



Bracken Ridge State High School



Year 10 2026 Curriculum Handbook

This handbook provides information on a range of subjects offered at
Bracken Ridge State High School in Year 10

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Introduction

Students and their parents/caregivers need to consider the information in the following pages to guide their Year 10 subject selections. Choosing your Year 10 subjects is an important step in shaping your future. The subjects you select can open doors to your senior pathway and beyond school. Use the Year 10 School Curriculum Handbook to explore what each subject offers, understand the requirements for your chosen pathway, and discover how your choices can lead to future study, training, or career opportunities.

When choosing subjects, it is important for students to consider:

- Academic strengths and weaknesses
- Subjects that the student has found enjoyable, interesting and personally rewarding
- Possible career pathways – seek the Guidance Officer’s advice and QTAC resources
- Future university or TAFE course prerequisites
- Other training/employment needs.

Staffing and resource constraints oblige us to remove those courses which are not sufficiently supported by student selection. All students affected will then be asked to reselect from those courses that are offered. Please note that the school limits the size of classes, therefore a change of subject may not be possible if a class is full.

If students or parents/caregivers have any questions in relation to the information contained in this Year 10 Subject Guide or the subject selection process, please see the Deputy Principal, Guidance Officer and Year 10 Middle School Head of Department or discuss options with your current class teachers and Heads of Department.

Preparing for Senior Pathways at Bracken Ridge State High School

At Bracken Ridge State High School, we are committed to supporting every student in making informed decisions about their future. Year 10 is a key transition year, bridging Junior Secondary and the Senior Phase of Learning, and preparing students for further study, training, or employment.

Senior Education and Training Plan (SETP)

To prepare for the transition into senior schooling, training, or work, all students will develop a **Senior Education and Training Plan (SETP)**.

- These are personalised plans that build on each student’s strengths and interests, while identifying areas for development.
- SETPs are developed collaboratively by the student, their parent/carer, and the school.
- The planning process begins in **Term 1** and is finalised through interviews in **Term 3**.

Our goal is to help students make the best possible choices to enhance their future opportunities. These choices may include:

- Continuing into Senior School at Bracken Ridge SHS
- Entering vocational education and training
- Moving into full-time employment

Year 10 Curriculum Structure

Year 10 allows for both consolidation and extension, with the curriculum organised as follows:

- **Junior Secondary (Years 7–9):** Curriculum based on the Australian Curriculum
- **Transition Year (Year 10):** Consolidation of Australian Curriculum and preparation for Senior School pathways
- **Senior School (Years 11–12):** A wide range of offerings, including General and Applied QCAA subjects, VET courses, TAFE programs, and school-based traineeships/apprenticeships

Career Planning

Students are encouraged to explore **multiple career options** and research entry requirements for each. Career Education is delivered through **Strive to Accomplish (STA)** classes, providing guidance and resources to support informed decision-making.

Legal Requirements for Education/Training

Queensland law requires that:

- Students remain at school until they complete Year 10 or turn 16 / 6 months (whichever comes first)
- After Year 10, students must continue in education or training for a further two years, until they:
 - Gain a Senior Statement, or
 - Complete a Certificate III or higher qualification, or
- Exemptions may apply in specific circumstances

2026 Recommended Levels of Achievement

Bracken Ridge State High School is committed to ensuring that all students experience success in their chosen subjects and are prepared for senior. To support this, we set **recommended levels of achievement** for our Years 11 and 12 subjects. These recommendations reflect the foundation of knowledge and skills required for success in senior schooling.

When selecting subjects for Year 10, students and their parents/carers should carefully consider these recommendations to ensure alignment with future pathway goals and aspirations.

Recommended Levels of Achievement

General Subject	Recommended Level of Achievement in Year 10	Applied Subject	Recommended Level of Achievement in Year 10
Biology	Science – B result English – B result	Essential English	Students selecting Essential (Applied) subjects are automatically accepted into the subject.
Business	English – B result	Essential Mathematics	
Chemistry	Science – B result English – B result Maths – A result	Aquatic Practices	Acceptance into Applied subjects will be dependent upon behaviour and effort results. This is linked with the Workplace Health & Safety expectations associated with courses.
Drama	Drama – B result or consultation with Head of Department English – B result advantageous	Business Studies	
English	English – B result	Hospitality Practices	
General Mathematics	Mathematics – B result	Music in Practice	
Japanese	Japanese – B result	Social & Community Studies	
Legal Studies	English – B result Civics advantageous	Sport & Recreation	
Marine Studies	Science – B result English – B result	Visual Arts in Practice	
Mathematical Methods	Maths – A result English – B result		
Modern History	English – B result History advantageous	Vocational Education and Training (VET)	
Music	Music - B result or consultation with Head of Department English - B result advantageous	ICT20120 – Certificate II in Applied Digital Technologies	CHC30221 - Certificate III in School Based Education Support
Physical Education	English – C result Physical Education – C result	SIT20122 – Certificate II in Tourism	ICT30120 - Certificate III in Information Technology
Physics	Science – B result English – B result Maths - A	BSB20120 - Certificate II in Workplace Skills	FSK20119 - Certificate II Skills for Work and Vocational Pathways
Visual Art	Art - B result or consultation with Head of Department English - B result advantageous	CPC20220 - Certificate II Construction Pathways	MEM20422 - Certificate II in Engineering Pathways
		Acceptance into VET qualifications will be dependent upon Year 10 behaviour and effort results. This is linked with the Workplace Health & Safety expectations associated with courses.	

Middle School Pathway Options

The **Middle School Pathway Options** outlined in this document are designed to prepare students for their chosen **Senior Pathway**:

- **Get SET (Academic Pathway)** – Builds the skills and knowledge needed for senior subjects that lead to university or other tertiary study. Students develop high-level academic, research, and problem-solving skills, and must meet prerequisite achievement standards to progress into General subjects in Years 11 and 12.
- **Work Ready (Vocational Pathway)** – Focuses on developing practical, job-specific skills through Applied subjects, VET qualifications, and opportunities for school-based apprenticeships or traineeships. This pathway prepares students for direct entry into the workforce or further vocational training.

