade, entertain and argue • Understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings • Access a broad range of literacy texts and develop an informed appreciation of literature • Master the written and spoken language forms of schooling and knowledge • Develop English skills for lifelong enjoyment and learning
Expected Outcomes	<p>By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.</p> <ul style="list-style-type: none"> • Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices

	for impact, and accurately use spelling and punctuation when creating and editing texts.
Other important information	A level of above satisfactory (B or above) in Year 10 English is required for students intending to study Senior Authority English. To meet the Queensland Certificate of Education (QCE) literacy requirements, students must pass at least one semester of the English course (English or English Communication) in which they are enrolled in Years 11 and 12.
Assessment	A] Creative Monologue B] Short Story C] Analytical Essay E] Feature Article F] Persuasive Speech G] Analytical Essay
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	\$0
Description of fee	N/A
Textbooks Required	1x novel (chosen by class teacher at the commencement of the course), 1x playscript, dictionary, thesaurus
Specific Equipment	A4 exercise book Students must bring a network connected BYOD compliant digital device to each class.
Connecting Senior Subjects	General Subjects (contributes to ATAR): <ul style="list-style-type: none"> • English • Literature Applied Subject: English Communication

MEDIA STUDIES

WHY STUDY FILM, TELEVISION & NEW MEDIA?

Screen media is all around us. Its ever-increasing proliferation has seen the average time we spend in front of a screen grow such that engaging with a film, television or new media product is often the first and last thing we do each day. Such is the significance of these media forms in our lives. The information and creative industries continue to be among the fastest-growing and are already among the largest employers and drivers of the economy in many countries. Opportunities for employment within these industries have never been so plentiful and have seen many of our past students find work as professional editors, camera operators, graphic designers and more.

UNIT CODE	MED10
Unit Title	Year 10 Media Studies
Prerequisites	At least a Sound Level of Achievement in Year 9 English
Unit Description	<p>Students study the design, production and critique of products by using five (5) key concepts that operate in the contexts of production and use. These key concepts are:</p> <ul style="list-style-type: none"> • <i>Technologies</i>: The tools and associated processes that are used to create meaning in moving-image media production and use • <i>Representations</i>: Constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use • <i>Audiences</i>: Individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products • <i>Institutions</i>: The organisations and people whose operational processes and practices enable or constrain moving-image media production and use • <i>Languages</i>: Systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use
Expected Outcomes	<ul style="list-style-type: none"> • Explore a range of products and contexts such as historical and contemporary, Australian and international, commercial and non-commercial, independent and mainstream, established media and new media • Make productions for real audiences, such as a local or school audience, an audience associated with a film festival or competition, or an online audience for their products • Interact with guest speakers from industry or online • Discuss, analyse and evaluate concepts and ideas • Complete a storyboard based on a film script / screenplay identifying different shots, angles, composition, timing and transitions • Design a product for two different audiences, e.g. alternative, mainstream, fringe, resistant, niche, minority, youth, local, global • Investigate how community standards, decisions about public funding and political decisions affect production and use • Compare the social and cultural conventions used in creating meaning in products made in two different countries • Use editing technologies to manipulate and juxtapose images produced by others to create various meanings and critique these • Make a product that incorporates the principles for successful interactivity • Plan and organise for production • Work effectively in groups • Solve technical and other problems
Other important information	<p>Students study film, television and new media in order to develop critical literacy and an awareness of how media messages construct a social conscience. They learn to appreciate the creative process by developing understandings and practical media-making skills. Students who enjoy films, television, internet media and computer/video game platforms are all likely to enjoy and benefit from the study of film, television and new media.</p>

Assessment	<p>Schools select from a wide range of assessment techniques to judge student achievement.</p> <p><i>Designs</i> for productions include: oral and written treatments, character outlines, level descriptions, character images, three-column-scripts, film screenplays, storyboards.</p> <p><i>Productions</i> (whole or part) include: whole or sequence of a video, whole or segment of camera footage, editing, soundtrack; advertisement.</p> <p><i>Critiques</i> include: extended writing (such as analytical essay, research assignment, report, feature article); oral presentation (such as director's commentary, seminar).</p>
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	\$65
Description of fee	Hire of the following specialise photography/ filming equipment: SLR cameras, tripods, micorphone and SD cards.
Textbooks Required	Media-New Ways and Meanings
Specific Equipment	Students must bring a network connected BYOD compliant digital device to each class.
Photograph of sample projects / links to website	
Connecting Senior Subjects	General subject (contributes to ATAR): Film, Television and New Media

ENGLISH FOUNDATIONS

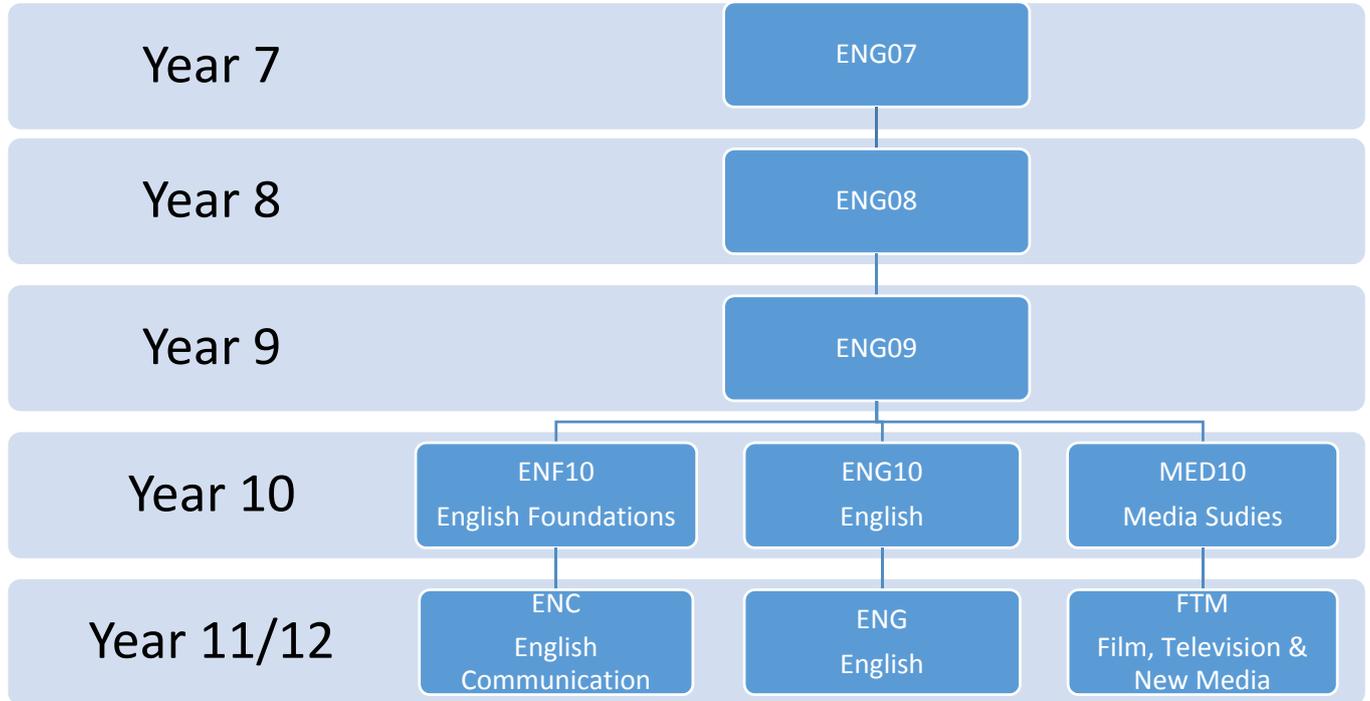
Introduction

English Foundations is an alternative to traditional English. This program provides students with the skills to become more effective communicators while also further developing their basic literacy skills. There is an emphasis on developing the basics within a relevant and practical learning environment. Enrolment in this course will be based on Year 9 results.

UNIT CODE	ENF10
Unit Title	Year 10 English Foundations
Prerequisites	Enrolment is based on Year 9 results.
Unit Description	<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</p> <p>In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.</p> <ul style="list-style-type: none"> Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.
Expected Outcomes	<p>Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.</p> <ul style="list-style-type: none"> Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.
Other important information	<p>This course is a preparation for Year 11 English Communication. It is able to be used as an English requirement towards ATAR.</p> <p>To meet the Queensland Certificate of Education (QCE) literacy requirements, students must pass at least one semester of the English course (English or English Communication) in which they are enrolled in Year 11 and 12.</p>
Assessment	<p>A] Persuasive Speech B] Interview Script C] Feature Article D] Short Story E] Analytical Powerpoint F] Music Review</p>
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	NIL
Description of fee	N/A
Textbooks Required	1x novel (chosen by class teacher at the commencement of the course), 1x playscript, dictionary, thesaurus

Specific Equipment	Exercise book Students must bring a network connected BYOD compliant digital device to each class.
Connecting Senior Subjects	Applied Subject: English Communication

English Faculty Subject Progression flowchart



FUNCTIONAL LITERACY – BY INVITATION ONLY

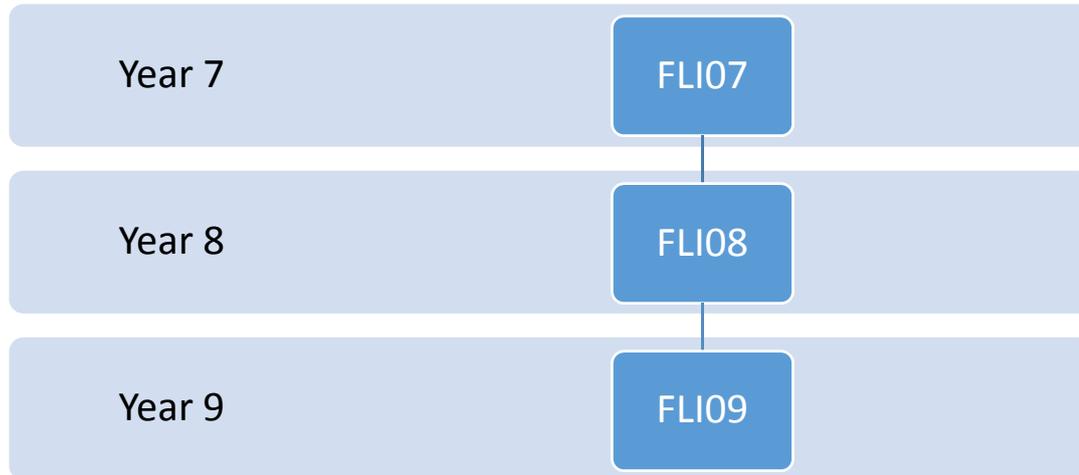
Introduction

Students at Bribie Island State High School live in an increasingly culturally diverse society with changes in social structure. The Literacy course is designed to provide students with the skills to be able to decipher language needed for their ability to function in this increasingly complex world.