In senior schooling, these middle school pathways link directly to four distinct **Senior Pathway Options**:

1. **Pathway to Work** – Applied and VET subjects leading to employment.
2. **Pathway Plus** – Combination of Applied, VET, and limited General subjects with external training or workplace learning.
3. **ATAR Direct** – General subject pathway for direct entry into university.
4. **UNI @ School** – Advanced academic pathway allowing students to begin university study while completing Year 12.

When selecting Year 10 subjects, students and their parents/carers should:

- Consider which senior pathway aligns with their future career goals.
- Review the recommended achievement levels and prerequisites for senior subjects.
- Choose Year 10 subjects that provide the strongest foundation for their chosen senior pathway.

By using this document as a guide, families can make informed choices that keep multiple post-school options open and set students up for success in their final years of schooling and beyond.

BRACKEN RIDGE SENIOR PATHWAY OPTIONS



Pathways to Work

A pathway that helps students develop a range of transferable skills for direct entry into the workforce.

Best suited to:

Students with the goal of entering the workforce after completing school.

Recommended Prior Learning:

There are no pre-requisites other than specific academic and behaviour requirements for particular subjects.

Points to note:

- Students will choose 6 subjects across a 5 day timetable
- Students may spend 4 days at school and 1 day engaged in identified workplace learning
- Remainder of subjects are a combination of Applied and VET courses
- Subject offerings will include: Essential English
Essential Maths
Cert II minimum
2 or 3 Applied/VET subjects



Pathways Plus

A pathway that helps students develop real-world skills and study habits for pathways that may include full time work or vocational study.

Best suited to:

Students who have demonstrated academic ability and have identified a vocational training career option.

Recommended Prior Learning:

Students must be achieving Cs in their Year 10 subjects and meet any prescribed pre-requisites for particular subjects.

Points to note:

- Students may spend four days at school and one day engaged in external learning through a TAFE in Schools course or work placement connected to a school-based traineeship or apprenticeship
- Students may select from General/Applied/VET school-based offerings
- Maximum of 2 General subjects



ATAR Direct Entry

A pathway to support students who have the goal of entering university immediately upon graduation.

Best suited to:

Students who are academically capable with university aspirations.

Recommended Prior Learning:

Students must be achieving the prescribed pre-requisite for chosen subjects in Year 10 and maintain the expectation of 100% accounted for attendance.

Points to note:

- To receive an ATAR, students will be required to study 5 General subjects + 1 Applied or 1 Certificate III Qualification
- General English is compulsory
- Students will be required to attend 5 days at school
- Students will not be able to engage in external training



Uni @ School

An advanced academic pathway offering approved students the opportunity to complete up to 2 university courses in Year 11 and 12.

Best suited to:

Students who are highly academic with effective study habits and identified university pathway options.

Recommended Prior Learning:

Students must be achieving As and Bs in all Year 10 subjects and maintain the expectation of 100% accounted for attendance.

Points to note:

- Students select 5 General subjects and 1 General/Applied/VET to start Yr 11
- Semester 2, Year 11 students transition to 5 General subjects + 1 University unit.
- Second university unit will be completed in Semester 1, Year 12.
- University units will be selected from options provided via online delivery, or onsite tutorials within the school timetable



Get S.E.T Training

This pathway builds workplace skills needed for senior exit to employment. Employers view your school results to make sure you demonstrate essential skills for work.

Practical / Job-Specific Skills

You will gain these skills through hands-on training like VET courses, school-based apprenticeships or traineeships, and work experience. These are the skills employers look for in the workplace.

Work Ready Skills:

- Positive Attitude
- Reliability
- Work Ethic
- Teamwork
- Basic Problem-Solving
- Willingness to Learn
- Safety Awareness
- Presentation
- Respect
- Communication (including listening)

How we support your pathway

- Foundation English
- Foundation Maths
- Personal and career development embedded in the curriculum and STA program
- Skill development - Certificate II Skills for Work and Vocational Pathways

Senior Foundational Knowledge Required

- Students must be achieving a minimum of a 'C' in their Year 10 subjects and meet any specific prerequisites required for their chosen senior subjects.



Get S.E.T Academic

This pathway builds the academic skills needed for senior exit to tertiary study. Universities view your school results to make sure you're prepared and ready to succeed in your chosen course.

Academic / Career-Specific Skills

Through academic study, you will develop practical skills such as research, problem-solving, communication, and critical thinking. These are the skills universities look for in applicants.

Academic Ready Skills

- Critical thinking
- Self-directed learning
- Time management and planning
- Digital and research literacy

How we support your pathway

- Comprehension of complex information development
- Critical thinking – thinking deeply, questioning ideas, and forming your own opinions.
- Problem-solving – finding solutions to challenging questions or real-world issues.
- Academic writing and referencing
- Numeracy development in Maths
- Personal and career development embedded in the curriculum and STA program

Senior Foundational Knowledge Required

- Students must be achieving the required academic standards in prerequisite subjects during Year 10. Maintain 100% accounted for attendance.

Who Do I See for Subject Information?

Middle School and Year 10 Schooling Head of Department

- General subject advice and direction as to who to see for specific information
- Advice on vocational courses, school-based apprenticeships or traineeships
- Advice on subject changes.

Heads of Department – Curriculum

- Advice on the different subjects within their faculty
- Advice on subject changes.

Subject Teacher

- Advice on individual capabilities within the specific subject.

Guidance Officer

- Learning difficulties
- AARA
- Advice on university courses and alternate pathways
- Advice on subject changes and the impact to your pathway.

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

What is Vocational Education and Training (VET)?

Vocational Education and Training (VET) provides students with practical skills and nationally recognised qualifications that prepare them for work in a specific industry or career.

VET courses are designed to be hands-on and job-focused, giving students the opportunity to:

- Learn industry-specific skills
- Gain workplace experience
- Work towards a qualification that is recognised across Australia

How VET Works at Bracken Ridge State High School

- VET courses can be studied at school, through TAFE, or with an external training provider.
- Students may also complete a school-based apprenticeship or traineeship (SAT), combining paid work, training, and school study.
- Qualifications range from Certificate I to Certificate III and can lead directly to employment or further study.

Benefits of VET

- Develops real-world skills employers are looking for
- Can count towards the Queensland Certificate of Education (QCE)
- Helps students make informed career choices
- Keeps pathways open to further training or higher education

YEAR 10 COURSE STRUCTURE

m:

English	Civics and Citizenship
Mathematics	Design and Technologies - Food Specialisations
Science	Design and Technologies - Materials and Engineering
	Digital Technologies
	Drama
	Economics and Business
	Geography
	Health and Physical Education
	History
	Japanese
	Music
	Visual Arts

Additional offerings

Instrumental Music Program
Certificate II in Skills for Work and Vocational Pathways (VET)

CORE SUBJECTS



AIMS OF THE SUBJECT

The aim of English is to extend students' ability to read, analyse, and compose complex texts across a range of genres and modes. The subject develops critical and creative thinking through close study of literature, persuasive writing, and analytical response. Students are encouraged to explore how language shapes meaning and culture, while refining their ability to construct sophisticated written arguments. The subject aims to prepare students with the literacy and interpretive skills needed for senior English and beyond.

COURSE OUTLINE

This pathway challenges students to extend their skills in reading, writing, and analysis through engagement with a diverse selection of traditional and contemporary texts, including novels, plays, poetry, and persuasive writing. Students learn to interpret and evaluate complex ideas, themes, and language choices, developing analytical, creative, and persuasive skills across a variety of written forms.

The emphasis is on written assessment types, such as essays, responses to literature, and extended analytical writing, while also incorporating opportunities for spoken and creative tasks. This pathway develops advanced literacy, critical thinking, and academic writing skills, preparing students for senior English subjects and a wide range of future pathways.

Units for Year 10: creative writing in the form of short stories, persuasive speech writing on topics for teens, literary analysis of texts and a film study.

This course of study prepares students for future studies in both General English and Essential English.

Reading is an integral part of the English program and students will be expected to participate in various reading activities over the year.

ASSESSMENT

Within each semester, it is expected that students will complete two (2) pieces of summative assessment – in each semester. These are designed to prepare students for senior assessment. A variety of genres are used to assess and develop students' skills in this subject area.

HOMEWORK REQUIREMENTS

It is essential that students spend time at home improving the quality of their written work and doing extra reading. Homework will be set on a regular basis in the form of completing assessment work and reading.

OTHER INFORMATION

The English Department organises a number of writing and speaking competitions in which students are encouraged to enter. Generally, these are at no cost to the students other than time. Each year, the English Department also endeavours to provide all students access to theatrical productions to which there is an entry fee. This will be advised by information provided in the school calendar.

COSTS INCURRED

Novels are supplied to all students who participate in the Student Resource Scheme (SRS).

Foundation English



AIMS OF THE SUBJECT

The aim of Foundation English is to build students' confidence in using language for a variety of real-world purposes. Students will develop skills to interpret, create, and respond to visual, spoken, and written texts with a focus on clear communication and practical application. The subject aims to foster enjoyment of contemporary and accessible texts while supporting students to express their ideas in ways that are creative, collaborative, and relevant to their lives.

COURSE OUTLINE

This pathway provides students with opportunities to develop confidence and competence in English through a strong focus on visual texts, media, and multimodal communication. Students engage with a wide range of contemporary texts including films, graphic novels, advertising, and digital media, alongside accessible written texts. Learning experiences emphasise practical and creative communication skills, encouraging students to analyse how meaning is constructed in visual and spoken forms.

Assessment is balanced between spoken tasks and written responses, allowing students to demonstrate their understanding through presentations, group discussions, multimodal products, and shorter written pieces. This course builds essential literacy, critical thinking, and communication skills for further study, work, and active participation in society.

ASSESSMENT

Students will complete at least one assessment per term. These assessments may include:

- Speeches
- Multimodal Presentations
- Podcasts
- Vodcasts
- Movie Reviews

HOMEWORK REQUIREMENTS

The course is designed to be complete in class and at home. It is vital that if students are absent, they contact their teacher to catch up.

OTHER INFORMATION

The English Department organises a number of writing and speaking competitions in which students are encouraged to enter. Generally, these are at no cost to the students other than time. Each year, the English Department also endeavours to provide all students access to theatrical productions to which there is an entry fee. This will be advised by information provided in the school calendar.

COSTS INCURRED

Novels are supplied to all students who participate in the Student Resource Scheme (SRS).

AIMS OF SUBJECT

This subject is designed to prepare students for the senior Mathematics subjects. The senior subject Essential Mathematics is designed to meet the mathematical requirements of trades, TAFE, and other occupations where a university qualification is not required. Students wishing to undertake General, Methods or Specialist Mathematics are designed for students on a tertiary education pathway.