UNIT CODE	FL10
Unit Title	Year 10 Functional Literacy
Prerequisites	Enrolment is by school-initiated invitation only.
Unit Description	<p>The Functional literacy course offers eligible students, the opportunity to engage in learnings that are tailored to meet their needs. Students who access this course of student are those eligible to access and participated in explicit teaching and learning experiences under the provision of an Individual Curriculum Plan designed under the Guidelines for Curriculum provision for Students with Disabilities.</p> <p>Literacy Students accessing and participating in Literacy Studies apply their English language skills and knowledge to read, view, speak, listen to and write a selection of texts. The Literacy course focuses on the essential English skills required for reading comprehension and writing competence. Skills to successfully engage and demonstrate positive daily living skills, provide the real life platform for ongoing development of sight word recognition and production, vocabulary acquisition, grammar (particularly the basic parts of speech and language function), and spelling.</p>
Expected Outcomes	Learning activities may include: reading short texts and answering comprehension questions, following instructions and deciding the correct order of a process, writing letters or e-mails, researching and making a presentation about a specific topic, reading short stories and comparing those to their movie adaptations, and using other multi-media based activities.
Other important information	Students can enrol in this subject by invitation only.
Assessment	Students engage in assessment activities as part of classwork. These assessment tasks are set each term and form the basis for active engagement and ongoing monitoring and evaluation of student performance and outcomes. Students are required to complete one formal piece of assessment per term.
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	NIL
Description of fee	N/A
Textbooks Required	Nil
Specific Equipment	Exercise book x2 Students must bring a network connected BYOD compliant digital device to each class.

FUNCTIONAL LITERACY – BY INVITATION ONLY

Functional Literacy Faculty Subject Progression flowchart



MATHEMATICS

Introduction

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands describe what is being taught and learnt and include *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and mathematics.

The Junior School Mathematics program at BISHS is cyclical in nature. Each unit covers topics within the three strands of Mathematics. In each strand, basic concepts are revisited before moving the student on to new concepts.

The key goal of Mathematics is: To foster lifelong learning attributes that empowers students to be effective participants in an interdependent world.

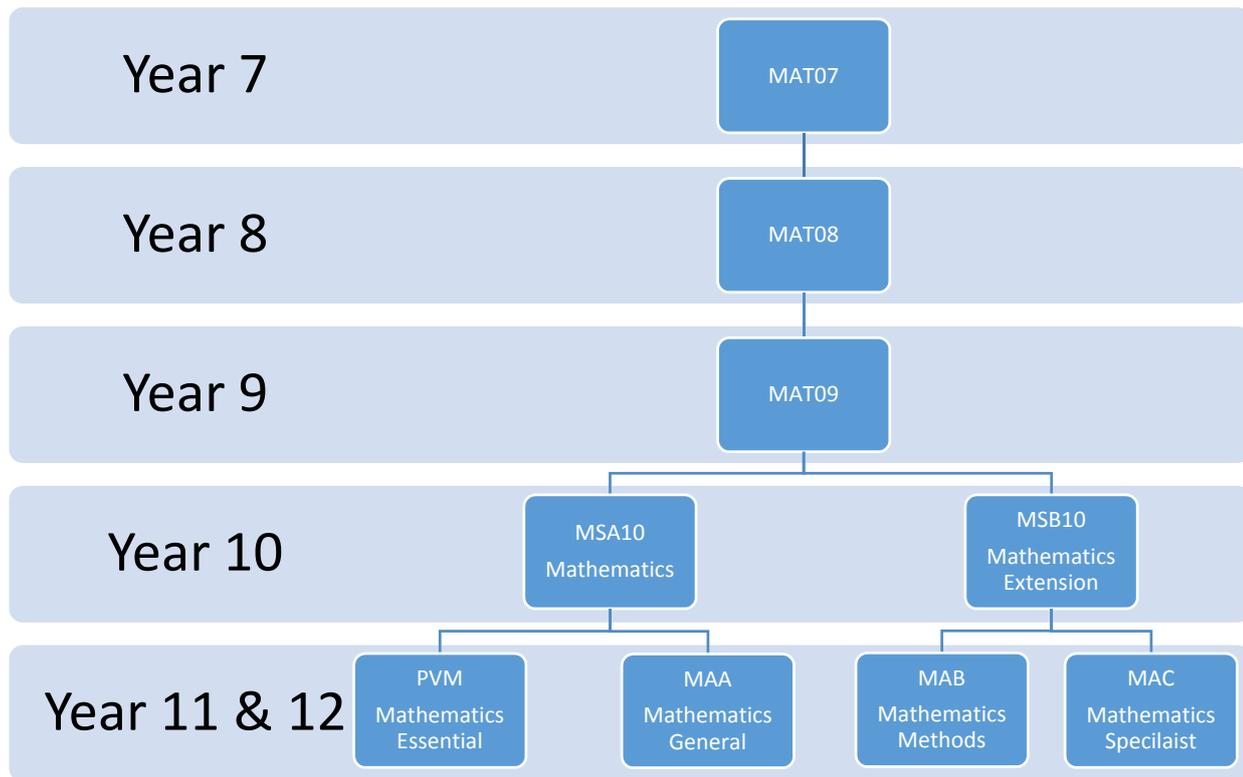
UNIT CODE	MSA10
Unit Title	Year 10 Mathematics
Prerequisites	Year 9 Mathematics
Unit Description	Topics relating to the mathematical strands of Number and Algebra, Measurement and Geometry and Statistics and Probability
Expected Outcomes	<p>The Australian Curriculum: Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study
Other important information	<p>All students will study the core Mathematics units in Years 7 to 9. Year 10 Mathematics offers students the option of choosing units that suit their ability level and aspirations for senior subjects and career paths.</p> <p>Specific information regarding Year 10 Mathematics unit options can be found in this booklet.</p> <p>To meet the Queensland Certificate of Education (QCE) numeracy requirements students must pass at least one semester of the Mathematics course in which they are enrolled in Years 11 and 12.</p>
Assessment	<ul style="list-style-type: none"> Investigations Bookwork Written Exams Homework Folio
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	NIL
Description of fee	N/A
Textbooks Required	Pearson Mathematics 10

Specific Equipment	<ul style="list-style-type: none"> • Sharp scientific calculator • Protractor and compass • Graph paper • Ruler
Connecting Senior Subjects	<p>School subject: Consumer Mathematics (by invitation only) This subject is designed for students who find some difficulties working mathematically.</p> <p>Applied subject: Mathematics Essential This subject is suitable for those students who are headed directly into employment or through the TAFE system.</p> <p>General subject(contributes to ATAR): Mathematics General This subject prepares students for university studies that don't require Mathematics Methods.</p>

MATHEMATICS

UNIT CODE	MSB10
Unit Title	Year 10 Mathematics Extension
Prerequisites	To gain entry into this subject, students must achieve at least a B level of achievement in Year 9 Mathematics.
Unit Description	Topics relating to the mathematical strands of Number and Algebra, Measurement and Geometry and Statistics and Probability
Expected Outcomes	Specific information regarding Year 10 Mathematics unit options can be found in this booklet.
Other important information	All students will study the core Mathematics units in Years 7 to 9. Year 10 Mathematics offers students the option of choosing units that suit their ability level and aspirations for senior subjects and career paths. To meet the Queensland Certificate of Education (QCE) numeracy requirements students must pass at least one semester of the Mathematics course in which they are enrolled in Years 11 and 12.
Assessment	<ul style="list-style-type: none"> • Investigations • Homework Folio • Bookwork • Written Exams
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	NIL
Description of fee	N/A
Textbooks Required	Pearson Mathematics 10
Specific Equipment	<ul style="list-style-type: none"> • Sharp scientific calculator • Protractor and compass • Graph paper • Ruler
Connecting Senior Subjects	<p>General subjects (contributes to ATAR):</p> <ul style="list-style-type: none"> • Mathematics General (similar to Maths A) • Mathematics Methods (similar to Maths B) • Mathematics Specialist (similar to Maths C) <p>Mathematics Methods and Specialist prepares students for university studies in courses like Mathematics, Science, Engineering, Business / Economics and Information Technology, etc.</p> <p>It should be noted that students choosing Mathematics Specialist as an elective subject MUST also choose Mathematics Methods.</p>

Mathematics Faculty Subject Progression Flowchart



FUNCTIONAL NUMERACY – BY INVITATION ONLY

Introduction

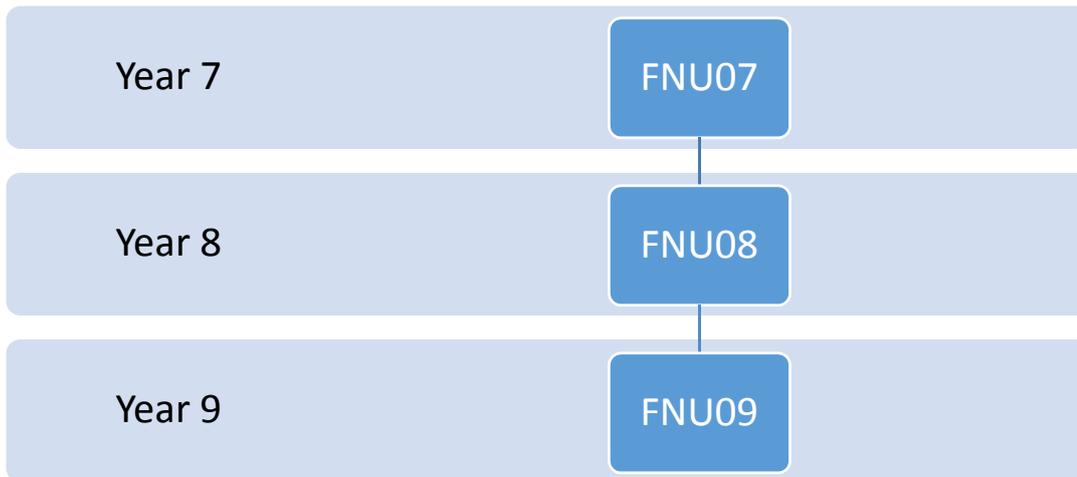
To be able to confidently demonstrate functional mathematical skills to meet daily needs in today's society is essential for young learners.