The Australian Curriculum aims to ensure that students:

- become confident, proficient and effective users and communicators of mathematics, who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- foster a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study
- foster a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study

COURSE OUTLINE

In this program students will continue development in the following interrelated strands of Mathematics:

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

Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical processes to solve problems efficiently and to make informed decisions. Proficiency in mathematics also enables students to reflect on and evaluate approaches, and verify that answers and results are reasonable in the context. The mathematical proficiencies include:

- Understanding
- Fluency
- Reasoning
- Problem-Solving

GENERAL OR FOUNDATION MATHEMATICS

All Year 10 students will study one of two mandatory mathematics subjects. Students will be placed into the recommended maths subject based on their Year 9 maths results. An interview with the Head of Department will be required should you wish to change this placement:

- Foundation Mathematics (*for students on a Pathways to Work and Pathways Plus Pathway*):
Students will study, and be assessed on, the Year 10 Australian Curriculum. While the content will be from the Australian Curriculum, the question types and activities will be structured towards the senior subject Essential Mathematics. It is important to note that this subject does not prepare students for ATAR Mathematics subjects. Students in Foundation Mathematics will be exposed

to additional prior learning content to support them to access aspects of the Year 10 Australian Curriculum

- General Mathematics (*for students on an ATAR Direct Entry & Unit @ School Pathway*):

Students will study, and be assessed on, the Year 10 Australian Curriculum. While the content will be from the Australian Curriculum, the question types and activities will be structured towards the senior subjects General Mathematics and Mathematical Methods.

Movement between courses will be considered at the end of Term 1 and Term 2, based on student achievement and teacher recommendation, using the subject change form.

ASSESSMENT

The assessment each semester may consist of:

- Exams
- Problem solving and modelling tasks
- Monitoring Strategies

HOMEWORK REQUIREMENTS

In Mathematics, homework must be done whenever it is set. Generally, written homework will consist of working problems of a type encountered during the day's work in class. In addition to written homework in current topics, students are expected to revise earlier work continually. This should involve trying problems from earlier sections of work in order to maintain competence. Students may be given homework from an online learning platform. As a guide, 20 minutes per night should be spent on homework and study for Mathematics.

COSTS INCURRED

Text books are supplied to all students who participate in the Student Resource Scheme (SRS). All students must have a scientific calculator



AIMS OF SUBJECT

The aims of Science are for students to develop:

- an interest in science as a way of expanding their curiosity and willingness to explore, ask questions and speculate about the changing world they live in
- a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events
- an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and interculturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments
- an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions
- an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.

In this program students will continue development in the following interrelated strands of Science:

COURSE OUTLINE

- Science Understanding
 - Biological Science
 - Earth and Space Science
 - Physical Sciences
 - Chemical Sciences
- Science as a Human Endeavour
 - Nature and Development of Science
 - Use and Influence of Science
- Science Inquiry

- Student Experiments
- Research Tasks
- Monitoring Strategies

HOMEWORK REQUIREMENTS

Homework, including written work, reading textbook chapters and handouts and revision is essential for success. Homework could include working from online platforms. Students should complete about 15-20 minutes a day.

ELECTIVES SUBJECTS

- Questioning and Predicting
- Planning and Conducting
- Processing, Modelling & Analysing
- Evaluating
- Communicating

ASSESSMENT

Assessment is varied and based on the focus of the unit studied. Assessment types include:

- Exams

COSTS INCURRED

Text books are supplied to all students who participate in the Student Resource Scheme (SRS). Students are expected to participate in excursions and workshops that are offered so as to enrich a student's course of study, the cost of which will be advised.

STILE is an interactive educational software that students will need to purchase.

Civics and Citizenship

AIMS OF SUBJECT

The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

COURSE OUTLINE

There are four units of study in the Year 10 curriculum for Civics: 'Australian Identity', 'Democracy in context', 'International roles and responsibilities', and 'Refining and adapting for a modern world'.

Students begin to engage with legal documents and language; systems of governance both national and abroad. They also explore the roles of significant international bodies such as the United Nations and many NGO's such as Red Cross, Doctors without borders.

The content of this year level is organised into two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

ASSESSMENT

A variety of assessment instruments is used to judge students' knowledge, comprehension and application skills, synthesis and decision-making skills and research and communication skills. Some formative and summative assessment items include:

- Tests
- Practical Exercises
- Group Activities
- Folio
- Oral Presentations
- Essays
- Assignments

OTHER INFORMATION

In Civics, students will learn the basic skills and knowledge necessary to enable them to pursue Senior Social Science studies in General Subjects - Modern History and Legal Studies or Applied Subjects - Social and Community Studies.

COSTS INCURRED

Students may be expected to participate in competitions and excursions. Participation in these activities involves some cost for the hire of transport, cost of materials and entry into venues.

Design and Technologies - Food Specialisations

(Additional costs are detailed on the Student Resource Scheme Schedule)



AIMS OF SUBJECT

In Year 10 students will use design and technology knowledge and understanding, processes and production skills to create products within the area of food technology. Students will have opportunity to work independently as well as collaboratively using a range of technologies for sustainable living. Problem-solving approaches to learning and assessment have real life context and provide students with opportunity to explore their creativity, problem-solving skills, and independence and communication skills.

COURSE OUTLINE

The curriculum focuses on the students developing the technologies, knowledge, understanding and skills to engage purposefully in helping to create preferred futures. Students will focus on using a design process to generate, develop and make products and also to evaluate and refine products.

This subject is aimed at students who want to develop:

- Responsibility, self-reliance, personal management and team work.
- Sound practices related to food selection, preparation, nutrition and safety.

Students will study the following topics:

- Food sustainability
- Food styling and presentation
- Café culture
- Introduction to Hospitality Industry.

ASSESSMENT

Students will be assessed through two strands: portfolio collection of written evidence detailing the design process; and the practical food preparation, and menu item production.

HOMEWORK REQUIREMENTS

Homework, in the form of written/learning work will be set as required. Students will also be required to complete some assignment work as homework.

OTHER IMPORTANT INFORMATION

Practical activity in a kitchen environment presents greater risk than a normal classroom. Students are made aware of these risks and need to acknowledge personal responsibilities. Personal Protective Equipment (PPE) must be provided where applicable by the individual e.g. to restrain long hair or adequately protect feet.

COSTS INCURRED

Kitchen equipment and resources are supplied to all students who participate in the Student Resource Scheme (SRS).

Additional fees are payable for this subject, please see the Student Resource Scheme Schedule for cost information.

Design and Technologies - Materials and Engineering

(Additional costs are detailed on the Student Resource Scheme Schedule)

AIMS OF SUBJECT

Design Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments. Students develop dexterity and coordination through experiential activities. Design Technologies (Materials and Technology specialisations and Engineering Principles) motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

COURSE OUTLINE

The course is arranged into two strands of study, with each focusing on a different context to provide students insight into the aspects of the Design Technologies Curriculum:

1. **Materials and Technologies Specialisations and**
2. **Engineering Principles and Systems**

Course work and outcomes fall into two categories; Knowledge and Understanding and Processes and Production Skills.

Knowledge and Understanding – students consider how technologies influence and are influenced by society. They consider different

technology contexts, including engineering principles and systems as well as materials and technology specialisations.

Process and Production skills – students create designed solutions by:

- investigating and defining
- generating and designing
- producing and implementing
- evaluating
- collaborating and managing

ASSESSMENT

Students will complete a Project and Portfolio each Term.

HOMEWORK

Design Technology is by nature a very hands-on course, where the majority of the work will be conducted at school. The students are expected though, to complete theory-based activities that support the practical work.

OTHER IMPORTANT INFORMATION

Practical activity in a workshop environment presents greater risk than a normal classroom. Students are made aware of these risks and need to acknowledge personal responsibilities. Personal Protective Equipment (PPE) must be provided where applicable by the individual e.g. to restrain long hair or adequately protect feet.

COSTS INCURRED

The Student Resource Scheme (SRS) will cover cost of course information, workshop equipment and maintenance. Students are required to provide writing equipment (2 x HB pencils, eraser and sharpener), and a display folder. An additional materials levy is payable to cover the cost of consumables used for practical classwork, please see the Student Resource Scheme Schedule for cost information.

Digital Technologies (DIG)

AIMS OF SUBJECT

This subject will prepare students for the senior VET Digital Certificates. It is intended for students who wish to pursue further education or employment within the information technology field after school. Students may have successfully completed Digital Technology in year 9 to prepare for this subject, however it is not a requirement.

The Australian Curriculum aims to ensure that students:

- Gain knowledge and understanding of technology systems
- Develop skills in analysing a real-life situation to determine requirements
- Determine functional and non-functional requirements of a digital project
- Implement coding structures to create a digital solution
- Develop skills to work as a team member and establish communication channels

COURSE OUTLINE

The course is arranged into four units of study, with each focusing on a different context to provide students insight into Digital Technologies.

The units are organised into the following topics:

Term 1: Databases and Networks

Term 2: 3D Printing and Object Design

Term 3: Cyber Security

Term 4: Lego Robotics

Course work and outcomes in Digital Technologies fall into two categories; Knowledge and Understanding and Processes and Production Skills.

Knowledge and Understanding – students consider different digital systems and how data can be represented in different ways.

Process and Production skills – students collect, manage and analyse data as well as create digital solutions by:

- investigating and defining
- generating and designing
- producing and implementing
- evaluating
- collaborating and managing

ASSESSMENT

Students will complete:

- Digital Database Project
- 3D printing research task
 - 3D printed object
- Python coding project (Cybersecurity)
- Lego Robotics

HOMEWORK REQUIREMENTS

Course work for digital technology is hosted online using Stile. Students should have access to the internet in order to login to their account from home to complete outstanding work. Homework tasks also include conducting research into the application of digital projects and examples of digital implementation.

COSTS INCURRED

Resources are supplied to all students who participate in the Student Resource Scheme (SRS). Students are required to participate in the Student Laptop Resource Scheme or collect a day loan each morning.

Drama

(Additional costs are detailed on the Student Resource Scheme Schedule)

AIMS OF SUBJECT

In Year 10, learning in Drama builds on the experience of the previous year. It involves students making and responding to drama independently and in small groups, with their teachers and communities. They explore drama as an art form through improvisation, scripted drama, rehearsal and performance. Students refine and extend their understanding and use of role/character.

Drama focusses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events. While interacting in a range of roles, relationships, situations and contexts, students investigate feelings, actions and consequences. They develop confidence and self-awareness as they collaborate to prepare and present drama. They develop understanding of forms, styles and purposes of drama in various contexts.

COURSE OUTLINE

Students undertake a study of the following units in Year 10 Drama:

- Realism
- Film making
- Contemporary Theatre
- Shakespearean Theatre

Course work and outcomes in Drama fall into two categories or 'organisers': Making and Responding.

Making - Students explore ideas, feelings and experiences by collaborating in a wide range of activities such as dramatic play, role-play, improvisation and play-building. They learn to control, manage and synthesise the elements and conventions of drama as they create and shape dramatic action. Students rehearse, refine, share and perform scripted and student-devised dramatic works to audiences in both informal and formal settings. Working in a range of forms, styles and contexts, they apply performance skills to convey meaning to audiences.

Responding - Students describe, analyse and evaluate the elements and conventions used in their own drama and drama produced by others. They develop an informed appreciation of Drama from a range of cultural, social, spiritual, historical, political and economic contexts.

ASSESSMENT

As with all course work, assessment in Drama is divided equally between practical and written tasks. Practical tasks are usually part of the "Making" dimension and may be solo pieces or group work. They may be improvised or polished performances, scripted or self-devised dramas. However, practical tasks in the responding dimension may include viva presentation and seminars. "Responding" tasks can be either written or spoken tasks and cover a wide variety of course requirements. These may take the form of theoretical tasks, scriptwriting, design or directing folios or the analysis and evaluation of dramatic texts and performances.