The Functional Numeracy Program at Bribie Island State High School is offered as an invitation only program to meet the needs of students, who through consultation with parents and others stakeholders are identified as requiring an Individualised Curriculum Plan in line with Education Queensland Curriculum – Guidelines for Students with Disabilities. Within the Functional Numeracy program, content is based around those strands outlined in the Australian Curriculum, Assessment and Reporting Framework with a focus placed upon Explicit Teaching, Scaffolded Instruction and Guided Practice within meaningful and real life applications.

UNIT CODE	FNU10
Unit Title	Year 10 Functional Numeracy
Prerequisites	Nil
Unit Description	Topics relating to the mathematical strands of Number and Algebra, Measurement and Geometry and Statistics and Probability
Expected Outcomes	The Units studied in Year 10 are designed to build upon learning from Years 7 to 9 and provide strong and relevant links to the studies of Functional Numeracy offered by invitation only in Year 11 and 12. <ul style="list-style-type: none"> • Number and Algebra • Measurement and Geometry • Statistics and Probability
Other important information	Students accessing this invitation only subject have previously accessed and participated in adjusted curriculum options in Years 8 and 9 in the study of Mathematics. Study in Functional Numeracy in Year 10 is aimed at building student confidence and competence in core mathematic concepts and skills that are relevant to real life applications.
Assessment	<ul style="list-style-type: none"> • Investigations • Bookwork • Written Exams • Life Tasks
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	NIL
Description of fee	N/A
Textbooks Required	Nil
Specific Equipment	<ul style="list-style-type: none"> • Sharp scientific calculator • Protractor and compass • Graph paper • Ruler
Connecting Senior Subjects	School subject: Year 11 Consumer Mathematics (by invitation only) This subject is designed for students who find some difficulties working mathematically. Applied subject: Year 11 Mathematics Essential This subject is suitable for those students who are headed directly into employment or through the TAFE system.

FUNCTIONAL NUMERACY – BY INVITATION ONLY

Functional Numeracy Subject Progression Flowchart



SCIENCE

Introduction

Science provides a way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Science from Year 7 to 10 build on scientific knowledge across four disciplines; Chemistry, Physics, Biology and Earth Science, students who wish to continue into Senior Science subjects must obtain at least a B Level in Year 10 science.

The key value of Science is:

Using integrity and social conscience to develop scientific knowledge. Emphasis is placed on developing scientific skills, knowledge and concepts through the ‘Ways of Working’.

1. Identify problems and issues, formulate scientific questions and design investigations.
2. Plan investigations guided by scientific concepts and design and carry out fair tests.
3. Research and analyse data, information and evidence.
4. Evaluate data, information and evidence to identify connections, construct arguments and link results to theory.
5. Select and use scientific equipment and technologies to enhance the reliability and accuracy of data collected in investigations.
6. Conduct and apply safety audits and identify and manage risks.
7. Draw conclusions that summarise and explain patterns, and that are consistent with the data and respond to the question.
8. Communicate scientific ideas, explanations, conclusions, decisions and data, using scientific argument and terminology, in appropriate formats.
9. Reflect on different perspectives and evaluate the influence of people’s values and culture on the applications of science.
10. Reflect on learning, apply new understandings and justify future applications.

Science is composed of five (5) strands:

- Science as a Human Endeavour
- Earth and Beyond
- Energy and Change
- Life and Living
- Natural and Processed Materials

UNIT CODE	SCI10
Unit Title	Year 10 Science
Prerequisites	Year 9 Science
Unit Description	<p>Semester 1:</p> <p><u>Earth and Space Sciences</u> The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere</p> <p><u>Biological Sciences</u> Transmission of heritable characteristics from one generation to the next involves DNA and genes The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence</p> <p>Semester 2:</p> <p><u>Physical Sciences</u> Energy conservation in a system can be explained by describing energy transfers and transformations The motion of objects can be described and predicted using the laws of physics</p> <p><u>Chemical Sciences</u> The atomic structure and properties of elements are used to organise them in the Periodic Table Different types of chemical reactions are used to produce a range of products and can occur at different rates</p>
Expected Outcomes	<p>In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.</p> <ul style="list-style-type: none"> • Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.
Other important information	Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and

	skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.
Assessment	<ul style="list-style-type: none"> Assessment includes a number of very different formats that cater to the strengths of all students. Assessment may take the form of exams, practicals, reports, displays and presentations
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Biological Activities: Science Experiments, Chemical Hazards: Science Experiments, Science Experiment Activities, Conduction safe work practices.
Cost	NIL
Description of fee	N/A
Textbooks Required	Access to the COSMOS suite of interactive lessons, available on-line including apps.
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Connecting Senior Subjects	Applied Subjects: <ul style="list-style-type: none"> Science In Practice Aquatic Practices

Purpose of the Course

SCP10 is designed to fully prepare students for the study of Physics in Year 11 and 12. They will build on the knowledge and skills developed through Year 8 and 9 sciences to extend and refine critical concepts that underpin the senior curriculum requirements. This will ensure students have every opportunity to study senior subjects in the depth required to maximise their exit levels at the end of Year 12.

Students are actively involved in investigations about the world using scientific inquiry methods including questioning, planning and conducting experiments.

They engage in investigations based on collecting and analysing data, evaluating results, communication results and drawing critical, evidence based conclusions.

UNIT CODE	SCP10
Unit Title	Year 10 Physical Sciences
Prerequisites	A grade of B or better in Year 9 Science and Maths B.
Unit Description	This is an elective subject offered in Year 10 Semesters 1 or 2 for those students wishing to do Senior Physics.
Expected Outcomes	<p>In Physics, subject matter is derived from key concepts and key ideas. The key concepts are organised under the headings of Forces, Energy and Motion.</p> <p>Forces</p> <ul style="list-style-type: none"> • The nature of a force. • Forces that act on objects influence their state of equilibrium. • Forces are able to influence the motion and shape of objects. • The forces that act on objects influence their internal energy. <p>Energy</p> <ul style="list-style-type: none"> • Energy may take different forms originating from forces between, or relative motion of, particles or objects. • Energy is conserved. • Energy transfer processes provide us with different ways of using and dealing with energy and radiation and these have different social consequences and applications. <p>Motion</p> <ul style="list-style-type: none"> • Motion can be described in different ways. • Motion can be analysed in different ways. • Motion can be described using various models and modern theories. You will progressively explore and develop your understandings of these over the course of study through six to twelve units of work.
Other important information	Students develop their scientific understanding via contexts that highlight the historical and cultural components of science and as well as contemporary issues and activities.
Assessment	All units and assessment will prepare students for the units and modes of assessment that will be encountered in senior physics. This will include exams, extended response (ER) items and an extended experimental investigation (EEI)
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities Risk Level – Medium: Excursion to Dreamworld
Cost	\$55.00

Description of fee	Excursion: Dreamworld
Textbooks Required	Pearson Science Year 10
Photograph of sample projects / links to website	
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Connecting Senior Subjects	General Subjects (contribute to ATAR): <ul style="list-style-type: none"> • Physics • Chemistry

Purpose of the Course

SCC10 is designed to fully prepare students for the study of Chemistry in Year 11 and 12. They will build on the knowledge and skills developed through Year 8 and 9 sciences to extend and refine critical concepts that underpin the senior curriculum requirements. This will ensure students have every opportunity to study senior subjects in the depth required to maximise their exit levels at the end of Year 12.

Students are actively involved in investigations about the world using scientific inquiry methods including questioning, planning and conducting experiments.

They engage in investigations based on collecting and analysing data, evaluating results, communication results and drawing critical, evidence based conclusions.

UNIT CODE	SCC10
Unit Title	Year 10 Chemical Sciences
Prerequisites	A grade of B or better in Year 9 Science and Maths.
Unit Description	This is an elective subject offered in Year 10 Semesters 1 or 2 for those students wishing to do Senior Chemistry.
Expected Outcomes	<p>In Chemistry, subject matter is derived from key concepts and key ideas. The key concepts are organised under the headings of 'Structure' and 'Reactions'. You will progressively explore and develop your understandings of these over the course of study through six to twelve units of work.</p> <p>Structure</p> <ul style="list-style-type: none"> All matter is composed of atoms. Materials can be categorised and represented symbolically and their macroscopic properties can be explained and predicted from understandings about electronic structure and bonding. <p>Reactions</p> <ul style="list-style-type: none"> Specific criteria can be used to classify chemical reactions. Chemical reactions involve energy changes. The mole concept and stoichiometry enable the determination of quantities in chemical processes. Specialised qualitative and quantitative techniques are used to determine quantity, composition and type. Chemical reactions are influenced by the conditions under which they take place and, being reversible, may reach a state of equilibrium.
Other important information	Students develop their scientific understanding via contexts that highlight the historical and cultural components of science and as well as contemporary issues and activities.
Assessment	All units and assessment will prepare students for the units and modes of assessment that will be encountered in senior chemistry. This will include exams, extended response (ER) items and an extended experimental investigation (EEI)
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities Risk Level – Medium: Excursion to Dreamworld
Cost	\$10.00
Description of fee	Excursion: CSIRO Bribie Island

Textbooks Required	Pearson Science Year 10.
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Photograph of sample projects / links to website	
Connecting Senior Subjects	General Subjects (contributing to ATAR): <ul style="list-style-type: none"> • Chemistry • Physics

Purpose of the Course

SCN10 is designed to fully prepare students for the study of Biology and / or Marine Science in Year 11 and 12. They will build on the knowledge and skills developed through Year 8 and 9 sciences to extend and refine critical concepts that underpin the senior curriculum requirements. They will develop and refine critical scientific research and writing skills. This will ensure students have every opportunity to study senior subjects in the depth required to maximise their exit levels at the end of Year 12.