HOMEWORK REQUIREMENTS

Theoretical assignments and homework tasks are attached to specific units. Students have to organise group rehearsals in their own time to prepare for assessment.

OTHER INFORMATION

Students should be encouraged to make full use of the whole range of dramatic activities going on in their community. Access to amateur and professional theatre is important, with parents and family joining the students in reflection and discussion of the performance. Students should try to get involved in the many extra-curricular Performing Arts activities that are going on throughout the school.

COSTS INCURRED

Textbooks are supplied to all students who participate in the Student Resource Scheme (SRS). Additional costs are incurred throughout the year for curriculum excursions and workshops, please see the Student Resource Scheme Schedule for cost information.

Economics and Business

AIMS OF SUBJECT

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of their students

COURSE OUTLINE

Economics and Business Studies gives students the opportunity to develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons

why economic performance and living standards differ within and between economies.

Concepts covered:

- How the performance of an economy is measured.
- Why variations in economic performance in different economies exist.
- Strategies governments use to manage economic performance.
- How governments, businesses and individuals respond to changing economic conditions.

ASSESSMENT

Students will complete:

- Portfolio of Work
- Combination Exam
- Multimodal Presentation
- Trade Display

ENRICHMENT OPPORTUNITIES

Students may be provided opportunities to participate in:

- the ASX Sharemarket Game
- Ecoman
- ESSI online money game
- Australian Business Studies Competition
- Start Smart talks
- Digital Thumbprint talks.

HOMEWORK REQUIREMENTS

Homework may be set to revise the day's lesson and prepare for assessment items.

OTHER INFORMATION

In Business Studies, students will learn the basic skills and knowledge necessary to enable them to pursue Senior Subjects such as Business and VET certificates such as the Certificate II in Workplace Skills.

COSTS INCURRED

Students may participate in excursions that are offered so as to enrich the student's course of study – costs to be advised.

Geography

AIMS OF SUBJECT

Geography in the school curriculum involves the education of students *in, about* and *for* the environment in which they live. Geography promotes students to better explore, understand and evaluate the social and environmental dimensions of the world. Social Science aims to:

- encourage interpretive, explanatory thinking, writing and speaking
- develop proficiency in the process of geographical inquiry and explanation
- interpret the causes and consequences/impact of past and present events on the physical environment
- develop the ability to critically evaluate heritages and traditions
- develop the ability to communicate effectively
- develop skills in the area of analysis, specifically with interpreting data, statistics, graphic representations and written texts
- develop knowledge, abilities and ethical commitment to help them participate as active citizens in shaping the future.

COURSE OUTLINE

There are two units of study in the Year 10 curriculum for Geography: 'Geographies of human wellbeing' and management' and "Environmental change and management'.

Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are

investigated using studies drawn from Australia, Asia and across the world as appropriate.

'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

ASSESSMENT

A variety of assessment instruments is used to judge students' knowledge, comprehension and application skills, synthesis and decision-making skills and research and communication skills. Some formative and summative assessment items include:

- Tests
- Group Activities
- Oral Presentations
- Practical Exercises
- Folio

- Field Reports
- Assignments

OTHER INFORMATION

In Geography, students will learn the basic skills and knowledge necessary to enable them to pursue Senior Social Science studies in General Subjects - General Geography or Applied Subjects - Social and Community Studies, Certificate III in Tourism.

COSTS INCURRED

Students will be expected to participate in excursions which form part of field work for assessment. Participation in these activities involves some cost for the hire of transport, cost of materials and entry into venues.

Health and Physical Education

AIMS OF SUBJECT

Health & Physical Education is aimed at assisting each student to attain maximum development – intellectual, physical, social and emotional. It provides opportunities for students to learn about health, to practise desirable health and social health. Through the engagement in learning experiences and assessment opportunities, students are challenged to understand the effects that culture, society, socio-economic status and education have on their own and others' wellbeing. Health & Physical Education provides opportunities for students to experience different forms of physical activity, to recognise the value of physical fitness and to develop the necessary physical and social skills for lifelong participation in physical activity.

COURSE OUTLINE

Year 10 Health and Physical Education (HPE) is an introduction to Senior Physical Education (modelling the Australian Curriculum and Queensland Senior Physical Education), providing a good grounding in a wide variety of games and activities in addition to developing a healthy attitude towards health and fitness which will last a lifetime.

Year 10 Healthy and Physical Education cements the foundation skills learnt in Year 7, 8 and 9 as well as prepares students for Senior Study (whether it is Senior Physical Education, Sport and Recreation and/or Certificate II in Health Support Services). Students study four physical activities over the one-year course with equal time and emphasis given to each activity. Skills will be both game specific and general in terms of basic athletic performance.

One of the philosophies of the course is that the best performers have a range of skills that

are not all specific to their sport. Skills are studied every term and form the cornerstone of each student's development. Drills are progressively developed in terms of difficulty, pressure and game relevance in order to facilitate a steady improvement in game performance.

The Year 10 content includes:

- Sports Medicine and Fitness
- Exercise Physiology/Training and Touch Football
- Sports Psychology and Netball
- Tactical Awareness and Badminton

ASSESSMENT

Assessment in Health & Physical Education will include research or analytical assignments and reports, multimodal presentations and annotated video performance as well as practical assessment tasks. Students will also create a showcase reel of their physical performance. All work for assessment must be completed to fulfil the requirements of the course.

HOMEWORK REQUIREMENTS

Students will receive homework regularly and there is an expectation this is completed. Homework will be in the form of competing set tasks, study, skill practice and assessment work.

OTHER INFORMATION

Students are advised to bring running shoes, their sports uniform (or a change of clothes), sunscreen and school hat for each practical lesson

COSTS INCURRED

All materials are supplied to students who participate in the Student Resource Scheme (SRS). Students will be expected to participate

in excursions which form part of their assessment. Participation in these activities

involves some cost for the hire of transport, cost of materials and entry into venues.