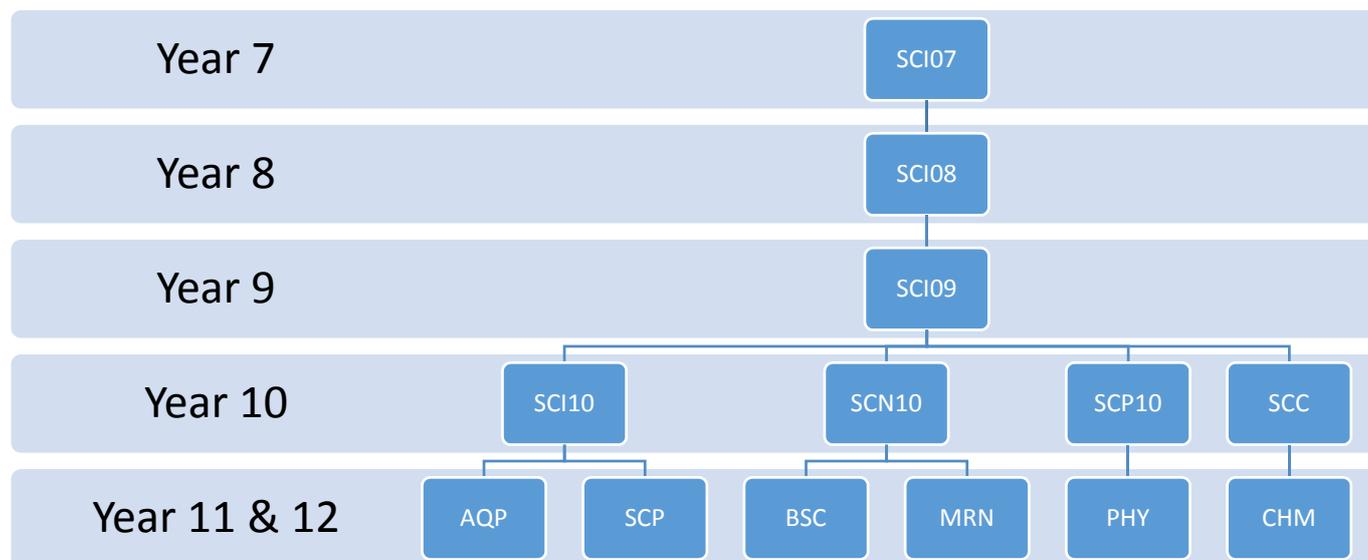
Students are actively involved in investigations about the world using scientific inquiry methods including questioning, planning and conducting experiments.

They engage in investigations based on collecting and analysing data, evaluating results, communication results and drawing critical, evidence based conclusions.

UNIT CODE	SCN10
Unit Title	Year 10 Natural Sciences
Prerequisites	A sound pass in Year 9 science.
Unit Description	This is an elective subject offered in Year 10 for those students wishing to do Senior Biology or Marine Science
Expected Outcomes	<p>When you study Natural Sciences, you will examine the phenomenon of life in all its manifestations. Natural Science encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems. Your understandings will be developed in terms of concepts inherent in the principles of biology, which are:</p> <ul style="list-style-type: none"> • Survival of species is dependent on individuals staying alive long enough to reproduce. • At every level of organisation in the living world, structure and function are interrelated. Each level of organisation in the living world has its own unique aspects and there is continual interaction of structure and function between these levels. • Continuity and change occur at all organisational levels in the living world. Changes may be cyclical or directional. The continuity of life is a balance between all the change processes. <p>As you study Natural Science, you will learn key concepts that relate to marine biology, oceanography, conservation and sustainability and marine research skills.</p> <ul style="list-style-type: none"> • The key concepts of <i>marine biology</i> relate to the different organisms that live in marine environments and how they interact. The key concepts of <i>oceanography</i> relate to the cycling of water, nutrients and pollution through the world's oceans and how this impacts on climate. <i>Conservation and sustainability</i> key concepts show the ways that human activities impact on marine environments and how negative impacts can be minimised. The key concepts of <i>marine research skills</i> show you how to safely conduct investigations as you explore marine environments from the shore or in the water.
Other important information	Students develop their scientific understanding via contexts that highlight the historical, and cultural components of science as well as contemporary issues and activities.
Assessment	Practical reports; Field report, Practical exams; Written exam

Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities
Cost	\$45.00
Description of fee	Excursion: Classification study at Underwater World Mooloolaba
Textbooks Required	Pearson Science Year 10
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Photograph of sample projects / links to website	
Connecting Senior Subjects	General subjects (contributing to ATAR): <ul style="list-style-type: none"> • Biology • Marine Science Links to Applied subjects: <ul style="list-style-type: none"> • Aquatic Practices • Science in Practice

Science Faculty Subject Progression Flowchart



HEALTH AND PHYSICAL EDUCATION

Introduction

The Health Key Learning Area (KLA) aims to develop in students the knowledge, skills, processes and dispositions to:

- Promote health and well being
- Actively engage in physical activity, and
- Enhance personal development

Students recognise that capabilities in health, movement and personal development can lead to career opportunities and improve their quality of life.

Active engagement in practical activities is a major feature in the Key Learning Area. This emphasis acknowledges the significant role of practical activity as a medium for learning.

UNIT CODE	HPX10
Unit Title	Year 10 Health and Physical Excellence
Prerequisites	Nil
Unit Description	<p>This course is designed as a bridging course, aiming to prepare students for entry into Senior Physical Education, Health Education (proposed for 2019) and/or Certificate III in Fitness in Year 11 and 12.</p> <p>The theory component is significant, and aims to develop the students' understanding of human movement, with particular emphasis on areas such as Exercise Physiology, Biomechanics, Motor Learning, Sport Psychology, Sociology and Health Promotion. Practical components of this course will see students covering a range of physical activities in order to enhance their understanding of human movement.</p> <p>This will provide students with a solid foundation of knowledge, maximising their chance of success in Senior Physical Education, Health Education and Certificate III in Fitness in Year 11 and 12.</p>
Expected Outcomes	<p>The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:</p> <ul style="list-style-type: none"> • access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes • analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally
Other important information	<p>Please note that the theoretical component of this subject is significant. Students should expect to participate in practical activities as a means to enhancing their theoretical knowledge of the area of study.</p> <p>Students wishing to study a more practical subject should consider Recreation (RSJ).</p>

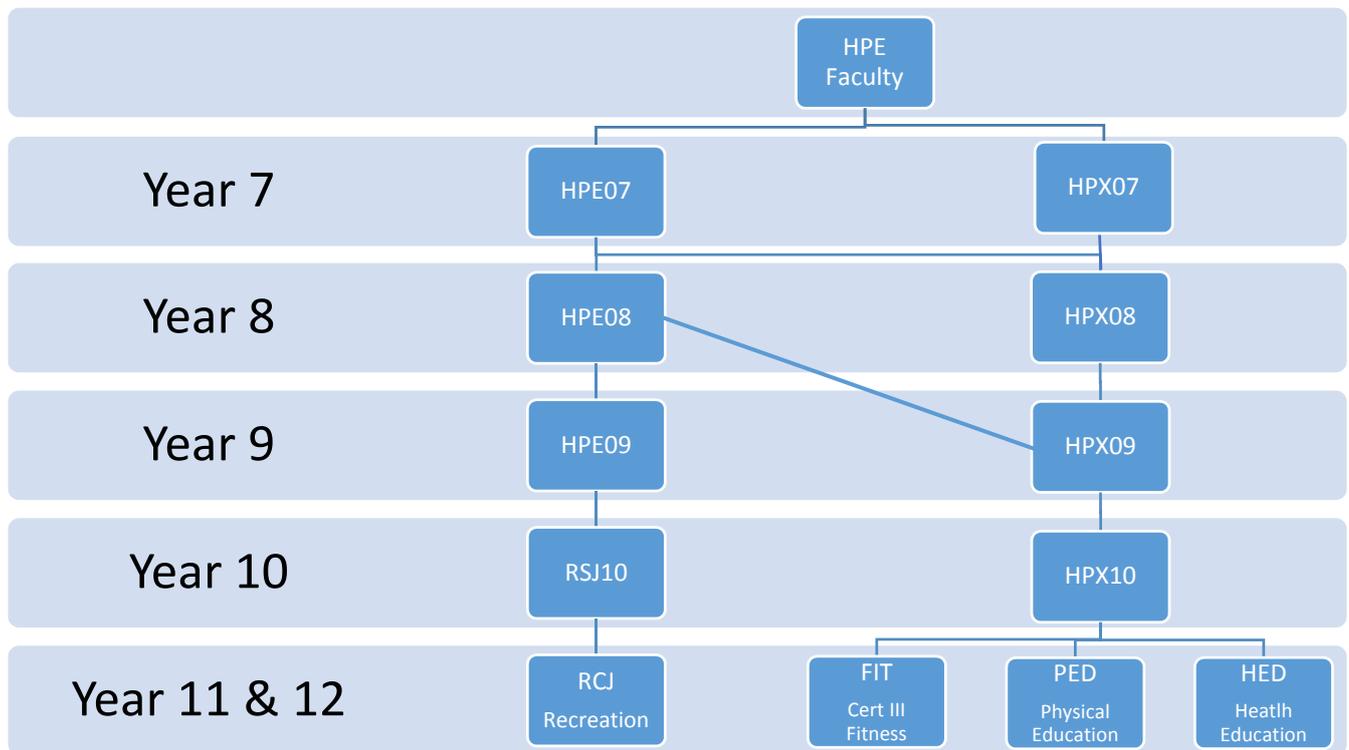
Assessment	Written tasks, multimodal tasks and studies of physical performance
Curriculum Activity Risk Assessment (CARA)	<p>Risk Level – Low: Classroom curriculum activities.</p> <p>Risk Level – Medium: Fitness Training, Netball, Touch Football, Badminton, Sports Aerobics.</p> <p>Risk Level – High: Floor Hockey, Archery, Weight Training.</p> <p>Please refer to the CARA section on the school website for more information on high risk activities.</p>
Cost	NIL
Description of fee	N/A
Textbooks Required	Students will refer to QLD Senior Physical Education (Second Edition) and Senior Physical Education for Queensland.
Specific Equipment	<p>Students are required to wear a hat (school hat preferred) for all practical lessons.</p> <p>Sunscreen is available to students for outdoor lessons. It is also suggested that students bring a water bottle for practical lessons.</p>
Connecting Senior Subjects	<p>General subjects (contributes to ATAR):</p> <ul style="list-style-type: none"> • Physical Education • Health Education. <p>VET qualification:</p> <ul style="list-style-type: none"> • Certificate III in Fitness (RTO: Binnacle)

HEALTH AND PHYSICAL EDUCATION

UNIT CODE	RSJ10
Unit Title	Recreation
Prerequisites	Nil
Unit Description	<p>The aim of this subject is to introduce students to the Sport and Recreation industry. Students will cover theoretical topics such as First Aid, Health and Safety and Preparing and Conducting Activity sessions.</p> <p>Units are delivered through a mix of practical and theoretical learning experiences. Practical work will include participation in activities such as Floor Hockey, Table Tennis, Archery and Minor Games.</p> <p>Completion of this subject prepares students for further studies in this area in Year 11 and 12, namely the Authority-registered (SAS) subject, Recreation.</p>
Expected Outcomes	<p>The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:</p> <ul style="list-style-type: none"> • access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes • analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally
Other important information	<p>Having participated in a core curriculum until Year 9, Health and Physical Education becomes an elective in Year 10. Students can choose from Health and Physical Education Extension (HPX), and Recreation Studies (RSJ).</p> <p>In Sport and Recreation, students are prepared for the Authority-registered subject, Recreation, or a Certificate II in Sport and Recreation.</p>
Assessment	Written and physical performance
Curriculum Activity Risk Assessment (CARA)	<p>Risk Level – Low: Classroom curriculum activities.</p> <p>Risk Level – Medium: Fitness Training, Netball, Touch Football, Badminton, Sports Aerobics.</p> <p>Risk Level – High: Floor Hockey, Archery, Weight Training.</p> <p>Please refer to the CARA section on the school website for more information on high risk activities.</p>
Cost	\$10
Description of fee	This fee covers materials required for studies in First Aid. Please note that this does not cover a First Aid certificate or qualification.