History

AIMS OF SUBJECT

Studying History can help us live effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Studying History can help develop the knowledge, skills and values needed to make those decisions. Students develop skills to better explore, understand and evaluate the social and environmental dimensions of the world. History aims to:

- encourage interpretive, explanatory thinking, writing and speaking
- develop proficiency in the process of historical inquiry and explanation
- interpret the causes and consequences /impact of past and present events on the modern world
- develop the ability to critically evaluate heritages and traditions
- develop knowledge, abilities and ethical commitment to help them participate as active citizens in shaping the future.

COURSE OUTLINE

The Year 10 curriculum provides a study of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Studies focus upon the twentieth century and how it became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing. Students complete in depth studies in World War II, popular culture and rights and freedoms.

The content provides opportunities to develop historical 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 historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

ASSESSMENT

A variety of assessment instruments is used to judge students' knowledge, comprehension and application skills, synthesis and decision-making skills and research and communication skills. Some assessment items include:

- Historical Exhibit Research Investigation
- Essay Investigation based on Sources
- Essay Exam in response to Historical Sources
- Short Response Exam

HOMEWORK

Homework in History will vary depending on the assessment type of the unit being studied. Homework will vary from reading over notes, completing class work, researching and drafting for assessment.

OTHER INFORMATION

In History, students will learn the basic skills and knowledge necessary to enable them to pursue Senior Social Science studies in General Subjects - Modern History and Legal Studies and the Applied Subject Social and Community Studies

COSTS INCURRED

Students may be expected to participate in competitions, incursions or excursions.

Participation in these activities involves some cost for the hire of transport, cost of materials and entry into venue

Japanese

AIMS OF SUBJECT

Japanese in Year 10 is a continuation of the Years 8 and 9 course. Students continue to build on prior knowledge to increase their confidence in composing and comprehending Japanese. It is for this reason that students need to have undertaken AT LEAST two years of Japanese and have a working knowledge of hiragana and katakana scripts.

The curriculum covers a variety of tasks and topics, including extra-curricular options (excursions, competitions etc). Above all, the focus of the subject is to build the student's ability to communicate in Japanese and increase awareness and understanding of different ways of thinking and of living life. Topics will be drawn from the major themes of Personal and Community Life, Leisure and Recreation. The International World, The Natural World and The Imaginative World.

ASSESSMENT

Using communicative 'real life' situations and topics, students will undertake ongoing assessment throughout the year. The two major areas of assessment are Comprehending (listening and reading) and Composing (speaking and writing). Students will be encouraged to develop skills equally across the major language skills.

HOMEWORK REQUIREMENTS

- (1) Minimum of 10 minutes revision through online access every night.
- (2) Approximately 20 to 35 minutes of set work two to three times each week. (This may, however, not be evenly spread each week).
- (3) Students will be provided with access, via *QLearn*, to a variety of learning material to support their Japanese language development.
- (4) Internet access at home is highly recommended.

OTHER INFORMATION

All prior Japanese work should be kept. This will be a vital reference base for students to refer to during their continuing studies. For students wishing to continue into Senior, a B standard in Year 10 Japanese is a prerequisite.

COSTS INCURRED

There may also be some costs for excursions, contests and other learning experiences throughout the course.

Music

AIMS OF SUBJECT

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. When studying Music, students will encounter music in a variety of ways, gradually developing skills and techniques that allow them to become musicians who listen with intent and manipulate, express and respond to sound. Through this practice, they construct and communicate ideas, meanings and values about their personal, social and cultural world while fostering learning for life-long well-being, developing critical thinking and aesthetic understanding.

COURSE OUTLINE

Course work is organised across two units:

- **Semester 1: Successful Scores**
How is music used in film, TV and games to enhance meaning?
- **Semester 2: Funky Fusions**
How can music from different cultures, times and places be fused together?

The units integrate the music techniques and processes:

- **Making** - Students play instruments and/or sing to practise, refine and perform an expanding range of solo and ensemble repertoire with confidence, expression and stylistic integrity. They improvise, arrange and compose original works using notation and available technologies to record and share their music.
- **Responding** - Students listen critically, using musicianship skills, to analyse, evaluate and respond to their own and others' music practices, in order to inform and shape their music making. They use music terminology to describe features of

the music and justify their opinions and preferences about music.

ASSESSMENT

Assessment in Music consists of:

- **Performing** - choice of singing or playing an instrument. They may be individual or group performances.
- **Composing** - creating music through digital compositions, improvisation, notated works or recording.
- **Responding** - written or multimodal assignments in which students analyse, evaluate and respond to music.

HOMEWORK REQUIREMENTS

Students will prepare for assessment items and complete set tasks attached to units.

OTHER INFORMATION

Music aims to build an aesthetic knowledge and respect for music and music practices across global and local communities, cultures and musical traditions. As part of this, students should be encouraged to listen to and participate in music activities in both the school and wider community.

Students should try to get involved some of the extra-curricular Performing Arts activities offered at the school such as musicals, Instrumental music, Open Mic, Choir, and performance nights. These opportunities will help them to develop the confidence to be creative, innovative, thoughtful and skilful musicians.

COSTS INCURRED

Students have the opportunity to see a live show at QPAC and the cost for this excursion will be approximately \$60.

Visual Arts

AIMS OF SUBJECT

Visual Arts focuses attention on the areas of skill development, personal expression, understanding of the visual arts, analysis of artworks and art in our environment. The study of Art, in conjunction with other subjects, contributes significantly to the overall general educational goals of social, emotional, intellectual, physical and aesthetic development of the student.

Visual Art, as a subject teaches students how to research, develop, resolve and reflect on their ideas which is invaluable preparation for many vocations including: Architecture, Engineering, Town Planning, Advertising, Arts Administration and Teaching, Curating, Marketing, Fashion Design, Retail Display, Illustrating, Interior Design, Web Page Design, Practising Artist, Industrial Design, Film and Television, and Multi-media.