Textbooks Required	NIL
Specific Equipment	Students are required to wear a hat (school hat preferred) for all practical lessons. Sunscreen is available to students for outdoor lessons. It is also suggested that students bring a water bottle for practical lessons.
Photograph of sample projects / links to website	
Connecting Senior Subjects	Applied subject: Recreation

Health and Physical Education Faculty Subject Progression Flowchart



HUMANITIES AND SOCIAL SCIENCE

Introduction

Social Science is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. The Humanities and Social Sciences have an historical and contemporary focus, from personal to global contexts, and considers challenges for the future.

Social Science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the twenty-first century. They also provide the students with a wide range of skills including the ability to: analyse and interpret primary and secondary sources, detect bias and propaganda, research from a wide range of sources and construct responses in a multitude of genres including argumentative and persuasive essays, research assignments and formal in class exams.

The Year 10 program is designed to give students a 'taste' of the relevant Senior Social Science subjects. Students will chose subjects that they have a specific interest in and study them in anticipation of selecting them in the senior years. The academic Senior Social Science subjects are: Ancient History, Geography, Legal Studies and Modern History. There are no Year 10 introduction units to the Senior Social Science subjects of Tourism/Active Volunteering Certificate II & III.

The content of these various subjects provides opportunities to develop historical, legal and geographical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular context to facilitate an understanding of the past and to provide a focus for future inquiries.

It is expected that if you plan on studying a Senior Social Science subject that you select at least one (1) Social Science subject in Year 10.

UNIT CODE	HIS10
Unit Title	Year 10 Introduction to Ancient / Modern History
Prerequisites	A pass in junior Humanities.
Unit Description	<p>This course offers students an introduction to Senior Ancient and Modern History. Students will study the fascinating civilisation of Ancient Egypt, including a study of mummies, pyramids and the great Pharaoh Rameses. Students will also explore Roman society with a particular focus on the gladiators of Rome. Throughout the studies of these ancient societies, students will be invited to draw parallels between the lives of the ancients and our modern societies. In doing so, they will develop a deeper understanding of the story of human development and the reasons behind our present day existence.</p> <p>Following the Ancient History component of the course, students will then undertake an introduction to Senior Modern History. Students will investigate issues taken from, but not limited to the list below:</p> <ul style="list-style-type: none">• The French and American Revolution.• Non-violent campaigns of hope – This unit looks at how some people have changed the world without resorting to violence.• Slavery and its impact upon the modern world• The two World Wars and their impact upon modern society
Expected Outcomes	<ul style="list-style-type: none">• Students will gain the necessary skills to allow them to successfully undertake either Ancient or Modern History in the senior years.

Other important information	This unit is highly recommended if students are going to study Ancient History or Modern History in Year 11.
Assessment	<ul style="list-style-type: none"> • Response to stimulus test • Research assignment • Objective test • Research folio • Short response exam
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	NIL
Description of fee	N/A
Textbooks Required	Pearsons History Year 10, Rome the Empire, Personalities from the Past
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Connecting Senior Subjects	General subjects (contributes to ATAR): <ul style="list-style-type: none"> • Ancient History • Modern History

HUMANITIES AND SOCIAL SCIENCE

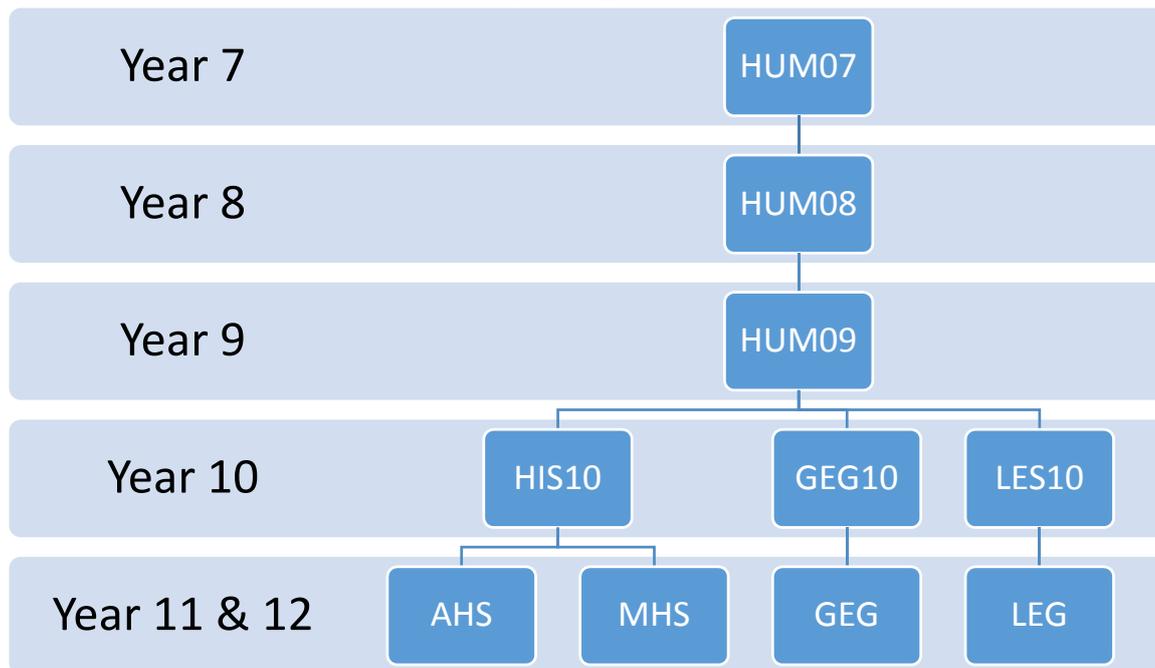
UNIT CODE	GEG10
Unit Title	Year 10 Introduction to Geography
Prerequisites	A pass in junior Humanities.
Unit Description	This unit offers students an introduction to Senior Geography. Students will study the coast, including such topics as how waves work, why people are attracted to the coast and the human impact on coastal landscapes. They will also examine factors including natural hazards, environmental change along with the role humans play in the natural ecology of the planet. In doing so, students will become more informed citizens with a greater awareness of the links between humanity and the various biomes of the planet.
Expected Outcomes	<ul style="list-style-type: none"> Students will gain the necessary skills to allow them to successfully undertake a study of Geography in the senior years.
Other important information	This unit is highly recommended if students are going to study Geography in Year 11.
Assessment	<ul style="list-style-type: none"> Field trip report Practical test Knowledge test
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Risk Level – Medium: Excursion – Field Trip.
Cost	\$20
Description of fee	Excursion: to Kings Beach, Caloundra for field work completion.
Textbooks Required	Geography Alive Year 10. Jacaranda SOSE 2.
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Photograph of sample projects / links to website	
Connecting Senior Subjects	General subject (contributes to ATAR): Geography

HUMANITIES AND SOCIAL SCIENCE

UNIT CODE	LES10
Unit Title	Year 10 Introduction to Legal Studies
Prerequisites	A 'C' Level of Achievement in Year 9 Humanities and Social Science subject.
Unit Description	This course offers students an introduction to Senior Legal Studies. Students will investigate the idea of justice and how it works in our society. In doing so, they will visit the Brisbane Court House and Police Museum, view films and investigate other sources as part of their search for an answer to the question of how well our justice system works. In addition, students will examine the concepts of murder and manslaughter as well as the legal implications of drugs and drug use.
Expected Outcomes	<ul style="list-style-type: none"> Students will gain the necessary skills to allow them to successfully undertake a study of Legal Studies in the senior years.
Other important information	This unit is highly recommended if students are going to study Legal Studies in Year 11.
Assessment	<ul style="list-style-type: none"> Assignment Knowledge test Response to Stimulus exam
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Risk Level – Medium: Excursion to Police Museum and Supreme Court.
Cost	\$20
Description of fee	Excursion: to the Supreme Courthouse and Police Museum, Brisbane.
Textbooks Required	Jacaranda Civics textbook
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Photograph of sample projects / links to website	
Connecting Senior Subjects	General subject (contributes to ATAR): Legal Studies

HUMANITIES AND SOCIAL SCIENCE

Humanities and Social Sciences Faculty Subject Progression Flowchart



Introduction

The Arts Key Learning area encompasses those artistic pursuits that express and communicate what it is to be human through Dance, Drama, Media, Music and Visual Arts. Through education in the Arts students develop creative talents, competencies and skills that can be transferred to their working and recreational life. In the Arts we value these key attributes in a lifelong learner:

- A knowledgeable person with deep understanding
- A complex thinker
- A responsive creator
- An active investigator
- An effective communicator
- A participant in an interdependent world
- A reflective and self-directed learner.

In each of the Arts strands students will be assessed in the three dimensions of that area:

Dance: Choreographing, Performing and Appreciating

Drama: Forming, Presenting and Responding

Music: Musicology, Performance, Composition

Visual Arts: Making Images and Objects, Making and Displaying and Appraising Images and Objects

DANCE

UNIT CODE	DAN10
Unit Title	Year 10 Dance
Prerequisites	Nil
Unit Description	<p>Semester 1: <u>“The Musical World” – Dance Specialisation</u> In this unit students will investigate dance in musical theatre. Past and present musicals made for stage and film will be examined in terms of dance components and stylistic differences in this genre. They will learn and use a variety of musical theatre dance techniques such as, tap, jazz and cabaret.</p> <p>Semester 2: <u>“The Outer World” – Dance Extension</u> Technology is continually increasing its presence in today’s society. This unit will allow students to examine its influence and comment on it through the medium of dance. They will create a class performance that incorporates various technologies such as PowerPoint, video, lighting and sound. Additionally students will gather information to aid in creating a thematic dance using learned choreographic tools.</p>
Expected Outcomes	
Other important information	Dance can be studied by students through to senior, dependant on student numbers
Assessment	<ul style="list-style-type: none"> • Performing, Choreographing and Appreciating • Students will need to perform for an unfamiliar audience
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities Risk Level – Medium: Exploring movement and creating a dance
Cost	NIL
Description of fee	N/A
Textbooks Required	Nil
Specific Equipment	Suitable pants for dancing
Photograph of sample projects / links to website	
Connecting Senior Subjects	General subject (contributes to ATAR): Dance

Arts Faculty Subject Progression Flowchart – Dance



DRAMA

UNIT CODE	DRA10
Unit Title	Year 10 Drama
Prerequisites	Nil
Unit Description	<p>Semester 1: <u>I Object! “The World’s A Stage” – Drama Specialisation</u> The purpose of this unit is to engage students in a range of dramatic forms, whilst allowing students to develop their performance skills and understanding of drama and theatre. Students engage with several styles of theatre, both historical and contemporary, to develop as a performer. Students work with both scripted and student devised scripts and present several pieces of dramatic action to peer audiences. Students work creatively as an individual and collaboratively to explore and create drama that empowers and challenges audiences.</p> <p>Semester 2: <u>“The Stage is Yours” – Drama Extension</u> This unit provides an awesome opportunity for students to explore their own lives and the lives of others, through drama and live performance. This unit invites students to question and explore age-relevant sub-cultures and youth issues through the study of theatre for young people. Learning experiences may include performance skills, live performance, participating in a collaborative live performance, studying and evaluating scripted playtext, scriptwriting, stagecraft and theatre direction viewing.</p>
Expected Outcomes	
Other important information	Drama leads to the authority subject in senior or the SAS subject
Assessment	Students will be assessed in the objectives of Forming, Presenting and Responding Students will also be expected to perform in front of a public audience
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities Risk Level – Low: Vocal and physical activities
Cost	\$7
Description of fee	Incursion: Arts Council Performance at Bribie Island State High School.
Textbooks Required	
Specific Equipment	Nil
Photograph of sample projects / links to website	
Connecting Senior Subjects	General subject (contributes to ATAR): Drama Applied subject: Drama in Practice

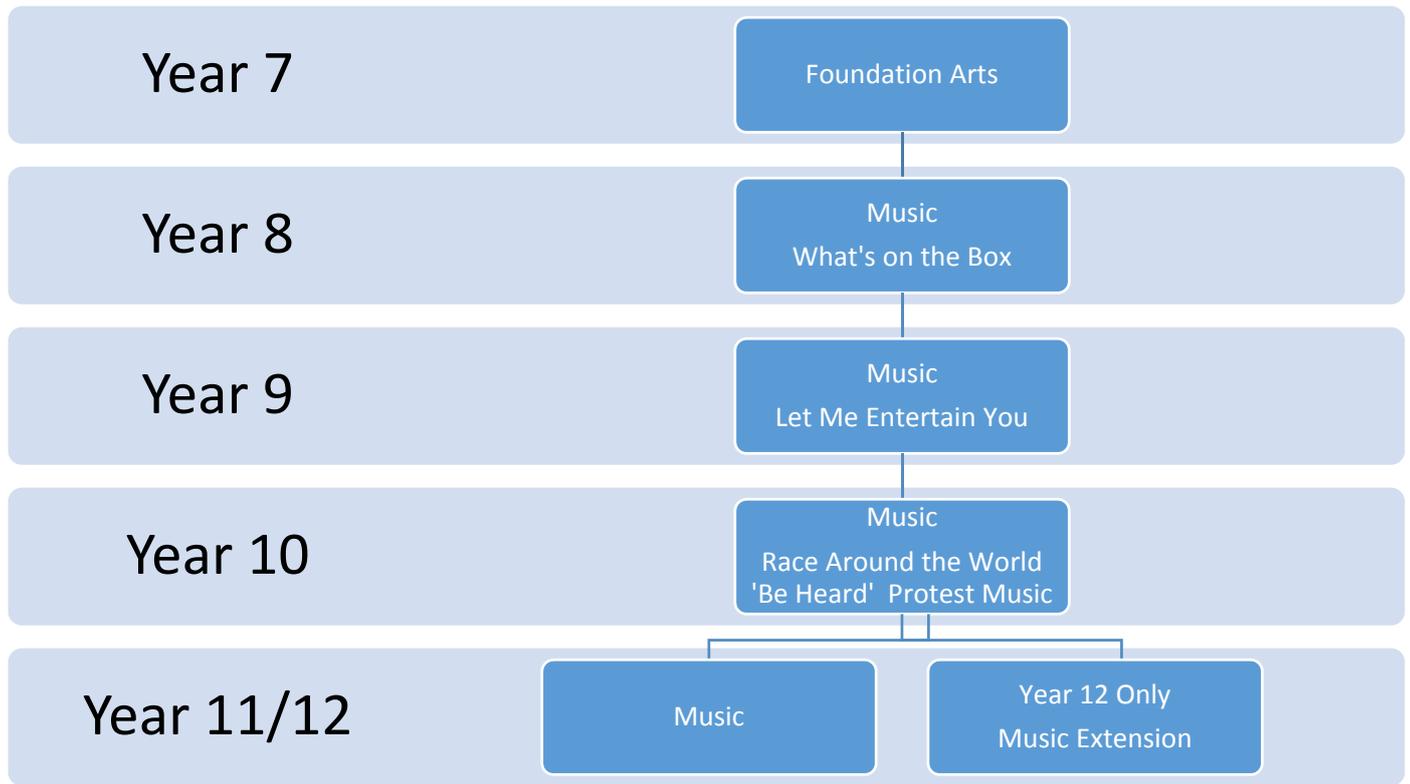
Arts Faculty Subject Progression Flowchart – Drama



MUSIC

UNIT CODE	MUS10
Unit Title	Year 10 Music
Prerequisites	It is highly recommended that students wishing to undertake Music in the senior school complete their studies in Music.
Unit Description	<p>Semester 1: <u>“Race Around the World” – World Music</u> Students will experience the music and instruments of different cultures through listening, composing and performing. This includes traditional and contemporary popular music of Africa, South America, New Zealand and countries of Europe. Students will learn African drumming and percussion as well as guitar and keyboard.</p> <p>Semester 2: <u>“Be Heard” – Protest Music</u> Music powerfully communicates messages to a wide audience, and composers and songwriters use this medium to express their dissatisfaction and hopes. Through listening, performing and composing, students will investigate protest music from across cultures and different times, including modern day, by studying the use of different musical elements and lyrics. The outcomes for this unit lead towards the Level 5-6 core content of the Junior Arts Syllabus.</p>
Expected Outcomes	
Other important information	Music and music extension may be offered in Senior dependant on student numbers
Assessment	Musicology, Composing and Performing
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities
Cost	NIL
Description of fee	N/A
Textbooks Required	Students will use the <i>In Tune with Music</i> series of texts
Specific Equipment	Nil
Photograph of sample projects / links to website	
Connecting Senior Subjects	General subject (contributes to ATAR): Music