COURSE OUTLINE

Visual Art offers students the opportunity to study a variety of Concepts and Foci in preparation for the study of Visual Art or Visual Arts in Practice in Senior. It teaches students how to engage in the Inquiry Learning Model which guides how ideas become artworks.

In Year 10 students will study the following units:

- Movements that Matter – Printing, sculpting and critiquing artworks
- Art as Fashion – Wearable Art and Mixed Media
- Activism in Art – Investigating and marking art with a message

Visual Art involves the following:

- *Making* is the production of artworks. Here the effects of past and present, social and cultural contexts on the meanings and

aesthetic values of artworks are considered. In Art, the formulation of ideas and the creating and thinking processes are significant as well as the development into a final product.

- *Responding* is the appreciation of artworks. It involves the acquisition of knowledge of past and present, social and cultural contexts. Students demonstrate their achievement by describing, analysing, interpreting and evaluating information. This is demonstrated through researching, developing and resolving ideas to produce an individual response.

ASSESSMENT

Assessment includes folios of *making* and *responding* works compiled during the course. The techniques used for assessment could include any of the following: production techniques, extended written responses and visual journal work.

HOMEWORK REQUIREMENTS

Students will be expected to maintain their Visual Diary and to undertake research and developmental work in their own time to extend the standard of their coursework. Research for practical and theoretical assignments will also be a requirement of the course.

COSTS INCURRED

Students who participate in the Student Resource Scheme (SRS) will be supplied with a Visual Diary and other class materials. Other costs, in addition to subject requirements, include excursion costs (to galleries etc.) and some materials to make individual artworks.

ADDITIONAL OFFERINGS

Instrumental Music Program

AIMS OF SUBJECT

Bracken Ridge State High School's Instrumental Music Program is open to participation by students of all year levels and has the following aims:

- To provide the opportunity for musical development of students through instrumental instruction on a group basis
- To provide ensemble experience for these students to develop performance skills as an integral part of their music education (eg School Concert Band)
- To provide an extra dimension to the Bracken Ridge State High School Music Program.

COURSE OUTLINE

Instrumental Music is a program that runs alongside timetabled subjects and involves students receiving instrumental tuition for one lesson each week on a String Instrument (Violin, Viola, Cello, Double Bass) Brass, Woodwind or Percussion instrument. Several of these instruments are available for loan from the school.

Lessons are conducted by an Instrumental Music teacher on a set day of the week and are scheduled on a rotational timetable. This is designed to minimise the absence of Instrumental Music students from curriculum classes. The Bracken Ridge High Concert Band, Stage Band and String Ensemble rehearse once a week and are involved in a number of performances or concerts, both inside and outside school.

The course involves practical exercises derived from tutor books and Concert Band repertoire in order to develop the following areas: *Tone, Pitch Repertoire, Tuning, Articulation, Symbols & Terms, Rhythmic & Melodic Perception, Sight Reading, Posture.*

The Instrumental Music Program not only serves to enhance the development of instrumental and performance skills in a 'live' situation but also provides a valuable musical resource to the classroom Music program at Bracken Ridge High.

ASSESSMENT

Students are assessed on the areas mentioned above with a Progress Report issued at the end of each semester of study.

COSTS INCURRED

All students in the Instrumental Music Program must pay a \$60 per year ensemble fee. In addition, students who have signed for a school instrument (Instrument Loan Agreement) are required to pay a Hire Fee of \$50 per year, this excludes large school-based instruments (baritone saxophone and tuba) which are \$15 per year.

OTHER INFORMATION

Further details are available in the Instrumental Music Program Information booklet.

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Vocational Education and Training

Bracken Ridge State High School RTO Number: 30416



VET

OVERVIEW

This qualification provides students with valuable skills in reading, writing, numeracy, and oral communication. It is designed to prepare students for the workforce and further vocational training pathways. Successful completion of this course contributes **4 QCE points**, supporting students as they work towards their Queensland Certificate of Education. In addition, the practical skills gained through this qualification strengthen students' employability, giving them a strong foundation for future career opportunities.

FSKOCM007

Interact effectively with others at work

COURSE OUTLINE

The course supports students in:

- a pathway to employment or further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Core Unit

Unit code	Unit title
FSKLRG011	Use routine strategies for work-related learning

Elective Units

Unit code	Unit title
FSKLRG018	Develop a plan to organise routine workplace tasks
FSKLRG010	Use routine strategies for career planning
FSKLRG015	Manage own work-related learning

FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKRDG010	Read and respond to routine workplace information
FSKWTG008	Complete routine workplace formatted texts
FSKWTG009	Write routine workplace texts
FSKDIG002	Use digital technology for routine and simple workplace tasks
ICPSUP2810	Use computer systems in the printing and graphic arts sectors
BSBTEC203	Research using the internet

BSBPEF101	Plan and prepare for work readiness
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Entry Requirements

Nil

QCE Credits on Completion

4 QCE Credits (complete qualifications contribute to core credits)

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 14 units of competency
- 1 core unit, plus
- 13 elective units

Refer to www.training.gov.au for specific information about the qualification.

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Vocational Education and Training

Bracken Ridge State High School RTO Number: 30416



VET

ASSESSMENT

A variety of assessment techniques will be used including; case studies, activities, group or individual projects, teacher observation, practical tasks and procedural applications.

Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application.

Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.

FEES

There are no additional costs involved in this course.

WORK PLACEMENT

There are no work placement requirements for this course.

Duration, location and delivery mode

This is a One Semester course delivered face-to-face in Year 10 onsite at Bracken Ridge State High School.

RTO OBLIGATION

The RTO guarantees that the student will be provided with every opportunity to complete the qualification.

We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.