Arts Faculty Subject Progression Flowchart – Music



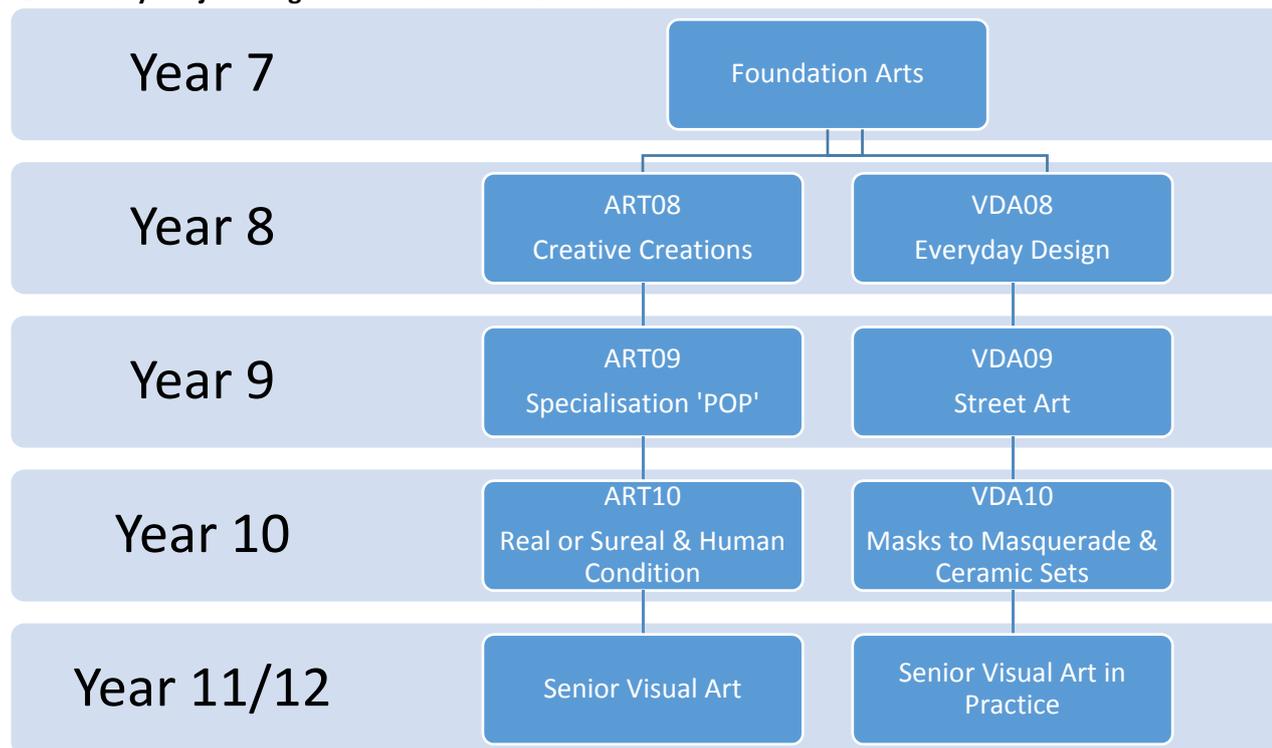
VISUAL ARTS

UNIT CODE	ART10
Unit Title	Year 10 Visual Art
Prerequisites	ART08 or ART09
Unit Description	<p>Semester 1: <u>“Real or Surreal” – 2D/3D Art Specialisation</u> This elective unit is designed to allow students to specialise and extend themselves in 2D and/or 3D areas. Using a variety of social, contemporary and historical contexts, students will resolve themes and ideas to communicate personal intentions. Students will work collaboratively and individually to make, appraise and display artworks.</p> <p>Semester 2: <u>“The Human Condition” – 2D/3D Extension Art</u> This elective unit is designed to allow students to extend and specialise in the Arts, and helps prepare them for the transition between Junior and Senior Visual Arts. Students will have the opportunity to make personal decisions regarding media and concepts using a variety of social, contemporary and historical contexts as stimulus. At this level students will be expected to be competent in all three areas (making and responding).</p>
Expected Outcomes	
Other important information	<p>Visual Art, Dance, Drama and Music all lead to further study at a tertiary level; whereas Visual Design Studies leads to further art study in the design and graphic art areas.</p> <p>The assessment outcomes for these units are aligned with the essential learning for Visual Art as per QCAA guidelines.</p>
Assessment	<ul style="list-style-type: none"> • Making Tasks • Responding Tasks <p>Assessment tasks could include: Drawing/painting folio, 3D folio, Written assignment</p>
Curriculum Activity Risk Assessment (CARA)	<p>Risk Level – Low: Classroom curriculum activities</p> <p>Risk Level – Medium: Painting and drawing with toxic materials, Printmaking</p> <p>Risk Level – Medium: Ceramics, Managing hazardous materials in art</p>
Cost	\$105
Description of fee	Use of a variety of art materials based on the students choice of medium: paint, brushes, water colour pencils, drawing pastels, oil pastels, visual diary sketchbook, fine point nikko, plastic folder, paper, clay, canvas.
Textbooks Required	Nil
Specific Equipment	<ul style="list-style-type: none"> • Apron
Photograph of sample projects / links to website	
Connecting Senior Subjects	<p>General subject (contributes to ATAR): Visual Art</p> <p>Applied subject: Visual Art in Practice</p>

UNIT CODE	VDA10
Unit Title	Year 10 Visual Design Studies
Prerequisites	Nil
Unit Description	<p>Masks and Masquerades The Art of Persuasion</p> <p>This CORE unit is designed to build and expand upon VDA091. Students will explore the concept of “Functional Design” in both 2D and 3D concepts with a strong emphasis on 3D construction. Students will also explore a range of 2D Graphic Design Tasks. Students will be provided with opportunities to make, appraise and display design images and products (such as Wearable and Environmental Design).</p>
Expected Outcomes	
Other important information	<p>Visual Art, Dance, Drama and Music all lead to further study at a tertiary level; whereas Visual Design Studies leads to further art study in the design and graphic art areas. The outcomes for this unit are aligned with the essential learning for Visual Art as per QCAA guidelines.</p>
Assessment	<p>Practical Folio (design process and design product, making and displaying) Assessment could include:</p> <ul style="list-style-type: none"> • Mask Design / Construction • Fashion / Costume Design Task • Poster Design • Merchandise / Product Design • Mural Design • Work Booklet / Written Task
Curriculum Activity Risk Assessment (CARA)	<p>Risk Level – Low: Classroom curriculum activities Risk Level – Medium: Painting and drawing with toxic materials, Printmaking Risk Level – Medium: Ceramics, Managing hazardous materials in art</p>
Cost	\$70
Description of fee	Use of a variety of art materials based on the students choice of medium: paint, brushes, water colour pencils, drawing pastels, oil pastels, visual diary sketchbook, fine point nikko, plastic folder, paper, clay, canvas.
Textbooks Required	Nil
Specific Equipment	Apron
Photograph of sample projects / links to website	
Connecting Senior Subjects	Applied subject: Visual Art in Practice

VISUAL DESIGN STUDIES

Arts Faculty Subject Progression flowchart – Visual Arts



INTRODUCTION TO DIGITAL TECHNOLOGIES

UNIT CODE	DIT101
Unit Title	Year 10 Introduction to Digital Technologies
Prerequisites	Nil
Unit Description	<p>In Digital Solutions, students learn about algorithms, code, and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways whilst understanding the need to encrypt and protect data and confidential online records. Students develop creative problem-solving, critical thinking, effective communication skills and collaborative techniques. They understand the personal, local and global impact of computing and the issues associated with the ethical integration of technology into our daily lives.</p> <p>Students engage in practical problem-based learning, that enables them to explore and develop ideas, generate digital solutions and evaluate impacts, inputs, processes and solutions.</p> <p>They understand that solutions enhance their world and benefit society. Students analyse problems, and apply computational, design and systems thinking processes to structure and model digital solutions. Students understand that progress in the development of digital solutions is driven by people and their needs.</p>
Expected Outcomes	<ul style="list-style-type: none"> • Develop a product using object orientated language • Create a data driven website
Other important information	The first two units from Digital Solutions is studied in Year 10: Creating Code and Application and Data Solutions
Assessment	<ul style="list-style-type: none"> • Portfolio x 2
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	\$10.00
Description of fee	Access to Code Avengers and to RobotC environment
Textbooks Required	Nil
Specific Equipment	Network connected BYOD compliant digital device
Photograph of sample projects / links to website	http://www.codeavengers.com
Connecting Senior Subjects	General subject (contributes to ATAR): Digital Solutions

BUSINESS STUDIES

Introduction

Business refers to the endeavours undertaken in order to meet human needs and wants. Business impacts on and presents a range of challenges to individuals and members of groups and organisations in their roles as citizens, consumers, workers or entrepreneurs. Business practices involve the use of innovation, creativity, planning, marketing and communication. Business Education is important for students in the later years of compulsory schooling as it is at this time that they gain a degree of independence in accumulating and managing finances, making decisions about goods and services and acquire legal rights and responsibilities as citizens.

Studies in the context of Business Education allow students to develop an awareness of business within the home, school, local, national and global communities. Case studies and models of business are drawn from the fields of accounting, law, marketing, communications, human resource and administration. Studies in this context area are practically based and related to real world situations. Teachers will endeavour to challenge students with activities that progressively build students awareness and skills.

UNIT CODE	BTA10
Unit Title	Year 10 Certificate I in Business & Certificate I in Information Digital Media Technology
Prerequisites	Nil
Unit Description	<p>This subject allows students to complete two separate certificates. Certificate I in Business and Certificate I Information, Digital Media and Technology (IDMT). Students will cover topics such as:</p> <ul style="list-style-type: none"> • Workplace Health and Safety • Technology and applications • Working and communicating effectively <p>While attaining a Certificate I in Business or IDMT students will also examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies. Business Studies encompasses theoretical and practical aspects of business issues in contexts students will encounter throughout their lives.</p> <p>This qualification prepares student with the skills and knowledge for individuals to safely perform foundation digital literacy task and work.</p>
Expected Outcomes	<p>A range of teaching and learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> • Practical tasks • Group work • Activities in simulated work environments • Student work books / written work
Other important information	<p>This subject introduces students to both the OP and VET pathways within Business and Information Technology. This subject may lead to employment in such areas as business administration, events administration, workplace health and safety or tertiary study in the fields of business, business management, accounting, events management and human resources.</p> <p>This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and the student VET handbook. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a statement of attainment.</p>

Assessment	<ul style="list-style-type: none"> • Short response/extended response items • Projects • Assignments • Non-written presentation <p>Assessment is a competency based and therefore no levels of achievement are awarded. Refer to VET student handbook for further information competency and assessment in VET.</p> <p>Assessment for this qualification is continuous and some units of competency may be clustered into groups and assessed this way. Assessment includes observations, digital portfolios, questioning and practical activities in a simulated work environment and student work books.</p>
Curriculum Activity Risk Assessment (CARA)	<p>Risk Level: Low – classroom curriculum activities</p>
Cost	<p>NIL</p>
Description of fee	<p>Competency Completion Booklet & Certificates</p>
Textbooks Required	<p>Nil</p>
Specific Equipment	<p>USB Network connected BYOD compliant digital device</p>
Photograph of sample projects / links to website	
Connecting Senior Subjects	<p>After successfully completing this qualification students may wish to pursue and career in business or information technology industries.</p>

BUSINESS STUDIES

Registered Training Organisation: Bribie Island State High School			RTO Code: 30328
Subject Code	BTA	QCE Credits	Up to 4
Course Code	BSB10115 ICT10115	Course Title	Certificate I in Business Certificate I in IDMT
Duration	2 years	Subject Type	VET
Entry requirements	Nil	Head of Department	Linda Parker
Packaging Rules	BSB10115: Total 6 units – 1 core plus 5 electives ICT10115: Total 6 units – 4 core plus 2 electives		

BSB10115 – Units of competency

Code	Title	
BSBWHS201	Contribute to health and safety with self and other	Core
BSBITU202	Create and use spreadsheets	Elective
BSBITU101	Operate a personal computer	Elective
BSBIND201	Work effectively in a business environment	Elective
BSBCMM101	Apply basic communication skills	Elective
ICTICT102	Operate a word processing application	Elective

ICA10115 – Units of competency

Code	Title	
ICTICT101	Operative a personal computer	Core
ICTICT102	Operate a word processing application	Core
ICTICT103	Use, communicate and search securely on the internet	Core
ICTICT104	Use digital devices	Core
BSBWHS201	Contribute to health and safety with self and others	Elective
BSBITU202	Create and use spreadsheets	Elective

Introduction

Through the experiences and challenges of ‘working technologically’, students develop a range of associated knowledge, practices and dispositions. They draw on and expand their understandings of technology — its characteristics, capabilities with technology, particularly in creating and using products to meet real life and lifelike challenges. In so doing, students become confident, critical designers and users of technology.

In addition, students understand that people must consider issues related to appropriateness, contexts and management if they are to develop products that not only meet people’s needs and wants but are also socially just and economically and environmentally sustainable.

UNIT CODE	IME10
Unit Title	Year 10 Engineering (Metal Fabrication)
Prerequisites	Nil
Unit Description	<p>Industrial Manufacturing Engineering is a two (2) semester course which prepares students for Industrial Engineering Studies in the year 11 and 12. This course is predominantly a practical course aiming to enhance knowledge and skill associated with fitting and turning, metal fabrication, electronic systems, introductory welding techniques and the study of Occupational Health and Safety.</p> <p>All base project designs are reviewed with the intent of students gaining a better understanding of design processes. Workshop drawings, cutting lists, manufacturing schedules and projects costs are developed to replicate a realistic vocational approach to project realisation.</p>
Expected Outcomes	<p>Industrial Technology offers three (3) pathways of learning in Year 10 which enables the student to prepare further for senior study in either an academic or vocational strand.</p> <ol style="list-style-type: none"> 1. Digital Graphics provides a foundation for senior authority (OP) subject Senior Graphics. 2. Furnishings (Woodwork) provides the foundation for many industrial vocations and further vocational study at the senior level in Furnishing. 3. Engineering (Metal Fabrication) provide the foundation for may industrial vocations and further vocational study at the senior level in Engineering.
Other important information	As part of the course, students will be required to complete a number of practical projects. Once completed, students are permitted to take these items home. Parents need to be aware that the projects are the result of a teaching exercise only. They do not conform to Australian Standards.
Assessment	<ul style="list-style-type: none"> • The construction of practical projects in the workshop environment • Digital folio. • Online workplace health and safety modules
Curriculum Activity Risk Assessment (CARA)	<p>Risk Level – Low: Classroom curriculum activities, Fixed Machines, Portable Electric Power Tools.</p> <p>Risk Level – Medium: Fixed Machines, Portable Electric Power Tools, Woodworking, Plastics-Thermoforming.</p> <p>Risk Level – High: Welding Electric Arc, Welding, Gas Heating and Cutting, Metalworking, Fixed Machines, Portable Electric Power Tools.</p> <p>Please refer to the CARA section on the school website for more information on high risk activities.</p>
Cost	\$100

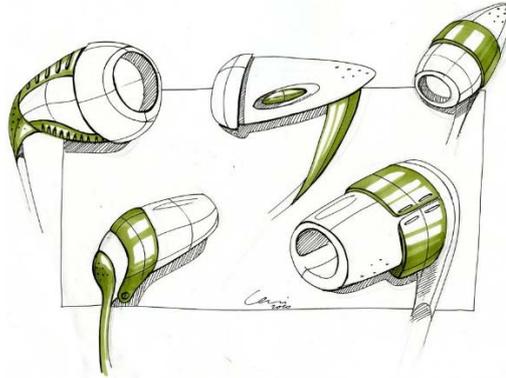
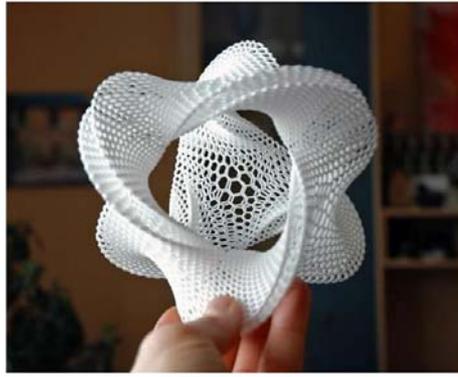
Description of fee	All raw materials, hardware, consumables and safety equipment.
Textbooks Required	
Specific Equipment	Safety is an important part of workshop practice. It is essential that parents/carers ensure their student has the necessary safety equipment (safety glasses). Students who are unable to comply with safety standards will be withdrawn from practical learning activities.
Photograph of sample projects / links to website	
Connecting Senior Subjects	Applied subject: Engineering Skills

UNIT CODE	IMF10
Unit Title	Year 10 Furnishing (Woodwork)
Prerequisites	Nil
Unit Description	<p>Furnishing is a two (2) semester course. Student awareness of the Furnishing Industry will be enhanced through developing and applying skills in furniture manufacture techniques. This includes analysis of material suitability and preparation requirements, fabrication techniques, related hardware, use of hand and power tools, surface finishes and the study of Occupational Health and Safety.</p> <p>All base project designs are reviewed with the intent of students gaining a better understanding of design processes. Workshop drawings, cutting lists, manufacturing schedules and projects costs are developed to replicate a realistic vocational approach to design realisation.</p>
Expected Outcomes	
Other important information	<p>Industrial Technology offers three (3) pathways of learning in Year 10 which enables the student to prepare further for senior study in either an academic or vocational strand.</p> <ol style="list-style-type: none"> 1. Digital Graphics provides a foundation for senior authority (OP) subject Senior Graphics. 2. Furnishings (Woodwork) provides the foundation for many industrial vocations and further vocational study at the senior level in Furnishing. 3. Engineering (Metal Fabrication) provide the foundation for may industrial vocations and further vocational study at the senior level in Engineering. <p>As part of the course, students will be required to complete a number of practical projects. Once completed, students are permitted to take these items home. Parents need to be aware that the projects are the result of a teaching exercise only. They do not conform to Australian Standards.</p>
Assessment	<ul style="list-style-type: none"> • The construction of practical projects in the workshop environment • Digital folio. • Online Workplace Health and Safety modules.
Curriculum Activity Risk Assessment (CARA)	<p>Risk Level – Low: Classroom curriculum activities, Fixed Machines, Portable Electric Power Tools.</p> <p>Risk Level – Medium: Fixed Machines, Portable Electric Power Tools, Woodworking, Plastics-Thermoforming.</p> <p>Risk Level – High: Welding Electric Arc, Welding, Gas Heating and Cutting, Metalworking, Fixed Machines, Portable Electric Power Tools.</p> <p>Please refer to the CARA section on the school website for more information on high risk activities.</p>
Cost	\$100
Description of fee	All raw materials, hardware, consumables and safety equipment
Textbooks Required	
Specific Equipment	<ul style="list-style-type: none"> • HB and 2H pencils • White gum eraser • 48 page exercise book

	Safety is an important part of workshop practice. It is essential that parents/carers ensure their student has the necessary safety equipment. Students who are unable to comply with safety standards will be withdrawn from practical learning activities.
Photograph of sample projects / links to website	
Connecting Senior Subjects	Applied subject: Furnishing Skills

UNIT CODE	DSN10
Unit Title	Year 10 Introduction to Design (Graphics)
Prerequisites	Not required but Year 9 Graphics is advantageous
Unit Description	<p>Introduction to Design is a two (2) semester course. The Introduction to Design subject focuses on the practical application of design thinking, drawing skills and prototyping skills required to develop creative ideas in response to human needs, wants and opportunities. Students will gain an appreciation of designers and their role in society. Design equips students with highly transferable, future focused thinking skills relevant to a global context.</p> <p>Students will learn Computer Aided Design, Sketching and Prototyping Skills based around design problems and design briefs. These problems or briefs will be developed in the context of Industrial Design, Architectural Design and Graphic Design.</p>
Expected Outcomes	<ul style="list-style-type: none"> • Describe design problems and design criteria • Represent design information using drawing and prototyping • Analyse design information • Investigate needs, wants or opportunities to define problems • Devise ideas in response to design problems • Synthesise ideas in response to design concepts • Evaluate ideas and design concepts to make refinements • Make decisions about the use of visual and complementary communication for particular audiences and purposes.
Other important information	<p>Introduction to Design is a new subject which has replaced YR 10 Graphics. This subject acts as a precursor to the new Design Subject which will replace Senior Graphics in 2019.</p> <p>Skills already learnt in Yr 9 Graphics are directly linked to this new subject and subsequent syllabus.</p>
Assessment	<ul style="list-style-type: none"> • Projects – Visual Design Folio and Design proposal. • Extended Response Examination
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities
Cost	\$35
Description of fee	<ul style="list-style-type: none"> • Pencils • Colouring pencils • ABS fillament • 3D printer consumables <ul style="list-style-type: none"> • Modelling clay • Paper • Cardboard • A4 visual display book.
Textbooks Required	Nil
Specific Equipment	Network connected BYOD compliant digital device

Photograph of sample projects / links to website



Connecting Senior Subjects

General subject (contributes to ATAR): Design

Introduction

Design Technologies has 3 subjects in Falling under the context umbrella of Food and the Home Economics subject area, Year 10 students have three subject options: Hospitality, Fashion and Design, and Early Childhood. All of these electives lead directly into further study in Year 11 and 12.

UNIT CODE	HSP10
Unit Title	Year 10 Hospitality
Prerequisites	Nil
Unit Description	This course provides the basic skills and understandings for students to be competent in routine tasks in a range of hospitality settings such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Students will be involved in designing menus, budgets, planning and preparing foods for social occasions (BBQ's, morning teas, lunches, markets, stalls, special celebrations – birthdays, Easter, Christmas). Advanced practical and management skills will be developed through entertaining and interacting with groups in the school and local community.
Expected Outcomes	
Other important information	By selecting Hospitality (HSP10), students are introduced to the hospitality industry, which leads directly into Senior Hospitality Practices in the senior phase.
Assessment	<ul style="list-style-type: none"> • Written assessment • Practical assessment • Function work
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Risk Level – Medium: Food handling. Risk Level – High: Maintaining a safe kitchen. Please refer to the CARA section on the school website for more information on high risk activities.
Cost	\$100
Description of fee	All cooking ingredients, hair nets, aprons (including laundry)
Textbooks Required	Nil
Specific Equipment	Nil
Photograph of sample projects / links to website	
Connecting Senior Subjects	Applied subject: Hospitality Practices

DESIGN TECHNOLOGIES

UNIT CODE	FAS10
Unit Title	Year 10 Fashion and Design
Prerequisites	HEC09
Unit Description	<p>This course aims to further develop students' knowledge and skills in the area of fashion and design. This subject prepares students for further study in this area in Year 11 and 12.</p> <p>Student will:</p> <ul style="list-style-type: none"> • Explore basic pattern creation and the design process from concept to product • Use fabrics according to characteristics • Develop skills in a range of embellishment techniques • Explore the environmental benefits of recycling textiles. <p>Students will be working with a basic patchwork block to create a pillow case for personal use and be using fleece fabric to design and construct a Hoodie.</p>
Expected Outcomes	•
Other important information	In Fashion and Design (FAS10), students will be prepared to continue into Senior Fashion in Year 11 and 12.
Assessment	Written and practical assessment
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Risk Level – Medium: Textiles.
Cost	\$40
Description of fee	All materials and textile supplies required for the completion of practical projects
Textbooks Required	Nil
Specific Equipment	Nil
Photograph of sample projects / links to website	
Connecting Senior Subjects	Applied subject: Fashion

UNIT CODE	FEC10
Unit Title	Year 10 Early Childhood Studies
Prerequisites	Nil
Unit Description	<p>This subject introduces students to the knowledge and skills required for a range of child care related roles. The course prepares students' for further study in this field in Year 11 and 12.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Pre-natal development • Baby and infant care • Stages of child development • Imagination and play-based learning • Child health and physical well-being <p>Where possible, students' will work with primary and pre-school age children in order to apply their knowledge and skills</p>
Expected Outcomes	•
Other important information	Early Childhood Studies (FEC10) prepares students for two Senior subject options in this field
Assessment	Written and practical assessment
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	\$40
Description of fee	Baby Think it Over Program – Virtual baby use, booklets, art & craft materials, and a resource folio.
Textbooks Required	Nil
Specific Equipment	Nil
Photograph of sample projects / links to website	
Connecting Senior Subjects	Applied subject: Early Childhood Studies

DESIGN TECHNOLOGIES

Design Technologies Faculty Subject Progression Flowchart

